The Counselor's Role as Perceived by Administrators, Counselors, and Teacher-counselors in South Dakota High Schools

Darlene Mulder Prashar

Follow this and additional works at: https://openprairie.sdstate.edu/etd

Recommended Citation
https://openprairie.sdstate.edu/etd/3481
THE COUNSELOR'S ROLE AS PERCEIVED BY ADMINISTRATORS, COUNSELORS, AND
TEACHER-COUNSELORS IN SOUTH DAKOTA HIGH SCHOOLS

BY

DARLENE MULDER PRASHAR

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in Guidance
and Counseling, South Dakota
State University

1968

SOUTH DAKOTA STATE UNIVERSITY LIBRARY
THE COUNSELOR'S ROLE AS PERCEIVED BY ADMINISTRATORS, COUNSELORS, AND TEACHER-COUNSELORS IN SOUTH DAKOTA HIGH SCHOOLS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor: ___________________________ Date: __________

Head, Education Department: _______________ Date: __________
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.  INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Limitations</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms Used</td>
<td>3</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>Role Theory</td>
<td>5</td>
</tr>
<tr>
<td>Organization for Guidance</td>
<td>7</td>
</tr>
<tr>
<td>Differences Between Teachers and Counselors</td>
<td>9</td>
</tr>
<tr>
<td>The Teacher-Counselor Point of View</td>
<td>10</td>
</tr>
<tr>
<td>The Full-Time Counselor Point of View</td>
<td>11</td>
</tr>
<tr>
<td>The Counselor's Proper Function</td>
<td>12</td>
</tr>
<tr>
<td>Improper Functions of the Counselor</td>
<td>15</td>
</tr>
<tr>
<td>Common Misconceptions About Guidance</td>
<td>15</td>
</tr>
<tr>
<td>Factors Affecting Differing Perceptions of Counseling</td>
<td>15</td>
</tr>
<tr>
<td>How Counselors Perceive the Counselor's Role</td>
<td>16</td>
</tr>
<tr>
<td>How Administrators Perceive the Counselor's Role</td>
<td>18</td>
</tr>
<tr>
<td>Improving the Counselor's Image</td>
<td>19</td>
</tr>
<tr>
<td>III. METHODS AND PROCEDURES</td>
<td>23</td>
</tr>
<tr>
<td>IV. FINDINGS OF THE STUDY</td>
<td>29</td>
</tr>
<tr>
<td>Counseling</td>
<td>29</td>
</tr>
<tr>
<td>Information</td>
<td>32</td>
</tr>
<tr>
<td>Inventory (Testing)</td>
<td>41</td>
</tr>
<tr>
<td>Follow-up</td>
<td>51</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Maintaining Relations with the School Staff</td>
<td>58</td>
</tr>
<tr>
<td>Orientation</td>
<td>72</td>
</tr>
<tr>
<td>Appraisal of the Individual Student</td>
<td>83</td>
</tr>
<tr>
<td>Placement</td>
<td>96</td>
</tr>
<tr>
<td>Administrative Duties</td>
<td>102</td>
</tr>
<tr>
<td>Clerical Duties</td>
<td>107</td>
</tr>
<tr>
<td>Public Relations</td>
<td>122</td>
</tr>
<tr>
<td>Teaching Courses Other Than Group Guidance</td>
<td>136</td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>138</td>
</tr>
<tr>
<td>Summary of the Findings</td>
<td>139</td>
</tr>
<tr>
<td>Conclusions</td>
<td>141</td>
</tr>
<tr>
<td>Recommendations</td>
<td>141</td>
</tr>
<tr>
<td>SELECTED REFERENCES</td>
<td>123</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>147</td>
</tr>
<tr>
<td>A. Letter of Transmittal</td>
<td>147</td>
</tr>
<tr>
<td>B. Data Sheet</td>
<td>148</td>
</tr>
<tr>
<td>C. Counselor Function Inventory.</td>
<td>150</td>
</tr>
<tr>
<td>D. Number of Respondents in Each Category of the Data Sheet</td>
<td>153</td>
</tr>
<tr>
<td>E. Follow-up Letter</td>
<td>155</td>
</tr>
<tr>
<td>F. Summary of the Items of the Counselor Function Inventory</td>
<td>156</td>
</tr>
<tr>
<td>Included in Each of the Counselor Functions</td>
<td></td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>1. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO POSITION</td>
<td>30</td>
</tr>
<tr>
<td>2. COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE COUNSELING FUNCTION WITH REGARD TO TIME SPENT</td>
<td>31</td>
</tr>
<tr>
<td>3. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO DEGREE HELD</td>
<td>33</td>
</tr>
<tr>
<td>4. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO YEARS IN EDUCATION</td>
<td>34</td>
</tr>
<tr>
<td>5. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION</td>
<td>35</td>
</tr>
<tr>
<td>6. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL</td>
<td>36</td>
</tr>
<tr>
<td>7. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO AGE</td>
<td>37</td>
</tr>
<tr>
<td>8. PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO SEX</td>
<td>38</td>
</tr>
<tr>
<td>9. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO POSITION</td>
<td>39</td>
</tr>
<tr>
<td>10. COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE INFORMATION FUNCTION WITH REGARD TO TIME SPENT</td>
<td>40</td>
</tr>
<tr>
<td>11. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO DEGREE HELD</td>
<td>42</td>
</tr>
<tr>
<td>12. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO YEARS IN EDUCATION</td>
<td>43</td>
</tr>
</tbody>
</table>
FIGURE PAGE
13. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION 44
14. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL 45
15. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO AGE 46
16. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO SEX 47
17. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO POSITION 48
18. COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE INVENTORY FUNCTION WITH REGARD TO TIME SPENT 49
19. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO DEGREE HELD 50
20. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO YEARS IN EDUCATION 52
21. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION 53
22. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL 54
23. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO AGE 55
24. PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO SEX 56
<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO POSITION</td>
<td>57</td>
</tr>
<tr>
<td>26. COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO TIME SPENT</td>
<td>59</td>
</tr>
<tr>
<td>27. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO DEGREE HELD</td>
<td>60</td>
</tr>
<tr>
<td>28. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO YEARS IN EDUCATION</td>
<td>61</td>
</tr>
<tr>
<td>29. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION</td>
<td>62</td>
</tr>
<tr>
<td>30. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL</td>
<td>63</td>
</tr>
<tr>
<td>31. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO AGE</td>
<td>64</td>
</tr>
<tr>
<td>32. PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO SEX</td>
<td>65</td>
</tr>
<tr>
<td>33. PERCEPTION OF THE COUNSELOR'S ROLE IN ANALYSIS OF GRADES GIVEN BY THE FACULTY WITH REGARD TO POSITION</td>
<td>66</td>
</tr>
<tr>
<td>34. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO POSITION</td>
<td>68</td>
</tr>
<tr>
<td>35. COUNSELOR'S PERCEPTION OF THEIR ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO TIME SPENT</td>
<td>69</td>
</tr>
<tr>
<td>36. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO DEGREE HELD</td>
<td>70</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>37. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO YEARS IN EDUCATION</td>
<td>71</td>
</tr>
<tr>
<td>38. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO YEARS IN PRESENT POSITION</td>
<td>73</td>
</tr>
<tr>
<td>39. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO SIZE OF HIGH SCHOOL</td>
<td>74</td>
</tr>
<tr>
<td>40. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO AGE</td>
<td>75</td>
</tr>
<tr>
<td>41. PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO SEX</td>
<td>76</td>
</tr>
<tr>
<td>42. PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO POSITION</td>
<td>78</td>
</tr>
<tr>
<td>43. COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO TIME SPENT</td>
<td>79</td>
</tr>
<tr>
<td>44. PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO DEGREE HELD</td>
<td>80</td>
</tr>
<tr>
<td>45. PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO YEARS IN EDUCATION</td>
<td>81</td>
</tr>
<tr>
<td>46. PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION</td>
<td>82</td>
</tr>
<tr>
<td>47. PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL</td>
<td>84</td>
</tr>
<tr>
<td>48. PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO AGE</td>
<td>85</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO SEX</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>49.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO POSITION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td></td>
<td>87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>COUNSELOR'S PERCEPTION OF THEIR ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO TIME SPENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.</td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO DEGREE HELD</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.</td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO YEARS IN EDUCATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.</td>
<td></td>
<td>91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO YEARS IN PRESENT POSITION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.</td>
<td></td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO SIZE OF HIGH SCHOOL</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.</td>
<td></td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO AGE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.</td>
<td></td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO SEX</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.</td>
<td></td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO POSITION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.</td>
<td></td>
<td>97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO TIME SPENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.</td>
<td></td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO DEGREE HELD</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.</td>
<td></td>
<td>99</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>61. PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO YEARS IN EDUCATION</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>62. PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>63. PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>64. PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO AGE</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>65. PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO SEX</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>66. PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO POSITION</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>67. COUNSELOR'S PERCEPTION OF THEIR ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO TIME SPENT</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>68. PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO DEGREE HELD</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>69. PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO YEARS IN EDUCATION</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>70. PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO YEARS IN PRESENT POSITION</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>71. PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO SIZE OF HIGH SCHOOL</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>72. PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO AGE</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Figure</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>73.</td>
<td>Perception of the Counselor's role in administrative duties with regard to sex</td>
<td>114</td>
</tr>
<tr>
<td>74.</td>
<td>Perception of the Counselor's role in clerical duties with regard to position</td>
<td>115</td>
</tr>
<tr>
<td>75.</td>
<td>Counselor's perception of their role in clerical duties with regard to time spent</td>
<td>117</td>
</tr>
<tr>
<td>76.</td>
<td>Perception of the Counselor's role in clerical duties with regard to degree held</td>
<td>118</td>
</tr>
<tr>
<td>77.</td>
<td>Perception of the Counselor's role in clerical duties with regard to years in education</td>
<td>119</td>
</tr>
<tr>
<td>78.</td>
<td>Perception of the Counselor's role in clerical duties with regard to years in present position</td>
<td>120</td>
</tr>
<tr>
<td>79.</td>
<td>Perception of the Counselor's role in clerical duties with regard to size of high school</td>
<td>121</td>
</tr>
<tr>
<td>80.</td>
<td>Perception of the Counselor's role in clerical duties with regard to age</td>
<td>123</td>
</tr>
<tr>
<td>81.</td>
<td>Perception of the Counselor's role in clerical duties with regard to sex</td>
<td>124</td>
</tr>
<tr>
<td>82.</td>
<td>Perception of the Counselor's role in writing references with regard to position</td>
<td>125</td>
</tr>
<tr>
<td>83.</td>
<td>Perception of the Counselor's role in public relations with regard to position</td>
<td>126</td>
</tr>
<tr>
<td>84.</td>
<td>Counselor's perception of their role in public relations with regard to time spent</td>
<td>127</td>
</tr>
<tr>
<td>Figure</td>
<td>Perceptions of the Counselor's Role in Public Relations</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>85.</td>
<td>Perception of the counselor's role in public relations with regard to degree held</td>
<td>128</td>
</tr>
<tr>
<td>86.</td>
<td>Perception of the counselor's role in public relations with regard to years in education</td>
<td>130</td>
</tr>
<tr>
<td>87.</td>
<td>Perception of the counselor's role in public relations with regard to years in present position</td>
<td>131</td>
</tr>
<tr>
<td>88.</td>
<td>Perception of the counselor's role in public relations with regard to size of high school</td>
<td>132</td>
</tr>
<tr>
<td>89.</td>
<td>Perception of the counselor's role in public relations with regard to age</td>
<td>133</td>
</tr>
<tr>
<td>90.</td>
<td>Perception of the counselor's role in public relations with regard to sex</td>
<td>134</td>
</tr>
<tr>
<td>91.</td>
<td>Perception of the counselor's role in visiting homes to confer with parents with regard to position</td>
<td>135</td>
</tr>
<tr>
<td>92.</td>
<td>Perception of the counselor's role in teaching courses other than group guidance with regard to position</td>
<td>137</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The role of the counselor in the secondary school is not always well understood. Confusion and poor communication about the degree of responsibility for various activities may interfere with effective work. Guidance programs in secondary schools are confronted with many problems. Possibly, the lack of understanding of the role of the counselor, plus the opinions and attitudes of the school personnel, are hindering the effectiveness of guidance programs in many of the secondary schools of South Dakota.

