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HAYDEN, Charles Earl, 1931—
THE SCHOOL COUNSELOR'S ROLE:
PREMISES AND REALITY.

The Ohio State University, Ph.D., 1963
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others contributing to the total complex of activities called
guidance-one-third time; (3) assembling, studying, and interpreting
data required for successful accomplishment of Activities One and
Two - one-sixth time."

The role of the guidance worker is determined by many fac-
tors. Among these might be: (1) the needs of the specific
situation in which he is working; (2) his estimate of his
competencies, which might cause him to be either comfortable or
uncomfortable in assuming a particular role; (3) the expectations
of students; (4) the expectations of the community; and, (5) the
expectations of teachers and/or administrators. However, what
the counselor perceives as the purpose and focus of guidance is of
primary importance in determining his role. It was assumed that
a study which attempted to differentiate between various differ-
tential premises (basic views) of guidance and to ascertain the
roles implied by each of these premises would be of value.

Barry and Wolf⁸ present eight basic views of guidance.
These are Educational-Vocational; Services; Counseling; Adjustment;
Problem-centered; Educativé; Developmental; and, Integrated. In
each of the above a separate and distinct purpose is implied.
However, it was assumed that only seven of the eight views would
be used as a basis for a study. The integrated view does not focus
primarily on the student, as do the remaining seven. Also, "this
approach to guidance-personnel work (the Integrated view) is

⁸Barry, Ruth and Wolf, Beverly. Modern Issues in Guidance-
Personnel Work, New York: Bureau of Publications, Teachers
College, Columbia University, 1957, p. 52.
Thirty-five per cent of the statements on the ideal sortings differentiated the Developmental counselors and the Educational-Vocational, while ten per cent of the statements on the real sortings differentiated the two groups. This would indicate that there is a stronger relationship between Ideal Role and point of view of guidance than between Real Role and point of view of guidance.

**Summary**

**Returns of the Instruments**

One hundred sixty-six, or 75.4 per cent, of the sample returned the Q-sort. Of these, thirteen were not useable. A total of 153, or 69.5 per cent, of the sample was included in the analysis of the data.

One hundred forty-seven, or 67.7 per cent, of the sample returned the Personal Philosophy Questionnaire. Of these two were returned too late for inclusion in the study. A total of 147, or 66.8 per cent, was included in the analysis of the data.

A rough estimate of the comparability of the sample and the original population was gained by comparing the responses on each question of the Counselor Questionnaire. The estimate indicated that the sample could be considered representative.

**Results of the Personal Philosophy Questionnaire**

The results of the Personal Philosophy Questionnaire indicate the Developmental view is most like the personal philosophy of the counselors in the sample while the Counseling view is least like their philosophy. The ranking of the philosophies was: (1) Developmental;
(2) Educational-Vocational; (3) Services; (4) Adjustment; (5) Educative; (6) Problem-Centered; and, (7) Counseling.

Relationship Between Real and Ideal Roles

The Pearson product-moment correlations between the real and ideal sorts ranged from -.032 to .972 with an average of .688. The correlations ranged from a very slight negative relationship to a very high positive relationship. The average correlation of .688 indicates there is a positive relationship between the Real and Ideal Roles of the counselors within the sample as described on the Q-sort.

As a further examination of the relationship between the Real and Ideal Roles the means of the real and ideal sortings for each statement were tested for significance of difference. It was possible for the means of a particular statement to be on the same end of the distribution yet be significantly different statistically.

A test of the significance of difference between means for each statement indicated that the counselors in the sample were performing the following eleven roles to a greater extent than they would prefer. These were: (1) check with parents of absent and tardy students; (2) maintain adequate system of cumulative records; (3) counsel with discipline problems referred by the principal; (4) make available to students materials dealing with personal-social information; (5) maintain occupational and educational information file; (6) handle the school's discipline problems; (7) carry on work of principal in his absence; (8) file data in school records; (9) score tests; (10) supervise extra-curricular activities; and, (11) tabulate data of research studies for the school.
The above mentioned test of significance indicated that the counselors in the sample would prefer to perform the following sixteen roles to a greater extent than they now do. These were: (1) plan community occupational survey; (2) participate in a case conference with teachers and parents; (3) collaborate in educational planning for personal-social adjustment problems; (4) counsel student on personal problem; (5) do research on school system's special education program; (6) coordinate homeroom programs; (7) counsel with students having trouble getting along with their peers; (8) coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case; (9) aid a student in discovering his capacities; (10) conduct research to determine personal-social adjustment problems; (11) attempt to integrate the guidance services with other aspects of the school program; (12) assist teachers to plan effective group guidance programs; (13) make contacts with businesses and industries; (14) collaborate in educational planning for retarded students; (15) collaborate in educational planning for gifted students; and, (16) teach a course(s) in occupations.

A comparison of the five top ranking statements for both the real and ideal sortings indicates that the same roles are being performed both really and ideally, although in a slightly different order. These are: (1) counsel students regarding their educational plans; (2) counsel with student concerning underachievement; (3) aid a student in discovering his capacities; (4) counsel pupils with learning problems; and, (5) counsel student on personal problems. Although the counselors as a group tended to reject the counseling view, their roles both really and ideally involved counseling.
A comparison of the five lowest ranking statements indicates that three of the five roles were least like both their real and ideal conception, although in a slightly different order. These were: (1) carry on the work of the principal in his absence; (2) give psychotherapy to emotionally disturbed pupils; and (3) handle the school's discipline problems. The two other statements which were least like the roles performed by the counselors in the sample were: (1) teach a course(s) in occupations; and, (2) plan community occupational survey. The two other statements which were least like the roles the counselors in the sample would prefer to perform were: (1) file data in school records; and, (2) score tests.

**Relationship Between Real Roles**

To test the hypothesis that there is a relationship between the Real Roles of those who ascribe to the same point of view (differential premise) the sample was divided into two groups. These were: Developmental (N=112); and, Educational-Vocational (N=27).

A comparison of the five top ranking statements means of the two groups indicates the roles most like what the counselors in the sample are now performing are the same, although in a slightly different order. These five roles are: (1) counsel students regarding their educational plans; (2) aid a student in discovering his capacities; (3) counsel student on personal problem; (4) counsel pupils with learning problems; and, (5) counsel with student concerning underachievement.

A comparison of the five bottom ranking statement means of the two groups indicates that three of the five are the same, although in a slightly different order. The three roles that are least like the roles
being performed by the counselors in the sample are: (1) plan community occupational survey; (2) give psychotherapy to emotionally disturbed pupils; and, (3) handle the school's discipline problems. For the Developmental group the statements - carry on the work of the principal in his absence and - teach a course(s) in occupations were in the least like category. For the Educational-Vocational group there were two other least like statements. These were: (1) do research on school system's special education program; and, (2) coordinate homeroom programs.

For the Developmental group the means of nine statements were significantly higher for the real sortings than for the ideal sortings, indicating they perform these roles to a greater extent than they would prefer. These were: (1) check with parents of absent and tardy students; (2) maintain adequate system of cumulative records; (3) maintain occupational and educational information file; (4) handle the school's discipline problems; (5) carry on work of principal in his absence; (6) file data in school records; (7) supervise extra-curricular activities; (8) score tests; and (9) tabulate data of research for school.

For the Educational-Vocational group the means of eight statements were significantly higher for the real sortings than for the ideal sortings. These eight were: (1) maintain adequate system of cumulative records; (2) maintain occupational and educational information file; (3) handle the school's discipline problems; (4) carry on work of principal in his absence; (5) file data in school records; (6) score tests; (7) counsel students regarding their educational plans; and, (8) supervise extra-curricular activities.
A comparison of the means of each statement for each sub-group revealed the following significant differences.

The Developmental group was significantly higher than the Educational-Vocational group on four items. These were: (1) identify local referral agencies; (2) collaborate in educational planning for personal-social adjustment problems; (3) collaborate in educational planning for retarded students; and, (4) counsel student on personal problem.

The Educational-Vocational group was significantly higher than the Developmental group on one item. This was: counsel students regarding their educational plans.

The comparison of the Real Roles of the counselors within the sample who ascribe to the same point of view indicates a slight relationship exists. Five or 10 per cent of the items of the Q-sort differentiated between the three sub-groups.

**Relationship Between Ideal Roles**

To test the hypothesis that there is a relationship between the Ideal Roles of those who ascribe to the same point of view, the sample was again divided into two groups. These were: Developmental (N=112); Educational-Vocational (N=27).

A comparison of the five top ranking statement means for the two groups indicates the roles most like what the counselors in the sample would prefer to perform are the same, although in a slightly different order. These five roles are: (1) counsel students regarding their educational plans; (2) aid a student in discovering his capacities;
(3) counsel student on personal problem; (4) counsel pupils with learning problems; and, (5) counsel with student concerning underachievement.

A comparison of the five bottom ranking statement means for each of the two groups indicates that four of the five roles the counselors would prefer to perform are the same although in a slightly different order. These were: (1) handle the school's discipline problems; (2) file data in school records; (3) score tests; and, (4) carry on the work of the principal in his absence. The Developmental group would least like to supervise extra-curricular activities and the Educational-Vocational group would least like to: give psychotherapy to emotionally disturbed pupils.

For the Developmental group the means of fifteen statements were significantly higher for the ideal sortings than for the real sortings, indicating they would prefer to perform these roles to a greater extent than they now do. These were: (1) plan community occupational survey; (2) participate in a case conference with teachers and parents; (3) give psychotherapy to emotionally disturbed pupils; (4) counsel student on personal problem; (5) do research on school system's special education program; (6) coordinate homeroom programs; (7) coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case; (8) aid a student in discovering his capacities; (9) conduct research to determine personal-social adjustment problems; (10) attempt to integrate the guidance services with other aspects of the school program; (11) assist teachers to plan effective group guidance programs; (12) collaborate in educational planning for retarded students; (13) collaborate in educational planning for gifted students; (14) teach a
course(s) in occupations; and, (15) develop the basic testing program for the school.

For the Educational-Vocational group the means of six statements were significantly higher for the ideal sortings than for the real sortings. These were: (1) plan community occupational survey; (2) collaborate in educational planning for personal-social adjustment problems; (3) do research on school system’s special education program; (4) coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case; (5) assist teachers to plan effective group guidance programs; and, (6) collaborate in educational planning for retarded students.

A comparison of the means of each statement for the two subgroups revealed the following significant differences.

The Developmental group was significantly higher than the Educational-Vocational group on ten items. These were: (1) make available to students materials dealing with personal-social information; (2) give psychotherapy to emotionally disturbed pupils; (3) counsel student on personal problem; (4) counsel with students having trouble getting along with their peers; (5) visit “feeder schools”; (6) conduct research to determine personal-social adjustment problems; (7) make contacts with businesses and industries; (8) identify exceptional students; (9) collaborate in educational planning for gifted students; and, (10) assist teacher to interpret I.Q. test or personality tests.

The Educational-Vocational group was significantly higher than the Developmental group on seven statements. These were: (1) identify the resources available to student groups in the community; (2) maintain
adequate system of cumulative records; (3) carry on work of principal in his absence; and (4) coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case; (5) score tests; (6) assist a student to locate materials for class project in guidance; and, (7) interview every pupil in school.

The comparison of the Ideal Roles of the counselors within the sample who ascribe to the same point of view indicates a relationship exists. Seventeen, or 35 per cent, of the forty-eight items for the ideal sorting differentiate between the two groups.

There is a stronger relationship between Ideal Role and point of view of guidance than between Real Role and point of view of guidance.
CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V presents a brief summary of the purpose and procedures, a discussion of the results, the conclusions, and the recommendations for further research.

Summary of Purpose and Procedures

The problem which was investigated concerned the role of the counselor in the school setting. More specifically, it was an attempt to determine the premises (what the counselor thinks he should be doing) and reality (what the counselor is actually doing) of the counselor's role. What the counselor thinks he should be doing was labeled his Ideal Role and what he is actually doing was labeled his Real Role. The hypotheses which were tested were:

1. There is a relationship between the Real and Ideal Roles of the individual roles within the sample, as described on the Q-sort.

2. There is a relationship between the Real Roles of the counselors within the sample, as described on the Q-sort, who subscribe to the same basic view.

3. There is a relationship between the Ideal Roles of the counselors within the sample, as described on the Q-sort, who subscribe to the same basic view.
mainly in the theoretical state. New procedures and organizational arrangements that might implement it have not been developed." Therefore, this investigator has not included the integrated view in the study.

Problem

The problem which was investigated concerned the role of the counselor in the school setting. More specifically, it was an attempt to determine the premises (the counselor's point of view of guidance) and reality (what the counselor is actually doing) of the school counselor's role.

Sub-questions

The sub-questions which were investigated in this study are:

1. What is the conceptual framework for each of the differential premises (basic views)?

2. What differential aspects of counselor role are implied by the conceptual frameworks of each of the seven differential premises?

3. Does a relationship exist between the real and ideal role of individual counselors within the sample as described on the Q-sort?

4. Does a relationship exist between the real roles of the counselors within the sample who ascribe to the same basic point of view, as described on the Q-sort?

5. Does a relationship exist between the ideal roles of the counselors within the sample who ascribe to the same basic point of view, as described on the Q-sort?
The population studied was a stratified random sample of certificated Ohio School Counselors. A Personal Census Questionnaire was sent to those certificated counselors whose names appeared on the latest, available Principal's Report to the State of Ohio Department of Education. The returns of these questionnaires were used to select the stratified random sample.

Seven differential premises were written. These were statements of points of view of guidance based upon Barry and Wolf's basic views of guidance and included the ideas of other experts in the field.

To determine the Real and Ideal Roles of the counselors in the sample a Q-sort was constructed. A universe of statements describing counselor behaviors was collected from the literature and from counselors in the field. Judges were asked to sort the universe into eight categories. Categories one through seven corresponded to the seven differential premises and category eight included those statements which the judges thought were inappropriate behaviors for counselors. A balanced block design, based upon the eight categories above and three levels of activity (working with students, working with other people, and working not primarily with people), was used to select the 48 items of the Q-sort.

To determine the point of view of guidance of the counselors in the sample a Personal Philosophy or Guidance Point-of-View Questionnaire was developed. The seven differential premises served as the bases for the questionnaire and the counselors were asked to rate the philosophies (premises) from one to seven. Rank one was assigned to the philosophy most like the counselor's and rank seven was assigned to the philosophy least like the counselor's.
The Instruments were administered by mail. The returns were punched into I.B.M. cards, and Scatran programs were developed to use the I.B.M. 7090 Computer to analyze the data. The data were analyzed by Pearson product-moment correlation and by tests of significance of difference between means.

Discussion of the Results

The results of the Personal Philosophy Questionnaire indicated that the Developmental view is most like the personal philosophy of the counselors in the sample while the Counseling view is least like. The averages of the ranks assigned on a 1-7 point basis to each view were: Developmental—1.3; Educational-Vocational—2.5; Services—3.6; Adjustment—4.4; Educative—4.7; Problem Centered—5.4; and, Counseling—5.7. When both rank one and two are considered together it indicates that the Developmental and Educational-Vocational views are most typical of the counselors. Developmental and Educational-Vocational together account for 94 per cent of the possible first rankings and 55 per cent of the possible second rankings.

The first hypothesis was: there is a relationship between the Real and Ideal Roles of the individual counselors within the sample, as described on the Q-sort. To test this hypothesis the Real and Ideal sorts of each counselor were correlated by the Pearson product-moment method. The resulting correlations ranged from -.032 to .972 with an average correlation of .688. This suggests there is a relationship between the Real and Ideal Roles. When the average correlation is squared
to obtain the index of determination\(^1\) it is seen that 47 per cent of the variance of one role is determined by the role. Thus, while there is a relationship, 53 per cent of the variance is not explained.

The average correlation of .638 indicates that the counselors in the sample are fairly well satisfied with their roles. This relationship between their Real and Ideal Roles is strongly positive. It would be possible to pick out particular cases where this relationship is weak, but, for the group, it is strong.

This brings up the question concerning the optimal degree of relationship between Real and Ideal Roles. It is conceivable that when the Real approaches the Ideal the counselor would become complacent and begin to stagnate. It is also conceivable that if the discrepancy between Real and Ideal is too great, the counselor could become so frustrated that he will quit working toward the Ideal.

