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DISSERTATION

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

by

John David Swisher, B.S., M.A.

* * * * * *

The Ohio State University
1967

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To my wife, Sandra, my deepest love and gratitude for her unselfish dedication to the completion of this project.
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FIELDS OF STUDY

major Field: Education

Studies in Counselor Education. Professor Anthony C. Riccio
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CHAPTER I

INTRODUCTION

The problem, then, is how can the guidance worker live up to the ethical standards of his profession and still retain the support and encouragement of the significant others in the school environment, support that is essential to an effective guidance program. 1

As occupational groups aspire to professional status they often find it necessary to promote themselves actively. Sociologists have described the process of professionalization as being militant in nature. Corwin stated, "In order to monopolize a type of work, a vocation in the process of professionalization will seek to wrest power from those groups which traditionally have controlled the vocation. Professionalization in this sense apparently must be a militant process." 2

McCully has described the following six developmental stages for the counseling profession:

1. The unique social service the school counselor performs must be identified in a manner which will differentiate it from the services properly provided by all other staff in the school setting.

2. Standards for the selection and training of school counselors must be developed and such standards must be acceptable to the corporate group of qualified school counselors as well as to those professional schools offering counselor preparation of high quality.

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3. In order to make selection and training standards functional it will be necessary to develop a means of accrediting those institutions which meet such standards on at least a minimum basis.

4. In order to assure the public and prospective employers that entering school counselors possess at least minimum competence to perform their tasks, certification must be based on more valid estimates of minimum competence.

5. Qualified practitioner school counselors, severally and as a corporate group, must actively involve themselves in winning and maintaining sufficient autonomy to permit them to perform their unique service in a professional manner; they must severally assume responsibility for their individual judgments and action in the performance of their unique service, and as a corporate group assume responsibility for safeguarding the interests of the public they serve.

6. The corporate group of qualified school counselors must possess and enforce a code of ethics governing the professional conduct of its members. 3

The fifth stage in McCully's conceptualization requires the winning and maintaining of sufficient autonomy in order to perform the specialized service. This stage is comparable to Corwin's assertion of a "wrest for power," and it is likely that the process of achieving this goal will result in conflicts with others in the school setting.

Another potential source of conflict is the enforcement of a code of ethics due to the differing orientations of the various factions

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in the school (e.g., the efficiency orientation of the administration versus the counselors' concern for the individual). 4&5

Stone and Shertzer, in describing the militant counselor stated, "It is only with active militancy that the individual counselor committed to the advancement of his occupational identity and profession, can hope to make gains in his own school setting." 6 Conversely, Stefflre has posed the question, "What Price Professionalization?" 7 It was Stefflre's concern that a premature profession would tend to focus on economic rewards rather than on service to the clientele.

In summary, as a member of a developing profession attempting to win and maintain sufficient autonomy, the school counselor often finds himself in situations that result in conflicts. On the one hand, he is committed to the counselee's welfare, but is simultaneously concerned about the relationship of guidance to the total educational setting and the demands of his professional colleagues. Conflict with teachers and

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administrators is often the result of this double bind. Riccio described the counselor's dilemma as follows:

The guidance worker enjoys a peculiar position in the pattern of the school. In a manner of speaking, he must be identified with neither labor (the teachers) nor management (the administration), but at the same time he must have the support of both these groups.

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8 Riccio, op. cit., 88.
THE PROBLEM

Statement of the problem. It was the purpose of this study to discover differences between the most professional and the least professional counselors with regard to frequency of conflicts, intensity of conflicts, reactions to conflicts, and types of conflicts as reported by teachers, counselors, and administrators.

The specific null hypotheses to be tested included the following:

1. There will be no significant differences between the most professional and least professional counselors regarding their frequency of conflicts as reported by teachers, counselors, and administrators.

2. There will be no significant differences between the most professional and least professional counselors regarding their intensity of conflicts as reported by teachers, counselors, and administrators.

3. There will be no significant differences between the most professional and least professional counselors regarding their reactions to conflicts as reported by teachers, counselors, and administrators.

4. There will be no significant differences between the most professional and least professional counselors regarding their types of conflicts as reported by teachers, counselors, and administrators.
DEFINITIONS OF TERMS USED

**Conflict:** refers to the interaction perceived by teachers, counselors, and administrators to be difficulties, problems, friction incidents or disputes.

**Frequency of Conflicts:** refers to the actual number of times a counselor was mentioned by teachers, counselors, and administrators as being involved in difficulties, problems, friction incidents or disputes.

**Intensity of Conflicts with counselors** refers to the teachers', counselors' and administrators' perception of the severity of the conflicts they reported. General complaints were considered to be of low intensity; whereas, a major incident was considered to be the most severe category. The following scale was utilized in this study to determine the relative intensity of conflicts:

1. General complaint
2. Impersonal competition
3. Complaint against a specific group or individual
4. Complaint about policy
5. Open discussion between two people
6. Open discussion with three or more persons
7. One or more heated discussions
8. Two or more heated discussions
9. A major incident

**Types of Conflicts** included the following:

1. Authority Conflicts: include problems of overlapping authority,
basis of authority, control over curriculum, and violation of the chain of command.

2. **Scheduling Conflicts**: included problems of students dropping courses, competition for students, and selecting courses.

3. **Structural Maintenance Conflicts**: included problems of under-enforcement and over-enforcement of school policies.

4. **Distribution of Rewards Conflicts**: included problems of favoritism such as allowing exceptions to rules and also problems with salaries.

5. **Interaction-Communication Conflicts**: included problems of school community relations, official relations, and methods of communication.

6. **Valence-Sentiment Conflicts**: included problems of alienation, personality clashes, or lack of manners.

7. **School-Community Conflicts**: included problems with bond issues and the development of educational programs.

8. **School Finances and Facilities Conflicts**: included problems with the attainment of money and space.

9. **Value Conflicts**: included questions over ethics, personal behavior, and values.

10. **School Philosophy Conflicts**: included problems of preferred services and general direction of the school.

**School Counselor**: was a staff member in a public school with full or part time responsibility for providing guidance services, especially counseling.
A Profession: was "an ideal type of occupational organization which does not exist in reality, but which provides the model of the form of occupational organization that would result if any occupational group became completely professionalized." 9

Professionalization: was "used to refer to the dynamic process whereby many occupations can be observed to change certain crucial characteristics in the direction of a 'profession'..." 10

Professionalism: referred to an ideology and associated activities that can be found in many and diverse occupational groups whose members aspire to professional status." 11

Professional Groups: was "used to refer to associations of colleagues in an occupational context where we observe that a relatively high degree of professionalization has taken place." 12

Professionals: were "members of professional groups." 13

Reaction to Conflicts: referred to the manner in which conflicts were treated. The following categories were utilized to describe different reactions to conflicts:


10 Ibid., viii.

11 Ibid., viii.

12 Ibid., viii.

13 Ibid., viii.
1. Delegated the problem upward (e.g. to the school board).
2. Delegated the problem downward (e.g. to the student council).
3. Parties did not speak.
4. Left the situation but stayed in same school.
5. Transferred to another school within the same system.
6. Left the school system.
7. Attempted to discuss the problem indirectly.
8. Rationalization of the conflict.
9. Ignored the situation.
10. Attempted to solve the conflict through direct discussion with involved persons or groups.

**Importance of the problem.** One could consider this to be a construct validation study of the sociological theory of professionalization. The construct in question would be that conflict is necessary for the achievement of high professional status. For example, Corwin found a significant positive relationship between the professional development of teachers and their involvement in conflict; therefore, his findings added support to the theoretical construct of conflict. 14

The results of this study would be a contribution to the growing body of research and literature on the theoretical process of professionalization.

Assuming that the conflict hypothesis is valid, this study would also constitute an assessment of the degree of professional development of school counseling as an occupation. In addition to being theoretically

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14 Corwin, R.G. *Staff Conflicts in the Public Schools*, Cooperative Research Project No. 2636, Columbus, Ohio, The Ohio State University, 1966.
relevant, this study would have significance for the agencies concerned with the developing profession of counseling (e.g. Association for Counselor Education and Supervisors). Knowledge of the potential types of conflict might enable such agencies to give greater support to practicing counselors. For example, if ethical conflicts are a frequent occurrence, it would follow, that the professional association should develop a clearer statement of ethics. Such a clarification would not necessarily allay school conflicts, but should assist the professional counselor in the delineation of his position on pertinent issues.

Knowledge of potential school conflicts might also assist in the preparation of school counselors by making them more cognizant of the situations they may encounter in the public school setting. Again the assumption would not be that conflicts should be avoided, but that the school counselor's position would be strengthened through greater knowledge and awareness of potential conflicts.

Limitations

This study was an adjunct to and based on data collected as part of a major study recently completed by Corwin. Corwin's research was concerned with how organizational variables affect staff conflicts. The focus of this study was on conflicts as reported by teachers, counselors and administrators in relationship to the professional behavior of school counselors. Some of the limitations of this study are similar to those encountered by Corwin in the original project. The limitations included the following:

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15 Ibid.
1. The Professional Behavior Index consisted of only twelve items and the scores ranged from twelve to seventy-five. As a general rule, more items would have improved the instrument.

2. The technique of interviewing, while it offered many advantages, resulted in data collection which was not completely standardized.

A limitation of this particular study was the small number of counselors involved (N=67). However, the number of different conflicts analyzed was adequate for the purposes of this study (N=448).

Summary

The present chapter included an introduction to the study, a statement of the problem, an enumeration of the questions to be answered, and a discussion of the importance of the problem and the limitations of the study.

The following chapters will consist of a review of the literature, the methodology of the study, the findings of the study, the summary and conclusions derived from the data and recommendations for further study.
CHAPTER II

THE REVIEW OF LITERATURE

Introduction

The review of the literature will be divided into three major sections; (1) the criteria for professionalization; (2) school counseling as a profession; and (3) counselors and school conflicts.

The Criteria for Professionalization

"Official sanction has recently been given to an extension of the use of the word profession. The term 'professional fireman' is frequently employed in the Fire Brigades Pensions Act of 1925. A 'professional fireman' is defined as 'any member of a fire brigade maintained by a local authority who is wholly and permanently employed on fire brigade duties and to whom the Police Pensions Act of 1921 does not apply.' Without in any way wishing to disparage the valuable services of whole time firemen, I suggest that to describe their functions as professional is to misuse a word to which a restricted and definite meaning is commonly attached." 16

Many sociological phenomena can be attributed to the industrial revolution. Some of these phenomena include the knowledge explosion, organized labor, complex organizations, population mobility and occupational professionalization. As occupations become aware of the social significance of their services, they have taken action to insure proper and improved services. The action taken by various occupations has become known as professionalization.

Sociology, as an academic discipline and as an occupation in the process of professionalization, has attempted to study the phenomena of professionalization. One of the major areas of focus in the literature has been on establishing the essential elements of a profession. Although there is a lack of consensus in the various definitions, the major differences are in the emphases and in the rubrics utilized in labeling the essentials. Goode described the differences in criteria as follows:

- If one extracts from the most commonly cited definitions all of the items which characterize a profession, a commendable unanimity is disclosed; there are no contradictions, and the only differences are those of omission. 17

Carr-Saunders, often considered to be the original historian of the topic of professionalization, characterized a profession by using law and medicine as ideal models.

The ancient professions of law and medicine stand near the center. The practitioners, by virtue of prolonged and specialized intellectual training, have acquired a technique which enables them to render a specialized service to the community. This service they perform for a fixed remuneration whether by way of fee or salary. They develop a sense of responsibility for the technique which they manifest in their concern for the competence and honour of the practitioners as a whole - a concern which is sometimes shared with the State. They build up associations, upon which they erect, with or without the cooperation of the State, machinery for imposing tests of competence and enforcing the observance of certain standards of conduct. 18


Goode's essential criteria for a profession emphasized professional autonomy as it relates to training and licensure, and freedom from lay control. According to Goode, members of a profession are more strongly identified with their work and they view the occupation as an end in life. Goode's criteria were listed as follows:

1. The profession determined its own standards of education and training.
2. The student professional goes through a more far-reaching adult socialization experience than the learner in other occupations.
3. Professional practice is often legally recognized by some form of licensure.
4. Licensing and admission boards are manned by members of the profession.
5. Most legislation concerned with the profession is shaped by the profession.
6. The occupation gains in income, power, and prestige ranking and can demand high calibre students.
7. The practitioner is relatively free of lay evaluation and control.
8. The norms of practice enforced by the profession are more stringent than legal controls.
9. Members are more strongly identified and affiliated with the profession than are members of other occupations.
10. The profession is more likely to be a terminal occupation.

Gross added the unique feature of an unstandardized product as one of his criteria and also placed a considerable emphasis on individual and group identity. His list also included: (1) wide knowledge of specialized techniques; (2) significance of the service to society; (3) degree of personality involvement; (4) sense of obligation; and (5) sense of group identity.

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19 Goode, op. cit., 903.