With the Wrenn Report, the American Personnel and Guidance Association gave impetus to guidance programs in American schools by better defining the school counselor's task in a changing world, making recommendations for the improvement of counseling, and promoting the school counselor as a professional person. The interest of the federal government in counselor education was manifested with the passage of the National Defense Education Act of 1958 and its extensions. Since guidance is being recognized as an integral part of an effective school setting every effort should be made to provide the best guidance programs possible.

STATEMENT OF THE PROBLEM

The purpose of the study was to (1) compare the perceptions of the counselor's role by administrators, counselors, and teacher-counselors; and (2) determine the differential effects of the degree held, the number of years in education, the number of years in their present position, the
number of students in the school, age, and sex on the perceptions of these individuals.

IMPORTANCE OF THE STUDY

Many high schools in South Dakota today are going through one of these processes:

1. Developing a philosophy of guidance prior to initiating a guidance program.
2. Evaluating a guidance philosophy and program now in existence.
3. Revising an existing guidance program.

A study of the role of the counselor should help these schools and their staffs. The educators of counselors, administrators and teachers in this area can also use the findings as a base on which to build.

College bound and vocationally oriented students must be helped in the best way possible. Teamwork and cooperation must be promoted among the members of the school staff for the benefit of the students.

LIMITATIONS

Junior High Schools and schools which employed both counselors and teacher-counselors were not included in the sample. Schools were eliminated where the principal acted as a counselor. This was done to eliminate confusion. The size of the school was not taken into consideration when selecting the sample. Principals (as administrators) were sent the questionnaire because they would have the most contact with their school counselor.

Since it would be impractical to interview the staffs of schools throughout the state, a questionnaire was used. There is always the
possibility that the questions may have been misinterpreted or that the replies may not be honest.

DEFINITION OF TERMS USED

1. Guidance program. An over-all program of guidance including counseling. This includes vocational, educational and individual counseling. It is a process of helping an individual to become a productive member of our society and a definite asset to his community.

2. Counseling. A process that takes place in many types of one-to-one relationships, where students or individuals may be helped to solve their problems and adjust to their environment and to themselves, by persons trained to help them reach intelligent solutions.

3. Counselor. That person who, trained in psychology and education, can carry on those aspects of counseling which are necessary and proper. He has a genuine interest in his clients and his professions. The counselor holds a Counselor's certificate. (Master's Degree with major emphasis in guidance or graduate credit in specified guidance courses totaling 21 semester hours; a teaching certificate; one year of successful school experience.)

4. Administrator. Those who are charged with the operation of elementary and secondary schools, such as assistant principals, principals, and superintendents.

5. Teacher-counselor. A member of the school staff whose time is divided between teaching duties and guidance duties. The teacher-counselor holds a Teacher-Counselor certificate. (15 semester hours in specified guidance courses, nine hours of which must be graduate;
a teaching certificate; one year of successful school experience.)

6. Role. A series of learned, reciprocal actions performed in interaction to situations. It is an actual performance.

7. Role expectations. Anticipated actions pertaining to the positions in the social structure. Those actions expected of the occupant of a position are obligations or duties. The actions that you expect to perform are rights.

8. Role perceptions. Role expectations held by others as influenced by the persons actually in the position.
ROLE THEORY

Role theory is a conceptual tool (Ivey and Robin, 1966) which may facilitate the study of counseling and illuminate the functions of a counselor. Such a theory is needed to orient counseling in the present while suggesting new directions for the future. Although theorists cannot agree on a common terminology or definitional system, there are three basic concepts of role (Ivey and Allen, 1966).

1. Norm - behavioral expectation from those whose judgement is significant to the actor.

2. Position - location in a defined social structure.

3. Role behavior - what the individual taking the position actually does.

Role conflict (Ivey and Allen, 1966) occurs in a situation in which there is systematic difficulty involved in assuming and maintaining a role, or functioning in a role, such as:

1. Role conflict stemming from the role definers.

2. Role conflict internal to the role.

3. Role conflict stemming from the role interaction with a social system.

4. Role conflict stemming from the interaction of the individual and his role.

Bentley (1965) states it differently by saying that conflict may occur:

1. if an individual performs his role differently than he is expected
to perform it.

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

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

There are two sources of role definition (Miller, 1960) for the school counselor. First, there are the expectations of the administration, teachers, and other staff members in the school. Secondly, there is the counselor's own perception of his role. His own perception is related to his personality, needs, and disposition.

The role of the counselor is communicated only partially (Miller, 1964) to all of the school and community. This communication is through the behavior of the counselor in terms of the evidence of help supplied to teachers, students, principals, parents, and superintendents. They judge his professional behavior not only in congruence with the expressed role, but also in regard to how they perceive his role. They may place more emphasis on one aspect, i.e. test interpretation or some other duty which the counselor may not be filling according to their expectations.

The counselor's professional behavior is motivated (Miller, 1964) unconsciously as well as consciously. Ideally, the counselor operates in an intelligent, sensitive, perceptive, and dedicated manner in all matters which impinge on his effectiveness. The degree to which these conditions are likely to happen will depend upon aspects of his personality, such as intelligence, drive, integration, dedication, and the extent to which the working climate satisfies his needs and is relatively free from conflict and frustration.

Guidance is in a confused state due to lack of clarification of
guidance roles (Warren, 1963). In the school setting, the counselor is frequently faced with a myriad of duties he considers remote to his position (Knapp and Denny, 1961). There is a tendency to blame this on uninformed administration or school staff that is not "guidance oriented." It may also be closely related to the counselor's own lack of initiative in at least tentatively delineating his role.

Counselors often serve as a buffer (Johnson, 1960) when conflicts and misunderstandings arise. Because of this, the counselor must have a thorough understanding of the total educational program and its goals and purposes. He also must be prepared to discuss a wide range of school topics.

**ORGANIZATION FOR GUIDANCE**

Hamilton (1963) stated that guidance services should be provided in a small high school. He set up the following criteria for setting up a guidance program:

1. There should be a general understanding by everyone of the need for guidance and the role of a good guidance program.

2. A minimum amount of money from local funds (and Title V of NDEA) should be available.

3. The guidance program needs the support and assistance of the teachers.

4. The person hired to direct the guidance program should be reasonably well trained.

McCabe (1958) leaned toward the teacher-counselor point-of-view when he stated his hypotheses regarding organization for guidance. They
are:

1. The greatest opportunity for guidance is found in daily pupil-teacher interactions.

2. The central emphasis should be on teacher-pupil interactions.

3. The major portion of the time of the guidance workers should be devoted to individual and group consultation with teachers.

4. The emphasis of the guidance program should be on improvement of the quality of the educational experience in the classroom.

There are certain things every school has a right to expect of its counselor (Hoyt, 1961). First, the counselor should have a professional career commitment to education as shown by a valid teaching certificate and successful teaching experience. The counselor should be a specialist (Hoyt, 1961) in student appraisal, educational and vocational information, counseling methods and techniques, referral procedures, group procedures, and research methods. The services of the counselor should extend to the teaching staff (Hoyt, 1961). He can do this by teaching units and courses in guidance, solving teacher-pupil problems, and improving academic achievement by searching for causes of student behavior. The services of the counselor will also extend to the administrative staff (Hoyt, 1961). He can do this by helping students with educational plans, taking an active role in ability grouping, finding out why students are exhibiting attendance or discipline problems, and interpreting school policy to the students and their parents. The administration will also expect evidence of the values of guidance in the school. The counselor should be vitally interested in the welfare of every student. And, finally he should be constantly striving to increase his professional
DIFFERENCES BETWEEN TEACHERS AND COUNSELORS

Many secondary school administrators are debating the merits of full-time counseling assignments as compared to teacher-counselor assignments (Loughary, 1959). Large schools have a choice, although small schools may not.