A related question is whether or not one could establish an index for the optimum relationship between Real and Ideal Roles. Could some statistical index be established (e.g. a correlation of .75 between Real and Ideal) or must this be on an individual basis (e.g. that point where the individual is neither complacent nor frustrated)?

To further investigate the relationship between the Real and Ideal Roles, the mean placement of the statements for the Real sortings was compared to the mean placement of the corresponding statements for the Ideal sortings by the test of significance of difference of means.

A mean which was significantly higher for the Real sort than for the Ideal sort indicated that the counselors are performing the role to a greater extent than they would prefer. Eleven such significant differences were found. It is possible to categorize these items in two ways: the type of behavior and the placement of the means on the continuum of high to low.

Four of the items might be categorized as being inappropriate behavior for counselors. These are: (1) check with parents of absent and tardy students; (2) handle the school's discipline problems; (3) carry on work of principal in his absence; and, (4) supervise extra-curricular activities. These items had means which ranked low on both the Real and Ideal sortings, but the Real means were statistically higher than the Ideal means. The roles tend to be least like what the counselors in the sample are now doing but they are still performed to a greater extent than the counselors would prefer.

The question here is why are counselors performing roles that would be more appropriate for administrators than for counselors. It is possible that administrators lack a well defined concept of the role of the counselor and, therefore, expect counselors to perform these roles. Another possibility would be that some counselors see their position as a stepping stone to a position as an administrator and are, therefore, willing to perform these roles.

Five of the items which counselors are performing to a greater extent than they would prefer might be categorized as being of a clerical nature. These were: (1) maintain adequate system of cumulative records; (2) maintain occupational and educational information
file; (3) file data in school records; (4) score tests; and, (5) tabulate data of research studies for the school. On the Real sortings the means of these items ranged from ninth to thirty-seventh while on the Ideal sortings they ranged from twenty-first to forty-sixth. These items are above average in terms of Real Role but below average in terms of Ideal Role.

The problem of using professionally trained personnel to accomplish necessary, yet time consuming clerical work is common throughout the educational enterprise. Clerical assistants are needed to help counselors and other professional staff. If money is not available to hire clerical help it might be possible to use students to perform these chores. However, the confidential nature of cumulative records and other similar material makes this a less than desirable solution. Perhaps counselors and other professional staff need to make a common and determined effort to convince the public that the use of professionally trained people in a clerical capacity is a waste of money.

Two items involved working with students. These were: (1) counsel with disciplinary problems referred by the principal; (2) make available to students materials dealing with personal social information. These two statements were near the middle of the range of means on both the Real sortings and Ideal sortings.

It is possible that while the counselors in the sample are performing the role of "trouble shooter" and "information giver," they are concerned as to what this does to image of them in the eyes of their students. Also, it is possible that administrators and teachers
hold these images of the counselor and tend to refer the trouble makers and those needing information to the counselor.

Counselors need to determine the reasons why they are performing certain roles to a greater extent than they would prefer and work to change their behavior so that it is more in line with their ideal.

A mean which was significantly higher for the Ideal sort than for the Real sort indicates that the counselors in the sample would prefer to perform the role to a greater extent than they now do. Sixteen such significant differences were found. It is more difficult to categorize these statements. In the following discussion the statements are categorized first as to relative placement of the means and then as to type of behavior involved.

Five of the sixteen items were high for both the Real and Ideal sortings, with the Ideal means being statistically higher than the Real means. These behaviors tend to be most like what the counselors are doing even though the counselors would prefer to perform these roles to a greater extent. These items are: (1) participate in a case conference with teachers and parents; (2) counsel student on personal problem; (3) counsel with students having trouble getting along with their peers; (4) aid a student in discovering his capacities; and, (5) attempt to integrate the guidance services with other aspects of the school program.

Three of the above involve working with students. It is possible that the words "counsel" and "student" were seen as socially acceptable and led the counselors in the sample to choose these items as most like their Ideal Roles. But, assuming the sortings of the statements are fairly representative of the Real and Ideal Roles of the counselors in
the sample, this would indicate they are not working with students as much as they would prefer. Because of the reciprocal nature of the counselor's role this raises the question of whether counselors are not working with students to a greater extent because the students are not coming to the counselor. If this were true it might be possible that counselors desire to work with students more in terms of their own needs rather than the students' needs.

The remaining two of the above might be categorized as trying to involve teachers and parents in the guidance program. This is most certainly important if the guidance program is to be successful. If this team approach is to become operational the counselor must have both the time and the inclination to involve others in the program.

Five of the sixteen items had means in the middle of the continuum of high to low, with the Ideal means being higher than the Real means. These are: (1) collaborate in educational planning for personal-social adjustment problems; (2) coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case; (3) assist teachers to plan effective group guidance programs; (4) collaborate in educational planning for retarded students; and, (5) collaborate in educational planning for gifted students.

These items might be categorized as working with others to improve the guidance program. The emphasis on educational planning is interesting, in view of the fact that the majority of the counselors in the sample saw the Developmental view as most like their own. This could be caused, in part, by the traditional emphasis on the Educational-Vocational aspects of guidance. In considering the fact that counselors
would like to help the teacher plan group guidance programs, one wonders if this is a matter of self defense, brought about by too much to do and too little time to do it in.

Six items tended to be low for both Real and Ideal sortings, with the Ideal means being significantly higher, i.e. different, than the Real means. These are: (1) plan community occupational survey; (2) do research on school system's special education program; (3) coordinate homeroom programs; (4) conduct research to determine personal-social adjustment problems; (5) make contacts with businesses and industries; and, (6) teach a course(s) in occupations.

Five of the above six might be categorized as trying to obtain the information needed to conduct a successful guidance program. If students are to make wise choices there must be information available on which to make the decisions. Evidently the counselors feel a need to do more than they presently do to obtain this needed information. The sixth item-—teach a course(s) in occupations—could be viewed as a means of disseminating information. However, since certificated counselors in Ohio all have teaching experience it might be possible that counselors feel some need to return to the classroom.

The results indicate the counselors in the sample perform roles of a clerical nature to a greater extent than they would prefer. They would prefer to perform roles in working with students and in trying to improve the guidance program to a greater extent than they now do.

Since the forced-choice distribution of the Q-sort gives those statements at the extreme ends of the distribution more significance, it is possible to generalize that the five top ranking statements are
most like the Real and Ideal Roles of the counselors in the sample, while the five bottom ranking statements are least like the Real and Ideal Roles. The five top ranking statements are the same for both Real and Ideal sortings, although in a slightly different order. Three of the five bottom ranking statements were the same for both the Real and Ideal sortings. The similarity of the rankings at the extremes might be considered as further evidence that a relationship exists between Real and Ideal Roles.

The second hypothesis was: there is a relationship between the Real Roles of the counselors within the sample as described on the Q-sort, who ascribe to the point of view. In order to compare the Real Roles of those who ascribe to the same point of view, the sample was divided into two groups. These are: those who chose Developmental as the philosophy most like their own N=112, and those who chose Educational-Vocational as the philosophy most like their own N=27.

The statement means for the two groups were ranked to determine the roles most like and least like those being now performed. This comparison indicated that the five top ranking statements were the same for both groups, although in a slightly different order. Of the five bottom ranking statements, three of five appear in both. This tends to indicate that the point of view ascribed to has little effect on those roles most like and least like the counselors in the sample now performed.

A test of significance of difference between means of the Real and Ideal sortings was computed to determine those roles performed by the counselors in each sub-group to a greater extent than they would prefer. Nine significant differences were found in the Developmental group, and
eight significant differences were found in the Educational-Vocational group. All but one of the significant differences found for the Educational-Vocational group are also found in the Developmental. This suggests that the difference in sample size is affecting the outcome. The one exception is that the Educational-Vocational group is significantly higher on the item; counsel students regarding Educational-Vocational plans. The means for both the Real and Ideal sortings are the highest for this item, but the Real mean is significantly higher statistically. One might wonder if the counselors in the Educational-Vocational group are checking schedules and approving course changes to a greater extent than they would prefer.

Tests of significance, of difference between means were computed to compare the Real sortings of the sub-groups one with another. It was found that the Developmental group was significantly higher than the Educational-Vocational group on four items, and the Educational-Vocational group was significantly higher than the Developmental group on one item. This would indicate that a relationship does exist between point of view and Real Role. However, this relationship is slight, especially when the small N of the groups is taken into consideration.

The third hypothesis was: there is a relationship between the Ideal Roles of the counselors within the sample as described on the Q-sort, who ascribe to the same point of view. To test this hypothesis the sample was divided into two groups and the data analyzed as described above.
Hypotheses

The hypotheses which were tested by this study are:

1. There is a relationship between the real and ideal roles of the individual counselors within the sample as described on the Q-sort.

2. There is a relationship between the real roles of the counselors within the sample as described on the Q-sort who ascribe to the same basic view.

3. There is a relationship between the ideal roles of the counselors within the sample as described on the Q-sort who ascribe to the same basic view.

Importance

School counselors in the field complain that they are confronted with varying expectations concerning their role. Shertzer and Stone,\(^9\) discussed these varying expectations as follows:

One profitable means of seeing what we are, here and now, is to look at the counselor's role through the eyes of his various publics. Obviously, this produces a distorted image or caricature. Now, caricatures are harsh but revealing because they contain elements of truth which place in bold relief the most salient characteristics the individual conveys in his efforts to meet the demands of his role.

Who are the counselor's publics? They are neither mysterious nor ethereal. Rather, they are obvious and real. They are the groups who hold the conflicting expectancies—pupils, teachers, administrators, parents and public-at-large. In brief, they are groups the school counselor attempts to serve.

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A comparison of the five top ranking statements for each of the sub-groups indicated they were the same, although in a slightly different order. Of the five bottom ranking statements four of the five appeared in both groups. This would indicate that the point of view ascribed to has little effect on the roles of the counselors in the sample would prefer to perform.

When the difference between means for the two sub-groups were compared, the same type commonality as described above was found. This suggests that again the differences were more statistical than real. However, it was found that the Educational-Vocational group would prefer to collaborate in planning for personal-social adjustment problems to a greater extent than they now do and that the Developmental group would prefer to give psychotherapy to emotionally disturbed pupils to a greater extent than they do at present.

This raises a question concerning whether or not some counselors might prefer to perform certain roles to satisfy their own needs. The usual counselor training program does not give training in psychotherapy. This wish to give psychotherapy could be more a matter of his personal needs than of his capabilities.

A comparison of the means for the sub-groups indicated that the Developmental group was significantly higher than the Educational-Vocational group on ten items and the Educational-Vocational group was significantly higher than the Developmental on seven items. This would tend to indicate there is a relationship between the point of view of guidance ascribed to and the ideal role of the counselor.
Although the point of view of guidance ascribed to does have a relationship to the Real and Ideal Roles of the counselor it can be generalized that the point of view has more effect on the Ideal Role than on the Real Role.

If the point of view of guidance held by the counselor has more effect on the Ideal Role than on the Real Role, other factors must be operating which limit the counselor in the performance of his job.

Conclusions

This study was conducted using a stratified random sample of certificated Ohio secondary school counselors. Any generalizations to other situations must be done with caution.

The discrepancies between Real and Ideal Roles discovered in this sample should be cause for concern for both counselors and educators.

The implications for secondary school counselors are:

1. The counselor needs to determine what discrepancies exist between his Real and Ideal Roles.

2. The counselor should try to determine if part of his Real or Ideal Role is based on his needs.

3. If he is not performing certain roles he thinks he should, he should determine whether this is a result of a real lack of freedom or an imagined lack of freedom in the school program structure and function.

4. If the counselor is performing inappropriate roles at the insistence of others, he should attempt to explain why he thinks the role is inappropriate.
The implications for counselor educators are:

1. Counselor education programs should help students develop their point of view of guidance and reflect on why they believe this to be the point of view for guidance and for them.

2. The counselor education program should help formulate their Real and Ideal Roles.

3. The counselor education program should help the graduate student become aware of his needs and values and become aware of the effect these may have on his roles as a counselor.

4. The counselor education program should assist graduate students to become aware of the possibility that administrators, teachers, and laymen may view guidance in a different manner than do trained counselors with the consequence differential expectancies in role functions.

5. The counselor education program should assist the graduate student to think through techniques for coping with these discrepancies to improve his school counselor role.

Recommendations for Further Research

The following recommendations are made concerning further research in the area of school counselor role.

1. This study involved only Ohio school counselors. There is a need to conduct similar research on a national or regional scale.

2. This study involved only certificated counselors. There is a need to conduct similar research involving non-certificated counselors.
3. Research is needed to determine the long range stability of the instruments used in this study.

4. Research is needed concerning the specific causes of the discrepancies existing between Real and Ideal counselor roles.

5. Research is needed to validate intent of one's role and the effectiveness in processing it for pupil and school benefit.
BIBLIOGRAPHY

Books

Arbuckle, Dugald S. Guidance and Counseling in the Classroom, Boston: Allyn and Bacon, 1957.


Articles and Periodicals


Other Sources


After discussing the opinions and views held by these various publics, they noted that:

It seems abundantly clear that counselors will continue to be the target of criticism and will in fact deserve the contradictory blur of perceptions held of them until they themselves do something about it. A basic function of any profession is to redirect people's attitudes toward it and to cultivate public understanding and support . . . It is of major importance that counselors articulate their own identity . . . counselors must communicate their role to the larger educational profession.

If school counselors are to be considered professionals, both by their fellow educators and by the public, they must more clearly define their role. McCully\(^{10}\) stated that school counselors must identify the unique social service he performs in a manner which will differentiate it from the services properly provided by other staff in the school setting. He thought that "this task is the sine qua non of professionalization."

The role of the counselor must be more clearly defined, not only to foster professionalization, but also to help improve counselor preparation programs. According to Novak\(^{11}\)

In our current efforts to professionalize and to sharpen the competencies of school counselors, it is urgent that their duties be more clearly defined, identified, and delimited. It is difficult to justify expenditure of energy and funds on counseling institutes, professional courses, tests, facilities, and equipment when the counselor must perform many tasks bearing very little relationship to the basic counseling process.

---


\(^{11}\)Novak, Benjamin J. "Let the Counselor Counsel!" Phi Delta Kappan, XLII (January, 1962), pp. 171-173.
APPENDIX A

Q-SORT STATEMENTS IN SEQUENTIAL ORDER
Q-Sort Statements in Sequential Order

01 Plan community occupational survey
02 Work with college admissions officials
03 Check with parents of absent and tardy students
04 Identify local referral agencies
05 Maintain adequate system of cumulative records
06 Counsel with discipline problems referred by the principal
07 Counsel staff members with personal problems which will affect their work
08 Assist students in applying for college scholarships
09 Make available to students materials dealing with personal-social information
10 Counsel with student concerning under-achievement
11 Participate in a case conference with teachers and parents
12 Maintain occupational and educational information file
13 Give psychotherapy to emotionally disturbed pupils
14 Interpret information about student adjustment to parents
15 Help prepare a student for the aid another agency can provide
16 Collaborate in educational planning for personal-social adjustment problems
17 Counsel pupils with learning problems
18 Counsel student on personal problem
19 Handle the school's discipline problems
20 Do research on school system's special education program
21 Carry on work of principal in his absence
22 Coordinate homeroom programs
23 Conduct operational research such as drop-out and follow-up studies

24 File data in school records

25 Counsel with students having trouble getting along with their peers

26 Coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case

27 Visit "feeder schools" for orientation purposes

28 Identify the resources available to student groups in the community

29 Aid a student in discovering his capacities

30 Work with the individual faculty members to assist the student in making adjustments

31 Score tests

32 Conduct research to determine personal-social adjustment problems

33 Attempt to integrate the guidance services with other aspects of the school program

34 Assist teachers to plan effective group guidance programs

35 Make contacts with businesses and industries

36 Counsel students regarding their educational plans

37 Identify exceptional students

38 Assist a student to locate materials for class project in guidance

39 Interview every pupil in school

40 Collaborate in educational planning for retarded students

41 Supervise extracurricular activities

42 Collaborate in educational planning for gifted students

43 Teach a course(s) in occupations

44 Confer with student concerning a vision problem

45 Assist teacher to interpret I.Q. test or personality inventory

46 Develop the basic testing program for the school
47  Supervise the giving of standardized group personality tests

48  Tabulate data of research studies for the school
APPENDIX B

1. LETTER OF EXPLANATION
2. COUNSELOR'S DAILY DIARY
To: Selected Ohio School Counselors

Subject: Records of Counselor Activities for Ohio School Counselor's Association Role Research Project.

