

COUNSELOR EDUCATIONAL EXPERIENCES AND
COMPETENCIES: ELEMENTARY-SECONDARY

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PREFACE

While it is generally acknowledged that guidance services are indispensable at all levels of education, there is considerable concern as to the preparation or educational experiences required for the school counselor and the competencies needed to function at different levels. The role, function, and preparation of school counselors (both elementary and secondary) have been extensively discussed in the professional literature for a considerable period, with differing opinions on preparation and competencies.

The investigation reported herein was based on the premise that counselor preparation programs would improve if less uncertainty as to need were clarified, and hopefully, aid in the direction of counseling toward a more clearly defined profession. The principal objective of the study was to determine the opinions of counselor educators, secondary school counselors, and elementary school counselors on the needed educational experiences and counselor competencies for elementary and secondary school counselors.

Grateful acknowledgement is made of contributions to this study by members of the writer's graduate advisory committee: Dr. W. Price Ewens, Chairman; and Drs. Charles E. Larsen, Harry Brobst, John Egermeier and Robert Brown. To Mr. Blain Sandlin, Director, Division of Guidance and Counseling, Oklahoma State Department of Education, and to the Directors of Guidance and Counseling for Texas, Missouri, Arkansas, and Kansas indebtedness is acknowledged for the lists of counselors and

counselor educators in their respective states. To Charles Sandman, Assistant Director, Division of Guidance and Counseling, Oklahoma State Department of Education, goes appreciation for his aid in arranging a pilot study at an area meeting of Oklahoma school counselors.

Sincere appreciation is expressed to the writer's family, whose encouragement and patience helped make this study a reality.

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CHAPTER I

INTRODUCTION

As our inclinations, so our opinions--Goethe.

In counselor education it seems there are varied inclinations with diversified opinions as to what competencies school counselors should have and the educational experiences necessary to gain these competencies. Many polemic questions such as these are the concern of those responsible for providing counselor education programs. This paper pertains to two questions: Should the counseling competencies of the elementary school counselor differ from that of the secondary school counselor? Should the education and training experiences of the elementary school counselor be different from those of the secondary school counselor?

A survey of the literature, which will be considered more in detail in Chapter II, indicates a wide range of opinions in regard to competencies and educational experiences needed by both elementary and secondary school counselors. It was these differences of opinion that prompted this study investigating the reactions of counselor educators, elementary school counselors, and secondary school counselors concerning these two issues.

An investigation by Nitzschke and Hill 1964 (1) concluded:

1. Only forty-five of the 527 institutions in the U. S. which offer at least a master's degree offered a program of preparation in elementary school guidance which was considered to be significantly different from their

preparation program in secondary school guidance. . . . Much remains to be accomplished in regard to the establishment of aims and objectives for preparation programs in elementary school guidance, even in the institutions involved in this study.

2. Increased emphasis and genuine concern was and will continue to be given to the role of guidance in the elementary school and in particular to the role of the elementary school guidance worker is to play in this program.

More recent studies and papers indicate continued emphasis on determining role, function, competencies of school counselors. (2-11) Fitzgerald (4) notes: There are many valuable research studies being reported in our professional journals that relate to the ASCA Statement and to the role and functions of the school counselor. This research must be taken into consideration when counselors strive toward unifications of their professional position.

The basic assumption underlying this study is that counselor educators and school counselors, (elementary and secondary) will determine the educational experiences and competencies or behaviors needed by school counselors, thus clarify to a degree pertinent questions regarding the two issues.

The focus of this investigation shall be on the attempt to determine the differences in educational experiences needed and competencies or behaviors required as determined by counselor educators and elementary and secondary school counselors.

Importance of the Study

It would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education. (Conant 12)

There is as yet no solid evidence that Conant's statement is valid, but there are indications that counseling and guidance are a vital component of public education today and will be increasingly so in the pedagogical of future education. The influence that guidance programs will eventuate will be determined largely by the quality of counseling and professionalism of those persons involved in the discipline.

It is clear even to the point of redundancy that American society is in the midst of transition that is creating different demands upon our educational system. These changing educational demands create new requirements for counselors. For self-survival alone, counselors must constantly review the social scene, examine and re-examine their preparation and practice--what they are doing and why, with a willingness and commitment to keep pace with the inevitable changes.