Hughes also emphasized the professional's autonomy and the knowledge basis of a profession as follows:

1. Osoteric services - advice or action or both;
2. Action based on osoteric knowledge systematically formulated substantive or theoretical;
3. The professionals claim the exclusive right to practice;
4. Only the professional can say when his colleague makes a mistake;
5. Its members constituting in some measure a group apart with an ethos of its own. 21

Barbor's criteria emphasized the service aspects of a profession and was stated as follows:

1. A high degree of generalized and systematic knowledge;
2. Primary orientation to the community interest rather than to individual self-interest;
3. A high degree of self-control of behavior through codes of ethics internalized in the process of work socialization and through voluntary associations and operated by the work specialists themselves;
4. A system of rewards (monetary and honorary) that is primarily a set of symbols of work achievement and thus an end in themselves, not means to some end of individual self-interest. 22

Lieborman, from the perspective of an educator, asserted that "There is no authoritative set of criteria by means of which we can distinguish professions from other occupations." 23 Lieborman's list was an attempt to be fairly comprehensive and included the following:

1. A unique, definite, and essential social service
2. An emphasis upon intellectual techniques in performing its service

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3. A long period of specialized training
4. A broad range of autonomy for both the individual practitioners and for the occupational group as a whole
5. An acceptance by the practitioners of broad personal responsibility for judgments and acts performed within the scope of professional autonomy
6. An emphasis upon the service to be rendered, rather than the economic gain to the practitioners, as the basis for the organization and performance of the social service delegated to the occupational group
7. A comprehensive self-governing organization of practitioners
8. A code of ethics

Dillman, in a rather unique study comparing the relative importance of professional criteria as perceived by various professionals, found a high degree of agreement among physicians, lawyers, ministers and teachers in most areas. However, some of the salient differences included the following:

1. Teachers ranked financial status first; whereas, the other professionals ranked financial status thirty-first.
2. Teachers ranked formal education for salary increments twelfth; whereas, the other professionals ranked this essential in fifth place.
3. Teachers ranked formal education for certification eighteenth; whereas, the other professional groups rated this essential sixth.

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24 Ibid.
In view of the relatively low salaries of teachers and the recent militant concern for increased remuneration, it is not too surprising that they assigned financial status the highest rating. However, their unwillingness to pursue additional formal education has grave implications for the developing profession of teaching.

From the perspective of the professional counselor, McCully has listed the developmental stages for counseling as a profession. His stages were described in detail in chapter one, but let it suffice to merely list his major headings as follows: (1) unique social service; (2) standards for the selection and training; (3) means of accrediting institutions; (4) certification; (5) winning and maintaining sufficient autonomy; and (6) enforcing a code of ethics.

Darley recognized the importance of sub-specialties in the following criteria for counseling as a profession:

1. The existence of a social need
2. The existence of specialized knowledge and skill
3. The power to impose standards of selection and training of its members
4. It develops professional groups and associations
5. It develops and differentiates sub-specialties
6. It develops a system of ethical codes
7. It can persuade some state legislature to pass laws that establish legal recognition

In the preambolo to the Ethical Standards of the American Personnel and Guidance Association an emphasis on specialized knowledge

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26 McCully, op. cit.

and skills is evident in the following criteria:

1. Possession of a body of specialized knowledge, skills, and attitudes known and practiced by its members.

2. This body of specialized knowledge, skills and attitudes is derived through scientific inquiry and scholarly learning.

3. This body of specialized knowledge, skills, and attitudes is acquired through professional preparation, preferably on the graduate level, in a college or university as well as through continuous in-service training and personal growth after completion of formal education.

4. This body of specialized knowledge, skills and attitudes is constantly tested and extended through research and scholarly inquiry.

5. A profession has a literature of its own, even though it may, and indeed must, draw portions of its content from other areas of knowledge.

6. A profession exalts service to the individual and society above personal gain. It possesses a philosophy and a code of ethics.

7. A profession through the voluntary association of its members constantly examines and improves the quality of its professional preparation and services to the individual and society.

8. Membership in the professional organization and the practice of the profession must be limited to persons meeting stated standards of preparation and competencies.

9. The profession affords a life career and permanent membership as long as services meet professional standards.

10. The public recognizes, has confidence in, and is willing to compensate the members of the profession for their services.

Greenwood's criteria for the essential characteristics of a profession was one of the most comprehensive and sophisticated conceptualizations. His emphasis on specialized knowledge based on systematic theory was omitted from the criteria of the other authorities. Another consideration of the author was that professional authority and autonomy must be restricted to the areas of expertise.

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Under the heading, "Sanction of the Community," Greenwood discussed accreditation, licensure, police power, and confidentiality. He emphasized the importance of community support via police power in that it represented the complete legal recognition of the profession.

In terms of a code of ethics, Greenwood emphasized the consultation and referral procedures. It was felt that the code of ethics should concern itself with procedures for the dissemination of innovations.

The professional culture (association) was described in terms of values, norms and symbols. The values of a professional culture are its beliefs about service to society; whereas, its norms are its guides to behavior (code of ethics). The symbols of a professional culture include distinctive dress, emblems, and stereotypes. It is the professional culture that encourages the viewing of a particular occupation as an end in itself rather than as a means to some other end.

Summary

Greenwood's conceptualization has been elaborated here in order to set the stage for reviewing the literature on counseling as a profession. The following table has also been developed to facilitate the summarization of this part of the review of the literature. As can be readily seen from the table, the various definitions have many commonalities and differ primarily in emphasis and breadth.

The criteria of a profession could be ranked ordered in terms of the importance given them by the majority of the authorities. **Service to society** was emphasized by ten of the eleven authorities. **Systematic theory including specialized skill and knowledge** was emphasized by nine of the eleven authorities. Eight of the eleven authorities emphasized...
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<tr>
<td>Code of Ethics</td>
<td>X</td>
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<tr>
<td>Professional Culture</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Values (Service)</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Symbols (Rewards)</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

30 Greenwood, op. cit.
the development of a **professional association** and seven of them mentioned a **code of ethics**. **Sanction of the community** ranked in fifth place with six of the eleven authorities focusing on accreditation, lisconsuro, and legal sanction.

**School Counseling as a Profession**

Wronn developed what appeared to be one of the best summaries of the status and role of school counseling as a profession. He posited that by 1957 school counseling had been well accepted and referred to the 19,000 practicing school counselors as evidence of this acceptance. Furthermore, Wrenn pointed to the increasing number of counseling psychologists being employed by business, industry, rehabilitation centers and the Veterans' Administration. In terms of graduate preparation he contended that there was a growing emphasis on psychological concepts and courses. Of major concern to Wrenn was the necessity of a well developed code of ethics, "For what the counselor attempts: in all humility is truly God-like." 31

Lortio posited three alternatives for the professionalization of school counseling. It was his contention that counselors should identify themselves either as "administrators", "student advocates", or "therapists". 32


According to Lortie, the administrative type of counselor would be greatly involved in testing and curriculum development. He would establish a close association with the school administration and take on a public relations attitude of image development. The advocate type of counselor would help the student maneuver through the institutional system. The students' advocate, as described by Lortie, would give priority to the needs of the individual student over the needs of the organization. In the role of advocate, the counselor would probably be involved in many types of conflicts on behalf of the student. Lortie's third alternative, that of being a therapist, would deal primarily with the maladjusted segment of the school population. The professional counselor as therapist would set a limit on the number of cases he dealt with on a daily basis and would not necessarily be involved with administrative or educational concerns.

McCully focused on the process of professionalization and described six developmental tasks for the growing profession. His strategy for professionalization emphasized standards, accreditation, and certification. 33

Loughary recently served as the editor for a text entitled, Counseling, A Growing Profession. 34 He contended that school counseling was predicated on the changing social scene and cited research to expose the inadequacies in the preparation of school counselors. In

33 McCully, op. cit.

Loughary's view, the important milestones for counseling as a profession were Wronn's text, 35 the American Personnel and Guidance Association Convention of 1962, and the American Personnel and Guidance Association Policy Statement of 1964.

Stoffle was concerned that the professionalization movement was focused on the hidden audience of psychologists, administrators and teachers, but not really concerned with the improvement of services. His sarcasm was evident in the statement, "What is good for A.P.G.A. is good for the schools." 36 Stoffle also questioned the increased length of training and maintained that training should be based on and relevant to the actual role of school counselors.

In the remainder of this section, an attempt will be made to describe school counseling as a profession utilizing Greenwood's criteria. Relevant literature will be considered under each of Greenwood's rubrics.

Systematic Theory

It is the purpose of this section to cite literature that substantiates the existence of systematic theory, specialized knowledge, and skills that are appropriate for the professional school counselor's background.

35 Wronn, op. cit.
36 Stoffle, op. cit., 659.
The American Personnel and Guidance Association recommended the following type of preparation for school counselors: 37

1. Organization and development of personality
2. Environmental factors
3. Individual appraisal
4. Research methodology and skills
5. Philosophy and professional orientation
6. Counseling techniques and theories
7. Group procedures
8. Supervised practicum

A committee under the auspices of the Association for Counselor Education and Supervision outlined the following educational standards for the preparation of secondary school counselors:

1. Philosophy and principles underlying guidance and other pupil personnel services
2. Individual appraisal, including the nature and range of human characteristics and methods of measuring them
3. Vocational development theory; informational materials and services
4. Counseling theory and practice
5. Statistics and research methodology, independent research and an introduction to data processing and programming techniques
6. Group procedures in counseling and guidance
7. Professional relationships and ethics in keeping with the American Personnel and Guidance Association Ethical Standards
8. Administration and coordination of guidance and pupil personnel services
9. Supervised experience 38

Wronn, while writing for the Commission on Guidance in American Schools under the auspices of the American Personnel and Guidance Association, asked thirty-two counselor educators what the preparation of school counselors should consist of in the future. Based on a limited


38 Loughary, op. cit. 87.
sample Wronn concluded:

In the projections by the thirty-two counselor-educators who cooperated with the commission, no one's phrasing and emphasis duplicated any others but some emphases were held in common by a sizeable proportion of the group. A preface to the listing of statements should make clear that almost all agreed upon a minimum of two years of graduate work and a considerable broadening of graduate and undergraduate curriculums. More specifically they recommended increased attention to:

(N=32)

1. Psychological understandings 21
   - Adult and group psychology 11
   - Psychological appraisal 11
   - Counseling theory and procedures 7
2. Societal conditions 19
   - A markedly broader education 10
3. Practicum 15
4. Research competencies 10
5. Values and ethical understandings 4
6. Counselor self-understanding 4

The Division of Counseling Psychology of the American Psychological Association has also concerned itself with the professional preparation of school counselors. The Division of Counseling Psychology contended that psychological concepts are central to the preparation of school counselors. There were two main areas described which included basic psychology and professional psychology. Under basic psychology the following areas were emphasized:

A. Basic

1. Differential Psychology
2. Developmental Psychology
3. Learning
4. Personality
5. Social Psychology

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Wronn, op. cit., 165.
B. Professional

1. Vocational Psychology
2. Appraisal Procedures in Counseling
3. Psychology of Counseling
4. Professional Relationships and Ethics
5. Laboratory and Practicum Counseling

Polmantier and Schmidt surveyed fifty-four state universities regarding the curricular content of counselor education programs. Their findings (Table II) indicated that one hundred percent of the universities offered a basic or introductory course in guidance. Courses frequently available included counseling techniques, educational and occupational information, supervised practicum, and tests and measurements. Only thirty-one percent included a basic course in statistics as part of the program which suggests that counselors are not receiving adequate training in research methodology.

TABLE II

<table>
<thead>
<tr>
<th>Name of Course Area</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Course in Guidance</td>
<td>54</td>
<td>100.0</td>
</tr>
<tr>
<td>Methods &amp; Techniques of Counseling</td>
<td>40</td>
<td>92.6</td>
</tr>
</tbody>
</table>


42 Ibid. 46.
Zeron and Riccio drew the following conclusion from their review of literature pertaining to counselor education:

Changes in course content are essential if the new dimensions in counselor preparation are to be met. In addition to techniques of selection, classification, filing, and use of information (occupational, educational, social), emphasis will need to be placed on theories of job choice, psychology, and sociology of work, labor economics, and manpower trends. Rather than didactic courses in group guidance, emphasis on theory and research regarding the nature and dynamics of the group process, as well as on supervised practice in working with groups will need to be the order of the day. Finally, in counseling courses attention needs to be given to techniques of the interview and concentration on the behavior of the counselor strengthened by emphasis on the nature of the counseling relationship, the
expectations of both client and counselor, and a deeper consideration of theories which underlie the counseling process. 43

A study of counselor education by Kaplan also verified the need for advanced, theoretical, and practical education prior to assuming professional responsibility as a school counselor.

In view of the present university course offerings as well as the recommendations by professional associations for counselor education, it can be concluded that there exists a substantial body of knowledge and specialized skills undergirding the counseling profession.

Professional Autonomy

One important aspect of a professional occupation is the authority and autonomy by which it performs its specialized services. For example, very few lay persons would venture into a court of law without professional representation; and furthermore, it is doubtful that they would question the judgment of the professional lawyer that they had engaged. A similar analogy could be drawn from the field of medicine. The school counselor's professional judgment, however, has traditionally been subject to review by administrators, school boards, faculty, parents, and students.

The degree of professional authority and autonomy is relative to the institutional setting of a particular occupation. In the case of


school counseling, the decisions made by counselors should be consistent with school policy. On the other hand, determining the role of the counselor and the appropriate techniques to be utilized should be allocated to the professional counseling staff.