The Ohio School Counselor's Association is sponsoring a research project designed to investigate the role of the counselor in Ohio schools. As part of the research necessary for completing this project we are requesting your assistance on the following.

1. Keeping a diary of your activities on one of the following days:

   Wednesday, October 31, 1962
   Thursday, November 1, 1962
   Monday, November 5, 1962

Your help is greatly appreciated. If you have questions please contact the area representative named below.

Sincerely,

Herman J. Peters
Director of the Research

Area Representative
Ohio School Counselor's Association

Address
The purpose of this diary is to determine the activities which a school counselor performs during the school day. Each activity is of importance as the results will provide a basis for studying the counselor's role.

INSTRUCTIONS

1. List each activity performed and the time the activity began and ended.

2. Follow the style of the examples given below.

3. If possible, list the activities immediately after occurrence.

4. Please describe the nature of the activity, i.e., counseled with a student on vocational choice rather than counseled with a student.

5. Please account for all time on the day.

6. At the end of the school day, place this completed diary along with the completed Activities Form in the stamped, addressed envelope and mail.

EXAMPLES

<table>
<thead>
<tr>
<th>Item</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8:00</td>
<td>Arrived at the office.</td>
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<td>2.</td>
<td>8:10 - 8:20</td>
<td>Talked with teacher about referral of low-achieving student.</td>
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<tr>
<td>3.</td>
<td>8:25 - 9:00</td>
<td>Counseled student on vocational choice.</td>
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</table>
# Counselor's Daily Diary

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<tr>
<th>Time</th>
<th>Item</th>
<th>From</th>
<th>To</th>
<th>Activity</th>
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APPENDIX C

1. LETTER OF EXPLANATION
2. COUNSELOR QUESTIONNAIRE
3. CODED COUNSELOR QUESTIONNAIRE
Dear Ohio School Counselor:

This letter is to enlist your aid in taking part in a research project designed to examine and, perhaps, clarify the school counselor's role.

As you are well aware you are a member of a rapidly expanding professional area. You should be aware, at the same time, that guidance workers are being called upon by the public to provide a rationale for their efforts as counselors. Regardless of the group which does the inquiring, the personnel in the guidance program must be prepared to answer, on solid bases, the questions being raised by these persons.

In order to secure data for intelligent behavior in this important matter we are asking you, the professional school counselor, to participate in this project. Specifically we are asking you to:

1. Complete the attached questionnaire and return it in the enclosed envelope.

2. Indicate your willingness to participate further in the research by checking the response on the last page of the questionnaire.

We will choose a sample from the people who indicate that they will participate. Thus, it is possible that you will not be contacted to complete any of the instruments in the further research. However, we would appreciate your assistance in offering to be a part of the population from which the sample will be chosen.

We hope that you will be able to invest a few hours in this project which we believe is essential to the continued growth of counseling and guidance services in the school. The total time you will be asked to spend will be two hours in the next three months.

Thank you for your consideration.

Herman J. Peters
Director of the Project: THE SCHOOL COUNSELOR'S ROLE

Dear Ohio School Counselor:

The Division of Guidance and Testing of the State Department of Education and the Ohio School Counselors Association are in full accord with the state-wide study of the School Counselors Role which is being carried out by Professor Peters and his staff. We will sincerely appreciate your cooperation in any of the projects included in the research.

John G. Odgers
Director, Division of Guidance and Testing

William Van Hoose
President, Ohio School Counselors Association
It is important that the role of the school counselor be more clearly defined so that counselors might function more effectively, so that he might be considered a professional by himself, and so that he might be better trained.

Definitions

The following are definitions of concepts which are of importance to the study:

Counselor Role - The behavior of the individual counselor while functioning in his position as counselor.

Real Counselor Role - Those behaviors of the individual counselor which he exhibits in his present position as counselor as described on the Q-sort.

Ideal Counselor Role - Those behaviors which the individual counselor thinks he should exhibit in his present position as counselor as described on the Q-sort.

Counselor - A person charged with carrying out the guidance function in a particular school setting.

Differential Premise - A statement of a point of view of guidance, based upon Barry and Wolf's basic views and including the ideas of other experts in the field of guidance.

The following are the differential premises for each view:

Educational-Vocational View - Guidance is the process of helping individuals make wise educational and vocational choices. Assistance is given to students to help them to discover their vocational interests and abilities and to formulate vocational goals. Assistance is also given in helping students adjust to school and prepare and carry out suitable educational plans in keeping with their educational needs, abilities and career interests.
OSCA ROLE RESEARCH PROJECT
353 Arps Hall
1945 North High Street
Columbus 10, Ohio

COUNSELOR QUESTIONNAIRE

1. Sex.
   1. __ Male
   2. __ Female

2. Marital status.
   1. __ Single
   2. __ Married
   3. __ Divorced
   4. __ Widowed

3. Present age.
   1. ___ 20-24  6. ___ 45-49
   2. ___ 25-29  7. ___ 50-54
   3. ___ 30-34  8. ___ 55-59
   4. ___ 35-39  9. ___ 60-over
   5. ___ 40-44

4. Masters degree.
   1. __ Yes
   2. __ No

5. Hours beyond Masters, if any.
   1. ___ Semester hours
       (Sem. hr. = 2/3 Qtr. hr.)

6. Institution granting Masters degree.
   1. ________________________________

7. Year Bachelors degree received.
   1. ___ 1920-29  5. ___ 1945-49
   2. ___ 1930-34  6. ___ 1950-54
   4. ___ 1940-44  8. ___ 1960-present

8. Year Masters degree received.
   1. ___ 1920-29  5. ___ 1945-49
   2. ___ 1930-34  6. ___ 1950-54
   4. ___ 1940-44  8. ___ 1960-present

9. Which of the following best describes your graduate major?
   1. __ Guidance
   2. __ Psychology
   3. __ Education
   4. __ Administration
   5. __ Other
      (Please specify)

10. Please check practicum experience(s) you have had.
    1. __ On-campus counseling
    2. __ Off-campus counseling
    3. __ On-campus guidance laboratory
    4. __ Off-campus guidance laboratory
    5. __ Guidance Internship
    6. __ Other (Please specify)
        ________________________________

11. At what University(ies) was the practicum provided?
    1. ________________________________
    2. ________________________________
    3. ________________________________

12. Practicum professor(s).
    1. ________________________________
    2. ________________________________
    3. ________________________________
    (Over)
13. Years teaching experience prior to assuming guidance position.

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<td>3.</td>
<td>8. 17-20</td>
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<td>4.</td>
<td>9. 21-over</td>
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<td>5-8</td>
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<tbody>
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<td>1.</td>
<td>Counselor</td>
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<td>2.</td>
<td>Director of Guidance</td>
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<td>3.</td>
<td>Director of Pupil Personnel Services</td>
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<tr>
<td>4.</td>
<td>Other (Please specify)</td>
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15. Subjects taught.

Check ( ) subjects taught prior to assuming guidance position.

Circle subjects taught concurrently with guidance position.

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<tbody>
<tr>
<td>1.</td>
<td>Elementary</td>
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<td>2.</td>
<td>Agriculture</td>
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<td>3.</td>
<td>Art</td>
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<td>Business Education</td>
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<td>Driver Education</td>
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<td>6.</td>
<td>English</td>
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<td>Foreign Language</td>
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<td>8.</td>
<td>Home Economics</td>
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<td>9.</td>
<td>Industrial Arts</td>
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<tr>
<td>10.</td>
<td>Mathematics</td>
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<td>11.</td>
<td>Music</td>
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<td>12.</td>
<td>Physical Education</td>
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<td>13.</td>
<td>Science</td>
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<td>14.</td>
<td>Social Studies</td>
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<td>15.</td>
<td>Speech</td>
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<td>16.</td>
<td>Other (Please specify)</td>
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17. Type of school in which you are now employed.

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<tr>
<td>1.</td>
<td>Local</td>
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<td>2.</td>
<td>City</td>
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<td>3.</td>
<td>Exempted Village</td>
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18. Number of years employed in a guidance position.

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<td>2.</td>
<td>7. 13-16</td>
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<tr>
<td>3.</td>
<td>8. 17-20</td>
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<td>4.</td>
<td>9. 21-over</td>
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<td>5.</td>
<td>5-8</td>
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19. Number of years in present guidance position.

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<td>4.</td>
<td>9. 21-over</td>
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<td>5.</td>
<td>5-8</td>
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20. Type of guidance certificate held.

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<tbody>
<tr>
<td>1.</td>
<td>Provisional</td>
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<td>2.</td>
<td>Professional</td>
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<td>3.</td>
<td>Permanent</td>
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21. Enrollment of present school.

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<tr>
<td>1.</td>
<td>Less than 100</td>
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<td>2.</td>
<td>101-300</td>
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<tr>
<td>3.</td>
<td>301-500</td>
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<tr>
<td>4.</td>
<td>501-1000</td>
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<td>5.</td>
<td>1001-1500</td>
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<tr>
<td>6.</td>
<td>1501-2000</td>
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<tr>
<td>7.</td>
<td>2001-2500</td>
</tr>
<tr>
<td>8.</td>
<td>2501-3000</td>
</tr>
<tr>
<td>9.</td>
<td>3001-over</td>
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</tbody>
</table>

22. Number of counselors in your school, including yourself.

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<tbody>
<tr>
<td>1.</td>
<td>(Over)</td>
</tr>
</tbody>
</table>
23. Grades Included In present school.

1. _7-8   6. _8-12
2. _7-9   7. _9-11
3. _7-11  8. _9-12
4. _7-12  9. _10-12
5. _8-11

24. Number of students for whom you have responsibility as a counselor.

1. _Less than 100
2. _101-200
3. _201-300
4. _301-400
5. _401-500
6. _501-600
7. _601-700
8. _701-800
9. _801-over

25. Have you attended an NDEA Counseling and Guidance Training Institute?

1. __Yes
2. __No

26. If answer to (25) is Yes, please list the name(s) of the University(ies) where the Institute was (were) held.

1. ______________________
2. ______________________
3. ______________________

27. Please list the dates and type of Institute attended, if any.

1. _______ Date _______ Type
2. _______ Date _______ Type
3. _______ Date _______ Type

28. Did you establish the guidance program in your present school?

1. ___Wholly
2. ___Partially
3. ___Not at all

29. Approximately how long have guidance services been offered in your present school?

1. __1 Year   6. __9-12 Years
2. __2 Years   7. __13-16 Years
3. __3 Years   8. __17-20 Years
4. __4 Years   9. __21 Years
5. __5-8 Years or more

30. Approximately how long has the school in which you are employed been in operation?

1. __1 Year   6. __9-12 Years
2. __2 Years   7. __13-16 Years
3. __3 Years   8. __17-20 Years
4. __4 Years   9. __21 Years
5. __5-8 Years or more

31. Was there a written job description for your present position?

1. __Yes
2. __No

If Yes, please include a copy when returning this form.

32. Professional association membership.

1. ___American Personnel and Guidance Association
2. ___American School Counselors Association
3. ___National Vocational Guidance Association
4. ___Ohio School Counselors Association
5. ___Your local Guidance Association (Please specify name ____________________)
33. What is your career goal as you now see it?

1. Counselor
2. Director of Guidance
3. Director of Pupil Personnel Services
4. Principal or Assistant Principal
5. Superintendent or Assistant Superintendent
6. Counselor Educator
7. Psychologist
8. Other (Please specify _________________________)

___YES: I AM WILLING TO PARTICPATE IN THE RESEARCH PROJECT.

Name__________________________
Address________________________

Thank you for your cooperation and consideration.

Please return to: OSCA ROLE RESEARCH PROJECT
353 Arps Hall
1945 North High Street
Columbus 10, Ohio
### CODED COUNSELOR QUESTIONNAIRE

The number in parenthesis after a question indicates the column of the IBM card in which the result was punched.

The letters "N.C." in parenthesis after a question indicate that the question was not coded nor included in the results.

1. **Sex.** (5)
   1. ___ Male
   2. ___ Female

2. **Marital status.** (6)
   1. ___ Single
   2. ___ Married
   3. ___ Divorced
   4. ___ Widowed

3. **Present age.** (7)
   1. ___ 20-24 6. ___ 45-49
   2. ___ 25-29 7. ___ 50-54
   3. ___ 30-34 8. ___ 55-59
   4. ___ 35-39 9. ___ 60-over
   5. ___ 40-44

4. **Masters degree** (8)
   1. ___ Yes
   2. ___ No

5. **Hours beyond Masters, if any.** (9)
   1. ___ Semester hours
      (Sem. hr. = 2/3 Qtr. hr.)
      See footnote A

6. **Institution granting Masters degree** (10)
   1. ___________________________
      See footnote B

7. **Year Bachelors degree received.** (11)
   1. ___ 1920-29 5. ___ 1945-49
   2. ___ 1930-34 6. ___ 1950-54
   4. ___ 1940-44 8. ___ 1960-present

8. **Year Masters degree received.** (12)
   1. ___ 1920-29 5. ___ 1945-49
   2. ___ 1930-34 6. ___ 1950-54
   4. ___ 1940-44 8. ___ 1960-present

9. **Which of the following best describes your graduate major?** (13)
   1. ___ Guidance
   2. ___ Psychology
   3. ___ Education
   4. ___ Administration
   5. ___ Other
      (Please specify)

   Punched 6 if more than one checked and one was Guidance. Punched 7 if more than one but none guidance.

10. **Please check practicum experience(s) you have had.**
   1. ___ On-campus counseling (14)
   2. ___ Off-campus counseling (15)
   3. ___ On-campus guidance laboratory (16)
   4. ___ Off-campus guidance laboratory (17)
   5. ___ Guidance internship (18)
   6. ___ Other (Please specify (19))
      14 to 19 punched 1 if yes, 2 if no.

11. **At what University(ies) was the practicum provided?**
   1. ____________________________ (20)
   2. ____________________________ (21)
   3. ____________________________ (22)
      See footnote B
12. Practicum professor(s) (N.C.)
   1. __________________
   2. __________________
   3. __________________

13. Years teaching experience prior to assuming guidance position. (23)
   1. ___ 6. ___ 9-12
   2. ___ 7. ___ 13-16
   3. ___ 8. ___ 17-20
   4. ___ 9. ___ 21-over
   5. ___ 5-8

14. Present title. (24)
   1. Counselor
   2. Director of Guidance
   3. Director of Pupil Personnel Services
   4. Other (Please specify)

Punched 5 if more than one checked.

15. Subjects taught.

Check ( ) subjects taught prior to assuming guidance position.

Circle subjects taught concurrently with guidance position.

1. ___ Elementary (25)
   2. ___ Agriculture (26)
   3. ___ Art (27)
   4. ___ Business Education (28)
   5. ___ Driver Education (29)
   6. ___ English (30)
   7. ___ Foreign Language (31)
   8. ___ Home Economics (32)
   9. ___ Industrial Arts (33)
  10. ___ Mathematics (34)
  11. ___ Music (35)
  12. ___ Physical Education (36)
  13. ___ Science (37)
  14. ___ Social Studies (38)

15. ___ Speech (39)
16. ___ Other (Please specify)
   (40)
   25 to 40 punched 0 if not checked 1 if prior, 2 if concurrent, 3 if both.

16. Time currently spent in guidance position. (41)
   1. ___ Less than half-time
   2. ___ Less than full-time but more than half-time
   3. ___ Full-time

Punched - if no response.

17. Type of school in which you are now employed. (42)
   1. ___ Local
   2. ___ City
   3. ___ Exempted Village

18. Number of years employed in a guidance position. (43)
   1. ___ 6. ___ 9-12
   2. ___ 7. ___ 13-16
   3. ___ 8. ___ 17-20
   4. ___ 9. ___ 21-over
   5. ___ 5-8

Punched 0 if less than 1.

19. Number of years in present guidance position. (44)
   1. ___ 6. ___ 9-12
   2. ___ 7. ___ 13-16
   3. ___ 8. ___ 17-20
   4. ___ 9. ___ 21-over
   5. ___ 5-8

Punched - if no response, 0 if less than 1.