In order for counseling and guidance to keep abreast, it is imperative that research be conducted in the area of preparation and training to aid in determining what educational experiences are needed for 'today's' counselors. Stewart and Warnath (13) write: The professionalization of the guidance field will depend in large measure upon the adequacy of the research foundation underlying guidance practice. Fulmer (14), contends that perhaps the most important area requiring further research is the training of the nation's counselors. . . . Efforts should be made to set up minimum standards of counselor educators. Research should also attempt to find some unifying concept of counseling as it is carried on in both academic and non-academic settings. . . . The training of counselors is the most important aspect of the counseling efforts; for unless counselors are adequate to the

unprecedented challenges they face, the profession of counseling itself will be brought into disrepute.

Statement of Problem

This study is an empirical investigation of the educational experiences and training, and the competencies or behaviors needed by school counselors, both elementary and secondary. Educators, administrators, and concerned school counselors increasingly are evaluating the problem of counselor preparation and competencies.

The basic question arises as to the extent there seems to be consensus or disagreement among the counselor educators and school counselors concerning what are and what should be the preparation of elementary and secondary school counselors.

The purpose of this study was an attempt to determine if there were significant differences in the perception of counselor educators, secondary school counselors, and elementary school counselors in regard to educational experiences, training, and competencies or behaviors needed by school counselors, elementary and secondary.

The project is also designed to consider the implications of the findings of the study to future educational programs, to both elementary and secondary school counselors, and to future research in the area of counselor education.

It would appear also from the research data that elementary and secondary school counselors are concerned with the problem related to the didactic--experience gap that seems to be prevalent in everyday school counseling. Hansen's (15), view is that one would hope that the effects of training programs are positive ones, and yet even

the particular orientation and emphasis of the graduate program may create certain conflicts for the practicing school counselor. This is especially true if the theory learned is far out of tune with the demands of the counselor's first position, and visa versa. From a study of educational experiences or training needed and the competencies or behaviors required, some insight may appear.

Description of the Population

The population from which subjects for the present study were selected consisted of counselor educators, school counselors, elementary and secondary, from a five state area, including Texas, Missouri, Arkansas, Kansas, and Oklahoma. The method of systematic sampling (16) was used to determine the sample, with a total of 192 secondary school counselors, 153 elementary school counselors, and 125 counselor educators. A total of 470 questionnaires were mailed. The Counselor educators were divided into two groups, and questionnaires regarding elementary counselors were sent to one group; while questionnaires regarding secondary counselors went to the other group. For identification purposes the counselor educators responding to the elementary questionnaires are defined as counselor educators elementary (CEE). Likewise, counselor educators secondary (CES) are defined as those responding to the secondary counselor questionnaires.

The sample was systematically selected from lists provided from the respective State Departments of Education, Counseling Divisions. Some of the lists indicated the counselors position and the certification they held. In cases where counselors were counseling less than half time, or did not hold provisional or standard certification, data

were rejected. The judgment to use only provisional or standard certified counselors who were counseling half to full time was made in the interest of obtaining a more refined set of data, for it was felt that counselors who had had more training and were counseling at least half time would make a more knowledgeable response.

For the purposes of the present study, four groups were compared. These consist of counselor educators elementary (CEE), counselor educator secondary (CES), secondary school counselors (SEC), and elementary school counselors (EC).

A total of 315 questionnaires were returned, with 25 disqualified because of lack of educational preparation, or holding positions where they were counseling less than half time. Eight questionnaires were returned after the analyses were computed. Two hundred ninety questionnaires were accepted for the study, including 45 (65% return) counselor educators elementary, 33 (50% return) counselor educators secondary, 124 (64% return) secondary school counselors, and 88 (57% return) elementary school counselors.

Hypotheses

There are two major areas of relationship being examined in this study. The first area concerns the comparisons of responses of the four groups concerning the educational experiences needed by school counselors as perceived by counselor educators and school counselors. The following four hypotheses delineate the comparisons investigated in this area:

- I. There will be no significant difference in the observations (responses) of counselor educators elementary from that of counselor educators secondary on any of the twenty-one educational experiences needed for school counselors.

- II. There will be no significant difference in the observations (responses) of counselor educators elementary from that of elementary school counselors on any of the twenty-one educational experiences needed for school counselors.
- III. There will be no significant difference in the observations (responses) of counselor educators secondary from that of secondary school counselors on any of the twenty-one educational experiences needed for school counselors.
- IV. There will be no significant difference in the observations (responses) of secondary school counselors from that of elementary school counselors on any of the twenty-one educational experiences needed for school counselors.