Points of comparison between teachers and counselors (Loughary, 1959) are the size of the student groups with whom they work, frequency of contact, signs of effectiveness, extent of responsibility for student decisions and behavior, extent to which answers are provided, extent of familiarity with the students desired, and the extent of acceptance of all the students. Both the teachers and the guidance workers positions (Fink, 1959) are based on a substantial but different amount of knowledge. The teacher's training is in the areas of learning, measurement and curriculum development. Guidance workers have training in personality theory, mental hygiene, counseling techniques, educational and psychological research and educational-vocational planning. The incompatibility of the dual role was pointed out by Cassel (1963). The entities of learning activities are perceptual, procedural, and psychological. Verbal communication is the teachers main approach. The counseling of personal and social problems require psychological, procedural, and perceptual entities, in that order. Reflection, social conditioning, etc. are the means of the counselor. The differences will become more apparent when we look at each point-of-view in depth. There is some overlapping, of course.
THE TEACHER-COUNSELOR POINT-OF-VIEW

Some proponents of this point-of-view (Loughary, 1959) take the extreme position that every teacher is a counselor. Guidance activities are equated and subsumed under teaching. A less extreme view recognizes some differences between the teacher and counselor, but views the teacher with her class contacts and observation as the logical person to provide counseling. Effective counseling in through acquaintance with the counselee. Two teacher-counselors with a student load of 200 students each is considered better than one full-time counselor with a student load of 400. The theory behind this is that, regardless of total time assigned for counseling, the smaller the student load, the greater the counselor's knowledge of his counselees. Other factors in favor of the teacher-counselor have to do with staff relations (Loughary, 1959). The teacher-counselor is in a better position to know the students, teachers, and parents. Teacher-counselors make for better intra-school public relations. Guidance is more closely integrated with the curriculum. Teacher-student-counselor conferences are less complex. This system also inhibits the development of "specialists" who lose sight of the major objectives of education.

Ramstad and Reiss (1959) of the Thomas Hunt Morgan Junior High School in Seattle, Washington, stated the advantages of the teacher-counselor program as,

"It frees other teachers of non-teaching duties, their work can not be diluted by administrative duties, and they maintain daily contact with the students."

The responsibilities of the teacher-counselors in the Morgan Junior High (Ramstad and Reiss, 1959) are as follows:
1. They evaluate and appraise students under their direction. They work closely with the staff, are active in ability grouping, and help with the selection of electives.

2. They maintain contact with parents.

3. They talk to problem students before referral to the office.

4. They take care of cumulative records, route report cards and notices; they are also responsible for health records, parent conference reports, anecdotal records, and registration.

5. Evaluation for placement seems to be their most important duty. Stewart (1957) points out that many of the counselors are essentially teachers, limited in their concept of their role and making responses similar to those of teachers. Counselors have the function of interpreting guidance to the school staff. If their thinking is biased as teachers, how can their programs grow?

THE FULL-TIME COUNSELOR POINT-OF-VIEW

Here there is a division of responsibility so one person is not devoting more energy to the preferred activity, as might happen in the teacher-counselor system. Proponents of this view (Loughary, 1959) feel that the authoritarian role of the teacher is not consistent with the philosophy and principles of counseling. Other advantages are that the counseling schedule can be kept flexible, and the most economical use can be made of professional personnel. Because of training, a full-time counselor will become more effective at a more rapid rate. The counselor will have more time to keep informed. And the job will attract the more capable counselors available.
Malcolm (1960) notes that children will talk to other adults (the counselor), but not to their parents and teachers about their problems. This may be because of the discipline role, or the emotional involvement, that the parents and teachers have in their relationships with the students. Somewhere in the school must be a person to whom the child can turn for help. Malcolm (1960) says, "Every teacher a counselor, but not every counselor a teacher."

THE COUNSELOR'S PROPER FUNCTION

In 1964 the American Personnel and Guidance Association (1964) described the role of the counselor as follows:

1. The major responsibility of the counselor is to assist an individual through the counseling relationship to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making and coping with problems relative to his developmental needs and to his vocational and educational needs.

2. The counselor also engages in related activities. For example, he makes effective use of the services of other professional personnel through referrals and consultation. He works with other persons in his employment environment in a manner which facilitates the achievement of desirable objectives for the benefit of the counselee. He may perform additional services for which he has the preparation and the nature of which is such that they are logically his professional responsibility within the setting in which he works.

3. In all of his professional activities, the counselor maintains a high level of ethical practices in accordance with the Code of Ethics of the American Personnel and Guidance Association.

4. The counselor expects that in the employment setting in which he works, conditions will be maintained which will enable him to work in a professional manner. These conditions include freedom to exercise his skills on a professional level, time to perform the counseling function, and adequate facilities.

Wrenn (1957) stated that any discussion of counselor role should be based on the following assumptions:
1. The school counselor is an educator with special professional training at the M.A. level and beyond.

2. The school counselor is a generalist in a number of school functions and may be a specialist in at least one type of service. The nature of this specialization will vary with each counselor's unique personal qualifications and with the specific emphasis on his professional education.

3. The school counselor's clients include teachers, parents, and administrators as well as students.

4. The school counselor's skills should include not only those necessary for the individual counseling relationship but those essential to working effectively with groups.

5. The school counselor is concerned primarily with the normal growth needs of students, more with developmental than with problem crises.

6. The school counselor, because of the expectations of students, teachers, and administrators, must have a fairly high level of psychological sophistication in his professional education and in-service development.

There are two distinct services associated with counselors (Wrenn, 1957). First, he is a professionally trained individual in the art and science of counseling students. Second, he is a guidance specialist meeting the non-counseling needs of the students. Boy and Isaksen (1962) elaborate on the counselor's proper functions with the following:

1. They should engage in professional counseling, both individual and group.

2. They should motivate students to seek counseling through an orientation program.

3. They should conduct research to measure their effectiveness.

4. They should conduct in-service programs for teachers, administrators, and parents.

5. They should be a resource consultant.
6. They should assist in grouping students.

Some realistic expectations (Gardner, 1961) that teachers might expect from the guidance program are:

1. Help in understanding the behavior of students.
2. Help in understanding and analyzing child behavior in general.
3. Help in analyzing standardized test data for groups of students.
4. Counseling of students referred by the teacher for adjustment or motivation problems.
5. Help students make appropriate course selection.
6. Provide occupational information.
7. Make suggestions for planning guidance in the homeroom or guidance unit, and/or group guidance courses.
8. Provision for in-service training for teachers with respect to the guidance program.
9. Share with teachers appropriate information gathered in interviews, follow-up, research, contacts with community agencies, and contacts with training institutions.
10. Help the teacher understand their role in the guidance program.

Wrenn (1962) stated that in the future, counselors would also be doing the following:

1. Contribute to student self-understanding and self-acceptance.
2. Be sensitive to cultural changes which affect self-understanding.
3. Develop group learning experiences for students.
4. Increase student self-reliance.
5. Counsel girls realistically.
6. Accept and encourage diversity and talent.
IMPROPER FUNCTIONS OF THE COUNSELOR

The functions (Boy and Isaksen, 1962) for which the counselor should not be responsible for are:

1. Administrative duties, such as providing parents with academic reports, issuing failure reports to parents, and arranging bus transportation.
2. Instructional, tutorial, proctorial, or supervisory duties.
3. Discipline.
4. Clerical tasks, such as cumulative records.
5. Scheduling classes or arrangement of academic programs.
6. Checking attendance or serving as truant officer.

COMMON MISCONCEPTIONS ABOUT GUIDANCE

Misconceptions about guidance programs abound. Quinn (1967) listed some common misconceptions:

1. Guidance and counseling are synonymous.
2. Guidance is intended for crisis situations.
3. Guidance is an area of concern for the counselor and no other staff member.
4. Guidance has primary concern for counseling of a clinical nature.
5. Various aspects of the guidance process are unrelated in the developmental growth of a pupil or student.

Miller (Horeis, 1966) cited six more:

1. Guidance is for maladjusted pupils.
3. Guidance is for the secondary school.
4. Guidance consists of pushing, prodding, and manipulating.
5. Guidance is the province of specialists.

FACTORS AFFECTING DIFFERING PERCEPTIONS OF COUNSELING

Stewart (1961) administered two 15-itemed tests for teacher's
attitudes toward guidance. The data was analyzed by sex, marital status, experience, grade taught, institution conferring degree, and graduate experience. It was found that marital status, experience, type of school, subject taught, institution conferring degree, or graduate experience did not make a significant difference in attitudes toward guidance. Women scored higher on all scales than men. Guidance attitudes were positively correlated to general attitudes toward teaching. Optimal predictors of participation-in-guidance scores were attitude scores and years of experience.

Shumake (1964) hypothesized that principals and counselors do not differ significantly in their perceptions of the counselor's role and function when grouped by years of experience, age, sex, certification, size of schools, number of counselors per school, and counselees per counseling hour. He found that differences among principals compared to the size of the school and the number of counselors in the school. The differences among the counselors compared to the size of the school and the number of counselees per hour.

HOW COUNSELORS PERCEIVE THE COUNSELOR'S ROLE

In a highly regarded sampling of 1,282 counselors throughout the United States, Hitchcock (Shaw, 1953) found that:

Of the counselors who were assisting pupils failing in their school work, 41 percent did not feel that this was their job.
Of the counselors who were assisting pupils with their course planning, 40 percent did not feel that this was their job.
Of the counselors who were assisting pupils with their occupational plans, 40 percent did not feel that this was their job.
Of the counselors who assisted teachers with pupils problems, 37 percent did not feel that this was their job.
Of the counselors who interpreted test results to teacher, 33 percent did not feel that this was their job.
Of the counselors who sat in on conferences with other counselors, 29 percent did not feel that this was their job.
Of the counselors who were counseling parents of failing pupils, 34 percent did not feel that this was their job.

Schmidt (1962) found that the ideal functions of counselors as perceived by themselves are:

1. Counseling with students on personal and social problems.
2. Vocational and educational counseling.
3. Test interpretation to individual students.
4. Identify exceptional students.
5. Interview teacher-referred students.
6. Should not keep attendance records, supervise, or be in charge of the audio-visual program.
7. Should not have to prepare transcripts for college.
8. Should not have to conduct research on classroom teacher tests.

Watley (1965) indicated the time that counselors would like to spend on each function.

<table>
<thead>
<tr>
<th>Function</th>
<th>Mean % of time for each function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>76%</td>
</tr>
<tr>
<td>Educational-Vocational</td>
<td>53%</td>
</tr>
<tr>
<td>Clinical</td>
<td>15%</td>
</tr>
<tr>
<td>Reading and Study Skills</td>
<td>8%</td>
</tr>
<tr>
<td>Teaching</td>
<td>4%</td>
</tr>
<tr>
<td>Research</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
</tr>
</tbody>
</table>

This does not coincide with the counselor's actual role; however.