20. Type of guidance certificate held. (45)
   1. ___ Provisional
   2. ___ Professional
   3. ___ Permanent
21. Enrollment of present school. (46)

1. __ Less than 100
2. ___ 101-300
3. ___ 301-500
4. ___ 501-1000
5. ___ 1001-1500
6. ___ 1501-2000
7. ___ 2001-2500
8. ___ 2501-3000
9. ___ 3001-over

22. Number of counselors in your school, including yourself. (47)

1. ___ Punched as the number stated.

23. Grades included in present school. (48)

1. ___ 7-8
2. ___ 7-9
3. ___ 7-11
4. ___ 7-12
5. ___ 8-11

Punched 0 if other than above.

24. Number of students for whom you have responsibility as a counselor. (49)

1. __ Less than 100
2. ___ 101-200
3. ___ 201-300
4. ___ 301-400
5. ___ 401-500
6. ___ 501-600
7. ___ 601-700
8. ___ 701-800
9. ___ 801-over

Punched 0 if no response

25. Have you attended an NDEA Counseling and Guidance Training Institute? (50)

1. ___ Yes
2. ___ No

26. If answer to (25) is Yes, please list the name(s) of the University(ies) where the Institute was (were) held. (N.C.)

1. _________________________________
2. _________________________________
3. _________________________________

27. Please list the dates and type of Institute attended, if any. (N.C.)

1. ______ Date ______ Type
2. ________ ________
3. ________ ________

28. Did you establish the guidance program in your present school? (51)

1. ___ Wholly
2. ___ Partially
3. ___ Not at all

29. Approximately how long have guidance services been offered in your present school? (52)

1. __ 1 Year
2. __ 2 Years
3. __ 3 Years
4. __ 4 Years
5. __ 5-8 Years
6. __ 9-12 Years
7. __ 13-16 Years
8. __ 17-20 Years
9. __ 21 Years or more

Punched 0 if less than 1.

30. Approximately how long has the school in which you are employed been in operation? (53)

1. __ 1 Year
2. __ 2 Years
3. __ 3 Years
4. __ 4 Years
5. __ 5-8 Years
6. __ 9-12 Years
7. __ 13-16 Years
8. __ 17-20 Years
9. __ 21 Years or more

Punched 0 if less than 1.
31. Was there a written job description for your present position? (54)

1. ___ Yes
2. ___ No

If Yes, please include a copy when returning this form.

32. Professional association membership.

1. ___ American Personnel and Guidance Association (55)
2. ___ American School Counselors Association (56)
3. ___ National Vocational Guidance Association (57)
4. ___ Ohio School Counselors Association (58)
5. ___ Your local Guidance Association (Please specify name (59)

55 to 59 punched 1 if Yes, punched 2 if No.

33. What is your career goal as you now see it? (60)

1. ___ Counselor
2. ___ Director of Guidance
3. ___ Director of Pupil Personnel Services
4. ___ Principal or Assistant Principal
5. ___ Superintendent or Assistant Superintendent
6. ___ Counselor Educator
7. ___ Psychologist
8. ___ Other (Please specify)

Punched 9 if more than one checked.

YES: I AM WILLING TO PARTICIPATE IN THE RESEARCH PROJECT. (61)

Punched 1 if yes, punched 2 if no.

A. Question 5 was punched as follows:

<table>
<thead>
<tr>
<th>+</th>
<th>0</th>
<th>2 11-15</th>
<th>5 26-30</th>
<th>8 41-45</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1-5</td>
<td>3 16-20</td>
<td>6 31-35</td>
<td>9 45-50</td>
</tr>
<tr>
<td>1</td>
<td>6-10</td>
<td>4 21-25</td>
<td>7 36-40</td>
<td></td>
</tr>
</tbody>
</table>

B. Questions 6 and 11 were punched as follows:

+ Ohio State 5 Toledo
0 Ohio University 6 Dayton
1 Miami 7 Akron
2 Bowling Green 8 Cincinnati
3 Kent 9 Other
4 Wittenberg
APPENDIX D

1. LETTER OF EXPLANATION
2. Q-SORT FOLDER
3. INSTRUCTION SHEET A
4. INSTRUCTION SHEET B
5. SCORE SHEET
Dear Ohio School Counselor:

During January, 1963 you completed a questionnaire which was the first phase of a project to study the counselor's role in Ohio secondary schools. We think that we were very fortunate to have had a ninety-five per cent return of that instrument thanks to you and your colleagues.

The enclosed instruments are part two of the project. They are designed to study what Ohio school counselors are now doing on the job. A pilot study indicated that it takes between 45 minutes and 1 hour to complete the instruments.

Because you are a part of a sample of all Ohio school counselors, you are actually representing three other counselors in your response. Needless to say, we need your return of the completed instruments in the enclosed self-addressed, stamped envelope. It is not necessary to sign your name for code numbers are utilized for identification purposes.

Please **do not** open Envelope B until you have completed Envelope A.

A summary report of the research will be sent to you.

Thank you for your consideration and cooperation.

Sincerely,

Herman J. Peters
Director of the Project:
THE ROLE OF THE SCHOOL COUNSELOR
The Ohio State University
Columbus 10, Ohio
<table>
<thead>
<tr>
<th>Services View</th>
<th>Guidance is one of many services provided to help the student in the non-instructional aspects of school life so that his learning may be enhanced. These services may include medical, nursing, psychological and other services, as well as guidance and counseling. These services, including guidance, are provided by specialized personnel, professionally trained in the various fields. There is a distinction between guidance and instructional activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling View</td>
<td>Guidance is a process which is primarily psychological and therapeutic. The individual is helped to recognize and solve psychological problems by the counselor. Guidance is an individualized affair and there must be some one person who accepts the responsibility of helping the particular individual student to analyze and resolve his unique personal problems.</td>
</tr>
<tr>
<td>Adjustment View</td>
<td>Guidance is a process designed to help the individual fit into his group and into society. Students conform or deviate from the norm and guidance focuses on the deviant student. Guidance helps individuals satisfy their needs in a more socially acceptable manner and so become better adjusted and less troublesome. The individual and his environment are brought into a more compatible relationship.</td>
</tr>
<tr>
<td>Problem-Centered View</td>
<td>Guidance is a process designed primarily to help those students with problems. Sometimes societal values and demands may dictate the particular individuals who will be categorized as belonging to a problem group. Such groups may include, for example, mentally retarded students, gifted students and physically disabled students.</td>
</tr>
</tbody>
</table>
See envelope attached to back cover.
1. In this envelope you should find:
   (a) 1 set of 48 items
   (b) 1 Q-Sort Folder

2. Please sort the 48 items into nine categories representing those functions or activities which are least like and most like what you now do while functioning as a school counselor. (You may wish to make a preliminary sort into three tentative divisions—least, middle, most—to expedite the final nine category sort.)

3. When you unfold the Q-sort Folder you will see nine pockets, ranging from least on the left to most on the right.
   In pocket one, place TWO items—those 2 least like what you now do
   In pocket two, place THREE items—those 3 next least
   In pocket three, place SIX items
   In pocket four, place EIGHT items
   In pocket five, place TEN items
   In pocket six, place EIGHT items
   In pocket seven, place SIX items
   In pocket eight, place THREE items
   In pocket nine, place TWO items—those 2 most like what you now do

4. BE SURE YOU PUT THE EXACT NUMBER OF ITEMS INDICATED IN EACH POCKET
   Pocket 1 on the left is least like
   Pocket 9 on the right is most like

5. Fold up the Q-Sort Folder, place it in Envelope A—seal Envelope A

6. Now open Envelope B.
1. In this envelope you should find:
   (a) 1 set of 48 items
   (b) 1 Q-Sort Folder

2. Please sort the 48 items again, but this time sort them according to how you would function in the ideal situation. By "ideal" we mean a situation where there would be no restrictions (e.g. financial, community pressures, administrator expectancies) and you could function as you saw fit.

3. Please sort the 48 items into nine categories representing those functions or activities which are least like and most like what you would do in an ideal situation. (You may wish to make a preliminary sort into three tentative divisions to expedite the final nine category sort.)

4. When you unfold the Q-Sort Folder you will see nine pockets, ranging from least on the left to most on the right.
   In pocket one, place TWO items
   In pocket two, place THREE items
   In pocket three, place SIX items
   In pocket four, place EIGHT items
   In pocket five, place TEN items
   In pocket six, place EIGHT items
   In pocket seven, place SIX items
   In pocket eight, place THREE items
   In pocket nine, place TWO items

5. BE SURE YOU PUT THE EXACT NUMBER OF ITEMS INDICATED IN EACH POCKET.
   Pocket 1 on the left is least like
   Pocket 9 on the right is most like

6. Fold up the Q-Sort Folder, place it in Envelope B, seal Envelope B.

7. Put both Envelope A and Envelope B in the addressed--stamped envelope and mail back to us.

   Thank you very much.
## SCORE SHEET

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
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<tbody>
<tr>
<td>9</td>
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</table>

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1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
APPENDIX E

1. LETTER OF EXPLANATION
2. PERSONAL PHILOSOPHY QUESTIONNAIRE
Dear Ohio School Counselor:

We have received the Q-sorts that you completed and returned to us. We now need your cooperation on one final instrument. We need both the Q-sorts and the enclosed instrument to complete this phase of the study.

The results of a pilot study indicate that this instrument takes between five and ten minutes to complete.

Again, may we emphasize that the enclosed instrument will complete this phase of the project.

Thank you for your fine cooperation.

Sincerely,

Herman J. Peters
Director of the Project:
THE ROLE OF THE SCHOOL COUNSELOR
The Ohio State University
Columbus 10, Ohio
Below are seven short statements of philosophy of guidance. Each of the seven comes from the writings of experts in the field and no one of them can be considered more "right" than the others.

Please rank the philosophies from 1 to 7 according to how they compare to your own personal philosophy of guidance.

Rank number 1 indicates that the philosophy is most like your own.
Rank number 7 indicates that the philosophy is least like your own.

Guidance is a process designed to help the individual fit into his group and into society. Students conform or deviate from the norm and guidance focuses on the deviant student. Guidance helps individuals satisfy their needs in a more socially acceptable manner and so become better adjusted and less troublesome. The individual and his environment are brought into a more compatible relationship.

Guidance is the process of helping individuals make wise educational and vocational choices. Assistance is given to students to help them to discover their vocational interests and abilities and to formulate vocational goals. Assistance is also given in helping students adjust to school and prepare and carry out suitable educational plans in keeping with their educational needs, abilities and career interests.

Guidance is one of many services provided to help the student in the non-instructional aspects of school life so that his learning may be enhanced. These services may include medical, nursing, psychological and other services, as well as guidance and counseling. These services, including guidance, are provided by specialized personnel, professionally trained in the various fields. There is a distinction between guidance and instructional activities.

Guidance is a process designed primarily to help those students with problems. Sometimes societal values and demands may dictate the particular individuals who will be categorized as belonging to a problem group. Such groups may include, for example, mentally retarded students, gifted students and physically disabled students.

Guidance is a continuous and cumulative process which pervades the whole school setting. It is designed to provide periodic assessment of a student's development. Assistance is given to students which helps them to understand and accept themselves and to reach their optimum development. Such understanding and development cannot be acquired in a brief period but must be developed through special guidance processes, linked with life experiences over a span of years.

Guidance is primarily a classroom function. The teacher is directly and intimately involved in all guidance activities. He plays a key role in the total program, although there are definite
responsibilities which are relegated to trained guidance specialists. The homeroom system is often an important part of the guidance process.

Guidance is a process which is primarily psychological and therapeutic. The individual is helped to recognize and solve psychological problems by the counselor. Guidance is an individualized affair and there must be some one person who accepts the responsibility of helping the particular individual student to analyze and resolve his unique personal problems.
AUTOBIOGRAPHY

I, Charles Earl Hayden, was born in Nelsonville, Ohio, March 1, 1931. I received my secondary school education in the public schools of Nelsonville, Ohio, and my undergraduate training at The Ohio State University, which granted me the Bachelor of Science degree in 1953. I taught in the public schools in Ohio from 1953 to 1959. I received the Master of Arts degree in 1960 from The Ohio State University. While in residence there, I was a graduate assistant. In March, 1960, I was appointed instructor at The Ohio State University, where I taught in the Department of Education. I held this position for three years while completing the requirements for the Doctor of Philosophy degree.
Educative View
- Guidance is primarily a classroom function. The teacher is directly and intimately involved in all guidance activities. He plays a key role in the total program, although there are definite responsibilities which are relegated to trained guidance specialists. The home-room system is often an important part of the guidance process.

Developmental View.
- Guidance is a continuous and cumulative process which pervades the whole school setting. It is designed to provide periodic assessment of a student's development. Assistance is given to students which helps them to understand and accept themselves and to reach their optimum development. Such understanding and development cannot be acquired in a brief period but must be developed through special guidance processes, linked with life experiences over a span of years.

Limitations
The choosing of the seven basic views, as postulated by Barry and Wolf, imposed a limitation on the study. The basic views are not a result of experimentation but rather a result of a review of the literature. These hypothetical "views" have not been empirically validated. Other basic views might exist which have not yet been postulated. If a school guidance program has a philosophy which cannot be categorized under either one or a combination of the seven basic views used, none of the differential premises from this study could be applied to the role of the counselor in that school. It is also possible that the wording of the differential premises might have influenced the counselor's ranking. The differential premises were meant to be mutually
exclusive, but some counselors may have seen some premises as more all inclusive than others.

The use of the Q-sort imposes another limitation on the study. Since the Q-sort was composed of a limited number of statements, it is possible that some counselors will display on-the-job behaviors which are not represented among the items. Also, the wording of some of the statements may have tended to appeal to the counselors more than the wording of other statements.

As in all studies which cannot include the complete population, the inclusion of only a percentage of the complete population imposes another limitation on the study.

Organization of the Remainder of the Dissertation

This chapter has included an introduction, a statement of the problem, the sub-questions, the hypotheses, the importance of the study, the definition of terms, and the limitations of the study. Chapter II presents a review of the literature pertinent to the study. Chapter III presents a description of the procedures and statistical methods used. Chapter IV presents the results of the study, and Chapter V presents the summary, discussion, conclusions, and recommendations.
CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents a review of the related literature in four areas. These are: (1) the concept of role; (2) the role of the counselor; (3) the seven basic views of guidance; and, (4) Q technique.

Role Theory

Since this study is concerned with the role of the counselor, it was necessary to review the literature on the concept of role to determine the possible ways of defining role.

In surveying the literature on the concept of role one can find very little consensus concerning a definition of role. According to Gross, Mason, and McEachern:

Many definitions of the term role have been presented in the social science literature, representing different disciplines, different points of view within a single discipline, and, in some cases, different formulations of an individual author.1

After a systematic survey of the literature on role, covering the period from 1909 to 1950, Neiman and Hughes concluded:

The concept role is at present still rather vague, nebulous, and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being

that both writer and reader will achieve an immediate compatible consensus. Concomitantly, the concept is found frequently in popular usage which adds further confusion.2

One must agree with Leviason when he stated: 'The concept of role remains one of the most overworked and underdeveloped in the social sciences.'3

As a basis for the consideration of the concept of role, the following, written by Sarbin, is presented. This can serve as a broad overview against which to view role theory.

... we regard a culture as an organization of learned behaviors and the products of behavior which are shared and transmitted. When analyzed, the behaviors appear to be no more and no less than the ordered actions of persons...Moreover, persons are always members of a society (defined as an aggregation of persons with common goals), and these societies are structured into positions or statuses or offices. The positions are collections of rights and duties designated by a single term...The actions of persons, then, are organized around these positions and comprise the roles. Role and position are conjoined. Roles are defined in terms of the actions performed by the person to validate his occupancy of the position. In sum, all societies are organized around positions and the persons who occupy these positions perform specialized actions or roles.4

---


THE SCHOOL COUNSELOR'S ROLE:
PREMISES AND REALITY

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Charles Earl Hayden, B. Sc., M. A.

