

A COMPARATIVE STUDY OF BAHAMIAN EDUCATORS'  
ATTITUDES AND PERCEPTIONS TOWARD  
COUNSELING AND STUDENT  
PERSONNEL PROGRAMS

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## PREFACE

The purpose of this study was to survey and compare selected teachers' and administrators' attitudes and perceptions toward the role and function of the school counselor in Bahamian junior high and senior high schools. A primary research question was concerned with the degree of differences in attitudes and perceptions between and among educators in the public and private school systems at all levels under study.

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## CHAPTER I

### INTRODUCTION

During the past decade the Bahamian educational, social and economic structures have been undergoing major changes. This effort, on the part of the Bahamian government and educational authorities, was directed toward an attempt to diversify Bahamian economic structures by developing the areas of fishing, agriculture, and petrochemicals. This new direction in the Bahamian educational system required Bahamian educators, students, and society members at large to change their traditional values and thinking about education, as well as their long term occupational goals (Hendericks and Redhammer, 1980).

The early 1970's have been viewed as the beginning of the restructuring of the pre- and postsecondary school systems particularly the junior high and secondary schools in the Bahamas. Steps were taken to phase out the British-oriented grammar schools in the public and private school systems and replace it with a comprehensive secondary school structure similar to the American system of education. With this change from an emphasis on an academic (grammar school) curricula to a technical or general (comprehensive school) curricula, the need developed for trained specialists within

the schools to facilitate student developments in personal, social, academic, and vocational decision-making. Thus, counselors were introduced in the junior and senior high schools in the Bahamas.

The introduction of the school counselor in Bahamian schools brought national attention and realization of the importance for all citizens in the Bahamas to have the opportunity to receive an education.

Shertzer and Jackson (1969) describe the form of student personnel services provided for students in the traditional English secondary schools:

Pastoral care (Personal guidance?) is provided by form masters. Often the school staff and students are allocated to one of four or six houses named after some celebrated local or national figure. This house-system is used to stimulate competition in the academic and athletic spheres. Heading each house is a senior member of the teaching staff, the house-masters. He tends to be more of a disciplinarian than a counselor; nevertheless, he can be approached by a student, teacher, or a parent on any matter affecting the child's school-work and his behavior (p. 145).

As indicated earlier, prior to the early 1970s the American Phenomenon of Guidance and Counseling was virtually unknown in the public and private school systems in the Bahamas. School guidance and counseling was initially introduced in an educational system that did not cater to such a concept. Bahamians previously viewed education as a measure of status and prestige. Their British heritage had taught them that one properly aspires to a top administrative role through a liberal education rich in philosophy,

humanities, and history. The school counselor and the guidance program were given the mandate (task) to change the values of students - equal value was to be placed on practical skill training for a diversified occupational structure (Hendericks and Redhammer, 1980). The introduction of counselors in the junior-secondary school system was primarily geared towards facilitating the developmental needs of students in a newly structured comprehensive school system.

The change of emphasis from a purely academic elitist oriented (grammar) school system to a modern comprehensive (technical-general) system of education brought about philosophical and theoretical differences among prominent Bahamian educators in Bahamian society. Bahamian educators who advocated change in the system held the view that one of the basic purposes of Bahamian education was to direct a "cultural change" which would gain support and manpower for the economic diversification program. It was and still is their intention to change the purpose of education from the traditionally status enhancement to skill development. The advocates of educational change saw the role of counselors and the need for them in the junior-secondary schools as being extremely important in this new educational process. These supporters of educational change support the technical-function theory of education which assumes that formal schooling transmits specific proficiency necessary for more highly technical skilled jobs and that these proficiencies

provide basic knowledge for workers to benefit from further schooling. On the other hand, there were those educators who espoused the status-conflict theory of education which provides an alternative explanation for the role of counselors in formal education. This theory originates with Weber's (1947) conflict theory of stratification. It advances the idea that schools are designed to preserve and strengthen the elite group's position in society. Educators with this view did not see the need for specialized personnel within the school system such as counselors. These two contrasting viewpoints of the purpose of Bahamian education held by Bahamian educators placed the role of the counselor and its importance of guidance services in Bahamian schools in a dilemma with regards to differing expectations, perceptions, and attitudes held by administrators and teachers toward the role of the counselor.

#### A Theoretical Framework

The need for an underlying theoretical structure in researching the role and function of the school counselor has been well documented in the counseling literature (Ivey and Robin, 1966; Bently, 1965; Haettenschwiller, 1970; and Schertzer and Stone, 1980). Ivey and Robin (1966) suggested that role theory and its accompanying conceptions, such as role conflict, are very important theoretical base for the study of counselor's role and function in the schools.

In an attempt to clarify the ambiguity and confusion with regard to the definition of the counselor's role and provide a theoretical orientation for this study, the concept of role will be examined with particular reference to the Ivey et al. (1966) paradigm.

The concept of role is frequently associated in the literature with three basic elements. Two of these elements, norms and position, are contained within the concept of role. The third element, role behavior, provides us with an understanding of the concept of role. A basic knowledge and awareness of these three elements is vital.

The following definitions of norm, position, and roles are taken from the work of Ivey and Robin (1966). A norm is defined as an expectation of behavior, stemming from a general social agreement of from those whose judgements are psychologically significant to the actor or group of actors. Psychologically, norms are expectations for behavior held by those whose reactions are emotionally meaningful to the actor-friends and certain professional colleagues. Sociologically, norms are expectations for behavior by those who, by common agreement have legitimate concern with and/or authority over the actor's behavior. In the case of the school counselor, examples would be teachers and principal. Clearly, the psychological and sociological views of norms are not mutually exclusive.

Positions may be defined, by geometric analog, as a location in a defined social structure. The definition of a

given position is in terms of other positions in that social structure.

Roles are sets of norms or expectations of behavior that are assigned by significant others to a specific position. Another way of understanding this concept and its functions is to note that roles provide a method of organizing expectations by reference to a social structure (Ivey and Robin, 1966).

In addition, role behavior is considered to be what an individual taking a position actually does. Thus, the role behavior of a counselor would include interview techniques used with a client, social interactions with other counselors, and approaches used to facilitate working with other staff members. It is possible and practical to compare actual role behavior of counselors with the expectations (norms) that significant others (e.g., teachers and administrators, have for them. Bently (1965) suggested that the individual's definition of role behavior appropriate to his/her social situation is referred to as role perception. In this context roles are learned, they are reciprocal (shared), they are a series of actions, and they are performed in interaction situations. From this initial exposition of role, it is possible to develop several types of role conflict (Ivey and Robin, 1966). Role conflict occurs in a situation in which there are systematic difficulties involved in assuming, maintaining a role or functioning in a role situation. According to Ivey and Robin (1966), the

basic types of role conflict are as follows:

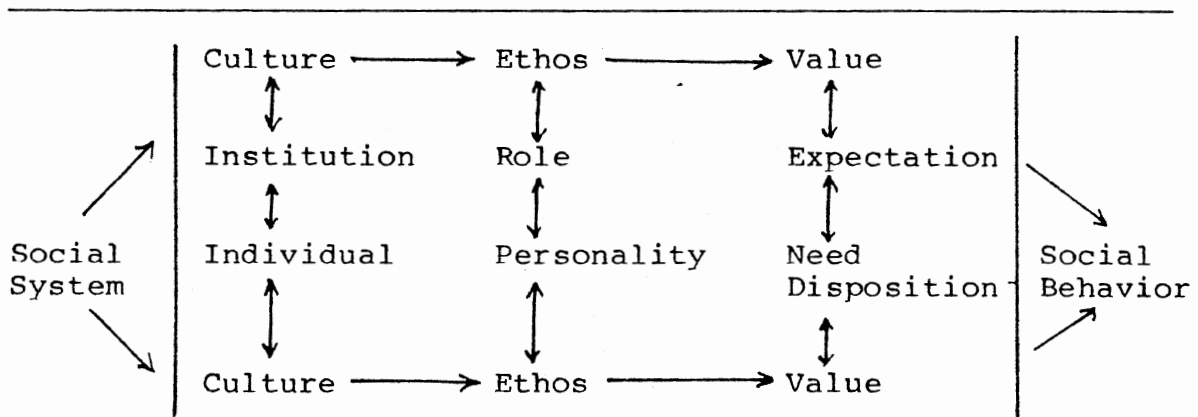
1. Role conflict stemming from role definers. There are situations in which legitimate role definers disagree about the normative content of a role; e.g., the principal thinks the counselor should supervise study hall, the counselor does not see this as one of his duties.
2. Role conflict internal to the role. The definers of a role may be in agreement and their role specification congruent, yet the various expectations or perceptions confronting the role taker are such that the individual cannot fulfill all of the obligations in the role. An example of this would be a counselor who may be expected to be a confidant of his client and an administrator enforcing rules at the same time.
3. Role conflict stemming from the role in interaction with the social system: (a) A type of "functional" role conflict occurs when the normative prescriptions of a role are not sufficient to allow the role taker to perform the functions expected of his role in the larger social system in which it is situated. An example of this type of role conflict would be the professionally trained counselor working in an institutional setting where the definition of his role confines him to brief contact with each client, thereby making impossible the results of counseling which all except of his effort. (b) Role conflict also arises because of the multiplicity of roles an individual assumes. Some elements in separate roles are incompatible. For example, in some school systems an individual is expected to be a teacher or a clerk in addition to being a counselor. Situations arise in which the individual cannot behave in such a manner as to meet the expectations associated with the several roles.
4. Role conflict stemming from interaction of the individual and his role: This is the situation where the role definer's demands exceed the limits of the role taker's capacity. Resisting forces may arise out of the counselor's needs to safeguard his well-being or psychological integrity. In effect, the individual is unable to maintain his role competently (p. 30).

In addition to being aware of the elements of role, one has to be cognizant of the difference between role and function.

Previously these concepts were used synonymously in the counseling literature. Nevertheless, role must be defined as the expectations and directives for behavior connected with a position, whereas function is usually defined as the activities assigned to a role (Schertzer and Stone, 1980).

A comprehensive treatment of role theory is not considered appropriate for this study, neither is it the intent of this writer to discuss the concept in great detail. However, a brief examination of Getzels (1963) schematic model of role theory and the Ivey et al. (1966) research paradigm for counselor role will be presented.

Generally, role theory postulates that norms or expectations are established by those whose judgements are both psychologically and sociologically meaningful to the counselor. Getzel's (1963) model helps the reader to visualize in their entirety the interrelationships among the various facets (see Figure 1). The important aspect of Getzel's model is that it presents three dimensions--an anthropological, sociological, and psychological--in seeking to understand human behavior. The arrows in Figure 1 represents interactions among and between the various dimensions. It is important to note that in this model institutions and individuals are surrounded by cultural morals and values. The character of both the institution and the individual is to some extent determined by the ethos of the social group. Role expectations and need dispositions are derived from the values of the culture. The anthropological and sociological



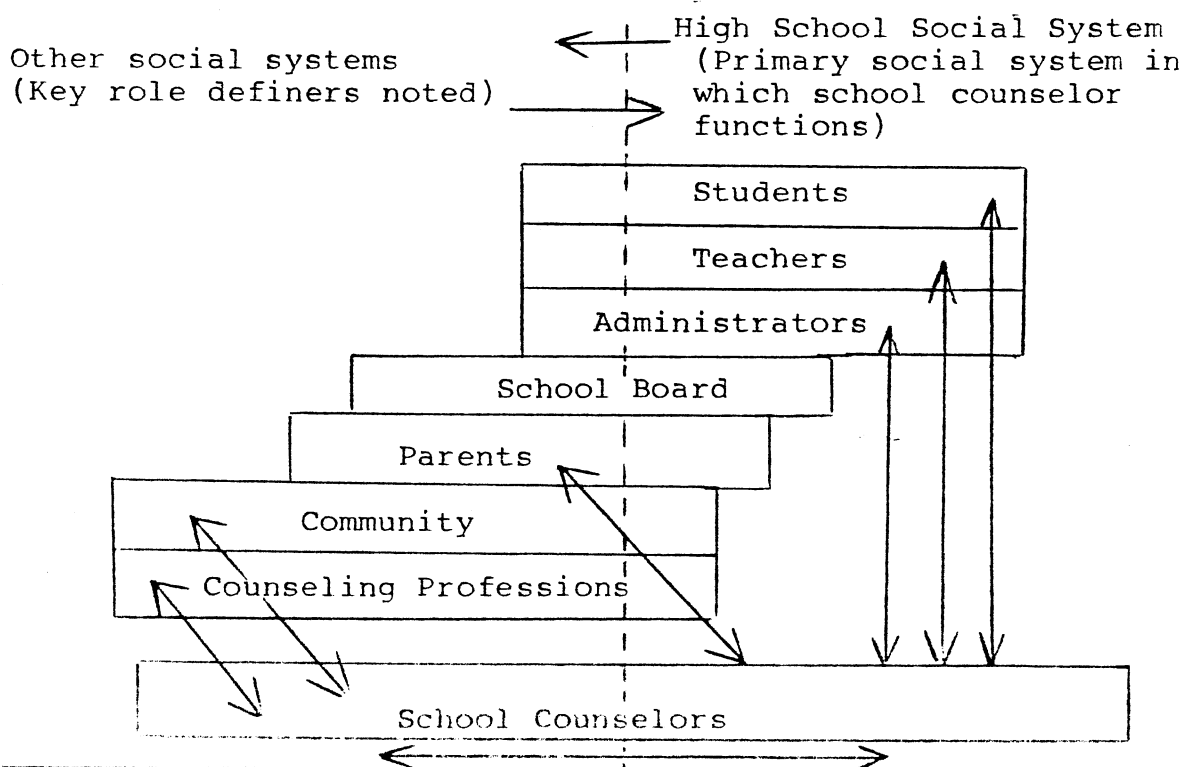
Source: Jacob Getzels, "Conflict and Role Behavior in Educational Setting," in Readings in the Social Psychology of Education, ed. W. W. Charters, Jr. and N. L. Gage. (Boston: Allyn & Bacon, 1963) pp. 309-318.

Figure 1. Behavior as a Function of Social System

dimensions are useful in understanding the role of the school counselor within an institution, such as the school.