Hypotheses V through VIII define the comparisons of the four groups regarding the competencies or behaviors needed by school counselors.

- V. There will be no significant difference in the observations (responses) of counselor educators elementary from that of counselor educators secondary on any of the thirty-one competencies or behaviors needed by school counselors.
- VI. There will be no significant difference in the observations (responses) of counselor educators elementary from that of elementary school counselors on any of the thirty-one competencies or behaviors needed by school counselors.
- VII. There will be no significant difference in the observations (responses) of counselor educators secondary from that of secondary counselors on any of the thirty-one competencies or behaviors needed by school counselors.
- VIII. There will be no significant difference in the observations (responses) of secondary school counselors from that of elementary school counselors on any of the thirty-one competencies or behaviors needed by school counselors.

Definition and Discussion of Terms

1. Educational Experience. Includes all basic course work, practicum and sensitivity training. (self-confrontation and evaluation)
2. Counselor Competencies or Behaviors. The understandings and skills required of counselors for meaningful interaction and behavioral changes.

3. Elementary School Counselor. Counselors working kindergarten through grade level 6, who hold provisional or standard certification and are counseling half time or more.
4. Secondary School Counselor. Counselors working with grade level 9 through 12 who hold provisional or standard certification and are counseling half time or more.
5. Counselor educators elementary. This refers to counselor educators responding to the questionnaire concerning elementary school counselors who are actively involved in counselor preparation programs.
6. Counselor educators secondary. This refers to counselor educators responding to the questionnaire concerning secondary school counselors who are actively involved in counselor preparation programs.

Limitations and Assumptions

The nature of the instrument, Counselor Educational Experiences and Competencies has limitation. First, the Likert technique employed limits the precision of the response since the scale units of 1-5 do not necessarily carry the same measurement meaning for all subjects. Second, the difficulty of choosing items that balance in weight for both categories, educational experiences and competencies, is obvious. Third, the findings of the study are dependent on the specific items in the instrument. The prerogative to add items deemed necessary was given in both categories, with inadequate response for significance.

The nature of the population bears some limitations. Only certain counselor educators from universities with adequate graduate programs in counselor education were included. Only certain certified school counselors, holding provisional or standard certificates, and counseling

half time or more were included. The population from which the sample was taken is limited to a five state area including Texas, Missouri, Kansas, Arkansas and Oklahoma.

The investigator is aware of the limitations involved in the pilot study because of a limited sample.

For the purpose of this study it has been assumed that the instruments used are valid enough to be effective measures of the factors to be compared. The development of the instrument will be presented in Chapter III. It is further assumed that the subjects participating in this study are representative of the population of counselors from the five state area of Texas, Missouri, Arkansas, Kansas and Oklahoma.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The educational and psychological literature of the past decade indicate a wide range of opinions in regard to educational experiences or training needed by school counselors, both elementary and secondary. Studies on counselor preparation are few, but a review of these do indicate varied opinions. Some of the earlier text in the field, Hatch (17) and Bernard, Zeran and Evans (18), proposed that guidance functions in the elementary school be patterned after the services commonly accepted in the secondary school.

Isaksen (19) indicated in Training and Professionalization of the School Counselor: Practically everyone seems convinced that counselors are needed in elementary schools. However, just what they would do or how they will be trained is still uncertain. There seems to be agreement that the role of the counselor in an elementary school should be different from that of a counselor in the secondary school. There also seems to be agreement that the preparation of an elementary counselor should not be identical to that of the secondary school counselor. However, there seems to be no agreement beyond that point.

A similar opinion by Byrne (20) suggests in the literature and speeches of the past ten years relating to guidance functions in elementary schools there has been a statement which is typified thus:

"Counseling (or guidance) in elementary schools must not be just a copy of counseling and guidance services in secondary schools; it must be distinctive."

This demurrer is received with head nods of agreement. In or associated with this kind of statement, however, have been two deficiencies. One is that some speakers or writers have not given any evidence of those elementary school counseling or guidance procedures which are supported by research evidence, although most persons are ready to offer opinions about such procedures. Faust (21) agrees that while sporadic efforts have been made, here and there, to prepare the tide with descriptions of what the role and function of the elementary school counselor should be, no certain leadership has emerged to point the way. Only one certainty of agreement appears to have been reached: the elementary school counselor should not be simply an image of the secondary school counselor.