Several studies indicate that counselors spend up to one-half or more of his time with clerical duties, when he would like to be counseling (Knapp and Denny, 1961).
HOW ADMINISTRATORS PERCEIVE THE COUNSELOR'S ROLE

Administrator's opinions of counseling cover a wide range. Some principals tend to emphasize leadership more strongly than counselors (Sweeney, 1966). They view leadership as desirable in proposing, coordinating, maintaining, and evaluating the school's guidance program.

Some administrators have a very low estimate of the counselor (Vontress and Cheeseborough, 1966). They may consider him a jack-of-all-trades, and then condemn him for failing to accomplish what he was hired to do. Some administrators also believe counselors are not particularly competent to handle the students personal-emotional problems (Shertzer and Stone, 1963). Others expect the counselor to be active in administration-instructional areas such as curriculum planning, pupil attendance, schedule making, discipline, and substitute teaching. Because of misconceptions about guidance, administrators sometimes make imprudent teacher and counselor assignments (Vontress and Cheeseborough, 1966).

On the other end of the spectrum, some administrators view the notion of teacher-trained personnel serving as both teacher and counselor as a myth (Cassel, 1963). They hold that certain aspects of counseling require specialized training which the usual teacher does not receive.

Groth (1966) surveyed secondary school principals in southern Minnesota and made the following conclusions:

1. Administrators display little antagonism toward counselors.
2. Most principals realize the value of good rapport with all
members of their staff, including counselors.

3. Some educators do not know what the role of a counselor is.

4. Lack of understanding and poor relationships between counselors and administrators is fading.

5. Administrators are beginning to realize the difference in the administrator's and the counselor's role, and thus, are viewing counselors differently.

6. The more the administrators begin to realize the value of counseling the more they promote and understand the program.

When Schmidt (1962) compared the perceptions of counselors and principals he concluded:

1. Both counselors and principals perceive significant and subjective positive relationships between the actual and ideal roles of the counselor.

2. Counselors are not more idealistic than principals.

3. There is a .60 correlation between the counselor's and the principals perception of the counselor's role.

4. The correlation of both on the counselors ideal role is positive and significant.

5. There is general agreement among counselors and principals.

IMPROVING THE COUNSELORS IMAGE

Various suggestions have been given for remedying the tarnished image of the counselor. The counselor can do much to increase his professional stature. Miller (1960) said that the counselor can see that he is prepared, participate in professional organizations, know
what the school expects of him, and check his own perception of his role. The counselor serves as his own public relations man (Johnson, 1960). It is vital that he plan and think through his own activities, keeping in mind the possible implications for what he does. Some of the things a counselor does that have built-in public relations value are follow-up, career days, an effective placement program, use of the telephone, use of an advisory committee, and parent-teacher conferences. He can use these, and more, to further the objective of developing understanding, sympathetic acceptance, and willing participation.

Delaney (1962) gives several suggestions for improving teacher relations with the counselor. Teachers must be made more aware of the counselor's responsibilities. Counselors should take the classroom teachers into confidence. The school should endeavor to remove routine paperwork from the homeroom teacher. Incompetent counselors should be removed from the field. And finally, the counselor should make himself available as a resource person.

Teachers should accept the guidance program, understand it, and see it in its role in relation to the goal of the school, good instruction. In-service training (Mathis, 1962) can help in many ways. The teacher will learn that tests are not "black magic," and see the rational behind the whole testing program. He can grasp some of the strengths and weaknesses of the guidance tools. The teacher will also gain a better understanding of what guidance workers do. Kroll (1962) gives nine keys for an effective in-service training program:
1. Telling them by lecture is ineffective, discussion is better.

2. Create an atmosphere of freedom of expression; this leads to creative thinking and deeper insight.

3. Protect individuals from sharp clashes and promote fair play.

4. Maintain the atmosphere with a sense of good humor.

5. Have patience.

6. Watch for persons who dominate the meeting or lose interest.

7. The real thinking of the group must never be lost sight of.

8. Have clear objectives for each meeting to avoid getting off of the subject.

9. Visual aids are important, and good preparation is essential.

Shaw (1963) tells of a successful television in-service training course. The opinions of the teachers rose after the session. It also received good reviews from parents and other citizens in the community.

If guidance is to achieve its goal, it has to be of direct service to the teachers. One technique to avoid the possibility of seeing only a few teachers all of the time is to develop a checklist (Mathis, 1962). This will insure the counselor of seeing all the teachers a minimum number of times during the school year.

Another way to improve the staff orientation is to include instructional personnel in all planning and evaluation of the guidance program (Knapp and Denny, 1961). An advisory committee of superintendents and principals for university guidance education programs could be set up so new teachers and counselors are properly oriented (Fink, 1959).
Administrators should re-examine their practices of hiring teachers (Stewart, 1957) as counselors, feeling teaching experience is more important than professional training, and insisting that counselors come from their own staff, they can also cooperate with the counselor in developing a written job description for the counselor in that school (Knapp and Denny, 1961).
CHAPTER III

METHODS AND PROCEDURES

This chapter is concerned with the methods and procedures used in the collection, collation and analysis of the data.

Using the Directory for South Dakota Guidance Personnel (Department of Public Instruction, 1967) a list was made of every public high school in South Dakota which employed a certified counselor or certified teacher-counselor during the 1967-1968 school term. Seventy schools were included. A letter of transmittal (Appendix A), a Data Sheet (Appendix B), a Counselor Function Inventory (Appendix C), and a stamped, self-addressed envelope was sent to the principal, or to the superintendent if the school did not have a principal, and to each counselor or teacher-counselor in each of the selected schools. Seventy administrators, 64 counselors, and 23 teacher-counselors who were employed by the selected schools were contacted.

After three weeks, 48 or 68.59 percent of the administrators, 57 or 89.06 percent of the counselors, and 14 or 82.60 percent of the teacher-counselors had filled out and returned the Data Sheet and the Counselor Function Inventory. A follow-up letter (Appendix E) was sent to the remainder of the sample with another complete Data Sheet and Counselor Function Inventory. Six more administrators, five more counselors, and five more teacher-counselors responded to the second letter. A total of 54 or 77.14 percent of the administrators, 62 or 96.87 of the counselors, and 19 or 82.60 percent of the teacher-counselors responded to the survey, making the total 141 or 89.17 percent. Six Counselor Function
Inventories were subsequently eliminated because the respondents had not completed the questionnaire, or indicated that they performed the duties of both principal and counselor in their school. One hundred thirty five usable Counselor Function Inventories gave a final return of 85.92 percent.

The Counselor Function Inventory (Shumake and Oelke, 1967) was developed for use in studying the counselor's role. It studies the major service areas of the counseling program with regard to the level of responsibility and participation on the part of the counselors. Specifically, these questions form the basis of the instrument (Shumake and Oelke, 1967):

1. Should the counselor personally perform the function?
2. Should the counselor have primary responsibility for the function, although he might not personally perform the function?
3. Should the counselor share with other groups in planning and performing the function, even though he does not have primary responsibility for the function?
4. Should the counselor serve as a consultant for the function only upon request?
5. Should the counselor have no direct responsibility for the function? An attempt was made to include all functions that are now performed by some counselors.

The responses to the Data Sheet and the Counselor Function Inventory were punched into computer cards. Ten items of the Counselor Function Inventory were eliminated so that both the Counselor Function Inventory and the Data Sheet would fit on one computer card (see
Appendix F). To insure that the value of the survey would not be impaired by the elimination of ten items, only questions which were very similar to another questions, with the likelihood of identical responses, were taken out. It was felt also that these items gave very little additional information relative to the study.

The computer cards were then sorted according to the categories of position, counselor certification, amount of time spent counseling, degree held, number of years in education, number of years in their present position, number of students in the school, age and sex, the categories of the Data Sheet (see Appendix D).

Due to the small number in the categories of Bachelor's degree, one to three years in education, less than 100 students in the school, and 20 to 25 years of age, it was decided to put these into the adjacent larger category.

Each group of cards was run through the computer to tabulate the responses to the individual items of the Counselor Function Inventory. The number of ones was given, the number of twos, etc... The number of responses to each item was then converted to a percentage figure.

The individual items of the Counselor Function Inventory were grouped into 12 general functions of a school counselor. The groups into which they were combined were administrative duties, appraisal of the individual student, clerical duties, counseling, follow-up, information, inventory (testing), maintaining relations with the school staff, orientation, placement, public relations, and teaching courses unrelated to guidance. Each group contained from one to 13 items (see Appendix F), and was analyzed with regard to all of the categories of
the Data Sheet unless otherwise stated.

Administrative duties of the counselor referred to scheduling students in classes, grouping students, orientation for new teachers, student discipline, and the selection and revision of curriculum.

Appraisal of the individual student included evaluating students' adjustment to the school environment and the effectiveness of extracurricular activities in meeting the needs of the students. Also included in this function was the evaluation of student adjustment to curriculum choices and the evaluation of student achievement compared to capacity.

Sending and receiving transcripts, registering new students, maintaining permanent records, reporting pupil progress, checking credits for graduation and college entrance, and compiling a faculty newsletter are examples of clerical duties a counselor may perform. Due to a differing perception of the item, writing letters of reference was analyzed separately, and with regard to position only.

Counseling students about academic failure, learning difficulties, discrepancies between ambitions and abilities, military service, educational and vocational plans, and personal decisions make up the counseling function. It also included counseling with potential dropouts and with students who were evaluating their personal assets, limitations, and special abilities. Essentially, counseling provides the student with an opportunity to talk through his problems and concerns.

The follow-up function included making studies of graduates, dropouts, and students who were counseled to evaluate the guidance program.
Follow-up studies of new students conducted to determine adjustment to school environment and to determine academic adjustment to the school also were included. Due to a differing perception of the item, preparing an analysis of grades given by the faculty was analyzed separately, and with regard to position only.

Providing information on occupations, economic conditions related to future employment and education, college, scholarships, study habits, and personal and social needs made up one aspect of the information function. It also included teaching courses on occupational opportunities, and planning college night and career day programs.

Inventory referred to organizing a school testing program, administering standardized tests, and identifying exceptional children. The giving of personality tests was included also in this function.