The Ohio State University
1963

Approved by

Nerman J. Peters
Advisor
Department of Education
Using the above overview as a point of reference the following definitions of role might be considered. English and English define role as follows:

role: n. 1. the part played by an actor. The part as actually played (hence, depending on the actor), and the part as written down (in ancient times, literally on a roll), lead to two distinct extensions of the idea in (2) and (3). 2. the function played by an individual, in a group; the individual's characteristic kind of contribution to a group: ... 3. the behavior that is characteristic and expected of the occupant of a defined position in the group: ... 5

Following the same line of thought Levison views role as follows:

There are at least three specific senses in which the term "role" has been used, explicitly or implicitly, by different writers or by the same writer on different occasions.

a. Role may be defined as the structurally given demands (norms expectations, taboos, responsibilities, and the like) associated with a given social position...

b. Role may be defined as the member's orientation or conception of the part he is to play in the organization...

c. Role is commonly defined as the actions of the individual members... 6

Gross, Mason, and McEachern also see role as being defined in three possible ways. They say:

Definitions of role which either equate it with or define it to include normative culture patterns have been placed in the first category, ... in some definitions, a role is treated as an individual's definition of his and others' social positions, and these deserve a separate categorization.


6Levison, op. cit., p. 172.
in a third category we would place definitions which deal with role as the behavior of actors occupying social positions. A role defined in this way does not refer to normative patterns for what actors should do, nor to an actor's orientation to his situation, but to what actors actually do as position occupants.7

Definitions of role, as seen above, can be divided into three types. These are: (1) role as demands or expectations; (2) role as orientation or definition; and (3) role of behavior. Although any one or combination of the three definitions might be used to study the role of the counselor, it was decided that the third type—role as behavior—would be used. The demands placed upon the school counselor are important, but this investigator was more interested in the actual functioning of the counselor rather than how he is expected to function. The orientation of the counselor would have a bearing on the study, especially in relation to his point of view of guidance, but in order to use the Q-sort to study role the items used had to be consistent for both sorts. Statements of behavior seem to be the best way to approach the problem.

Since role as behavior is the concept used as a basis for this study the following additional review of concepts is presented.

Davis sees role as follows:

How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call role. The role, then, is the manner in which a person actually carries out the requirements of his position.8

---

7Gross, Mason, and McEachern, op. cit. passim, pp. 11-15.
Turner speaks of role as "a collection of patterns of behavior which are thought to constitute a meaningful unit and deemed appropriate to a person occupying a particular status in society." 9

Newcomb, while using behavior as the basis for his conception of role, differentiated between prescribed role and role behavior.

A role...consists of a whole set of behaviors which are more or less characteristic of all the occupants of any position. A prescribed role includes all the approved ways of carrying out the necessary functions required of the occupant of a position...Roles and prescribed roles, therefore, are not concepts which refer to the actual behavior of any given individual. Role behavior, on the other hand, does refer to the actual behavior of specific individuals as they take roles. 10

Sarbin suggested the concept 'role enactment.' He viewed this concept as equivalent to Newcomb's "role behavior." He stated: "the concept 'role enactment' is concerned with overt performance and what might be called the mechanics of the role taking process." 11

Levison differentiated between organizationally given role-demands and personal role-definition. Concerning role-definition he stated: 'For certain purposes it is helpful to make a sharp distinction between two levels; at a more ideational level, we must speak of a role conception; at a more behavioral level, there


11Sarbin, op. cit., p. 232.
is a pattern of role performance." He then goes on to define role conception and role performance as follows:

**Role-conception**
A role conception offers a definition and rationale for one position within a structure...role conception delineates the specific functions, values, and manner of functioning appropriate to one position within it.

**Role performance**
This term refers to the overt behavioral aspect of role-definition - to the more or less characteristic ways in which the individual acts as the occupant of a social position.

**Summary**

Although there is little agreement on a concise definition of the concept role, there are three major emphases which can be seen in most literature on the topic. These are: (1) social demands; (2) personal definition; and, (3) behavior. It would seem that although any combination of these three emphases might serve as a basis for the study of the role of the counselor, the concept of role as behavior would prove to be most fruitful. The primary interest of this investigator was the on the job performance of the school counselor. This interest dictates that role be considered as behavior. Although the second emphasis - role as personal definition - could enter in the counselor's ideal role, the use of the Q-sort demanded that both the real role and the ideal role be defined in the same manner. It was decided that statements of behavior could best serve this purpose.

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12 Levison, op. cit., p. 175.
13 Ibid., p. 176.
The Role of the Counselor

A review of the literature pertaining to the role of the counselor indicates more has been written on a philosophical basis than has been written on an empirical basis. Most of the writings appear to be written using role as expectations or demands as the major emphasis; a few have been written on the basis of personal definition, and fewer still on the basis of role as behavior.

Peters pointed out ten major responsibilities for counselors and stated:

It is very important that the responsibilities of the school counselor be fairly well defined .... If we do not define our duties, we will be saddled with tasks and responsibilities that not only take time away from our primary concerns, but actually interfere with the guidance function.\(^{14}\)

Farwell differentiated between the role and function of a guidance worker and the role and function of a school counselor. He wrote:

In a very real sense, all school staff members are guidance workers. For some there will be a greater responsibility than others. The counselor has counseling and guidance functions as primary duties. For classroom teachers and administrators, guidance functions will be a secondary or tertiary priority.\(^ {15}\)

Also on the basis of role as demands or expectations the following idea by Hoyt was written. He felt that schools


have a right to expect certain behaviors from the counselor. He said:

The guidance job in secondary education is many faceted, and schools can expect counselors to operate in different ways and with differing emphases. The school's expectations for guidance and the counselor's competencies should be compared before the counselor is hired.16

Stewart, commenting on Hoyt's article, issued the following warning:

Counselor roles vary greatly from school to school and even within a given school. There is a need for greater specification than now exists. Yet, at the same time, there is a real danger that premature specification of roles and functions may stifle further advancement of the profession.17

Barclay also wrote on counselor role in terms of expectations but saw confusion of expectations. He presented what he saw as problems in role determination, saying:

There is confusion in the minds of most counselors as well as the general public as to the nature of the counseling role. This is due to a number of factors, but four which stand out in the analysis of recent articles on the subject are: (1) the historical origins of counseling, (2) the varieties of professional education in guidance and counseling, (3) the differences in application of counseling in the schools, and (4) the diverse personal backgrounds of counselors.18

Shertzer and Stone thought much of the confusion concerning the


counselor's role comes from conflicting expectancies of his various publics. They concluded:

Counselors cannot close their eyes to the harsh reality that constant interpretation of their work to their publics is necessary. What steps must now be taken to provide a set of complimentary role expectations for the school counselor? First, it is of major importance that counselors articulate their own identity. The second step is that counselors must communicate their role to their publics.

Most writers in the field viewed the expectations of the counselor's role as being part of the broad educational enterprise. One example of this is Landy, who believed the whole staff should be involved in guidance work, but stated:

Thus it becomes necessary to establish a special program within the total school program to have as its major responsibility the maintenance of focus upon the individual child and his achievement of an adequate self-concept. Thus we have the existence of a guidance program with a central purpose and a unique contribution—unique in the sense that its goal (adequate self-concept for each pupil) and its central technique (counseling) are not and cannot be duplicated by other programs or personnel. The two major activities of a guidance specialist may be thought of in terms of leadership and service.

Some writers in the field of guidance have approached the role of the counselor in terms of definition. These could be divided into two types: those who espouse a particular definition and those who have tried to determine the counselor's own personal definition.


Examples of the first type are as follows. Berlin, a psychiatrist, believed the counselor has a unique mental health function. He wrote:

...no one outside of a school setting is in the position to help the counselee as fully from his knowledge of the teachers, the school, and learning theory as the school counselor. Personal problems counseling is thus a mental health profession, distinct and unique with much promise if time to practice it and time to acquire training in it are provided.21

Ramsey emphasized the referral function, stating:

The referral function of counselors is today recognized as crucial. The early detection of mentally, physically, socially ill individuals is seen as a most important link in the national effort to improve the health and welfare of our society.22

Rubinfeld thought an important aspect of the counselor's job was working with the emotionally disturbed. He said:

Although differences exist in the expected duties of the counselor, there is unanimity on the need for the counselor to be equipped to deal with the disturbed child.23

Two examples of studies which attempt to determine how the counselor defines his role would be those by Hitchcock24 and Tennyson25 which

\begin{itemize}
\end{itemize}
were described in Chapter I. A study that attempted to determine how the counselor’s perception of his role changes as a result of training was conducted by Tollefson, et al., as a follow-up of participants of an N.D.E.A. Summer Institute. They concluded:

...Counselors tended to order their post-institute activities somewhat more like their ideal rankings than they did their pre-institute activities.26

Also, studies have been conducted to investigate how others perceive the role of the counselor. Bergstein and Grant investigated parents’ perceptions of the counselor’s role and concluded:

In general, this study showed that parents in one community, by their free responses and their ratings on scales, perceive counselors to be helpful to their children. They perceive counselors to be more helpful than people who are of average help, more helpful than their best family friends, and more helpful than their school principals. The perceptions of the school counselors are similar in level of helpfulness and in variability at the various grade levels. They perceive counselors to be more helpful with problems in educational and vocational areas than with problems in personal-emotional-social area.27

Kerr28 studied how students perceive the counselor’s role in the college decision and that students saw the counselor as being

26 Tollefson, Nona F., Linden, James D., Shertzer, Bruce, and Stone, Shelley C. "Altered Counselor Functions After A Summer Institute," The School Counselor, Vol. 10, No. 4.


helpful. However, he found that other persons enter significantly into the student's college decision-making process.

Studies concerned with the role of the counselor as behavior are often of the questionnaire type. One example of this type was a ten per cent random sample of the active members of the American School Counselor Association. Another way to look at the behavior of the counselor is how they spend their time.

Hollis and Isaacson report such a study conducted with an advanced institute in counseling and guidance held at Purdue University. They reported:

School counseling positions entail several specific services and tasks associated with guidance. Each task and service requires definite time and needs the attention of the school counselor for a proportional part of his assigned time. Counselors need to budget their time for the several guidance functions as they make use of many varied techniques. The percentage of time actually devoted to various guidance functions by qualified school counselors is very close to the "ideal" time recommended by school counselors and counselor educators.

Descriptions of two studies which view the counselor's role in terms of behavior but which did not use the questionnaire are now presented. One example is a descriptive study by Truax, which dealt with the critical requirements of small school counselors.


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Using the Critical Incident Technique of Flanigan, he investigated "Effective and Ineffective performance on the part of small school counselors." Another example is the experimental type. Schmidt, using a Q-sort, studied the concepts of role held by secondary school counselors and their principals. He stated:

In view of the correlations between the actual and ideal sortings, both the secondary school counselors and their principals tended on the average to perceive a significant and substantial positive relationship between what the counselor was doing and what they felt he should do ideally. It might be said that such a relationship would suggest that both the counselors and the principals seemed to be reasonably satisfied with the job as it was being done and that the principals were as satisfied as the counselors. 

Summary

A review of the literature concerning the role of the counselor indicates that more has been written on a philosophical basis than on an empirical basis. More seems to have been written viewing the counselor's role in terms of expectations (duties, responsibilities) than in terms of perception or behavior. Most of what has been written in terms of behavior has been written on the basis of questionnaire results. Experimental studies in the area of counselor role seem to be lacking.

Considering what has been written in the area of counselor role as behavior, it is not entirely clear, either what counselors are now doing or what they feel they should be doing. This would seem to indicate that a study attempting to determine what the school

counselor is actually doing and what he thinks he should be doing would be worthwhile.

**Seven Basic Views of Guidance**

This study was concerned with both the actual role behavior (reality) of the counselor and with his ideal role behavior (premises). In order to determine what the personal point of view of guidance of each of the counselors in the study was, it was necessary to devise some systematic method. A preliminary review of the literature in guidance and counseling indicated that the basic views of guidance, as postulated by Barry and Wolf, could serve as the foundation of this method. To write the differential premises, which constituted the systematic way of looking at points of view of guidance, it was necessary to further review the literature and include the ideas of other experts in the field.

The references quoted in this section are the result of the difficult task of choosing from among the many fine books which have been written in the field of guidance and counseling. The aim was to include short concise statements which would aid in the understanding of the particular point of view of guidance being discussed. With one exception, an attempt was made to include references which were recent.

In the following discussion of the differential premises a summary of basic views of guidance, as postulated by Barry and Wolf

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will be presented, followed by a representative sample of what other experts have said. Then the differential premise for each view, incorporating the ideas of Barry and Wolf and the other experts will be presented.

The Educational-Vocational View

Many guidance-personnel workers and many more educators identify guidance-personnel work with educational-vocational guidance and maintain that only these phases have a valid reason for existing. According to the educational-vocational view, vocational guidance has been and is the process of helping each student to make a wise vocational choice, to prepare for and enter his selected occupational field, and to progress in it. Since wise educational choices are the corollary to wise vocational ones, educational guidance is also necessary.

One deviation from the attempt to include recent references is the inclusion of the ideas of Frank Parsons, considered by most experts to be the father of vocational guidance. Parsons was interested in the process of a wise choice of a vocation and saw three broad factors involved. These factors were:

(1) a clear understanding of yourself, your attitudes, abilities, interests, ambitions, resources, and limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.

Hutson saw guidance as having two functions - distributive function and an adjustive function. He defined the distributive

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34 *bid. p. 39.

function as follows: "Distribution facilitates development by helping the youth to choose from the array of educational and vocational opportunities those which correspond most nearly to his talents."  

The field of guidance has a long tradition of concern for educational-vocational development and placement. Arbuckle stated:

Traditionally, guidance has had a vocational background and for some guidance workers as well as for many laymen and school men, guidance still means nothing more than helping the better students to get placed in the correct colleges, and helping other students to get jobs.

The above ideas concerning educational-vocational guidance might be summarized in the following differential premise.

DIFFERENTIAL PREMISE - EDUCATIONAL-VOCATIONAL VIEW

Guidance is the process of helping individuals make wise educational and vocational choices. Assistance is given to students to help them to discover their vocational interests and abilities and to formulate vocational goals. Assistance is also given in helping students adjust to school and prepare and carry out suitable educational plans in keeping with their educational needs, abilities and career interests.

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The Services View

Although the services approach does not include responsibility for a student’s intellectual development, the ultimate purpose of that work seems to be the paradoxical one of aiding indirectly the intellectual process. According to this view, the student who can learn best is the one whose nonintellectual needs are met. The real unity among the various personnel services rests on the premise that they meet the nonintellectual needs of the student. Hence the basic view of the student is one of a learner, and the fundamental purpose of all the services is to aid the student's learning.38

Concerning the services view Mortenson and Schmuller stated:

Guidance is a comparatively new field within the larger and more inclusive field of education and many of its concepts are still to be adequately defined and stabilized. From one viewpoint guidance clearly embraces all of education; from another, it is seen as a specialized service whose primary concern is with the individual. (italics mine)39

Patterson defined personnel services as follows: "Personnel services include medical, nursing, psychological, social, and other services, as well as counseling and guidance services."40 He then went on to state:

Personnel services are usually considered to be those which are provided outside the classroom, which are noninstructional in nature, which are provided to the individual student on an individual basis. These services are usually provided by specialized personnel, professionally trained in various fields, rather than by the teacher.41

38 Barry and Wolf, op. cit., p. 43.
41 Ibid., p. 15.
Johnson, Steffire, and Edelfelt viewed pupil personnel services as the individualized aspects of the educational program. They saw the pupil personnel function as being made up of activities and services which attempt to aid the pupil in the maximum development of his potentialities. They saw a difference between instructional functions and pupil personnel functions but cautioned that the difference may be one of emphasis rather than kind. Instructional activities tend to have their content predetermined by academic and societal considerations—for example, we know what we want the student to learn about long division. Pupil personnel activities tend to develop their content out of the unique quality of the individual pupil—for example, we cannot completely predict the kind of concerns a child will discuss during counseling.

The differential premise for the Services View would be as follows:

DIFFERENTIAL PREMISE - SERVICES VIEW

Guidance is one of many services provided to help the student in the non-instructional aspects of school life so that his learning may be enhanced. These services which may include medical, nursing, psychological and other services, as well as guidance, are provided by specialized personnel, professionally trained in the various fields. There is a distinction between guidance and instructional activities.

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43 Ibid., pp. 10-11.
The Counseling View

In the counseling approach to guidance-personnel work, the view taken of the individual is chiefly psychological. He must be helped to recognize and to find solutions to the psychological problems that lie at the root of his difficulties. Because the counseling approach is therapeutic, a guidance-personnel program based upon it usually deals with only those students who have psychological problems. The individuals it focuses upon are considered as 'wholes,' but it focuses upon a limited number of them.44

Smith saw the counseling process as the heart of guidance.