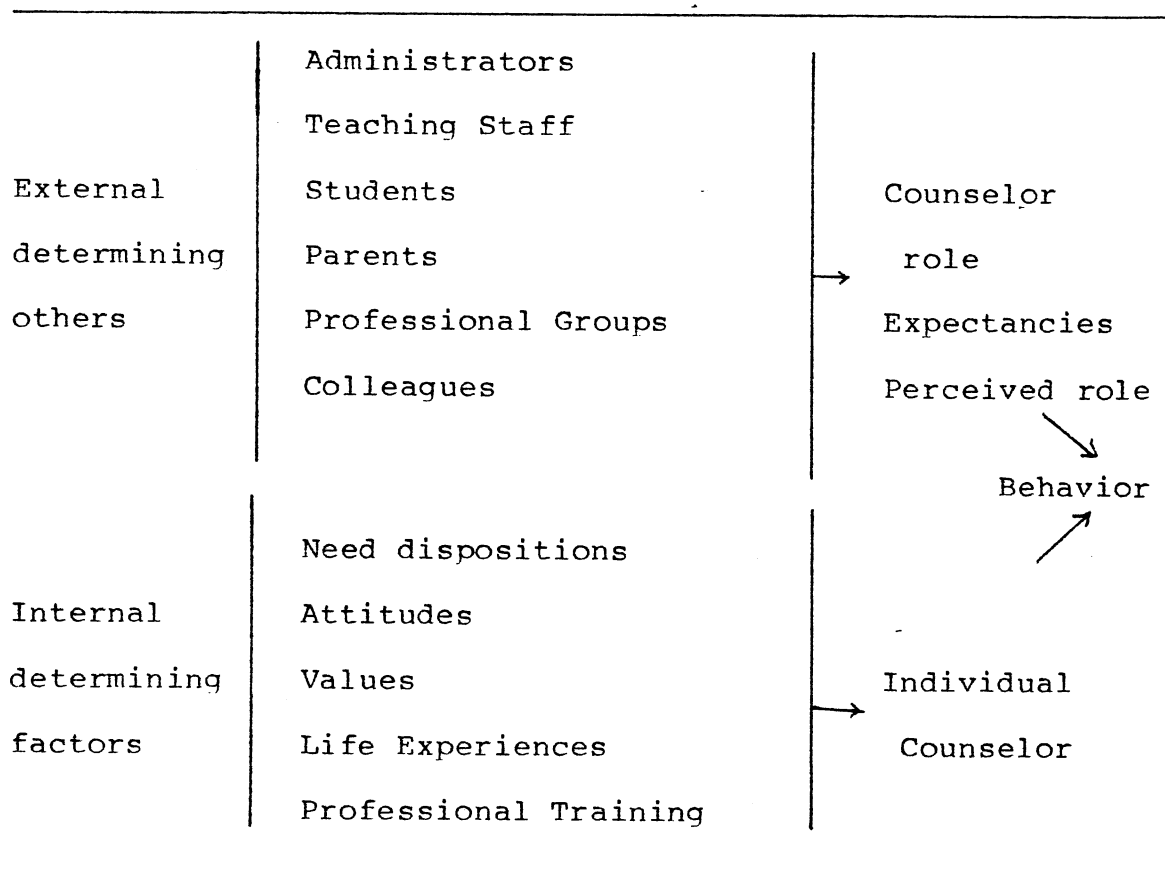
Ivey and Robin (1966) developed a paradigm which helps us to visualize more clearly those individuals or groups which are most significant to the counselor. The purpose of this paradigm (Figure 2) is to help in the analysis of the role of the counselor, how the role is conceived, how it functions and what the possible source of role conflict is. The model is discussed with special references to the high school counselor. Figure 2 shows the key role definers for the school counselor. This paradigm is relevant to this study in that the investigation will focus primarily on teachers and administrators as role definers. The arrows between "other social systems" and "high school social systems" through the dotted line separating the two represents the constant flow of people and ideas between the high school and the world at large. The arrows from the school counselors to the seven groups represent patterns of mutual interaction.

With the aid of Ivey and Robin's paradigm and Getzel's model, Shertzer and Stone (1980) developed a model that enhances the understanding of the counselor role (Figure 3). Various sources document the commonalities and differences existing among influential persons or groups who perceive and affect the counselor's role (Shertzer and Stone, 1980). The "External determining others" listed in Figure 3 hold expectations based on what they think the counselor is and



Source: Allen E. Ivey and Stanley S. Robin, "Role Theory, Role Conflict and Counseling," Journal of Counseling Psychology, 13 (Spring, 1966), 37.

Figure 2. School Counselor Role Definers



Source: Shertzer, B. and Stone, S.H. Fundamentals of Counseling. Boston: Houghton Mifflin Company, 1980.

Figure 3. Determinants of Counselor Role

does, make demands on the counselor in an effort to have their personal needs met, and evaluate the counselor's success as a counselor through their own highly individualistic perceptual screen. It is this perceptual screen as held by teachers and administrators, which this study will investigate.

As presented, the determinants and influencers of the role of the school counselor in the social structure of the public and private junior high and senior high school would appear to be, among others, teachers and administrators. These educators interact and influence one another in their perceptual and attitudinal definitions of the school counselor's role and functions. In turn, the school counselor interacts with these groups and may influence their definition of his role. The counselor role is therefore some combination of the role definitions via the interactions of these role definers (Ivey and Robin, 1966). The issue for this research evaluation suggested by the role theory paradigm presented, is centered on the measurements of attitudes and perceptions that significant others hold toward the counselor's role.

It is contended by this writer and others that much of the current difficulty and confusion surrounding the school counselor's role stems from the contradictory and conflicting expectancies of his various public (Dunlap, 1968). Role theory points clearly to the importance of interpersonal and interprofessional relationships if the counselor is to function effectively in his work setting.

## Statement of Problem

The perception of the role of the school counselor as viewed by administrators and teachers and as viewed by the counselors in both the junior high and senior high schools have been regarded by many researchers as a source of continual conflict (Stack, 1977; Casciano-Savignaus, 1977; Kline, 1970; Sweeny, 1966). Gerald Kurshel (1969) noted that the results of one study surveying teachers' opinions of guidance services found that more than half of the 187 teacher respondents disagreed with the statement, "There is generally a harmonious working relationship between teaching staff and the guidance department." Friendland (1967, p. 263) went even further in stating that, "All studies and research inquiries made in this area (teacher-counselor relationship) definitively show that enough discord exists between teachers and counselors to warrant serious concern."

This researcher believes that the type of relationship between the school counselors and other members of the teaching staff is determined by the attitudes and perceptions of the actual and ideal role held by those individuals toward each other. In order to address this concern and provide beneficial suggestions for some corrective measure, it would seem appropriate to begin with how the role of the counselor and the Student Personnel Program is seen in the eyes of administrators and teachers. Many studies conclude that what the school counselor actually does is quite different from what administrators, teachers, and parents conceive

his or her role to be (Evraiff, 1969; Gibson, 1965). Counselor role is often misconceived by principals and teachers. The way a principal views the guidance services of his respective school very often dictates the direction and quality of those services. Likewise, the attitudes held by the teaching staff toward the counselor and the student personnel services influences their behavior and participation in the guidance activities. This, in effect, implies that in schools where the counselor's function is represented inadequately or incorrectly to the administration and to the faculty would tend to have varied perceptions of the school counselors role.

The counselor cannot institute effective guidance activities in a school without a strong foundation of mutual understanding and respect with teachers and administrators (Stewart and Warnath, 1965). Since the introduction of counselors in Bahamian schools, it is the feeling of many tenured Bahamian teachers that counselors are responsible for usurping many of their functions. How the counselor works with teachers to improve the relationship and gain support for the guidance program will depend to a large extent on the counselor's awareness of the attitudes held towards him/her by members of the teaching and administrative school community. Thus, the problem of this study is to investigate the attitudes and perceptions of Bahamian educators toward the role of the school counselor.

### Purpose of Study

This investigation has the following objectives:

1. To survey and identify the attitudes and perceptions held by teachers and administrators in both the public and private junior and senior high schools toward the role of the school counselor.
2. Investigate the degree of administrator and teacher participation in the school student personnel program.
3. Determine whether there are differences in teacher and administrator perceptions as a function of certain demographic variables.

It is felt that an understanding of educator's knowledge about attitudes toward, and utilization of the school guidance or student personnel program would be significant in terms of program development and management.

### Significance of the Problem

To date, there has been little or no attempt by Bahamian educators to investigate the crucial attitudinal and perceptual variables administrators and teachers have toward the role of the school counselor and the student personnel program in the public and private school systems in the Bahamas. Very few educators, if any at all, will argue against the assertion that administrators and teachers are important individuals in facilitating student personnel program development in the schools. School administrator

and teacher assistance and support of the school counselor have been recognized as a central factor in the continued growth of an effective school counseling program. Probably no other relationship in the school setting is as important for the counselor as that with the teaching staff. Most importantly, it is imperative that the successful counselor is aware and understands how he/she is perceived by his colleagues. This knowledge or awareness would assist in creating and maintaining an effective relationship with those whose attitudes and perceptions can do a great deal to facilitate or impede the counselor's work.

At a time when school counseling and student personnel seem to be gaining renewed interest among Bahamian educational officials, a study of this nature would appear to be appropriate. The findings of this study should eventually enhance the quality of school counseling and student personnel programs in Bahamian junior high and senior high schools.

#### Research Questions

The specific questions asked in this exploratory investigation are as follows:

1. To what extent do teachers and administrators, in the public and private junior high and senior high schools, have similar and/or different attitudes and perceptions toward the role and function of the school counseling and student personnel program?

2. To what extent is there a need for clarification of the role and function of the counselor and the role of teachers and administrators in the guidance program?
3. To what extent are there differences in Bahamian educators' support of the role of the counselor and the services he/she provides within the school.
4. To what extent are teachers participating in the school guidance and counseling program in their respective schools?
5. What are some of the perceptions of teachers and administrators about helpfulness, effectiveness and training of school counselors.
6. What is the relationship between certain demographic variables (such as age, level of education, teaching experience, gender, type of school, and marital status) and the perceptions and attitudes held by educators toward the role of the counselor.
7. To what extent are there differences in attitudes and perceptions toward the counselor between the following groups: (a) Teachers and administrators in the private schools; (b) Teachers and administrators in the public schools; (c) Teachers in the public schools and teachers in the private schools; and (d) Administrators in the public schools and administrators in the private schools.

### Assumptions Underlying the Study

The underlying assumptions of this investigation are as follows:

1. That teachers and administrators participating in this study will respond honestly and openly concerning their perceptions and attitudes toward the role of the counselor and the student personnel program.
2. Participants in the study have minimal contact with the school counselor and the student personnel program.
3. Teachers and administrators perceive attitudes they attribute to others and choose behaviors in relation to their attitudes and perceptions.

### Limitations of Study

As in most research investigations, this study has its limitations. They are as follows:

1. The study will be limited to a selected number of teachers and administrators employed only in the junior high and senior high schools in Nassau, Bahamas.
2. This investigation will not attempt to include educators in the elementary schools, neither will it survey the attitudes and perceptions of educators in the other Bahamian Islands. The position to exclude the above mentioned group was taken because very few, if any, counselors are employed in the elementary schools in the Bahamas.

3. Generalization to other populations should not be made until additional studies can verify the findings of this investigation.
4. The unavailability of research investigations and literature with regard to Bahamian educators' attitudes toward school counseling is considered a limitation in this particular study.

#### Definition of Terms

In an attempt to avoid ambiguities, the following terms are defined to suit the specific nature of this investigation:

Administrators: refers to educational officials in the selected junior high and senior high schools who are responsible for the management or direction of the school, such as principals (headmasters), assistant principals (deputy headmasters), senior masters, and senior mistress (administrative assistants).

Teachers: persons with one year minimum teaching experience employed in an official capacity for the purpose of guiding and directing the learning experiences of students in the public and private junior high and senior high schools in Nassau, Bahamas.

Public Junior High Schools: schools operated by the Ministry of Education and Culture with grades seven (7) through grade nine (9).

Private Junior High Schools: schools operated by church related groups or other organizations with grades seven (7) through grade nine (9).

Public Senior High Schools: refers to schools with grades ten (10) through twelve (12) operated by the Ministry of Education and Culture.

Private Senior High Schools: refers to schools with grades ten (10) through twelve (12) that are operated by church related groups or other organizations.

Teacher and Administrator Perception: refers to specific responses to certain agree-disagree statements on the teacher-administrator questionnaire form that indicate individual views of the counselor's role.

Teacher and Administrator Attitudes: refers to response statements on the teacher-administrator guidance questionnaire that indicate general group opinions of the role and function of the school counselor.

Teacher-administrator Participation: indicated degree of involvement in the student personnel activities expressed involvement to certain items in the questionnaire.

School Counseling and Guidance: refers interchangeably to personal, social vocational, educational, and any other student personnel services provided by the school counselor for the academic community in which he is operating.

### Summary

This chapter has considered the theoretical framework

from which this study was based along with a discussion on the statement of problem, purpose of the study, research questions, assumptions underlying the study, limitations of the study, and definition of terms.

Chapter II will focus on the review of the literature. Chapters III, IV, and V will discuss the method and procedure used in the study, analysis of the data, and summary conclusions, and recommendations, respectively.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

This chapter will review empirical and qualitative studies that have been conducted by researchers of school counseling in Canadian, American, and British Schools. The literature to be reviewed will be in terms of teachers' attitudes and perceptions of the role of junior high and senior high school counselor, administrators' attitudes toward the role of the school counselor, and educator-counselor cooperation.

Most of the research on teacher-counselor relationships in the schools has been done at the secondary school level and has focused on teachers' perceptions of the counselor's role. The literature indicates that many teachers perceived counselors as administrators, overpaid clerks, or privileged characters among the school's personnel (Wittmer and Loesch, 1975). According to Wittmer and Loesch (1975, p. 118), the following statements are typical remarks made by secondary school teachers toward the school counselor:

1. "Counselors pull students out of my class at the most inopportune times."

2. "Counselors seem to coddle students alot."
3. "Counselors have it made: no classes, no bells, no discipline."
4. "Our counselors are too permissive."
5. "I'm not sure just what our counselors do."

The combination of negative attitudes and the lack of knowledge of the school counselor's role discourage teachers from forming positive personal and professional attitudes toward counselors at the junior high and senior high levels.

Despite the fact that no studies were found which paralleled this investigation in Bahamian public and private junior high and senior high schools, some related similar studies in American, British, and Canadian schools similar to this investigation have been conducted and provide a framework for this study.

#### Teachers' Attitudes and Perceptions Toward The Counselor in Junior and Senior High Schools

In studying teachers' attitudes toward the student personnel and counseling in secondary schools in England, Lytton et al. (1970) took the position that American investigations on teachers' attitudes toward counselors was not relevant to their study. They felt that the context in which their study and the American studies was conducted appeared to be different in many respects. However, the findings of the British study were very similar to the

results of studies conducted in American settings. Lytton et al. (1970) found that almost 75 percent of secondary teachers surveyed thought that personal counseling should take place at school. The study showed that 22 percent of the sample felt that the counselor should be a non-specialist, whereas 56 percent preferred a trained professional. An interesting finding in this study indicated that most of the teachers (63.3 percent) did not want the counselor to devote all of his time to counseling. It was suggested that the typical reason for this attitude was that full-time counselors would get out of touch with teaching, which was seen as an ideal way of getting to know the students. Interestingly enough, this rationale implies that teachers view previous teaching experiences as prerequisites for school counseling jobs. The majority of the sample felt that the counselor should teach for at least half or two-thirds of his/her time. There were significant differences between the views of teachers in comprehensive schools and those in modern and grammar schools. More teachers in comprehensive schools were willing to accept a full-time counselor than teachers in grammar schools. The authors also reported that more experienced teachers (15 years or more) thought less time was necessary for counseling. Lytton and her associates attempted to explain this finding by noting that older teachers may see less need for specialist counseling because they counsel informally themselves, or because of their earlier training they may be less sensitive to the demands of mental health in the school environment.

The notion that any qualified teacher can adequately perform the functions of the school counselor has been a long standing issue among educators both in American and other schools. Hugh Lytton et al. (1970) found that 70 percent of the sample in their study generally disagreed with the statement that any experienced and qualified teacher could be appointed as counselor; however, 22 percent felt that this was possible. More of the older teachers (41 or more) felt that teacher training and experience was sufficient qualification. This finding suggests that younger teachers attach more importance to counseling than do their older colleagues. The general conclusion of this study is that teachers in British secondary schools hold a somewhat favorable attitude towards counseling.

A study designed to investigate differences in perceptions of the role of the school counselor between and among groups of counselors, teachers, and principals from 92 schools in the Province of Alberta revealed that teachers perceive the counseling function to be implemented to a lesser degree in their schools than did counselors and principals (Mott, 1973). Significant differences were also found between the counselor and teacher groups and between the counselor and principal groups on the importance dimensions. Principals' perceptions of the school counselor's duties suggested a heavy emphasis on vocational-educational counseling with minor emphasis on personal problem counseling. Counselor, teacher, and principal responses to the

Questionnaire "Assesing Students with Personal Problems" demonstrated that all groups were very much in agreement that this was a vital area for counselor involvement.

In a similar investigation, Altman and Herman (1971) conducted research in which one of the questions asked teachers what they think the secondary school counselors duties are. The majority (54 percent) agreed that the school counselor's time should be devoted to education-vocational counseling, while only 22 percent agreed that the counselor should deal with personal (one-to-one) counseling.

Allen et al. (1976) found that only a very small percentage of teachers (15 percent) knew how counselors proportioned their time between parents, teachers, and students and just over a third of the principals were aware of these proportions.

