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EMERGENCE OF ROLE PERCEPTIONS.

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SCHOOL COUNSELORS-IN-TRAINING: EMERGENCE
OF ROLE PERCEPTIONS

DISSERTATION

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

By

Joseph John Quaranta, Jr., B.Sc., M.A.

* * * * * *

The Ohio State University
1964

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CHAPTER I

INTRODUCTION

Recently the role of the school counselor has come under the close scrutiny of a number of professional groups. Counselor educators, state guidance supervisors, federal government agencies, and school counselors themselves have attempted to define more clearly the role and responsibilities of the counselor functioning in the secondary school. Currently, major projects are underway through the AFOA (5)(2) to standardize training criteria and job role. These organization-wide efforts are being perceived as bringing order to the growing, changing field of school counseling and its counterpart, counselor education.

As evidence of the interest in this topic, the most recent AFOA convention listed no fewer than fifteen programs which focused specifically on the role of the school counselor (1). Several significant contributions have been made toward synthesizing the counselor's role both for the present and the future with Wrenn's work among the most notable (124). A review of the literature on counselor role reveals many studies to date. Most of these are concerned primarily with the tasks to which counselors address themselves, to the perceptions of others of the counselor's role, to
the counselor's own role concepts, and to the effects of counselor's activities in the school program. Only more recently a few studies have attempted to investigate directly role concepts of counselors-in-training.

It would appear that out of these somewhat frenzied activities never concepts for examining counselor role are emerging. These never concepts involve a second look at the institution-individual interaction out of which expectations of the counselor are defined and met and a more careful consideration of the kinds of experiences needed for the professional development of counselors. In essence this dual consideration implies that two distinct determinants of counselor role can be identified. First, there exists the institutional environment in which the counselor carried on his daily routine, the secondary school. The demands of this setting will dictate in part the kinds of tasks subscribed under the counselor role. Second, there is the institutional environment of the training program through which the prospective counselor acquires skills, attitudes and the ideology for counseling. These experiences will also dictate in part the counselor role as counselors attempt to implement those activities for which they were trained.

In view of the ambiguous concept of the role of the counselor and of vested interests of others whose own professional roles will in part be dependent upon the ultimate consensus of the counselor's role, it is axiomatic that the counselor's role will be both a projection of interests held by those who have the greatest impact in that role definition and a reflection of the needs and nature of the
secondary school and the adolescent. As Super describes this situation:

Manpower specialists, psychologists, professors of education, principals, and school counselors themselves have examined facts and fancies concerning his and his role and they have spoken about his and his work at length and with feeling. The federal government is putting large sums of money into improving his training, increasing his number...and strengthening his work. ... The school counselor is being told what to do, how to do it, and how to learn to do it well, by others in more and more related specialities. (100 p. 571)

Principal among these forces which shape the counselor role are school administrators, reflecting the schools' environmental press and their own biases and counselor educators reflecting a more theoretical orientation as well as their own biases. These two forces are not in complete agreement as to the nature of this role. Evidence would seem to indicate that counselors are not necessarily being trained to carry out tasks assigned them, and further are not always being assigned tasks which they are best trained to complete.

One discrepancy which exists in the professional development of the counselor, therefore, is that which occurs between his training program and his job performance. While the apparent discrepancy between training program and counselor function seems illogical and unjustified, similar situations exist in other professions. Becker (9) describes the development of the medical student into a professional as partly a process of resolving role conflict from training to profession. Corwin (27) investigated role conception and career aspiration of nurses and found a similar phenomenon occurring to an even more marked degree. Day's (32) study is typical of the numerous studies in teacher education, especially
these which arise from the student teaching or laboratory experiences, which indicate that the training program does not prepare prospective teachers for the many role expectations of the job. Writing about student personnel workers Correll contends that

Many younger personnel workers with whom I have talked reveal a painful upending of expectancies regarding the actual job of a personnel worker. They seem to feel that the theory and the formal training to which they were exposed prior to their employment were only distantly related to the actual work, as they discovered it upon employment. If we are to regard such expressions of workers seriously, we must then entertain the possibility that much of the formal training for personnel work is misplaced. (25 p. 233)

A recent study by Kaplan (62) of the problems reported by beginning counselors after their first year on the job cites the two most difficult tasks of these neophytes as "Keep informed of latest professional developments in guidance, education, psychology, and related fields," and "'Keep up' on trends and current developments in guidance, education, etc." Essentially these appear to be problems of maintaining professional role identification. It would seem then that one could build a case for a natural conflict, essentially a role conflict, which must be resolved by prospective professionals upon leaving the training program and entering their chosen field of work. Regarding conflict Charters (20) writes that "it is commonly assumed in research studies that role conflict is destructive, tension-inducing, and over a period of prolonged exposure, productive of anxiety." He continues, however, by pointing out that only an occasional educational investigation has tested this assumption. He concludes that the mechanisms of role expectations are complex and
that role conflict under some conditions may not produce tension, anxiety, or dissatisfaction.

Some contend that the discrepancies which arise between a training program and on-the-job expectancies are neither illogical nor undesirable. Goods (45) suggests that role strain reflects a "natural" state of affairs in social behavior and is the impetus for growth. Whether or not the role conflict which arises out of the passage of the counselor-in-training from the period of his preparation to his professional performance is growth-stimulating or disruptive is a moot question. The situation exists. Far more information is needed about the dynamics of role perceptions during the training program. As previously indicated, this area has been comparatively devoid of research particularly in the field of school counseling and guidance. This might well be due, however, to the fact that until recently the means for passage from any prior occupational role into school counseling has, because of the experience requirements, resulted in counselors-in-training being part-time students and thus the transition from one role to the other has been diffuse often incomplete.

Becker and Carper (10) have studied physiologists, engineers, and philosophers, and have attempted to build models for explaining the dynamics involved in transition through graduate education in preparation for a career. They contend that it is through the operation of a complex set of mechanisms such as those which make up a training program, that is changes in participation in organized groups and transformation of various aspects of the self-image, that
occupational identifications develop and change. From their studies they conclude that changes in identity may be explained in terms of the mechanisms of the training program and that lack of change can be attributed to absence of necessary structural and appropriate individual perspectives while undergoing training.

One can note compatibility of these notions with the concept of one's occupation being essentially an implementation of one's self-concept. During a training program, the trainee is essentially preparing for a new occupational role and thus a new means of implementing his self-concept. A key process in the development of a professional self-identity is that of role perception. This process is an organized response of a person to others in a social context. The bases for role perception are the overt acts of others and their reciprocal, one's own behavior.

These role perceptions allow the trainee to anticipate the kinds of tasks he will be required to carry to completion. They allow him the opportunity to interpret for himself the significance that the carrying on of these tasks has for his own professional identity. One vital dimension along which these role demands can be placed is that of level of desirability. In short, how closely does the actual professional role match what he has learned to describe as the ideal professional role? While the real role should reflect the trainees' perceptions of his future position, care should be taken not to equate ideal role with the training program. It is assumed that elements of the ideal counselor role can be identified in many settings.
One could conclude then that experiences provided in training should afford the trainee a concept of the professional role he will undertake. He should be able to develop the skills needed to perform these functions adequately and should be able to predict the expectations made of him. He should, as well, be allowed to develop a set of guidelines for himself which reflect more accurately his unique function in the school setting. Since this setting is one fraught with pressures not necessarily compatible with his professional development and performance as a counselor, he must have achieved sufficient anticipatory role behavior to keep his counselor role free from unwanted distortion. The means of implementing this role behavior and its concomitant problems of societal support and reinforcement are crucial. A prior question must be raised, however, concerning the nature of role perceptions while in training and the dynamics of role emergence.

**Problem**

The problem in the present study was to describe the changes which take place in the perceptions of the school counselors' real role and ideal role as held by counselors-in-training over the period of their training program and to compare the perceptions held at the beginning and at the end of their program with those held by professional counselors functioning in the secondary school setting.

**Hypotheses**

Stated in null hypothesis form, the study tested the following hypotheses.
1. There is no significant change in trainees' perceptions of the real role of the school counselor over their period of training.

2. There is no significant discrepancy between trainees' real role perceptions held at the beginning of their program and the real role perceptions of practicing professional school counselors.

3. There is no significant discrepancy between trainees' real role perceptions held at the end of their program and the real role perceptions of practicing school counselors.

4. There is no significant change in trainees' perceptions of the ideal role of the school counselor over their period of training.

5. There is no significant discrepancy between trainees' ideal role perceptions held at the beginning of their program and the ideal role perceptions of practicing professional school counselors.

6. There is no significant discrepancy between trainees' ideal role perceptions held at the end of their program and the ideal role perceptions of practicing professional school counselors.

7. There is no significant discrepancy between trainees' real role perceptions and their ideal role perceptions and their ideal role perceptions through their period of training.

8. There are no significant differences in the real role or ideal role perceptions or in the discrepancy between ideal and real role perceptions as held by trainees that are related to the following trainee characteristics.
   a. age
   b. sex
   c. years of teaching experience
   d. prior counseling experience

The primary purpose of this study was accomplished with the testing of the above hypotheses through data accumulated by means of a Q-sort. As an adjunct to the problem, however, a further purpose was to explore in part the dynamics of these role perceptual changes or perseverations. By means of a questionnaire-interview the following questions were addressed toward that end. Information
gathered by this means was used to augment the discussion of the findings of the study.

1. From what resources do trainees draw to describe the real role of the counselor at various points through their training?

2. From what resources do trainees draw to describe the ideal role of the counselor at various points through their training?

3. How and to what degree do trainees believe the planned experiences in their training effect these role perceptions?
   a. on-campus counseling practicum
   b. off-campus guidance practicum
   c. didactics
   d. peer group interaction
   e. professor interaction
   f. related professional experiences

4. How well do trainees perceive the discrepancy between their perceived school counselor real role and school counselor ideal role?

5. How well do trainees perceive the discrepancy between their role perceptions and those role perceptions of professional school counselors?

6. How do trainees resolve the ambiguity of any discrepancy which might exist between their real role perceptions and their ideal role perceptions?

7. How do trainees intend as counselors to resolve the ambiguity of any discrepancy which might exist between their real role perceptions and their ideal role perceptions?

8. How and to what degree do trainees perceive their training to have an effect upon their career goals?

**Importance of the study**

Perhaps the most serious indictment leveled against the failure of the school counseling profession to provide for continued development is that by Steffire in his discussion of professionalization. If the charges he levels have an element of truth certainly
more information is needed regarding the emergence of role perceptions of school counselors. Stefflre claims that there is at present good evidence that the school counselor still does not really identify with the profession of school counseling. He is often recruited accidentally and he waits sometimes impatiently to move on to other occupations. (104 p. 656)

Stefflre points to two problems germane to the professional identity of the counselor. The first has to do with the marginality of his role to the central purposes of the school system, both latent and manifest. The second problem is central to the purpose of this study. The school counselor who restructures his self-concept on his new job must do so under the stress of diverse pressures from the setting in which he works and the experiences of his training program and his profession. Counselors-in-training develop concepts of what they should be doing as school counselors. They also develop concepts of what can be done in the setting in which they function. The training program serves the important purpose of developing skills and attitudes, but also serves to provide experiences for role concept emergence. It is essential to know more about the patterns of this role concept emergence.

Most studies on the role of the school counselor have been primarily studies of role enactment. They have involved the investigation of the kinds of tasks overtly performed by professional school counselors. These counselors as research subjects were playing the very role under investigation at the time of the investigation. When individuals other than counselors have been a part of these studies, parents, students, teachers, and administrators, for
example, they have constituted a part of the social setting which is the reciprocal, or role expectation. In each event, research has focused directly upon the role itself, that is the action or deeds performed by counselors, or upon the social system, the reciprocal of the role. This study was concerned with role perceptions and thus focuses on a considerably different aspect of counselor role than previous research.

**Real role perceptions.** The initial development of a professional counselor takes place through a series of experiences which provide the trainee the opportunity to perceive that role for which he is preparing and to develop the necessary skills and attitudes for its enactment. The trainee is not an actor in the role for which he is preparing himself, but is essentially an actor in a student role who is anticipating his future performance of a professional role. The role for which he is preparing consists primarily of a series of tasks, duties and responsibilities which grow out of the expectations of others and the needs of the role incumbent. That role was referred to as REAL ROLE in this study. It is that perceived position which the trainee anticipates is expected of him. These role perceptions help to define the future role expectations of his professional self.

If changes take place in the perceptions of the real role over the period of full time training, they will be the result of the interactions of the trainee in his student role with planned and unplanned elements of the training program. Those aspects of the trainee which were believed to be significant factors in any change
which might take place were age, sex, and previous related experiences.
The longitudinal element in the study, that is the sorting of the
items in the Q-sort throughout the training program, should represent
the effect of the planned and unplanned experiences designed
specifically toward the goal of the professionalization of the
counselor.

\textbf{Ideal role perceptions.} The genesis of the IDEAL ROLE of the
school counselor as held by institute trainees is far more difficult
to trace. This ideal role is never made coherent in its entirety.
Trainees are exposed to various parts of the role through vicarious
experiences, through articulating their ideas, and through the
intellectual process of reading and listening. There is no one
complete ideal role model to which trainees can refer. At best
significant others will display only certain aspects of the school
counselor. These may be, in fact, counselor educators whose
specialties are perceived as important by trainees or practicing
school counselors who exhibit some limited ideal role behavior.
Curiously, this dilemma is inherent in any training program. Progress
and change are a part of the education process. If the profession is
to prevent stagnation counselor education, therefore, must promote
growth beyond what is currently being practiced in the professional
setting. Thus it is not possible to provide a complete ideal model
and at best the synthesis for such a model is left to the trainee.

The professional school counselor faces no less a dilemma as
he describes the ideal school counselor role. He too must utilize
real or imagined public ideas of the leaders in the field, and his own
notions as he stands outside his role and serves with others as a reciprocal of role expectations. In one sense the ideal role of the school counselor as perceived by trainees in contact with the more forward-moving developments experienced in the training program might well be a more desirable role model to represent the ideal in school counseling than that held by counselors in the field.

Real role-ideal role discrepancy. A discrepancy between ideal role perception and real role perception can be indicative of several contingencies. If the trainee perceives either the real or the ideal role as "the ideal counselor self" then the conflict between his self as counselor and the remaining role is essentially one of self-role. In event of a conflict of this nature one could expect the trainee to use some self-maintaining mechanism to resolve the conflict or to remove himself from conflict by escape or postponement.

If on the other hand he perceives the ideal and real role as two distinct expectations apart from his self as counselor he must then define for himself the means for making these roles congruent. He can resolve this role-role conflict by postponing the resolution until some future time, probably after he assumes the position of school counselor. He can define for himself a third position which he can compatibly enact. Or, third, he can anticipate bringing about change in one or the other of the roles.

The variation of means of resolving both self-role and role-role conflict are numerous. This is especially so since during the training period this resolution is a cognitive process leading to vicarious solutions and cannot be followed by overt counselor role
behavior. At best trainees can only be given quasi-counselor responsibilities to engage in overt try-out behavior during their training program. The mechanisms for resolution of role conflict are complex and it is not entirely illogical to think of them as inexplicable in terms of presently available knowledge.

Essentially a study of the real role and the ideal role as carried out in this research was a measure of the perceptions of two expected roles. The first being the role as carried on in the institution representing the job setting; the second being a hypothetical role model identified by the trainee as ideal. It was a measure then of the perceptions of prospective counselors between what they think should be the case and what is the case in terms of the fulfillment of a professional career. There is no single predictable outcome in terms of attitudes or behavior should a conflict arise between these two role perceptions. Insight into these role perceptions, however, and into the dynamics of their development can contribute to greater insight into problems inherent in the professional development of counselors.

Definitions

The following definitions are offered for the concepts which were central to the study. These were extracted from role theory by Sarbin (92).

Role: A role is a patterned sequence of learned actions or deeds performed by a person in an interaction situation.

Role expectations: Role expectations are the cognitive inferred variables intervening between the stimulating conditions and the performance or acts.
These are of two kinds: rights and obligations. Rights are role expectations in which the actor of the role anticipates certain performances from the actor of a reciprocal role. Obligations are role expectations in which the actor of a role anticipates certain performances directed toward the actor of the reciprocal role.

A person cannot enact a role for which he lacks the necessary role expectations. These must be acquired through experience.

Role enactment: Role enactments are the overt performances of persons which validate the expectations of other persons in a social situation. It embraces what may be called the mechanics of the role making process; number of roles, organismic involvement and accessibility or reportability.

Role perception: Role perception is an organized response of a person to stimuli in a social contact. It is a contemporaneous event and the residua of the organism's prior experience.

It may be thought of as a sequence of behaviors in which the perceptual response is the first part of the social act: the naming or locating of the position of the other, which serves to locate the position of the self.

Role conflict: Role conflict can occur between the self and incongruent roles and between two incompatible roles.

Self-role conflicts occur when the self system directs the organism to one set of role enactments and the role system demands incongruent or disjunctive role expectations. In such cases self-maintaining mechanisms are used to reconcile the conflict.

Role-role conflicts occur when two systems of role expectations are incongruent. This occurs when the social structure, a not perfectly organized system, demands two roles which are incompatible. Role-role conflicts are handled by the use of either a hierarchization principle or a segregation principle.

Limitations

The study was limited to thirty enrollees participating in the National Defense Education Act Counseling and Guidance Training Institute conducted at The Ohio State University during the academic
year 1963-1964. The institute training program represents the concept of paid, full-time scholarship and as such differs somewhat from other programs of counselor training.

The comparison group of professional school counselors was that sample used by Hayden (49). This consisted of a stratified random of certificated secondary school counselors listed in the Principal's Report to the State of Ohio Department of Education. Three categories were used as a basis for selection: (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 extent to which generalizations can be drawn from data using this sample is limited to the degree to which this sample is representative of other populations.

A further limitation of the study was inherent in the utilization of the Q-sort. The Q technique is of a forced choice nature. Little or no interpretation of the statements in the Q-sort were given to subjects. Since it was believed that a global response in the sorting of the items was preferred and since the sorts were compared with those previously administered, subjects performed these tasks under their own supervision.

The information gained through the use of the questionnaire and interview was limited to augmenting the discussion of the data which represents the main body of the study. Therefore this information is not included in the statistical data used to test the hypotheses.
Organization of the remainder of the dissertation

This chapter has included an introduction, a statement of the problem, the hypotheses, the limitations of the study, definitions, and the importance of the study. Chapter II presents a review of the literature pertinent to the study. Chapter III contains a description of the procedures and statistical methods used. In Chapter IV is found a discussion of the findings of the study, and Chapter V contains the summary, discussion, conclusions and recommendations.
CHAPTER II

REVIEW OF LITERATURE

This chapter will present a review of literature related to the study. The review will be in three major areas. The first area will be literature related to role theory and role analysis. This will include a survey of the concepts central to this study. Among these are role perceptions, role expectations and role conflict. The second area will be a review of the role research which has been done on the school counselor with particular emphasis upon counselors-in-training and professional identity. The third area will be a review of research related to the instruments used in the study, particularly of Q-methodology and the Q-sort.

Role Theory

This study is essentially concerned with the perceptions of trainees of the role of the occupation for which they are preparing. As such the conceptual framework for investigating this area must necessarily include utilization of the concepts of role theory and role analysis. Specifically three aspects of role theory central to this problem are role, role perception, and role conflict. To extract from the literature any single coherent and inclusive theory of role is at best a difficult task. To attempt to accomplish this through a
review of role research is even more difficult. Role researchers freely borrow basic concepts from various schools of thought, often disparate, in psychology, sociology and social psychology as well as anthropology.

This creates a condition wherein theorists, researchers and their consuming public are not always in agreement on the topics at hand. This situation exists primarily because the problem addressed is the complex one of unifying human behavioral theory. As Sarbin points out,

Role theory attempts to conceptualize human conduct at a relatively complex level. In a sense it is an interdisciplinary theory in that its variables are drawn from studies of culture, society and personality. The broad conceptual units of the theory are role, the unit of culture; position, the unit of society; and self, the unit of personality. (92 p. 224)

He goes on to say that "In role theory, the person as the broad sociological unit of interaction is retained but a somewhat finer unit, the role, is added. Thus role theory embraces reciprocal action between persons, but these actions are organized into role" (92). The value of any theory is predicated upon its utility for heuristically describing some reality. Subsequent research and further refinement of these descriptions can be derived from a useful theory. Role theory aims at describing the interaction of role and self. It attempts to deal with "problems at the third of Murphy's level of complexity where there is structure within the organism and structure within the environment" (92).

Its value lies in its utility for translating complex human behavior into a workable vocabulary. With this vocabulary students of
behavior can investigate and communicate about the structures within their fields. Sociologists and their familial co-workers in psychology and anthropology attempt to come to grips with human behavior. Educators utilize these more or less pragmatically and to the extent they can find it useful, communicate with this vocabulary.

In this study, the investigator attempted to describe the dynamics of one rather narrow aspect of role behavior, occupational role, and further to focus on a specific element of occupational role, role perception. A basic problem in this process is the assurance that the concepts and the vocabulary used are understood as they are meant. As Neiman and Hughes point out:

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 author to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus. (82 p. 149)

Charters states it thus:

The concept of role originated in several disciplines of the social sciences to serve somewhat different theoretical purposes, and the usage of the term is by no means consistent at the present time. Moreover, as role analysis has been put to empirical use in recent years such a remarkable proliferation of related concepts has occurred that it is impossible to use the terms definitely. (20 p. 788)

Sargent hints that the discrepancy in role vocabulary is more than semantic. He suggests that

One reason sociologists have failed to agree upon a concept of role is that some have approached role as an objectively defined aspect of the culture pattern which can be considered apart from the persons who actually enact or play the roles. Other sociologists include personal variables in their concept. (94 p. 359)
Whether or not the difficulty in role research lies in the semantic problem of role theory or is a more fundamental one, role research will continue in many fields and from many frameworks. The entire area of concern is too vital to long stay unexamined by behavioral scientists and educators. Studies, however, would profit from some consideration of the concepts which are utilized. Toward this end the following review is directed.

Role. The definition of role has been given considerable attention in the literature. Gross, Mason and McEachern devote one chapter in their Explorations in Role Analysis (47) to the definitional problems of role. Central to their discussion are the definitions of Linton (69), Parsons and Shils (85), Davis (31), Cottrell (28), Sarbin (92), Sargent (94), and Newcomb (83). Gross, Mason and McEachern (47) categorize these definitions into three formulations. The first equates role with normative cultural patterns. The second treats role as an individual definition of his situation with reference to his and others social positions. The third category includes definitions which deal with role as the behavior of actors occupying social positions.

They hypothesize that the differences in the definitions are accountable by the influence of the particular disciplines on the definers and the special problems in which they are interested. They suggest that anthropologists, psychologists, and sociologists emphasize role according to the frame of reference from which their field views behavior. They further suggest that perhaps semantics and allegiance to the patriarchs and their original ideas have
resulted in these differences. They conclude that "Theoretical formulations concerned with role analysis must include these three elements, social locations, behavior, and expectations, which are common to most of the definitions which have been considered" (47 p. 18).