He stated:

In general, whether a particular activity should be described as a guidance service depends upon its contribution to the counseling service.... It is through the counseling function that all other guidance services are brought to bear upon the individual....

Assisting pupils to make interpretations based upon an understanding of their personal assets and liabilities and their relation to the area in which a choice, plan, interpretation, or adjustment is to be made is a service which must be based on a person to person relationship. This one-to-one relationship we describe as counseling.45

Rothney and Roens saw counseling as primary and charge counselors with the responsibility of the process of appraisal and self-appraisal of the student. They stated:

Counseling must always be an individualized affair, and group guidance techniques must always be supplementary and secondary aids...In the last analysis, there must be some one person who

44 Barry and Wolf, op. cit., p. 44.

accepts the responsibility of helping this particular individual to analyze his unique personal problems.\footnote{Mathewson, Robert H. \textit{Guidance Policy and Practice}, New York: Harper and Row, 1962, p. 321.}

Mathewson viewed counseling as a special kind of learning process. He said:

The counselor sees his function as fundamentally involving self-situational relations in a special kind of learning process called the counseling relationship which comprises the professional arts of personal communication, evaluation, interpretation, and aid to individuals in three main areas: individual development, personal-social adjustment, and educational-vocational orientation.\footnote{Rothney, John V. H., and Roens, Bert A. \textit{Counseling the Individual Student}, New York: Wm. Sloane Assoc., 1949, p. 4.}

The following, then, is the differential premise for the counseling view.

**DIFFERENTIAL PREMISE - COUNSELING VIEW**

Guidance is a process which is primarily psychological and therapeutic. The individual is helped to recognize and solve psychological problems by the counselor. Guidance is an individualized affair and there must be some one person who accepts the responsibility of helping the particular individual student to analyze and resolve his unique personal problems.

The Adjustment View

The aims of guidance-personnel work based upon adjustment tend to be more external than those based upon counseling. The adjustment approach has for its aim helping the individual fit into his group and into society, and seems to seek palliation rather than cure. In the adjustment
approach, the individual is seen largely in terms of whether he conforms to or deviates from the norm. In essence, this approach is antithetical to views that proclaim individual self-development and self-realization as the goals of guidance-personnel work.\textsuperscript{48}

Hatch and Steffire defined adjustment as follows:

The term 'adjustment' means different things to different people, but in general the guidance worker interprets adjustment as a process whereby an individual and his environment are brought into a compatible relationship...The process of adjustment may be thought of as having two major parts: (1) insight, and (2) the manipulation of the environment.\textsuperscript{49}

Miller saw that the adjustment view might have appeal to educators. He said:

It is understandable that the adjustment view of the mental health variety has great appeal to practical educators in a hurry, for such a view permits viewing the counselor as a kind of trouble shooter to whom troublesome individuals can be referred presumably because they are 'unadjusted.' The counselor would then be expected to help these individuals satisfy their needs in a more socially acceptable manner and so become better adjusted and less troublesome.\textsuperscript{50}

Mathewson saw the adjustment view as leading to the practice of offering guidance service to only a limited few. He said:

One of the central beliefs in adjustive strategy will be that most pupils may be able to get along well enough on their own without the need of special services dealing with maladjustments of a

\textsuperscript{48}Barry and Wolf, op. cit., p. 45.


debilitating character or problems of decision requiring advisory assistance.

Thus, individuals who fall out of line either academically or behaviorally may receive corrective treatment and then be returned to active institutional or social participation.51

The differential premise for the adjustment view would be as follows:

DIFFERENTIAL PREMISE - ADJUSTMENT VIEW

Guidance is a process designed to help the individual fit into his group and into society. Students conform or deviate from the norm and guidance focuses on the deviant student. Guidance helps individuals satisfy their needs in a more socially acceptable manner and so become better adjusted and less troublesome. The individual and his environment are brought into a more compatible relationship.

The Problem-Centered View

Although most statements of guidance-personnel aims mention 'each individual student' and profess to consider 'all students' within an educational institution, many programs focus chiefly upon 'problem students.' Shortage of personnel is often cited as the cause for this problem concentration, and many guidance-personnel workers decry this emphasis at the same time that they implement it.52

According to Miller: Another view "...is the 'problem centered view.' Here the emphasis, at least in practice, is upon those students who have problems, rather than upon all students."53

51 Mathewson, op. cit., p. 102.
52 Barry & Wolf, op. cit., p. 46.
53 Miller, op. cit., p. 4.
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Concerning problem cases, Jones wrote:

The aim of guidance is to develop individuals so that they will be able to solve their own problems as far as this is possible. But even the best efforts of the school will not result in the entire elimination of problem cases. There will always be occasions when every student will need special assistance and it is probably that some students will continually need help. Special facilities must be provided for meeting these needs.54

Roeber stated:

Counseling has always been associated with a problem-centered approach. The rationale behind such an assumption is relatively simple. If students are to receive counseling, they must desire or be led to see the value of counseling. And if they want counseling, they probably recognize that they have a problem or that are facing a crisis in their lives.55

The following is the differential premise for the Problem-Centered View.

**DIFFERENTIAL PREMISE - PROBLEM-CENTERED VIEW**

Guidance is a process designed primarily to help those students with problems. Sometimes societal values and demands may dictate the particular individuals who will be categorized as belonging to a problem group. Such groups may include, for example, mentally retarded students, gifted students and physically disabled students.

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The Educative View

The educative view in its simplest form attempts to regard the individual as a whole and to recognize individual differences in the classroom and homeroom situation. This view is based upon the assumptions that the classroom teacher knows the students better than does any other person on a school or college campus; that informal advice, chiefly about educational plans and problems of adjustment to the school or college, will suffice; that supplying information is the major function of guidance-personnel work; and that curricular changes acknowledge individual differences.56

Miller stated the following concerning the educative view of guidance:

As guidance activities came to be located more completely within the setting of schools, efforts were made to interpret much if not all of the educational enterprise as guidance. Guidance according to this way of thinking is simply an emphasis on the individual during the educational process.57

McDaniel saw the teacher as key and wrote:

The teacher is the key person because of his day-by-day personal contact with the child. All services should therefore be directed toward helping the teacher to understand so he may better provide for each child. Every effort should be made to keep the teacher fully informed concerning all guidance activities and particularly those which concern individual children under his supervision.58

56 Barry and Wolf, op. cit., pp. 48-49.

57 Miller, op. cit., p. 6.

Gordon also emphasized the key role of the teacher saying:

The teacher is directly and intimately involved in all guidance activities. He plays a key role in the total program, although there are definite responsibilities which are relegated to specialists. Most guidance work must be done in the classroom, by teachers who possess the guidance viewpoint and incorporate it in their teaching and other relationships with students.59

From the above, the following differential premise was postulated.

DIFFERENTIAL PREMISE - EDUCATIVE VIEW

Guidance is primarily a classroom function. The teacher is directly and intimately involved in all guidance activities. He plays a key role in the total program, although there are definite responsibilities which are relegated to trained guidance specialists. The homeroom system is often an important part of the guidance process.

The Developmental View

The developmental approach to guidance-personnel work stresses the necessity for making the process continuous and cumulative, not merely operative at choice or crisis points or at trouble spots. Studies of 'normal' behavior show that students at certain ages should learn certain behavioral patterns and acquire knowledge about themselves and others. These learnings have usually been called developmental tasks, although the specific titles and tasks may differ slightly. Since the process of acquiring these learnings is continuous, guidance-personnel activities must also be continuous.

Fundamentally, a developmental approach to guidance-personnel work is predicated upon the belief that all individuals are capable of progressively developing self-direction. The

Individual is seen from a psychological point of view that stresses his own inner processes. Mathewson saw the developmental approach as being, of necessity, spread over a span of years. He saw developmental guidance as a special learning process with:

...its focus... on the conscious cognitive understanding which the individual has of the self, of situational conditions relevant to the self, and of relations between the self and the situation. It will be felt that such understanding cannot be acquired in a brief period but must be developed through special guidance processes, linked with life experiences over a span of years.

Miller differentiated between the adjustment view and the developmental view. He said:

On the level of practice, what is different in the adjustment and developmental views is the relative emphasis given to finding ways of helping the individual to 'fit into' the situation, as against an emphasis on helping him to develop in his 'own best way.'

...the developmental view of guidance is congenial to a self-realization as a goal of guidance and carries no assumption such as seems implicit in the mental health adjustment concept, that one must accept and conform to the realities of a rather statistically conceived society.

Peters and Farwell saw the developmental guidance program as permeating the entire structure of the school. They went on to state:

...(the)...question of definition will gain clarity if one keeps in mind that the usual formal educational experience of the pupil has been focused on

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60 Barry and Wolf, op. cit., pp. 49-50.
61 Mathewson, op. cit., p. 103.
knowledge of the world which is outside of the individual that is knowledge which can be publicly mediated through teaching, libraries, and handing down through the years from person to person.

Guidance emphasizes that this learning can be more effective if the pupil focuses first on knowledge of himself-his assets, limitations, aspirations, and responsibilities. This knowledge of self in its Gestalt or wholeness is different for each individual. However, because of the commonality of many of the parts, there is sufficient knowledge of the self to give us the content of guidance, which stems from what is known about child and adolescent growth and development.63

This leads to the following differential premise for the developmental view.

DIFFERENTIAL PREMISE - DEVELOPMENTAL VIEW

Guidance is a continuous cumulative process which pervades the whole school setting. It is designed to provide periodic assessment of a student's development. Assistance is given to students which helps them to understand and accept themselves and to reach their optimum development. Such understanding and development cannot be acquired in a brief period but must be developed through special guidance processes, linked with life experiences over a span of years.

Summary

To serve as a basis for the determination of the point of view of guidance of each of the counselors in the sample studied, seven differential premises were written. The seven basic views of guidance, as postulated by Barry and Wolf, served as a foundation for these

differential premises, with the ideas of other experts in the field of guidance serving to make them more complete.

Q-Technique

The idea of correlations between persons rather than correlations between tests is not new, but only recently has it grown in favor. As Mowrer stated: "We are beginning to see the publication of what will probably be a crescendo of studies employing a method of personality evaluation known, somewhat ambiguously, as 'Q technique.'"

In attempt to eliminate the ambiguity mentioned above, the following explanation was offered. English and English offered the following definitions:

Q sort: a personality inventory in which the subject (or someone making judgments about him) sorts a considerable number of statements into piles that represent the degrees to which the statements apply to him. Each statement thus gets a score indicating relative strength within the individual of the quality or trait it represents. Distg. Q technique (but Q-sort scores can be correlated by the Q technique).

Q technique: a procedure for correlating persons: the scores of each person on a series of tests are correlated with the scores of another person on the same tests. It yields a measure of the similarity of the two persons in the traits tested.

Block wrote:

In the Q-sort method, the judge or evaluator is given a set of statements or items previously developed or fixed up....This set of statements constitutes the entire vocabulary the judge is permitted to employ.

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66 English and English, op. cit., p. 433.

Jackson and Bidwell wrote:

These statements may be presented to the subject in a form which permits him to rank the statements according to some criterion. The statements are usually presented on a pack of cards which is sorted from high to low, according to the criterion, along a forced frequency distribution. This use of statement ranking to measure traits and their relationships is referred to as Q-technique, and the card sort device as the Q-sort.68

In the construction and use of a Q-sort, several methodological questions must be answered. The first question which must be answered is that of how the items are to be selected. Concerning this problem Block wrote: "As it turns out, there is no agreed-upon set of rules available in the literature to guide us along our way."

He then went on to describe the three methods of Q-sort construction.

The first method is simply to define the universe to be covered and make up a list of statements which seem appropriate to the defined universe. The danger involved in this method is that the statements are very apt to reflect the idiosyncrasies and value judgments of the originator.

The second method involved collecting all statements that, by some operational definition, fit into the defined universe. Items are then chosen randomly from the collected statements. In this method there are two dangers. The operational definition may not assure a


69 Block, op. cit., pp. 47-49.
representative group of statements. The random selection may give undue weight to a particular factor.

The third method involved constructing a balanced block design. On a logical basis statements are assigned to the Q-sort in a determined design. The danger here involved the use of faulty logic in the design.

Concerning the third method above, the balanced block design, Stephenson wrote:

Meanwhile, populations of persons are of such importance to social scientists that the use of balanced designs may well have some practical use among pollsters and market researchers. It is an interesting question to ask, for example, whether any necessity exists for representative sampling of such a kind that the samples are replicas in miniature of a larger parent-population and whether artificial samples, for balanced block designs, could serve many of the scientific and practical purposes for which it has been usual, up to now, to use large-scale random sampling.

Stephenson then went on to describe a balanced block design using Jung's type psychology. In comparing this method with random sampling he stated:

If the situation is compared with that for a random sample drawn from a presumed parent-population or defined universe in Q-technique, such as for a sample of 100 statements drawn at random from the 2,000 referred to earlier, the practical implications of structuring are at once apparent. Jung provided many more statements descriptive of introversion than of extroversion, and more thinking and feeling.

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functions than of the others. Any randomly chosen sample would therefore be biased by these predilections of Jung, and a balanced block design merely sorts the issues out in an explicit manner, so that all such possibilities will be taken care of equally and, also, so that multivariate analysis will be possible if the statements can be quantified. In short, the preconditions for statistical analysis and sound inferences are implicit in these structured samples.71

The second question to be answered is whether the sorting of the statements is to be done in a forced or unforced distribution. Stephenson72 advocated the forced distribution but some psychologists have questioned this method. Block73 described the question involved as concerning the loss of some vital information. Those who question the use of the unforced-choice method point out that something important might be expressed in unusual distributions employed by subjects. To test the question empirically Block conducted a study comparing forced and unforced distribution. He concluded:

Q-sorting as a procedure has been widely used for several reasons:

1. The forced-sorting technique enables comparison between judges to be made straightforwardly without distortions due to 'response sets.'

2. From a computational standpoint, forced-sort data are extremely convenient. The findings affirm the conventional use of the forced Q-sorting procedure in that with a variety of Q-sets, sorters, and sorting tasks, item sortings under the forced condition appear to be more stable and offer more discrimination than item sortings under the unforced condition.74

71 ibid., pp. 70-71.
72 ibid., pp. 59-61.
73 Block, op. cit., pp. 75-76.
The third question concerned the shape of the frequency distribution to be used. Block wrote:

On the form of the forced distribution.
With the decision made to prescribe a Q-distribution, we must now concern ourselves with the question of just what distribution to fix upon.

In principle it would be possible to find empirically the one best distribution for all judges to employ. Such a study, however, would be a complicated and arduous one if gone about in a sufficiently systematic manner so that a proper generalization would follow. Moreover, the question itself is not an especially decisive one.75

He then went on to state that the selected distribution, if used by many judges, should be as neutral or uncommitted as possible. This would lead to the conclusion that the distribution should be symmetric.

Concerning the number of categories he stated there should be enough to offer discrimination without being too difficult for the subject to handle.

A fourth question to be answered concerned the analysis of data. Stephenson76 saw factor analysis as the technique for the analysis of Q-sort data. Most early work done with Q-technique used factor analysis. However, Block thought this emphasis on factor analysis as the primary statistical technique was unfortunate. He stated: "In the treatment of Q-sort data, the quantitative analysis of

75Block, The Q-Sort Method, pp. 79-81.
76Stephenson, op. cit., pp. 30-44.
## CONTENTS (Contd.)

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Individual items has been relatively neglected, although where employed the approach has proven quite productive. He further stated:

The specific procedures for Q-item analysis are simple, if tedious. For a given item, the distribution of Q-values or scores for the individuals in the first group is compared with the distribution which exists in the second group. If the one distribution, by statistical test, proves to be higher or lower than the other, then that item distinguishes the two groups.

Factor analysis as a technique might be used to identify groups by comparison of all their Qsorts. If the groups are already known, then item analysis as a technique might be used to identify differences between the groups by comparison of each item.

Also to be answered was the question of whether or not Q-sort data could be treated normatively; concerning this question Block wrote:

In ipsative measurement, the set of scores (traits, characteristics, behavioral measures) are weighted or ordered relative to that individual's own personal mean. In normative measurement, each score for an individual is evaluated relative to the mean score of a group of individuals.

Ipsative and normative ratings of personality were compared in two separate studies. Both analysis showed an almost complete equivalence between the two methods.