The function of maintaining relations with the school staff included the following: counseling with the professional staff in regard to school problems, organizing the use of tests results by the faculty and administration, planning case conferences involving teachers and parents, and assisting teachers in diagnosing the learning difficulties of the students.

Orientation included planning orientation activities for entering freshmen and students transferring from another school.

Placement referred to assisting students in selecting high school courses, arranging for course transfers and assisting students in permanent, part-time, or summer jobs.

Public relations included planning PTA and assembly programs, and preparing school information for distribution to public communication
media. Due to a differing perception of the item, the function of visiting homes to confer with parents was analyzed separately, and only the perceptions of the administrators, counselors, and teacher-counselors were compared. Teaching academic courses other than group guidance was also analyzed with regard to position only.
CHAPTER IV

FINDINGS OF THE STUDY

The chapter is concerned with the results of the study. Each of the general functions of the counselor will be discussed separately. The order in which they were discussed in this chapter was determined by the responses given to each function. Those functions which were felt should be personally performed by the counselor were discussed first, and if it was felt that the counselor should have no direct responsibility for the function, it was discussed last. Each figure represents the total sample unless stated otherwise.

COUNSELING

Figure 1 shows that administrators, counselors, and teacher-counselors were in almost total agreement with the counseling function of counselors. About nine out of ten of each of these groups felt that the counselor should personally perform this function or have primary responsibility for it (responses 1 and 2).

The amount of time spent by the counselor at their job made little difference as to their perception of this function. The majority of them chose responses 1 or 2. Half time counselors, however, showed a slightly larger proportion favoring responses 3 and 4 (see Figure 2).

When the total sample was grouped according to amount of education, very little difference can be noted in the responses to counseling as a counselor's function. Almost 90 percent of each group felt that it was at least the primary responsibility of the counselor, as shown in
FIGURE 1

PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO POSITION

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 2
COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE COUNSELING FUNCTION WITH REGARD TO TIME SPENT

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
Figure 3. When grouped according to years in education, the same results can be noted (see Figure 4).

Those spending between one and ten years in their present position responded much the same as the previously mentioned groups. Figure 5 shows that a slightly greater proportion of those with over 10 years at one school felt that this responsibility should be shared with other groups.

The personnel of every school, regardless of size, gave responses 1 and 2 by a large majority. Those in the smallest schools had a slightly larger proportion giving responses 3, 4, and 5 (see Figure 6).

Figures 7 and 8 show that everyone, regardless of age or sex, felt that counseling is a prime function of the counselor.

INFORMATION

Administrators, counselors, and teacher-counselors agree to a considerable extent on the information function of the counselor (see Figure 9). About three fourths of all three groups feel that information is a function the counselor should personally perform or be primarily responsible for (responses 1 and 2).

Figure 10 shows that less-than-half time counselors had a slightly lower proportion giving response 1 to the information function. Most of the counselors, regardless of the amount of time spent, felt that information is a prime function of the counselor.

Whether the total sample was grouped according to degree held, number of years in education, number of years in present position, size of high school, age or sex, little difference was shown. About three
FIGURE 3

PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO DEGREE HELD

- Bachelor's Degree plus 15 cr.
- Master's Degree
- Master's Degree plus 30 cr.

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 6

PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL

100-250 students in school
250-500 students in school
over 500 students in school

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 7
PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO AGE

26-30 years old

31-40 years old

over 40 years old

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 8
PERCEPTION OF THE COUNSELOR'S ROLE IN THE COUNSELING FUNCTION WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 9
PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO POSITION

1  Counselor should personally perform
2  Has primary responsibility
3  Shares with other groups
4  Consultant only
5  No direct responsibility
6  No answer given
FIGURE 10
COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE INFORMATION FUNCTION WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
quarters of each group felt that information is at least a primary responsibility of the counselor (see Figures 11-16).

INVENTORY

Responses 1 and 2 were given most often by all comparison groups indicating that a large proportion of each group feels that testing is at least a primary responsibility of the counselor. The respondents do not agree quite as closely as they did on the counseling and information functions, however.

Over half of the administrators, somewhat more than the counselors and teacher-counselors, felt that the inventory function should be personally performed by the counselor. Another third of the counselors and teacher-counselor felt that this function is a primary responsibility of the counselor. About 80 percent of each group gave response 1 or 2 as shown in Figure 17. However, it would appear that administrators as a whole, feel that counselors should personally perform the function while the counselors are less reluctant to accept this responsibility.

Figure 18 showed that more less-than-half time counselors and more-than-half time counselors gave responses 1 and 2 than did the half time and full time counselors, even though responses 1 and 2 were indicated most frequently by all four groups of counselors. A slightly larger proportion, about one fourth, of half time and full time counselors felt that the inventory function should be shared with other groups.

Those holding Bachelor's degrees and Master's degrees agreed with each other very closely, as shown in Figure 19. About 80 percent of the two groups gave responses 1 or 2. Those with a Masters degree plus 30
FIGURE 11

PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 12
PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO YEARS IN EDUCATION

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 13
PERCEPTION OF THE COUNSELOR’S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 14
PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 15

PERCEPTION OF THE COUNSELOR’S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 16

PERCEPTION OF THE COUNSELOR'S ROLE IN THE INFORMATION FUNCTION WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 17
PERCEPTION OF THE COUNSELOR’S ROLE IN THE INVENTORY
FUNCTION WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 18
COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE INVENTORY FUNCTION WITH REGARD TO TIME SPENT

Less-than-half time
Half time
More-than-half time
Full time

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 19
PERCEPTION OF THE COUNSELOR’S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
credits disagreed somewhat. About 60 percent gave responses 1 and 2 and close to one fourth felt that this responsibility should be shared with other groups (response 3).

The number of years in education made little difference as to the responses given to the inventory function. About three quarters of each group gave responses 1 or 2, as shown in Figure 20.

When the sample was grouped according to years in present position, some differences can be noted in the responses to the inventory function of a counselor, especially in response 2. About 50 percent of all four groups gave response 1, but about a third of those with seven to ten years in their present position gave response 2, while about one fourth of the other three groups gave response 2 (see Figure 21).

Schools with 100-250 and 251-500 students agree very closely, with about 8 out of 10 giving responses 1 and 2 (see Figure 22). Those in schools with over 500 students has a slightly smaller proportion giving responses 1 and 2, and one fourth of this group gave response 3.

Age and sex of the respondents made very little difference, as shown in Figures 23 and 24. About three fourths of all ages and both sexes gave responses 1 and 2.

FOLLOW-UP

The majority of administrators, counselors, and teacher-counselors felt that follow-up was at least the primary responsibility of the counselor. Over half of the administrators gave response 1 whereas the counselors and teacher-counselors gave response 2 most often (see Figure 25).
FIGURE 20

PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO YEARS IN EDUCATION

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 21

PERCEPTION OF THE COUNSELOR’S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 22

PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 23

PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN THE INVENTORY FUNCTION WITH REGARD TO SEX

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 25

PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
When the counselors were grouped according to time spent on the job, a discrepancy can be noted. Half of the less-than-half time counselors and full time counselors felt that follow-up is the primary responsibility of the counselor, although he does not personally perform it, while one third of the half time and more-than-half time counselors felt this way. About three fourths of all groups, however, agreed that follow-up is a prime function of the counselor (see Figure 26).

When grouped according to degree held, about eight out of 10 respondents felt that this function was at least a primary responsibility of the counselor. Those with a Bachelor's degree had a higher proportion giving response 2. A higher proportion of those with a Master's degree or more gave response 1 (see Figure 27). About 80 percent of the respondents gave responses 1 and 2 also when grouped according to years in education, years in present position, size of high school, age and sex, as shown in Figures 28 and 32.

Figure 33 showed that about seven out of ten of all administrators, counselors, and teacher-counselors felt that counselors should personally perform an analysis of grades given by the faculty, and another 20 percent felt that it was his primary responsibility.

In general, again, administrators would rather see the counselor personally perform the follow-up function, while the counselors would like to see more responsibility for the function but not necessarily perform it.

MAINTAINING RELATIONS WITH THE SCHOOL STAFF

About a third of the administrators felt that the counselor should
FIGURE 26
COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 27

PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 28
PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 29

PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 30
PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 31
PERCEPTION OF THE COUNSELOR'S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 32
PERCEPTION OF THE COUNSELOR’S ROLE IN THE FOLLOW-UP FUNCTION WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 33

PERCEPTION OF THE COUNSELOR'S ROLE IN ANALYSIS OF GRADES GIVEN BY THE FACULTY WITH REGARD TO POSITION

---

- Total sample
- All counselors
- Administrators
- Certified counselors
- Certified teacher-counselors

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
personally maintain relations with the school staff, (response 1) and another third said he should share this function with other groups (response 3). About one half of the counselors and teacher-counselors said that this was the counselor's personal responsibility (see Figure 34). About 20 percent of all of them gave response 2.

One half of the full time counselors felt that they should personally perform this function, while about a third of them felt that they should share the responsibility with other groups or serve as consultant only. Figure 35 shows that the less-than-half time counselors agreed fairly closely with the full time counselors on the relations function. About a third of the half time counselors gave response 1, and a little over one fourth gave response 3. Over half of the more-than-half time counselors gave response 1 and little more than 10 percent gave response 3.

When grouped according to degree held, some variation was noticeable. About half the respondents in each group gave responses 1 and 2. Figure 36 showed that those with a Master's degree plus 30 credits had a slightly lower proportion giving response 2. About one fourth of all the groups gave response 3.

When grouped with regard to years in education, those with seven to ten and over ten years in education agreed fairly closely. About 60 percent gave responses 1 and 2 and about 20 percent gave response 3. Those with four to six years in education had a slightly lower proportion giving responses 1 and 2, and a slightly high proportion giving response 3 (see Figure 37).
FIGURE 34

PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 35
COUNSELOR'S PERCEPTION OF THEIR ROLE IN MAINTAINING RELATIONS
WITH THE SCHOOL STAFF WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO DEGREE HELD

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 37

PERCEPTIONS OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
Those with seven to ten years in their present position responded differently than those with more or less years at the same school (see Figure 38). About two thirds of the other present position groups gave responses 1 and 2 and about 20 percent gave response 3. Whereas, only one half of those with seven to ten years in the same school gave responses 1 and 2, and one fourth gave response 3.