In regard to the type of counselor preferred, the respondents were asked to choose between a teacher-counselor (i.e., one of the teaching staff trained in counseling, being given some release time for counseling) or the services of a counselor who came into the school. The responses showed that by a ratio of almost 2:1 the staff clearly preferred a teacher-counselor to a full-time counselor coming into the school from outside. In this same study, the respondents were asked to select specific counselor skills that would benefit their school from a list of 14 skills. The outstanding characteristics of the findings was the almost universal agreement in perception of the junior

high teachers and the principals regarding the most important functions of the counselor. For example, they clearly agreed in terms of priorities and thought that in order for counselors to benefit their schools, they need to be competent in:

1. Individual Counseling Skills
2. Consulting with Teachers
3. Small Group Counseling
4. Classroom Management Techniques

When the subjects were asked to state their area of greatest immediate need, Individual Counseling and help with Discipline Problems were still clearly the most important areas for all of the groups.

Generally, American investigators studying teachers' attitudes toward counselors discovered significant differences in responses from individual schools showing a substantial variation in factors such as sex, type of degree earned, marital status, type of school and institutions conferring the degree (Russell and Willis, 1964; Stewart, 1961; Gibson, 1965; and Warner, 1977). Stewart (1961) investigated factors influencing teacher attitudes toward and participation in guidance services in the state of Washington. He reported calculated statistics for participation and attitude rates respectively with respect to sex, marital status, experience type of school and subjects taught. The major findings of the study were:

1. Teachers in the State of Washington were participating very actively in guidance.
2. Teacher attitude toward guidance scores and participation in guidance scores were significantly correlated at the 0.01 level.
3. Women had significantly higher mean participation scores than did men.
4. Junior high teachers had significantly higher mean participation scores than did senior high teachers.
5. Possessors of graduate degrees had significantly higher mean participation scores than did non-possessors.
6. Women had significantly higher mean attitude toward guidance scores than men.
7. No significant differences in mean attitude toward guidance scores were found by subjects taught or type of secondary schools.
8. The optimal predictors of participation scores found to be the teacher's attitudes and experience. The correlation between predicted and achieved reasons in participation was significant at the 0.01 level.

Another study by Warner (1977) researching the perceptions of Ohio public and private schools teachers' attitudes toward guidance services found significant differences in geographic locations, size of school district, sex of the teacher and follow-up services. It was concluded that teachers

in Southeastern Ohio did not perceive guidance as being as adequately provided as teachers in the other areas of the state. Teachers were not satisfied with the personal adjustment counseling service and teachers did not perceive career education as being adequately provided in their schools. Similar findings were found by (Shetzer and Jackson, 1969; Kandor et al., 1971; and Kegley, 1973). Attention in the literature has also been specifically focused on counseling and student personnel activities perceived by teachers as the actual and most ideal role of the school counselor. There appears to be general agreement among junior high and senior high school teachers with regards to the ideal role of the counselor. The three most important functions which were regarded as appropriate or ideal were:

1. Counseling students on vocational and educational planning;
2. Counseling students with personal or social problems; and
3. Interviewing students referred by teachers.

A few findings by researchers investigating the school counselor's role reported teachers agreement of inappropriate counselor's functions (Lund, 1962; and Kegley, 1973). Also, Meisel (1977) noted that teachers showed the greatest disagreement among other selected publics with reference to the counseling function of the counselor.

In a comprehensive survey of teachers' opinion of guidance services in 14 senior high schools and 27 junior

high schools in Calgary Public School District, the investigators reported that junior high school teachers were significantly more satisfied with the quality of service they receive when referring a student to a counselor than senior high teachers. Results of this study also showed that junior high school teachers were more positive toward the statement, "Counselors help me to identify students who have special needs and problems," than high school teachers (Feltham et al., 1972, p. 11).

The results of an eight year follow-up study of Teacher Attitudes Toward the Role of the Counselor as registered by teachers in 1972 and again in 1980 using two school systems in the Southeastern United States reported some interesting findings (Valine, Higgins, and Hatcher, 1982).

In 1972 teachers appeared to be more "undecided" about the counselor's role with the percentage of undecided choices being higher than the 1980 responses on 10 of the 15 items. In response to the statement "The counselor's job is to handle discipline problems," only four percent of the 1980 sample agreed. This was a drop from the 15 percent in 1972 on this issue.

The question was asked concerning teachers' perceptions of counselors being adequately prepared to provide professional guidance to students. The study reported a sizeable increase in positive attitudes on the part of teachers. In 1972 only 23 percent of the teachers believed that counselors were adequately prepared while 61 percent of the 1980

sample held this view. Also, teachers did not question the need for counselors in the schools, despite 35 percent of both samples were "undecided" when it came to understanding the role of the school counselor.

A significant number of teachers viewed the counselor as ineffective. The 1980 sample indicated 26 percent held this view with another 32 percent undecided whether or not counselors were effective. To have 58 percent of these teachers question the effectiveness of counselors should cause some alarm among counselors.

The greatest percentage of uncertainty in the 1980 sample was concerning whether teachers should do their own counseling (Valine et al., 1982).

Rankine and Angus (1971) explored the relationship which exists between the counselor and other significant groups. In this particular study it was decided that all groups would be looked at simultaneously along with the counselors perceived expectations of these other significant groups. The results indicated that when counselors were compared with teachers, some 20 role conflicts were identified. The findings from this study would seem to show that the counselor is struggling for role identification with his colleagues.

### Summary

There seems to be both agreement and disagreement in the literature reviewed with regards to counselor role

perception among teachers in the junior high and senior high schools. Generally, the literature shows teacher attitude toward the school counselor is favorable despite the fact many school counselors and teachers are still holding each other in low esteem and being on a different "wave length" (Wittmer and Loesh, 1975). Investigators also found that many teachers feel that the counselor serves no special function that teachers could not handle by themselves (Quinn, 1977; and Rankine and Angus, 1971). They (teachers) view the guidance service as a waste of time and money. These and other findings suggest that there is a need for school counselors, regardless of level, to clarify their roles and function in their respective schools.

Administrators' Attitudes and Perceptions  
Toward School Counseling and Student  
Personnel Programs

An issue which is under almost constant debate from many corners is whether or not the role of the counselor should be considered administrative. Traditionally, anyone in the organizational chart of the school above the level of teachers was considered to function within the realm of administration (Stack, 1977). The results of many studies report that public school counselor's role is viewed differently by administrators, counselors, and teachers (Meisel, 1977; Mitzel, 1973; and Gauvin, 1977). Conflicting research results are found in the literature regarding how principals

perceive the role of the school counselor. Schmidt (1962) reported that both 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. He went on and stated that it might be said that such a relationship would suggest that both counselors and the principals seemed to be reasonably satisfied with the job as it was being done and that the principals were as satisfied as the counselors. In most studies administrators tended to be more positive in their attitudes toward counselors than teachers (Lindersmith, 1975; Mitzel, 1973; Lopez-Meisel, 1972; and Johnston and Walz, 1967).

Conversely, the results of other studies show differences in perception of appropriate counselor roles between counselors and principals. According to Hart and Prince (1970), disagreement between principals and counselors is frequently found on such issues as reinforcing student conformity, performing routine clerical functions, and divulging confidential information. In a study of all secondary school principals employed by the state of Utah, who had three or more years of secondary school administrative experiences Hart and Prince (1968) found that principals felt that clerical activities were a definite responsibility for counselors and appropriately should be. These principals also perceived the counselor assuming many varied roles, such as filling in as an all-around assistant

whether it be for clerical work, monitoring, teaching, or counseling. In addition, it was also found that the importance of maintaining confidences in a counseling relationship was unclear for principals. It is interesting to observe that principals who had minimum training or knowledge in the principles of counseling and student personnel showed a significantly more positive attitude and accurate perception toward school counseling than principals who had no training in or little awareness of the basic fundamentals of counseling. In light of the findings of Hart and Prince's study, Kemp (1964) concluded in his investigation that counselors will likely experience difficulty in receiving the satisfaction needed if they assume administrative and clerical responsibilities. He also concludes that if the counselor assumes administrative duties, it is likely that he will fail, not only in meeting the expectancies of his role but also in the satisfying of his needs. One of the implications of this particular finding is that the responsibilities of the principal and counselor should be considered discrete and not overlapping. This is extremely important in that the perceptions administrators hold toward counseling will indeed influence their attitudes and consequently their behaviors.

#### Educator-Counselor Cooperation

Kushel (1969) notes that although the literature indicates that some serious discord in teacher-counselor relations

exists, little descriptive evidence regarding the character of teachers' attitudes is on record. It is the purpose of this section of the chapter to survey the literature with regard to the concerns of both teachers and administrators about secondary school counselors as expressed by these groups.

Teachers and administrators responding to the statement "I understand what guidance counselors do in the school," showed significant difference exists between teacher and administrator surprisingly in both the junior high and senior high schools (Feltham et al., 1971, p. 9). It appears that in either case the teachers seem less well informed than administrators regarding guidance services. The investigators explained that this may be the result of closer contact between administrators and counselors than between teachers and counselors, or it may simply reflect the principal's obligation to understand the services provided by his staff. Furthermore, it may also reflect the inability of the counselor to effectively articulate his role and function to the teaching staff. A related concern shows up in the literature with reference to the statement, "Counselors help me to identify students who have special needs and problems." This statement was alluded to earlier in this chapter in a different context. However, it is observed again that in both the junior high and senior high school the responses from the administrators were significantly higher than those of the teachers. This may suggest that communication among

counselors, teachers and administrators would appear to be greater in the junior high schools because of the relatively small numbers of the staff. Communication and cooperation among junior high and senior high school teachers and counselors seem to be in need of much improvement. It would appear that some effort is needed on both sides, perhaps with the counselor taking the initiative and the lead role in working toward a resolution of this matter. The need for better working relationships between counselor and teacher is further amplified in teachers response to the following statement, "Counselors discuss with me ways of improving the school guidance services." Results indicate that junior high and senior high teachers responded negatively to the statement, whereas junior high and senior high school administrators responded significantly more positive than teachers (Feltham et al., 1972, p. 17).

Cooperation and understanding between teachers and counselors are essential for the counseling program to be performed effectively. On one hand, teachers are one of the counselors' sources of information about students with educational or personal problems or needs with which the counselor might be able to help. On the other hand, teachers are often the recipient of advice about students from the counselor whenever the counselor's conclusions affect something in which the teacher is involved.

The fact that classroom teacher has a role to play in the counseling process in the schools should be accepted by all

counselors (McNeilly and McCann, 1975). They should operate on the assumption that the teacher has definite functions to perform that will assist in the guidance program, and the counselor's main strategy is to help the teacher in the process. In effect, it is suggested that the tasks of the teacher and the counselor are complementary rather than contradictory. The authors noted that there are some problems in viewing the role of the teacher in guidance. These problems do not arise on the part of the teacher. They may result from the counselor who is not well-suited for the task and is not as aware of approaches in the field. The problems are as follows:

1. The counselor's function is not as clear and cannot be interpreted by teacher or administrators.
2. The counselor lacks ability, skills, or ideas to clarify functions.
3. The counselor lacks the capacity to initiate communication and interaction with teachers.

McNeilly and McCann (1975) went further by stating that when these problems are controlled, the way will be paved for the cooperation of teachers in the program of counseling which is the facilitation of learning and development in an environment of which the individual is aware and in which a certain amount of reality is maintained.

The teacher can perform a number of functions that will have positive effects on the guidance of students, without having to spend extra amount of time or sacrifice any of his

academic pursuits with students. This cooperative characteristic is termed the Integrative Approach to Guidance.

The basis of the integrative approach (Zaccaria, 1969) which highlights the teachers' role in guidance is summarized as follows:

1. The Principle of Reciprocal Activity  
Integration is achieved when the parts have freedom to interact with each other and with the whole. The mutually relating parts (counselor and teacher) reciprocally affect the activity of each other and set up a chain reaction constantly in operation.
2. The Principle of Responsible Participation  
Opportunities for the school community (teachers) to participate in the functional whole will lead to integration. Such participation is active and responsible contribution. It satisfies human need since it is accomplished by feelings of belongingness and self-esteem. Teachers will value the total enterprise to which they contribute their beliefs, decisions, and energies.
3. The Principle of Shared Concern  
Concern for the total situation must be held by each member of the whole. Mutual concern cements the relationship among staff and blends efforts in a common loyalty.
4. The Principle of Mutual Respect  
Integration will occur when there is mutual respect. Respect for all members of the team is embedded in the conviction that the individual contributions are both unique and worthy of consideration. There are differences such as in interest and abilities but these should be made to enhance the quality of the process.
5. The Principle of Communication  
To make the team approach work, individuals (counselors and teachers) must be able to communicate with one another, regardless of position in the school system. Communication is a necessity for interaction.

## 6. The Principle of Cooperation

To develop integration a sense of 'We-ness' is necessary. Cooperation forces individuals to rise to high levels as they work together toward mutually accepted goals (pp. 117-118).

To obtain cooperation of the counselor and teacher in the process of integrative guidance, the above principles must be implemented. It is the counselor's task to set the stage and the environment for an approach that will allow teachers and administrators to express themselves fully in the total educational process.

### Chapter Summary

The literature reviewed in this chapter has indicated a variation of findings as to how counselors are perceived by both teachers and administrators. Some of the investigations dealt only with the opinions of selected publics toward the secondary school counselor function (Kitterman, 1968; Feltham, et al., 1972; and Gibson, 1965). Other studies reviewed concentrated specifically on either students, teachers, or administrators perceptions of the role of the school counselor (Dietz, 1972; Kegley, 1973; Mitzel, 1974; and Lopez-Meisel, 1977).

In researching the relevant literature for this particular study, this investigator was unable to find very many studies which investigated teacher and administrator attitudes and perceptions in both the public and private junior-senior high schools simultaneously. This study will be unique in two respects. First, no other study has been

done on attitude and perceptions of educators toward the role of the school counselor in Bahamian schools and, second, few studies exist that investigate the attitudes of educators both in the public and private schools in the same study.

## CHAPTER III

### METHOD AND PROCEDURE

This chapter includes a discussion of the sampling instrument used to survey the attitudes and perceptions toward the role of the school counselor as held by selected educators in the junior high and senior high schools in the Bahamas. Also included in this chapter is a general description of subjects, data collection, analysis of data, and a chapter summary.

#### Instrumentation

Techniques for measuring and evaluating attitudes range widely in objectivity, reliability, and possibility of standardization (Remmers and Gage, 1955). While attitudes may be inferred from overt behavior, most of the systematic work has concerned itself with indices of attitudes based on feelings expressed or endorsed. Attitude measurement provides us with one means of obtaining an assessment of the degree of affect that individuals or groups may associate with some psychological object.

Edwards (1975) noted that a well constructed attitude instrument consists of a number of items that have been just as carefully edited and selected in accordance with certain

criteria as the item contained in any psychological test. The items making up an attitude scale are called statements. A statement may be considered as anything that is said about a psychological object. The class of all possible statements that could be made about a given psychological objective is often a universe of content or simply a universe.

### Validity and Reliability

When an investigator utilizes an attitude-assessing instrument--either homemade or standardized--questions regarding the validity and reliability of the instrument may be raised. Cramer et al. (1970) have suggested that attitudes cannot be measured directly. They further stated that, at best, the measurement is indirect and attitudes per se must be inferred from responses. The test of the validity of an instrument designed specifically to assess attitudes lies largely in its utilitarian value (Remmers, 1954; Cramer et al., 1970, and Gay, 1980).

For the purpose of this study, the instrument used to survey the attitudes of the subjects in this investigation is considered content valid. The individual items which were included in the instrument were selected and examined by this writer and his statistical advisor. The items were judged valid for this particular study. All of the items reflected the relevant variables under consideration.