Shobon was one of the first authorities to confirm the need for professional autonomy. He stated, "A new profession, emerging because of its capacity for vigorous and useful service to people, is caught up in a battle for position in the public eye and for the legal status that it needs to carry out most effectively its socially desirable work." 45

Several authorities have addressed themselves to the issue of professional authority and autonomy. In his fifth stage of a profession McCully stated:

Qualified practitioner school counselors, severally and as a corporate group, must actively involve themselves in winning and maintaining sufficient autonomy to permit them to perform their unique service in a professional manner; they must severally assume responsibility for their individual judgments and action in the performance of their unique service, and as a corporate group assume responsibility for safeguarding the interests of the public they serve. 46

One of the major impediments to the achievement of professional autonomy has been the lack of consensus on the proper role of school counseling. The literature regarding the teachers' and administrators' perceptions of the role of the school counselor will be reviewed in part three of this chapter.


46 McCully, op. cit.
Berlin stated, "... and of all the professional people in the school systems their (counselors') jobs are the most poorly defined and most subject to constant change in emphasis depending upon the pressure then current in a particular school system." 47

Although there is a great deal of dissension regarding the appropriate role for school counselors, Wasson and Strowig stated, "There is considerable agreement among counselors and their mentors that it is desirable to agree on counselor role." 48

Boy, who is somewhat of an extremist regarding specialization in guidance services, stated:

The time has come for school counselors to band together to define their proper role and to promulgate the definition to the environment, so that principals, superintendents and others will be aware of what school counselor's should be doing before they go too far in prostituting the counselor into the role of an assistant principal. 49

Sanction of the Community

According to Greenwood, the degree of support of various professions by the community can be categorized into three levels. A minimal amount of sanction might take the form of certification requirements through an official state department. At the second level a state board for the purpose of licensing would be established. The maximum


amount of sanction exists when the police power of society is placed behind the profession. Certain privileges (e.g. privileged communication) and exclusive rights to perform the services are granted to the profession at the highest level.  

McCully also emphasized certification in his third and fourth developmental stages of a profession. He stated:

3. In order to make selection and training standards functional it will be necessary to develop a means of accrediting those institutions which meet such standards on at least a minimum basis.

4. In order to assure the public and prospective employers that entering school counselors possess at least minimum competence to perform their tasks, certification must be based on more valid estimates of minimum competence.

School counseling has received only the minimal amount of sanction from the community. Various state departments of education have provided certification requirements. Browster surveyed the state department requirements for certification and found that thirty-five states had mandatory requirements, seven states had optional requirements and the remainder of the states had no requirements at all.  The state of Ohio (1967) listed the following requirements for certification:

**REQUIREMENTS FOR CERTIFICATION IN PUPIL PERSONNEL SERVICE**

A provisional certificate valid for performing the duties as school counselor will be issued upon the recommendation of an institution approved for the preparation of school counselors.

50 Greenwood, *op. cit.*  
51 McCully, *op. cit.*
certifying that the applicant has satisfied the following requirements:

1. Possession of a provisional or higher grade certificate valid for teaching in Ohio
2. Evidence of:
   a. One year of successful experience in teaching
   b. One cumulative year of gainful employment in a non-teaching position
   c. One additional year of experience in either (1) or (2) or a combination of the two
3. A master's degree - A minimum of twenty (20) semester hours of the master's degree or in excess of the master's degree is to be in the field of guidance with at least one (1) graduate course in each of the following six (6) areas:
   a. Guidance: principles and practices, administration, group procedures in orientation, education and occupational planning and self study
   b. Human Growth and Development: educational psychology, individual differences, child and adolescent psychology, exceptional children, mental hygiene
   c. Individual and Group Analysis: statistics, guidance testing, diagnostic procedures, case study procedures
   d. Counseling; principles, theory, procedures
   e. Guidance Information: educational-occupational information, school and community resources
   f. Practicum: supervised practical experience in counseling

Although state certification requirements are important and provide guidelines for achieving certification by practitioners, they do not prevent unqualified persons from performing the role of a school counselor. Many states make provisions for temporarily certified counselors who need only complete a minimal amount of training in order to be employable.

The achievement of the highest level of community sanction that of legal sanction will be a slow process. McGowan and Schmidt pointed out that legal recognition of a profession is often based on actual court rulings which will be slower in evolving due to legal procedures. 53

53 McGowan and Schmidt, op. cit.
A specific area of concern to counselors has been the legal recognition of privileged communication which has been achieved by physicians, attorneys, and clergy for many years. Stevic, in a review of literature and pertinent cases, concluded that currently the counselor has limited legal rights in that a warrant is necessary for the release of a record. Stevic also expressed the opinion that clients should be warned of the legal implications in some situations. According to Stevic, there is a certain degree of ambiguity in the statutes regarding privileged communication and that only through court cases will this area be clarified.

Krauskopf and Krauskopf, in their review of pertinent cases, concluded that it is likely that psychologists would lose law suits in court only in extreme cases of unprofessional behavior.

Carter stated, "It is clear that before a counselor could claim immunity, he would not only have to be able to show that he was a member of a genuine profession, but that he was also acting in a professional capacity and within the proper limits of privileged communications." The author also maintained that caution must be exercised regarding the limitations of privileged communication. He pointed out that very few


professions enjoy absolute privileged communication, but that in most cases the statutes only apply in conjunction with generally accepted official duties.

McGowan and Schmidt have pointed out how detrimental it would be to the profession if a school counselor were convicted of being an accessory to a crime for withholding information. 57

It can be concluded from this brief review of literature regarding the community sanction of school counseling, that although certification requirements are nearly universal, it is possible to function as a school counselor without proper licensure. Furthermore, legal sanction will be slow in evolving and that by virtue of legal procedure, a considerable amount of conflict will be needed to evoke court rulings.

Code of Ethics

Another frequently emphasized hallmark of a profession is the development of a code of ethical standards. In the following paragraphs an attempt was made to compare and contrast the code of ethics of the National Education Association with that of the American Personnel and Guidance Association.

One major difference in those two complimentary professions is illustrated in their preambles presented in Table III. Apparently the profession of teaching is primarily concerned with mankind in general; whereas, the counseling profession stresses the importance of the individual man. Those basic differences in orientation could be the source of many conflicts between teachers and counselors.

57 McGowan and Schmidt, op. cit.
<table>
<thead>
<tr>
<th>National Education Association Code of Ethics</th>
<th>The American Personnel and Guidance Association Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preamble</strong></td>
<td><strong>Preamble</strong></td>
</tr>
<tr>
<td>We, professional educators of the United States of America, affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to those goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards.</td>
<td>The American Personnel and Guidance Association is an educational, scientific, and professional organization dedicated to service to society. This service is committed to the profound faith in the worth, dignity, and great potentiality of the individual human being.</td>
</tr>
</tbody>
</table>
Although both codes compared in Table IV encourage self-discipline among professionals, there was some attempt made by the American Personnel and Guidance Association to be more specific. The code of the latter organization specified that the individual practitioners must be cognizant of any unethical situations and seek to change any unethical behavior of other members. Both codes, however, appear to be ambiguous and would be more adequate if behavioral statements were included.

Finally, in Table V both of the professional groups exhibited a concern for confidentiality. However, in actual practice, the counselor is probably concerned to a greater extent with maintaining the confidential nature of the counseling relationship than is the teacher.

The National Education Association's focus on "worthy" goals was, in effect, a value laden notion. The determination of these goals in a counseling relationship is left up to the individual seeking help, whereas in the teaching relationship the development of goals is apparently imposed upon students by teachers. It is likely that worthy goals from the teacher's point of view would not always coincide with those of the individual student. It is at this juncture that the counselor may become involved in conflict if he is truly dedicated to the individual.

In summary, this section of the review of the literature compared the codes of ethics of the teaching and counseling professions. Lieberman described the National Education Association's code of ethics as being an "atrocius collection of cliches, platitudes, evasions, and ambiguities." 58

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58 Lieberman, op. cit.
## TABLE IV

**A COMPARISON OF THE PROFESSIONAL COMMITMENTS REQUIRED BY THE NATIONAL EDUCATION ASSOCIATION CODE OF ETHICS WITH THE COMMITMENTS REQUIRED BY THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CODE OF ETHICS**

<table>
<thead>
<tr>
<th>National Education Association Code of Ethics</th>
<th>The American Personnel and Guidance Association Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle III I</strong></td>
<td><strong>Section A</strong></td>
</tr>
<tr>
<td><strong>Commitment to the Profession</strong></td>
<td><strong>General</strong></td>
</tr>
</tbody>
</table>

We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our services, to promote a climate in which the exercise of professional judgment is encouraged; and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations.

In fulfilling our obligation to the profession, we:

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.

2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.

1. The member exerts what influence he can to foster the development and improvement of the profession and continues his professional growth throughout his career.

2. The member has a responsibility to the institution within which he serves. His acceptance of employment by the institution implies that he is in substantial agreement with the general policies and principles of the institution. Therefore, his professional activities are also in accord with the objectives of the institution. Within the member's own work setting, if, despite his efforts, he cannot reach agreement as to the acceptable ethical standards of conduct with his superiors, he should end his affiliation with them.

3. The member must expect ethical behavior among his professional associates in A.P.G.A. at all times. He is obligated, in situations where he possesses information raising serious doubt as to the ethical behavior of other members, to attempt to rectify such conditions.
# National Education Association

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**Principle III**

**Commitment to the Profession**

1. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.
2. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities, and support them when unjustly accused or mistreated.
3. Refrain from assigning professional duties to non-professional personnel when such assignment is not in the best interest of the student.
4. Provide, upon request, a statement of specific reason for administrative recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
5. Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.
6. Keep the trust under which confidential information is exchanged.

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**The American Personnel and Guidance Association**

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**Section A**

**General**

4. The member is obligated to concern himself with the degree to which the personnel functions of non-members with whose work he is acquainted represent competent and ethical performance. Where his information raises serious doubt as to the ethical behavior of such persons, it is his responsibility to attempt to rectify such conditions.
5. The member must not seek self-enhancement through expressing evaluations or comparisons damaging to other ethical professional workers.
6. The member should not claim or imply professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of his qualifications by others.
7. The member providing services for personal remuneration shall, in establishing fees for such services, take careful account of the charges made for comparable services by other professional persons.
8. The member who provides information to the public or to his subordinates, peers, or superiors has a clear responsibility to see that both the content and the manner of presentation are accurate and appropriate to the situation.
### Principle III
**Commitment to the Profession**

<table>
<thead>
<tr>
<th>National Education Association Code of Ethics</th>
<th>The American Personnel and Guidance Association Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. make appropriate use of time granted for professional purposes.</td>
<td>9. The member has an obligation to ensure that evaluative information about such persons as clients, students, and applicants shall be shared only with those persons who will use such information for professional purposes.</td>
</tr>
<tr>
<td>10. Interpret and use the writings of others and the findings of educational research with intellectual honesty.</td>
<td>10. The member shall offer professional services only, through the context of a professional relationship. Thus testing, counseling, and other services are not to be provided through the mail, by means of newspaper or magazine articles, radio, or television programs, or public performances.</td>
</tr>
<tr>
<td>11. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.</td>
<td></td>
</tr>
<tr>
<td>National Education Association Code of Ethics</td>
<td>The American Personnel and Guidance Association Code of Ethics</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Principle I</strong></td>
<td><strong>Section B</strong></td>
</tr>
<tr>
<td>Commitment to the Student</td>
<td>Counseling</td>
</tr>
</tbody>
</table>

We measure success by the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligations to the student, we:

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.

1. The member's primary obligation is to respect the integrity and promote the welfare of the counselee.
2. The counseling relationship and information resulting therefrom must be kept confidential consistent with the obligations of the member as a professional person.
3. Records of the counseling relationship including interview notes, test data, correspondence, tape recordings, and other professional information for use in counseling, research, and teaching of counselors but always with full protection of the identity of the client and with precaution so that no harm will come to him.
4. The counselee or client should be informed of the conditions under which he may receive counseling assistance at or before the time he enters the counseling relationship. This is particularly true in the event that there exist conditions of which the counselee or client would not likely be aware.
5. The member reserves the right to consult with any other professionally competent person about his.
4. Make discrete use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

4. Make discrete use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
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9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

TABLE V (continued)

<table>
<thead>
<tr>
<th>National Education Association Code of Ethics</th>
<th>The American Personnel and Guidance Association Code of Ethics</th>
</tr>
</thead>
</table>

- Make discrete use of available information about the student.
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- Avoid exploiting our professional relationship with any student.
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10. Seek constantly to improve learning facilities and opportunities.

counselor client. In choosing his professional consultant the member must avoid placing the consultant in a conflict of interest situation.

6. The member shall decline to initiate or shall terminate a counseling relationship when he cannot be of professional assistance to the counselor or client either because of lack of competence or personal limitation. In such instances the member shall refer his counselor or client to an appropriate specialist. In the event the counselor or client declines the suggested referral, the member is not obligated to continue the counseling relationship.

7. When the member learns from counseling relationships of conditions which are likely to harm others over whom his institution or agency has responsibility, he is expected to report the condition to the appropriate responsible authority, but in such a manner as not to reveal the identity of his counselor or clients.

8. In the event that the counselor or client's condition is such as to require others to assume responsibility for him, or when there is clear and imminent danger to the counselor or client or to others, the member is expected to report this fact to an appropriate responsible authority, and/or take such other emergency measures as the situation demands.
The code of ethics of the American Personnel and Guidance Association might also be guilty on all four counts. It would behoove both of the professional associations to consider developing behavioral codes somewhat akin to that of the American Psychological Association.

**Professional Culture**

Caplow considered the development of professional associations to be the first step in the process of professionalization. The school counselor's professional association has its roots in the vocational guidance movement which began at the turn of the century in Frank Parson's clinic in Boston. The National Vocational Guidance Association was founded in 1913 and in 1952 merged with several personnel organizations to form the American Personnel and Guidance Association. The present membership in the latter association is 22,741 and in attendance at the national convention in Dallas were approximately eight thousand members.