When grouped according to size of school, little difference can be noted between schools with 100-250 students and those with 251-500 students (see Figure 39). A little over half of these two groups gave responses 1 and 2, and over one fourth gave response 3. Over half of the respondents from the largest schools gave response 1, 16 percent gave response 2, and 16 percent gave response 3.

Almost half of the respondents, grouped according to age, felt that this function was the personal responsibility of the counselor. The respondents over 30 years of age agreed with each other fairly closely (see Figure 40). Those who were under 30 had a smaller proportion giving response 2 and a larger proportion giving response 3 than the others.

Over half of the females and less-than-half of the males gave response 1 to this function of the counselor. Also, 20 percent of the females, a slightly larger proportion than the males, gave response 3 to this function (see Figure 41).

**ORIENTATION**

About 30 percent of the counselors, teacher-counselors and administrators felt that the counselor should personally perform the orientation function (response 1). About a third of each group indicated that counselor's are primarily responsible for orientation, (response 2)
FIGURE 38

PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO YEARS IN PRESENT POSITION

1-3 years in present position
4-6 years in present position
7-10 years in present position
over 10 years in present position

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 39

PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO SIZE OF HIGH SCHOOL

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 40
PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 41

PERCEPTION OF THE COUNSELOR'S ROLE IN MAINTAINING RELATIONS WITH THE SCHOOL STAFF WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
and about a third indicated that the counselor should share this function with other groups (response 3). Figure 42 showed that the teacher-counselors had a slightly higher proportion giving response 1 and a slightly lower proportion giving response 3 than the other groups.

Figure 43 indicated that less-than-half time counselors, half time counselors, and full time counselors agree to a considerable extent with regard to orientation. These three groups of counselors chose response 2 the most often, with about 40 percent giving response 2. However, half of the more-than-half time counselors chose response 3 and slightly over 20 percent chose response 2.

When the sample was grouped with regard to degree held, little difference can be noted among those with Bachelor's degrees and Master's degrees. Response 2 was chosen most frequently in these two groups, with a third giving this response. Over 40 percent of those with a Master's degree plus 30 credits chose response 3.

About a third of those with seven to ten years in education gave response 2 and about a third gave response 3 to the orientation function. A slightly lower proportion of the respondents with over 10 years in education gave responses 2 and 3. Almost half of those with four to six years in education gave response 2 to the orientation function, as shown in Figure 45.

The perception of the counselor's role in orientation varies considerably when the sample was grouped with regard to years in their present position, as shown in Figure 46. About 40 percent of those with one to three years in the same school gave response 2, about 40 percent of those with four to six years in the same school gave response 3, about
FIGURE 42

PERCEPTION OF THE COUNSELOR’S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given

- Total sample
- All counselors
- Administrators
- Certified counselors
- Certified teacher-counselors
FIGURE 43
COUNSELOR'S PERCEPTION OF THEIR ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO TIME SPENT

- Less-than-half time
- Half time
- More-than-half time
- Full time

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 44

PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO DEGREE HELD

Bachelor's Degree plus 15 cr.
Master's Degree
Master's Degree plus 30 cr.

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 45

PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO YEARS IN EDUCATION

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 46

PERCEPTION OF THE COUNSELOR’S ROLE IN THE ORIENTATION FUNCTION
WITH REGARD TO YEARS IN PRESENT POSITION

1-3 years in present position
4-6 years in present position
7-10 years in present position
over 10 years in present position

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
40 percent of those with over 10 years in the same school gave response 1. Responses 1 and 3 each got about a third of the responses from those with seven to ten years in the school.

Not much difference can be noted when comparing the responses with regard to size of high school, as shown in Figure 47. Responses 1, 2 and 3 each got about 30 percent of the total in any school size. However, schools with less than 250 students had a slightly lower proportion giving response 1 and a slightly higher proportion giving response 2.

The perception of the respondents under 40 years of age are much the same, as indicated in Figure 48. Over a third of these groups chose responses 2 as their first choice and about 30 percent gave response 3. For those over 40, a slightly larger proportion gave response 1 and a smaller proportion gave response 2.

Figure 49 indicated that there is not a considerable difference in the responses of males and females with regard to the orientation function of the counselor. Responses 1, 2 and 3 each received about a fourth of the sample in both groups.

**APPRAISAL OF THE INDIVIDUAL STUDENT**

The greatest proportion of administrators, counselors, and teacher-counselors indicated that the counselors should share the appraisal function with other groups (response 3). Almost a third of the administrators and teacher-counselors also gave response 2, but a lower proportion of counselors gave response 2 (see Figure 50).

Almost all of the counselors agreed fairly closely on the appraisal function, except the full time counselors. Figure 51 shows that almost
PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO AGE

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 49

PERCEPTION OF THE COUNSELOR'S ROLE IN THE ORIENTATION FUNCTION WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 50

PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 51
COUNSELOR'S PERCEPTION OF THEIR ROLE IN APPRAISAL
OF THE INDIVIDUAL STUDENT WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
half of the full time counselors gave responses 3, whereas about a third of the less-than-full time counselors gave response 3. Almost half of all the counselors responded with 1 and 2. Full time counselors see their role in appraisal as being shared with others whereas the part time counselors see themselves more actively engaged in this function.

When grouped with regard to degree held, little difference can be noted. The most frequently given response was response 3, with about 40 percent of each group (see Figure 52).

When grouped with regard to years in education, those with one to six and over ten years of experience agreed fairly closely, as shown in Figure 53. About 40 percent of these two groups gave response 3 to this function, responses 1 and 2 each received about a fourth of the responses. Of those having seven to ten years in education, about a third responded with 2 and another third responded with 3.

About 40 percent of all groups of comparison gave response 3 when grouped according to years in their present position. Some disparity is seen in responses 1 and 2 however. Figure 54 shows that those have one to three years in their present position had a higher proportion giving response 2, and those with over 10 years in the same school gave response 1 to this function.

A slight difference can be noted when the individuals were grouped according to size of high school, age, and sex (see Figures 55, 56 and 57). Here again, about 40 percent of most groups favor sharing this function with other groups.
FIGURE 52

PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 53
PERCEPTION OF THE COUNSELOR’S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO YEARS IN PRESENT POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 55

PERCEPTION OF THE COUNSELOR’S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO SIZE OF HIGH SCHOOL

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 56

PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 57

PERCEPTION OF THE COUNSELOR'S ROLE IN APPRAISAL OF THE INDIVIDUAL STUDENT WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
Response 3 received the highest number of votes from the administrators, counselors and teacher-counselors, with about a third of them indicating that placement should be shared with other groups. A higher proportion of teacher-counselors felt that the counselor should serve as a consultant only in this function (response 4), as shown in Figure 58.

When the counselors were grouped with regard to time spent on the job, a considerable difference can be noted, as shown in Figure 59. More half time and full time counselors gave response 3 than the other groups.

When the entire sample was grouped with regard to amount of education, some difference was noted among the groups and also within the groups. Those with a Bachelor's degree plus 15 credits favored responses 3 and 4 the most, while those with a Master's degree favored responses 1 and 3 the most. Those with a Master's degree favored response 3, as shown in Figure 60.

The number of years in education made little difference in the perception of the counselors role in this function (see Figure 61). All of the groups favored response 3 first and responses 2 and 4 second. Those with four to six years in education gave a slightly lower percentage to number 2 and a slightly high proportion of their responses to number 4.

Figure 62 showed that there was a noticeable difference in the responses when the sample was grouped with regard to years in present
FIGURE 58
PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO POSITION

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 59
COUNSELOR’S PERCEPTION OF THEIR ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 60

PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 61
PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 62

PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO YEARS IN PRESENT POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
position. Even though response 3 was favored by all of the groups, those with four to six years in the same school chose it far more frequently than the other groups. Those with seven to ten years in their present position also chose response three to a somewhat greater extent.

Little noticeable difference can be noted when the samples were grouped with regard to size of school, as shown in Figure 63. Here again response 3 is most favored by all of the groups.

The respondents under 30 years of age differed to some degree with the others about the placement function of counselors. About a fourth of the responses of the youngest group went to each of the responses 1, 3 and 4, which may indicate that this group disagrees among themselves. Those over 40 seemed to favor response 3 for this function (see Figure 64).

Males and females differed to some extent in their perception of the counselor's role in the placement function. Figure 65 showed that although response 3 was favored most often by both groups, males gave responses 1 and 2 more frequently than females, and females gave response 4 more frequently than males.

**ADMINISTRATIVE DUTIES**

Most of the administrators, counselors and teacher-counselors were about evenly divided in saying that the counselor should share the administrative function with other groups, serve as a consultant only, or have no direct responsibility (responses 3, 4, or 5), as shown in Figure 66.
FIGURE 63

PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO SIZE OF HIGH SCHOOL

100-250 students
251-500 students
over 500 students

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 64

PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO AGE

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 65

PERCEPTION OF THE COUNSELOR'S ROLE IN THE PLACEMENT FUNCTION WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
About a third of the full time counselors favored response 3, and about a third favored response 4 to this function (see Figure 67). The less-than-full time counselors favored response 3 to a larger extent, but almost a fourth of these groups chose each of responses 4 and 5. Also, regardless of the degree held, years in education, and years in present position the results are much the same, as shown in Figures 68, 69 and 70.

About a third of those in high schools of more than 500 students chose each of response 3 and response 4. Those in smaller high schools favored response 3, as shown in Figure 71.

When grouped according to age, all of the groups favored response 3 for this function, although a higher proportion of those over 40 gave response 3 than the others. Figure 72 shows that about a fourth of all the groups gave responses 4 and 5 each.

The sex of the respondents made little difference in the perceptions of the respondents. Both sexes favored responses 3, as shown in Figure 73.