The Alpha Reliability Coefficient for the total instrument used in this study yielded a coefficient of 0.82. The

subtests reliabilities of the 20 attitudinal items and two perceptual items were 0.63 and 0.82, respectively. From these results one can draw the conclusion that the instrument is a reliable measurement of the subjects' perceptions and attitudes. The results also suggest that subjects in the study responded more consistently to the perceptual items in the questionnaire than to the attitudinal items (see Appendixes E and F).

### Teacher-Administrator Guidance

#### Questionnaire (TAGQ)

The Teacher-Administrator Guidance Questionnaire (TAGQ) (See Appendix A) was formulated from a series of other instruments used in earlier studies, as well as from the previous experiences of the researcher as a former school counselor. The instruments reviewed included those used by Feltham et al., (1972) and Barker (1966). In an attempt to preserve the anonymity, subjects were instructed not to write their names on the instrument.

The questionnaire used in the study contained a total of 31 statements. The Teacher-Administrator Questionnaire was designed in three parts. The first part being general information, which attempted to define the position of the educator in the school system and identify demographic characteristics of the respondents in the study. The second part of the questionnaire presented 30 statements which required teachers and administrators to select, on a 5-point

scale with the following values being ([1] Strongly disagree, [2] Disagree, [3] Uncertain, [4] agree, and [5] Strongly agree), the response that best reflects their attitudes and perceptions regarding each item. The third and final part of the questionnaire presented nine guidance functions and the respondents were asked to rank order each function one through nine with the value one representing the most important function and nine representing the least important function of the school counselor as perceived by the respondents.

The questionnaire was so designed that the responses could be marked by the subjects on the questionnaires. A cover letter (See Appendix A) introducing the investigator, explaining the purpose and value of the study, and providing instructions for the completion of the instrument was attached to each questionnaire.

### Subjects

The subjects for this study were 275 teachers and administrators employed in the public and private school systems at both the junior high and senior high levels. All subjects were employed at schools in Nassau, Bahamas having at least one counselor who devoted a minimum of one-third or more of his/her time to counseling and student personnel work in the school. Furthermore, each subject in the study was required to meet the following criteria in order to participate in the study.

- a. to have taught for at least one year,
- b. administrators were to have been functioning in their present position for at least six months, and
- c. all subjects were required to have certification in their respective fields.

Subjects were not randomly selected. The statistical analysis to be performed on the data does not require randomization of subjects (Siegal, 1956, and Linton and Gallo, 1975).

The sample used in the study included five public senior high schools, five private senior high schools, four public junior high schools, and four private junior high schools. A total of 18 schools were used in this investigation. With the permission and support of the principal in each participating school, the investigator was aided in identifying subjects for the study. All of the administrators in each participating school were used as subjects. The number and percent of respondents in the study are described in Tables I and II.

#### Data Collection

Securing completed questionnaires from all of the subjects in the participating schools was the primary objective of the data collection procedures.

In November, 1981, a letter was sent (see Appendix B) to the principals of 18 schools in Nassau, Bahamas introducing

TABLE I  
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS IN THE PUBLIC SCHOOL SYSTEM.

Characteristics	Public Senior High		Public Junior High	
	Teachers	Administrators	Teachers	Administrators
	(N=61)	(N=26)	(N=57)	(N=20)
	%	%	%	%
Gender				
Male	29.5	53.8	31.6	45.0
Female	70.5	46.2	68.4	55.0
Marital Status				
Single	36.0	3.8	36.8	15.0
Married	60.7	92.3	63.2	85.0
Divorced	3.3	3.8	-	-
Educational Level				
Teachers' Certificate	21.3	11.5	42.1	20.0
Bachelor's Degree	59.0	46.2	52.6	50.0
Master's Degree	18.0	42.3	5.3	30.0
Advanced Certificate	1.6	-	-	-
Age				
19-26	23.0	-	31.6	5.0
27-34	44.3	23.1	45.6	20.0
35-42	21.1	46.2	12.3	15.0
43-50	4.9	11.5	5.3	55.0
50 +	6.6	19.2	5.3	5.0
Years of Teaching Experience				
1 or less	6.6	-	8.8	-
2-5	29.5	-	21.1	5.0
6-10	31.1	23.1	27.8	5.0
11-20	23.0	34.6	35.1	25.0
21 or more	9.8	42.3	5.3	65.0

TABLE II  
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS IN THE PRIVATE SCHOOL SYSTEM

Characteristics	<u>Private Senior High</u>		<u>Private Junior High</u>	
	Teachers	Administrators	Teachers	Administrators
	(N=47)	(N=12)	(N=42)	(N=10)
	%	%	%	%
Gender				
Male	42.6	83.3	43.9	70.0
Female	57.4	16.7	56.1	30.0
Marital Status				
Single	44.7	33.3	41.5	20.0
Married	51.1	66.7	58.5	70.0
Divorced	4.3	-	-	10.0
Educational Level				
Teacher's Certificate	21.3	8.3	26.8	10.0
Bachelors's Degree	61.7	41.7	56.1	30.0
Master's Degree	12.8	50.0	17.1	50.0
Advanced Certificate	4.3	-	-	10.0
Age				
19-26	31.9	-	9.8	-
27-34	31.9	25.0	34.1	20.0
35-42	34.0	41.7	4.9	20.0
43-50	2.1	33.3	41.5	40.0
50 +	-	-	9.8	20.0
Years of Teaching Experience				
1 or less	14.9	-	2.4	-
2-5	29.8	8.3	14.6	-
6-10	36.2	8.3	31.7	20.0
11-20	17.0	66.7	41.5	20.0
21 or more	2.1	16.7	9.8	60.0

the investigator and requesting permission to conduct the research in their respective schools. The letter also alluded to the significance and value of the investigation. The letter was followed up by telephone communications arranging specific appointments with each principal in an attempt to provide additional information concerning the study.

During the month of December, 1981, this investigator travelled to the Bahamas to initiate and coordinate the data collection phase of the study. Meetings were held with each individual principal. The purpose of the study was discussed and the implications and significance of the research were presented. At this same time, questionnaires were provided to the principals with instructions that each member of the administrative team was to complete a questionnaire along with fifteen teachers from each school. The principals were responsible for distributing the questionnaires to the teaching staff or designating another member of the administrative staff, excluding the counselor, to distribute the questionnaires to the teachers. Arrangements were made for the completed questionnaires to be collected by the researchers at pre-arranged times. In three cases, requests were made to have the completed questionnaires mailed to the investigator's mailing address. The response rate was favorable. Approximately 81 percent of the questionnaires distributed was returned completed and judged usable. Relevant information concerning the data collection process is shown in Table III.

TABLE III  
NUMBER OF QUESTIONNAIRES DISTRIBUTED AND RETURNED COMPLETED

Schools*	Number Distributed (Teachers and Administrators)	Number Returned (Teachers and Administrators)	Overall Total
<u>Public Senior High</u>	N	N	%
School A	20	20	100
School B	20	14	70
School C	20	16	80
School D	20	18	90
School E	20	19	95
Combined Totals	<u>100</u>	<u>87</u>	<u>87</u>
<u>Public Junior High</u>			
School F	19	14	73.6
School G	19	18	94.7
School H	20	19	95
School I	19	14	73.7
Combined Totals	<u>77</u>	<u>65</u>	<u>84</u>
<u>Private Senior High</u>			
School J	18	15	83.3
School K	18	12	66.6
School L	18	13	72.2
School M	18	14	77.7
School N	18	13	72.7
Combined Totals	<u>90</u>	<u>67</u>	<u>74.4</u>

TABLE III (Continued)

Schools*	Number Distributed (Teachers and Administrators)	Number Returned (Teachers and Administrators)	Overall Total
<u>Private Junior High</u>			
School O	18	16	88.8
School P	18	12	66.6
School Q	18	12	66.6
School R	18	16	88.8
Combined Totals	72	56	77.7

N = 275

\* Each school in the study was assigned an alphabetical code in order to preserve anonymity.

## Analysis of Data

The purpose of this study was to survey and compare selected teacher and administrator attitudes and perceptions toward the role of the school counselor in the junior high and senior high schools. A primary research question was concerned with the degree of difference in attitudes and perceptions between and among educators in the public and private schools at the junior high and senior-high levels.

The Teacher-Administrator Guidance Questionnaire (TACQ) was selected and used as the measurement instrument. Prior to the distribution of the questionnaires, all of the statements in part two of the instrument were identified and categorized as either attitudinal and/or perceptual statements which would elicit the related responses from the subjects for purposes of analysis (see Tables IV and V).

The Kruskal-Wallis non-parametric test was chosen to analyze the significant differences among the four groups in the study. The Friedman two-way analysis of variance by ranks test was used to analyze the rank order items for summary purposes.

The formula (Linton and Gallo, 1975) used for computing the Kruskal-Wallis test for the data was as follows:

$$H = \frac{12}{N(N+1)} \sum_{A=1}^a \frac{T_A^2}{n_A} - 3(N+1)$$

Where:

TABLE IV  
ITEMS IDENTIFIED AS PERCEPTUAL STATEMENTS IN  
THE TEACHER-ADMINISTRATOR GUIDANCE  
QUESTIONNAIRE

Item No.	Teacher-Administrator Guidance Questionnaire (TAGQ) Statements
2	Counselors help me to work with students who have special needs and problems.
5	I am satisfied with the services I receive when referring students to the school counselor.
6	Counselors discuss with me ways of improving the guidance services.
7	Counselors in my school conduct group sessions to assist students, e.g. study skills.
10	Counselors are available and accessible to staff for personal and educational consultations.
12	Counselors inform staff members of significant changes found in the school and community environments which have implications for their instructions.
13	I clearly understand the role of the school counselor and the function and guidance services in this school.
21	My responsibilities in the guidance program are clearly defined and understood.
22	Teachers and administrators accept and take advantage of the guidance services offered.
27	I participate in at least two activities sponsored by the guidance department each year.

TABLE V  
ITEMS IDENTIFIED AS ATTITUDINAL STATEMENTS IN  
THE TEACHER-ADMINISTRATOR GUIDANCE  
QUESTIONNAIRE

Item No.	Teacher-Administrator Guidance Questionnaire (TAGQ) Statement
1	Any experienced and qualified teacher could adequately perform the duties of the school counselor.
3	Specialist training should be an essential requirement for the school counselor position.
4	Counselors should be expected to perform clerical, administrative, and any other non-counseling tasks that are requested.
8	Counselors in this school show competence in their field.
9	Guidance services are useful in this school.
11	Student time spent in counseling is worthwhile.
14	The guidance program at my school has made impressive accomplishments.
15	The removal of the guidance program would leave a void which would be extremely difficult to fill.
16	The guidance program is just a "flash in the pan" and will become obsolete in a few years.
17	Specialized guidance personnel are considered "outsiders" and are therefore less able to offer guidance than regular teachers.
18	The guidance program does not provide sufficient opportunity for everyone connected with it to offer constructive criticism.
19	The guidance program looks good on paper but is a flop in practice.

TABLE V (Continued)

Item No.	Teacher-Administrator Guidance Questionnaire (TAGQ) Statement
20	The guidance program takes guidance functions away from those best qualified to perform them - the teachers.
23	Counselors should be required to have previous teaching experience and should be expected to teach at least one-third of the time.
24	I would feel comfortable explaining to a new student or teacher entering my school that most of the guidance services and activities are carried on in this school.
25	Counselors should assist the classroom teacher in handling problems of discipline.
26	Counselors should be expected to maintain confidentiality.
28	Generally, there is a harmonious relationship between counselors and the teaching staff.
29	Counselors should earn higher salaries than teachers for their specialized services.
30	Counselors should actively be involved in curriculum planning and development.

$T_A$  = the sum of the ranks for each level of the independent variable.

$N_A$  = the corresponding number of subjects for each  $T_A$ .

$N$  = the total number of subjects, and

$a$  = the number of levels of the independent variable.

$H$  is evaluated as  $X^2$  with  $a - 1$  df.

The computing formula for the Friedman Two-way analysis of variance by ranks was:

$$X^2 = \frac{12}{(a)(s)(a+1)} \sum_{A=1}^a T_A^2 - 3(s)(a+1)$$

Where:

$S$  = the number of subjects.

$a$  = the number of measurements on each subject (the number of levels of the independent variable), and

$T_A$  = the sum of the ranks of each column.

$X^2_r$  is evaluated by  $X^2$  with  $(a - 1)$  df.

Distribution-free or nonparametric statistical test hypotheses or research questions that do not specify normality or homogeneity of variance assumptions about the populations from which the samples were drawn (Siegel, 1956, and Huck, et al., 1974).

Frequencies percentage, medians, standard deviations, variances, standard errors, range, and Kurtosis were calculated for all of the following groups: teachers in the public senior high schools, teachers in the public junior high schools, administrators in the public senior high schools, administrators in the public junior high schools, teachers in the private senior high schools, teachers in the

private junior high schools, administrators in the private senior high schools, and administrators in the private junior high schools. Computations of these values were also made for all teachers in the public schools systems, teachers in the private schools systems, administrators in the public school systems, administrators in the private school systems, and teachers overall and administrators overall. The values computed for the various groups listed above were used for comparative analysis purposes.

The Nemenyis test for ordered data (Linton and Gallo, 1975) was used for specific comparisons following significant differences after using the Friedman test.

#### Nemenyis Test Computing Formula

$$\text{Critical difference} = [X^2_{r,d}] [a(a+1)/6n]$$

Where:

$X^2_{r,d}$  = the critical value for  $X^2_r$  required for significance in the overall analysis.

a = the number of levels, and

n = the number of subjects

All of the calculations in this study except the specific comparison tests were computed at the university computer center using programs available through Statistical Package for the Social Sciences (1975). The significance level for this investigation was established at .05 for each of the computations.

### Summary

This chapter has considered the methods and procedures used in the preparation and completion of this study. The Teacher-Administrator Guidance Questionnaire was used as a measurement instrument. The distribution and collection of questionnaires, validity and reliability of the instrument, description of subjects, and the statistical treatment used in analyzing the data obtained were discussed and identified.

## CHAPTER IV

### RESULTS

The objective of this chapter is to present the findings and statistical analysis for the seven research questions posed in this investigation. The primary purpose of the study was to survey the attitudes and perceptions of teachers and administrators employed in Bahamian public senior high schools, public junior high schools, private senior high schools, and private junior high schools in order to determine if attitudinal and perceptual differences existed among the various groups. In addition, this investigation examined demographic variables that may be possibly associated with attitudes and perceptions toward the school counselor's role. The results of the analysis also provided information concerning the most important guidance functions and the least important guidance functions as perceived by the respondents in the study. The data were examined using the Kruskal-Wallis one-way analysis of variance test and the Friedman two-way analysis of variance.

#### Data Analysis

The research questions will be presented and discussed in terms of the analysis of the data.

### Research Question 1

To what extent are there differences in the attitudes and perceptions toward the school counselor's role as held by teachers and administrators in the public and private senior high and junior high schools? No significant differences were found in attitudes toward the role of the school counselor as expressed by teachers and administrators in the public and private junior high schools. Significant differences were found in perceptions of the counselor's role as held by teachers and administrators in the public and private junior high schools (see Tables VI and VII).

Significant differences were found in attitudes and perceptions of the counselor's role as expressed by teachers and administrators in the public and private senior high schools. Mean ranks and Chi square values are reported in Tables VIII and IX.

The findings of research question one indicated that administrator's attitudes and perceptions toward the role of the school counselor were significantly different than teachers. Administrators at all levels responded more favorably and positively toward the counselor's role in their respective schools.