Greenwood emphasized the development of subspecialties as a mark of a profession. Several subspecialties have been formed within the American Personnel and Guidance Association and include the following:

1. American College Personnel Association
2. Association for Counselor Education and Supervision
3. National Vocational Guidance Association
4. Student Personnel Association for Teacher Education
5. American School Counselor Association
6. American Rehabilitation Counseling Association

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60 Greenwood, op. cit.
The American Psychological Association is another professional group that has presented a claim on professional counselors. Supor asserted that the American Personnel and Guidance Association is merely an interest group; whereas the American Psychological Association Division of Counseling Psychology is the "true" professional association. He based his argument on the fact that counseling psychologists work in many settings including the public school.

Stripling has recently summarized the role of professional associations in counselor education and also raised the issue of the proper professional association to represent school counselors. He concluded that although the contribution of counseling psychology to guidance is noteworthy, the proper professional association for school counselors is the American Personnel and Guidance Association. Stripling also presented a list of committees working on standards in the various sub-specialties of counseling.

Johnson was concerned about the professional commitment made by practitioners to the profession of counseling. He emphasized the importance of group solidarity and cooperative relationships among counselors.


Johnson later argued that one way of improving the professional preparation was to increase the entrance requirements for the American Personnel and Guidance Association.

Stevic, in a study of the role commitment priorities assigned by counselors, reported the following:

1. Providing services to individual students.
2. Establishing and maintaining staff relationships.
3. Establishing and maintaining community relationships.
4. Providing services to groups of students.
5. Promoting the general school program.
6. Accepting professional responsibilities.

At first glance, Stevic's findings might indicate a lack of professional orientation on the part of school counselors. However, the emphasis on service to individual students clearly distinguishes school counseling as a profession.

Schultz and Lazer conducted a factor analysis of the occupational choice motive of counselors. Their findings indicated that the primary motive of counselors was that of status; however, the motive of altruism and service ranked in a close second place.

The professional culture of the school counselor is highly developed and functioning in many settings. However, there is a need to resolve the controversy between the American Personnel and Guidance

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65 Stevic, op. cit.

Association and Division 17 of the American Psychological Association concerning the most appropriate group to represent school counselors. Finally, in spite of their career choice motives, school counselors place the highest priority on service to individuals. According to Greenwood's definition of the professional culture, placing a value on service was considered to be of primary importance.

Counselors and School Conflicts

The importance of establishing good relationships among counselors and other school staff members has received considerable attention in the literature. Riccio emphasized the need for effective human relations with administrators, teachers, students, parents, and community resource persons. 68

Stivic and Sweeney found that developing and maintaining cooperative relationships with other staff members was second only to service to the individual student. 69, 70

Shortzer and Stone listed pupils, teachers, and administrators as the important publics for school counselors. They also implied that the lack of clearly stated roles was a cause of frequent misunderstanding. They stated, "First it is of major importance that they articulate

68 Riccio, op. cit.
69 Stivic, op. cit.
their own identity. The second step is that counselors must communicate their role to their publics."  

Barry and Wolf also pointed to role ambiguity when they stated, "Many administrators and teachers are not sure what guidance-personnel work is or what guidance-personnel workers do. Incomplete communication among the groups often adds to mutual misunderstandings."  

Sheertz and Stone recognized the role of conflict in professionalization and encouraged militant behavior on the part of school counselors. They stated, "It is only with active militancy that the individual counselor committed to the advancement of his occupational identity and profession can hope to make gains in his own school setting."  

Stewart also indirectly encouraged militancy on the part of school counselors by positing the following Bill of Rights:

1. The right to a reasonable counseling load.
2. The right to favorable working conditions.
3. The right to enough time to do his real job, to engage in counseling.
4. The right to a real opportunity to establish effective contact with parents, referral agencies, and other organizations in the community.
5. The right to sufficient time and the privilege of serving on curriculum and other critical committees.
6. The right to have an effective voice in determining guidance and counseling policy and practice.

71

72

73
Sheertz, and Stone, op. cit., 342.
7. The right to have reasonable time for research.
8. The right to a recognized professional status.
9. The right to remuneration commensurate with the training and responsibility involved.
10. The right to have the full trust and support of the administrators to make the above rights effective.\textsuperscript{74}

McGowan and Schmidt offered the following explanations for uncooperative relationships with other professionals:

1. One profession offering a particular service feels somehow threatened by another profession (usually a newer one) which seems to be offering a similar kind of service.
2. One profession is ignorant of the intentions, purposes, or functions of the other.
3. Sometimes individuals within a profession, as individuals and in a very personal way, are threatened by the mere presence of other professionals.\textsuperscript{75}

Cudney, in a study of counselors' perceptions of obstacles to guidance programming, developed the following conclusions:

1. Counselors are doing many things which they do not believe they should be doing.
2. Counselors perceive that there is little opportunity for change in their particular settings.
3. Counselors view obstacles to be external to themselves rather than internal.
4. Counselors do not have any planned program for diminishing the obstacles as they see them.\textsuperscript{76}

Counselor-Administrator Relationships

The research dealing with counselor-administrator relationships

\textsuperscript{74} Stewart, C.C. ""A Bill of Rights for School Counselors." Personel and Guidance Journal, 1959, 37, pp. 500-503.

\textsuperscript{75} McGowan and Schmidt, op. cit., 575.

\textsuperscript{76} Cudney, i.e. "Counselors' Perceptions of Obstacles to Selected Guidance Functions," (unpublished doctoral dissertation, The Ohio State University), 1964, pp. 128-129.
has produced equivocal results. Dickens, 77 Sweeney, 78 and Schmidt 79 concluded that counselors and administrators were generally in agreement regarding the role of guidance. On the other hand, Filbeck, 80 Caldwell, 81 Chenault and Seegars, 82 Kemp, 83 and Black 84 found that counselors and administrators had basic differences in their perceptions of the role of guidance.

Schmidt utilized a Q sort technique which entailed the instruction


78 Sweeney, op. cit.


82 Chenault and Seegars, op. cit.


of counselors and administrators to sort out what they perceived to be the ideal and real roles of the counselors. He concluded:

In view of the correlations between the actual and ideal sortings, both the secondary school counselors and their principals tended on the average to perceive a significant and substantial positive relationship between what the counselor was doing and what they felt he should do ideally. 85

Sweeney, in a study of guidance priorities assigned by counselors as compared with those of administrators, discovered that it was about the "lesser matters" which counselors and administrators lacked agreement. The following chart presents the rank order of priorities: 86

### TABLE VI

<table>
<thead>
<tr>
<th>Guidance Priorities as Perceived by Counselors and Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselors</strong></td>
</tr>
<tr>
<td>Service to the individual</td>
</tr>
<tr>
<td>Staff relationships</td>
</tr>
<tr>
<td>Community relationships</td>
</tr>
<tr>
<td>General school program</td>
</tr>
<tr>
<td>Service to groups</td>
</tr>
<tr>
<td>Acceptance of professional responsibilities</td>
</tr>
</tbody>
</table>

Black, in a study of administrators' perceptions of school counselors reported that there were significant differences between

85 Schmidt, op. cit., 603.

86 Sweeney, op. cit.
what administrators thought guidance counselors should do and what, in fact, guidance counselors were doing. 87

In an often quoted study by Chonault and Soogars, it was found that administrators would prefer counselors to be firmer and more aggressive in their roles. 88 Chonault and Soogars concluded that the differences between the personality characteristics of counselors and administrators was the major factor that contributed to administrative problems.

Kemp, in a similar study that compared the need structures of counselors and their superiors, found significant differences in eight need categories on the Edwards Personal Preference Scale. Kemp developed the following table to summarize the differences. 89

<table>
<thead>
<tr>
<th>MANIFEST NEEDS</th>
<th>PRINCIPALS (N=45)</th>
<th>COUNSELORS (N=45)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>16.466</td>
<td>13.822</td>
<td>.01</td>
</tr>
<tr>
<td>Endurance</td>
<td>16.244</td>
<td>13.311</td>
<td>.01</td>
</tr>
<tr>
<td>Deference</td>
<td>15.400</td>
<td>14.155</td>
<td>.05</td>
</tr>
<tr>
<td>Order</td>
<td>13.977</td>
<td>11.777</td>
<td>.05</td>
</tr>
</tbody>
</table>

87 Black, op. cit.

88 Chonault and Soogars, op. cit.

89 Kemp, op. cit., 32.
TABLE VII (continued)

COUNSELING AND NEED STRUCTURES OF PRINCIPALS AND OF COUNSELORS

<table>
<thead>
<tr>
<th>Manifest Needs</th>
<th>Means</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prinicipals (N=45)</td>
<td>Counselors (N=45)</td>
</tr>
<tr>
<td>Aggression</td>
<td>11.688</td>
<td>9.711</td>
</tr>
<tr>
<td>Intraception</td>
<td>16.177</td>
<td>19.600</td>
</tr>
<tr>
<td>Exhibition</td>
<td>11.822</td>
<td>13.133</td>
</tr>
<tr>
<td>Affiliation</td>
<td>15.266</td>
<td>16.333</td>
</tr>
</tbody>
</table>

It could be hypothesized that the differences in needs (Table VII) between administrators and counselors might precipitate conflict.

Caldwell, in a study of the authority role of the guidance worker, concluded the following:

1. The divergent perceptions of the authority role of the guidance workers held by the three groups (teachers, administrators, and counselors) indicated that the role was not functionally specific.
2. The implications drawn were that administrators do not think guidance workers should have as much authority as the guidance workers or teachers tend to give them.

Filbeck, in a study stimulated by the work of Chonault and Soogars 91 and Kemö 92 found general agreement between the administrators' and counselors' perceptions of appropriate counseling behavior. However, when student's behavior was out of line with school policy, significant differences in the perceptions of the two groups were found.

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90 Caldwell, op. cit., 65.
91 Chonault and Soogars, op. cit.
92 Kemö, op. cit.
FilbocK stated:

However, the highly significant differences between the two groups obtained on factor four indicates a potentially critical perceptual difference. The typical school principal studied in this investigation, in situations where the individual student is in conflict with the policies or practices of the school or with the larger social order, favors an approach by the counselor that:

1. Is supportive of the school's policies
2. Is reinforcing student conformity to social standards or norms of behavior
3. Is reinforcing for student acceptance of the status-quo
4. Promises to reduce the likelihood that students will overtly challenge or threaten the authority of the school.

The counselors, on the other hand, tended to stress an approach that emphasized student decisionmaking based on individual values and factors. 93

In summary, it can be concluded that there are basic differences between administrators and counselors regarding their attitudes towards guidance services and the appropriate role for counselors, as well as their personality characteristics, which might result in conflicts.

School Counselors and Teachers

Teachers' perceptions of guidance has been researched by Russell, 94 Stewart, 95 and Dunlop. 96 Russell concluded that there is

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93 FilbocK, op. cit., 895.
a significant difference of opinion among teachers as to the role of
guidance in disciplinary matters. It was also his contention that a
large minority of teachers do not support guidance programs. Stewart,
on the other hand, found that the great majority of teachers in the state
of Washington had favorable attitudes toward the guidance counselors.
Stewart discovered that the best predictors of participation by teachers
in guidance programs was an attitude scale that he developed and the
number of years of experience of the teachers.

Dunlop, in a study of the appropriate roles for counselors as
perceived by teachers concluded:

1. Teachers considered it appropriate for counselors to teach
at least two classes a day or spend a semester or two
teaching every few years. 97
2. Female teachers tended more than their male colleagues to
recognize professional differences between teachers and
counselors. 98

Stewart discovered that teachers and counselors recommended
similar kinds of help for different types of students. 99 However, he
pointed out that neither of these groups recommended totally appropriate
kinds of help.

Hotstono, in a comparison of the personalities of counselors
and teachers concluded that, "The most outstanding differences are
shown by the measures of conformity. Counselors perceive the ideal

97 Dunlop, op. cit., 1026.

98 Ibid., 1027.

99 Stewart, L.H., "Teachers and Counselors Look at Students:
Some Implications for Guidance Practice," Personnel and Guidance
student as being more independent than conforming, and the teachers' reactions to frustration situations show a higher group conformity rating than those of the counselors. 100

Pla listed the following reasons for poor relations between teachers and counselors:

1. Common goals and purposes are not recognized.
2. Counselors' duties are not always understood by teachers.
3. In many cases neither counselors nor teachers realize how much each is dependent on the other. 101

In summary, it can be concluded that the differences between teachers and counselors are not as striking as the differences between administrators and counselors. However, there are some basic differences between teachers and counselors regarding their attitudes toward guidance programs and their personality characteristics.

Summary

This chapter has reviewed the literature relevant to this study. The review centered around the following three topics: (1) criteria for professionalization, (2) school counseling as a profession, and (3) counselors and school conflicts.

The literature revealed that there are a variety of criteria for professional status, but that differences in those criteria were in emphasis rather than basic contradictions.

100


101

School counseling as an occupation in the process of professionalization was soon as strong in its theoretical basis and professional culture. However, it appeared that school counseling was weak in terms of its professional authority, sanction by the community and its code of ethics.

Basic differences in attitudes towards guidance as well as personality characteristics were uncovered among counselors, administrators, and teachers. It was concluded that these differences could be the source of some conflicts. The literature also revealed that some authorities were encouraging militancy among counselors.