**CLERICAL DUTIES**

The teacher-counselors differed somewhat with the administrators and counselors in their perception of the counselor's role in clerical duties (see Figure 74). The greatest proportion of all three groups felt that the counselor had no direct responsibility for clerical duties (response 5). Almost a fourth of the administrators also felt that this duty should be shared by other groups (response 3), but about a fourth of the teacher-counselors felt that clerical duties are the primary...
FIGURE 67

COUNSELOR'S PERCEPTION OF THEIR ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 68
PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 69
PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 70

PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO YEARS IN PRESENT POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 71

PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO SIZE OF HIGH SCHOOL

100-250 students
251-500 students
over 500 students

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 72

PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO AGE

- 26-30 years old
- 31-40 years old
- Over 500 students

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 73

PERCEPTION OF THE COUNSELOR'S ROLE IN ADMINISTRATIVE DUTIES WITH REGARD TO SEX

1 Counselor should personally perform 4 Consultant only
2 Has primary responsibility 5 No direct responsibility
3 Shares with other groups 6 No answer given
FIGURE 74
PERCEPTION OF THE COUNSELOR'S ROLE IN CLERICAL DUTIES WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
responsibility of the counselor (response 2).

Figure 75 showed that almost a third of the counselors, regardless of the amount of time spent on the job, favored response 5 to this function. The other two thirds of the respondents were spread almost equally between response 1, 2, 3 and 4, as shown in Figure 75. This may indicate that there is some disagreement within the groups.

When the sample was grouped with regard to degree held, all of the groups favored response 5 first and response 3 second (see Figure 76). A slightly lower proportion of those with a Bachelor's degree plus 15 credits favored response 3 than the others.

A small difference can be noted when the sample was grouped with regard to years in education, as shown in Figure 77. Although all of the groups favored response 5 to this function, those with seven to ten years in education did so to a lesser extent than the others.

Some difference could be noted when the sample was grouped with regard to years in present position. Figure 78 shows that those with four to six and seven to ten years in the same school favored responses 3 and 5 almost equally. Those with less than three and over ten years in the same school favored response 5 over the other responses.

When grouped according to size of high school, considerable difference could be noted among the respondents (see Figure 79). Respondents from schools with over 500 students gave responses 1, 2, 3 and 5 in almost equal proportions. Those in schools with less than 250 students definitely favored response 5. Those in schools with 251-500 students gave responses 3 and 5 in almost equal proportions.
FIGURE 75
COUNSELOR'S PERCEPTION OF THEIR ROLE IN CLERICAL DUTIES WITH REGARD TO TIME SPENT

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 76
PERCEPTION OF THE COUNSELOR'S ROLE IN CLERICAL DUTIES WITH REGARD TO DEGREE HELD

Bachelor's degree plus 15 cr.
Master's degree
Master's degree plus 30 cr.

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 77

PERCEPTION OF THE COUNSELOR'S ROLE IN CLERICAL DUTIES WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 78

PERCEPTION OF THE COUNSELOR'S ROLE IN CLERICAL DUTIES WITH REGARD TO YEARS IN PRESENT POSITION

1-3 years in present position
4-6 years in present position
7-10 years in present position
Over 10 years in present position

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 79

PERCEPTION OF THE COUNSELOR’S ROLE IN CLERICAL DUTIES
WITH REGARD TO SIZE OF HIGH SCHOOL

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
Figure 80 showed that all age groups favored response 5 first, and the 31-40 and over 40 age groups favored response 3 to an almost equal extent. Equal proportions of the 26-30 age groups favored responses 1, 2, 3 and 4.

Some difference could be noted between the sexes in their perception of this function. Figure 81 shows that both sexes favor response 5 first and response 3 second, but a smaller proportion of the females gave response 4 than the males.

In regard to writing references, the largest proportion of each position favored response 1, and the second largest proportion favored response 3 to this function. Figure 82 showed that little difference could be noted when the sample was grouped with regard to position.

PUBLIC RELATIONS

Counselors and teacher-counselors agreed very closely about the public relations function, with the administrators disagreeing somewhat with them (see Figure 83). All three groups favored response 5 the most, in other words they felt that the counselor should have no direct responsibility in this function. Response 4 got almost as many votes as response 5, except from the administrators, who favored response 3 and 4 almost equally.

Figure 84 showed that the counselors, regardless of the amount of time spent on the job, favored response 4 and 5 the most. The less-than-half time counselors had a higher proportion giving responses 4 and 5 than any other group.

Figure 85 showed that all levels of education favored responses 4
FIGURE 80

PERCEPTION OF THE COUNSELOR'S ROLE IN CLERICAL DUTIES WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 81
PERCEPTION OF THE COUNSELOR'S ROLE IN CLERICAL DUTIES WITH REGARD TO SEX

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 82
PERCEPTION OF THE COUNSELOR'S ROLE IN WRITING REFERENCES WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 83

PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 84

COUNSELOR'S PERCEPTION OF THEIR ROLE IN PUBLIC RELATIONS WITH REGARD TO TIME SPENT

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 85
PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS WITH REGARD TO DEGREE HELD

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
and 5 for this function.

Figure 86 showed that those with four to six and over ten years in education agreed fairly closely in their perception of the counselor's role in public relations, since both favored response 5, but those with seven to ten years in education favored response 4.

Considerable difference could be noted when the sample was grouped with regard to years in present position (see Figure 87). Those with seven to ten and four to six years in the same school favored response 4 the most, while the others favored response 5. Other differences that could be noted are that a much lower proportion of those with over 10 years in the same school gave response 4 than the others, and a lower proportion of those with seven to ten years in the same school gave response 3 than the others.

All of the respondents, regardless the size of the school favored response 5 first, response 4 second, and response 3 third for this function (see Figure 88). However, a higher proportion of those in school with over 500 students and a lower proportion of those with 251-500 students gave response 4 than the others.

The youngest age group differed somewhat from the other age groups, as shown in Figure 89. The youngest age group favored response 4, while the others favored response 5 for the public relations function. Males and females both favor response 5, as shown in Figure 90.

The function of visiting homes to confer with parents received a mixed reaction from administrators, counselors, and certified counselors, as shown in Figure 91. Administrators favored responses 5 and 3, respectively, counselors responses 4 and 3, respectively, and teacher-
FIGURE 86

PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS WITH REGARD TO YEARS IN EDUCATION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 87
PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS
WITH REGARD TO YEARS IN PRESENT POSITION

1-3 years in present position
4-6 years in present position
7-10 years in present position
Over 10 years in present position

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 88

PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS WITH REGARD TO SIZE OF HIGH SCHOOL

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 89

PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS WITH REGARD TO AGE

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
FIGURE 90
PERCEPTION OF THE COUNSELOR'S ROLE IN PUBLIC RELATIONS WITH REGARD TO SEX

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
FIGURE 91
PERCEPTION OF THE COUNSELOR'S ROLE IN VISITING HOMES TO CONFER WITH PARENTS WITH REGARD TO POSITION

1 Counselor should personally perform
2 Has primary responsibility
3 Shares with other groups
4 Consultant only
5 No direct responsibility
6 No answer given
counselors favored responses 3 and 4, respectively.

TEACHING COURSES OTHER THAN GROUP GUIDANCE

Administrators, counselors, and teacher-counselors all agreed to a large extent that teaching courses other than group guidance is definitely not the counselors' job. Understandably, about 20 percent of the teacher counselors said this function could be shared with other groups, as shown in Figure 92.
Perception of the Counselor's Role in Teaching Courses Other Than Group Guidance with Regard to Position

- Total sample
- All counselors
- Administrators
- Certified counselors
- Certified teacher-counselors

1. Counselor should personally perform
2. Has primary responsibility
3. Shares with other groups
4. Consultant only
5. No direct responsibility
6. No answer given
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of the study were to (1) compare the perception of the counselor's role by administrators, counselors, and teacher-counselors and (2) determine the differential effects of the degree held, the number of years in education, the number of years in their present position, the number of students in the high school, age, and sex on the perceptions of these individuals.

To accomplish this investigation, administrators, counselors, and teacher-counselors in 70 high schools across the state of South Dakota were sent Counselor Function Inventories along with a Data Sheet. The survey had a final return of 85.92 percent.

The responses to the Data Sheet and the Counselor Function Inventory were punched into computer cards. The computer cards were then sorted according to the categories on the Data Sheet. Each group of cards was run through the computer to tabulate the responses to the items on the Counselor Function Inventory.

The items of the Counselor Function Inventory were grouped into 12 general functions of a school counselor. Each general counselor function contained from one to 13 items of the Counselor Function Inventory, and was analyzed with regard to all of the categories of the Data Sheet unless stated otherwise. The responses to each counselor function were represented in percentage figures.
I. SUMMARY OF THE FINDINGS

The following is a summary of the findings, based on the responses to this survey.

1. Most high schools in South Dakota with less than 100 students do not have a designated guidance person, separate from the administration of the school.

2. High schools in South Dakota have only a small number of women in counseling posts.

3. Not all of the certified counselors in South Dakota are working as full time counselors.

4. Almost half of the respondents to the survey have been in their present position three years or less.

5. Over half of the respondents to this survey have been in education 10 years or more.

6. Administrators, counselors, and teacher-counselors agreed to a considerable extent about the counselor's role in the functions he performs.

7. The degree held, number of years in education, number of years in their present position, number of students in the high school, age, and sex of the respondents usually made little difference in the kind of responses they made to the Counselor Function Inventory.

8. A large majority felt that counseling should be personally performed by the counselor.

9. The information function was considered to be at least a primary responsibility of the counselor.
10. The inventory (testing) function was considered to be at least a primary responsibility of the counselor.

11. The follow-up function was considered to be at least a primary responsibility of the counselor. It was also felt that the counselor should be personally responsible for analyzing grades given by the faculty.

12. A considerable proportion felt that maintaining relations with the school staff should be personally performed by the counselor.

13. As to the orientation function of the counselor, opinion was divided as to whether he should personally perform this function, be primarily responsible for it, or share it with other groups.

14. The largest proportion of the respondents felt that appraisal of the individual student should be shared with other groups.

15. The placement function of the counselor should be shared with other groups, but the counselor should have no direct responsibility for clerical duties except writing references, which he should personally perform.

16. It was felt that administrative duties should be shared with other groups, but the counselor should have no direct responsibility for clerical duties, except writing references, which he should personally perform.

17. It was felt that the counselor should have no direct responsibility in public relations, except in visiting homes to confer with parents.

18. A large majority felt that the counselor should have no direct responsibility in teaching courses other than group guidance.
19. Administrators generally agreed that the counselor should perform the various functions, while the counselors were more satisfied with sharing the responsibilities. This might be a function of the two groups' philosophy of guidance.