### Research Question 2

To what extent is there a need for clarification of the role and function of teachers and administrators in the

TABLE VI

SUMMARY TABLE FOR THE KRUSKAL-WALLIS ONE-WAY ANOVA:  
 ATTITUDES AND PERCEPTIONS OF THE SCHOOL  
 COUNSELOR'S ROLE AS EXPRESSED BY  
 EDUCATORS IN THE PUBLIC JUNIOR  
 HIGH SCHOOLS

Variable	Attitudes	Chi Square	Perceptions	Chi Square
	<u>Mean Ranks+</u>		<u>Mean Ranks</u>	
<u>Public Junior</u> <u>High</u> Teachers (N=57)	37.60	.864 ns	35.91	4.180*
vs				
Administrators (N=20)	43.00		47.80	

ns= not significant

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable attitudes

TABLE VII

SUMMARY TABLE FOR THE KRUSKAL-WALLIS ONE-WAY ANOVA:  
 ATTITUDES AND PERCEPTIONS OF THE SCHOOL  
 COUNSELOR'S ROLE AS EXPRESSED BY  
 EDUCATORS IN THE PRIVATE  
 JUNIOR HIGH SCHOOLS

Variable	Attitudes	Chi Square	Perceptions	Chi Square
	<u>Mean Ranks+</u>		<u>Mean Ranks</u>	
Private Junior High Teachers (N=42)	24.12	3.424 ns	23.12	7.837*
vs				
Administrators (N=10)	33.80		37.80	

ns= not significant

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable attitudes

TABLE VIII

SUMMARY TABLE FOR THE KRUSKAL-WALLIS ONE-WAY ANOVA:  
 ATTITUDES AND PERCEPTIONS OF THE SCHOOL  
 COUNSELOR'S ROLE AS EXPRESSED BY  
 EDUCATORS IN THE PUBLIC SENIOR  
 HIGH SCHOOLS

Variable	Attitudes	Chi Square	Perceptions	Chi Square
	<u>Mean Ranks+</u>		<u>Mean Ranks</u>	
<u>Public Senior High</u>				
Teachers (N=61)	39.65	6.061*	36.89	16.195*
vs				
Administrators (N=26)	54.21		60.69	

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable attitudes and  
 perceptions

TABLE IX

SUMMARY TABLE FOR THE KRUSKAL-WALLIS ONE-WAY ANOVA:  
 ATTITUDES AND PERCEPTIONS OF THE SCHOOL  
 COUNSELOR'S ROLE AS EXPRESSED BY  
 EDUCATORS IN THE PRIVATE  
 SENIOR HIGH SCHOOLS

Variable	Attitudes	Chi Square	Perceptions	Chi Square
	<u>Mean Ranks+</u>		<u>Mean Ranks</u>	
<u>Private Senior High</u>				
Teachers (N=47)	27.56	4.649*	27.33	5.585*
vs				
Administrators (N=12)	39.54		40.46	

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable attitudes and  
 perceptions

guidance program, in addition to role clarification of the counselor? Significant differences were found in teachers and administrators responses to statements relating to their knowledge and awareness of their role in the guidance program. Significant differences were also found in perceived knowledge and awareness of the role of the counselor and the function of guidance in the schools. Administrators expressed significantly more knowledge of their role in the guidance program and the role of the school counselor than teachers. A Kruskal-Wallis analysis of variance showed a significant difference between teachers and administrators overall ( $X^2 = 7.912$ ,  $df = 1$ ,  $p < .05$ ).

Further analysis was done with regard to Research Question II. Ten statements were identified in the Teacher-Administrator Guidance Questionnaire (TAGQ) as role clarification statements. To determine significant differences in specific statements, an item analysis was performed on each of the ten statements. Results of the item analysis using the Kruskal-Wallis ANOVA test are shown in Table X.

### Research Question 3

To what extent are there differences in teacher and administrator support for the guidance program and the role of the school counselor? The findings indicated substantial significant differences in teacher and administrator expressed support of the guidance program and role of the counselor in the schools. As measured by the TAGQ, administrators

TABLE X

RESULTS OF ITEM ANALYSIS OF TEACHERS AND ADMINISTRATORS  
AWARENESS OF THEIR ROLE IN THE GUIDANCE PROGRAM  
AND KNOWLEDGE OF THE SCHOOL COUNSELOR'S ROLE

TAGQ Item No.	Teachers N=207	Administrators N=68	Chi Square
	<u>Mean Ranks<sup>+</sup></u>	<u>Mean Ranks</u>	
1	138.76	135.70	0.076 ns
3	135.90	144.40	0.586 ns
4	137.33	140.04	0.060 ns
13	127.14	171.05	15.602*
21	131.69	157.22	5.276*
23	140.71	129.76	0.969 ns
24	130.14	161.93	8.182*
25	140.90	129.18	1.112 ns
26	138.43	136.68	0.025 ns
30	140.06	131.72	0.563 ns

<sup>a</sup> See Tables IV and V for actual statements

ns = not significant

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate more positive awareness of  
counselor's role

were significantly more supportive of the guidance program and of the role of the school counselor than teachers. A Kruskal-Wallis analysis of variance showed ( $X^2 = 18.382$ ,  $df = 1$ ,  $p < .05$ ). Item analysis of the nine statements in the TAGQ related to research question three is shown in Table XI. Overall administrators and teachers differ significantly on six of the nine statements. Administrators expressed more support for the guidance programs in the schools than teachers.

#### Research Question 4

To what extent are there differences in the participation of teachers and administrators in the school guidance and counseling programs? Significant differences were found between teachers and administrators perceived and actual participation in the guidance programs and activities ( $X^2 = 41.275$ ,  $df = 1$ ,  $p < .05$ ). Administrators reported significantly higher mean ranks participation and involvement scores in guidance activities and programs than teachers. Responses of teachers and administrators on all four of the guidance participation statements in the TAGQ were found significant when an item analysis was performed as shown in Table XII.

#### Research Question 5

What are the differences in teachers and administrators perceptions and attitudes toward the helpfulness, effectiveness,

TABLE XI  
MEAN RANKS AND CHI SQUARE RESULTS FOR DIFFERENCES IN  
TEACHERS AND ADMINISTRATORS SUPPORT FOR  
GUIDANCE PROGRAMS IN THE SCHOOLS

TAGQ Item No. <sup>A</sup>	Teachers N=207	Administrators N=68	Chi Square
	<u>Mean Ranks+</u>	<u>Mean Ranks</u>	
9	139.93	159.53	6.620*
11	130.77	160.01	6.917*
14	129.25	164.63	10.130*
15	131.27	158.49	5.998*
16	135.94	144.26	0.561 ns
17	133.92	150.43	2.205 ns
19	131.07	159.09	6.352*
20	137.21	140.42	0.084 ns
22	125.41	176.32	20.977*

<sup>a</sup> See Tables IV and V for actual statements

ns = not significant

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable support for  
counselor's role

TABLE XII

MEAN RANKS AND CHI SQUARE RESULTS OF ITEM ANALYSIS OF  
TEACHERS AND ADMINISTRATORS PARTICIPATION IN THE  
SCHOOL GUIDANCE AND COUNSELING PROGRAMS

TAGQ Item No. <sup>a</sup>	Teachers N=207	Administrators N=68	Chi Square
	<u>Mean Ranks+</u>	<u>Mean Ranks</u>	
2	129.06	165.21	10.571*
6	125.33	176.57	21.243*
22	125.41	176.32	20.977*
27	127.69	169.40	14.080*

<sup>a</sup> See Tables IV and V for actual statements

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate more active participation in  
guidance activities

and training of the school counselor? Significant differences were found between teacher's and administrators' perceptions and attitudes towards the helpfulness, effectiveness, and competency of the school counselors. Administrators' attitudes and perceptions were significantly more positive and favorable than teachers' on all three variables. No significant differences were found with regard to the respondents' perceptions of the required training for the school counselor's position. Teacher and administrator overall responses were significant ( $X^2 = 18.344$ ,  $df = 1$ ,  $p < .05$ ). Results of the item analysis show eight of the 14 statements related to research question five as being significant (see Table XIII).

#### Research Question 6

To what extent are demographic variables such as age, educational level or degree, years of teaching experiences, school size, type, and level, gender, and marital status may be associated with attitudes and perceptions toward the role of the school counselor? Level of school, type of school, size of school, and marital status were not significantly associated with attitudes and perceptions toward the school counselor's role. Degree level was significantly associated with attitudes toward counselor's role but was not significantly associated with perceptions of the school counselor's role. Attitudes and perceptions were significantly associated with years of teaching experiences, age, and gender. Male

TABLE XIII

MEAN RANKS AND CHI SQUARE RESULTS OF ITEM ANALYSIS OF  
TEACHERS AND ADMINISTRATORS ATTITUDES AND  
PERCEPTIONS OF COUNSELOR'S HELPFULNESS,  
EFFECTIVENESS AND TRAINING

TAGQ Item No. <sup>a</sup>	Teachers N=207	Administrators N=68	Chi Square
	Mean Ranks <sup>+</sup>	Mean Ranks	
2	129.06	165.21	10.571*
3	135.90	144.40	0.586 ns
5	129.89	162.70	8.713*
6	125.33	176.57	21.243*
7	129.17	164.88	10.322*
8	129.45	164.03	9.677*
10	128.92	165.65	10.917*
11	130.77	160.01	6.917*
12	131.53	157.70	5.542*
18	137.60	139.21	0.021 ns
23	140.71	129.76	0.969 ns
28	134.5	145.77	0.863 ns
29	134.42	148.90	1.696 ns
30	140.06	131.72	0.563 ns

<sup>a</sup> See Tables IV and V for actual statements

ns = not significant

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable attitudes

teachers and administrator's expressed more positive attitudes and perceptions toward the role of the counselor than female teachers and administrators ( $X^2 = 18.433$ ,  $df = 1$ ,  $p < .05$ ). Older teachers and administrators responded more favorably toward the counselor than younger teachers and administrators as measured by the TAGQ ( $X^2 = 14.097$ ,  $df = 1$ ,  $p < .05$ ). Teachers and administrators with more years of teaching experiences reported significantly more favorable attitudes and perceptions toward counseling in the schools than those with less years of teaching experiences. Those teachers and administrators with masters degree expressed significantly more favorable attitudes toward the role of the counselor in the schools than teachers and administrators without masters degrees. (See Tables XIV, XV, and XVI).

#### Research Question 7

To what extent are there differences in the attitudes and perceptions toward the role of the school counselor between the following groups: (a) Teachers and administrators in the public schools; (b) Teachers and administrators in the private schools; (c) Teachers in the public schools and teachers in the private schools; and (d) Administrators in the public schools and administrators in the private schools? Results of the analysis of data showed significant differences in public and private school teachers' and administrators' attitudes and perceptions toward the counselor's role. Public and private school administrators

TABLE XIV

MEAN RANKS AND CHI SQUARE VALUES FOR TEACHERS AND  
ADMINISTRATORS AGE GROUPS AS ASSOCIATED  
WITH ATTITUDES AND PERCEPTIONS OF  
COUNSELOR'S ROLE

Teachers & Administrators Age Groups	Attitudes		Perceptions
	N	Mean Ranks <sup>+</sup>	Mean Ranks
19-26	52	130.44	117.60
27-34	73	134.49	140.52
35-42	17	178.24	190.06
43-50	100	125.76	124.27
50 or more	33	174.02	179.36
		$X^2 = 14.097^*$	$X^2 = 22.687^*$

N = 275

\*Significant at .05 level ( $x^2 > 9.84$ )

+Higher mean ranks indicate more active participation and  
perceptions

TABLE XV  
MEAN RANKS AND CHI SQUARE VALUES FOR TEACHERS AND  
ADMINISTRATORS YEARS OF TEACHING EXPERIENCES  
AS ASSOCIATED WITH ATTITUDES AND  
PERCEPTIONS OF COUNSELOR'S ROLE

Teachers & Administrators Years of Teaching Experiences	Attitudes		Perceptions
	N	<u>Mean Ranks+</u>	<u>Mean Ranks</u>
1 or less	17	139.85148.62	
2-5	52	121.35	106.77
6-10	76	126.39	126.21
11-20	84	133.64	136.24
21 or more	46	183.28	192.07
		$X^2 = 19.075^*$	$X^2 = 31.291^*$

N = 275

\*Significant at .05 level ( $x^2 > 9.84$ )

+Higher mean ranks indicate more favorable attitudes and perceptions

TABLE XVI  
MEAN RANKS AND CHI SQUARE VALUES FOR TEACHERS AND  
ADMINISTRATORS EDUCATIONAL LEVEL AS ASSOCIATED  
WITH ATTITUDES AND PERCEPTIONS TOWARD  
COUNSELOR'S ROLE

Teachers & Administrators Educational Level	Attitudes		Perceptions
	N	<u>Mean Ranks+</u>	<u>Mean Ranks</u>
Teacher's Certificate	68	131.21*	129.29
Bachelor's Degree	148	131.64	134.13
Master's Degree	55	165.75	161.99
Advanced Certificate	4	107.25	99.38
		$X^2 = 8.743^*$	$X^2 = 7.114$ ns

N = 275

ns= not significant

\*Significant at .05 level ( $x^2 > 7.81$ )

+Higher mean ranks indicate positive attitudes and  
perceptions

expressed significantly more favorable attitudes and perceptions of the role and function of the school counselors than public school teachers. As shown in Tables XVII and XVIII, no significant differences were found among the other groups of educators identified in research question seven.

Subjects in the study were given nine guidance functions and were asked to rank them. Results of the analysis using the Friedman two-way Anova test for repeated measures showed significant differences in the ranking of nine guidance functions as expressed by teachers and administrators overall, teachers as a separate group, and administrators as a separate group. The three groups perceived counselors should perform individual and social counseling, educational counseling, and vocational counseling as priority functions respectively. Their perceptions of the counselor's three least important functions in order of importance were Teacher-Counselor consultation, Administrator-Counselor consultation, and Research. Mean ranks and Chi square results are shown in Table XIX. Further examination of the data to determine specific comparisons among the ranked order guidance functions is presented in Table XX.

Subjects in the sample were asked to rank order nine guidance functions they perceived the school counselor should be performing. The results of the specific comparison test shown in Table XX indicate that social and personal counseling was perceived as the most important guidance function of the counselor and was ranked significantly more

TABLE XVII

MEAN RANKS AND CHI SQUARE VALUES FOR DIFFERENCES IN  
ATTITUDES AND PERCEPTIONS TOWARD THE COUNSELOR'S  
ROLE AS HELD BY TEACHERS AND ADMINISTRATORS  
IN THE PUBLIC AND PRIVATE SCHOOLS

Groups	N	Attitudes	Chi	Perceptions	Chi
		<u>Mean Ranks+</u>	<u>Square</u>	<u>Mean Ranks</u>	<u>Square</u>
<u>Public Schools</u>					
Teachers	118	76.61	6.481*	72.17	19.926*
Administrators	46	97.62		109.01	
<u>Private Schools</u>					
Teachers	89	51.60	8.409*	50.39	13.625*
Administrators	22	73.82		78.68	

N = 275

\*Significant at .05 level ( $\chi^2 > 3.84$ )

+Higher mean ranks indicate favorable attitudes and  
perceptions

TABLE XVIII

MEAN RANKS AND CHI SQUARE VALUES FOR ATTITUDES AND PERCEPTIONS TOWARD THE ROLE OF THE COUNSELOR AS HELD BY TEACHERS IN THE PUBLIC AND PRIVATE SCHOOLS AND ADMINISTRATORS IN THE PUBLIC AND PRIVATE SCHOOLS

Dependent Variable	Public Teachers	-Private Teachers	Chi Square	Public Administrators	Private Administrators	Chi Square
	N=118	N=89		N=46	N=22	
	<u>Mean Ranks+</u>	<u>Mean Ranks</u>		<u>Mean Ranks</u>	<u>Mean Ranks</u>	
Attitudes	105.22	102.38	0.114 ns	13.18	37.25	0.629 ns
Perceptions	103.03	105.29	0.073 ns	35.11	33.22	0.135 ns

N = 275

ns = not significant at .05 level ( $x^2 > 3.84$ )

+Higher mean ranks indicate more positive attitudes and perceptions

TABLE XIX

MEAN RANKS AND CHI SQUARE VALUES FOR TEACHERS AND ADMINISTRATORS PERCEPTIONS  
OF THE MOST IMPORTANT TO THE LEAST IMPORTANT GUIDANCE  
FUNCTIONS THE COUNSELOR SHOULD BE PERFORMING