Cottingham (22) writes that another rather basic area of disagreement centers on the nature and characteristics of elementary school guidance as differentiated from guidance at other school levels. Granted that guidance at any school level has yet to produce its own solid foundation stones; nevertheless, some authorities feel that we have not yet agreed in the guidance profession on characteristics and dimensions of guidance in the elementary school, whether it be a part of the total guidance scheme or not.

Aubrey (23) states that few theoreticians will argue that secondary school guidance models and theories are applicable for elementary school pupils. However, on a more practical level, many elementary school counselors have been trained and received all or part of their

actual experience at the secondary level, even those counselors who were formerly elementary teachers are often indoctrinated in secondary models and procedures. This watering down of secondary school guidance and counseling to fit the elementary school is evident in many schools.

Aubrey feels that, instead of turning to current secondary models for direction, elementary guidance must glean the literature of other disciplines for its pitch, flow, and direction. The danger of inadequately prepared counselors working with young children cannot be stressed enough.

Counselor Education and Preparation

Many writers, including Hill (25), Dinkmeyer (39), Koeppe (41), Meeks (42), Riccio (43), and Faust (21) are in agreement that the preparation of the elementary counselors should be different from that of the secondary school counselors, because of the fact that they do not perform the same role or function as the secondary counselor.

Nitzschke and Hill's (24) study, *The Elementary School Counselor: Preparation and Function*, concluded:

The criterion used to determine whether or not the preparation for elementary school guidance workers was significantly different from that of preparation for secondary school guidance workers was a decision to that effect by the person in charge of the program in each of the institutions involved. Based on the findings from the institutional data blanks used in this study, it was concluded that this criterion was an effective means of locating those institutions which actually do offer preparation programs in elementary and secondary school guidance which are significantly different.

Thus, although many institutions were offering preparation in the field of elementary school guidance, relatively few were offering the preparation which could be considered significantly different from the preparation for secondary school counselors. . . .

In summary, it is conceivable that the future role of elementary school guidance will be one of greater impact

and importance than that at the secondary school level. Also, one of the major benefits to be derived from well planned and well executed guidance services at the elementary school level, will be to render guidance services at the secondary school level, and personnel services at the college level more efficient and measurably more effective.

If such an outcome is to eventuate, however, it is clear that professional organizations such as the Association For Counselor Education and Supervision and The American School Counselor Association will need, with some dispatch, to institute means for the more rigorous study and evaluation of programs, designed to prepare elementary school guidance workers. Special leadership responsibility for this rests with the small number of universities which have developed and are conducting doctoral programs in elementary school guidance. (22)

Hill's (25) viewpoint concerning counselor preparation is noted in his recommendations for the preparations of elementary school counselors:

The proper preparation of elementary school counselors will require some attention in the following principles:

1. That there will be sufficient differentiation of elementary school counselor education from secondary school counselor education to insure the achievement of those understandings and skills peculiarly needed in elementary schools.

2. That there be sufficient commonality to provide mutual understanding and concern among workers with children and youth and proper developmental emphasis in the guidance programs of the various grade levels in the schools.

3. That preparation programs seek to balance our knowledge of the day-to-day demands of school situations with the most effective creative ideas so that guidance may be constantly improved and geared to meet future needs.

4. That preparation programs seek to help bring into balance a variety of learning experiences such as will encourage the counselor education student to grow in:

(1) Theoretical knowledge, breadth of understanding.

(2) Skill, know how, tested by carefully supervised practicum experiences covering the whole range of job requirements.

(3) Self-understanding and personal fitness, the kind of maturing we may well expect of adults of sound mental health.

In a memorandum to ACES members, the sub-committee on Preparation of Elementary School Counselors made this report: Reactions from elementary school counselors and their principals clearly indicate that the Secondary Standards for Counselor Education in the Preparation of Secondary School Counselors can be readily adapted for use with elementary school counselors. Though they indicated that the elementary school counselor's work differs from present practices in secondary school counseling, there is a common core of preparation which both need. . . .

Finally we hope that every member of ACES will read these standards carefully . . . keeping in mind these three points:

1. Diversity in the preparation of elementary school counselors should be encouraged. There is not sufficient evidence or experience at this time to support any single definition of the elementary school counselor's role.
2. To the extent that it is possible a common core of courses should be developed for the preparation of counselors.
3. On the other hand, elementary school counselors believe that there are some unique features of their work for which they need preparation which differs from other school counselors. (26)

Ohlsen (27) in reviewing the above committee's report concluded: From this quoted material it is evident that the committee urges counselor education institutions to identify a common core for all counselors. On the other hand, these efforts to find a core must not result in neglecting specialized preparation needed for a particular counselor.