Three definitions might profitably be presented here. The first is that which appears in the standard psychological dictionary. English and English define role as it pertains to this study in two parts:

2. The function played by an individual in a group; the individual's characteristic kind of contribution to a group: it is the role of the most intelligent person to correct errors.

3. The behavior that is characteristic and expected of the occupant of a defined position in the group: the role of the chairman or of the secretary.

Undoubtedly, role (2) is affected by role (3), and vice versa; but the two represent distinct concepts. The one depends on the personality in relation to the group, the other on social or cultural expectations. (37 p. 466)

Often, however, the literature refers to (3) as position rather than role.

The second definition is extracted from Nadel in his discussion of role analysis as he considers the scope and depth of the task of role research. His definition of role includes a number of features which he considers essential to the concept: He suggests that the role concept

(1) . . . has to do with behavior, or differential behavior and the characteristics constituted by it.
(2) . . . materializes only in an interactional setting; consequently the behavioral characteristics . . . will always include, besides the actor's own mode of
behaviour, that of others towards him. In brief, the
behavioural characteristics implicit in role concepts appear
so to speak both in active and passive voice.

(3)...is always purposive; equally, it is repetitive,
recurrent, having some degree of 'constancy.' A given role
therefore, being made up of such behaviour exhibited in
interaction settings, represents for other actors in their
roles sets of data with which they can orient their own
purposive actions.

(4)...requires the presence of a series of inter-
connected characteristics. (80 p. 23 F.)

He describes the methods for defining the rules or norms
underlying a particular role.

The first method, is concerned with establishing the
frequency and regularity with which the attributes assumed
to make up the role appear together in face, the result
being the statistical 'normality' of the role series.

The second method, is concerned with the explicit
statements and assertions of the people (made with a
given degree of consensus and authoritativeness) as to the
conduct appropriate to given roles; these are all value
judgements, indicating the believed-in or desired
'normality,' and hence the normality codified.

Thirdly, the existing role norms are also demonstrated
by what we call the maintenance machineries of the society,
that is, by the sanctions, of whatever kind, which
forestall or follow deviant behaviour. (80 p. 25)

He points out that the first and third method involve a
piecing together of the role while the second may furnish a total
picture. "Roles are never," he says, "enacted all at once...rather
they are enacted phase by phase occasion by occasion...the investiga-
gator may in fact have to piece the role together" (80 p.29).

In this study role refers to a patterned sequence of learned
actions or deeds performed by a person in an interaction situation
(92). It stresses the influence of the forces within the person's
environment which impress his behavior. It stresses the interaction
of a person with his environment and specifically with others who hold
certain expectations. These expectations or positions are always
associated with roles and with them are conceived as the smallest
elements of societies and organized groups. They are coordinate with
roles in determining the parts of his culture in which an individual
participates. Newcomb proposes that

Roles and positions are thus inseparable. A position
has no meaning without its accompanying role, and any given
role applies only to persons who occupy a stated position
in a stated group or society. To each position its role,
and to each role its position. Regardless of how positions
are assigned to individuals whether by ascription or by
achievement, roles are always associated with them.
(83 p. 280-281)

He suggests that every position that is recognized by members
of a group (and therefore every role) contributes in some way to the
purposes of the group with this contribution representing its
function. Parsons and Shils concur by stating that "The social system
is in a sense composed of a variety of roles or role expectations;
each of these assures that some need of the social system will be
met" (85 p. 92).

If we conceive of the school as a social institution, then
the roles or expectations which comprise it are essential to its
existence. Further, their interaction toward some goal is in essence
the fulfillment of the purpose of the school. The counselor role must
be essential to the purposes of the school if it continues to exist in
the school at all. Further, the fulfillment of that role must be
consonant with the fulfillment of the purposes of the school.
However, this is not to say that all aspects of that role are essential or necessarily in harmony. As Newcomb points out,

Roles thus represent ways of carrying out the functions for which positions exist—ways which are generally agreed upon within whatever group recognizes any particular position and role. But not all the things that all occupants of any particular position do are equally essential in carrying out the functions of that position. Some of the things that occupants of a position do in taking their roles are essential, but some are not; some of them may actually interfere with the functions which are supposed to be performed. (83 p. 261)

Nor is this to say that a role cannot be perceived by a prospective incumbent as not being in complete harmony with the setting in which it is enacted. School counselors, therefore, can perceive and enact roles which are inharmonious, but as such, must utilize some mechanism for dealing with these disparities. These disparities are referred to in the literature as role conflicts. This concept is of significance here as it pertains to the role discrepancies which face counselors-in-training.

Role conflict. Implicit in the definition of role which is used in this study is the interaction of self and role. While self has not been discussed in this review, a consideration of role conflict must essentially involve role concepts linked to the self. Sarbin (92) considers role conflict to be possible in two areas. The first of these he calls self-role conflict. He applies the principles of constancy to the cognitive structure of the organism and contends that it tends to maintain its organization despite forces directed toward changing it. Applied to both self and society, he maintains that incongruency or disjunctiveness in role expectations and role enactment result in conflict. Role expectation represents the
societal expectations upon the self while the role enactment repre-
sents the broader self. When these perturbations are phenomenally
experienced, the result is anxiety.

To resolve such conflict Sarbin proposes that constancy-
maintaining behaviors are engaged in. These are the commonly known
ego-defense mechanisms of Anna Freud, the techniques of adjustment of
Cameron, the defenses against anxiety of Fenichel, and the psycho-
dynamic mechanisms of Rosensweig (92). In these instances self-
maintaining mechanisms work in the effort to reconcile qualities and
actions expected of a role with qualities perceived as desirable for
the self.

A second type of conflict suggested by Sarbin is role-role
conflict. This occurs when two sub-structures of the social self,
two systems of role expectations, are incongruent. One might argue
that in a perfectly organized society there could no more be
incompatible roles or elements of that society than there could be
incompatible organisms existing within one body. Obviously, however,
society is not perfectly organized and incompatible roles do exist
either as a result of change or of conflicting motivation, both latent
and manifest. Warren (118) suggests that institutionalized procedures
are developed for reconciling or resolving conflicting role enactments.
Toby (114) points to two such procedures for handling role-role
conflicts. The first is by use of a hierarchization principle; the
second is the use of a segregation principle.

In the first, the person faced with the role-role conflict
utilizes the widely shared fact that certain role obligations have
priority over others. Toby points to the rules of etiquette which typify the kinds of priorities of behavior agreed upon by society. Charters is essentially referring to this under the topic of direction and intensity of beliefs and level of situational specificity. He illustrates the point by saying with regard to educational behavior that

A second dimension of expectation refers to intensity of the respondent's conviction regarding the prescribed or proscribed behavior. For example, a school board might prescribe that its superintendent absolutely must attend school board meetings or, in another case, that he preferably should attend board meetings. An expectation, then, is said to vary on a continuum ranging from the mandatory, through preferential, to the completely permissive, independently of the direction of the expectation. (20 p. 792)

Gross, Mason and McEachern (47) contend that positions and their counterpart roles occur in respect to each other. Interlocking expectations occur only relative to other counterparts and thus can be differentiated within any single role. Implicit, then, is a hierarchy of counterroles.

The second principle, segregation, follows the notion that two widely separated positions may be enacted if separated by a time interval. The person can enact two conflicting roles if he does so separately.

A person may occupy a position which embraces two conflicting sets of rights and obligations. The role of labor relations counselor is an example. He must serve two opposing sets of role expectations. A solution to the conflict is found by enacting the subroles separately. Such techniques as stalling, playing off one group against the other, repudiation of one subrole, leading a double life, etc. are cited by Toby as examples of the use of the segregation principle in resolving role conflicts. (92 p. 253)
Implicit in both hierarchization and segregation principles of resolving role conflict is the notion of role segmentation. In this proposal roles can be considered in terms of differential expectations and counterparts. For example, the professional segment of the counselor-client role can be considered separate from the totality of either the counselor role or the client role. In this way role segments can be arranged in hierarchial order or segregated. The totality of the role of the counselor need not be considered in this totality. Corwin (26) and Seeman (98) have given this notion of role segmentation considerable attention. The former has written with regard to the teacher:

As already intimated, roles can be visualized either in terms of their scope (i.e.), the full range of norms of a similar type, or a 'segment.' Some role segments tend to be associated with a few roles; for example, the 'disciplinary' is found primarily in the teacher-student or teacher-principal role...

Within each segment, it seems possible to identify a few norms which are the most crucial to the segment, and assess teachers' conceptions of them independently of their conceptions of the remaining role segments. In doing this, of course, analysis of complete roles is sacrificed for an intensive analysis of selected segments of otherwise independent positions can be compared. Just as official positions are comprised of the entire set of official roles, so a particular segment abstracted from each of the roles may be viewed as a position, an unofficial or latent one. (26 p. 90-91)

Regarding the notion of role conflict, Corwin has examined a number of theoretical orientations for describing this concept as proposed by other researchers. He cites Getzels, Argyris, Gross, Stogdill and Getzels and Guba. Each presents a model which considers the social position or particular roles in their entirety. He summarizes the types of conflict which occur according to these models
as (1) cultural values and institutional expectations, (2) role expectations and need dispositions of role incumbents, (3) inconsistencies between roles and (4) conflicts between persons on an individual basis.

Derived from his own notions of role segmentation are four types of role conflict which add a new dimension in the examination of the concept. These are (1) two or more positions held by the same person may be incompatible, (2) two or more roles of a single office may be inconsistent, (3) the norms or role segments which comprise a single role may be inconsistent with one another and (4) within a single relationship, the rights of one person may be without corresponding obligations in another position.

A somewhat different approach to the concept of role conflict is that referred to as "role strain" as developed by Goode (195). He proposes that dissensus, non-conformity and conflicts among norms and roles is the usual state of affairs. He contends that the total role system of an individual is unique and over-demanding. The individual cannot satisfy fully all demands and must meet these obligations through a continuous sequence of role decisions and bargains by which he attempts to adjust these demands. These choices and the execution of the decisions are made somewhat easier by the existence of mechanisms that the individual may use to organize his role system or to obtain a better bargain in a given role.

As Goode theorizes,

The individual utilizes such mechanisms and carries out his sequences of role-behavior through an underlying decision process in which he seeks to reduce his role strain, his felt difficulty in carrying out his obligations. (95 p. 495)
Not only is role strain considered in this frame of reference a normal experience for the individual, but since the individual process of reducing role strain determines the total allocation of role performances to the social institution, the total balance and imbalance of role strain creates whatever stability the social structure possesses. Discontinuities in school counselor role, therefore, would be according to Gooch not only consistent with roles in society in general, but necessary for the maintenance of the role.

He suggests that in a society such as ours where each individual has a very complex role system and in which numerous individuals have a relatively low intensity of norm commitment to many of their role obligations, change in the external demands and performances may permit considerable change in the individual's system.

A consideration of role conflict would quite naturally be followed by a consideration of suggestions for the resolution of such conflict. Previously the notions put forth by Garbin and others regarding conflict were briefly discussed. Other researchers have also attempted to investigate this process. Stouffer and Toby (109) present some interesting literature in this area. They contend that when there is a lack of consensus in a group as to "the proper thing to do" in a morally conflicting situation there is a tendency for some individuals to have a pre-disposition toward one type of solution and for other individuals to have a pre-disposition toward another type of solution. They hypothesize if such a pre-disposition exists there
should be a tendency to carry over certain types of behavior from one role conflict to another with some consistency.

Specifically they attempt to measure whether individuals are particularistic or universalistic in their selection of behavior to resolve conflict, that is, do they respond to conflicts between such demands as being loyal to a friend and being loyal to the broader society when both is not possible by either meeting the intimate obligations of friendship or the less affective social obligation. Their study indicated that it is possible to classify people as predisposed to select one or the other of the horns of the dilemma.

Several studies evolve from their basic hypotheses. Stouffer (108) found that publicity favors universalistic where a friend or a stranger is involved, friendship favors particularistic action whether the respondents actions are public or private and that there is a significant but low order of association between role perception and choice of reaction to conflict.

Sutcliffe and Haberman (111) conducted a study in which the resolution of a variety of role conflict situations in which social forces were balanced were intercorrelated to test the hypothesis that there is a personality bias toward universalistic and particularistic response. They found that social sanction, social distance and publicity interact in the determination of universalistic and particularistic responses but overall weak sanctioned friendship and privacy form a particularistic response. The confusion previously referred to in the realms of role research is no less apparent in role conflict. Ehrlich, Howell, and Rinehart (36) for example, conducted
studies of studies by Shull and Miller (101) and Gross, Mason and McEachern (97) and the methods for predicting role conflict resolution. Methods from each of the two separate original studies are examined and a recommendation is made for an alternate method with a conclusion that further investigation into the area is needed.

Perhaps Stouffer and Toby sum up the situation best when they say about their work that

One of the most important values of this paper should be its service as a break on the enthusiasm of those who may anticipate quick and easy progress in moving from highly abstract concepts in social sciences to empirical operations. (109 p. 404)

Role perception. The counselors-in-training as subjects of this study were asked to describe the role for which they were preparing, not the role which they were enacting. This descriptive process was one of role perceiving. Sarbin (92) describes the perception of roles as "An organized response of a person to stimuli in a social context...(with most psychologists agreeing that)...what is organized is a temporary event and the residuum of the organism's prior experience." He indicates that this perception is the first part of a social act serving to locate the position of the other which serves to locate the position of the self; with the second part of the social act the motoric response or role enactment. He speaks of this process as being accomplished possibly instantaneously. In this sense role perception and role enactment are a "stimulus-response" process.

Not all of the literature, including that by Sarbin, nor the studies on role perception limit the interval between the perceptual response and the motoric response as infinitesimal. In fact in
Sarbin's own research he does not indicate that any behavior need follow after his subjects have accomplished their task of role perception.

Nadel (80) suggests that certain roles have been developed which allow specifically for the transition between pre-role and role behavior. He compares role assumption with a set of rules which come into operation whenever an individual shows evidence of wishing to play the game in question or of having in fact started to play it. He points out that the problem of developing or unfolding roles and their sequential aspects still need a great deal of further study. In one sense, then, the internship or training period for an occupation is a process of role perceiving or of learning the rules of the game one is to play.

Research carried on in role perception to date has been sparse. Sarbin and Williams (93) found that different middle class groups perceive restricted verbal role cues in much the same way. They concluded that "good" role perceivers, that is those who respond in the modal way, would more likely have self characteristics in common than would "poor" role perceivers. Further, the adjectives checked by "good" role perceivers indicate an awareness of tension binding qualities (e.g., self-denying, tense, modest, thoughtful, etc.). Finally they found differences between male and female role perceptions with age and social role appearing to be more intimately related for women and social role and social situation more intimately related for men. The most significant results of this and other research studies reported seem to be that role perception is subject to empirical research.
Newcomb (83) implies that role perception in a more gross way is necessary to the existence of a social system. He states that each position carries with it definite prescriptions for behaving toward other persons in related positions. He says that prescribed roles consist of a limited set of behaviors tied together by a common understanding of the functions of a position. One learns to behave in ways which are expected of him. This learning depends upon his perceptions of those expectations.

As Sarbin contends,

From this presentation of role perception, it becomes obvious that the veridicality of one's role perceptions and functional adaptation to the social world are highly related. If a person's locating of the position of the other is invalid, then his location of the position of self is likely to be invalid. His role enactment, then, will be inappropriate and nonadaptive. (92 p. 229)

In this study counselors were asked to perceive and describe by means of the Q-sort the role school counselors currently perform in secondary schools today. They were then asked to describe the role school counselors should perform if all conditions were ideal. Comparisons within the group could be thought of as role consensus while comparisons with the practicing school counselors, at least insofar as the real role is concerned could be thought of as accuracy of role perception. Comparison with ideal role perception of counselors-in-training and practicing counselors indicate consensus of the optimum goal for the occupation.

Both role expectations and role perception are overt processes which must always be inferred. No instrument can fully describe these processes, furthermore they are highly complex with regard to
time, hierarchization, intensity and specificity. At best the utilization of the instrument in this study provides only gross skeletal impressions of the school counselor role perceptions.

The concept of role conflict was developed to describe situations in which the individual wonders which offered roles he should assume. Role perception describes the process by which he is able to differentiate among these expectations. Closely related to both role conflict and role perception is what Toby (114) calls the "role assignment" quandary. Whereas role conflict refers to the individual's concern over his own roles, role assignment refers to his concern with the role of others. This concern must be preceded by a perception of roles of others. He assumes that a means for exploring the determinants role assignment is to attempt to account for "discrepant" role assignments made by various members of a social system. His research illustrates that the counselors-in-training may be involved in the process of role identification through role assignment rather than a more personal, ego involving assumption of roles to one's self. That is professional development, role perception and role enactment are more gross behaviors which incorporate specific behaviors such as role assigning.

Evidence of the utilization of other similarly useful terms appears in the literature. Coutu (29) engages in semantic warfare with Sargent, Newcomb, and Lindesmith and Strauss over such terminology. While it is not the purpose of this investigator to become embroiled in such activities, the points made by Coutu are pertinent to this study. He charges that terminology used by Mead has
been prostituted through the years at the expense of validity and flexibility in role theory. Specifically he argues over the changes which have occurred between the terms "role-playing" and "role-taking." The original use of role playing was intended to refer to the performance of role functions and it is important to note that the term refers to behavior, performance, conduct, and overt activities.

Role taking, on the other hand, is not intended to have any relation with role playing. But refers to "that phase of the symbolic process by which a person momentarily pretends himself into the perceptual field of the other person, imaginatively 'puts himself in the other's place' in order that he may get an insight into the other person's 'probable behavior' in a given situation" (29 p. 180-1). The purpose of this process is to enable him to get the other person's point of view so that he can anticipate the other's behavior and then act accordingly.

In a training program synonymous with an apprenticeship or trying-out experience, role taking becomes of considerable importance.

Summary. This section attempted to consider briefly pertinent items among the extensive, often conflicting literature in role theory. Role was defined in this study as a patterned sequence of learned actions or deeds performed by a person in an interaction situation. Role conflict was defined as either a self-role conflict or a role-role conflict. Current literature on role conflict is sparse but evidence is available which indicates that intricate role behaviors do lend themselves to empirical endeavors. Resolution of role conflict is
considered to be a natural expectation in the everyday attempts to meet the demands of a complex society. The subjects in this study were conceived as role perceiving rather than role enacting as school counselors. When they assumed a quasi-school counselor role during their training it was essentially a role-taking process. The terminology used to describe the phenomena represented by the data of the study is subject to further clarification; however, the preceding represents an attempt to define these concepts.

School Counselor Role

This section will consist of a survey of literature on school counselor role. Emphasis will be given to role research which investigates role expectations on counselors and counselors-in-training.

Essentially role development evolves from the activities carried on by the professionals in the field, the expectations of those with whom the counselors work and the future-oriented training activities of counselor educators. If one conceives of role in terms of role segments, expectations upon counselors are made from the many groups with whom he interacts. Among these are the school personnel, students, parents, colleagues and other professional kin. A survey of the expectations of these groups brings to light the many demands made upon the counselor.

Schmidt concluded after examining actual and ideal role perceptions of school counselors and principals in Missouri that the relationship between counselors' and their principals' perceptions of
both the actual and ideal role is positive but limited. Specifically, he found that

Both actually and ideally, secondary school counselors consider vocational and educational counseling, personal and social counseling, interpreting test results, and interviewing teacher-referred students to be their major responsibilities, and reject attendance keeping, audio-visual supervision, and research on classroom tests as not being their responsibility. Ideally, they feel that they should devote more effort than they are giving to identifying exceptional students while considering substituting for the principal and preparing transcripts for colleges as not part of their function.

Secondary school principals see the actual and ideal roles of counselors so that vocational and educational counseling, personal and social counseling, interpreting test results, maintaining occupational and educational information, and identifying exceptional students are the outstanding responsibilities which their counselors are meeting and should meet ideally. Secondary school principals do not presently, and ideally would not, consider the counselor as the person to keep attendance, supervise audio-visual programs, or substitute for the principal in his absence. (95 p. 72-73)

Hoyt attempts to define what the school has a right to ask of the counselor. Since he speaks as a counselor educator, there would be a natural question of exactly whose views he represents. He states, however, that the school has a right to certain expectations from the counselor. These he places under the following headings:

1. The School has a Right to Expect that Counselors Will have a Professional Career Commitment to Education.

2. The School has a Right to Expect the Counselor to be a Specialist.

3. The School has a Right to Expect that the Services of Its Counselor will Extend to the Teaching Staff.

4. The School has a Right to Expect that the Services of Its Counselor will Extend to the Administrative Staff.

5. The School has a Right to Expect that the Counselor will be vitally Interested in the Welfare of Every Student in the School.
6. The School has a Right to Expect that Its Counselor will be Constantly Striving to Increase His Professional Competence. (57 p. 221-232)

Speaking as a school superintendent, Brown (18) lists several assumptions pertinent to the counselor's role. If these assumptions could be thought of as indicative of administrators' general attitude toward counseling they would have great impact upon the setting in which counselors function. First, he assumes that guidance as a professional field and the counselor as a professional person are now an accepted part of the educational scene in this country. He adds that this assumption stems from a belief on his part that the counselor makes a difference in the educational program. A second assumption is that guidance counselors as a group are ready to accept the responsibilities associated with their recent maturity and changes in the school. His third assumption, unlike the previous two, he does not describe as a visceral reaction. He assumes that schools are really changing and that with these changes comes increasing importance in the counselor role. Brown's comments directed to ASCA members at convention time represent possibly a more optimistic view of the functioning of the counselor in the school setting. His emphasis on the rapidity of change in education is undoubtedly realistic and holds the greatest promise for implementation of a more ideal counselor role.

More pragmatically, Grant surveyed administrators among others by asking what person would be of most help in the areas of educational planning, vocational planning and personal-social counseling. He concluded that "some support is given to the hypothesis that students'
perceptions of the role of the counselor seem to be a reflection of how the counselor is perceived by teachers, administrators and counselors themselves." (46 p. 78) He proposes that

training programs for counselors must provide a higher level of competence in dealing with emotional and social type problems experienced by students; and a concerted effort must be made to promote the counselor and his counseling services to school personnel and to potential clients. (46 p. 78)

Perhaps his contention that training need provide a higher level of competence on the part of counselors in dealing with emotional and social problems of students is somewhat more unique to the counselor educator than to principals. A survey of the NASSP Bulletin (81) devoted to guidance procedures in the secondary school does not reflect a high interest on the part of these administrators in school counselor activities demanding these skills. Topics in this particular issue centered around high school secret societies, organizing a guidance program, financing college education, guidance and curriculum improvement, homeroom guidance, guidance handbook, certification trends, guidance and public relations, achievement deficiency, testing, orientation programs, student council and other student organizations, grading and school discipline.