Chapter III describes the procedures, methodology, and statistical processes used in this study.
CHAPTER III

METHODOLOGY

Introduction

This study was an adjunct to and based on data collected as part of a major study recently completed by Corwin. Corwin's research was concerned with how organizational variables affect staff conflicts. The focus of this study was on conflicts as reported by teachers and administrators in relationship to the professional behavior of school counselors.

Twenty-eight schools in Ohio, Michigan, Indiana, and Pennsylvania participated in the study. The schools were chosen to represent a wide range of faculty sizes. Table VIII shows the relatively equal distribution of schools in the five faculty size categories.

<table>
<thead>
<tr>
<th>Size of Faculty</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>107-168</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>87-106</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>52-86</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>40-51</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>14-30</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td><strong>T=100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

102
Corwin, op. cit.
There were 1,450 teachers, 50 administrators and 67 counselors employed by the schools that were studied in Corwin's project.\textsuperscript{103}... subjects completed a variety of questionnaires and approximately 550 teachers and administrators were personally interviewed by trained researchers.

The principal, at least one counselor, and the most influential teachers were singled out for interviews. Whenever possible, a minimum of thirty faculty and staff members were interviewed and all faculty and staff members were interviewed in the smallest schools.

The interviewers were instructed to open each conference by inquiring about problems, friction incidents, or disputes in a particular school. The individual being interviewed did not refer to the names of other staff members, but was instructed to use code numbers that had been assigned to all subjects. In the event that a conflict situation was described, the interviewer attempted to ascertain who was involved, how intense the conflict was, and how it was resolved.

Using transcripts of the interviews, two research assistants on Corwin's\textsuperscript{104} staff determined the frequency, intensity, reactions, and nature of conflicts in which teachers, administrators, and counselors indicated that they were involved. The coding reliability of types of conflicts between the research assistants was found to be approximately 80 per cent agreement. Appendix I contains a partial list of the specific conflict categories used by the coders.

\textsuperscript{103} Corwin, op. cit.
\textsuperscript{104} Ibid.
Sample

The data regarding the frequency, intensity, reactions, and types of school conflicts with counselors was based on the interviews conducted in the original study. The actual number of counselors in this study was 67 and the number of analyzed conflicts was 448.

Instrument

A counselor's professional behavior was determined by his scores on a modification of a Professional Behavior Index that was administered in the original study. Corwin did not find a strong positive relationship between his Professional Behavior Index and the Professional Orientation Scale. He stated,

The lack of association between a school's professional orientation and behavior can be partially attributed to the inability of the professional behavior index to discriminate in the middle ranges of the scale, for the differences between extreme schools on those measures are in the expected direction. 105

Table IX lists the items included in Corwin's Professional Behavior Index. The fact that only three degrees were used for each item may have contributed to the inability of this instrument to discriminate in the middle ranges. In the present study five degrees were used for each item and weights were added in order to provide better distribution. Table X contains the breakdown of the Professional Behavior Index as it was employed in this study. Each counselor was classified as High (5 points), Above Average (4 points), Average (3 points), Below Average (2 points), and Low (1 point) on all of the

105 Corwin, op. cit.
### TABLE IX

**PROFESSIONAL BEHAVIOR INDEX ITEMS**  
AS USED IN CORR.1'S 1966 STUDY OF STAFF CONFLICTS

<table>
<thead>
<tr>
<th>Level of Professional Activity</th>
<th>High</th>
<th>Middle</th>
<th>Low</th>
</tr>
</thead>
</table>

### Monopoly of Knowledge

<table>
<thead>
<tr>
<th>1. Number of years of college</th>
<th>5-8 years</th>
<th>4 years</th>
<th>0-3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Highest college degree</td>
<td>M.A., Ph.D., B.A., B.S., or Ph.E., or B.Ed.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>3. Type of college</td>
<td>Liberal Arts, College of Education or Teacher's College or Normal School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Time devoted to professional reading</td>
<td>11 or more hours per week</td>
<td>3-10 hours per week</td>
<td>Less than 5 hours per week</td>
</tr>
</tbody>
</table>

### Orientation to Colleagues

<table>
<thead>
<tr>
<th>5. Activity in professional organizations</th>
<th>Held office, attend conferences, active on committees, or contributed to occasionally programs</th>
<th>No membership or dues, member only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to Colleagues</td>
<td>4 or more</td>
<td>2-3</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>6. Number of conferences attended during the past two years</td>
<td>5 or more</td>
<td>1-4</td>
</tr>
<tr>
<td>7. Number of professional journals subscribed to</td>
<td>3 or more</td>
<td>1-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Employed full time</td>
</tr>
</tbody>
</table>

Corwin, op. cit.
TABLE X

PROFESSIONAL BEHAVIOR INDEX ITEMS
AS USED IN THE PRESENT STUDY OF STAFF CONFLICTS

<table>
<thead>
<tr>
<th>Items</th>
<th>Weights</th>
<th>Level of Professional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High 5 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low 1 point</td>
</tr>
</tbody>
</table>

**Monopoly of Knowledge**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>High 5 points</th>
<th>Above 4 points</th>
<th>Average 3 points</th>
<th>Below 2 points</th>
<th>Low 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of years of college completed</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>0-3</td>
</tr>
<tr>
<td>2. Highest college degree</td>
<td>2</td>
<td>Ph.D</td>
<td>B.A.</td>
<td>B.S.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>3. Hours devoted to professional reading per week</td>
<td>1</td>
<td>11 or more</td>
<td>6-10</td>
<td>5 or less</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>4. Undergraduate grade average</td>
<td>1</td>
<td>A</td>
<td>B+</td>
<td>B</td>
<td>C+</td>
<td>C</td>
</tr>
</tbody>
</table>

**Professional Culture**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Held an office</th>
<th>Presented program</th>
<th>Attended Conference</th>
<th>Inactive</th>
<th>No membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Activity in professional organizations</td>
<td>2</td>
<td>Held an office</td>
<td>Presented program</td>
<td>Attended Conference</td>
<td>Inactive</td>
<td>No membership</td>
</tr>
<tr>
<td>Items</td>
<td>weights</td>
<td>Level of Professional Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td></td>
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<td>Above</td>
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<tr>
<td></td>
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<td>High</td>
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<tr>
<td></td>
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<td>5 points</td>
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<td>Average</td>
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<td>Average</td>
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<tr>
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<td>2 points</td>
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<tr>
<td></td>
<td></td>
<td>Low</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Number of conferences or workshops attended</td>
<td>1.5</td>
<td>10 or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Number of professional journal subscriptions</td>
<td>1</td>
<td>7-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Number of published articles or books</td>
<td>1</td>
<td>3-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other professional roles (e.g. coaching)</td>
<td>1</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Salary</td>
<td>1</td>
<td>9,000-10,999</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Sex</td>
<td>1</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Age</td>
<td>1</td>
<td>25-35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Culture
twelve items, and assigned a score according to his total number of points. Several of the items were assigned weights in that they were considered to be more important.

Item number 3 (type of college attended) in Corwin's Professional Behavior Index was eliminated because it was felt that the relationship between the type of college and professional behavior was alethic at best. Three items dealing with college grade average, salary level and the subject's sex were included in an attempt to measure other criteria of professionalization that were mentioned in the literature (see Table 1, p. 20).

The items on the Professional Behavior Index were analyzed according to the counselor's mean rate of conflict in each sub-category. For example, item number one on the index dealt with years of college completed. The various categories were (1) more than seven years; (2) seven years; (3) six years; (4) five years; (5) four years or less. The mean rate of conflict for the counselors in each of these categories was determined. These means were discussed in terms of whether or not they supported the definition of professional behavior employed in this study.

Hypothesis testing:

Professional Behavior Index scores were divided into upper twenty-five per cent and lower twenty-five per cent. The subjects ranking in the upper fourth were labeled as the most professional counselors and the subjects ranking in the lower fourth were labeled as the least professional counselors.

The first hypothesis that was concerned with differences between the most professional and the least professional counselors in rates of
conflict was tested by utilizing a statistical technique for determining significant differences described in Table 11.

TABLE 11

Statistical formula for determining significant differences between frequencies as explained by Downie and Heath: 107

\[ x^2 = \sum \frac{(O-E)^2}{E} \]

The second hypothesis that was concerned with differences between the most professional and the least professional counselors in their average intensity of conflicts was tested by utilizing a statistical technique for determining significant differences described in Table 12. The intensity of conflicts was based on the transcripts taken from the taped interviews. General complaints were considered to be low intensity conflicts; whereas, a major incident was considered to be highly intense. The following scale was utilized in this study for determining the relative severity of conflicts:

1. General complaint
2. Complaints about policy
3. Impersonal competition
4. Complaint against a specific group or individual
5. Open discussion between two people
6. Open discussion with three or more persons
7. One or more heated discussions

8. Two or more heated discussions

9. A major incident

TABLE XII

Statistical formula for determining significant
differences between means as explained by Downic and Heath: 108

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2}{n_1} + \frac{\sum x_2^2}{n_2}} (\frac{1}{n_1} + \frac{1}{n_2})}
\]

\[n_1 + n_2 - 2\]

The third hypothesis that was concerned with differences between
the most professional and the least professional counselors in their re-
actions to conflicts was tested by utilizing a statistical technique for
determining significant differences described in Table 11 (page 64). Re-
actions to conflicts were also determined from data taken from the taped
interviews. The following categories were utilized to describe the
different reactions to conflicts:

1. Delegated the problem upward (e.g. to the school board).

2. Delegated the problem downward (e.g. to the student council).

3. Parties did not speak.

4. Left the situation but stayed in the same school.

5. Transferred to another school within the same system.

108

Downic and Heath, op. cit. 142.
6. Left the school system.
7. Attempted to discuss the problem indirectly.
8. Rationalization of the conflict
9. Ignored the situation.
10. Attempted to solve the conflict through direct discussion.

The fourth hypothesis that was concerned with differences in the types of conflicts in which the most professional and the least professional counselors were involved, was tested by utilizing a statistical technique for determining significant differences as explained in Table 11 (page 64). Types of conflicts were determined by the following code: 109

1. Authority conflicts that involved problems of overlapping authority, basis of authority, control over curriculum, and violation of the chain of command.
2. Scheduling conflicts included problems of students dropping courses, competition for students, and selecting courses for students.
3. Structural maintenance conflicts included problems of over-enforcement and under-enforcement of school policies.
4. Distribution of rewards included problems of favoritism; such as allowing exceptions to rules, and also problems with salaries.
5. Interaction-communication conflicts included problems of school community relations, official relations, and methods of communication.

109 Corwin, op. cit.
6. Valence-sentiment conflicts included problems of alienation, personality clashes, or lack of manners.

7. School-community conflicts included problems with bond issues and the development of special educational programs.

8. School finances and facilities conflicts included problems with the attainment of money and space.

9. Value conflicts included questions over ethics, personal behavior and values.

10. School philosophy conflicts included problems of offered services and general direction of the school.

Appendix B contains a detailed list of specific types of conflict categories relevant to this study.

Summary

This chapter has included a discussion of the procedures, methodology, and statistical processes employed in this study. The chapter was divided into sections pertaining to Corwin's original study, the sample, the instrument, the interview procedures and the statistical analysis of the data. The next chapter contains the findings of this study.

110
Corwin, op. cit.
CHAPTER IV

FINDINGS

Introduction

In this chapter the results of the study will be presented and discussed. The data presented in this section includes the statistical information regarding the Professional Behavior Index, the hypotheses, and some general observations based on the data.

Analysis of the Professional Behavior Index

In that the index employed in this study had not been standardized, an analysis of the items was conducted. Table XIII presented below includes some basic statistical information regarding the mean, range, and standard deviation of the index. The mean for all the counselors in this sample was 42.36. The range of scores fell between 30 and 55.5. The lowest possible score was 12, with the highest being 67.5. The standard deviation of these scores from the mean was 10.17.

The counselors in the upper twenty-five percent on the Professional Behavior Index had a mean score of 50.35; whereas, the counselors in the lower twenty-five percent had a mean score of 35.25.

TABLE XIII

STATISTICAL DATA REGARDING THE PROFESSIONAL BEHAVIOR INDEX

<table>
<thead>
<tr>
<th>Statistical Concept</th>
<th>Statistical Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>42.36</td>
</tr>
<tr>
<td>Possible range of scores</td>
<td>12.00-67.50</td>
</tr>
</tbody>
</table>
### TABLE XIII (continued)

**STATISTICAL DATA REGARDING THE PROFESSIONAL BEHAVIOR INDEX**

<table>
<thead>
<tr>
<th>Statistical Concept</th>
<th>Statistical Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of scores for this sample of counselors</td>
<td>30.00-55.50</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>10.17</td>
</tr>
<tr>
<td>Mean for upper 25% of scores (n=15)</td>
<td>50.35</td>
</tr>
<tr>
<td>Mean for lower 25% of scores (n=14)</td>
<td>35.25</td>
</tr>
</tbody>
</table>

In the following tables each item was analyzed separately according to the definition employed in this study and the mean rate of conflict was determined for each category. The data in Table XIV revealed that the mean rate of conflict for the male counselors in this study was 1.04 higher than the mean rate of conflict of the female counselors. It has been generally accepted in our society that the male should be more aggressive and to some extent these data supported this cultural stereotype. However, if one assumes that it is more professional to be involved in conflicts, then males can be considered to be more professional. The data in Table XIV were in the expected direction according to the definition of professional behavior employed in this study.