Ranks	Guidance Functions	Teacher & Administrator N = 275	Teachers N=207	Administrators N=68
		<u>Mean Ranks+</u>	<u>Mean Ranks</u>	<u>Mean Ranks</u>
1	Personal & Social Counseling	2.17	2.18	2.15
2	Educational Counseling	3.82	3.82	3.82
3	Vocational Counseling	3.93	3.94	3.91
4	Parent-Teacher Counsultation	4.69	4.74	4.54
5	Testing	5.31	5.38	5.21
6	College Counseling	5.53	5.46	5.76
7	Teacher-Counselor Consultation	5.75	5.68	5.96
8	Administrator-Counselor Consultation	6.55	6.63	6.29
9	Research	7.23	7.17	7.43
		$X^2 = 694.946^*$	$X^2 = 516.957^*$	$X^2 = 181.189^*$

+ Lower mean ranks indicate most preferred guidance functions

\* Significant at .05 level ( $X^2 = 15.507$ ,  $df = 8$ ,  $p < .05$ )

TABLE XX

RESULTS OF NEMENYI'S TESTS SHOWING SPECIFIC COMPARISONS OF DIFFERENCES  
IN MOST PREFERRED TO LEAST PREFERRED GUIDANCE FUNCTIONS  
EXPRESSED BY TEACHERS AND ADMINISTRATORS

Ranks	$\bar{X}R_1$	$\bar{X}R_2$	$\bar{X}R_3$	$\bar{X}R_4$	$\bar{X}R_5$	$\bar{X}R_6$	$\bar{X}R_7$	$\bar{X}R_8$	$\bar{X}R_9$
	2.17 <sup>a</sup>	3.82	3.93	4.69	5.31	5.53	5.75	6.55	7.23
R <sub>1</sub> Social & Personal Counseling $\bar{X}R_1 = 2.71^a$		0.68	1.48*	1.70*	1.92*	2.44*	3.30*	3.41*	5.06*
R <sub>2</sub> Educational Counseling $\bar{X}R_2 = 3.82$			.80	1.02*	1.24*	1.86*	2.62*	2.73*	3.82*
R <sub>3</sub> Vocational Counseling $\bar{X}R_3 = 3.93$				.22	.44	1.06*	1.82*	1.93*	3.58*
R <sub>4</sub> Parent-Counselor Consultation $\bar{X}R_4 = 4.69$					.22	.84	1.60*	1.71*	3.36*
R <sub>5</sub> Testing $\bar{X}R_5 = 5.31$						.62	1.38*	1.49*	3.14*
R <sub>6</sub> College Counseling $\bar{X}R_6 = 5.53$							.76	.87	2.52*

TABLE XX (Continued)

Ranks	$\bar{X}R_1$	$\bar{X}R_2$	$\bar{X}R_3$	$\bar{X}R_4$	$\bar{X}R_5$	$\bar{X}R_6$	$\bar{X}R_7$	$\bar{X}R_8$	$\bar{X}R_9$
	2.17 <sup>a</sup>	3.82	3.93	4.69	5.31	5.53	5.75	6.55	7.23
<hr/>									
R <sub>7</sub> Teacher-Counselor Consultation $\bar{X}R_7 = 5.75$								.11	1.76*
R <sub>8</sub> Administrator-Counselor Consultation $\bar{X}R_8 = 6.55$									1.65*
R <sub>9</sub> Research $\bar{X}R_9 = 7.23$									

<sup>a</sup> Low mean ranks indicate most important guidance function as perceived by respondents

Note: Each value in the body of the table represents the differences between the Column and the row values

\*  $p < .05$

important than vocational counseling, parent-counselor consultation, testing, college counseling, teacher-counselor consultation, administrator-counselor consultation, and research. Personal and social counseling and educational counseling did not differ from each other. Educational counseling was ranked second most important function the counselor should be performing and was ranked significantly more important than the six other guidance functions but was not ranked significantly more important than vocational counseling. Vocational counseling was ranked third most important guidance functions the counselor should be performing and was ranked significantly more important than college counseling, teacher-counselor consultation, administrator-counselor consultation, and research. Vocational counseling was not ranked significantly more important than parent-counselor consultation and testing. Parent-counselor consultation was ranked fourth important guidance function of the counselor and was ranked significantly more important than teacher-counselor consultation, administrator-counselor consultation and research. Parent-counselor consultation was not ranked significantly different from testing and college counseling. Testing was ranked the fifth important guidance function than teacher-counselor consultation, administrator-counselor consultation, and research. Testing was not ranked significantly more important than college counseling. College counseling was ranked the sixth important guidance function of the school counselor and was

ranked significantly more important than research but was not ranked significantly more important than teacher-counselor consultation and administrator-counselor consultation. Teacher-counselor consultation was ranked the seventh most important guidance function of the counselor and was perceived significantly more important than research but was not ranked more significantly important than administrator-counselor consultation. Administrator-counselor consultation was ranked the eighth most important guidance function of the school counselor and was ranked significantly more important than research but was not perceived more important than the other guidance functions discussed. Research was ranked the ninth and least important guidance function the school counselor should be performing. It was not ranked more important than any of the other guidance functions presented.

An analysis of the results of teachers as a separate group and administrators as a separate group yielded similar findings as presented in Table XX.

#### Summary

The findings of the seven research questions posed in the study were presented in this chapter. The results indicated that generally, administrators held significantly more favorable attitudes and perceptions of the school counselor's role than teachers. The results of specific comparison tests was also presented.

Chapter V will present the summary and conclusion of the present study as well as discussion, recommendations, and implications.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of Investigation

The present investigation was designed to survey and compare the attitudes and perceptions toward the role of the school counselor held by selected educators in the Bahamas. Another purpose of the study was to determine if certain specified demographic variables (age, gender, level of education, years of teaching experiences, size of school, type of school, level of school and marital status) may be associated with expressed attitudes and perceptions.

The subjects included teachers and administrators employed in public junior and senior high schools and private junior and senior high schools in Nassau, Bahamas. A total of 275 subjects participated in the study. They were as follows: 61 (22%) public senior high school teachers; 26 (9.45%) public senior high administrators; 57 (20.72%) public junior high teachers; 20 (7.27%) public junior high administrators; 47 (17.09%) private senior high teachers; 12 (4.36%) private senior high administrators; 42 (15.27%) private junior high teachers; and 10 (3.63%) private junior high administrators.

In October, 1981, 18 schools in the Bahamas were selected for the study. Letters explaining the purpose and significance of the investigation were mailed to each school identified. During the month of December, 1981, the investigator traveled to Nassau and visited with the principals of each of the schools to be studied. Arrangements were made for the distribution and subsequent collection of the questionnaires. The response rate for all of the subjects in the study was 81 percent. The statistical tests used to analyze the data were the Kruskal-Wallis one-way analysis of variance and the Friedman Two-way analysis of variance for repeated measures. The level of significance for all the statistical treatments was set at the .05 level.

### Summary and Conclusions

The research questions examined in this study are as follows:

1. To what extent are there differences in the attitudes and perceptions toward the school counselor's role as held by teachers and administrators in the public and private senior high and junior high schools?

2. To what extent is there a need for clarification of the role and function of teachers and administrators in the guidance program in addition to the role clarification of the counselor?

3. To what extent are there differences in teachers and administrators' support for the guidance program and the role of the school counselor?

4. To what extent are there differences in the participation of teachers and administrators in the school guidance and counseling programs?

5. What are the differences in teachers' and administrators' perceptions and attitudes toward the helpfulness, effectiveness, and training of the school counselor?

6. To what extent are certain demographic variables such as age, educational level, years of teaching experiences, school size, type and level, gender, and marital status may be associated with attitudes and perceptions toward the role of the school counselor?

7. To what extent are there differences in the attitudes and perceptions toward the role of the school counselor between the following groups: (a) Teachers and administrators in the public schools; (b) Teachers and administrators in the private schools; (c) Teachers in the public schools and teachers in the private schools; and (d) Administrators in the public schools and administrators in the private schools?

The result of the analysis of data reported the following findings:

1. There were no significant differences in attitudes toward the counselors' role as expressed by teachers and administrators in public and private junior high schools. There were significant differences in how teachers and administrators in public and private junior high schools perceived the role of the school counselor. Administrators

in both the public and private junior high schools held significantly more positive perceptions of the counselors' role than teachers. Significant differences in attitudes and perceptions of the school counselors' role were found between teachers and administrators in the public senior high schools and teachers and administrators in the private senior high schools (see Tables VIII and IX). In both the public and private senior high schools, administrators responded more favorably toward the role and function of the school counselor than teachers.

2. There were significant differences in teachers' and administrators' perceived need for clarification of the role and function of the school counselor and clarification of their role in the guidance program. Administrators at all levels reported significantly more accurate knowledge and awareness of their role in the guidance program and their awareness of the counselors' role than teachers. This difference was highly significant ( $\chi^2 = 7.912$ ,  $df = 1$ ,  $p < .05$ ).

3. There was a significant difference between teachers and administrators expressed support for the guidance program and the role of the counselor ( $\chi^2 = 18.382$ ,  $df = 1$ ,  $p < .05$ ). Administrators at all levels expressed significantly more support for the counselor and the guidance program than teachers.

4. There was a large significant difference between teachers' and administrators' perceived participation in the programs and activities administered by the school counselor.

Significantly higher mean ranks participation scores were recorded by administrators ( $\chi^2 = 41.275$ ,  $df = 1$ ,  $p < .05$ ).

5. Significant differences were found between teachers' and administrators' perceptions and attitudes toward the helpfulness effectiveness, and competency of the school counselor. Administrators perceived counselors as more helpful, effective, and competent than teachers. There was no significant difference between teachers' and administrators' perceptions and attitudes of the special training school counselors should receive.

6. Teachers' and administrators' attitudes and perceptions were significantly associated with years of teaching experiences, age, and gender. Educational level was significantly associated with attitudes toward the counselors' role, but was not significantly associated with perceptions of the counselors' role. No significant differences in teachers' and administrators' attitudes and perceptions were associated with type of school, size of school, level of school, and marital status - ( $p > .05$ ).

7. There was a significant difference between public and private school teachers' and administrators' attitudes and perceptions of the school counselors' role and function ( $p < .05$ ). No significant difference was found in the attitudes and perceptions of the counselors' role between teachers in the public and teachers in the private schools and administrators in the public and administrators in the private schools ( $p > .05$ ).

In addition to the findings presented, teachers and administrators overall ranked the three most important functions they perceived the counselor should be performing in the following order of priority:

1. Personal and social counseling.
2. Educational counseling, and
3. Vocational information dissemination.

The three guidance functions which were ranked seventh, eighth, and ninth in order of importance were:

7. Teacher - counselor consultation
8. Administrator - counselor consultation, and
9. Research.

There were significant differences among the nine guidance functions ranked most important to least important.

### Discussion

The findings of this research indicate that public and private junior high school educators generally have favorable attitudes toward the role of the school counselor. Although the attitudes of teachers and administrators in the public and private schools toward the counselors' role were not significantly different, analysis of their perceptions of the school counselors' role resulted in significant differences between teachers and administrators in the public and private junior high schools. This finding is indeed interesting in that when the subjects responded to the general attitudinal statements toward the counselors'

role, no significant difference was found between the two groups of teachers and administrators in junior high schools. However, when they responded to specific perceptual statements in the TAGQ, significant perceptual differences were found at both levels between teachers and administrators. The results showed that administrators in both the public and private junior high schools had significantly more positive perceptions of the counselors' role. An explanation of this difference lies in the fact that the perceptual statements related more specifically to individual experiences and interactions with the school counselor. Thus, respondents are more apt to readily remember particular experiences and accounts with the counselor in which they were directly affected.

Administrators in the public and private senior high schools expressed significantly more favorable attitudes and perceptions of the role of the counselor than teachers in their respective schools. This result supports the findings of Feltham et al. (1972) that both junior and senior high administrators responded more positively than the teachers to the role of counselors. This finding seems to be consistent with results of similar studies reported in the literature (Gauvin, 1977; Maser, 1971; and Kitterman, 1968). No support was found for Mott's (1973) finding that teachers and principals have similar perceptions of the school counselor role.

An examination of the subjects' responses to the need for clarification of their role in the guidance program and the role of the school counselor showed a substantial significant overall difference between teachers and administrators in the study. Teachers as a separate group expressed very negative perceptions and attitudes toward being aware and informed of their role and function in the guidance program and the role of the school counselor. This finding is substantiated by the results of several studies that are reported in the literature (Friedland, 1969; Dunlop, 1965; Casciano - Savignano, 1976; Lindas and Loughary, 1976; and Sherman and Shapiro, 1969). In this study 47% of the sample either strongly disagreed, disagreed, or was uncertain in response to the statement, "I clearly understand the role of the school counselor and the guidance program in this school." Sixty-seven percent (67%) of the sample responded negatively or neutral to the statement, "My responsibilities in the guidance program are clearly defined and understood (see Table XXI). The results of this study suggest that counselors in the public and private junior and senior high schools have failed to successfully articulate their role and function particularly to teachers.

In this research it was also found that there was significant differences between teacher and administrator support for the guidance program and of the role of the school counselor. Administrators expressed significantly more support for guidance in the schools and of the role of

TABLE XXI

RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS  
AND ADMINISTRATORS' RESPONSES TO THE STATEMENT,  
"MY RESPONSIBILITIES IN THE GUIDANCE  
PROGRAM ARE CLEARLY DEFINED  
AND UNDERSTOOD"

Likert Type Choices	Absolute Frequencies N	Relative Frequencies
Strongly Disagree	23	8.4%
Disagree	73	26.5%
Uncertain	87	31.6%
Strongly Agree	87	31.6%
Agree	5	1.8%

Total Number = 275

Mean	3.335	Standard Error	0.069	Median	3.563
Mode	4.000	Standard Deviation	1.151	Variance	1.326
Kurtosis	0.773	Skewness	0.378	Range	4.000
Minimum	1.000	Maximum	5.000		

the counselor than teachers expressed. This result is also consistent with the literature. Approximately 40 percent of the subjects in this study expressed disagreement or uncertainty to the statements, "Guidance services are very useful in this school", and "student time spent in counseling is worthwhile." This finding should cause great concern among counselors in Bahamian schools. Although teachers and administrators expressed generally favorable support for guidance in the schools, a significant percentage of teachers seriously questioned the usefulness and benefits of the guidance services now being provided by counselors to the school community. Valine et al. (1980) and Lopez-Meisel (1977) reported similar findings.

Administrators overall reported a significantly higher level of participation in guidance activities than teachers. However, teachers and administrators as a group were slightly negative in their perceived degree of participation in programs and activities sponsored by the guidance department. Only 30 percent of all teachers in the sample strongly agreed or agreed with the statement, "Counselors discuss with me ways of improving the guidance services." Over 69 percent of all teachers in the sample was uncertain or disagreed with the notion that they accept and take advantage of the guidance services offered. Seventy-one percent of teachers in the sample compared with 37 percent of administrators reflected uncertainty or disagreement with the statement, "I participate in at least two activities sponsored

by the guidance department each year." It would seem that counselors need to focus their attention more to assisting the teaching staff in becoming an integral part of the guidance program. This task is crucial if counselors desire to effect teachers' attitudinal changes toward the positive value of guidance in the schools.

Much attention has been given in the related literature to the training, effectiveness and competency of counselors in the schools. Lytton et al. (1970) study of teachers' attitudes to guidance and counseling in British secondary schools reported that 22 percent of the sample thought that specialist training should not be required for appointment as a counselor, whereas 56 percent preferred a trained specialist. In this study 84 percent of the sample felt that specialist training should be an essential requirement for the school counselor position. Presently, a high percentage of practicing counselors in the schools are without formal training for their position.

The result of the analysis of teachers' satisfaction with the services provided by the school counselor support the findings of Warner (1977). The author concluded in his study that the majority of teachers in Southeastern Ohio were dissatisfied with the guidance services. Fifty-one percent of the total sample in this study did not express satisfaction with the guidance services. No support was found for Kegley (1973) and Feltham et al. (1972) studies which concluded that teachers overall were generally satisfied

with the guidance counselor and the services he/she provides.