Cheunault and Seegars (22) have examined a more basic aspect of the counselor-administrator role problem. As they state it, the problems in guidance administration have been attributed to non-personal factors. They believe that basic personality characteristics may function as the precipitating agents in problems in guidance programs. Their study indicates that principals believe counselors
should be able to give orders, be dominating, forceful and advice
giving. They would like to see counselors play more of a role in
decision making and leadership while counselors suggest that they
should be impartial observers and should have understanding.
Principals strongly emphasize qualities of aggressiveness and
firmness, qualities which are obviously in conflict with those
usually associated with the counseling function. This study suggests
that perhaps of the role expectations of administrators and teachers,
there are included many which demand not only different kinds of
behavior, but different kinds of personalities to perform these
behaviors. As the literature on counselor educator role expectancies
will show, perhaps training programs are recruiting, training and
rewarding different kinds of persons than are being expected, demanded
of and associated with in the school setting.

Recently, considerable emphasis has been placed upon teacher
opinion of guidance counselors and their work. Assuming some value
in these descriptive studies, usually accomplished within the local
scene, a survey of a sample of these provides discrepant data about
teacher expectations of counselors. Russell and Willis (91) surveyed
teachers' opinions in Fairfax County, Virginia. They concluded that
there is a significant difference of opinion among teachers as to the
role of guidance concerning discipline. Many teachers feel counselors
tend to over protect students. They also concluded that guidance
programs do not get the support of a large minority of teachers.
Swann (112) questioned teachers in a university laboratory school and
found that staff members in this school in general agreed with
students in a basic guidance course and with staff members of a school with no counselors. These people tended to see the counselor as an impartial listener, a provider of vocational and educational information, an assistant to students in selecting colleges and courses, and one who helps students understand their abilities. They did not see him as an administrator of discipline, a corrector of behavior, a counselor of misfits, a defender of students in difficulty or one who provides psychiatric help.

Using the Flanagan critical incident technique, King (65) studied teacher-reported effectiveness and ineffectiveness of counselors. He concluded that teachers recognize certain leadership responsibilities of the counselor. They expect that the effective counselor develop and maintain communication with teachers. He found that teachers regard the effective counselor as one who is concerned with discipline and who extends his functions to include working with parents and available community resources.

Caldwell (19) found with regard to King's first conclusion that teachers and administrators tended to give counselors more authority than counselors themselves were willing to assume. This tends to substantiate Knowles' (68) contention that counselors do not perceive their own role as do those who hire them or work with them. Neither do they perceive it as does the counselor educator, although they are closer to the latter. Teachers and administrators assign counselors responsibilities which are not always congruent with what counselors prepare for. These expected responsibilities often demand a different orientation than is nurtured in the preparatory programs.
A somewhat different kind of expectation upon counselors can be studied through an examination of the clients with whom counselors assume the greater portion of their duties, the students.

Increasingly, student expectations of counselors is becoming a research vogue. One is reminded of similar approaches to the study of college counselors and their clients and therapists and their patients. A noticeable difference along several dimensions can be seen in the approaches to studies of expectations, however. One of the most important is that counselor role studies tend to examine role quantitatively or in terms of overt behavior. When a student responds to a questionnaire stating he needs assistance in educational planning or on personal problem one knows little about what he perceives to be the nature of this assistance. However, even with the kinds of role studies being carried on there appears to be enough information to conclude that among students as among teachers and administrators the counselor is seen in many different ways.

Grant's (46) approach to the study of student expectations is one which at least partially masks the object of study making it less subject to distortion. He concludes that the high school seniors he studied perceived the counselor as being able to make the most acceptable contribution to them in the vocational and educational planning areas. He reported that students failed to see the counselor as being of significant assistance in their personal-social problems. He also notes that the use of the word counsel takes on a somewhat different meaning in the secondary school setting, perhaps more akin to information giving.
Jensen (59) asked students how they felt about the counseling help they received from counselors and how they rated counselors compared with other individuals as sources of help with adjustment problems. He concluded that counseling seems to meet some felt need among students and that they were most helpful in assisting them to appraise their abilities, interests and personalities. They did not see counselors as providing as much help in making progress toward their in-school and after-school goals. One quickly questions of what help was the previously mentioned appraisal assistance?

Gibson's study substantiates the many findings that show students do not perceive counseling as a major function of counselor role. He found that students had a keen interest in the interpretation of all kinds of self data. But when activities which are ordinarily thought of as counseling were questioned, students did not see counselors essentially providing this service. He stated that

Student concepts of the roles counselors seem to serve in the school environment indicate that they see the counselor variously as one who is an administrator, a disciplinarian, an activity director, a part-time librarian, etc. In fact interviews indicated that many students did not recognize the counseling function as a major duty of the secondary school guidance worker. (42 p. 453)

Evraiff (38) substantiates the information oriented role expected of the counselor with a study of high school students, teachers and administrators. Williams (121) found that over one-half of the student respondents to his questionnaire wanted aid in "helping with problems" which ranged from vocational-educational to personal-social. When Neilfron (50) attempted to determine the types of students or kinds or problems that require counseling she found that students identify potential clients largely as problems. The
intellectually inferior, unrealistically oriented or socially immature student were potential school counselor clients for the counseling activity. Using Robinson's questionnaire-type instrument to answer who should be counseled her recent study examined the results of a concerted effort to communicate his function. An experimental group who received such information saw counselors as being of potential assistance to far more kinds of students than did the control group.

For the most part this kind of research points to several conclusions. It indicates that students, as do teachers and administrators, view the counselor in a considerably different light than in the terms currently used in the profession. Secondly, it points by its omission to a need for a more careful examination of what constitutes the activities used by various researchers to describe counselor role. It also shows that as one segment of the counselor role expectation, students have their own perceptions of what school counseling should be.

When parents were asked by Grant (46) what they expected of counselors and whom they would expect to be of help to their child under certain circumstances, they saw the counselor as more helpful than the family's best friends and the school principal in the areas of vocational-educational planning. They saw him as less helpful with personal-emotional problems. Shertzer and Stone (100) review the literature on the counselor's publics and conclude that for the most part parents, as others, are outdated in their perceptions of the counselor's role. Another way of saying this is that the professional image of the counselor is currently under the strain of cultural lag.
Or still a third approach might suggest that the rapid growth of counseling in secondary schools has not permitted a "regrouping" of forces to solidify the professional responsibilities of the counselor and to project this image to the educational field.

An examination of the literature of counselor educators quickly reveals two issues. First, the multitude of responsibilities outlined for the counselor constitute a many-faceted role. Secondly, the literature shows that even educators are not in agreement on this role, much less actively involved in seeing it implemented in the school setting.

Wrenn (124) ascribes the counselor the responsibility for four major functions.

1. Counseling with students on matters of self-understanding, decision-making, and planning, using both the interview and group situations.

2. Consulting with staff and parents on questions of student understanding and student management.

3. Studying changes in the character of the student population and making a continuous interpretation of this information to the school administration and to curriculum-development committees.

4. Performing a liaison function between other schools and community counseling resources and facilitating their use by teachers and students.

Specific to the school he sees the counselor as concerned largely with the total school program.

1. The school counselor is an educator with specialized training.

2. The school counselor is a generalist in a number of school functions and may be a specialist in at least one type of service. The nature of this specialization may vary with each counselor's unique personal qualifications and with the specific emphasis of his professional education.
3. The school counselor's clients include teachers, parents, and administrators as well as students.

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

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

6. The school counselor, because of the expectations of student, teacher, administrator, and parent must have a fairly high level of psychological sophistication in his professional education and in-service development.

His emphasis lies mainly in counseling function of the school counselor. He sees him as being aware of the new ways of thinking about human behavior, the changing society of which he is a part, the impact of science and technology and new ideas about knowledge on the individual. He would preserve for the counselor the unique contribution of counseling. Toward this end he emphasizes counseling in the school setting as unique. He contends that

1. Counseling is different in emphasis from teaching because the subject matter of this learning experience is the learner himself.

2. The counseling relationship is made more effective by focusing on the assets and positive attributes of the client because self-acceptance is crucial to mental health and successful social adjustment.

3. A counselor must be sensitive to the client as the client sees himself and the situation if he is to be more than a layman engaging in pleasant conversation with a student.

Wrenn's views provide a broad conceptualization of the school counselor functioning in the changing world. Others narrow their concepts to focus on points at either side of his. Berlin suggests
that the counselor has a unique mental health function. His concern
for being presumptuous and his anticipation of "the cry of counselors
everywhere" reveals the polarity of his position. Cognizant of the
reception his views may get, he goes on to explain why he thinks the
school counselor's job is a unique one.

His experience as a teacher permits him to focus on the
mental health aspects of learning in helping his counselees
....(His) ...therapeutic activities borrow from psychotherapev-
tic techniques common to social work, psychological
counseling, and psychiatry in its use of the developing
relationship between counselor and counselee and the
conscious use of the process of identification (providing a
model) to help the counselee to accomplish his task—
beginning to learn. (12 p. 414)

He goes on to say that

In this light no one outside of a school setting is in
the position to help the counselee as fully from his
knowledge of the teachers, the schools 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. (12 p. 414)

Hoppock (55), McDaniel (73) and others present a view of
guidance in the secondary school considerably different from the above.

In their concept the teacher is the key guidance functionary and
counselor's efforts are directed toward helping the teacher understand
the child. As McDaniel states:

The teacher is the key person because of his day-by-day
personal contact with the 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. (73 p. 326)

Extracting from the literature views representative of the
above Barry and Wolfe (8) develop a proposal that at least eight
differential premises exist concerning the approaches to guidance in
the secondary school. These they list as Educational-Vocational
View, Services View, Counseling View, Adjustment View, Problem-Centered View, Educational View, Developmental View and Integrated View. They suggest that organized approaches to guidance will tend to reflect these approaches. From this frame of reference one can begin to see the seeds of a developing consistency in guidance programming. An examination of literature on counselor role, however, reveals no such widespread deliberate effort to maintain consistent philosophy of guidance within any given program. For the most part requirements and responsibilities are not presented within a philosophical frame of reference.

Truax (116) lists the critical requirements of counselor's role, for example, in the following categories.

1. Providing Services to Students as Individuals.
2. Providing Services to Students in Groups.
3. Providing Services and Maintaining Relationships with the school staff.
4. Maintaining Relationships between the School and Community.
5. Contributing to the General School Program.
6. Accepting Personal Responsibility.
7. Accepting Professional Responsibility.

Boy (17) differentiates the counselor from the guidance worker and suggests that the counselor should:

1. Engage in professional psychological counseling with the individual student who is emotionally disturbed;
2. Engage in professional psychological counseling with small groups of students with similar emotional problems;
3. Conduct group-centered in-service programs with teachers, administrators, and parents, whereby they could become acquainted with the philosophical and empirical considerations that influence the work of the counselor.

4. Conduct research designed to measure the effectiveness of individual and group counseling; and

5. Motivate continuous orientation program.

He would assign the guidance worker group guidance, information giving, and educational planning activities. His presentation with the dual responsibilities in addition to the psychometrist is somewhat different from those so common in the literature. Klopf (67), Cook (24), Hoyt (57), Farveel (39) and many others contribute their ideas of what constitutes school counseling.

Counselors themselves engage in activities which reflect both these "professional" colleague demands and those of the laymen previously described. As a result, it is no surprise that as early as 1953, Hitchcock (51) found the following discrepancies between what counselors report themselves doing and what they believe to be their job.

Of 986 counselors who now assist pupils who are failing school work, 41 per cent do not feel it is their job.

Of 1154 counselors who now assist pupils in course planning, 40 per cent do not feel it is their job.

Of 1152 counselors who now assist pupils with occupational plans, 40 per cent do not feel it is their job.

Of 1101 counselors who now assist teachers with pupils' problems, 37 per cent do not feel it is their job.

Of 895 counselors who now interpret test results to teachers, 33 per cent do not feel it is their job.

Of 538 counselors who now refer cases to other counselors, 33 per cent do not feel it is their job.
Of 499 counselors who now sit in on case conferences with other counselors, 20 per cent do not feel it is their job.

Of 614 counselors who now serve on curriculum planning committees, 20 per cent do not feel it is their job.

Of 875 counselors now counseling with parents of failing pupils, 34 per cent do not feel it is their job.

Two questions thus arise, what do counselors believe they should be doing and has the picture changed in the past ten years with regard to how counselors now spend their time. Current time studies of counselor activities by Guss (48), Gold (43), Hollis and Isaacson (53), Hoyt (57) and others show counselors to be engaged in so many activities as to defy a complete listing with any assurance that it represents a given counselor role. Tennyson (113) and others, in addition, have conducted studies which indicate no less dissatisfaction on the part of counselors in this role. One might conclude that the range of counselor activities continues to be extensive and that counselors continue to both perform these activities and be disgruntled about it.

The recent role studies conducted by ARCA present themselves as an alternative to the above. A comprehensive statement of policy for secondary school counselors and guidelines for its implementation are currently under study by the professional organization. Their attempt has been to define a professional identity, establish a professional rationale, list professional responsibilities to be accepted and met, outline professional competencies and comment on professional preparation. The setting in which the counselor works,
the secondary school, receives recognition in the role study consideration of the professional environment of the school counselor.

In summary, the literature, as has been suggested throughout the presentation of this review, shows a clear lack of consistency on the part of guidance personnel themselves regarding the school counselor's role. There is a somewhat confused and diverse set of expectations on the part of the parents, students and fellow educators with whom counselors work. In general, there seems to be some disagreement and dissatisfaction on the part of counselors themselves. More recently efforts have been made toward consolidating the energies of counselors and counselor educators with the goal of defining counselor role. There has been no evidence, however, of bringing into the task school administrators and other educational personnel. Nor has there been as much grassroots cooperation as might be expected in the development of the counselor preparation program, if the literature provides an accurate indication.

Counselors-in-Training

Literature on school counselors-in-training is comparatively sparse in guidance publications. Psychological and clinical counselors and those in related fields appear to have devoted more efforts toward investigating the trainees for those professions than has the field of school counseling. However, with the advent of NDEA more direct research can be found on school counselors-in-
training. Such literature as exists seems to be directed toward a consideration of rationales for or principles of counselor training, specific activities and experiences recommended for the training of counselors as well as characteristics of school counselor trainees, and more recently an evaluation and examination of the MSEA program. This survey will consider representative literature in each of these areas.

Perhaps the most extensive consideration of the education of the school counselor is currently being undertaken by APGA (1) and ASCA (2). Both of these groups are attempting not only to define the role of the school counselor as he functions in the secondary school, but are attempting to implement this role into a unified approach to standards in counselor education. In the current progress report to the professional membership seven position papers were submitted with reactions. These included a rationale, philosophy and objectives, and curriculum for counselor education as well as statements on practicum and internship, student selection and placement, research, and administrative relationships. A schedule for completion of the study includes a consideration of the proposals by the membership at large. The progress report itself states that "The Cooperative Study of Counselor Education Standards in the Preparation of Secondary School Counselors is not a static study. We learn as we progress; projected plans in the schedule given above will be changed when it seems desirable" (1 p. 86).
As would be expected in a growing, ever-changing field, efforts of this kind meet with many and varied reactions. Perhaps the most provocative reaction is that of Chenault (21). She calls for statements of professional standards which provide for a high degree of philosophical freedom. She points to the fact that all statements of standards, when stripped of their specifics, have a philosophical base, and thus one cannot legitimately judge the merits of a statement without bringing into awareness the intrinsic values from which it springs. Minority views of counselor education, and indeed of man himself, can be unwittingly denied expression in statements of standards even through recommendations for curriculum and activities. Chenault concludes by stating that:

Contrary to a popular assumption, philosophical freedom does not emasculate or destroy the quality of our programs. The strength of our profession lies in its accommodation of many views, not a patriotic allegiance to one. Of course philosophical freedom lies basically in our lived experience rather than in official documents. But one relatively simple step toward protecting this freedom is to delete or reword official statements which specify or emphasize a one-way attitude or to add statements which represent differing values. ... Our professional quest for excellence will be more fruitful if our standards are clothed in garments free enough to allow an individual search for meaning (21 p. 12).

Statements on standards in counselor education by professional groups are supplemented by those of many individual counselor educators. These vary from statements of some of the activities involved in the counselor's role such as that by Arbuckle (6) to those such as Warnath's (117), and Riccio's (90)
who deal with ethics, training, research, and occupational mobility respectively. The latter two, focusing on counseling psychologists and counselor educators are indicative of the range of literature pertinent to but not specifically addressed to school counseling.

Wellington (119) attempted to answer whether there is or should be a differentiation between the training for guidance workers and school counselors. He concluded that since more than one-fourth of the training programs offered guidance training without counseling that there was a differentiation. His recommendations are typical of those made by individual counselor educators for extended training and an interdisciplinary emphasis. His study typifies the concern for training specifically for the school counselor as do the previous two represent related fields.

Many studies can be found in the literature which, although they do not focus directly on counselor trainees, are carried out with trainees as subjects. Thus one cannot be certain whether the generalizations made can be extended to counseling and guidance or are specific to trainees. Since most of the research conducted in counseling involves trainees rather than practicing counselors, the question posed here is significant. Kadushin (61) indirectly deals with the problem in his study of the effects of interview observation on the interviewer in practicum. He concluded that there was an effect of observation in interviewing and that over a series of interviews the awareness of the observer diminished, the accommodation being enhanced by a growing
relationship between worker and observer. The significance of his study here is that counseling and guidance research carried on with counselors-in-training may well be generalized only to counselors-in-training.

Some studies focus directly on the trainee. Anderson and Bown (4), for example, showed one way in which interview recordings may be used in counselor training and provided their description of the structure of the supervisory conference. Throughout their report they clearly distinguished the fact of their subjects being counselors-in-training rather than counselors. Kemp (64) studied the influence of dogmatism on the training of counselors-in-training. He concluded that without specific training neither those with an open or closed belief system changed significantly; that the more closed-minded the greater the possibility the counselor-in-training will simulate change in accordance with the expectancies of the situation, while the more open-minded appears to intelligently integrate new concepts. He gives suggestions for the training of counselors which would attempt to assist the counselor-in-training to better understand himself.

Kazienko and Neidt (63) investigated self descriptions of good and poor counselor trainees. Theirs was one of several studies using NDEA Counseling and Guidance Institute enrollees as participants but not focusing directly upon the Institute training as unique from other training experiences. Using the Bennett Polydiagnostic Index with enrollees of twenty-five summer 1960
Institutes they attempted to determine the self concept, motive forces, values, and feelings about other people that counselors possess. The results of this study would show the composite personality of a good counselor to consist of a self concept, motivations, values, and feelings which include nearly all the attributes generally agreed as positive. The trainee himself feels as intellectually able, professionally competent, empathic, dependable, democratic and friendly and kind; as motivated toward success, independence and love; as valuing happiness and satisfaction, truth and emotional expression and tolerance and energy; as perceiving others as intelligent, understanding, sincere and honest, and a host of other similar attributes though not to an outstanding degree on any one of them. The good counselor differs from the poor counselor largely in intensity of feeling, belief or perception. The poor counselor seemingly holds a more moderate view of negative and positive attributes while the good counselor tends to accept or reject more strongly.

Rating of counselors-in-training has long been a problem. Since the concept of rating involves both evaluation and selection, one could argue that it constitutes one of the most key aspects of training. McDougall and Reitan (74) investigated the use of a peer rating technique in appraising counselor trainees. Their group consisted of twenty-five counselor trainees selected for a one semester Institute program on the basis of high academic records, common goals, and similar course background. Each enrollee was asked to rate classmates on four counselor behavior characteristics:
contribution to class, academic understanding, self insight, and
counseling potential. Investigation showed that with regard to the
intercorrelations between the ratings on these characteristics the
greatest relationships were between academic understanding and
general contribution to class and counseling potential and self
insight. These were compared with five other measures: supervisor's
rating of counseling competency, self rating of counseling competency,
composite grade point, Miller Analogies Test and Minnesota Teacher
Attitude Inventory. The highest relationship was found between grade
point and peer group rating of contribution to class, and between
supervisor's rating of counseling competency and peer rating of
collection of contribution to class. The lowest correlations were between self
ratings of counseling competency and all of the four peer ratings.

The present study dealt with role perceptions which emerge
through training programs. As such the program itself becomes an
important aspect in the problem. In this situation the program was
an academic year NDEA Counseling and Guidance Institute. This concept
for the training of counselors has come under the criticism of
counselor educators, supervisors and other related personnel. McCully
as a spokesman for the Institute concept reflects those views which
seem to be favorable for such approaches to training school counselors.
Patterson (84) has been the leading proponent for change or complete
abandonment of NDEA. While recognizing the value of the program in
improving the educational preparation of counselors, he points to its
shortcomings for long term preparation or for the strengthening of
counselor education programs in our colleges and universities. He
recommends that support be given regular programs, that the policy of isolation be dropped and that more control be given regular program staff for the use of funds in counselor training.

Several studies have been conducted specifically with regard to the impact of Institute training on counselors. Tollefson and others (115) utilized a questionnaire to determine if there were any discernible changes in counselor functions following participation in NDEA Institutes, and to ascertain the degrees of agreement of participants and their administrators (principals and superintendents) as to actual and ideal percentages of time devoted to common guidance functions. They found that counselors after a summer Institute tended to order their post-institute activities somewhat more like their ideal rankings than they did their pre-institute activities. They also found that there was a high degree of communality between administrators and counselors both before and after Institute attendance.

Munger, Myers and Brown (79) report studies which attempt to assess kinds of attitudinal changes associated NDEA participants and the persistence of such changes. Using Porter's 10-question Test of Counselor Attitudes, data were gathered before, during and after training and three months and twenty-seven months following the program. They showed that the eight-week Institute was effective in bringing about desirable attitude changes in the trainees, insofar as differential responses to the Porter represent them since the changes were temporary, they concluded that rather than learning new attitudes, the trainees were learning what the faculty thought were the proper answers to the Porter.
They found that attitude changes associated with the semester-long Institute did persist as long as three working months after the training had ended. Attitude changes associated with Institute training regardless of length were more persistent for trainees who were employed as counselors than those who were not. They concluded that changes which are relevant to post-training experiences are more persistent holding implication for the planning of training experiences.

A second study of Institute participants also conducted by Munger (77) attempted to determine the adequacy of the training program from the participants' standpoint and to discover whether those who were working as counselors were using the training they had received. Two years after completion of the program twenty of twenty-four respondents were secondary school counselors indicating to some extent the holding power of the profession. A composite description of the typical enrollee employed as a school counselor shows that he is employed in a senior high school where the pupil-counselor ratio is three hundred to one and that while his major responsibility is counseling with individuals, he believes that an excess amount of his time is spent in test administration, administrative conferences, and routine clerical tasks.