### TABLE XIV

**DIFFERENCES BETWEEN MALES AND FEMALES IN RATES OF CONFLICT**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6.44</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>5.36</td>
<td>25</td>
</tr>
</tbody>
</table>
The data in Table XV revealed that counselors between 36-40 years of age averaged more conflicts than those in the other age categories. This particular age group also averaged 1.88 more conflicts per counselor than the 46-60 age group of counselors. These data tend to support the notion that the younger counselors are involved in more conflicts.

**TABLE XV**

Differences in Rates of Conflict by Age Categories

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 and under</td>
<td>6.00</td>
<td>12</td>
</tr>
<tr>
<td>36-40</td>
<td>6.93</td>
<td>14</td>
</tr>
<tr>
<td>41-45</td>
<td>6.25</td>
<td>12</td>
</tr>
<tr>
<td>46-60</td>
<td>5.05</td>
<td>17</td>
</tr>
<tr>
<td>61 and over</td>
<td>6.00</td>
<td>6</td>
</tr>
</tbody>
</table>

One interpretation of the above data could be that the youngest counselors are becoming established and that their rates of conflict are not relatively high. The 36-40 age group are more firmly established and are seeking the professional autonomy and authority requisite for the fulfillment of their careers. Beyond 41 years of age the rates of conflict decrease up to the age of 60, with those over 61 being slightly more involved in conflicts.

The data presented in Table XVI indicated that the highest paid counselors were involved in more conflicts on the average than counselors making less than $9,000 per year. There was a difference of 3.04 conflicts
per counselor between the highest paid counselors and those in the second
highest salary level. The general direction of those data also supported
the notion that the higher paid counselors were more professional by
virtue of their involvement in conflicts. One might also conclude that con-
lict was accompanied by a certain gain in financial rewards.

TABLE XVI
DIFFERENCES IN RATES OF CONFLICT BY SALARY LEVEL

<table>
<thead>
<tr>
<th>Salary Level</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9,000-10,999</td>
<td>8.16</td>
<td>12</td>
</tr>
<tr>
<td>$7,999-8,999</td>
<td>5.81</td>
<td>22</td>
</tr>
<tr>
<td>$6,000-8,999</td>
<td>5.12</td>
<td>25</td>
</tr>
<tr>
<td>$4,999-5,999</td>
<td>6.00</td>
<td>2</td>
</tr>
</tbody>
</table>

The disproportionate number of counselors holding a master's
degree (n=49) complicated the interpretation of the results presented in
Table XVII. However, there was some indication that the master's degree
was a license to become involved in conflict, in that counselors with a
bachelor's degree were in fewer conflicts on the average.

TABLE XVII
DIFFERENCES IN RATES OF CONFLICT BY DEGREES HELD

<table>
<thead>
<tr>
<th>Highest Degree Held</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed. or Ph.D.</td>
<td>5.00</td>
<td>3</td>
</tr>
<tr>
<td>M.Ed. or M.A.</td>
<td>6.34</td>
<td>49</td>
</tr>
<tr>
<td>B.A. or B.S.</td>
<td>4.85</td>
<td>7</td>
</tr>
<tr>
<td>No degree held</td>
<td>2.00</td>
<td>2</td>
</tr>
</tbody>
</table>
Table XVIII revealed that counselors with a B average in undergraduate school had the highest mean rate of conflict. The lowest mean rate of conflict among the counselors in this study was accompanied by the highest undergraduate grade average. These data supported the general direction of the definition utilized in this study, that of higher rates of conflict with higher grades. However, there appeared to be a tapering off with the highest grade average.

Table XVIII

<table>
<thead>
<tr>
<th>Undergraduate Grade Average</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>4.90</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>6.65</td>
<td>29</td>
</tr>
<tr>
<td>C+</td>
<td>5.00</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>7.00</td>
<td>3</td>
</tr>
</tbody>
</table>

The disproportionate numbers involved in Table XIX made it difficult to interpret these data. However, the inactive professionals'
mean rate of conflict was considerably less than the rates of conflict for those counselors who presented programs at conferences or who held offices and participated on committees. The extremely high rate of conflict (9.33) for the counselors who only attend conferences could be attributed to sampling errors. These data also supported the definition employed in this study.

Table XX revealed that counselors who attended ten or more conferences had the highest mean rate of conflict; whereas, the counselors who attended the fewest conferences had the lowest mean rate. Counselors who attended between two and ten conferences had approximately the same mean rates of involvement in conflict. The data in this table were in the expected direction to be consistent with the definition utilized in this study, but the middle range was not clear cut.

TABLE XX

DIFFERENCES IN RATES OF CONFLICT BY NUMBER OF CONFERENCES ATTENDED

<table>
<thead>
<tr>
<th>Conferences Attended</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or more</td>
<td>6.84</td>
<td>13</td>
</tr>
<tr>
<td>8-10</td>
<td>5.83</td>
<td>6</td>
</tr>
<tr>
<td>5-7</td>
<td>6.05</td>
<td>17</td>
</tr>
<tr>
<td>2-4</td>
<td>5.85</td>
<td>21</td>
</tr>
<tr>
<td>0-1</td>
<td>4.00</td>
<td>4</td>
</tr>
</tbody>
</table>

If one excluded the two extremes in Table XX due to the small number of counselors, it could be concluded that the individuals in this
study who had completed five years of college had the highest mean rate of conflict. Furthermore, with an increase in time spent in college there was a subsequent decrease in the rate of conflict for the counselors in this study. Those data would necessitate the removal of this item from the Professional Behavior Index as it was employed in this study, but they suggest some interesting possibilities for further research.

TABLE XXI

DIFFERENCES IN RATES OF CONFLICT BY YEARS OF COLLEGE COMPLETED

<table>
<thead>
<tr>
<th>Years of College Completed</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 7 years</td>
<td>7.33</td>
<td>3</td>
</tr>
<tr>
<td>7 years</td>
<td>5.09</td>
<td>11</td>
</tr>
<tr>
<td>6 years</td>
<td>6.18</td>
<td>22</td>
</tr>
<tr>
<td>5 years</td>
<td>5.27</td>
<td>21</td>
</tr>
<tr>
<td>4 years or less</td>
<td>5.00</td>
<td>2</td>
</tr>
</tbody>
</table>

The data in Table XXII also supported the definition of professional behavior utilized in this study. The higher mean rates of conflict were attained by the counselors who subscribed to the greatest number of journals. The highest mean rate of conflict was attained by counselors who subscribed to three to four journals. The lower rates of conflict were attained by counselors who subscribed to two or fewer journals.
TABLE XXII

DIFFERENCES IN RATES OF CONFLICT
BY THE NUMBER OF JOURNAL SUBSCRIPTIONS

<table>
<thead>
<tr>
<th>Number of Journal Subscriptions</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>6.50</td>
<td>2</td>
</tr>
<tr>
<td>3-4</td>
<td>6.68</td>
<td>25</td>
</tr>
<tr>
<td>1-2</td>
<td>5.87</td>
<td>31</td>
</tr>
<tr>
<td>0</td>
<td>1.33</td>
<td>3</td>
</tr>
</tbody>
</table>

The disproportionate numbers involved in each of the categories in Table XXIII make it difficult to draw any conclusions; however, if the data are taken at face value, it is observed that counselors who read a great deal each week did not have high rates of conflicts. The data in this table did not support the definition of professional behavior employed in this study.

TABLE XXIII

DIFFERENCES IN RATES OF CONFLICT AND HOURS PER WEEK SPENT READING PROFESSIONAL JOURNALS

<table>
<thead>
<tr>
<th>Reading Hours Per Week</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 or more</td>
<td>4.50</td>
<td>4</td>
</tr>
<tr>
<td>5-10</td>
<td>5.33</td>
<td>18</td>
</tr>
<tr>
<td>5 or less</td>
<td>6.46</td>
<td>39</td>
</tr>
</tbody>
</table>
The disproportionate numbers involved in each category in Table XXIV precluded a reliable interpretation. However, the differences in rates of conflict were not in the expected direction to be consistent with the definition as it was employed in this study. It is also interesting to note that only 18 per cent of the counselors in this study had published any articles.

**TABLE XXIV**

DIFFERENCES IN RATES OF CONFLICT AND NUMBER OF PUBLICATIONS

<table>
<thead>
<tr>
<th>Number of Publications</th>
<th>Mean Rate of Conflict</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>6.00</td>
<td>1</td>
</tr>
<tr>
<td>1-2</td>
<td>6.50</td>
<td>10</td>
</tr>
<tr>
<td>0</td>
<td>6.86</td>
<td>50</td>
</tr>
</tbody>
</table>

The majority of the items comparing the Professional Behavior Index were associated with conflict in accordance with the definition of professional behavior employed in this study. The items that involved years of education, activity in professional associations, and hours per week spent reading professional journals were not associated with conflict in accordance with the definition of professional behavior. In that these three areas contain face validity, further research needs to be conducted to explain these phenomena.

**Findings**

**Hypothesis 1.** There will be no significant differences in the frequency of conflicts between the most professional and the least professional counselors as reported by teachers, counselors, and administrators.
The data in Table XXV revealed that there were statistically significant differences in the frequency of conflicts between the most professional and least professional counselors. Based on these results the above null hypothesis can be rejected at the .05 level of confidence. These results indicated that the differences in the frequency of conflicts revealed in Table XXV would have occurred by chance only five times out of one hundred.

**TABLE XXV**

DIFFERENCES IN FREQUENCY OF CONFLICT BETWEEN THE MOST PROFESSIONAL COUNSELORS AND THE LEAST PROFESSIONAL COUNSELORS

<table>
<thead>
<tr>
<th>Frequency of Conflicts for the Most Professional Counselors</th>
<th>Frequency of Conflicts for the Least Professional Counselors</th>
<th>Differences in Frequency of Conflicts</th>
<th>$x^2$ Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>68</td>
<td>26</td>
<td>4.16</td>
</tr>
</tbody>
</table>

Hypothesis 2. There will be no significant differences in the intensity of conflicts between the most professional and the least professional counselors as reported by teachers, counselors, and administrators.

The data in Table XXVI revealed that there were no statistically significant differences in the intensity of conflicts between the most professional and the least professional counselors. Based on these results the above null hypothesis can not be rejected.
TABLE XXVI
DIFFERENCES IN INTENSITY OF CONFLICTS BETWEEN THE MOST PROFESSIONAL COUNSELORS AND THE LEAST PROFESSIONAL COUNSELORS

<table>
<thead>
<tr>
<th>Mean Intensity of Conflicts for the Most Professional Counselors</th>
<th>Mean Intensity of Conflicts for the Least Professional Counselors</th>
<th>Mean Difference in Intensity of Conflicts</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.53</td>
<td>4.35</td>
<td>.18</td>
<td>.36</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

**Hypothesis 3.** There will be no significant differences regarding the reactions to conflicts between the most professional and the least professional counselors as reported by teachers, counselors, and administrators.

The data in Table XXVII revealed that there were no statistically significant differences between the most professional and the least professional counselors in their reactions to conflicts. Based on these results the null hypothesis can not be rejected.

**Hypothesis 4.** There will be no significant differences between the most professional and the least professional counselors in the types of conflicts in which they were involved.

The data in Table XXVIII revealed that there were no significant differences between the most professional and the least professional counselors in the types of conflicts in which they were involved. Based on these results, the above null hypothesis can not be rejected. However, the $x^2$ for these data approached significance and this trend could be accounted for by the relatively large number of scheduling conflicts in
### TABLE XXVII

**DIFFERENCES IN REACTIONS TO CONFLICTS BETWEEN THE MOST PROFESSIONAL COUNSELORS AND THE LEAST PROFESSIONAL COUNSELORS**

<table>
<thead>
<tr>
<th></th>
<th>Discuss Problem Indirectly</th>
<th>Rationalization of Conflict</th>
<th>Ignore the Situation</th>
<th>Discuss Problem Directly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency for the Most Professional Counselors</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>Frequency for the Least Professional Counselors</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$\chi^2$</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.41</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>


### Table XXVIII

**Differences in Types of Conflicts between the Most Professional Counselors and the Least Professional Counselors**

<table>
<thead>
<tr>
<th></th>
<th>Authority</th>
<th>Scheduling</th>
<th>( \chi^2 )</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency for the most Professional Counselors</td>
<td>26</td>
<td>54</td>
<td>3.51</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Frequency for the Least Professional Counselors</td>
<td>31</td>
<td>34</td>
<td></td>
<td>(.10) *</td>
</tr>
</tbody>
</table>

* .10 is not a generally accepted level of significance.
which the most professional counselors were involved. Furthermore, in that scheduling conflicts usually converged on students' interests these findings would indicate that the conflicts of the most professional counselors reflected a greater orientation to students.

General Observations

It is interesting to note that counselors, regardless of their professional behavior scores, were in a relatively large number of authority and scheduling conflicts and a relatively small number of personality clashes, school community problems, conflicts over finances and facilities, value conflicts, and school philosophy conflicts.

The large number of authority conflicts could imply that counseling as a developing profession has reached the state of seeking to win and maintain sufficient autonomy to perform its specialized services. Another interpretation of this observation could be that the authority status of counselors is sufficiently ambiguous to generate conflict. The relatively large number of authority conflicts could also be interpreted to mean that the role ambiguity revealed in the review of the literature is operating in the schools and causing some confusion. Clearer enumeration of the counselor's role might not reduce the number of authority conflicts but should provide the professional counselor with a clearer position.