A final question to be answered was whether Q-technique might be used to study role. Cronbach wrote:

One of the most useful concepts in current social psychology is role. There are vocational roles, age roles, sex roles, status roles. We can define aspects of these roles operationally.

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77 Block, op. cit., p. 89.
78 Block, op. cit., pp. 59-60.
in several ways. Consider the role of the professor. We can ask people to sort a set of cards according to how professors act. The objective status, what professors do, is a composite of sorts made by trained observers. The stereotype, "What do people expect of professors?" is a composite of sorts made off-hand by the man in the street. Of course there are students' stereotypes of professors, and professors' stereotypes of professors, too. The professor's self sort may differ radically from his perception of professors in general. We can correlate the self ideal, what the person is trying to do or his perception of his responsibility, with what others in his social field expect of him. Some people fit the roles to which they are assigned. Others take up statuses with which their characteristic behavior has a low correlation. The techniques we are discussing may be useful in singling out these cases in order to study their social adaptation.80

One of the first to use Q-technique to study the role of the counselor was Schmidt.81 He used a fifty item Q-sort to determine and compare the real and ideal roles of counselors, as perceived by counselors and their principals. He found that a strong relationship, existed between the counselor's real and ideal roles. DuBois82 used Schmidt's Q-sort to compare the real and ideal roles of counselors as a function of the institution at which they took their training. He found that place of training had little effect on role concept.


Frederick\textsuperscript{33} used Schmidt's Q-sort to compare the real and ideal concepts of counselor role as held by counselors, principals, and teachers. He found a higher relationship between principals and counselors than between teachers and counselors.

Summary

Q-technique seems to be gaining favor as a technique for studying social relationships. A review of the literature indicates that: (1) a balanced block design is an appropriate device to select items for inclusion in a Q-sort; (2) a forced choice frequency distribution can be used without loss of valuable information; (3) any non-bizarre frequency distribution is appropriate; (4) item analysis is an appropriate treatment of Q-sort data; and, (5) Q-technique can be an appropriate means of studying role.

This chapter has presented a review of the literature related to the concept of role, the role of the counselor, the seven basic views of guidance, and Q-technique.

CHAPTER III
PROCEDURES

Chapter III presents a description of the procedures used in the study.

The purpose of the study was to investigate the role of the guidance worker in the school setting. More specifically, it was an attempt to determine what the school counselor is actually doing on the job and compare this to what he thinks he should be doing. Also, an attempt was made to determine the effect the personal philosophy of the counselor had on his real and ideal roles.

In order to accomplish this purpose it was necessary to:
(1) develop instruments to determine the counselor's real and ideal roles and his personal philosophy; (2) determine the population to be studied; (3) select a random sample from the selected population; (4) administer the instruments; and, (5) analyze the data.

Development of the Instruments

A review of the literature concerning role theory revealed three major emphases in the definition of role. These are: (1) social demands; (2) personal definition; and, (3) behavior. It was decided that the third emphasis, role as behavior, would best serve as a basis for investigating the role of the school counselor. An instrument to determine counselor role defined in terms of particular behaviors needed to be developed. However, since the study was concerned with
both what the counselor actually does on the job and what he thinks he should be doing, the instrument needed to be such that the real role (actual behavior) could be compared to ideal role (preferred behavior).

The Q-sort was chosen as the instrument to determine real and ideal role for two reasons. The Q-sort is a suitable method measuring a set of variables in terms of more than one criterion. A Q-sort can be constructed on the basis of a particular theoretical position; it could be so constructed as to be used to determine the effect of the counselor’s personal philosophy on his real and ideal roles.

A review of literature in the field of guidance, revealed the basic views of guidance, as postulated by Barry and Wolf to be the most succinct statements of points of view of guidance. However, in order to use these basic views, they needed to be written in short concise statements. Using Barry and Wolf’s ideas as a basis, the ideas of other experts were incorporated to write a premise corresponding to each of the basic views which differentiated one from the other.

The construction of a Q-sort starts with the collection of a universe of statements. Statements describing counselor behaviors were collected. Textbooks and journal articles were consulted and statements of behavior found were typed on 3 x 5 cards. In order that the universe of statements reflected not only the ideas of experts, but also the behaviors of counselors in the field, a Counselor’s Daily Diary (Appendix) was developed. This diary was given to five counselors for their suggestions as to necessary revisions. After the

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diary was revised it was sent to the regional research coordinators who
distributed them to approximately ninety selected counselors with a re-
quest that they keep a diary of their activities on one of three selected
days. Statements were taken from the returned diaries and typed on
3 x 5 cards.

After the universe of statements was selected, they were sorted
by a board of judges. This board of judges included two counselor
educators, two doctoral students in guidance, and one assistant state
supervisor of guidance. The judges were given a copy of the differ-
ential premises and were asked to sort the statements into eight
categories. Categories one through seven represented the differential
premises, and category eight represented those items which the judges
felt were inappropriate behaviors for counselors. Items on which at
least four of the five judges agreed were considered for inclusion in
the Q-sort.

A balanced block design, as described in Chapter II, was de-
veloped, using the eight categories described above and three types of
behavior—working with students, working with adults, and working not
primarily with people. This eight by three design produced twenty-four
statements. One replication of this design resulted in forty-eight
statements being included in the Q-sort.

The Q-sort was then administered to a graduate class in guidance
to determine if the directions were clear, if statements were understand-
able, and if any area of counselor behavior needed to be included. As a
result of the comments from the class, two items were altered and these,
along with the remaining forty-six constituted the Q-sort used in the
study.
To determine the point of view of guidance of the counselor a personal philosophy questionnaire (Appendix) was developed. Since the differential premises could serve as short, concise statements of point of view, these were used as a basis for the questionnaire. Using a table of random numbers each premise was assigned a position on the questionnaire. Instructions were written, asking the respondents to rank the philosophies (premises) from one to seven, with rank one being given to the philosophy most like their own personal philosophy and rank seven being given to the one least like their own.

Population

After due consideration it was decided that the population to be studied should include certificated counselors who were functioning in Ohio schools. In the schools of Ohio a person must be certificated before he can function as a full-time counselor. However, non-certificated persons can function as a counselor on a less than half-time basis. It was decided that the study could best be conducted if the certificated-non-certificated variable was not a factor. Therefore, only certificated counselors were included.

In addition to this investigator, three other persons were interested in investigating some aspect of the counselor's role. The idea of a broad study of the role of the counselor was presented to the Executive Committee of the Ohio School Counselors Association. The committee decided to give their support to the project and the broad study was then labeled the O.S.C.A. Role Research Project. Five regional research coordinators were appointed by the O.S.C.A. Research Chairman to assist with the project.
Random Sample of the Population

To obtain a list of certificated counselors, the latest available Principal's Report to the State of Ohio Department of Education was consulted. To inform them of the purpose of the study a letter of explanation (Appendix) was formulated. In order to obtain information to be used in the selection of a random sample a counselor questionnaire was developed. These were then mailed to the 1080 persons whose names and addresses had been obtained from the Principal's Reports. Included in the instructions was a request that those who were not at present functioning as a guidance worker sign their name, state what their present duties entailed and return the blank questionnaire. All others were asked to complete and return the questionnaire. The results of the completed questionnaire were punched into IBM cards so that each question might be more easily tabulated.

Ninety-six per cent of the questionnaires were returned. When those that were not functioning in a guidance position and those that were returned too late for inclusion, were eliminated, 886 remained as a basis for the selection of a sample.

A stratified random sample was then selected. This sample attempted to randomly assign counselors from selected categories on the basis of the results of the Counselor Questionnaire. Although many of the responses on the Counselor Questionnaire could be used to make the selection, the categories used needed to be representative without being unduly complicated. It was decided that the three categories described below would offer a representative cross-section of the population.
The categories used as a basis for the selection were: (1) sex-male, female; (2) type of school-local, exempted village, city; and, (3) amount of time spent each day as a guidance worker-less than half-time, more than half-time, full-time. The IBM cards were sorted on the column representing the sex of the counselor. The two resulting sub-groups were then sorted on the column representing the type of school in which the counselor was employed. These six sub-groups (e.g. Male-local, Female-local, Male-exempted village) were then sorted on the column representing the amount of time spent functioning as a guidance worker. Each of the final sub-groups was shuffled and dealt into four piles—one for each of the separate studies included in the O.S.C.A. Role Research Project. Two hundred and twenty counselors were assigned to each sample.

Administration of the Instruments

Since the Q-sort was administered by mail a procedure had to be developed to make this possible. First a Q-sort folder (Appendix) was developed. A small envelope was used for each of the nine categories. These were fastened together and labeled as to the pocket number and the number of statements required. Also, pocket one was labeled "least" and pocket nine was labeled "most".

Two instruction sheets (Appendix) were written—Instruction Sheet A for real role and Instruction Sheet B for ideal role.

The cards bearing the items were shuffled and then assigned a number, starting with 01 and ending with 48. The forty-eight statements were reproduced by mimeograph and cut to the size of 1" x 2". All subjects received the statements in the same order.
A letter of explanation (Appendix), an envelope containing a Q-sort folder, Instruction Sheet A and a set of statements, an envelope containing a Q-sort folder, Instruction Sheet B, and a set of statements and a return envelope were then mailed to each of the 220 subjects.

When the completed Q Sorts were returned each subject was sent a letter of explanation (Appendix) and a personal philosophy questionnaire by return mail.

**Analysis of the Data**

When the Q Sorts were returned the numbers of the statements found in each pocket of the Q sort folder were recorded on a score sheet (Appendix). The data from the score sheets were then punched into eighteen IBM cards per sheet—one card for each pocket. A Scatran program was written so that the IBM 7090 Computer would transcribe the eighteen cards into two cards—Card A for real role and Card B for ideal role.

Next a Scatran program was written to correlate the real and ideal role for each subject. The formula used was:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X - (\sum X)^2][N \sum Y - (\sum Y)^2]}}$$

A Scatran program was then written to obtain the correlation of statements 1A with 1B, 2A with 2B,...,48A with 48B. The purpose of...

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<td>Ranks of Statement Means for Real Offerings N=153</td>
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<td>Comparison of the Five Bottom Ranking Statements on the Real and Ideal Sortings</td>
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<td>Ranks of Statement Means for Real Sorting for Those Who Chose Educational-Vocational as the Philosophy Most Like Their Own N=27</td>
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<td>Comparison of the Five Top Ranking Statements for the Real Sortings of the Developmental Counselors, and the Educational-Vocational Counselor</td>
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<td>Comparison of the Five Bottom Ranking Statements for the Real Sortings of the Developmental Counselors, and the Educational-Vocational Counselor</td>
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<td>z Ratios of Difference Between Means of Real Sortings and Ideal Sorting for Those Who Chose Developmental as the Philosophy Most Like Their Own (N=112)</td>
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the correlation was to obtain the mean and standard deviations of each statement so that they could be tested for significance of difference.

The formulae\(^3,4\) used were:

\[
\text{Mean} = \frac{\sum X}{N}
\]

\[
\text{Standard Deviation} = \sqrt{\frac{\sum X^2}{N-1} - \left(\frac{\sum X}{N}\right)^2}
\]

where \(\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}\)

This program was then used to correlate statements A and B for the three groups. These groups were: (1) all subjects \(N=153\); (2) those subjects ranking the Developmental View first \(N=112\); and, (3) those subjects ranking the Educational-Vocational View first \(N=27\).

The means were then tested for significance of difference. When the difference being tested was between Mean A and B within a group the formula\(^5\) was:

\[
SD_{\bar{x}} = \sqrt{S\bar{x}_1^2 + S\bar{x}_2^2 - .2(\bar{x})^2(S\bar{x}_1)(S\bar{x}_2)}
\]

\[
\bar{z} = \frac{D\bar{x}}{SD_{\bar{x}}}
\]

\(^3\)Ibid., p. 29.

\(^4\)Ibid., p. 47.

\(^5\)Ibid., p. 128.
When the difference being tested was between Mean A and Mean A or Mean B and Mean B, between groups, the formula used was:

\[ z' = \frac{D\bar{x}}{S_{D\bar{x}}} \]

The resulting \( z' \)s were then checked for significance in a table of the distribution of \( t \) probability.

**Summary**

Chapter III has presented a description of the procedures used in the study.

A Q-sort of counselor behaviors was developed to determine the real and ideal roles of the school counselor. A personal philosophy questionnaire, based on the differential premises, was developed to determine the points of view of guidance of the counselors involved in the study. The population studied included certificated counselors in the State of Ohio and a stratified random sample was selected. The instruments were administered by mail and the data was analyzed by correlation and by a test of significance of difference between means.

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\[ \text{ibid.}, \ p. \ 124. \]
Chapter IV presents a discussion of the results of the study. This discussion is presented in five sections. These are: (1) the returns of the instruments; (2) the results of the personal philosophy questionnaire; (3) the relationship between the real and ideal roles of the counselors within the sample; (4) the relationship between the real roles of the counselors within the study who ascribe to the same basic view; and, (5) the relationship between the ideal roles of the counselors within the sample who ascribe to the same basic view.

Returns of the Instruments

Of the 220 Q sorts mailed to the sample, 166 or 75.4 per cent were returned. Of these thirteen were not usable. Seven were returned without identification, five had made errors in completing the Q sort and one was returned too late for inclusion. A total of 153, or 69.5 per cent of sample, were included in the analysis of the data.

One hundred fifty-three Personal Philosophy Questionnaires were mailed to those who returned usable Q sorts. Of these, 149 were returned. However, two were returned too late for inclusion in the study.

In an attempt to gain a rough estimate of the comparability of the 153 who returned the usable Q sorts and the 886 from which the random sample was drawn, the responses for each question on the Counselor
Questionnaires were tabulated and compared. If the random sample were identical to the total population there would be no difference in percentages. For 382 possible responses the average difference was 1.3 per cent. Only ten responses differed 5 per cent or more. Table 1 presents the results of the comparison.

Results of the Personal Philosophy Questionnaire

The Instructions of the Personal Philosophy Questionnaire asked each counselor to rank the statements of philosophy (differential premises) from 1 to 7 with the rank of 1 indicating the philosophy most like his and the rank of 7 indicating the philosophy least like his own. The results of the 147 questionnaires (Table 2) returned indicate that the Developmental view is most like the personal philosophy of the counselors who returned the instrument, while the Counseling view is least like that of the counselors.

In order to determine the average rank assigned to each philosophy (differential premise) the number giving each philosophy a particular rank was multiplied by the rank, the resulting products were summed for philosophy, and the resulting sum was divided by 147. The average rank closest to 1 indicates the philosophy most typical of the counselors in the sample, while the average rank closest to 7 indicates the philosophy least typical. The average rank (Table 3) assigned to each philosophy is as follows: Developmental - 1.3; Educational- Vocational - 2.5; Services - 3.6; Adjustment - 4.4; Educative - 4.7; Problem Centered - 5.4; and Counseling - 5.7.
### Table 1

Comparison of Responses to Each Question of the Counselor Questionnaires for the Total Population and the Random Sample

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**T%** = percentage for total population  
S% = percentage for random sample  
D% = difference between T & S

For an explanation of the responses see the coded questionnaire (Appendix).
### Table 2

Ranks Assigned to Each Philosophy by the Counselors in the Sample

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### Table 3

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Relationship Between Real and Ideal Roles

The first hypothesis was: there is a relationship between the real and ideal roles of the individual counselors within the sample as described on the Q-sort. To test this hypothesis the real and ideal sorts were correlated by the Pearson product-moment method. The resulting correlations (Table 4) ranged from -.032 to .972 with an average correlation of .688. The correlations ranged from a very slight negative relationship to a very high positive relationship. The average correlation of .688 indicates there is a positive relationship between the real and ideal roles of the counselors within the sample.

To further investigate the relationship between the real and ideal roles of the counselors a Scatran program was written to correlate each statement of the real sorts with the corresponding statement of the ideal sorts. This was done to obtain the mean and standard deviation of each statement so that the means might be tested for significance of difference.