It is reported that the taping of interviews is not a common practice; that much of the school day is spent working with teachers and that there is a desire to work even closer with them. Practicum was felt to be the most valuable Institute experience with personality dynamics, counseling theory, educational and occupational information, individual testing, individual appraisal, and group guidance following
in that order. While there is some question regarding the extent to which these trainees are typical of all Institute enrollees, there is a lack of information published on this topic with which to compare.

That guidance Institute enrollees differ from science Institute members was shown by Winkler (122). Using the Butler-Haigh Q-Sort for determining self, ideal, and others concepts, the subjects were members of a guidance and a science Institute. The results showed that guidance members were significantly greater before Institute in acceptance of others and similarity to others, suggesting that they had in general more positive feelings toward others. Throughout the year the same trend was observed. Greater gains in self-acceptance were found in guidance Institute members with the changes noted as similar to those who are soon to have profited from counseling. It would seem that individuals who aspire to counseling are different from other selected groups in ways involving self-understanding and self-acceptance and that guidance training programs tend to promote further growth along these lines.

With regard to differences among guidance Institutes on role perceptions Church (23) investigated six training institutions. Administering a Q-sort on counselor role to counselors and counselor educators he found:

1. There was no difference among institutions in the perception of the role of the counselor as seen by the counselor educators of these institutions.

2. There were differences among institutions in the perception of the role of the counselor as seen by the counselor trainees of these institutions.
3. There was no 'institutional image,' pertaining to
counselor role, which was being transmitted by any of the
institutions in this study.

4. Counselor educators did not necessarily agree more
closely with other counselor educators than they did with
counselor trainees, but rather, there was very great
agreement among all groups as to counselor role.

In summary, literature on counselor training reveals extensive
contributions from counselor educators on their opinion of and
rationale for counselor education programs and experiences. Research
in counseling and guidance is often conducted using counselor trainees
as subjects without drawing implications for training but for the
activity under investigation. Research carried on with the purpose
of investigating trainees has come about since, and one could assume
because of NDEA Institutes. With the exception of one training
institution no research has been reported in the professional journals
specifically focused on Institute enrollees.

Counselor educators contribute extensively to the views on
counselor educator programs. For the most part these have to do with
specific aspects of the program such as practicum or laboratory
experiences. While role studies have been conducted on school
counselors, none have dealt with the trainee for school counseling.
Role studies on trainees for the professions have been conducted,
however, by sociologists in their attempt to research the concepts of
role and role development. Similar approaches are needed in the
study of school counseling as a profession.
Q-Methodology consists of a set of experimental methods in which persons are compared in terms of their responses to a set of tests or test items. The letter "Q" has been used to distinguish this approach from "R" technique in which tests or test items are compared with respect to a set of responses made by persons. Much of the credit for the development of Q-technique has been given to Stephenson (105) although others have contributed to its development.

As a research technique Q-methodology is both new and old. Hood (54) reports studies in the 1920's and as early as 1911 which reported correlations between persons. Burt, Thomson, Stephenson and Davies were all reported by Hood to have been involved with the technique in the 1930's. The Q-sort as a special application of the Q-method was first utilized by Burt and Stephenson in measuring aesthetic preferences for art subjects. More recently, however, the technique has been appearing in the literature with increasing frequency in role and personality research.

Cronbach (30) states that the Q-sort technique is valuable for certain purposes such as comprehensive personality assessment for obtaining complex descriptions which can be systematically compared. Anastasi writes about the Q-technique:

As far as correlational analysis is concerned this technique shares certain features with both the P and Q techniques of Cattell, since correlations may be found between the responses of a single person to a series of stimuli administered under different conditions (as in Cattell's technique) or between the responses of different persons to a series of stimuli administered on a single occasion (as in Cattell's Q technique). Stephenson insists
however, that the major difference between his Q
technique and all other procedures arises from the
nature of the basic data utilized in finding the
correlations (3 p. 338).

English and English differentiate between Q-sort and Q-
technique as follows:

Q-sort: a personality inventory in which the
subject (or someone making judgements 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 of trait it represents.

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 tests
tested (37 p. 433).

Jackson and Bidwell describe the device referred to as the Q-
sort as follows:

When items to be used in a study take the form
of statements, there results a set of statements
corresponding to each of the categories. These
statements may be presented to the subject in a
form which permits him to rank the statements
according to some stated 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 rankings to measure traits and their
relationships is referred to as Q-technique, and
the card sort device as the Q-sort. The ways in which
subjects rank these statements should reveal the
nature of the traits which characterize the subjects
and should indicate the existence of the theoretically
predicted relationships among these traits (58 p. 222).

In the construction and use of a Q-sort several method-
ological questions need be answered. These are focused on the
following topics: (1) item collection, (2) item distribution, (3)
analysis of data, (4) problem definition.
**Item collection.** Regarding item collection Block (16) describes three methods. The first is to define the universe and make up a list of statements appropriate to that universe. The second involves collecting by some operational definition all items which fit into the defined universe. The third involves constructing a design on a logical basis.

**Item distribution.** With regard to item distribution, Block compares forced and unforced distribution. He concludes that:

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-sortings 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 (15 p. 481).

Hood writes that with respect to sort distribution Q-sort research has almost all been of the forced, quasi-normal distribution. He cites two major advantages for its popularity. First, the forced distribution greatly simplifies the statistical treatment of the data and secondly, it enables one to satisfy the statistical assumptions of normality. He adds that:

There is no reason why free distribution cannot be used; they are slightly simpler to administer and also provide the researcher with differing sort means and sigmas which may provide information of interest. But the two advantages of the forced normal distribution have generally outweighed the advantages of free distribution. Forced distributions, due to restrictions imposed by item size and to experimenter preferences, usually tend to be symmetrical and slightly platykurtic (54 p. 108).
He suggests that it is important to employ some means of organizing the development of items although implying a formal theoretical system is not entirely necessary. He suggests the advantages accrue in that the research may be guided by a defined framework of constructs and that results can be interpreted and related to other research. Regarding sample size he writes that sorts have been reported in the literature ranging in size from twenty four to nearly two hundred with the majority varying from sixty to one hundred and twenty. The choice of the number of items usually is the result of a compromise between the desire to increase statistical stability and the need to reduce difficulties for respondents. He points out that:

A twenty five item sort requires a correlation of .381 to be significant at the 5 per cent level; a 100 item sort requires a correlation of only .195 (54 p. 109).

Analysis of data. Concerning the analysis of data there is at this time differences of opinion as to the most useful. Stephenson advocated factor analysis of Q-sort data and much of his early work used this process. More recently Block and Cronbach have proposed new approaches. Stephenson as well has shifted both in his methodology and theory toward non-correlational analysis of Q-sort scores. He observes that analysis of variance permits the classification of variates which are alike with respect to specific effects within the stated limits and that factor analysis allows one to ask what Fisherian design can fit the data even though special design may not have been formulated at the offset of the study. These observations
are contributed by Hood (54). Of Stephenson's methods it has been said:

It should be noted that in Stephenson's world everything in psychometrics is turned upside down. Instead of applying multivariate analysis to a large number of persons who are jointly measured on a small number of tests, he applies the same analysis to a small number of persons (or to one person under different conditions) who are manipulating a large number of 'items'. While this approach is not free from controversy, it has received support as a legitimate upsative use of multivariate analysis (123 p. 132).

Problem definition. The final question regarding use of the Q-sort involves the problem definition. Hood says the Q-sort may be used both heuristically and in hypothesis testing. He explains that:

As a heuristic method, it provides a means for preliminary explorations of new psychological and sociological domains, enabling the social scientist to define relationships among variables in terms of empirical types. As a hypotheses testing method, it permits a comparison of hypothesized types with those obtainable by empirical means (54 p. 102).

In summary, the Q-sort has been used widely in current research. Cronbach (30) has advocated the use of the Q-sort type of instrument for role analysis. In counselor role studies the Q-sort is being used with increasing frequency. Schmidt, (95) DuBois, (34) and Frederick (41) utilized a Q-sort to examine real and ideal role concepts of counselors, principles, and teachers. Church (23) used the Q-sort for comparing real and ideal role perceptions of counselors-in-training at various institutions. The procedures for use of this technique and for the analyzing of data vary considerably. Before selecting the Q-sort as an instrument care should be given to establish its efficiency for the research at hand and consideration should be given on each of the matters presented in this review.
CHAPTER III

PROCEDURES

Chapter III presents a description of the procedures used in the study. A discussion of the subjects, the instruments, and the statistical processes is offered.

The purpose of the study was to describe the changes which take place in the perceptions of the school counselors' real role and ideal role as held by full-time counselors-in-training over the period of their training program and to compare certain of these perceptions with those held by professional counselors functioning in the secondary school setting. An additional purpose was to explore in part the dynamics of the trainees' role perceptions and some of the attitudes they held toward their training program relative to these perceptions.

This study evolved as a part of the Ohio School Counselors Association Role Research Project conducted under the joint auspices of the Ohio School Counselors Association and the Guidance Area of The Ohio State University. As a part of the initial project, Hayden (49) investigated the real and ideal role perceptions of the professional school counselors in the State of Ohio. His data on the role perceptions of practicing school counselors were used for comparison with those of the counselors-in-training studied in the present research. To provide data which would be comparable for both
counselor groups, the Q-sort developed and administered by Hayden was used. Selected findings from his research on counselor role perceptions were also used as comparison data for this study.

**Population**

The institute concept offers a somewhat unique approach to training in that the program allows for the complete involvement of the trainee in his training. If role development is to allow for identification with a counseling career as a change from a previous role identification, one could conclude that the institute type of program would be effective in providing the experiences which would facilitate such a change. Although other means are utilized for full-time training by prospective school counselors these counselors-in-training have very seldom been the subject of research. One might hypothesize that because of the limited number of such people at any one institution, research with this group is discouraged. Therefore, because of the nature of the program in which they were participating and because of the numbers available, the subjects chosen for this study were thirty members of the National Defense Education Act Counseling and Guidance Training Institute conducted at The Ohio State University during the 1963-1964 Academic year.

Selection for acceptance into the institute was made by a committee of counselor educators using the following criteria:

1. **Academic Aptitude.** In addition to meeting the standards of the graduate school, enrollees will be selected who give evidence of high intellectual ability, in the upper quarter of appropriate mental ability tests, e.g., Ohio State Psychological Examination, and also if possible, a "B" undergraduate cumulative average or better. The enrollees must meet the admission standards of the graduate school of The Ohio
State University, but they will not be required to enroll in graduate school for degree-seeking purposes.

2. **Personal Characteristics Appraisal.** Effort will be made to enroll those candidates who give evidence of suitable personal characteristics for entry into the school counseling career field. Criteria will be aspiration, curiosity, interest in people, service motive, emotional stability and general life preferences.

3. **Previous Preparation.** The enrollees will be teachers and/or counselors who have a minimum of three (3) and a maximum of fifteen (15) quarter hours of graduate work in the area of counseling and guidance. This may include course work in the areas following: Educational Psychology, Developmental Psychology, Foundations of Education, Educational Sociology, Psychology of Adolescence, Educational Research and Statistics.

4. Insofar as possible, preference will be given to those applicants who present strong evidence of future employability in counseling and guidance, particularly in the year 1964-1965. (88 p. 4-5)

The group consisted of twenty-four males and six females. The ratio of males to females enrolled in institutes throughout the nation has varied. The 20 per cent ratio of females in the present study would appear to be about average when compared to other institute groups. The ages ranged from twenty-four to forty-one at the time the study began. The median age was thirty-two with two subjects in the age range from twenty to twenty-four, eight between twenty-five to twenty-nine, twelve between thirty to thirty-four, seven between thirty-five to thirty-nine, and one between forty to forty-five. Eight had had previous counseling experience which ranged from one year to nine years' experience. The remaining twenty-two had no counseling experience, either full-time or half-time. Teaching experience ranged from one year to fifteen years' experience. The median number of years' experience was five. Fifteen had less than
three years experience, four had from between four to six years
experience, seven had from between seven to nine years' experience,
two from between ten to twelve, and two from between thirteen to
fifteen years' experience. Further descriptive information concerning
the subjects can be found in Appendix.

The comparison group of professional school counselors
consisted of 153 certificated school counselors who were employed as
counselors in a secondary school in the State of Ohio during the
school year 1962-1963. These represented a sample from 886
certificated counselors throughout the state. The categories used
for selection from this group were (1) sex: male, female, (2) type
of school: local, exempted village, city, (3) amount of time spent
each day as a guidance worker: less than half-time, more than half-
time, full-time. Procedures were followed to insure that this
sample represented the total group of certificated counselors in the
state.

Instruments and their administration

Q-sort. The Q-sort is a widely used instrument for measuring
differences between people or between differing frames of reference
for the same person. It is considered to be a convenient technique
for rapid assessment or delineation; it is particularly useful in the
study of role. The instrument used in this study was developed by
Hayden. He describes the procedures in its construction as follows:

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 reflect not only the ideas of experts, but also the behaviors of counselors in the field, a Counselor's Daily Diary was developed. This diary was given to five counselors for their suggestions as to necessary revisions. After the diary was revised it was sent to the regional coordinators who distributed them to approximately ninety selected counselors with a request that they keep a diary of their activities on one of three 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 eight differential 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...was developed using the eight categories described above and three types of behavior, working with students, working with adults, and not working 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 understandable, 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. (49 p. 478)

This investigator assisted in the development of the instrument as one of the judges who categorized the original statements into the eight areas. The study in which the instrument was first used was closely followed by the investigator and the data gathered were reviewed with Hayden at the time he was completing his study.
The seven differential premises referred to as the categories chosen for the development of the Q-sort were defined as follows:

**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.

**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 may include medical, nursing, psychological and other services, as well as guidance and counseling. These services, including guidance, are provided by specialised personnel, professionally trained guidance and instructional activities.

**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 individualised 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.

**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.

**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.

**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.
**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 cannot be acquired in a brief period but must be developed through special guidance processes, linked with life experiences over a span of years. (49 p. 24-37)

These premises represent seven basic views of guidance as postulated by Barry and Wolf (8). They have been extracted from the literature and have been generally accepted as being representative of the theoretical approaches currently in practice in guidance today. Support for conceiving of guidance in the secondary schools from these differential premises can be found implicit in the literature and in the ideas expressed from the experts in the field.

A list of the forty-eight items which constitute the Q-sort and the categories which they represent can be found in the Appendixes.

**Administration of the Q-sort.** The Q-sort was administered to the counselors-in-training four times during the academic year which comprised their training program. The first sorting was accomplished during the first week of the program prior to any classwork or other training experiences. Since the academic year was based on the quarter system, subsequent sortings were requested of the trainees at the end of each quarter. The second sorting was accomplished prior to the winter vacation period. In the interim the group had undergone a program of classwork and related professional experiences such as professional conferences, local organization meetings, and field trips. The third sorting followed the second quarter's work which
consisted of didactics, related professional experiences, and an off-campus guidance practicum for all trainees. During that period fifteen trainees experienced an on-campus supervised counseling practicum while the remaining fifteen took part in a group processes course which consisted in part of small group experiences.

The final administration of the Q-sort took place at the end of the training program during the final week of activities. The last quarter consisted of the same kinds of didactics, related professional experiences, and off-campus practicum experiences which the group had undergone throughout the program. The two sub-groups were reversed for group processes and supervised counseling practicum. Two senior staff members and five junior staff members were full-time with the training program through the academic year. Eight other members of the faculty of the university conducted classes through the year.

Since the Q-sort used in this study was also used in the study of professional school counselors it was believed that a procedure for its administration should be developed which most closely corresponded to that procedure followed in the previous study. Instructions were given to the subjects in an envelope with the forty-eight statements reproduced by mimeograph. Subjects were asked to sort the items according to the instructions, mark them and return them to the investigator. Since the previous comparison group sortings had taken place unsupervised at times convenient to the sorter similar procedures were followed in this study. To prevent a constricting of their frame of reference from the previous sorting,
subjects were asked to sort for ideal role first followed by the sorting for real role. Subjects were required to submit their first set of Q-sort materials before being given the second set of materials. The instructions for sorting, and the sheets used to record the data are found in the Appendices.

After the subjects had completed a pair of sortings for ideal and real role, these were posted on a data sheet and analyzed for any possible misinterpretation of instructions. Where such errors were suspected, subjects were contacted and the data corrected. The information was then punched on IBM cards with each sorting, real and ideal, for each quarter being placed on a separate card for use in the statistical analysis.

Questionnaire and interview. Information was desired about the subjects' (1) age, (2) sex, (3) teaching experience, (4) counseling experience, (5) career goal, (6) immediate job, (7) response set for item sorting, (8) attitude toward training experience, and (9) attitude toward role discrepancy. It was believed that such data would provide insights into factors which may have an impact on role perception and would provide information about the process of role perceiving. This information was to be used as an adjunct to the main body of the study. Since in content it is both specific and objective, and general and subjective in nature, it was believed that a questionnaire-type instrument with follow-up interviews of selected subjects would be the efficient means of collecting these data.

Using guidelines as suggested by Good and Scates (44) and Best (13) in developing such an instrument an initial questionnaire
was developed which requested the respondent to provide information asked for in the above nine areas. This was an open-ended instrument which required that the respondent provide information with no suggestions or alternatives offered to assist him in his response. The instrument was then completed individually by six selected subjects of the study in an interview with the investigator. Each item was analyzed by the investigator with each of the six subjects for clarity, accuracy and ease of completion. It was hoped that the final instrument would supply specific information and yet allow for more detail and more subjected information should the respondent wish to offer it. Toward this end each of the six subjects who completed the instrument in individual conference with the investigator offered possible alternatives to several of the items with the suggestion that such a format would facilitate completion of the instrument without impairing its spontaneity.

The questionnaire was then rebuilt using the suggestions of the subjects as a guide. It was presented to each of the counselors-in-training in the study for completion. Instructions were given for the completion of the instrument at some time convenient to them and they were encouraged to add to any item additional information they believed pertinent. This took place during the final week of the training program. Upon receipt of the completed instruments eight subjects were selected to discuss with the investigator in considerable detail their responses to the items. They were encouraged to offer additional data, to raise questions, and to interpret material they had presented. Notes were kept on these conferences for use in the
discussion of the data which comprised the main body of this study. Selection of the subjects for these conferences was made on the basis of their representative differences on the four characteristics considered in this study to be of importance in role perception: age, sex, teaching experience, and counseling experience.

Analysis of data

After the data were compiled they were analyzed relative to the purposes of the study. These data were of two kinds, Q-sort results and questionnaire-interview information. Central to the purpose of the study were the data obtained by means of the Q-sort. These were analyzed through the statistical procedures described below. The questionnaire-interview data were used to augment the discussion of the findings of the main body of the study which was comprised of the Q-sort data.

After the Qsorts were returned an IBM card was punched for each sorting accomplished by the subjects. Sortings were assigned a code number for each of the four administrations (1, 2, 3, 4) for real (1) and ideal (2) role and for subject (1-30). For example, code numbers "3206" indicated the third sorting (3) for the ideal role (2) for subject number six (6). Similar codes were designed for age, sex, number of years of teaching experience, and whether or not subjects had counseling experiences prior to their training.

A 5catran program was written to correlate the real and ideal role for each subject for each of the four sets of sortings. The same program was used to correlate each of the real role sortings with one another and each of the ideal role sortings with one another. The
first sorting of the real role was also correlated with the last sorting of the ideal role and the first sorting of the ideal correlated with the last sorting of the real role. A total of eighteen correlations were run for each subject in the study. The formula (40 p. 92) used was:

\[ r = \frac{n \{xy - \{x\} \cdot \{y\} \}}{\sqrt{(n \{x^2\} - \{(x)\}^2)(n \{y^2\} - \{(y)\}^2)}} \]

A Scatran program was then written to obtain the correlation of statements \(1_R\) with \(1_1\), \(2_R\) with \(2_1\), \(...\), \(8_R\) with \(8_1\). The purpose of the correlation was to obtain the mean and standard deviations of each statement so that they could be compared with means of items as sorted by school counselors. The formulae (35 p. 29) (35 p. 47) used were:

\[
\text{Mean} = \frac{\{x\}}{n}
\]

\[
\text{Standard Deviation} = \sqrt{\frac{\{x^2\}}{n - 1}}
\]

Where \(\{x^2\} = \{x^2\} - \{(x)\}^2\)

This program was then used to correlate statements A and B for the selected sub-groups. These groups were (1) age, (2) sex, (3) years of teaching experience, (4) prior counseling experience.

To determine if the group's r's changed over the four sorts, Friedman's Two-Way Analysis of Variance was applied. The formula (102 p. 169) was:

\[
X^2_F = \frac{12}{nk(k+1)} \sum_{j=1}^{k} (R_j)^2 - 3n(k+1)
\]
Since all columns of r's could be statistically considered to be from the same population no further test of difference was applied. When the sub-groups were examined for differences on each of the hypotheses the Mann-Whitney U Test was applied using the following formula (102 p. 120):

\[ U = \frac{N_1 N_2 + \frac{N_1 (N_1 + 1)}{2}}{2} - N_1 \]

With \( N_2 \) larger than twenty U approximates normal distribution and \( z \) can be computed. In this case the formula (102 p. 123) was:

\[ z = \frac{U - \frac{N_1 N_2}{2}}{\sqrt{\frac{(N_1)(N_2)(N_1 + N_2 + 1)}{12}}} \]

A test for the significance of difference between r's was utilized throughout the study. Having arrived at the r's the following formula was applied to test for the significance of difference between r's (40 p. 154).

\[ z = \frac{z_{r1} - z_{r2}}{\sqrt{\frac{1/(N_1 - 3) + 1/(N_2 - 3)}}} \]

Summary

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

Thirty full-time counselors-in-training were asked to sort items of a Q-sort for ideal and real role of school counselors prior
to, during, and following their training program. Comparisons were made between real and ideal role sortings for each of the four pairs and for changes in the real and ideal perceptions. The sortings prior to and following training program were compared with those sortings accomplished with the same instrument by professional school counselors. By questionnaire and interview additional data were gathered to provide some insight into the dynamics of these role perceptions.

Chapter IV will present the findings of the study.
CHAPTER IV

FINDINGS

This chapter presents the findings of the study. It is divided into three parts. The first part describes the statistical procedures used to treat the data. The second part includes an analysis of the data as they relate to the hypotheses. The third part presents a summary of the chapter.

Statistical Procedures

The data used to test the hypotheses in this study consist of those obtained from the administration of the Q-sort to the thirty full-time counselors-in-training and of those obtained from the administration of the same Q-sort to one hundred and fifty-three certificated Ohio school counselors during the spring of the previous year.

A second set of data consists of responses to a questionnaire by the thirty counselors-in-training and to a follow-up interview of eight of these trainees based on this questionnaire information. These data were not used to test the hypotheses, but were used to augment the discussion of the findings.

The Q-sort was administered at four points during the training program: at the beginning, at the end of the first quarter, at the end of the second quarter, and at the end of the program. At each point
trainees sorted for REAL ROLE and IDEAL ROLE. These resulted in a total of eight sortings throughout the year.