111 McCully, op. cit.
112 Caldwell, op. cit.
<table>
<thead>
<tr>
<th>Types of Conflicts</th>
<th>Frequency for All Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>154</td>
</tr>
<tr>
<td>Scheduling</td>
<td>216</td>
</tr>
<tr>
<td>Distribution of Rewards</td>
<td>13</td>
</tr>
<tr>
<td>Structural Enforcement</td>
<td>26</td>
</tr>
<tr>
<td>Communication and Socialization</td>
<td>22</td>
</tr>
<tr>
<td>Valence-Sentiment</td>
<td>4</td>
</tr>
<tr>
<td>School-Community</td>
<td>0</td>
</tr>
<tr>
<td>Resources</td>
<td>1</td>
</tr>
<tr>
<td>Values</td>
<td>7</td>
</tr>
<tr>
<td>School Philosophy</td>
<td>5</td>
</tr>
</tbody>
</table>
The large number of scheduling conflicts suggests the general sensitivity that teachers have regarding which students are permitted to enroll in or drop their courses. It is generally known that teachers would prefer to work with the better students and thus the observed frequency provides evidence that teachers will resist anyone who may threaten their chances of having these students in their classes. It would behoove practicing counselors to develop cooperative policies with teachers regarding scheduling procedures. Such policies may not prevent scheduling but should provide the counselor with a firmer position.

Another interpretation of the large number of scheduling conflicts is that counselors are assisting students in maneuvering through the institutional system.

In terms of counselor reactions to conflict it was also interesting to note the frequent use of direct discussion. The frequency data in Table XXX for all counselors revealed that the great majority of conflicts were handled through direct discussion. In general, counselors reacted to conflicts in a very professional manner.

Summary

In this chapter the statistical findings were reported and conclusions based on these findings were posited. Suggestions for further research relevant to the findings and conclusions were also presented.

In the next chapter the summary and conclusions will be presented.
### TABLE XXX

**REACTIONS TO CONFLICTS**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Frequency for All Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation of Problem Upward</td>
<td>20</td>
</tr>
<tr>
<td>Delegation of Problem Downward</td>
<td>4</td>
</tr>
<tr>
<td>Parties Do Not Speak</td>
<td>2</td>
</tr>
<tr>
<td>Transfer Schools Within System</td>
<td>0</td>
</tr>
<tr>
<td>Leave the School System</td>
<td>0</td>
</tr>
<tr>
<td>Attempt to Discuss Problem Indirectly</td>
<td>36</td>
</tr>
<tr>
<td>Segmentalization of Conflict</td>
<td>34</td>
</tr>
<tr>
<td>Ignore the Situation</td>
<td>36</td>
</tr>
<tr>
<td>Direct Discussion of the Problem</td>
<td>192</td>
</tr>
</tbody>
</table>
Summary.

It was the purpose of this study to examine the relationship between a school counselor's professional behavior and the frequency, intensity, and types of conflicts as well as his reactions to conflicts as reported by teachers, counselors, and administrators. It was expected that school counselors, as members of a developing profession, would be involved in staff conflicts in order to attain greater professional authority and autonomy. Therefore, the more professional a school counselor the greater his expectancy of being involved in conflicts with teachers and administrators.

The literature revealed a variety of definitions of professional status, which differed in emphasis but generally stressed the importance of (1) service to society, (2) specialized knowledge, and (3) the development of professional associations.

Utilizing Greenwood's 113 criteria of professionalization as a standard, school counseling appeared strong in its theoretical basis and the development of a professional culture. However, school counseling appeared relatively weak in terms of its professional authority, sanction of the community, and code of ethics.

113 Greenwood, op. cit.
One of the potential sources of conflict evidenced in the literature was the difference in attitude towards guidance among counselors, administrators, and teachers. The encouragement of militant behavior by some authorities in the counseling field was also considered to be a contributory factor.

This study was an extension of a project completed by Corwin that involved twenty-eight schools and approximately 1,450 teachers, fifty administrators, and sixty-one counselors. The focus of the original study was on the relationship of organizational variables such as size, levels of authority, and complexity to staff conflicts, whereas the present study emphasized the professional behavior of counselors in relationship to their conflicts.

Based on data collected from 550 interviews with teachers, counselors, and administrators, a counselor's frequency, intensity, and types of conflicts as well as his reactions to conflicts were determined. A counselor's professional behavior was measured by his scores on a Professional Behavior Index that included ten criteria relevant to his background (e.g., highest degree earned, college grade average, etc.) and his professional activities (e.g., conferences attended).

Differences between the most and least professional counselors regarding the frequency and types of conflicts, and their reactions to conflicts were determined by utilizing a chi square test for significant differences. Differences between the most and least professional counselors regarding the intensity of conflicts were determined by utilizing a t-test for significant differences between means.

114 Corwin, op. cit.
A statistical analysis of the data revealed the following findings:

1. There were statistically significant differences between the most professional and the least professional counselors regarding their frequency of conflicts.

2. There were no statistically significant differences between the most professional and the least professional counselors regarding their intensity of conflicts.

3. There were no statistically significant differences between the most professional and the least professional counselors regarding the types of conflicts in which they were involved. However, the results indicated that the most professional counselors were involved in more scheduling conflicts.

4. There were no statistically significant differences between the most professional and least professional counselors regarding the manner in which they dealt with conflicts.

5. Counselors, in general, were most often involved in authority and scheduling conflicts.

Conclusions

The conclusions in this section were based on the following assumptions:

1. Professional behavior was adequately measured by the instrument employed in this study.

2. The conflicts reported by teachers, counselors, and administrators represented a realistic picture of the school problems in which counselors were involved.
The following conclusions can be drawn from the findings of this study:

1. Conflict was associated with being a more professional counselor. Therefore, conflicts should not be avoided by counselors, but considered in terms of their positive consequences of achieving professional objectives. The literature briefly reviewed in Chapter II that emphasized the importance of the interpersonal relationships between counselors and other staff members needs to be reconsidered in view of this conclusion. More specifically, careful distinctions need to be drawn between cooperation with the faculty and administration as opposed to unprofessional behavior.

2. The theoretical construct of conflict as described in the process of professionalization was a valid construct. The rewards of professional status have received considerable attention but the various aspects of the process of achieving professional status have virtually been ignored by the profession of counseling. Counseling, as an occupation in the process of professionalization, needs to emphasize (1) the role of conflict, (2) the development of a behavioral code of ethics, and (3) the establishment of professional autonomy and community sanction.

3. Student welfare is a primary concern of the most professional counselor. It has often been stated that the school counselor is the "last stronghold of the individual," and apparently this is the case with the most professional counselors. Unfortunately, not all counselors gave highest priority to student concerns. Further research is needed to determine whether counselors, in general, are more student oriented than teachers or administrators.
4. It appears that counselors were attempting to establish a high degree of professional authority in order to perform their specialized services. Apparently counselors are demanding their rights as professionals, although some assistance in the clarification of the authority role of the counselor should be forthcoming from the professional associations. McCully 115 had pointed out the necessity of winning and maintaining professional autonomy, however, more attention should be directed to this topic in the professional journals.

**Recommendations for further study.**

It seems likely that not all types of conflict in the school setting are conducive to the attainment of professional objectives, therefore, further research is needed to determine which conflicts are most productive.

Corwin's 116 Professional Behavior Index was expanded in this study and needs to be carefully examined in order to determine its validity and reliability.

The exact nature of the professional counselors' orientation to students needs to be investigated. Also, comparisons of counselors to other professional staff members need to be made in terms of their orientation to students.

A comparison of the manner in which counselors, teachers, and administrators handle conflict might reveal some significant differences.

115 McCully, op. cit.
116 Corwin, op. cit.
Finally, other theoretical constructs relevant to the process of professionalization need to be researched in terms of their applications and implications for the developing profession of counseling such as the development of a code of ethics, professional autonomy, and community sanction.
TEACHER QUESTIONNAIRE

PERSONAL INFORMATION

Code Number ________

Part I

The information in this questionnaire will be used solely for scientific purposes. Only professional sociologists at the Ohio State University will see your answers, which will remain strictly confidential at all times. Your complete cooperation is essential to the study and is greatly appreciated.

In this part of the questionnaire, you are being asked to supply information about your personal background.

1. Your name __________________________ (to be used only for coding purposes)

2. The school where you are now employed __________________________
   a. Your position (I.E., classroom teacher, department head, assistant principal, attendance officer, counselor, counselor-teacher*, etc.)

3. Your sex: ___ Male ___ Female

4. Your age at last birthday: ______ years

5. Your marital status: ___ Single ___ Married ___ Separated
   ___ Divorced ___ Widow
   a. Do you have children under 18 years old?
      ___ No ___ Yes

6. List the course (s) that you have taught most frequently during the past two years: (If you don't teach, list your principal activity):
   __________________________
   a. Is the course you teach most frequently a required course?
      ___ No ___ Yes
   b. Do you coach athletics? ___ No ___ Yes
   c. Are you responsible for advising or directing any type of extracurricular activity?
      ___ No ___ Yes
If so, what is it?

What proportion of your time is officially allocated to this duty? ___________

7. How many years have you worked in this system (as of this coming June)? ___________
   a. How many years have you worked in this school? ___________

8. Are you employed full time by the school system?
   _ No _ Yes
   a. Do you presently work in more than one school in the system?
   _ No _ Yes

9. In how many other school systems have you worked previous to your present position?
   ___________
   a. In how many different schools in the present system have you worked?
   b. Have you ever been transferred within the present system without your consent?
      _ No _ Yes

10. What is your salary for teaching between Sept. and June of this year? $
    a. Do you work part time during the year?
       _ No _ Yes

11. Considering your skill, training and dedication to teaching, what salary do you feel that you should be earning during the present school year? $

12. Number of years of college completed: (Check one)

      _ Less than one year _ five
      _ one _ six
      _ two _ seven
      _ three _ more than seven
      _ four

13. The highest college degree which you have completed: (Check one)

      _ B.A. or _ B.S. _ Ph.D. or _ D.Ed.
      _ B.Ed. _ 2 year degree
      _ M.A. or _ M.S. _ No degree

     a. Date awarded: ____________________
14. College major: ____________________________
   a. College minor: __________________________

15. Name and location of college where highest degree was awarded:

   (Name) ____________________________ (City) ____________________________ (State) ____________________________

16. Type of college where you did most of your undergraduate work:

   (Check one)
   ___ Normal school  ___ Liberal Arts College
   ___ College of Education (university)  ___ Teachers College
   ___ College other than Education or Liberal Arts

   a. What is the primary source of financing for the college (above)?
   ___ Public  ___ Private

17. Please estimate the total number of semester college credits which you have earned outside of the College of Education: (3 Quarter credits equal 2 Semester credits)

   ____________________________

18. What was your total accumulative grade point average in college?

   ___ A  ___ B+  ___ B  ___ C+  ___ C  ___ D+  ___ D

19. Have you ever taught a course (s) at this school in which you did not major in college?  ___ No  ___ Yes

   a. If yes, how frequently?
   ___ Very Frequently  ___ Frequently  ___ Occasionally  ___ Seldom

20. Have you ever taught a course (s) at this school in which you did not major or minor in college?  ___ No  ___ Yes

   a. If yes, how frequently?
   ___ Very Frequently  ___ Frequently  ___ Occasionally  ___ Seldom

21. Size of city where you graduated from high school:

   ___ Under 2,000  ___ 50,100 - 100,000
   ___ 2,000 - 5,000  ___ 100,100 - 500,000
   ___ 5,100 - 10,000  ___ Over 500,000
   ___ 10,100 - 50,000
22. Location of High School from which you graduated:
   ____________________________  ____________________________
   (City)                          (State)

23. Before you were employed in the present system, had you ever lived in the county where you are presently teaching?  _ _ No  _ _ Yes

24. Are you a member of a teacher’s profession?  _ _ _ _ _ No  _ _ _ _ _ Yes
   If so, indicate whether you have: * (Check one)
   ___ hold an office in the local organization
   ___ hold an office in the national organization
   ___ been very active on committees
   ___ presented or contributed to one or more programs
   ___ attended conferences and conventions regularly
   ___ occasionally attended conferences and conventions
   ___ been a dues-paying member only
   ___ been listed only as a member

25. Are you a member of a teacher’s union?  _ _ _ _ _ No  _ _ _ _ _ Yes
   a. If you are a member of a teacher’s union, indicate whether you have:
      ___ hold an office in the local organization
      ___ hold an office in the national organization
      ___ been very active on committees
      ___ presented or contributed to one or more programs
      ___ attended conferences and conventions regularly
      ___ occasionally attended conferences and conventions
      ___ been a dues-paying member only
      ___ been a listed member only

* If you are a member of one or more professional associations select the one professional association in which you have been most active during the past 3 years.
26. How many professional conferences and workshops have you attended since September 1962? ______________

27. Do you subscribe to any professional journals?

__ No  ___ Yes; how many? ______________

a. Estimate how much time have you devoted to reading professional journals each month since last June (on the average) ______________ hours per month

28. Have you published any professional articles?

__ No  ___ Yes; how many? ______________

a. Please list below the titles of any major articles (or books) that you may have written during your career.