In a recent study of teachers' attitudes toward the role of the counselor, Valine et al. (1982) noted that a significant number of teachers viewed the counselor as ineffective. Their study indicated 26 percent held the view that counselors were ineffective with another 32 percent undecided whether or not counselors are effective. Similar results were found in this investigation. Sixty-two percent of the sample in this study expressed uncertainty or disagreement to the statement, "Counselors in this school show competence in their field." To have this high percentage of educators question the competency and effectiveness of counselors is indeed disturbing. It has been suggested by Valine et al. (1982) and others that this problem may relate to the lack of understanding and confusion surrounding the role of the counselor in the schools. It would seem logical to suggest that if the teacher does not know what the role of the counselor should be, it would be extremely difficult to assess the competency and effectiveness of that role.

There is a lack of consistency in the literature with regard to significant association of certain demographic variable to attitudes and perceptions toward the counselors' role as held by subjects in the samples. Stewart (1961) concluded in his study that no significant differences in mean attitudes toward guidance scores were found by marital status, experience, type of secondary school, subjects taught, institutions conferring degrees, certification, or

graduate experience. Warner (1977) reported that significant differences were found in size of school, size of district, and sex of the teacher. Lund (1962) found that size of the school was not related or associated with perceptions of teachers and principals in his study. The present findings both support and contradict the findings reported in the literature. In this study gender was significantly associated with teachers' and administrators' attitudes and perceptions of counselor role. The results showed that male teachers and administrators held significantly more favorable and positive attitudes and perceptions of counselors' role than females. This contradicts several findings reported in the literature (Russell and Willis, 1964 and Stewart, 1961). In addition to gender, years of teaching experiences, educational level, and age were significantly associated with positive attitudes and perceptions of the school counselor's role. Older teachers and teachers with more years of teaching experience responded more positively toward the counselor. This finding was unexpected by this researcher. It has always been felt that older teachers are more set in their ways and are resistant to change, thus, they would view the presence of counselors in the school as a threat. This assumption should be seriously challenged and questioned. The findings of this study contradict Lytton et al. (1970) conclusion which suggest that younger teachers attach more importance to counseling than do their older colleagues. Support was

provided for the notion that educators with masters degrees held more positive attitudes toward the role of the counselor. This can easily be explained in that holders of graduate degrees are more likely to be exposed to environments and experiences which support the role of the counselor such as graduate classes than those without masters degrees.

In terms of the differences between teachers' and administrators' attitudes and perceptions of the counselor's role, the findings were remarkably consistent. To clarify this point further, where there were significant differences between the two groups, the administrator group consistently scored higher mean ranks which reflect more positive attitudes and perceptions than the teacher group. This finding was found to be consistent through literature. Administrators generally tend to have more favorable attitudes toward the counselor than teachers (Sweeney, 1966; Feltham et al., 1972; Kraybill, 1962; Mitzel, 1973; and Rankine and Angus, 1971).

Much debate has been centered around the issues of should counselors be required to teach and the role of the counselor in handling student discipline. The analysis of the subjects' responses to these issues in this study corroborates previous findings. For example in this study, 48 percent of the sample agreed with the statement, "Counselors should be required to have previous teaching experiences and should be expected to teach for at least one-third of his time." Typical reasons for this perception were that full-

time counselors would get out of touch with teaching, which was seen as an ideal way of getting to know the children (Lytton, et al., 1970). Other explanations included the need for counselors to experience what it is like to be in a classroom which in turn should assist them when working with teachers.

Fifty-three percent of the sample disagreed with the notion that counselors should assist the classroom teacher in handling problems of discipline. This result was very encouraging, especially when compared to previous findings. Valine et al. (1982) reported that 48 percent of the sample in their study were undecided when asked to respond to the statement, "The counselors' job is to handle discipline." This attitude may be related to teachers' perceptions of counselors as being part of the administration. Teachers might find it difficult for a number of reasons already discussed, to make the distinction between the role of the counselor and the role of the principal or assistant principal.

Despite the relatively negative attitudes expressed by teachers in particular, toward the role of the school counselor, no support was found for Russell and Willis (1964); Kushel (1969); Quinn (1969); and Friedland (1969) conclusions that serious discord exists between teachers and counselors. Approximately 70 percent of the sample in this study strongly agreed or agreed with the statement, "Generally, there is a harmonious relationship between counselors and the teaching

staff." This is a healthy sign, in that counselors should experience minor difficulties in initiating an open dialogue with teachers in an attempt to communicate their role and functions.

As a note of interest, 92 percent of the sample was uncertain, disagreed, or strongly disagreed with the statement, "Counselors should earn higher salaries than teachers for their specialized services." Friedland (1969) suggested that the differential in salary of the counselor and teacher may strike a very sensitive nerve in teachers.

The results of the rankings of nine guidance functions from the most important to the least important functions as perceived by teachers and administrators as a group, teachers as a separate group, and administrators as a separate group showed complete agreement among the three groups. The three most important functions were personal and social counseling, educational counseling, and vocational counseling. The three least important functions were teacher-counselor consultation, administrator - counselor consultation and research. This finding is highly consistent with the findings of similar studies.

#### Implications

The findings of this study provided the framework for the following implicatory positions:

1. Counselors must become more effective in communicating and articulating their role and function to teachers

with respect to the guidance program. Most important, the results of this study suggest that there is a felt need by teachers and administrators for school counselors, regardless of level or type of school system, to clarify their roles and functions, particularly to the teaching staff. It is essential that teachers understand their guidance role and support the work of the school counselor if counseling services in Bahamian schools are to develop.

2. There is a need as expressed by teachers and administrators at all levels for more professionally prepared counselors in the schools. Educators prefer specialist training be a requirement for the counselors' position. The implication of this finding is that counselors are not perceived to be adequately trained or prepared to carry out their functions effectively. Those who are presently responsible for the appointment of counselors should examine and re-evaluate the method and system of hiring school counselors.

3. Counselors should make a special effort to directly involve teachers in the planning, implementation, and evaluation processes of the guidance program. A significantly high percentage of teachers indicated that counselors failed to provide opportunities for their involvement in the guidance process. It appears that teachers want to be involved if the opportunities are available.

4. There is a need for counselors to be more visible and accessible to teachers. Counselors should be available to the teaching staff for consultation on matters relating

to student problems in the classroom setting and other related problems. The important point here, is that if teachers are able to observe counselors in action that is perceived as beneficial and of some significance to students, the teachers themselves and the school community as a whole, they would tend to value the role and function of the counselor in their schools.

5. Counselors should be expected to maintain confidentiality. Teachers and administrators do not expect counselors to discuss the personal problems of students in the staff lounge while having coffee with their colleagues.

6. School counselors need to clarify particularly to younger teachers the distinct operational and philosophical differences that are present in the effectively functioning counselor as opposed to the effectively functioning teacher. This effort on the part of the counselor should prove helpful in demonstrating why the counselor is not serving effectively when he teaches classes, behaves as a "stern task master," or sets out to tell students what they must do (Dunlop, 1965).

7. Counselors may be able to gain respect among the teaching staff if they inform staff members of significant changes found in the school and community environments which have implications for their instruction. Teachers and administrators in the study appear to be open and willing to accept professional consultation from the school counselor.

8. The results of the findings imply that cultural variables do significantly affect how teachers and administrators perceived the role of the school counselor. As stated before, the phenomena of guidance and counseling in the schools has originated in the American society which has a comparably different system of education than the Bahamas. Historically, educational systems based on the United Kingdom educational model have emphasized the teacher as the focal point for guidance (Mitchell, 1966). Teachers and administrators in this study are prepared to allow adequately trained and prepared counselors to perform the needed guidance functions in the schools.

9. Teachers and administrators expect counselors to be competent in working with students who are experiencing personal, educational, and vocational problems and concerns. New counselors entering the schools should be well trained in the areas mentioned above.

#### Recommendations

The following recommendations are based on the results of the present investigation.

#### Future Research

1. A similar study investigating students' and parents' perceptions and attitudes toward the role and function of the school counselor would be appropriate. A study of this nature along with the findings of this study could provide a

more complete understanding of how school counselors are perceived by their various publics in the Bahamian school systems.

2. Further investigations using a larger sample size representative of teachers and administrators in all of the junior and senior high schools in the Bahamas would yield useful comparative data concerning attitudes toward the role of the counselor. Such a study could pose research hypothesis bases on the findings generated by this study. Subjects should be randomly selected so that parametric statistics may be used in the analysis of data. This recommendation is made because parametric tests provide greater statistical power and more assumptions about the populations from which the scores were drawn thus, greater confidence may be placed in the findings.

3. An investigation of counselors' perceptions of their role and functions in the schools should be conducted to determine the degree of discrepancy between the counselor's perceptions of their role and that of his various publics.

4. Further research of attitudes and perceptions of the school counselor examining in greater detail the extent to which demographic variables and other identified factors are associated with attitudes and perceptions of counselors' role. The results of such an investigation could help counselors in the development of informational and educational programs directed toward educating members of the school community of the role of the school counselor.

### Recommendations to School Counselors

5. An on-going orientation program should be developed for new teachers to acquaint them of the role and function of the school counselor and the availability of guidance services in the school. This recommendation should be taken very seriously by counselors simply because of the large percentage of teachers in the study who expressed a severe lack of awareness and knowledge of exactly what the counselor does in the school. It is critical for the counselor to successfully initiate and execute a closer working relationship between himself and the teaching staff. Counselors must take the initiative in fostering positive interpersonal relationships with teachers in order to keep the lines of communication open. Counselors need to develop policy statements and other related literature with regard to their role and function. This information should be given to each teacher at the beginning of the school year. At this same time teachers should be encouraged to provide input and feedback to the counselor on the adequacy and usefulness of the services rendered.

6. The Bahamas School Counselor Association should become more active in educating both counselors and the teaching staff of the role and function of the school counselor. This can be accomplished by providing in-service training, seminars, and workshops dealing with current issues and trends in the profession. The association should provide leadership to the officials in the Ministry of Education and

Culture who are responsible for hiring counselors. Such leadership should take the form of suggesting minimum standards and competencies for school counselor positions.

7. Teachers and administrators should be involved in the selection process of the counselor in their respective schools. In order for the counselor to be effective in his position, he must be accepted among the teaching staff. If teachers are given the opportunity to participate in selecting the counselor they would be more inclined to use the services of the counselor and participate in the guidance activities.

8. Counselors need to provide more services for students. These services may include study skills, group seminars, career information workshops, and group counseling for students with special problems. The need for these services was clearly expressed by teachers and administrators in the study. The development of these programs could provide an excellent vehicle by which to involve teachers in the guidance programs. The classroom teacher must be viewed as the school counselors' chief professionally in the attainment of guidance objectives (McNeilly and McCann, 1975).

9. Teacher education programs at the College of the Bahamas should include guidance-oriented training in teacher preparation programs so that perspective teachers will come to appreciate and understand the importance and place of guidance in the schools. This understanding should come

before the teacher enters the classroom. This will help the teacher to see himself as a vital part in the guidance program.

10. Practicing school counselors should be encouraged to take refresher courses and attend professional meetings at least once every two years. This system would allow counselors to keep abreast of new ideas in their field. This would also provide interaction among counselors functioning in various settings which should result in the sharing in ideas and intellectual thoughts.

#### Summary

A summary of the results of the present study along with a discussion of the findings and implications were presented in this chapter. Recommendations for future research and a chapter summary were also presented.

6

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## APPENDIXES

APPENDIX A

COVER LETTER AND THE TEACHER-ADMINISTRATOR  
GUIDANCE QUESTIONNAIRE (TAGQ)

## MEMORANDUM

DATE: November 11, 1981

TO: Teachers & Administrators

FROM: Sidney A. McPhee

SUBJECT: Participation in Dissertation Study on Perceptions and Attitudes of Educators Toward the Role and Function of the School Counselor

I am a native of Nassau, Bahamas, who is presently pursuing a doctorate degree in Guidance and Counseling at Oklahoma State University in the Department of Applied Behavioral Studies in Education. I am preparing to conduct my dissertation research study on the perceived role of the school counselor as held by teachers and administrators in both the junior and senior high schools in Nassau.

I am personally requesting your assistance in this study, by asking you to take a few minutes of your valuable time to complete the enclosed Teacher-Administrator Guidance Questionnaire. This instrument has been designed specifically for this study and takes approximately fifteen (15) minutes to complete. Please do not write your name on the Questionnaire. The identity of each participating school will be kept confidential.

Your participation in a study of this nature would be extremely helpful in the process of providing effective guidance and counseling services to students at your school and the school community at large. A copy of the research findings will be forwarded to all of the participating schools.

Please accept my sincere appreciation for your cooperation and assistance in this study.

TEACHER AND ADMINISTRATOR GUIDANCE QUESTIONNAIRE

The purpose of this questionnaire is to obtain your feelings and attitudes toward the role of the school counselor and also your assessment of the guidance services he/she provides within the school.

PART A

General Information

Please do not write your name on this questionnaire.

Name of School \_\_\_\_\_

Type of School:      Public \_\_\_\_\_      Private \_\_\_\_\_  
                                  Junior High \_\_\_\_\_      Senior High \_\_\_\_\_

Circle the number of your answer.

Gender (1) Male      (2) Female

Age: (1) 19-26      (2) 27-34      (3) 35-42      (4) 43-50      (5) 50 +

Marital Status: (1) Single      (2) Married      (3) Divorced

Number of students enrolled at your school.

(1) 0-300      (2) 301-600      (3) 601-900      (4) 901 or more

Teaching experience

(1) 1 year or less      (2) 2-5 years      (3) 6-10 years

(4) 11-20 years      (5) 21 or more years

Number of years spent in present position.

(1) 1 year or less      (2) 2-3 years      (3) 4-5 years

(4) 6-10 years      (5) 11 or more years

Position

(1) Teacher      (2) Principal      (3) Assistant Principal

(4) Senior Master      (5) Senior Mistress

What is the highest degree or professional certificate you hold?

- (1) Teacher's Certificate      (2) Bachelor's Degree  
 (3) Master's Degree      (4) Advanced Certificate  
 (5) Doctor's Degree

## PART B

### Instructions:

The statements that follow are to be answered by circling your response. Please attempt to answer all of the statements on this form. There are no correct or incorrect answers or responses. Your responses should indicate your opinion and feelings concerning each statement.

Please read each statement carefully and make one response to every statement. To help you in answering this questionnaire, the choices have been defined as follows:

- (1) Strongly Disagree (SD)  
 (2) Disagree (D)  
 (3) Uncertain (U)  
 (4) Agree (A)  
 (5) Strongly Agree (SA)

- (1) Any experienced and qualified teacher could adequately perform the duties of the school counselor.

SD                  D                  U                  A                  SA

- (2) Counselors help me to work with students who have special needs and problems.

SD                  D                  U                  A                  SA

- (3) Specialist training should be an essential requirement for the school counselor position.

SD                  D                  U                  A                  SA

- (4) Counselors should be expected to perform clerical, administrative, and any other non-counseling tasks that are requested.

SD                  D                  U                  A                  SA

- (5) I am satisfied with the services I receive when referring a student to the school counselor.

SD                  D                  U                  A                  SA

- (6) Counselors discuss with me ways of improving the guidance services.

SD D U A SA

- (7) , Counselors in my school conduct group sessions to assist students, e.g. study skills.

SD D U A SA

- (8) Counselors in this school show competence in their field.

SD D U A SA

- (9) Guidance services are very useful in this school.

SD D U A SA

- (10) Counselors are available and accessible to staff for personal and educational consultations.

SD D U A SA

- (11) Student time spent in counseling is worthwhile.

SD D U A SA

- (12) Counselors inform staff members of significant changes found in the school and community environments which have implications for their instruction.

SD D U A SA

- (13) I clearly understand the role of the counselor and the function of guidance services in this school.