To analyze the data several procedures were necessary. Essentially these consisted of (1) computing correlations between sortings, (2) examining them for significance of correlation, (3) arriving at means for each of the forty-eight items in each sorting of the Q-sort, (4) determining average correlations, (5) testing for significance of difference between correlations, and (6) deriving coefficients of determinations and coefficients of nondetermination.

Correlations. A Socratran program was written using the IBM 7094 computer and the formula presented in Chapter III to compute correlations. These correlations were between the following:

1. Real role for the first and second, second and third, third and fourth, and first and fourth sortings by trainees. (Hypothesis 1)

2. Ideal role for the first and second, second and third, third and fourth, and first and fourth sortings by trainees. (Hypothesis 4)

3. Real role and ideal role for each of the four sortings by trainees. (Hypothesis 6)

Means. To obtain a second set of correlations it was necessary to arrive at the means for each of the forty-eight items for each sorting for both school counselors and counselors-in-training. A Socratran program was written to arrive at the means for items using the formulae presented in Chapter III. These means were punched into IBM cards and the first formula was used with a Socratran program to determine the correlation. These were run for the following:

4. Real role for first sorting of trainees with the real role sorting for school counselors. (Hypothesis 2)
5. Real role for last sorting of trainees with the real role sorting for school counselors. (Hypothesis 3)

6. Ideal role for first sorting of trainees with the ideal role sorting for school counselors.

7. Ideal role for last sorting of trainees with the ideal role sorting for school counselors. (Hypothesis 6)

**Significance of correlation.** To determine whether the levels of correlation found occur by chance only it was necessary to examine the significance of correlation. The table prepared for this purpose by Edwards (35) was used.

**Average correlations.** Average correlations were computed for the total group of thirty trainees for each of the eight sortings. This was accomplished as suggested by McNemar by transforming r's into zr's deriving an arithmetic mean for the zr's and then transforming the average zr back into average r. A table developed by Edwards (35) for the transformation of r to zr was used in this procedure.

**Coefficients of determination.** To determine the variation accountable in one role estimate by the variation in the other it was necessary to derive coefficients of determination and their complement coefficient of nondetermination. These were arrived at by squaring the correlation coefficient.

**Significance of difference between samples.** To analyze the change in the r's of the group from one quarter to the next a two-way analysis of variance was run as suggested by Friedman (102). When comparing sub-groups, the formula for computing U and then z as described by the Mann-Whitney U Test was used with a z table.
Significance of difference between correlation. To determine the significance of difference between correlations a test of significance of difference for two independent samples was applied.

Findings

Hypothesis 1. There is no significant change in the trainees' perceptions of the real role of the school counselor over the period of their training.

Real role perception was measured by the sorting of the forty-eight items according to what trainees perceived school counselors to be doing in their work. Hypothesis 1 questions whether a significant change takes place in these perceptions over the period of the training program. This hypothesis was tested by computing a correlation coefficient for the first and last sorts of the trainees which represent the time period over the entire training program. Thus it was possible to examine the degree to which the sorter responded similarly to the stimulus of the first sort and to that of the last sort. Table 1 reveals the correlations between the first and last real sorts for the thirty subjects. Equivalent $r$ values are listed with the correlation coefficient. At the .01 level of confidence chosen as the level for the testing of the hypothesis of this study, the critical value of the correlation coefficient with forty-seven degrees of freedom is .366 or a low positive correlation. Those correlations which exceed .366 can be interpreted as indicating sufficient stability in real role perceptions over the training period for accepting the null hypothesis.
TABLE 1
RANK ORDER OF CORRELATIONS BETWEEN FIRST AND LAST REAL ROLE Q-SORTS FOR COUNSELORS-IN-TRAINING

<table>
<thead>
<tr>
<th>Rank</th>
<th>C-T</th>
<th>r's</th>
<th>z'_s</th>
<th>Rank</th>
<th>C-T</th>
<th>r's</th>
<th>z'_s</th>
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<td>.593</td>
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<td>.820</td>
<td>17.5</td>
<td>12</td>
<td>.5219</td>
<td>.577</td>
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<td>-.172</td>
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aN = 30.

bNot significant at .01 level of confidence. All other correlations significant at .01 level.

The correlations ranged from a .785 high positive correlation to a -.170 or low negative correlation. A coefficient of .366 or higher was considered acceptable to warrant accepting the null hypothesis. Twenty-five of the thirty counselors-in-training revealed this high a similarity between sorts. These ranged from .406 or a low positive correlation to the highest of .785. Five trainees responded to the two sorts dissimilarly to the extent that for them the null hypothesis could be rejected. These five ranged from a .313 to a -.170.
The average r was .502. This correlation squared is the coefficient of determination and indicates that 25 per cent of the variation in one of the real role estimates can be explained by the variation in the other. The complement of this value is the coefficient of nondetermination and it is represented by the remaining 75 per cent which is the variance attributable to other influences.

If, however, one examines the highest r of .785 it can be seen by the coefficient of determination that 62 per cent of the variance on one role estimate is explainable by the other with 38 per cent being attributable to other influences. By the same token with regard to the lowest significant correlation, only 16 per cent of the variation in one real role estimate is explainable by the other and 84 per cent attributable to other influences. Thus, given the same set of stimuli of forty-eight items, twice administered, it is apparent that the trainees are dissimilar in the degree of difference to which they responded to both sorts. Further, it is apparent that at the limit accepted for this study one could observe no significant change in their real role perceptions for certain trainees but a highly significant change for others.

The above data measure a change in real role perception of counselor trainees over the period of the total training program. They do not reveal the changes which might have occurred during quarters of the academic year. To measure these changes coefficients of correlation were derived for the real sorts administered before and at the end of each quarter. Thus coefficients of correlation between sorts 1 and 2 signify the similarity of response prior to and
after the experiences of the first quarter's activities. Correlations between sorts 2 and 3 reveal the similarity of response, thus any change, before and after the activities of the second quarter's work. By the same token the correlation between sorts 3 and 4 allows one to draw the same conclusions about the changes prior to and following the last quarter's work.

Table 2 provides the coefficients of correlation and the equivalent $z_p$ values in rank order for real role sorts before and after the first quarter ($1/2$), before and after the second quarter ($2/3$), and before and after the final quarter ($3/4$). Examining each set separately for the range of correlations, average correlations and correlations significant at the .01 level of confidence reveals the following.

The range of r's for the beginning and end of the first quarter is from a .818 to a -.065 or from a high positive correlation to a slightly low negative correlation. The average r was .628 and the average $z_p$ .738. The coefficient of determination of 38 per cent and the coefficient of nondetermination of 62 per cent indicate that a comparatively large proportion of the variance is attributable to factors other than the variation of the first role estimate for the average r. With a critical value of .366 required for the .01 level of confidence with forty-seven degrees of freedom, the table reveals twenty-seven trainees to have a sufficiently high positive correlation to warrant accepting the null hypothesis. These trainees did not change their real role perceptions to a significant degree over the period of their first quarter's work. Three trainees reveal r's
### Table 2

**Rank Order of Correlations Between Successive Real Role Q Sorts**

For Counselors-In-Training

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*Note: z* values are calculated based on the correlation coefficients (r's).*
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</table>

*N = 30.

bNot significant at the .01 level of confidence. All other coefficients of correlation are significant at the .01 level.
sufficiently low to warrant the rejection of the null hypothesis for them.

The range of r's for the beginning and end of the second quarter is from .769 to .236 or from a high positive correlation to a low positive correlation. The average was .626 and the average \( z_p \) .726. The coefficient of determination is 38 per cent and the coefficient of nondetermination is 62 per cent. With a critical value of .366 required, the table revealed twenty-seven trainees to have a sufficiently high positive correlation to warrant accepting the null hypothesis. Thus these trainees did not change their real role perceptions to a significant degree over the period of their second quarter's work. Three trainees reveal r's sufficiently low to warrant the rejection of the null hypothesis for them. Of these three, one was also among the three of the first quarter whose correlations were significantly low. One of the other two reveals an r not significantly different from his first, while the third reveals a significantly lower correlation between sorts over the period of the second quarter's activities from that over the period of the first quarter's activities.

The range of r's for the beginning and end of the third quarter is from a .802 to a -.021 or from a high positive correlation to a slightly negative correlation. The average r was .620 and the average \( z_p \) .726. The coefficients of determination and nondetermination were 38 per cent and 62 per cent respectively. Twenty-four counselors can be counted among those whose coefficients of correlations were higher than .366. For these the data warrant acceptance of the null
hypothesis. For six trainees whose r's were below the critical value of .366 the data warrant rejection of the null hypothesis. It can be noted that there was a tendency in general for certain trainees to be rather consistently high in their correlations and for others to be rather consistently low. There were also several trainees who were considerably erratic within the range of r's from one quarter to the next. At times as was noted these discrepancies were significant at the .01 level.

Table 3 shows there is no significant difference between the real role sorts which were accomplished before and after each of the three quarters of the training program. Thus it can be stated that the amount of change in real role perceptions over each of these quarters did not differ significantly from quarter to quarter. There was no greater change in role perceptions accounted for by the activities of any one quarter.

### TABLE 3

**SIGNIFICANCE OF DIFFERENCE OF REAL ROLE R-SORTS 1/2, 2/3, 3/4 FOR COUNSELORS IN TRAINING* BY XR² FROM FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE**

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<tr>
<td>Real Sorts 3/4</td>
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</tbody>
</table>

*N = 30.*
Another approach for examining the Q-sort data for the real role perceptions is through item analysis. It can be hypothesized that those items which were placed in the pairs of extreme pockets should be those about which there is the greatest conviction. Table 4 presents the eleven items considered to be most common with regard to the activities of the school counselor as perceived by trainees on each of the four sorts. These were the items which appeared in pockets 1 (two items), 2 (three items), and 3 (six items).

**TABLE 4**

RANK ORDER OF ELEVEN HIGHEST ITEM MEANS OF REAL ROLE Q-SORTS FOR COUNSELORS-IN-TRAINING

<table>
<thead>
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<th>Item</th>
<th>Mean</th>
<th>Sort 3 Rank</th>
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<th>Mean</th>
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N = 30.

The table shows, as would be expected, that the trainees were most certain about the extremes of common behavior. That is, the same items appeared in the extreme pockets continually through the four sorts. Eight items were listed within the top eleven on
There are four sorts as most like what counselors are now doing.

36 Counsel students regarding their educational plans
10 Counsel with students concerning underachievement
17 Counsel pupils with learning problems
18 Counsel students on personal problems
08 Assist students in applying for college scholarships
06 Counsel with discipline problems referred by the principal
25 Counsel with students having trouble getting along with their peers
12 Maintain occupational and educational information file

Two others appeared on three sorts as most like what counselors are now doing.

29 Aid a student in discovering his capacities
05 Maintain an adequate system of cumulative records

Four items appeared only once on the four sorts within the eleven receiving the highest weights, each of these being on one of the first two sorts indicating a higher preference early in the year.

46 Develop the basic testing program for the school
47 Supervise the giving of standardized group personality tests
37 Identify exceptional children
14 Interpret information about student adjustment to parents

A final item appeared twice, on the last two sorts, indicating higher preference at the end of the year.

02 Work with college admission officials
No item which appeared within the top eleven in any of the four sorts also appeared within the lowest eleven on any other sort. Thus, though the data on the standard deviation of items revealed a range as high as 3.00 or a range of six pockets, the means show less variance from sort to sort.

Table 5 presents the eleven items chosen as least like what school counselors are now doing. Seven items are seen to fall within the lowest eleven on all four sorts as least like what school counselors are now doing.

13 Give psychotherapy to emotionally disturbed pupils

07 Counsel staff members with personal problems which will affect their work

20 Do research on school system's special education program

32 Conduct research to determine personal-social adjustment problems

01 Plan community occupational survey

48 Tabulate data of research studies for the school

44 Confer with student concerning a vision problem

Two items appear on three of the four sorts as least like what school counselors are now doing.

39 Interview every pupil in school

21 Carry on work of principal in his absence

A number of items appear at least once within the eleven assigned the lowest weights.

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

23 Conduct operational research such as drop-out and follow-up studies
35. Make contacts with businesses and industries
19. Handle the school's discipline problems
22. Coordinate homeroom programs
43. Teach a course(s) in occupations
40. Collaborate in educational planning for retarded students
34. Assist teachers to plan effective group guidance programs

TABLE 5
RANK ORDER OF ELEVEN LOWEST ITEM MEANS OF REAL ROLE Q-SORTS
FOR COUNSELORS-IN-TRAINING

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n = 30.

In both cases, those items identified as most and those identified least like current counselor activities, the assignment to the extreme pairs of pockets were nearly identical for the four sorts.

Hypothesis 2. There is no significant discrepancy between trainees' real role perceptions held at the beginning of their program and the real role perceptions of practicing professional school counselors.
Hypothesis 2 questions the similarity of real role perceptions of counselors-in-training at the beginning of their training program with the real role perceptions of school counselors. To test this hypothesis, item means for the forty-eight statements on the Q-sort were calculated from the first real role sort for the thirty counselors-in-training. Data provided by Hayden which revealed the item means for the school counselors as calculated from the same real role Q-sort were then obtained. Both sets of item means were punched into IBM cards and a coefficient of correlation computed by the IBM 7094 computer for similarity of response by the two groups to the same stimuli of forty-eight items. A rank order list of item means for the first real sort for counselors-in-training appears in Table 6. A rank order list of item means for the real role sort for the school counselors appears in Table 7.

Table 8 presents the coefficient of correlation and the equivalent $r_p$ for the counselors’-in-training first and school counselors’ single real role sorts. The $r$ of .749 and equivalent $r_p$ value of .973 reveals a high positive correlation between the two groups in their perceptions of the role counselors are actually performing in the schools as described by the forty-eight items of the Q-sort.

These data do not warrant the rejection of the null hypothesis, indicating there is no significant discrepancy between real role perceptions of counselors and counselors-in-training. Further, the coefficient of determination would indicate that 56 per cent of the variation found in one real role estimate can be accounted for by the
### TABLE 6

**RANK ORDER OF ITEM MEANS OF FIRST REAL ROLE Q-SORT FOR COUNSELORS-IN-TRAINING**

<table>
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*a* N = 30.
TABLE 7
RANK ORDER OF ITEM MEANS OF REAL ROLE
Q-SORT FOR SCHOOL COUNSELORS

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*N = 153.*
other role estimate and that 44 per cent of the variation is attributable to other factors. It might be said that the experiences prior to attendance of a full time program of training have provided a measure of insight into the role of the counselor on the part of the trainee. It would also indicate that as described by the forty-eight items in the Q-sort, there is a general agreement about the kinds of activities currently being engaged in by counselors.

It should be pointed out that the trainee group included eight former counselors and several additional teachers who had been unofficially performing counselor duties. Such a sample would be expected to be familiar with counselor role. On the other hand, the group was representative of a wide geographic area with some ten states represented by the fourteen out-of-state trainees. Their role perceptions were evolved from experience gained in widely separated areas. The experiences of each of the trainees necessarily included prior secondary school teaching as a requirement for attendance in the

### Table 8

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\( a_n = 30 \).

\( b_n = 153 \).
program, thus one could conclude that familiarity with secondary
schools provided some insight into the counselor role prior to their
training.

**Hypothesis 3.** There is no significant discrepancy between
trainees' real role perceptions held at the end of their program and
the real role perceptions of practicing school counselors.

Hypothesis 3 questions the similarity of real role
perceptions of counselors-in-training at the end of their training
program with that of school counselors. Table 9 provides a rank
order of item means for the least real sort for trainees. These
data and the data found in Table 7, the item means for school
counselors' real role sort, were used to compute a coefficient of
correlation between them. Table 10 reveals an $r$ of .971 between the
real role sort of school counselors and that of counselors-in-training
at the end of their program. The $t$ value is 2.092 for this $r$ and
the coefficient of determination is 94 per cent. Only 6 per cent of
the variance found between the two real role perceptions can be
attributable to factors other than that of the other role estimate.
It can be said that at the end of their training program counselors-
in-training view the role presently being performed by counselors as
extremely similar to the way in which the role is perceived by school
counselors. Thus the data warrant accepting the null hypothesis.

Although both counselors and trainees view the task being
performed in the schools as similar, an inspection of the coefficients
of correlation reveals a significant difference in the correlations
gained from the trainees first real sort and their last real sort
with that of school counselors. This difference is significant at
<table>
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*n = 30.
TABLE 10

CORRELATION BETWEEN MEANS OF COUNSELORS-IN-TRAINING* LAST AND SCHOOL COUNSELORS** REAL ROLE Q-SORT

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\[ a = 30 \]

\[ b = 153 \]

the .01 level of confidence indicating that the experience of the training program tended to provide even greater agreement on the counselor role with school counselors on the part of trainees.

An examination of comparative items for the trainees at the beginning and end of their program and for school counselors can be gained from Table 10. These items constitute those placed in the extreme two pockets as most like and least like what counselors are presently doing in schools. Four items appeared in all lists as most common current counselor activities.

36 Counsel students regarding their educational plans
18 Counsel student on personal problems
10 Counsel with student concerning underachievement
17 Counsel pupils with learning problems

The remaining items which appeared at the extreme on at least one of the sorts can be examined for the discrepancy between sorts for trainees and counselors. Item 06 was ranked fifth by trainees
prior to their training and twenty-first by counselors. This item was

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\( ^a N = 30. \)

\( ^b N = 153. \)

It would indicate that trainees believed this to be a more common activity than did counselors. It is interesting to note that at the end of their training, trainees still ranked this item sixth.

Item 29 on the other hand was ranked third by counselors and twelfth by trainees at the beginning of their training:

29 Aid a student in discovering his capacities

This would indicate that trainees did not perceive these activities to be as common as did counselors. It was ranked ninth by trainees.
at the end of their program. At the end of their program trainees saw counselors in the school performing the task of item 06 more frequently than did school counselors who ranked this item sixteenth. This item was:

06 Assist students in applying for college scholarships

Examining items listed as least like what counselors are presently doing, it can be seen that three items appeared on all three lists:

13 Give psychotherapy to emotionally disturbed pupils
48 Tabulate data of research studies for the school
01 Plan community occupational survey

Two other items which were ranked low by counselors-in-training both at the beginning and end of their program were also ranked comparatively low by school counselors although not within the last five:

07 Counsel staff members with personal problems
20 Do research on school system's special education program

The last two items listed by trainees as least like what counselors were doing were ranked somewhat higher by counselors, tied for thirty-sixth:

32 Conduct research to determine personal-social adjustment problems
48 Tabulate data of research studies for the school

The items which counselors ranked within the last five that trainees did not not were:

19 Handle the school's discipline problems
43 Teach a course(s) in occupations

Trainees did not disagree extensively with regard to item 43 since it was listed as thirty-sixth on the means of both sorts. Item 19, however, was believed to be fairly common by trainees at the beginning of their program,
twenty-seventh, but believed to be less common at the end, thirty-third. In general it would seem that at the extremes there was a common agreement on both the most and least performed activities on the part of trainees and counselors.

Discussion. Hypotheses 1, 2, and 3 were essentially concerned with the real role perceptions of the trainees. The data show that each of these three hypotheses could be accepted. There was, for the greater majority of the trainee group, no change in their perceptions of the real role of the school counselor; they did not differ significantly from school counselors either at the beginning of their training or at the end with regard to what they believe school counselors are actually doing in the performance of their tasks. However, several notable points must be made with regard to these hypotheses.

First, it was apparent that although for the larger part of the group there was a significant correlation between real role sorts, this coefficient of correlation revealed that only 13 per cent of one real role estimate could be predicated from the other and that 87 per cent of that role estimate was accountable by other factors. Thus, the low positive relationship between real role sorts can be interpreted as depicting a situation wherein a considerable percentage of the role estimate is left to some other factors than the previous sorting. With regard to this point, there also were revealed several trainees whose r's were not of a value significant at the .01 level of confidence. For these, we cannot be certain of their coefficients, but might hypothesize that some r's at least were indicative of reality and that a low positive or even negative correlation existed over the training period between their real role estimates.
It must be further noted that the real role estimates over the period of the training program varied considerably more than did the ideal role estimates. Trainees did not respond to the same items as consistently over their training period when asked to describe what they believed counselors were doing as they did when asked to describe what they thought counselors should be doing.

The variations revealed by individuals from one quarter to the next might indicate that their training experiences were revealing to them different activities being engaged in by school counselors. These training experiences such as field trips, off-campus practicum, informal meetings with school counselors, peer interaction, and professional meetings all portrayed the counselor's role. Evidently, enough different kinds of portrayals existed to cause some change in previously held beliefs. One might also hypothesize that the variation in real role perceptions was in fact evidence of some ambivalence of exactly what it is that school counselors do. The counselor role situation revealed in the literature may be reflected in a difficulty on the part of those examining it to come to a stable agreement as to what counselors are doing most often.

A questionnaire was administered to the trainees at the end of their program. A copy of this instrument can be found in the Appendixes. When asked to describe what resources were used to determine the item sorts for real role at the beginning of the program the trainees responded to the instrument by listing the following in order of frequency:

1. Teaching experiences
2. Global basis
3. Discussions with their school counselor
4. Observing the counselor in their school
5. Previous counseling experience
6. Previous course work
7. Reading about counselor role
8. Experience in general
9. Peer interaction

In the interviews conducted with eight of the trainees, most pointed out that it was difficult to recall specifically any particular basis for determining where to place an item. Often the greatest ambivalence arose out of trying to depict any given school setting to which to refer for activities counselors were engaging in. It seemed that the counselors with the most counselling experience and those who had the widest range of experience had the greatest difficulty with the Q-sort. The forced-choice nature of the instrument did not lend itself to their describing the multifarious roles they knew school counselors tended to describe for themselves.

Trainees were also asked to describe what they believed to be the resources they had drawn from to describe the real role of the counselor at the end of their training program. The following were listed in the order of frequency mentioned:

1. Off-campus practicum
2. Peer interaction
3. Global basis from all experiences
4. Field trips
5. Course work, reading, lecturers from institute
6. Anticipated job
7. Previous teaching experience
8. Previous counseling experience

It was noted at this time that some trainees were able to specify particular experiences as having had a greater impact and other trainees were not. Discussion with the trainees seemed to indicate that there were several modes of response to the Q-sort. Some reported having to draw
from specific examples of what they saw counselors to be doing while
others reported responding from an over-all feeling about what they
perceived was being done in the schools as accumulated from all observa-
tions.

During the interviews with the eight trainees it was observed
that those selected for interview because of their wide experience
in either teaching or counseling believed that the observations gained
through the training program had as much impact on them as it was noted
these experiences had upon those interviewed who had less teaching and
no counseling experience. It was pointed out that during their training
counselors were seen to be engaged in quite different activities from
school to school and even within the same school. Moreover, those from
different geographic areas believed there was some difference noted
from area to area or state to state.