<table>
<thead>
<tr>
<th>Title</th>
<th>Place Published</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Place Published</th>
</tr>
</thead>
</table>

29. How many days work have you missed since the first day of the school year? ______________

30. Have you held an office in any community organization in your present community?

__ No  ___ Yes

Name of the organization __________________________

31. Your religious affiliation: _________________________

32. What is/was (underline which) your father's occupation?

_____________________

a. Briefly describe his duties: ______________________

b. How many years of formal schooling has your father completed?

_____________________

33. What is/was your father's estimated annual income as of the last year he was fully employed? $ __________
CONDENSED LIST OF GENERAL AND SPECIFIC NATURE OF PROBLEMS *

1. AUTHORITY PROBLEMS

A. CONTROL OVER CURRICULUM AND CLASSROOM WORK

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112</td>
<td>Lack of administrative support for a teacher's program</td>
</tr>
<tr>
<td>1113</td>
<td>Lack of support for teacher's experimental program</td>
</tr>
<tr>
<td>1114</td>
<td>Control over selection of students for elective courses</td>
</tr>
<tr>
<td>1133</td>
<td>Role of testing in the school program</td>
</tr>
<tr>
<td>1143</td>
<td>Control over student promotions and suspensions</td>
</tr>
<tr>
<td>1161</td>
<td>Control over discipline of students</td>
</tr>
</tbody>
</table>

B. CONTROL OVER SCHOOL POLICY NOT DIRECTLY AFFECTING CLASSROOM CONTROL

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1203</td>
<td>Whether to give credit for a course</td>
</tr>
<tr>
<td>1212</td>
<td>Grade card format</td>
</tr>
<tr>
<td>1220</td>
<td>Disagreement with policy or conflict over the right to determine policy</td>
</tr>
<tr>
<td>1240</td>
<td>Control over rules affecting student behavior in school</td>
</tr>
<tr>
<td>1291</td>
<td>Control over eligibility of students for extracurricular activities</td>
</tr>
</tbody>
</table>

C. COMPETITION FOR OFFICIAL STATUS AND INFLUENCE

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1305</td>
<td>Promotion</td>
</tr>
<tr>
<td>1307</td>
<td>Tenure or length of contract</td>
</tr>
<tr>
<td>1320</td>
<td>Domination of certain groups or individuals in school affairs</td>
</tr>
<tr>
<td>1340</td>
<td>Professional vs. non-professional (e.g., janitors)</td>
</tr>
<tr>
<td>1394</td>
<td>Overemphasis on athletics</td>
</tr>
</tbody>
</table>

D. COMPETITION FOR SOCIA LLY-BASED PRESTIGE

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1411</td>
<td>Competence—general adequacy of performance or ability of students</td>
</tr>
<tr>
<td>1422</td>
<td>Competence—teacher's lack of professional ethics</td>
</tr>
<tr>
<td>1425</td>
<td>Replacement of predecessor</td>
</tr>
<tr>
<td>1450</td>
<td>Counselors should be drawn from variety of backgrounds</td>
</tr>
<tr>
<td>1471</td>
<td>Lowered position by taking job with less status and authority</td>
</tr>
</tbody>
</table>
E. COMPETITION FOR PRESTIGE AND AUTHORITY -- SPECIFICALLY BETWEEN TEACHER'S ORGANIZATIONS

1501 Doesn't enforce professional standards
1503 Conflict over amount of request for raises
1506 Conflict over rules (local and higher body in organization)
1574 Conflict over recruiting techniques used by organization
1578 Complaint that administrators control Teacher's Association.

F. BASIS OF AUTHORITY

1601 Conformity or deference to will of principal or administration because of his position.
1602 Deference to principal (or administration) because of respect for his knowledge or experience.
1603 Deference to principal (or administration) because of sympathy for his problems or because he is likeable.
1604 Lack of respect for competence as an administrator.

G. VIOLATING CHAIN OF COMMAND

1701 Teachers refusal to recognize department head.
1704 Teacher complaining to students.
1706 Student going to counselor before teacher about a classroom problem.
1709 Counselor fails to contact teacher before removing student from class or placing student in class.
1710 Teacher going to counselor to enforce discipline instead of another administrator.
1711 Parent taking problem to administrator instead of the teacher.

H. STATUS INCONGRUENCE

1810 Level of work below level of training.
1832 Status inconsistency -- female administrator.
1835 Status inconsistency -- vocational teachers without degree being paid more than academic teachers.
1854 Reluctance of teachers or students to confide in counselors due to their alignment with administration and/or ineffective discipline enforcement due to dual role.
1855 Status inconsistency -- administrator or supervisor is young and/or inexperienced.
I. OVERLAPPING AUTHORITY

1911 Two or more faculty attempt to exercise control over student guidance and behavior (not official work)
1914 Counselor and teacher attempt to exercise control over student problems
1915 Duplication of function between counselors and other faculty members
1916 Administration or faculty questions counselors' official guidance work
1918 Teacher fails to support counselor in student problems

J. INSUBORDINATION

2110 Challenge to authority (not involving outside support)
2132 Stealing - vandalism
2133 Lack of student discipline - related to scholarship or related to effort
2134 Personality clash between student and teacher
2135 Violation of administrative decisions if contrary to their will or go ahead without seeking approval

K. MISUSE OF AUTHORITY

2301 Forced to join professional association
2320 Exploitation of students
2321 Exploitation of teachers
2323 Reluctance to delegate authority to other staff members
2324 Misuse of authority involving students

II. ACTIVITY PROBLEMS

A. DISTRIBUTION OF FUNCTIONS AND TEACHING ASSIGNMENTS (NOT INVOLVING COMPETITION FOR RANK)

3112 Competition for valued position, not otherwise specified (not involving promotion or loss of function
3116 Differences in levels of motivation
3122 Press on teachers' or counselors' time due to conflicting roles and functions
3123 Number of classes per teacher
3125 Overload of paper work

B. SCHEDULING (SHARED FACILITIES)

3202 Two scheduled classes (or schools)
3210 Scheduled distribution of shared facilities between teachers, departments or schools.
3291 Insufficient facilities for transporting students to athletic events
C. SCHEDULING OF STUDENT PERSONNEL

Code Numbers | Problems
--- | ---
3304 | Adjusting students' schedules for classes and/or outside work (among teachers)
3306 | Competition for students (between academic teachers) or involving counselors
3307 | Assigning students to a particular teacher
3310 | Distribution of able and less able students, also distribution of the sexes) and troublemakers
3312 | Scheduling students so they will graduate whether they have an interest in the course or not

D. STRUCTURAL MAINTENANCE - ORGANIZATIONAL

3400 | Complaint about overenforcement of established rules or procedures - general
3412 | Attendance taking procedures
3413 | Right to leave school early and getting to school on time
3414 | Complaint about policy regarding time off for convention for teachers
3415 | Discipline enforcement
3416 | Suspension or expulsion of student
3421 | Complaint about low enforcement
3423 | Violation of attendance taking procedures
3428 | Attendance at teachers' meetings
3429 | Violation of grading or testing policy
3435 | Interpretation of established policy
3436 | Lack of knowledge of policy due to teacher's newness in the school system
3441 | Lack of school policy (general)
3442 | Lack of clarity of job description
3444 | Lack of policy for getting students out of classes and/or to other parts of the building
3443 | Lack of policy in discipline standards
3444 | Lack of policy in ordering textbooks
3490 | Lack of policy in assigning extracurricular responsibility to proper person or group, i.e., maintaining athletic field

E. STRUCTURAL CHANGES

3507 | Possibility of "change" frightens some staff members
3510 | Too much faculty turnover within a short period of time
3512 | Expanding personnel
3531 | Formation of a new separate department
3550 | Changes in professional standards
### F. DISTRIBUTION OF REWARDS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3612</td>
<td>Favoritism with respect to rules and procedures or makes too many exceptions</td>
</tr>
<tr>
<td>3613</td>
<td>Favoritism with respect to assignment of duties or teaching responsibilities</td>
</tr>
<tr>
<td>3622</td>
<td>Distribution of grades involving grade fixing or plagiarism</td>
</tr>
<tr>
<td>3631</td>
<td>Distribution of facilities</td>
</tr>
<tr>
<td>3633</td>
<td>Personal use of school facilities</td>
</tr>
<tr>
<td>3600</td>
<td>Salary problems - general</td>
</tr>
<tr>
<td>3641</td>
<td>Differences in types of salary increase, i.e. &quot;index systems vs. across-the-board raises&quot;</td>
</tr>
<tr>
<td>3644</td>
<td>Pay in violation of contract</td>
</tr>
<tr>
<td>3646</td>
<td>Additional fringe benefits</td>
</tr>
<tr>
<td>3648</td>
<td>Low salaries to faculty and administration as a whole</td>
</tr>
<tr>
<td>3690</td>
<td>Sponsoring extra-curricular activity without pay</td>
</tr>
</tbody>
</table>

### III. INTERACTION-COMMUNICATION (INCLUDING SCHOOL-COMMUNITY PROBLEMS)

#### A. OFFICIAL RELATIONS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4110</td>
<td>Poor communications with the central office or board</td>
</tr>
<tr>
<td>4120</td>
<td>Inaccessibility of administrators due to time pressure</td>
</tr>
<tr>
<td>4130</td>
<td>Lack of opportunity to question decisions of central office or principal or lack of feedback from faculty</td>
</tr>
</tbody>
</table>

#### B. SOCIALIZATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4210</td>
<td>Social isolation within school</td>
</tr>
<tr>
<td>4220</td>
<td>Social isolation within community</td>
</tr>
<tr>
<td>4230</td>
<td>Socializing between teachers: cliques and too little</td>
</tr>
<tr>
<td>4240</td>
<td>Socializing between teachers and students</td>
</tr>
<tr>
<td>4250</td>
<td>Socializing between students</td>
</tr>
</tbody>
</table>

#### C. METHODS-COMMUNICATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4310</td>
<td>Breach of confidence</td>
</tr>
<tr>
<td>4320</td>
<td>Censorship</td>
</tr>
<tr>
<td>4331</td>
<td>Content of communication is too routine and/or teachers' meetings unproductive</td>
</tr>
<tr>
<td>4341</td>
<td>Administration publicizes decisions before notifying the faculty</td>
</tr>
<tr>
<td>4353</td>
<td>Disagreement on how to communicate with faculty (P.A., bulletins, etc.)</td>
</tr>
</tbody>
</table>

#### D. SCHOOL-COMMUNITY PROBLEMS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4410</td>
<td>Lack of community support (general) or apathy of parents or public toward school</td>
</tr>
<tr>
<td>4411</td>
<td>Resistance of community to provide vocational education for less able students</td>
</tr>
</tbody>
</table>
D. SCHOOL COMMUNITY PROBLEMS (contd.)

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>4440</td>
<td>Political pressures (within community)</td>
</tr>
<tr>
<td>4456</td>
<td>Community pressure concerning grading and/or scheduling</td>
</tr>
<tr>
<td>4459</td>
<td>There is a need for consolidation to alleviate overcrowding</td>
</tr>
</tbody>
</table>

IV. VALENCE-SENTIMENT

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>5100</td>
<td>Dedication to school and/or profession (lack of commitment)</td>
</tr>
<tr>
<td>5200</td>
<td>Lack of cooperation or manners</td>
</tr>
<tr>
<td>5300</td>
<td>Alienation—lack of friendliness</td>
</tr>
<tr>
<td>5400</td>
<td>Personal irritations not otherwise specified</td>
</tr>
<tr>
<td>5500</td>
<td>Alien personality or a personality clash (not involving insubordination)</td>
</tr>
</tbody>
</table>

V. SCHOOL FINANCES AND FACILITIES

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>6100</td>
<td>Lack of money spent for school</td>
</tr>
<tr>
<td>6210</td>
<td>Problems in physical work conditions</td>
</tr>
<tr>
<td>6222</td>
<td>Curtailment of program due to failure of levy</td>
</tr>
<tr>
<td>6430</td>
<td>Differential support due to federal or state aid</td>
</tr>
<tr>
<td>6492</td>
<td>Expense for extra-curricular supplies and program</td>
</tr>
</tbody>
</table>

VI. VALUE CONFLICTS

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>7110</td>
<td>Ethical impropriety (school or professional)</td>
</tr>
<tr>
<td>7250</td>
<td>Interference in personal, social problems of others or pressure to get involved</td>
</tr>
<tr>
<td>7310</td>
<td>Views on social-political issues (politics, foreign policy, materialism)</td>
</tr>
<tr>
<td>7440</td>
<td>Conflict over what constitutes a discipline problem</td>
</tr>
<tr>
<td>7451</td>
<td>Interpretation of student's test results</td>
</tr>
</tbody>
</table>

VII. SCHOOL PHILOSOPHY

<table>
<thead>
<tr>
<th>Code Numbers</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>8100</td>
<td>What is the &quot;good of the school&quot;?</td>
</tr>
<tr>
<td>8200</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>8300</td>
<td>Support for special education or understanding its objectives</td>
</tr>
<tr>
<td>8400</td>
<td>General value of one type of program over the other, not directly involving prestige or competition for resources</td>
</tr>
<tr>
<td>8500</td>
<td>Difference of opinion as to the responsibility of a public institution in terms of educating everyone</td>
</tr>
<tr>
<td>8600</td>
<td>Philosophy of counseling (directive vs. non-directive or group vs. individual approach)</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY
BOOKS


Articles and Periodicals

Articles and Periodicals (continued)


Reports


Corwin, R.G. Staff Conflicts in the Public Schools. Cooperative Research Project, N. 2636, Columbus, Ohio, The Ohio State University, 1966.
Unpublished Material