SD D U A SA

- (14) The guidance program at my school has made impressive accomplishments.

SD D U A SA

- (15) The removal of the guidance program would leave a void which would be extremely difficult to fill.

SD D U A SA

- (16) The guidance program is just a "flash in the pan" and will become obsolete in a few years.

SD D U A SA

- (17) Specialized guidance personnel are considered "outsiders" and are therefore less able to offer guidance than regular teachers.

SD D U A SA

- (18) The guidance program does not provide sufficient opportunity for everyone connected with it to offer constructive criticism.

SD D U A SA

- (19) The guidance program looks good on paper but is a flop in practice.

SD D U A SA

- (20) The guidance program takes guidance functions away from those best qualified to perform them - the teachers.

SD D U A SA

- (21) My responsibilities in the guidance program are clearly defined and understood.

SD D U A SA

- (22) Teachers and administrators accept and take advantage of the guidance services offered.

SD D U A SA

- (23) Counselors should be required to have previous teaching experience and should be expected to teach at least one-third of the time.

SD D U A SA

- (24) I would feel comfortable to explain to a new student or teacher entering my school what most of the guidance services and activities are carried on in this school.

SD D U A SA

- (25) Counselors should assist the classroom teacher in handling problems of discipline.

SD D U A SA

- (26) Counselors should be expected to maintain confidentiality.

SD D U A SA

- (27) I participate in at least two activities sponsored by the guidance department each year.

SD            D            U            A            SA

- (28) Generally, there is a harmonious relationship between counselors and the teaching staff.

SD            D            U            A            SA

- (29) Counselors should earn higher salaries than teachers for their specialized services.

SD            D            U            A            SA

- (30) Counselors should actively be involved in curriculum planning and development at my school.

SD            D            U            A            SA

- (31) Please rank order the most important functions you feel the counselor should be performing in your school with (1) indicating the most important function and (9) being the least important function.

- \_\_\_\_\_ Testing (aptitudes, interest, abilities)
- \_\_\_\_\_ Post secondary educational information  
(requirements for colleges, universities, etc.)
- \_\_\_\_\_ Personal and social counseling
- \_\_\_\_\_ Vocational counseling and information
- \_\_\_\_\_ Educational counseling e.g. under and over  
achievers
- \_\_\_\_\_ Parent-counselor consultation
- \_\_\_\_\_ Research specifically related to concerns with  
the school e.g. follow-up studies
- \_\_\_\_\_ Administrator-counselor consultation
- \_\_\_\_\_ Teacher-counselor consultation

APPENDIX B

LETTER SENT TO PRINCIPALS OF  
PARTICIPATING SCHOOLS

Sidney A. McPhee  
P.O. Box 5113 S.S.  
Nassau, Bahamas

I am a native of Nassau, Bahamas, who is presently pursuing a doctorate in Student Personnel and Guidance at Oklahoma State University in the Department of Applied Behavioral Studies in Education. I am in the process of preparing to do my dissertation on the perceptions and attitudes of Bahamian educators toward the role of the school counselor. This will be a comprehensive survey of teachers and administrators in more than eighteen (18) public and private junior and senior high schools in Nassau.

Your school has been selected to be one of the eighteen (18) schools that are being asked to participate in this study. Participants will be given a Teacher-Administrator Guidance Questionnaire to complete. This instrument has been designed specifically for this investigation. Respondents will not be required to write their name on the questionnaire forms and the identity of participating schools will be kept confidential. This study has been approved by my doctoral advisory committee.

At a time when school counseling and guidance seem to be gaining renewed interest among the Bahamian educational community, a study of this nature would be helpful in the process of providing effective guidance services to teachers, students, and administrators at your school. A copy of the results of the study will be forwarded to each participating school.

I will be arriving in Nassau on December 21, 1981, to initiate the data collection phase of this study. Upon my arrival in Nassau, I will be contacting your office in an effort to inform you further about this research study and how you might be of some assistance to me. However, if you have any immediate questions, please feel free to contact me at the address listed above.

Please accept my sincere appreciation for your understanding, cooperation, and assistance.

Sincerely,

Sidney A. McPhee

Dr. Frank McFarland, Chairman  
Doctoral Advisory Committee

APPENDIX C

THANK-YOU NOTE SENT TO SCHOOLS THAT  
PARTICIPATED IN THE STUDY

Sidney A. McPhee  
N103-3 University Place  
Stillwater, Oklahoma 74074  
February 9, 1982

Dear

I am indeed very grateful for the time and effort you gave toward the distribution and subsequent collection of the Teacher-Administrator Guidance Questionnaires.

I am pleased to inform you that approximately 81% of the questionnaires given out were returned completed. This high rate of return is no doubt attributed to the invaluable assistance you provided. As stated earlier in a recent communication to you, I will be forwarding a copy of the research result to your office.

Again, please accept my sincere appreciation for your cooperation and assistance.

Sincerely,

Sidney A. McPhee

APPENDIX D

ITEM RELIABILITY ANALYSIS FOR THE TOTAL

INSTRUMENT: ITEM TOTAL STATISTICS

TABLE XXII  
ITEM RELIABILITY ANALYSIS FOR THE TOTAL  
INSTRUMENT: ITEM TOTAL STATISTICS

Items No. <sup>b</sup>	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Alpha If Item Deleted
1	98.010	156.558	0.832
2	97.021	140.809	0.808
3	96.454	151.591	0.824
4	97.665	155.544	0.830
5	97.403	140.314	0.807
6	97.847	138.232	0.806
7	97.570	139.705	0.807
8	97.490	143.163	0.810
9	97.036	140.699	0.807
10	97.261	142.434	0.810
11	97.014	143.561	0.812
12	97.669	139.565	0.807
13	97.287	139.497	0.806
14	97.480	138.673	0.805
15	97.341	140.868	0.810
16	96.825	149.662	0.822
17	96.829	148.142	0.819
18	97.560	146.780	0.817
19	97.203	143.038	0.811
20	96.876	148.262	0.818
21	97.723	145.478	0.815
22	97.600	145.781	0.816
23	97.309	157.542	0.834
24	97.265	145.786	0.816
25	96.941	154.777	0.830
26	96.181	151.660	0.822
27	97.669	143.127	0.813
28	96.992	146.934	0.815
29	98.385	149.420	0.821
30	96.745	153.424	0.826

Reliability Coefficients

30 Items

Alpha = 0.821

Standardized Item Alpha = 0.824

<sup>b</sup> See Appendix A

APPENDIX E

RELIABILITY ANALYSIS FOR ATTITUDINAL  
ITEMS IN THE TAGQ

TABLE XXIII  
RELIABILITY ANALYSIS FOR ATTITUDINAL  
ITEMS IN THE TAGQ

Items No. <sup>b</sup>	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Alpha If Item Deleted
1	66.629	50.037	0.646
2	65.072	47.512	0.619
4	66.283	49.211	0.638
8	66.109	43.776	0.578
9	65.654	42.664	0.569
11	65.632	43.350	0.576
14	66.098	41.920	0.563
15	65.960	41.746	0.568
16	65.443	45.904	0.605
17	65.447	44.335	0.588
18	65.178	45.154	0.597
19	65.821	42.825	0.571
20	65.494	45.309	0.593
23	65.927	50.439	0.651
24	65.883	44.468	0.593
25	65.560	47.626	0.625
26	64.800	46.664	0.605
28	65.610	45.442	0.593
29	67.003	46.543	0.610
30	65.363	48.151	0.624

Reliability Coefficients

20 Items

Alpha = 0.614

Standardized Item Alpha = 0.630

<sup>b</sup> See Appendix A

APPENDIX F

RELIABILITY ANALYSIS FOR PERCEPTUAL ITEMS

IN THE TAGQ

TABLE XXIV  
RELIABILITY ANALYSIS FOR PERCEPTUAL  
ITEMS IN THE TAGQ<sup>b</sup>

Items No.	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Alpha If Item Deleted
2	27.760	36.161	0.807
5	28.141	35.779	0.800
6	28.585	33.798	0.795
7	28.309	35.440	0.804
10	28.000	36.802	0.809
12	28.407	34.913	0.798
13	28.025	35.470	0.800
21	28.461	38.285	0.821
22	28.338	38.268	0.825
27	28.407	37.300	0.821

Reliability Coefficients

10 Items

Alpha = 0.824

Standardized Item Alpha = 0.824

<sup>b</sup> See Appendix A

## APPENDIX G

RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES  
OF TEACHERS' AND ADMINISTRATORS' RESPONSES  
TO SELECTED ITEMS IN THE TAGQ

TABLE XXV  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF PUBLIC SENIOR  
HIGH SCHOOL TEACHERS AND ADMINISTRATORS' RESPONSES  
TO ITEM 1 IN THE TAGO<sup>b</sup>

Likert-Type Choices	Teachers in Public Senior High N=61				Administrators in Public Senior High N=26			
	Absolute		Relative		Absolute		Relative	
	Frequencies		Frequencies		Frequencies		Frequencies	
		N		%		N		%
Strongly Disagree		3		4.9		4		15.4
Disagree		25		41.0		9		34.6
Uncertain		5		8.2		6		23.1
Agree		22		36.1		6		23.1
Strongly Agree		6		9.8		1		3.8
	Mean	3.049	Sd	0.150	Mean	3.049	Sd	1.129

<sup>b</sup> See Appendix A

TABLE XXVI

RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF PRIVATE SENIOR  
HIGH SCHOOL TEACHERS AND ADMINISTRATORS' RESPONSES  
TO ITEM 1 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers in Private Senior High N=47				Administrators in Private Senior High N=12			
	Absolute		Relative		Absolute		Relative	
	Frequencies		Frequencies		Frequencies		Frequencies	
	N		%		N		%	
Strongly Disagree	11		23.4		1		8.3	
Disagree	26		55.3		9		75.0	
Uncertain	3		6.4		2		16.7	
Agree	7		14.9		-		-	
Strongly Agree	-		-		-		-	
	Mean	2.128	Sd	0.138	Mean	2.250	Sd	0.866

<sup>b</sup> See Appendix A

TABLE XXVII  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 3 IN THE TAGO<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68					
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies				
	N	%	N	%				
Strongly Disagree	8	3.9	-	-				
Disagree	12	5.8	3	4.4				
Uncertain	16	7.7	5	7.4				
Agree	77	37.2	27	39.7				
Strongly Agree	94	45.4	33	48.5				
	Mean	4.15	Sd	1.047	Mean	4.324	Sd	0.800

<sup>b</sup> See Appendix A

TABLE XXVIII  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 5 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68	
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies
	N	%	N	%
Strongly Disagree	11	5.3	2	2.9
Disagree	45	21.7	11	16.2
Uncertain	63	30.4	10	14.7
Agree	80	38.6	38	55.9
Strongly Agree	8	3.9	7	10.3
	Mean	3.140	Sd	0.978
	Mean	3.397	Sd	0.081

<sup>b</sup> See Appendix A

TABLE XXIX  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 8 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68					
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies				
	N	%	N	%				
Strongly Disagree	10	4.8	1	1.5				
Disagree	39	18.8	10	14.7				
Uncertain	98	47.3	21	30.9				
Agree	51	24.6	28	41.2				
Strongly Agree	9	4.3	8	11.8				
	Mean	3.684	Sd	0.896	Mean	3.471	Sd	0.081

<sup>b</sup> See Appendix A

TABLE XXX  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 11 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68	
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies
	N	%	N	%
Strongly Disagree	6	2.9	1	1.5
Disagree	28	13.5	-	-
Uncertain	56	27.1	17	25.0
Agree	84	40.6	35	51.5
Strongly Agree	33	15.9	15	22.1
	Mean	3.531	Sd	1.009
	Mean	3.926	Sd	0.779

<sup>b</sup> See Appendix A

TABLE XXXI

RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 18 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68					
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies				
	N	%	N	%				
Strongly Disagree	7	3.4	2	2.9				
Disagree	62	30.0	20	29.4				
Uncertain	62	30.0	21	30.9				
Agree	60	29.0	19	27.9				
Strongly Agree	16	7.7	6	8.8				
	Mean	3.077	Sd	1.016	Mean	3.103	Sd	1.024

<sup>b</sup> See Appendix A

TABLE XXXII  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 22 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68					
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies				
	N	%	N	%				
Strongly Disagree	17	8.2	4	5.9				
Disagree	64	30.9	7	10.3				
Uncertain	62	30.0	11	16.2				
Agree	55	26.6	40	58.8				
Strongly Agree	9	4.3	6	8.8				
	Mean	2.897	Sd	1.033	Mean	3.544	Sd	0.999

<sup>b</sup> See Appendix A

TABLE XXXIII  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 23 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68	
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies
	N	%	N	%
Strongly Disagree	15	7.2	4	5.9
Disagree	41	19.8	13	19.1
Uncertain	39	18.8	19	27.9
Agree	77	37.2	27	39.7
Strongly Agree	35	16.9	5	7.4

<sup>b</sup> See Appendix A

Mean	3.367	Sd	1.187	Mean	3.235	Sd	1.038
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TABLE XXXIV  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 27 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68					
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies				
	N	%	N	%				
Strongly Disagree	20	9.7	3	4.4				
Disagree	71	34.3	14	20.6				
Uncertain	54	26.1	8	11.8				
Agree	48	23.2	38	55.9				
Strongly Agree	14	6.8	5	7.4				
	Mean	2.831	Sd	1.100	Mean	3.412	Sd	1.040

<sup>b</sup> See Appendix A

TABLE XXXV

RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 28 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68	
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies
	N	%	N	%
Strongly Disagree	7	3.4	-	-
Disagree	18	8.7	5	7.4
Uncertain	46	22.2	12	17.6
Agree	113	54.6	45	66.2
Strongly Agree	23	11.1	6	8.8

<sup>b</sup> See Appendix A

Mean	3.614	Sd	0.917	Mean	3.765	Sd	0.715
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TABLE XXXVI  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 29 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68	
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies
	N	%	N	%
Strongly Disagree	59	28.5	13	19.1
Disagree	69	33.3	24	35.3
Uncertain	59	28.5	24	35.3
Agree	15	7.2	6	8.8
Strongly Agree	5	2.4	1	1.5

<sup>b</sup> See Appendix A

Mean	2.217	Sd	1.071	Mean	2.382	Sd	0.947
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TABLE XXXVII

RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF TEACHERS AND  
ADMINISTRATORS' RESPONSES TO ITEM 30 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Teachers N=207		Administrators N=68					
	Absolute Frequencies	Relative Frequencies	Absolute Frequencies	Relative Frequencies				
	N	%	N	%				
Strongly Disagree	9	4.4	2	2.9				
Disagree	0	4.8	6	8.8				
Uncertain	24	11.6	6	8.8				
Agree	109	52.7	41	60.3				
Strongly Agree	54	26.6	13	19.1				
	Mean	3.918	Sd	0.999	Mean	3.838	Sd	0.940

<sup>b</sup> See Appendix A

TABLE XXXVIII  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF  
TEACHERS AND ADMINISTRATORS' RESPONSES  
TO ITEM 25 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Absolute Frequencies	Relative Frequencies
	N	%
Strongly Disagree	17	6.2
Disagree	29	10.5
Uncertain	27	9.8
Agree	147	53.5
Strongly Agree	65	20.0

<sup>b</sup> See Appendix A

Mean	3.702	Sd	1.103
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TABLE XXXIX  
RESULTS OF ABSOLUTE AND RELATIVE FREQUENCIES OF  
TEACHERS AND ADMINISTRATORS' RESPONSES  
TO ITEM 26 IN THE TAGQ<sup>b</sup>

Likert-Type Choices	Absolute Frequencies	Relative Frequencies
	N	%
Strongly Disagree	5	1.8
Disagree	6	2.2
Uncertain	16	5.8
Agree	78	28.4
Strongly Agree	170	61.8

<sup>b</sup> See Appendix A                      Mean    4.462                      Sd    0.847

VITA

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