When asked specifically to rate the planned training activities
with regard to their impact on their real role perceptions the follow-
ing rankings were noted at the end of each quarter:

**First Quarter**

Peer group interaction
Didactics
Professor interaction
Related professional experiences

**Second Quarter**

Off-campus guidance practicum
Peer group interaction
Didactics
Professor interaction
Related professional experiences

**Third Quarter**

Off-campus guidance practicum
Peer group interaction
On-campus counseling practicum
Professor interaction
Didactics
Related professional experiences

It should be noted that the on-campus practicum was not listed until the third quarter when all trainees had had this experience. The off-campus practicum held in the schools did not begin until the second quarter. In general it can be seen that this kind of off-campus guidance work experience had the greatest impact upon trainees' perceptions of what counselors are doing. Several of the trainees were able to differentiate between the kind of "living through it" experience of the off-campus practicum and the "observing from the outside" of the field trip experiences. It should be noted that for the one-half of the trainees who had an on-campus counseling practicum, during the second quarter, this experience was rated about the same as indicated above for the last quarter by which time all trainees had undergone it.

Again it should be noted that throughout the sorting process several trainees reported a frustration at having to place an item in a category and expressed the belief they could not do this with any meaning. They found that the lack of provision for weighting amounts of time was a handicap to them.

Often reality was depicted as an average and they believed it thus was not accurate of any given situation which exists. Many expressed the belief that school counseling is dependent upon unique situations and can only be described idiosyncratically. These expressions were applied more to the sorting for real role than for the ideal role. They were expressed with a general enough agreement of those interviewed to give them consideration.
While progress through the program could be noted by the trainees in terms of more fully understanding the tasks counselors take on as their responsibility, they also pointed out that the end of the program did not bring about closure regarding this role. Some believed they were as much in the process of defining role expectations at the end of the year as they were at various points through the year. Termination of the program for most seemed to be representing the point at which a tentative conclusion must be drawn about what it is school counselors are currently doing. Thus, they were also not certain what would be expected of them.

Hypothesis 1. There is no significant change in the trainees' perceptions of the ideal role of the school counselor over the period of their training.

Ideal role perception was measured by the sorting of the same forty-eight items in the Q-sort. Trainees were asked to rank these items according to what they believe school counselors should do in the performance of their job under ideal conditions. Hypothesis 1 directs itself to the question of whether a significant change takes place in these ideal role perceptions over the period of the training program. This hypothesis was tested by computing a coefficient of correlation which in effect measured the degree to which one could state with certainty that the population of the pre- and post-test was the same. Thus the correlation revealed the amount of change which had taken place during the program. Table 12 provides the coefficients of correlation between the first and last sorts for the thirty subjects and the equivalent $z_p$ values. At the .01 level of confidence chosen as the level for
the testing of the hypothesis of this study, a critical value of .366 or a low positive correlation is required. Thus those correlations which exceed .366 can be interpreted as indicating sufficient stability in real role perceptions over the training period for the acceptance of the null hypothesis.

**TABLE 12**

**RANK ORDER OF CORRELATIONS BETWEEN FIRST AND LAST IDEAL ROLE-SORTS FOR COUNSELORS-IN-TRAINING**

<table>
<thead>
<tr>
<th>Rank</th>
<th>C-T</th>
<th>r's</th>
<th>z_r's</th>
<th>Rank</th>
<th>C-T</th>
<th>r's</th>
<th>z_r's</th>
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_N = 30._

^bNot significant at .01 level of confidence. All other correlation coefficients significant at the .01 level._

The correlations ranged from a .846 or a high positive correlation to a .290 or low positive correlation. With a coefficient of .366 or higher considered significant to warrant accepting the null hypothesis, the data reveal twenty-nine of the thirty counselors-in-training to have this high
a similarity between sorts. These twenty-nine ranged from a .478 or low positive correlation to the highest of .846. The single trainee whose r was sufficiently low to warrant the rejection of the null hypothesis revealed a correlation of .290.

The average r was .705 this correlation squared is the coefficient of determination and indicates that 49 per cent of the variation in one of the role estimates can be explained by the variation in the other. The complement of this value is the coefficient of nondetermination and is represented by the remaining 51 per cent which is the variation attributable to other influences.

Again examining the highest r of .846 it can be seen by the coefficient of determination that 70 per cent of the variance on one role estimate is explainable by the other with 30 per cent being attributable to other influences. By the same token with regard to the same lowest significant correlation only 8 per cent in the variation in one ideal role sort is explainable by the other and 92 per cent attributable to other influences.

Comparing the responses to the forty-eight items administered prior and following the training program for the real role sort and the ideal role sort it can be noted that there were more trainees whose r's did not reach significance, five, for the real sort than for the ideal. Further, the average r's for the real sort of .705 and the ideal sort of .502 do indicate along with the greater number of significant r's that there tended to be less change in ideal role perceptions over the course of the training than in real role perceptions.
The greater similarity or the lesser change in ideal role perceptions also reveals itself in the number of trainees who show significantly higher correlations between first and last sorts on their ideal role than on the real. Right counselors as shown by comparing Table 1 with Table 12 have significantly higher r's for ideal sorts than for real. The experiences of their training program evidently changed the real role perceptions of these trainees to a greater extent than their ideal.

The above data measure a change in the ideal role perceptions of the counselor trainees over the period of their total training program. They do not reveal changes which might have occurred during the quarter's work of the academic year. As with the real sort data coefficients of correlation were derived for the ideal sorts administered before and at the end of each quarter. Again, these r's between sorts 1 and 2 signify the similarity of response prior to and after the experiences of the first quarter's activities; sorts 2 and 3, the second quarter; and sorts 3 and 4 the last quarter.

Table 13 provides the r's and the equivalent \( z_r \) values in rank order for ideal role sorts before and after the first quarter (1/2) before and after the second quarter (2/3), and before and after the final quarter (3/4). Examining each set separately for the range of correlation, average correlation, average correlations and correlations significant at the .01 level of confidence reveals the following.

The range of r's for the beginning and end of the first quarter is from a .890 to a .326 or from a high positive correlation to a slightly low negative correlation. The average r was .750 and the average \( z_r \) .974.
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<tr>
<th>Rank</th>
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<th>Sorts 2/3</th>
<th>Sorts 3/4</th>
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TABLE 13

RANK ORDER OF CORRELATIONS BETWEEN IDEAL ROLE Q-SORTS FOR COUNSELORS-IN-TRAINING
<table>
<thead>
<tr>
<th>Sorts 1/2</th>
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</table>

\(^a\)N = 30.

\(^b\)Not significant at .01 level of confidence. All other coefficients of correlation are significant at the .01 level.
The coefficient of determination of 56 per cent and the coefficient of nondetermination of 44 per cent indicate that a comparatively large proportion of the variance is attributable to factors other than the variation of the first role estimate for the average r. With a critical value of .366 required for the .01 level of confidence with 47 degrees of freedom, the table reveals one trainee to have a sufficiently high positive correlation to warrant accepting the null hypothesis. It can be said that his concept of the ideal role of the counselor did not change to a significant degree during the first quarter.

The range of r's for the beginning and end of the second quarter is from .901 to .549 or from a high positive correlation to a low positive correlation. The average was .797 and the average $r_{p}$ 1.089. The coefficients of determination is 62 per cent and the coefficient of nondetermination is 38 per cent. With a critical value of .366 required, the table revealed all trainees to have a sufficiently high positive correlation to warrant accepting the null hypothesis. Thus each remain significantly stable at least with respect to the sorts accomplished at the beginning and at the end of that period of time. The variation between sorts for individual trainees for the two quarters shows a high degree of consistency with no counselor trainee exhibiting a significantly different degree of change.

The range of r's for the last quarter's period was from .906 or a high positive correlation to .483 a medium positive correlation. The average r was .813 and the average $r_{p}$ 1.097. All thirty trainees again showed no significant change since all r's were above the .366 value required for the .01 level of confidence.
Table 14 shows there is no significant difference between the ideal role sorts which were accomplished before and after each of the three quarters of the training program. Thus it can be shown that the amount of change in ideal role perceptions over each of these quarters did not differ significantly. There was no greater change in role perceptions accounted for by the activities of any one quarter when compared with other quarters.

TABLE 14

SIGNIFICANCE OF DIFFERENCE OF IDEAL ROLE Q-SORTS 1/2, 2/3, 3/4 FOR COUNSELORS-IN-TRAININGa BY $Xr^2$ FROM FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE

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<thead>
<tr>
<th></th>
<th>$Xr^2$</th>
<th>Level of significance</th>
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</thead>
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<td>Ideal Sorts 1/2</td>
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<tr>
<td>Ideal Sorts 2/3</td>
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<tr>
<td>Ideal Sorts 3/4</td>
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</table>

aN = 30.

An examination of the rank order of trainees for ideal sort is not very productive since in each instance with the exception of the thirtieth trainee one could not say that over any of the quarter's period was there a significant difference between the first and twenty-ninth trainees' r. It is interesting to note, however, that the rank order for the ideal role sorts changes comparatively little over the course of the year. The single person whose coefficient of correlation fell
below significance for the first and last sort revealed an r for the first quarter which was also not significant. This trainee was also at or near the bottom on the second and third quarters' sorts. By the same token those who appeared at the top with very high correlations did so for each sort.

This study was designed primarily to investigate people rather than activities. However, since it is difficult to discuss individual's perception of role without discussing those activities which have constituted that role description, the following discussion will present an examination of items of the Q-sort. Those items which were assigned to pockets 9 (two items) and 8 (three items) could be considered indicative of the strongest convictions held by trainees as to what they think counselors should do. Those which appear in 1 (two items) and 2 (three items) would be indicative of what trainees believe counselors should not be doing. Since these items receive the weight of the pocket in which they were placed it can be assumed that the top five and bottom five items in rank order of means would indicate those placed in pockets 1 and 2 and 9 and 8.

Table 15 shows those five most desirable and least desirable activities as well as the next six at either end which one could assume would appear in pockets 7 (six items) and 3 (six items). These items are in rank order of their means for each of the four sorts.

As was the case with the real role activities there was common agreement from one quarter to the next on most of the items at the extreme end. Eight items appeared on all four sorts as the most desirable activity in which a counselor could engage.

10 Counsel with student concerning underachievement
11. Participate in a case conference with teachers and parents
17. Counsel pupils with learning problems
18. Counsel students on personal problem
25. Counsel with students having trouble getting along with their peers
29. Aid a student in discovering his capacities
33. Attempt to integrate the guidance services with other aspects of the school program
36. Counsel students regarding their educational plans

### TABLE 15

**RANK ORDER OF ELEVEN HIGHEST ITEM MEANS OF IDEAL ROLE Q-SORTS FOR COUNSELORS-IN-TRAINING***

<table>
<thead>
<tr>
<th>Sort 1 Rank</th>
<th>Item</th>
<th>Mean</th>
<th>Sort 2 Rank</th>
<th>Item</th>
<th>Mean</th>
<th>Sort 3 Rank</th>
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<th>Mean</th>
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</table>

* N = 30.

The following items appeared on three of the four sorts:

08. Assist students in applying for college scholarships
30. Work with the individual faculty members to assist the student in making adjustments
Four items appeared at least once within the top five indicating their desirability:

16 Collaborate in educational planning for personal-social adjustment problems

37 Identify exceptional students

42 Collaborate in educational planning for gifted students

46 Develop the basic testing program for the school

The elimination of an item from the top five over the course of a year would indicate that trainees perceive this activity as less desirable assumedly as a result of experiences of the training program. Examining the table for items which appeared within the top five on the first ideal sort reveals that the same five appear within the top six of the last sort. Two items within the top eleven which could be considered placed in the top three pockets by trainees prior to their program would have been placed lower at the end of the program. These were:

37 Identify exceptional students

42 Collaborate for educational planning for gifted students

On the other hand, two items seem to gain more favor during the program with regard at least to their placement within the three most desirable categories. These were:

16 Collaborate in educational planning for personal-social adjustment problems

08 Assist students in applying for college scholarships

Table 16 presents the eleven items chosen as least desirable activities for counselors. Nine items were rejected on all four sorts
Table 16

Rank Order of Eleven Lowest Item Means of Ideal Role Q-Sorts
For Counselors-in-Training

<table>
<thead>
<tr>
<th>Sort 1</th>
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<th>Sort 3</th>
<th>Sort 4</th>
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</table>

*N = 30.

as being indicative of what counselors should not do. Keeping in mind the forced choice nature of the Q-sort. These items include:

03 Check with parents of absent and tardy students

07 Counsel staff members with personal problems which will affect their work

13 Give psychotherapy to emotionally disturbed pupils

21 Carry on work of principal in his absence

24 File data in school records

31 Score tests

19 Handle the school's discipline problems

41 Supervise the extra-curricular activities

48 Tabulate data of research for the school
This item was strongly rejected on three of the four sorts:

22 Coordinate homeroom programs

A number of items appear at least once as least desirable:

05 Maintain adequate system of cumulative records
20 Do research on school system's special education program
43 Teach a course(s) in occupations
44 Confer with student concerning a vision problem
47 Supervise the giving of standardized personality tests

Again examining items which lost favor as ideal activities one particularly stands out, having been ranked tied for twenty-seventh on the first sort and tied for thirty-seventh on the last. This item was:

47 Supervise the giving of standardized personality tests

One might hypothesize here that trainees probably gained insight over the course of their program into the nature of personality instruments.

An interesting observation can be gained from an examination of the items of the Q-sort which were included because the experts who assisted in compiling the sort considered them inappropriate behavior for school counselors. These items were:

03 Check with parents of absent and tardy students
19 Handle the school's discipline problems
21 Carry on the work of the principal in his absence
24 File data in the school's records
31 Score tests
41 Supervise extra-curricular activities

Prior to their training program trainees placed all items in the three least desirable categories. One interesting finding is that
over the training period the only item which was rated lower than any of the other items considered by the experts as inappropriate was item 13 Give psychotherapy to emotionally disturbed pupils. A comparison of items on the real sort with those on ideal sorts will be made under the discussion of the findings for Hypothesis 7 which considers the discrepancy between real and ideal sorts.

**Hypothesis 5.** There is no significant discrepancy between trainees' ideal role perceptions held at the beginning of their program and the ideal role perceptions of practicing professional school counselors.

Hypothesis 5 deals with the similarity of ideal role perceptions held by prospective counselors prior to their training and those held by practicing school counselors. To test this hypothesis item means for the forty-eight statements on the Q-sort were derived from the first ideal sort for the thirty counselors-in-training. Data obtained from the administration of the same sort using the same directions for a frame of reference revealed the item means for the school counselors. A coefficient of correlation was computed between these means. A rank order list of item means for the first ideal sort for counselors-in-training appears in Table 17. A rank order list of item means for the ideal role sort for school counselors appears in Table 18.

Table 19 presents the coefficient of correlation and the equivalent $z_r$ for the counselors'-in-training first and in school counselors' single ideal role sorts. The $r$ of .839 and the equivalent $z_r$ value of 1.221 reveals a high positive correlation between the two groups and their perceptions of the role counselors are actually performing in the schools as described by the forty-eight items of the Q-sort. These data warrant the acceptance of the null hypothesis that
### TABLE 17

RANK ORDER OF ITEM MEANS OF FIRST IDEAL ROLE Q-SORT
FOR COUNSELORS-IN-TRAINING

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<th>Rank</th>
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*N = 30.*
### TABLE 18

**RANK ORDER OF ITEM MEANS OF IDEAL ROLE Q-SORTS FOR SCHOOL COUNSELORS**

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*N = 153.*
there is no significant discrepancy between the ideal role perceptions of school counselors and counselors-in-training. Further, the coefficient of determination would indicate that 68 per cent of the variation found in one ideal role estimate can be accounted for by the other real role estimate and that 32 per cent of the variation as indicated by the coefficient of non determination is attributable to other factors. Undoubtedly the use of means has in part masked some of the differences which existed between the two groups. Yet this high positive correlation would indicate that as groups these two see the ideal role of the counselor similarly.

<table>
<thead>
<tr>
<th>TABLE 19</th>
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<tr>
<td><em><em>CORRELATION BETWEEN MEANS OF COUNSELORS-IN-TRAINING</em> FIRST AND SCHOOL COUNSELORS' IDEAL ROLE Q-SORT</em>*</td>
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<td>School Counselors</td>
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aN = 30.

bN = 153.

The item means for example of 8.33 and 2.00 for counselors-in-training and 7.86 and 1.88 has essentially reduced the variance of the Q-sort from one to nine to approximately two to eight. It must be kept in mind therefore that the possible range of item weights has been reduced. With regard to counselors-in-training the same condition is found with the means range from 8.33 to 2.03. As revealed by the rank
order of item means, however, the same items are appearing fairly regularly at the extremes even though the means differ somewhat.

Hypothesis 6. There is no significant discrepancy between trainees' ideal role perceptions held at the end of their program and the ideal role perceptions of practicing school counselors.

Hypothesis 6 directs itself to the degree to which counselors-in-training and school counselors respond to the forty-eight items of the Q-sort similarly when asked to describe what they believe school counselors should be doing. To test this hypothesis the last ideal sort for counselors-in-training was used to derive means for each item. These means were then used with those for the ideal sort for school counselors and the coefficient of correlation determined.

Table 20 provides a rank order of the item means for counselors'-in-training last ideal role sort. Table 18 provides the same information for school counselors' ideal role sort. Table 21 reveals a correlation of .839 and an equivalent $z_r$ value of 1.221. Thus 90 per cent of the variance between these two role perceptions, the coefficient of determination, can be attributable to the variation in the other role perception. Only 10 per cent is attributable to other factors, this figure being the coefficient of non determination. The data warrant the acceptance of the null hypothesis.

The $r$ of .950 reveals an extremely high positive correlation between what counselors-in-training and school counselors believe to be the most desirable order for the forty-eight items of the Q-sort which in this study are used to represent counselor role. To the extent that they are representative of role, it can be said that prospective school counselors have as clear a view of the desirable activities of the school counselor as the counselors.
TABLE 20

RANK ORDER OF ITEM MEANS OF LAST IDEAL ROLE Q-SORT FOR COUNSELORS-IN-TRAINING

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<td>2.03</td>
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</table>

*N = 30.*
### TABLE 21

**CORRELATION BETWEEN MEANS OF COUNSELORS-IN-TRAINING\(^a\) LAST AND SCHOOL COUNSELORS\(^b\) IDEAL ROLE Q-SORT**

<table>
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<tr>
<th></th>
<th>(r)</th>
<th>(z_r)</th>
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<td>School Counselors</td>
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</tbody>
</table>

\(^a\)\(N = 30\).
\(^b\)\(N = 153\).

The data which measures the difference between coefficients of correlation for the beginning and last ideal sorts of counselors-in-training and school counselors show that there is a significant gain in similarity at the .01 level of confidence between these sorts over the period of training. Rather than trainees perceiving the tasks of the counselor in a new way as a result of their training experiences, one might conclude that they become more in agreement with their prospective colleagues. Whether the training experiences of the practicing counselors has affected their views and a similar training period has created a similar change in trainees can only be hypothesized. Or whether the result of a full-time training program which shows trainees to have greater similarity of ideal role perceptions rather than greater dissimilarity as would be expected of agents of change is a matter of value. Again there exists the caution that the similarity in fact exists only with regard to the ways in which these two groups respond to these forty-eight items and thus to counselor role.
An examination of the items which trainees listed as most desirable and least desirable through their program and those listed as such by school counselors can be gained from Table 22. These are the items which because of the means derived for them would be assigned to the two extreme pockets of the Q-sort. Three items appeared on all lists as most desirable. These include:

18 Counsel student on personal problems
29 Aid a student in discovering his capacities
36 Counsel students regarding their educational plans

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Item</th>
<th>Mean</th>
<th>Item</th>
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<td>7.51</td>
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TABLE 22
RANK ORDER OF FIVE ITEM MEANS SELECTED AS MOST AND LEAST ON IDEAL ROLE Q-SORTS FOR TRAINEES
AND FOR SCHOOL COUNSELORS

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<tr>
<th>Rank</th>
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<th>Mean</th>
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</table>

aN = 30.
bN = 153.

Item 25, Counsel with students having trouble getting along with their peers, was seen as more desirable by trainees at the
beginning and end of their program than it was by counselors. Trainees agreed with counselors at the end of their program of the desirability of item 17, Counsel pupils with learning problems. They did not include item 10, Counsel with student concerning underachievement, in the top five on their last sort, however, whereas they had at the beginning.

From the beginning to the end of their program trainees saw the same activities as undesirable as did school counselors. This even included the single item which was not considered inappropriate in the construction of the Q-sort, item 13, Give psychotherapy to emotionally disturbed pupils. In general item agreement at the extremes was unusually high between the two groups as to the desirability or undesirability of selected activities.

Discussion. Hypotheses 4, 5, and 6 were directed toward studying the change which might have taken place in ideal role perceptions of trainees. The data show that the three hypotheses can be retained. There was a consistency in the ideal role as perceived by the trainees over the period of their training; these perceptions did not differ from those of school counselors at the beginning of their program nor at the end. In general these role estimates changed little through the year and the coefficients of correlation for each of the ideal role sort comparisons were higher than for any of the other comparisons.

The average r of .705 indicated that 49 per cent of one ideal role estimate can be predicted from the other with 51 per cent attributable to something other than the second ideal role estimate.
More of the trainees were shown to have a significant correlation for their ideal sorts than for the real role sorts. Of those which were significant, the coefficients were higher with most of them within the fairly high positive range to high positive range.

In addressing themselves to the questionnaire regarding their ideal role perceptions, trainees listed in a different order those resources from which they drew to describe what they thought school counselors should be doing. At the beginning of the program trainees stated they drew upon the following for their ideal role sort:

1. Teaching experience
2. Global basis
3. Previous course work
4. Readings on guidance
5. Professional experiences such as conventions, conferences
6. Discussion with counselors
7. General knowledge about human relations
8. Problems of own school program
9. Teacher-pupil relations

In the interviews with the selected trainees, there was presented the idea that even when such resources as previous teaching experiences were used to estimate real and ideal role, they were used differently for each. For example, when drawing from previous experiences to describe the real role of the counselor, it was pointed out that the activities of the counselor in that school were recalled. When using teaching experience to describe what counselors should be doing, the discussions with students as to what they were benefiting from most were recalled. When questioned about why no person mentioned previous education course work other than guidance courses to describe what counselors were doing, it was hypothesized by the trainees that
education courses seldom bring into their content the work of the counselor.

Several counselors-in-training indicated that in their previous work they had ideas about what counselors should be doing, but at the time of the first sort, they responded to both what they believed and what they expected might be the focus of the program. In short, the first sort might have been in effect an attempt to predict what would be emphasized during the training.

At the end of the program several additional bases for categorizing items were offered. These included the following:

1. Professor interaction
2. On-campus counseling
3. Institute course work
4. Reading
5. Anticipated job
6. Off-campus practicum
7. Ideas and perceptions of one's self
8. General professional experiences, field trips, conventions, etc.