II. CONCLUSIONS

On the basis of the data presented in this investigation, the following conclusions appear warranted:

1. The role of the counselor in South Dakota schools seems fairly well defined, as perceived by administrators, counselors, and teacher-counselors.

2. Differences in the degree held, number of years in education, number of years in their present position, number of students in the high school, age, and sex seldom had a significant effect on the respondents' perception of the counselor's role.

III. RECOMMENDATIONS

1. The teachers' perceptions of the counselor's role should be studied.

2. An evaluation should be made of the factors influencing the effectiveness of counselors.

3. Guidance in more small schools should be implemented.

4. An evaluation of the quality of guidance oriented in-service training and its effects on the school staff should be conducted.

5. A job description for the counselors position should be written by each individual school system.

6. A study should be made as to whether guidance services are
the needs of the community.

7. Administrators should provide the best conditions possible for the counselor in performance of his job.

8. Individual school systems should make the best use of possible resources, such as government programs, professional associations, and colleges and universities to provide an effective guidance program.

9. Schools should make an effort to hire the most qualified counselors available.


Dear Educator:

I am a graduate student in Guidance and Counseling at South Dakota State University. I am conducting a survey of the administrators and counselors in South Dakota high schools for their thoughts on what the counselor should be doing. Your confidential opinions about the role of the school counselor are urgently needed.

A counselor can function more effectively if administrators and counselors agree on the nature of his job. The results of this study will be used in an attempt to improve guidance and counseling services to students in South Dakota schools.

The enclosed inventory is part of my masters thesis. For this inventory to have value, you are encouraged to fill it out conscientiously. By doing so you are fostering the improvement of guidance and counseling. South Dakota State University hopes to use your reply to improve its own program.

I will appreciate your cooperation.

Sincerely,

Darlene Prashar
APPENDIX B

Data Sheet

Directions: Check the blank in each category which best applies to you.

A. Position
   ___ 1. Counselor
      a. Certification
         ____ Counselor
         ____ Teacher-Counselor
      b. Amount of time spent counseling
         ____ Less than half time
         ____ Half time
         ____ More than half time
         ____ Full time
   ___ 2. Administrator

B. Degree
   ____ Bachelor's
   ____ Bachelor's plus 15 hours
   ____ Master's
   ____ Master's plus 30 credits
   ____ Doctor's

C. Number of years in education, including this year
   ____ 1-3
   ____ 4-6
   ____ 7-10
   ____ 10 or more

D. Number of years in your present position, including this year
   ____ 1-3
   ____ 4-6
   ____ 7-10
   ____ 10 or more

E. Number of students in this school
   ____ Less than 100
   ____ 100-250
   ____ 251-500
   ____ More than 500

F. Age
   ____ 20-25
   ____ 26-30
   ____ 31-40
   ____ over 40
G. Sex
   ___ Male
   ___ Female

Please return to:
Darlene Prashar
Graduate student, Guidance and Counseling
100 Mathews Hall, SDSU
Brookings, South Dakota 57006
APPENDIX C

SOUTH DAKOTA STATE UNIVERSITY

COUNSELOR EDUCATION

COUNSELOR FUNCTION INVENTORY

DIRECTIONS: Respond to each of the following items by writing in the number 1, 2, 3, 4, or 5 as described here.

1---The counselor should personally perform this function.
2---The counselor should have primary responsibility for this function, although he may not personally perform the function. 
3---The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function.
4---The counselor should serve as a consultant in this function only upon request.
5---The counselor should have no direct responsibility for this function.

1. Assisting students in selecting high school courses.
2. Scheduling students in classes.
3. Placing students in part-time and summer jobs.
4. Placing students in permanent jobs.
5. Arranging course transfers for students within the school.
6. Providing information about individual students to potential employers.
7. Providing information about individual students to colleges at which the student has applied.
8. Making the decisions concerning special grouping of students.
9. Assisting students in the selection of extra-curricular activities.
10. Sending and receiving transcripts to and from other high schools.
11. Counseling with students concerning academic failures.
12. Counseling with potential dropouts.
13. Counseling with students in evaluating personal assets and limitations.
14. Counseling with students concerning learning difficulties.
15. Counseling with students in their development of special abilities.
16. Counseling with students concerning discrepancy between ambitions and abilities.
17. Counseling with students concerning military service.
18. Counseling with students in regard to educational and vocational plans.
19. Providing the student an opportunity to talk through his problems.

20. Counseling with professional staff in regard to school problems.

21. Counseling with students concerning personal decisions.

22. Conducting follow-up studies of graduates.

23. Conducting follow-up studies of dropouts.

24. Evaluating students' adjustment to school environment.

25. Evaluating student achievement as compared to capacity.

26. Evaluating effectiveness of extra-curricular activities in meeting student needs.

27. Conducting follow-up studies of students counseled by guidance personnel.

28. Evaluating student adjustment to curriculum choices.

29. Preparing an analysis of grades given each year by faculty.

30. Evaluating effectiveness of school curriculum in meeting students' academic and social needs.

31. Conducting follow-up studies to consider effectiveness of homework.

32. Planning orientation activities for entering freshmen.

33. Registering new students.

34. Planning orientation for students transferring from another high school.

35. Conducting orientation conferences for new teachers.

36. Scheduling new students.

37. Preparing handbook of school rules and policies for distribution.

38. Conducting follow-up of new students to determine adjustment to school environment.

39. Conducting follow-up of new students to determine academic adjustment to school.

40. Maintaining permanent records.

41. Organizing school testing program.

42. Administering standardization tests.

43. Organizing the use of test results by faculty and administration.

44. Identifying exceptional children.

45. Visiting homes to confer with parents.

46. Planning case conferences involving parents and teachers.

47. Conducting a study of a student's out-of-school experiences.

48. Assisting teachers in diagnosing learning difficulties of students.

49. Administering the program for reporting pupil progress to parents.

50. Checking credits for graduation and college entrance.
51. Writing letters of reference.
52. Accumulating personality data on students.
53. Providing occupational information.
54. Providing college information.
55. Providing information concerning study habits.
56. Providing information concerning personal and social needs.
57. Providing scholarship information.
58. Providing information on child labor laws and work permits.
59. Providing information on economic conditions related to future employment and education.
60. Providing information on community referral resources.
61. Assisting students with vocational plans.
62. Assisting students with college plans.
63. Teaching courses on occupational development.
64. Conducting community surveys to determine occupational opportunities.
65. Planning college night programs.
66. Planning career day programs.
67. Coordinating the school audio-visual service.
68. Making decisions concerning student disciplinary action.
69. Teaching academic courses other than group guidance courses.
70. Selecting and revising curriculum content.
71. Working with students who are delinquent in attendance.
72. Coordinating remedial work for students.
73. Planning PTA activities and programs.
74. Compiling faculty newsletter pertaining to school program.
75. Ordering school supplies and equipment.
76. Preparing school information for distribution to public communication media.
77. Planning assembly programs.
APPENDIX D

NUMBER OF RESPONDENTS IN EACH CATEGORY OF THE DATA SHEET

Total number of respondents 135

A. Position
1. Counselor 81
   a. Certification
      1. Counselor 62
      2. Teacher-Counselor 19
   b. Amount of time spent counseling
      1. Less than half time 12
      2. Half time 16
      3. More than half time 14
      4. Full time 39
2. Administrator 54

B. Degree
1. Bachelor's 1
2. Bachelor's plus 15 credits 27
3. Master's 84
4. Master's plus 30 credits 23
5. Doctor's 0

C. Number of years in education, including this year
1. 1-3 6
2. 4-6 22
3. 7-10 38
4. 10 or more 69

D. Number of years in your present position, including this year
1. 1-3 63
2. 4-6 29
3. 7-10 22
4. 10 or more 21

E. Number of students in this school
1. Less than 100 3
2. 100-250 42
3. 251-500 45
4. 500 or more 45

F. Age
1. 20-25 5
2. 26-30 25
3. 31-40 50
4. Over 40 55
G. Sex
1. Male 117
2. Female 18
APPENDIX E

February 9, 1968

Dear Educator:

Two weeks ago you received the "Counselor Function Inventory." I would appreciate it if you could take some time from your busy day to answer these questions and send them back to me. This will enable me to continue work on my thesis. Enclosed you will find another "Counselor Function Inventory" in case you misplaced the first one. I sincerely appreciate your cooperation in this respect.

Thank you again for your time and help.

Sincerely yours,

Darlene Prashar
Mathews Hall
South Dakota State University
Brookings, South Dakota 57006
### APPENDIX F

**SUMMARY OF THE ITEMS OF THE COUNSELOR FUNCTION INVENTORY INCLUDED IN EACH OF THE COUNSELOR FUNCTIONS**

<table>
<thead>
<tr>
<th>Guidance Function</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items Eliminated from the Survey</td>
<td>7, 30, 31, 37, 47, 61, 62, 67, 72, and 75</td>
</tr>
<tr>
<td>Administrative Duties</td>
<td>2, 8, 35, 68, and 70</td>
</tr>
<tr>
<td>Appraisal of the Individual Student</td>
<td>24, 25, 26, and 28</td>
</tr>
<tr>
<td>Clerical Duties</td>
<td>10, 33, 36, 40, 49, 50, 51, and 74</td>
</tr>
<tr>
<td>Counseling</td>
<td>11, 12, 13, 14, 15, 16, 17, 18, 19, 21, and 71</td>
</tr>
<tr>
<td>Follow-up</td>
<td>22, 23, 27, 29, 38, and 39</td>
</tr>
<tr>
<td>Information</td>
<td>6, 53, 54, 55, 56, 57, 58, 59, 60, 63, 64, 65, and 66</td>
</tr>
<tr>
<td>Inventory (Testing)</td>
<td>41, 42, 44, and 52</td>
</tr>
<tr>
<td>Maintaining Relations with the School Staff</td>
<td>20, 43, 46, and 48</td>
</tr>
<tr>
<td>Orientation</td>
<td>32 and 34</td>
</tr>
<tr>
<td>Placement</td>
<td>1, 3, 4, 5, and 9</td>
</tr>
<tr>
<td>Public Relations</td>
<td>45, 73, 76, and 77</td>
</tr>
<tr>
<td>Teaching Academic Courses Other Than Group Guidance</td>
<td>69</td>
</tr>
</tbody>
</table>