A mean which is significantly higher on the real sorts than on ideal sorts indicates that the counselors within the sample are performing that particular role to a greater extent than they would like. The following statements on the real sort had means which were significantly higher than the corresponding statement on the ideal sorts:

03 Check with parents of absent and tardy students
05 Maintain adequate system of cumulative records
06 Counsel with discipline problems referred by the principal
09 Make available to students materials dealing with personal-social information
Table 4

The Real and Ideal Sorting for Each Counselor:
Pearson Product Moment Correlations (r)

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* Not significant.
12 Maintain occupational and educational information file
19 Handle the school's discipline problems
21 Carry on work of principal in his absence
24 File data in school records
31 Score tests
41 Supervise extra-curricular activities
48 Tabulate data of research studies for the school

This would indicate that the counselors in the sample are performing the above duties to a greater extent than they prefer.

A mean which is significantly higher on the ideal sorts than on the real sorts indicates that the counselors within the sample would prefer to perform that particular role to a greater extent than they now do. The following statements on the ideal sorts had means which were significantly higher than the corresponding statement on the real sorts.

01 Plan community occupational survey
11 Participate in a case conference with teachers and parents
16 Collaborate in educational planning for personal-social adjustment problems
18 Counsel student on personal problems
20 Do research on school system's special education program
22 Coordinate homeroom programs
25 Counsel with students having trouble getting along with their peers
26 Coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case
29 Aid a student in discovering his capacities
32 Conduct research to determine personal-social adjustment problems

33 Attempt to integrate the guidance services with other aspects of the school program

34 Assist teachers to plan effective group guidance programs

35 Make contacts with businesses and industries

40 Collaborate in educational planning for retarded students

42 Collaborate in educational planning for gifted students

43 Teach a course(s) in occupations

This would indicate that the counselors in the sample would prefer to perform the above duties to a greater extent than they now do. Table 5 presents the \( z \)-ratios of difference between the means of the real and ideal sortings for each statement.

The forced distribution of the Q-sort gives those statements at the extreme ends of the distribution more significance. It might be meaningful, therefore, to look at the statements placed at the extremes. These (Table 6) indicate that the following five statements are most like what the counselors in the sample are now doing:

36 Counsel students regarding their educational plans

10 Counsel with student concerning underachievement

29 Aid a student in discovering his capacities

17 Counsel pupils with learning problems

18 Counsel student on personal problems
Table 5
z Ratios of Difference Between Means of Real Sorting and Ideal Sortings for Each Statement

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* = Significant at the .01 level.

= Negative z's indicate that the mean for the ideal sorting is higher.

= Positive z's indicate that the mean for the real sorting is higher.
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The following five statements are least like what the counselors in the sample are now doing:

21 Carry on work of principal in his absence
43 Teach a course(s) in occupations
01 Plan community occupational survey
19 Handle the school's discipline problems
13 Give psychotherapy to emotionally disturbed pupils

The ranking of the statement means for the ideal sortings (Table 7) indicates that the following five statements are most like what the counselors in the sample would prefer to do:

36 Counsel students regarding their educational plans
29 Aid a student in discovering his capacities
18 Counsel student on personal problem
17 Counsel pupils with learning problems
10 Counsel with student concerning underachievement

The following five statements are least like what the counselors in the sample would prefer to do:

13 Give psychotherapy to emotionally disturbed pupils
24 File data in school records
31 Score tests
21 Carry on work of principal in his absence
19 Handle the school's discipline problems

A comparison (Table 8) of the top five statements on the real and ideal sortings indicates the same five statements are included, although in different order. A comparison (Table 9) of bottom five statements on the real and ideal sortings indicates that three of the five are the same, although in different order.
The recognition of the need for counselors in the schools has become prevalent in the past few years. The impetus for the fulfillment of this need has come from many sources. Among these are: The National Defense Education Act of 1958; the writings of Conant;\(^1\) the Wriston Report;\(^2\) and, the standards written by accrediting agencies such as the North Central Association of Secondary Schools and Colleges. However, although the above have emphasized the need for school counselors and in some cases have gone so far as to suggest ideal ratios of counselors to students, few have stated what the counselor should be doing in the school situation. Although many people agree on the need for counselors in the schools there is little agreement as to what the role of the counselor should be. It is understandable why the 1960 White House Conference on Children and Youth\(^3\) saw fit to make the following recommendation: "That guidance and counseling programs be strengthened, expanded, and coordinated at all levels; and that

\(^1\)President's Commission on National Goals, Henry M. Wriston, Chairman, Goals for Americans, New York: Prentice-Hall, 1950.


Table 7
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### Table 8
Comparison of the Five Top Ranking Statements on the Real and Ideal Sortings

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<td>19</td>
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### Relationship Between Real Roles

The second hypothesis was: there is a relationship between the Real Roles of the counselors within the sample as described on the Q-sort, who ascribe to the same basic point of view (differential premise). In order to compare the Real Roles of those who ascribe to
the same basic point of view the sample was divided into two groups. These are: (1) those who chose Developmental as the philosophy most like their own (N=112); and, (2) those who chose Educational-Vocational as the philosophy most like their own (N=27). Those remaining, including eight who chose some other philosophy and six who did not return the Personal Philosophy Questionnaire were not included in this analysis.

The forced-choice distribution of the Q-sort gives the statement at the extremes the most significance. It can be generalized that the highest ranking statements on the real sorts are most like what the counselors in the sample are now doing, while the lowest ranking are least like what they are now doing. A ranking of the statement means for those who chose Developmental as the philosophy most like their own is shown in Table 10.

The following five statements are most like what the Developmental counselors in the sample are now doing:

36 Counsel students regarding their educational plans
29 Aid a student in discovering his capacities
10 Counsel with student concerning underachievement
18 Counsel student on personal problem
17 Counsel pupils with learning problem

The following five statements are least like what the Developmental counselors in the sample are now doing:

21 Carry on work of principal in his absence
43 Teach a course(s) in occupations
01 Plan community occupational survey
19 Handle the school's discipline problem
13 Give psychotherapy to emotionally disturbed pupils
Table 10
Ranks of Statement Means for Real Sorting for Those Who Chose Developmental as the Philosophy Most Like Their Own (N=112)

<table>
<thead>
<tr>
<th>Rank</th>
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<th>Rank</th>
<th>Statement Mean</th>
<th>Rank</th>
<th>Statement Mean</th>
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</table>
A ranking of the statement means for those who chose Educational-Vocational as the philosophy most like their own is shown in Table 11.

The following five statements are most like what the Educational-Vocational counselors in the sample are now doing:

36 Counsel students regarding their educational plans
10 Counsel with student concerning underachievement
29 Aid a student in discovering his capacities
17 Counsel pupils with learning problems
18 Counsel student on personal problem

The following five statements are least like what the Educational-Vocational counselors in the sample are now doing:

20 Do research on school system's special education program
22 Coordinate homeroom programs
01 Plan community occupational survey
19 Handle the school's discipline problems
13 Give psychotherapy to emotionally disturbed pupils

A comparison of the five top ranking statements (Table 12) for the two groups indicates that the same five statements are included, although in a different order. A comparison of the five bottom ranking statements (Table 13) indicates that three of the five statements appear in both groups.

In order to test the significance of the difference between the means for the real and ideal sortings for the two sub-groups, \( z \) ratios were computed.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Statement</th>
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<th>Statement</th>
<th>Mean</th>
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</table>
### Table 12

Comparison of the Five Top Ranking Statements for the Real Sortings of the Developmental Counselors, and the Educational-Vocational Counselor

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<th>Developmental Statement</th>
<th>Educational-Vocational Statement</th>
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</table>

### Table 13

Comparison of the Five Bottom Ranking Statements for the Real Sortings of the Developmental Counselors, and the Educational-Vocational Counselor

<table>
<thead>
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<th>Rank</th>
<th>Developmental Statement</th>
<th>Educational-Vocational Statement</th>
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</tr>
<tr>
<td>48</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
A statement mean which is significantly higher statistically for the real sort than for the ideal sort would indicate that the counselors within the sample perform that role to a greater extent than they would prefer. For the Developmental group (Table 14) the means of the following statements were significantly higher for the real sortings than for the ideal sortings:

03 Check with parents of absent and tardy students
05 Maintain adequate system of cumulative records
12 Maintain occupational and educational information file
19 Handle the school's discipline problems
21 Carry on work of principal in his absence
24 File data in school records
31 Score tests
41 Supervise extra-curricular activities
48 Tabulate data of research for the school

For the Educational-Vocational group (Table 15) the means of the following statements were significantly higher for the real sortings than for the ideal sortings:

05 Maintain adequate system of cumulative records
12 Maintain occupational and educational information file
19 Handle the school's discipline problems
21 Carry on work of principal in his absence
24 File data in school records
31 Score tests
36 Counsel students regarding their educational plans
41 Supervise extra-curricular activities
Table 14

$z$ Ratios of Difference Between Means of Real Sorting and Ideal Sorting for Those Who Chose Developmental as the Philosophy Most Like Their Own (N=112)

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<th>Statement</th>
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* Significant at the .01 level

Negative $z$'s indicate that the mean for the ideal sorting is higher.

Positive $z$'s indicate that the mean for the real sorting is higher.
Table 15

$z$ Ratios of Difference Between Means of Real Sorting and Ideal Sorting for Those Who Chose Educational-Vocational as the Philosophy Most Like Their Own (N=27)

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</table>

* Significant at the .01 level

Negative $z$'s indicate that the mean for the ideal sorting is higher.

Positive $z$'s indicate that the mean for the real sorting is higher.
the role of the guidance and counseling program be clearly defined." (italics mine)

Within the field there seems to be little consensus concerning the role of the school counselor. According to Hitchcock, a study involving counselors from 48 states and the District of Columbia found that counselors do not know what their functions are. In a study in Missouri, Tennyson found:

1. Counselors do not spend as much time assisting students as they would like to spend.
2. Counselors do not spend as much time assisting teachers as they would like to spend.
3. Counselors do not spend as much time on research as they would like to spend.
4. Counselors spend more time assisting administrators than they would like to spend.

Hoppock advocates a role for the counselor which seems difficult to distinguish from the roles of teachers, administrators, and clerks. Hoyt, in an article defending the use of the word "Guidance", defines the role of the counselor as follows: "I see three kinds of activities in which the school counselor must engage: (1) relating directly with pupils-one-half-time; (2) relating with

---

In order to determine the difference between the placement of statements in the two sub-groups (Table 16) $z$ ratios were computed comparing their means. Five significant differences were found.

The Developmental counselors were significantly higher than the Educational-Vocational counselors on:

- 04 Identify local referral agencies
- 16 Collaborate in educational planning for personal-social adjustment problems
- 10 Counsel student on personal problem
- 40 Collaborate in educational planning for retarded students

The Educational-Vocational counselors were significantly higher than the Developmental counselors on:

- 36 Counsel students regarding their educational plans

A rough estimate of the probability of significant differences appearing by chance when forty-eight tests of significance are computed can be obtained by using the following formula:

$$E(\text{Signif}) = \frac{1}{N}$$

where $\alpha = \text{level of confidence}$

Using this formula the results show that less than half (0.48) of the difference would occur by chance. This indicates that the five significant differences are a result of a relationship between real role and point of view. Five, or 10 per cent, of forty-eight means were significantly different. This indicates a relationship, although it probably should be regarded as slight.

---

*Interview with G. Miller Clark, Research Assistant, Numerical Computation Laboratory, The Ohio State University, Columbus, Ohio.*
Table 16

z Ratios of Difference Between Means of Real Sortings Comparing the Developmental (N=112) and the Educational-Vocational (N=14)

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</tbody>
</table>

* Significant at the .01 level

Negative z's indicate the mean for Educational-Vocational is higher.

Positive z's indicate the mean for the Developmental is higher.

Relationship Between Ideal Roles

The third hypothesis was: there is a relationship between the Ideal Roles of the counselors within the sample as described on the Q-sort, who ascribe to the same basic point of view (differential premise). In order to compare the Ideal Roles of those who ascribe to
the same basic point of view the sample was divided and the data analyzed as described in the previous section.

A ranking of the statement means for those who chose Developmental as the philosophy most like their own is shown in Table 17.

The following five statements to be most like what the Developmental counselors in the sample would prefer doing:

36 Counsel students regarding their educational plans
29 Aid a student in discovering his capacities
18 Counsel student on personal problem
17 Counsel pupils with learning problems
10 Counsel with student concerning underachievement

The following five statements are least like what the Developmental counselors in the sample would prefer to do:

41 Supervise extracurricular activities
24 File data in school records
31 Score tests
21 Carry on work of principal in his absence
19 Handle the school's discipline problems

A ranking of the statement means for those who chose Educational-Vocational as the philosophy most like their own is shown in Table 18.

The following five statements are most like what the Educational-Vocational counselors in the sample would prefer doing:

36 Counsel students regarding their educational plans
29 Aid a student in discovering his capacities
17 Counsel pupils with learning problems
10 Counsel with student concerning underachievement
18 Counsel student on personal problem
Table 17
Ranks of Statement Means for Ideal Sorting for Those Who Chose Developmental as the Philosophy Most Like Their Own (N=112)

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<thead>
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<th>Statement Mean</th>
<th>Rank</th>
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<td>5.48</td>
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<td>47</td>
<td>4.48</td>
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</table>
The following five statements are least like what the Educational-Vocational counselors in the sample would prefer doing:

31 Score tests
24 File data in school records
21 Carry on work of principal in his absence
13 Give psychotherapy to emotionally disturbed pupils
19 Handle the school's discipline problems

A comparison of the top five statements (Table 19) for the two groups indicates that the same five statements are included, although in a different order. A comparison of the bottom five statements (Table 20) indicates that four of the five appear in both groups.

A statement mean which is significantly higher statistically for the ideal sort than for the real sort would indicate that the counselors within the sample would prefer to perform that role to a greater extent than they now do.

For the Developmental group (Table 14) the means of the following statements were significantly higher for the ideal sortings than for the real sortings:

01 Plan community occupational survey
11 Participate in a case conference with teachers and parents
13 Give psychotherapy to emotionally disturbed pupils
18 Counsel student on personal problem
20 Do research on school system's special education program
22 Coordinate homeroom programs
26 Coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case
Table 19
Comparison of the Five Top Ranking Statements for the Ideal Sortings of the Developmental Counselors, and the Educational-Vocational Counselors

<table>
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<tr>
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<th>Educational-Vocational Statement</th>
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Table 20
Comparison of the Five Bottom Ranking Statements for the Ideal Sortings of the Developmental Counselors, and the Educational-Vocational Counselors

<table>
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<tr>
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</table>
29 Aid a student in discovering his capacities
32 Conduct research to determine personal-social adjustment problems
33 Attempt to integrate the guidance services with other aspects of the school program
34 Assist teachers to plan effective group guidance programs
40 Collaborate in educational planning for retarded students
42 Collaborate in educational planning for gifted students
43 Teach a course(s) in occupations
46 Develop the basic testing program for the school

For the Educational-Vocational (Table 15) group the means of the following statements were significantly higher for the ideal sortings than for the real sortings:

01 Plan community occupational survey
16 Collaborate in educational planning for personal-social adjustment problems
20 Do research on school system's special education program
26 Coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case
34 Assist teachers to plan effective group guidance programs
40 Collaborate in educational planning for retarded students

The z ratios (Table 21) comparing the means of the Developmental group and the Educational-Vocational group indicate there were sixteen significant differences.
Table 21

z Ratios of Difference Between Means of Ideal Sortings Comparing the Developmental (N=112) and the Educational-Vocational (N=14)

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</table>

* Significant at the .01 level

Negative z's indicate the mean for Educational-Vocational is higher.

Positive z's indicate the mean for the Developmental is higher.

The Developmental counselors were significantly higher than the Educational-Vocational counselors on:

09 Make available to students materials dealing with personal-social information

13 Give psychotherapy to emotionally disturbed pupils
18 Counsels student on personal problem

25 Counsel with students having trouble getting along with their peers

27 Visit "feeder schools"

32 Conduct research to determine personal-social adjustment problems

35 Make contacts with businesses and industries

37 Identify exceptional students

42 Collaborate in educational planning for gifted students

45 Assist teacher to interpret I.Q. test or personality tests

The Educational-Vocational counselors were significantly higher than the Developmental counselors on:

05 Maintain adequate system of cumulative records

21 Carry on work of principal in his absence

26 Coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case

28 Identify the resources available to student groups in the community

31 Score tests

38 Assist a student to locate materials for class project in guidance

39 Interview every pupil in school

Seventeen, or 35 per cent, of the forty-eight statement means were significantly different. This indicates a relationship exists between the Ideal Roles of the counselors in the sample who ascribe to the same point of view.