In general the comments appeared to indicate that the ideal role was gleaned from a collection of experiences. Often it was mentioned that an ideal counselor model was conceived from the ideas which were being discussed as a part of total experiences. This model was never, however, put to a test as one interviewed trainee mentioned. Nor was such a counselor role description ever observed in operation.

In part, the ideal role perceptions were born out of examining school counselors activities for those which were seemingly undesirable and thus accepting its counterpart behavior as acceptable. Again some trainees were able to specify particular incidents or experiences which helped them describe the ideal role of the counselor while others could
only generalize as they sorted. One person interviewed could not recall that anything in particular was felt as the sorting took place and indicated that discussions with other trainees revealed that some felt the same way at the time of their sorting.

When asked to indicate which of the training experiences were most helpful in acquiring an ideal role perception the following were listed in order of importance by trainees as a group.

**First Quarter**
- Course work
- Professor interaction
- Peer group interaction
- Related professional experiences

**Second Quarter**
- Course work
- Professor interaction
- Peer group interaction
- Off-campus practicum
- Related professional experiences

**Third Quarter**
- Course work
- Professor interaction
- On-campus practicum
- Peer group interaction
- Off-campus practicum
- Related professional experiences

It appeared obvious that the didactics of the institute had a greater impact upon trainees formulating what counselors should be doing than what they are doing. Also, it can be noted that professor interaction was considered more helpful in formulating one's ideas of what counseling in secondary schools should be than what it is.

There appeared to be less frustration in the process of using the Q-sort for depicting ideal role than for real. In the one instance
(ideal sort) it was suggested that the sorting of the items involved only a listing of what one believed should be done in schools. No reference to reality was needed to substantiate the decisions to place items in a particular category. In the other instance (real sort) it was necessary to have a reference for the decision.

For one trainee the sortings represented an isolated event typical of that day and hour during which it was accomplished. The sortings did not fit together and this trainee believed that no longitudinal view could be gained about her role perceptions from them. Interestingly, this trainee's sorts varied considerably from one to the next. For others there was a deliberate attempt to show some consistency from one period to the next. It was reported that an inability to do this caused considerable frustration. With regard to the ideal sort, several reported that a consistency could be maintained easier. In part, they believed they reflected in their sorts the general philosophy of guidance and that for the most part the items were thought of as much for their theoretical implication as for the practical application of the activity involved.

Hypothesis 7. There is no significant discrepancy between trainees' real role perceptions and their ideal role perceptions through their period of training.

Hypothesis 7 directs itself to the discrepancy which exists between what counselors-in-training believe school counselors are now doing and what they should be doing. This hypothesis was tested by determining the coefficient of correlation between the real sort and ideal sort for each of the four administrations of the Q-sort. At each administration the trainees were asked to sort the items for
ideal role first and upon return of the first tabulating sheet, to sort them for what counselors are actually doing. By sorting the ideal first it would allow the sorter a wider frame of reference from which to sort the actual role. To be considered a significant correlation at the .01 level of confidence an r of .366 was required. Those trainees whose r's were shown to be above this figure were considered to have at least a medium low positive correlation between their actual and ideal role estimates. Table 23 provides the data for the r's and z_r's for the first sort for trainees.

**Table 23**

**Rank Order of Correlations Between Real and Ideal Q-Sorts Before Training for Counselors-In-Training**

<table>
<thead>
<tr>
<th>Rank</th>
<th>C-T</th>
<th>r's</th>
<th>z_r's</th>
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<th>r's</th>
<th>z_r's</th>
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<td>17</td>
<td>.335</td>
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aN = 30.

bNot significant at the .01 level of confidence. All other correlations significant at the .01 level.
The range of the total group was from a -.131 or a low negative correlation to a .785 or high positive correlation. The average r was .363 and the average r was .385. Although the .366 coefficient is sufficiently high to show a significance, the coefficient of determination for that r is only 13 per cent while the coefficient of nondetermination is 87 per cent. This indicates that of even those considered to be significant the relationship between ideal and real role estimates is low in many cases. In this first real-ideal role correlation there is approximately one half of them who do not reach a critical value significant at the .01 level of confidence for accepting the hypothesis.

Since this sorting took place prior to any of the year's training experiences, it could be said that these data represent the role estimates held by trainees at the end of their own teaching or counseling work prior to training. Figures for school counselors studied by Hayden reveal the range of their r's for the same ideal and real sorts to be from a -.032 to .972. The average r for school counselors was .688. However, of his sample of 153 school counselors, only five were found to have a coefficient of correlation below .366 or to be not significant at the .01 level of confidence. From this one could conclude that the trainees did differ as a group from the school counselors in that their discrepancy between ideal and real role estimates tended to be greater and by far a greater percentage were not high enough above zero to be significant.

Table 24 provides the data on the correlations between ideal and real role sorts after the first quarter's training program had been
completed. These show the range to be from a high of .862 to .148.

The higher extremes for the sorts accomplished at the end of the first
quarter are shown to be representative of the generally higher r's
throughout the study for that period. The average r was .540 and the
average zₐ .61. Of the thirty trainees, twenty-six are shown to have
coefficients of correlation above the .01 level of confidence .366.

This compares with the fourteen who revealed this high a correlation on
the first sort. Of the four who were below the .01 level of
confidence, three of these were also below .366 on the first sort,
while the fourth was above. However, this variation was not high with
the two r's being .461 and .313.

**TABLE 24**

<table>
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aN = 30.

bNot significant at the .01 level of confidence. All other
correlations significant at the .01 level.
The coefficient of determination for the average $r$ was .29 indicating that 29 per cent of the variation of one estimate is attributable to the variation in the other. Seventy-one per cent can be attributable to other factors.

Table 25 provides the data for the examination of role estimate discrepancy after the second quarter’s training had been completed. The range of coefficients of correlation was from .868 to .120 with an average $r$ of .464 and an average $z_T$ of .503. The coefficient of determination of .31 would indicate that for the average estimate 31 per cent of the variation of one estimate could be explained by the variation of the other while 69 per cent was attributable to other factors.

**TABLE 25**

**RANK ORDER OF CORRELATIONS BETWEEN REAL AND IDEAL Q-SORTS AFTER SECOND QUARTER FOR COUNSELORS-IN-TRAINING**

<table>
<thead>
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<th>Rank</th>
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<td>13</td>
<td>.153</td>
<td>.154$^b$</td>
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<td>.137</td>
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<td>6</td>
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<td>.131$^b$</td>
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<tr>
<td>30</td>
<td>21</td>
<td>.120</td>
<td>.121$^b$</td>
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</tbody>
</table>

$^a$N = 30.

$^b$Not significant at the .01 level of confidence. All other correlations significant at the .01 level.
After this second quarter twenty trainees were shown to have an r of .366 or higher or above the critical value of r at the .01 level of confidence. Of the ten who fell below this value, two were below on the two previous sorts, five were below on the first sort, and for three trainees this discrepancy was the lowest they revealed. In two of these latter instances the difference between their first real-ideal sort discrepancy and their third was noticeably high, .686 and .153, and .637 and .164 respectively. This would indicate that over the period of their training much change had taken place in either their real or ideal role estimates or both. An examination of Tables 1 and 12 would show that for both of these trainees the r between the first and last real sort was considerably lower than the same correlations for their ideal sort. One could then surmise that the change shown in the discrepancy had taken place largely through a change in their perceptions of the real role of the counselor over the period of their training. On the other hand, three trainees revealed a substantial decrease in discrepancy between the first and third sorts. This would indicate that they were having experiences that tended to show that school counselors were doing what they should be doing to a greater degree than they had earlier imagined. Again this could have been attributed to a change in their previous real role estimates or their ideal role estimate, or possibly both. An examination of Tables 1 and 12 shows that for the most part the ideal role coefficient of correlation for the first and last sortings was higher than that for the first and last real role sortings. This would indicate that more change had taken place in their perceptions of what counselors were doing than in what they should be doing.
If one could hypothesize that the resolution of discrepancy between what one believes he should be doing in his work and what is presently being done must be accomplished prior to one's entering a field of work, then the real and ideal role estimates at the end of a training program should be congruent. If on the other hand one would hypothesize that there should be a discrepancy for progress to be made, then these estimates should be incongruent. Table 26 provides data for examining the discrepancy between real and ideal role sorts after the entire year's training program had been completed.

**TABLE 26**

**RANK ORDER OF CORRELATIONS BETWEEN REAL AND IDEAL Q-SORTS AT COMPLETION OF TRAINING FOR COUNSELORS-IN-TRAINING**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Sort 4</th>
<th>C-T</th>
<th>r's</th>
<th>z_r's</th>
<th>Rank</th>
<th>Sort 4</th>
<th>C-T</th>
<th>r's</th>
<th>z_r's</th>
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<td></td>
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<td>22</td>
<td>.406</td>
<td>.431</td>
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<td>.431</td>
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<tr>
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<td>30</td>
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</tr>
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</table>

aN = 30.

bNot significant at the .01 level of confidence. All other correlations significant at the .01 level.
These data show that the range of coefficients of correlation between ideal and real role perceptions is from .890 to .000. These would indicate that trainees varied from perceiving an extremely high relationship between what school counselors should be doing and what they are doing to perceiving no relationship between the two. The average r was .487 and the average z_r .532. The coefficient of determination for the average r was .22 and the coefficient of nondetermination .78. Thus 22 per cent of the variation in one role perception could be accountable by the other and 68 per cent attributable to other factors.

Eighteen trainees were found to have r's above the .366 value required for the .01 level of confidence. Twelve were below. Of these latter twelve, four were shown to have even less discrepancy at the end than they did at the beginning of their program. Seven showed greater discrepancy although both pairs of r's were low. The last trainee whose final r was .000 was shown to have changed in his role estimate variation from a .686 correlation between his role estimate at the beginning of the year to .659 at the end of the first quarter to .153 at the end of the second quarter and to the last r of .000. Since the coefficients of correlation of his real role perceptions and ideal role perceptions from the beginning to the end of the program were .291 and .785 respectively, it could be hypothesized that this individual's estimates of what counselors are now doing changed to a greater degree than did his estimate of what they should be doing. Thus the change in discrepancy from a comparatively high positive correlation at the beginning of the year to no correlation at the end
could be attributable largely to a change in his estimate of what counselors are now doing.

Of the eighteen trainees whose final r's for real-ideal role perceptions were above the .366 value for significance, several different patterns can be noted. Some trainees remained the same with regard to the discrepancy between role estimates throughout the year. Others appeared to have resolved some discrepancy after the first quarter and from that time on remained the same. A third group seemed to have resolved the discrepancy during the last quarter and their final coefficient of correlation was thus higher than the previous three, or the converse was true and the last r was shown to be lower.

For several trainees, however, the change in their discrepancy between the role estimates was noticeable because of its inconsistency. These inconsistencies were typified by one trainee who was shown to be ranked thirtieth on the first and third sort and low on the second, but whose r of .890 placed him at the top of the last sort. Another trainee was shown to have a discrepancy between sorts of from .862 on one to .164 on the following. For these trainees whose patterns were seen to vary considerably, one could surmise that either the variation can be accounted for by the administration of the instrument or that it reveals some role perception dynamic occurring at the time. The latter could include any number of alternatives and an investigation of these centers on the heart of the dynamics of role perception.

Table 27 reveals that the real-ideal sort discrepancy as measured by the four Q-sorts over the course of the training program did not differ significantly from one sort to another. Although individual trainees changed positions in their rank order, as a group
the sortings could be assumed to represent the same statistical population. The level of significance selected for this study was .01. It can be noted that the significance approaches .05 indicating at least one sort could be considered somewhat different from the others. An examination of the data reveals sorts 1 and 2 to be different from one another. Sort 1 showed the trainees to have lower r's than any of the other sorts indicating a wider discrepancy between real and ideal role perceptions. Sort 2, on the other hand, is seen to reveal higher r's or less discrepancy than any of the other three sorts. Therefore the greatest change took place over the period of the first quarter's work.

**TABLE 27**

| SIGNIFICANCE OF DIFFERENCE OF REAL-IDEAL Q-SORTS 1, 2, 3, 4 FOR COUNSELORS IN TRAINING* BY Xr² FROM FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE |
|---------------------------------------------------------------|------------------|
| Xr² | Level of Significance |
| Real-Ideal Sort 1 | 8.245 | .05 |
| Real-Ideal Sort 2 | |
| Real-Ideal Sort 3 | |
| Real-Ideal Sort 4 | |

*N = 30.

**Discussion.** One of the key hypotheses of the study involved the discrepancy between real and ideal role sorts. It was hypothesized that there would be no difference between role estimates. The data show that this hypothesis could be rejected for as many trainees as it could be accepted both at the beginning and at the end of their
program. In general it was found that there was a low positive
correlation between what counselors were perceived as doing and what
they should be doing. In this case in particular, the stating of the
null hypothesis should not be construed to represent any value toward
either a discrepancy or congruence between role estimates. On the one
hand some distance would be expected between what one believes can be
done and what is being done. The spanning of this distance might
represent progress. On the other hand, too wide a perceived discrep­
ancy might result in frustration at having to function at a level too
removed from the optimum.

At the outset it was postulated that as the program progressed
there would be a noticeable lessening of discrepancy between role
estimations. It was also postulated, however, that since the trainees
were not functioning in the role themselves, there was no need for
overt behavior designed to resolve the discrepancy between the actual
and ideal professional role they would assume. The data reveal that
trainees seemed to fall into three groups; those whose discrepancy
lessened toward the end of their training, those whose discrepancy
became wider at the end of the training, and those who revealed a
lessening after the first quarter and a subsequent widening of role
discrepancy thereafter.

Those whose r's represented greater congruence in role
estimates would appear to substantiate the notion that one must come
to grips with his own professional role prior to his undertaking it.

Of this one-third of the group were consistent in that they
also showed high correlations at the beginning of the program, but six
revealed the predictable patterns of a lessening discrepancy through the year. Of those whose r's represented less congruency between role expectations and role desirability as the year progressed most maintained a comparatively low relationship through the year. One might compare this situation with what has been found with regard to student teachers. A greater change in attitude toward the teaching career takes place over the first six months of the actual job than does over the previous course work or student teacher experience. Parallels are found in other professions. In this case the possibility that there was no need to resolve the discrepancy looms larger than the prediction that a resolution was necessary during training.

Trainees were asked on the questionnaire to estimate the discrepancy they believed they would reveal in their sortings through the year. These data were examined for the general trend they were meant to convey. For example, if a trainee responded with decreasing numbers: 5, 4, 3, 2, it was believed he meant to convey the opinion that his perceptions of real and ideal role became more congruent through the training period. Thus the respondents were believed to be depicting a general trend in their role discrepancy rather than a precise measure of each sorting. These data showed as many trainees reported their pattern in complete reverse of what it was as reported it somewhat accurately. Only three were able to indicate either an extreme or an exceptionally stable pattern with accuracy. In general one might conclude that either recall of how one responded to an instrument is difficult after a passage of time, or that the sorts did not measure their perceived discrepancy.
It might be recalled that Goode contends that role discrepancies are expected and that essentially one bargains the demands and obligations made upon him. Corwin points to the concept of role segmentation, implying that role obligations can be segmented and discrepancies dealt with in terms of the segments of role and their concomitant role expectation. Sarbin discusses the segregation and hierarchization principles of dealing with role conflict and points to role-role and self-role conflict. Each of these hold some meaning for the predicted manner in which trainees believe they deal with role discrepancy during the training and how they will deal with it on the job.

This former question of how the ambiguity of roles was resolved was posed to trainees. The responses ranged considerably. One countered with a question, Why resolve it? She pointed out that that's the way things are and that's how you have to deal with everything. She then quickly added that she was really too far from being a counselor to really get concerned with the discrepancy. This trainee showed a high positive correlation at the end of the program. Another simply stated that the discrepancy was resolved intellectually, indicating she was too far removed from the real setting to deal with it overtly. Her r's were high positive also. A third simply said it was no problem, implying that the prospective job to which he was going would not present a problem. It might be pointed out that this trainee was not going into school counseling. His final r for real-ideal role was very low positive. Another trainee explained that it was not resolved and that it was even greater than ever. It might be
pointed out that this trainee had a perfect zero correlation at the end of his training program.

When queried on how they might resolve role conflict on the job, again several kinds of responses were elicited. It was pointed out that there was an "awareness that change is a slow process," that a "systematic approach to modifying those things which can be realistically modified" should be taken, that it is best to develop a "continued tolerance for ambiguity." Others pointed out that they would "attempt to move toward what I feel to be the ideal role...this is probably impossible partially from a practical standpoint and also because the ideal role perceptions would change," and that "things aren't the way they are taught in methods courses and I'll adjust to their being different from the way they are taught here."

Several outlined vaguely the general steps they had planned to take to make their tasks more in line with what they believe they should be doing. "Work with teachers first to build a receptive attitude." "Get into the situation and operate for a while as is expected, then make changes." "Work with the administrators who control the policies of the school." This interviewer soon got the impression that even these suggestions were evidence of autistic thinking since only one of those interviewed was going into a school which he knew. The others spoke of dealing with a situation about which they were not familiar and resulting conflicts they could not describe. Several pointed out that even this position was for a short term with three knowing it would last one year.

Under conditions of not knowing what one is dealing with, particularly when the real role has been shown to be so ambiguous and
situational, there would not be expected to be much effort spent toward resolving a conflict which has not defined itself. On the other hand, several seemed to perceive of the role conflict as basically a self-role conflict. Comments indicated that if efforts to be the kind of person in their role that they believed they had to be did not materialize, they would then change jobs or enter a new field. Several who pointed specifically to a high interest in counseling questioned if that kind of role would be acceptable in a school setting they predicted they would in that event enter a different field which did allow this or paradoxically go on into counselor education.

It should be pointed out that of the experienced counselors in the program only one was going back to the same position that he left. The remaining twenty-nine trainees were either moving into entirely new situations or into new positions within their same school. In general the attitude of changing to different modes of self expression seemed to prevail. There was a hesitancy about predicting either what the new situation would bring or what reaction they would have to it. Overall when discrepancy between role was discussed, it was received with a seriousness indicating some previous thought and concern. It was pointed out that this subject had been the topic of discussion in many courses and with peers as well as practicing counselors. There seemed to be an expectation of not finding compatibility between what one would like to do and what could be done. There was also an expectation of much latitude in one's role description. Data from the real role sortings imply this expectancy of latitude.
Hypothesis 8. There are no significant differences in the real role or ideal role perceptions or in the discrepancy between ideal and real role perceptions as held by trainees that are related to the following trainee characteristics:

a. age
b. sex
c. years of teaching experience
d. prior counseling experience

For purposes of testing this hypothesis, sub-groups were distinguished on the basis of the four above variables. Two age groups were delineated. The first included those trainees from twenty to twenty-nine and the second included those trainees from thirty to thirty-nine. A single trainee of forty-one was included in the second group. The first group numbered fourteen; the second, sixteen.

A second variable, sex, delineated the group into two sub-groups of six females and twenty-four males. An arbitrary decision to divide the group by teaching experience, three years of less and four years or more, resulted in two groups of ten and twenty respectively. It was believed that those with counseling experience might respond differently from those without. Eight trainees who had been counselors prior to attending the program formed one sub-group and twenty-two who were teachers with no counseling responsibilities formed the other.

A Mann-Whitney U Test was used to determine whether the sub-groups could be considered drawn from the same population. Table 26 gives the results of this test when applied to the r's for real role sorts one and four, ideal role sorts one and four, and for the discrepancy between real and ideal on the first and last sort. These data show that there is no significant difference in the correlations between sub-groups of trainees based on the above four criteria.
TABLE 28

SIGNIFICANCE OF DIFFERENCE BETWEEN SUB-GROUPS AGE, SEX, TEACHING EXPERIENCE AND COUNSELING EXPERIENCE FOR REAL ROLE, IDEAL ROLE AND REAL-IDEAL ROLE DISCREPANCY FROM MANN-WHITNEY U TEST

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<th>z</th>
<th>Significance Level</th>
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<td>Q-sort #4</td>
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</table>
While an examination of these data did not reveal any pre-selected sub-groups which differed within the trainee group, obviously there were some criteria which distinguished among the sorters. There were several trainees who were consistent in all sortings indicating that these individuals tended to perceive these items as having equal value for each sorting through the year. On the other hand there were some trainees who were consistently inconsistent in their sortings. The correlations indicated that items were perceived as having quite different values at each sorting. It could be hypothesized that some criteria would distinguish between the 'consistents' and the non-consistent in the group. Whether, however, this reflects a difference in the way these individuals perceive the counselor role or whether it indicates the way these individuals tend to sort items in a Q-sort cannot be shown.

An inspection of the questionnaire provided further data for establishing additional sub-groups. These data reflect a type of variable which differs from those selected for study. Whereas the study considered variables which were indicative of the individual and his broad experience, several items in the questionnaire reflected career movement. For example, when queried with regard to ultimate career goal the following responses were given:

<table>
<thead>
<tr>
<th>Career Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselor</td>
<td>17</td>
</tr>
<tr>
<td>Teacher</td>
<td>0</td>
</tr>
<tr>
<td>College position</td>
<td>3</td>
</tr>
<tr>
<td>School administrator</td>
<td>1</td>
</tr>
<tr>
<td>Other school career</td>
<td>2</td>
</tr>
<tr>
<td>Non-school career</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
</tr>
</tbody>
</table>
When asked to state their immediate job choice the following was noted:

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselor</td>
<td>22</td>
</tr>
<tr>
<td>Teacher</td>
<td>0</td>
</tr>
<tr>
<td>College position</td>
<td>1</td>
</tr>
<tr>
<td>School administrator</td>
<td>2</td>
</tr>
<tr>
<td>Other school job</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
</tr>
</tbody>
</table>

Perhaps the role perceptions were related to career decisions and goals, presenting a somewhat different set of criteria than those selected. An examination of these kinds of variables would necessitate a control over the time element to determine at what points these decisions were made. It would also necessitate further examination of the causal relationships between decisions and perceptions. At any rate, the variables selected in the present study merely represent four of the most obvious which might seemingly be related to role perceptions as studied in the present research.
CHAPTER V

SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

The purpose of this study was to describe the changes which take place in the perceptions of school counselors' real and ideal role as held by counselors-in-training over the period of their training program and to compare the perceptions held at the beginning and end of the program with those held by professional counselors functioning in the secondary school setting. An additional purpose was to examine in part the dynamics of the sorting of items in the Q-sort used to describe counselor role. Toward this latter end a questionnaire was administered to the trainees and an interview held with eight selected trainees.

To accomplish the purposes of the study a forty-eight item Q-sort developed and used by Hayden (19) with a sample of one hundred and fifty-three Ohio School Counselors was administered to thirty school counselor trainees at four points during their full year training program. The first administration took place prior to the beginning of the training program; the second following their first quarter's work; the third following the second quarter's work; and the last at the end of the program. At each administration trainees were asked to sort the forty-eight items according to what they believe school counselors should be doing in the performance of their duties. This sorting was referred to as Ideal Role. It was then administered with
the instructions to sort the items according to what they believe counselors are doing. This was referred to as Real Role.

The subjects used in the present study consisted of thirty full-time counselors-in-training enrolled in the 1963-64 MSEA Counseling and Guidance Training Institute conducted at The Ohio State University. Among the group were six females and twenty-four males. Eight had been school counselors prior to attending the Institute and the remaining twenty-two had been secondary school teachers. The ages ranged from twenty-five to forty-one and for the purposes of this study two age groups of ten trainees (20-29), and twenty trainees (30-41) were defined. Likewise the group was divided by total years teaching experience into two sub-groups from one to three years teaching experience and from four through fifteen years teaching experience.

Essentially the study was concerned with an examination of role perceptions rather than role enactment. It was believed that since the counselors-in-training were not actually school counselors, they could only anticipate the role expectations of their prospective profession. With discrepant obligations and expectations being made upon school counselors it was believed that the resolution of these demands would be a major outcome of the training program. Thus the emergence of the role perceptions of what the trainees believed they should be doing in their prospective profession and what they believe is presently being done along with the discrepancy between the two, was of primary concern.

The hypotheses of the study contended that:

1. There is no significant change in the trainees'
perceptions of the real role of the school counselor over their period of training.

2. There is no significant discrepancy between trainees' real role perceptions held at the beginning and end of their program and the real role perceptions of school counselors.

3. There is no significant change in the trainees' perceptions of the ideal role of the school counselor over their period of training.

4. There is no significant discrepancy between trainees' ideal role perceptions held at the beginning and end of their program and the ideal role perceptions of school counselors.

5. There is no significant discrepancy between trainees' real role perceptions and their ideal role perceptions through their period of training.

6. There are no significant differences in the above hypotheses that are related to the age, sex, years of teaching experience, and prior counseling experience of trainees.

To partially investigate the dynamics of the item sorting for role perception the questionnaire and interview attempted to discover what resources trainees used to describe counselor role through the Q-sort; what they believe to be the affect of planned experiences in their program; how well they perceived discrepancies in their role estimates, and how they plan to handle these discrepancies.

The data were analyzed primarily through the determination of Pearson Product Moment coefficients of correlation between Q sorts. IBM 7094 computer facilities were used for this purpose and for calculating means for each item on each sort by the total group and sub groups. A Friedman Two-Way Analysis of Variance by Ranks was used to examine differences for the group's correlations through
the year. To examine the sub-group variations an application of the Mann-Whitney U Test was used. A visual inspection of item means for the extreme was carried out as a part of the discussion of findings. The .01 level of confidence was chosen for significance in this study.

Findings

The findings of the study are presented on each of the hypotheses. There is no significant change in the perceptions of the school counselor's real role on the part of most trainees over the period of their training. The use of the correlation procedure, however, limits the interpretation of these data. To be considered a condition of no change over the period of a year a coefficient of correlation of .366 was required. This low positive correlation leaves some 87 per cent of the variance in the real role estimates over the period of a year unexplained. When the value of r is established so that at least 50 per cent of the variance in one role estimate can be attributable to the other, only one trainee reveals a coefficient this significant. The data do show a significantly greater change over the course of the full year than over one quarter's period.

There is no significant differences in the real role perceptions of trainees and school counselors at the beginning of the formers' training period. A fairly high positive correlation was found between the real role scores of these two groups indicating that trainees and school counselors as groups tended to assign the
items in the real role Q-sort the same mean values at the beginning of the training program.

There is no significant difference between the real role perceptions of trainees and school counselors at the end of the formers' training period. These groups are found to be in even closer agreement on the real role of counselors after the training program than before. An item inspection for those ranked at the extremes revealed both groups in general agreement on the frequency of these activities.

There is no change in the perceptions of the school counselor's ideal role on the part of most trainees over the period of their training. The counselors-in-training were considerably more stable from sort to sort in listing the items according to what they thought counselors should do than they were when asked to describe what they thought counselors were doing. From the beginning to the end of their program a high positive correlation was found for the group with all but one trainee revealing an r significant at the .01 level and with more than half of the group above .70. Thus for half the group at least 50 per cent of the variance in one role estimate is predictable from the other. For the remaining half the change of ideal perception was greater. Again there was found to be a greater change in ideal role perception over the full year than for one quarter.

There is no significant difference in the ideal role perceptions of trainees and school counselors at the beginning of the trainees program of study. A high positive correlation was found between the ideal role sorts of both groups.
There is no significant discrepancy between trainees and school counselors' estimates of the ideal role at the conclusion of the training program. A gain in agreement was found from the first sort of the trainees to the last indicating that the training program probably served in part to provide experiences which assisted them in perceiving ideal role as do school counselors. An item inspection revealed close agreement on desirable and undesirable activities for school counselors. Some activities did gain in acceptance by trainees, however, and some showed a decrease.

There is no significant discrepancy between ideal and real role perceptions for approximately half of the trainees over the period of their training. However, for the remaining half the correlation between the two role estimates did not reach the .01 level of significance. This would indicate that trainees did differ in the degree of discrepancy between their role estimates. Of the total group approximately one quarter of them maintain a sufficiently wide discrepancy over the year to preclude accepting the null hypothesis. A second quarter revealed a significantly high discrepancy at the beginning of the year with a lessening occurring at the end. In general it can be said that trainees showed considerable variation in the amount of discrepancy between what they think counselors should be doing in the schools and what they believe counselors are doing as they progressed through their training program.

There were no significant differences in ideal or real role perceptions or in discrepancy between role perceptions that could be related to the sex, age, teaching experience and prior counseling.
experience of trainees. In general the sub-groups selected prior to the study as possibly of importance were not found to be significantly different. However, an after-the-fact examination of the data reveals other groupings of trainees who differ on each of the hypothesis to the extent that they could not be accepted for them. These groupings need be further examined for common characteristics. It should be pointed out, however, that all relationships studied here were considered functional rather than causal.

Trainees tended to view the counseling activities with students as the most desirable behavior for school counselors. They viewed this counseling as providing assistance to students toward better self understanding. Closely allied with this kind of activity they saw themselves ideally working closely with other staff members. These collaborative activities were both in the process of assisting students and in the development of the guidance program. For the most part they agreed with the original judges of the Q-sort items in placing those considered inappropriate at the bottom of their own ranks. Apparently an oversensitivity to the term psychotherapy has been developed among trainees. Although this was not considered inappropriate by the judges, trainees consistently placed it as the least desirable of all activities, even below duties clearly considered out of the counselor role.

Trainees tended to view counselors as commonly engaged in counseling activities throughout their program. However, they did not equate the counseling as conducted by school counselors with
providing assistance to students in understanding their capabilities.
Several items shifted revealing that activities believed common prior to their training were later found to be less common and conversely several activities were viewed as more common after having had an opportunity to observe school counseling. In general they tended to view the counselor as having less to do with developing and administering a testing program than they had previously believed and less actively engaged in research.

Conclusions

The conclusions arrived at as a result of an examination of the data are provided in the following. The first five are those more closely allied with the purpose of the study, to discover the changes which take place in role perceptions over the course of a counselor training program. The second five are derived from these data, but are focused beyond the specific purposes originally stated.

1. Counselors-in-training respond differently to the same sets of experiences provided in their training program. They tend to view differently one from another counselor role both as it is being carried on and as it should be carried on. Common experiences result in changes in perceptions unique to each trainee. Often these changes are in opposite directions for individuals.

2. As counselors progress from the pre-training period through training into the practice of their chosen field, they can be predicted as a group to see less and less discrepancy between real and ideal role. Both the perceptions of the role being carried on by counselors and the perceptions of what should be carried on tend
to come into more common agreement as these role perceptions are measured by the Q-sort technique. Items selected as desirable or undesirable, common or uncommon tend to be more closely agreed upon both in ranking and in the amount of variance for each activity.

3. Prior teaching and counseling experiences are not significant factors in distinguishing groups of trainees with regard to role perception changes that take place in the kind of training program provided by the Institute concept. As much change takes place in experienced counselors and teachers as in those who have had no counseling experience or limited teaching experience. Both ideal role perceptions and real role perceptions and the role discrepancy varies as much for the experienced as for the inexperienced. One might conclude that commitment to full time training over a year's period has the effect of providing a broader frame of reference for conceiving of school counseling than does the work setting.

4. Since trainees rate didactic experiences and professor interaction much higher as a basis for ideal role than real role, counselor educators can be assumed to be a better source of describing what should be done in school counseling than in describing what is being done. On the other hand, observation-participation in school counseling activities in the school setting do not provide as much to ideal role perceptions as they do to real role perceptions. Trainees tend to view training and work setting as having different contributions.

5. The resolution of role discrepancy is not necessarily accomplished over the period of one year's work. Some trainees
experience a widening of discrepancy and others a lessening. The natural termination of a training program does not result in a significant lessening for the group. Specific efforts should be directed as a part of training toward dealing with role concepts. If role development is left to peripheral attention or left to the trainees own devices for resolution, there is as much likelihood that an unsuccessful resolution may occur as there is a successful one. Under present conditions with training apparently consisting of two sets of experiences, one which depicts the real role and another which depicts the ideal, considered attention could be brought to bear that both are dealt with.

6. Counselors-in-training have greater difficulty maintaining a consistent perception of what school counselors are actually doing than they do maintaining a consistent perception of what school counselors should be doing. This may be accounted for through the demands of the sorting task itself. To describe the real role the sorter may need a counselor referent and training experiences would reveal many different kinds of referent activities carried on by the school counselor. On the other hand, one might conclude from the difficulty in describing a consistent real role that the role concept of the counselor in the secondary school today is so vague that it cannot be defined consistently over a period of time. If the latter is true, training programs should be able to portray to prospective counselors a workable model that approximates the most desirable school counselor role.

7. There does not seem to be a concern on the part of
counselors-in-training in general to resolve the discrepancy between real and ideal role. One might conclude that the ambiguity of the perceived real role provides an optimism on the part of trainees that their own specific activities can be defined and carried on in their school on their own terms. This may account for the greater emphasis trainees place on cooperative and collaborative activities with staff members.

8. There appears to be at least two modes of approach to a full year's training program. Some trainees seemed goal directed throughout the program. A firm decision had been made on a school counseling career and there then remained the task of acquiring the skills and techniques for becoming proficient in carrying on this role. These individuals perceived the training program as a means for developing these skills and not necessarily as an exploratory period of trying out the school counselor role. It might be hypothesized that these kinds of trainees would tolerate a greater ambiguity or role discrepancy. A second mode of involvement for trainees seemed to be that which used the training program as an exploratory period for identifying and experimenting with school counseling as a career. The training program represented an experience directed toward more than an acquisition of skills and techniques. It also involved a period of discovering one's self. They would be expected to face a greater frustration at discrepancies which evolve and a greater apprehension about the implementation of their role concepts.

9. When trainees describe activities in the schools they
do not equate counseling activities with assistance to students in discovering their capacities. They place the latter activity out of context with the former when describing actual role. Thus, the term counseling seems ambiguous, being used to describe an activity not involving what counselor educators believe to be its major function. Perhaps there needs be some clarification and agreement as to what constitutes the specific activity of counseling. There may need be a closer examination in the school setting of the activities being called counseling.

10. The activities which constitute the items of the Q-sort involve a far greater amount of time and energy if totally engaged in than is available for any given counselor. In addition, these activities often require discrepant kinds of behavior as well as skills and attitudes. There was no attempt to ascertain the degree to which sorters perceived these discrepant demands. A single pair of item activities could conceivably constitute an entire role description. It appears that the terms used to describe counselor role tend to be inherently over-demanding both in time and skills.

Recommendations For Further Study

1. Intensive longitudinal biographic-interview type research should be carried on with individual trainees to investigate the dynamics of role perceptions and the effects of training on his professional development through a training period.

2. Follow-up research needs be conducted on counselors-in-training to determine the effects of role perceptions on role performance and on professional development.
3. Action research or experimentation needs be conducted on finding ways to provide ideal-role models for trainees as well as to provide assistance in integrating prospective professional role.

4. Research needs be conducted on the specific training experiences which could have the greatest impact upon trainees and on the nature of this impact.

5. A qualitative study of school counselor activities needs be conducted to determine in more detail specifically what kind of behavior is meant in the definition of such commonly referred to terms as counseling.
APPENDICES
APPENDIX A

Q-Sort Statements in Sequential Order

01 Plan community occupational survey
02 Work with college admission 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 problems
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 exceptional students

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

Q-Sort Statements By Premise and Type

Adjustment

Working with Students
06 Counsel with discipline problems referred by the principal
25 Counsel with students having trouble getting along with their peers

Working with Adults
14 Interpret information about student adjustment to parents
30 Work with the individual faculty members to assist the student in making adjustments

Working Not with People
16 Collaborate in educational planning for personal-social adjustment problems
32 Conduct research to determine personal-social adjustment problems

Educational-Vocational

Working with Students
08 Assist students in applying for college scholarships
36 Counsel students regarding their educational plans

Working with Adults
02 Work with college admissions officials
35 Make contacts with businesses and industries

Working Not with People
01 Plan community occupational survey
12 Maintain occupational and educational information file

Services

Working with Students
15 Help prepare a student for the aid another agency can provide
44 Confer with student concerning a vision problem

Working with Adults
26 Coordinate efforts of the specialists (psychologists, physicians, etc.) working on a case
28 Identify the resources available to student groups in the community

Working Not with People
04 Identify local referral agencies
48 Tabulate data of research studies for the school
Problem-Centered

Working with Students
10 Counsel with student concerning under-achievement
17 Counsel pupils with learning problems

Working with Adults
40 Collaborate in educational planning for retarded students
42 Collaborate in educational planning for gifted students

Working Not with People
20 Do research on school system’s special education program
32 Conduct research to determine personal-social adjustment problems

Developmental

Working with Students
29 Aid a student in discovering his capacities
39 Interview every pupil in school

Working with Adults
27 Visit "feeder schools" for orientation purposes
33 Attempt to integrate the guidance services with other aspects of the school program

Working Not with People
05 Maintain adequate system of cumulative records
23 Conduct operational research such as drop-out and follow-up studies

Educative

Working with Students
38 Assist a student to locate materials for class project in guidance
43 Teach a course (s) in occupations

Working with Adults
11 Participate in a case conference with teachers and parents
34 Assist teachers to plan effective group guidance programs

Working Not with People
22 Coordinate homeroom programs
46 Develop the basic testing program for the school

Counseling

Working with Students
13 Give psychotherapy to emotionally disturbed pupils
18 Counsel student on personal problem

Working with Adults
07 Counsel staff members with personal problems which will affect their work
45 Assist teacher to interpret I.Q. test or personality inventory
Working Not with People
09 Make available to students materials dealing with personal-social information
47 Supervise the giving of standardized group personality tests

Inappropriate

Working with Students
19 Handle the school's discipline problems
41 Supervise extracurricular activities

Working with Adults
03 Check with parents of absent and tardy students
21 Carry on work of principal in his absence

Working Not with People
24 File data in school records
31 Score tests
APPENDIX C

DIRECTIONS FOR SORTING OF IDEAL ROLE

DIRECTIONS:
Enclosed are forty-eight (48) items which describe counseling and guidance activities in which a school counselor might engage. Assuming an Ideal role situation in which all conditions are ideal for allowing optimum counselor functioning, sort these items from those LEAST DESIRABLE to those MOST DESIRABLE by piles #1 through #9. Use the following listing for the number of items to be included in each pile.

THESE NUMBERS MUST BE EXACT IN EACH INSTANCE.

LEAST DESIRABLE

#1 - 2 items
#2 - 3 items
#3 - 6 items
#4 - 8 items
#5 - 10 items
#6 - 8 items
#7 - 6 items
#8 - 3 items

MOST DESIRABLE

#9 - 2 items

After the items have been sorted, place the number of the pile on each item in that pile and seal all items in the envelope.

Thank you.
APPENDIX D

DIRECTIONS FOR SORTING OF REAL ROLE

DIRECTIONS:
Enclosed are forty-eight (48) items which describe counseling and
guidance activities in which a school counselor might engage. Imagine
the role of the school counselor as it is being carried on by most
counselors today. Drawing from your conception of this Real role,
sort the following 48 items into nine piles from LEAST COMMON to
MOST COMMON by piles #1 through #9. Use the following listing for
the number of items to be included in each pile.

THESE NUMBERS MUST BE EXACT IN EACH INSTANCE.

LEAST COMMON  #1 - 2 items
               #2 - 3 items
               #3 - 6 items
               #4 - 8 items
               #5 - 10 items
               #6 - 8 items
               #7 - 6 items
               #8 - 3 items

MOST COMMON   #9 - 2 items

After the items have been sorted, place the number of the pile
on each item in that pile and seal all items in the envelope.

Thank you.
APPENDIX E

TABULATING SHEET FOR Q-SORT ITEMS

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<thead>
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<th>2</th>
<th>3</th>
<th>4</th>
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<td>48</td>
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### APPENDIX F

**Interview Schedule**

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<tr>
<th>Number</th>
<th>1. Age</th>
<th>2. Sex</th>
<th>3. Years teaching experience</th>
<th>4. Years counseling experience (Full-time or half-time)</th>
<th>5. Ultimate career goal</th>
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<tr>
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<td>School counselor</td>
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<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<td>College position</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unknown</td>
</tr>
</tbody>
</table>

6. **Immediate Job selection (Job for the coming academic year)**

|        |        |        |                             |                                                      | School counselor | School administrator |
|        |        |        |                             |                                                      | Teacher          | Other school job      |
|        |        |        |                             |                                                      | College position | Non-school job (Specify below) |
|        |        |        |                             |                                                      | Unknown          |                         |

7. **List two primary reasons for your immediate job selection. (For example: availability, financial, geographic, job description, advancement, etc.)**

1. 

2. 

8. **Anticipated satisfaction with school counseling as a career**

|        |        |        |                             |                                                      | Very satisfied   | Somewhat dissatisfied |
|        |        |        |                             |                                                      | Somewhat satisfied | Very dissatisfied |
|        |        |        |                             |                                                      | Neutral          |                         |

Comments:
9. As you sorted the items for the four Q-Sorts during the year, you responded from some basis for perceiving the role of the school counselor. For example: a global basis, previous teaching experience, previous counseling experience, peer interaction, field experience, your anticipated job, professor interaction, and others. As nearly as you can recall, list the two most significant bases from which you drew to describe the REAL and IDEAL counselor role at the various times through your training.

**REAL ROLE**

1. Before the training program (First Q-Sort)
   a. __________________________
   b. __________________________

2. At the end of the first quarter (Second Q-Sort)
   a. __________________________
   b. __________________________

3. At the end of the second quarter (Third Q-Sort)
   a. __________________________
   b. __________________________

4. At the end of the training program (Fourth Q-Sort)
   a. __________________________
   b. __________________________

**IDEAL ROLE**

1. Before the training program (First Q-Sort)
   a. __________________________
   b. __________________________

2. At the end of the first quarter (Second Q-Sort)
   a. __________________________
   b. __________________________
3. At the end of the second quarter (Third Q-Sort)
   a. 
   b. 

4. At the end of the training program (Fourth Q-Sort)
   a. 
   b. 

10. Indicate the degree to which the training experiences below had an effect upon your role perceptions. Use the numbers of the following scale.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very Much</td>
</tr>
<tr>
<td>4</td>
<td>Much</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat</td>
</tr>
<tr>
<td>2</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REAL ROLE</th>
<th>At end of</th>
<th>At end of</th>
<th>At end of</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus counseling practicum</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
</tr>
<tr>
<td>Off-campus counseling practicum</td>
<td>Quarter</td>
<td>Quarter</td>
<td>Quarter</td>
</tr>
<tr>
<td>Course work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor-student interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer group interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related professional experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IDEAL ROLE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus counseling practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus counseling practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. To what degree do you think a discrepancy exists between your Ideal and Real role perceptions as measured by the four Q-Sorts?

5 - Very much discrepancy
4 - Much discrepancy
3 - Some discrepancy
2 - Little discrepancy
1 - No discrepancy

Q-Sorts No. 1 Ideal Role vs Real Role _________
" " No. 2 " " " " _________
" " No. 3 " " " " _________
" " No. 4 " " " " _________

12. If a discrepancy existed, how was it resolved during training?

13. If a discrepancy exists, how will it be resolved on the job?

14. To what degree do you think a discrepancy exists between your Ideal and Real role perceptions and those of practicing Ohio school counselors as measured by the four Q-Sorts?

5 - Very much discrepancy
4 - Much discrepancy
3 - Some discrepancy
2 - Little discrepancy
1 - No discrepancy
<table>
<thead>
<tr>
<th>Q-Sorts No. 1</th>
<th>Ideal Role</th>
<th>Real Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; &quot; No. 2</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; &quot; No. 3</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; &quot; No. 4</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. How certain were you at the time of Institute Application of your becoming or remaining a school counselor following Institute?

<table>
<thead>
<tr>
<th>Very certain you would</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat certain you would</td>
<td></td>
</tr>
<tr>
<td>Not certain</td>
<td></td>
</tr>
<tr>
<td>Somewhat certain you would not</td>
<td></td>
</tr>
<tr>
<td>Very certain you would not</td>
<td></td>
</tr>
</tbody>
</table>

16. To what degree has your training effected your career plans?

<table>
<thead>
<tr>
<th>Completely</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td></td>
</tr>
</tbody>
</table>

17. Explain your response to the above.

18. What other information regarding your sorting the items of the Q-Sort would be important in validly interpreting the results?
BIBLIOGRAPHY


86. Peters, Herman, and Farwell, Gail. "What is Guidance?" Ohio Schools, XXXIV, No. 6 (September, 1956), pp. 22-23, 34, 35.


88. Plan of Operation, NDEA Counseling and Guidance Training Institute, The Ohio State University, 1963-64, pp. 4-5.


AUTOBIOGRAPHY

I, Joseph John Quaranta, Jr., was born in Ashtabula, Ohio, April 18, 1929. I received my secondary school education in the Ashtabula City School System completing it in 1947. From The Ohio State University I received the Bachelor of Science degree in 1951 and the Master of Arts degree in 1956. For five years, 1952-1957, I taught in the Elyria, Ohio, Public School System. For four years, 1957-1961, I taught and was a guidance counselor in the Dade County Public School System, Miami, Florida.

I attended the NDEA Counseling and Guidance Institute at The Ohio State University during the academic year 1961-1962. I was appointed Instructor in the Department of Education at The Ohio State University where I specialized in the area of guidance and counseling. I held this position for two years while completing the requirements for the Doctor of Philosophy degree. During the summers of 1962 and 1963 I was Visiting Assistant Professor at Mississippi College, Clinton, Mississippi.

I have accepted a position as Assistant Professor of Education at the University of Toledo, Toledo, Ohio.