The first draft for the standards for the Preparation of Elementary School Counselors (February 1967), (28), compares very favorably with the 1964 Standards for Counselor Education in the Preparation for School Counselors. (29) With reference to Section II: Curriculum:

Program of studies and supervised experiences; and Section III: Selection Retention, Endorsement and Placement the two Standards are identical in many statements, with slight variation in others. (28 and 29)

Another view taken by Boy (30), sounds a different note:

Counselor education is projecting itself in a direction which we shall regret in a relatively few years, and I wish to sound a note of alarm that will hopefully prompt us to slow down, take a look at what we're doing, and then proceed with a clearer understanding of the consequences involved. My concern revolves around our well intended attempts to identify distinct and separate standards for the education of the secondary school counselor, the elementary school counselor, and the college counselor. Eventually, we will become involved in performing the same task for the employment service counselor, rehabilitation counselor, veterans administration counselor, marriage counselor, etc. Are such independent developments of standards really necessary and where will such mastications lead us?

I visualize committee after committee being formed in the coming years to grapple with how to identify the distinct and separate graduate programs needed to educate counselors for the variety of settings in which society will expect them to perform their function. The end result will be a proliferation of isolated counselor education standards and programs and we shall create more confusion for a profession which is attempting to identify itself and its goals.

I suggest that we take a look at where we are heading and ascertain if there is a defensible rationale for sawing the counseling log into so many pieces and then taking each piece and shaping it so that it looks different from all other pieces. I feel that distinct and different counselor education programs are merely a symptom of a profession whose growth has been so rapid that sometimes we lose sight of the consequences of our decisions.

A counselor is a counselor regardless of the setting in which he works. That is, the attitudinal and didactic knowledges necessary for a counselor to counsel in one setting apply to all settings. There exists a core educational program which makes a counselor a counselor and this core program should make professional sense regardless of the setting in which the prospective counselor will eventually be employed. . . .

Therefore, it seems reasonable that anyone preparing to become a counselor, regardless of the setting in which he will eventually find himself employed, should pursue

60 per cent of his graduate work in a core counselor education program whose courses and content deal with the substance and consistency of the counseling process and these learnings which complement and enhance that process.

The remaining 40 per cent of the candidate's work would be in recommended elective courses which enhance the candidate's understanding of the psycho-social and operational dimensions of the work setting in which he will eventually perform his counseling functions

This reconceptualization of counselor education would mean that ACES would be compelled to take the current standards for the preparation of Secondary School Counselors and generalize those standards so that they become applicable in the education of all counselors. A careful look at the currently existing standards for the Preparation of Secondary School Counselors (28) indicate that only mild editing would be required in order to generalize the content and make those standards applicable for the education of all counselors.

The reader will note that the Standards for Secondary School Counselors has been revised for Elementary School Counselors (29) and for Student Personnel workers. (31)

Hoyt (32) asked the questions, What should be the nature of guidance in the elementary school? If we had half as much evidence as we now have opinions regarding answers to this question, the future of elementary school guidance would seem assured. He states:

It seems quite pointless to answer the question by bravely contending that it should be different from guidance in the secondary school. Who knows? If a pure transplant of the high school guidance program produced better results than something new and different, then the pure transplant should be what survives.

Hoyt suggests that guidance in the elementary school must (not should) be seen as a part of an organized and functioning program of pupil personnel services that is broader than guidance. It is vital that the developmental, preventative and remedial goals associated with the total program of pupil personnel services be seen as complementary--not as competitive--in the elementary school.

Alfred Stiller (33) states that, in this babble of dissenting voices, one point emerges clearly. Little attempt has been made to determine if guidance in the school should differ in any significant manner from that employed in college, industry, or mental health services. Little attempt has been made to discover if the essentially normal, adolescent population with which the secondary school professor works differs significantly from the more mature populations of college and industry, from the intellectually and socially more homogeneous populations of the college, or the more abnormal population of the clinic--or if the elementary school population differs from the secondary.

Stefflre's (34) viewpoint is that in elementary school guidance, for example, it seems that there is no general agreement as to what the program should involve. Since we know very little about the field, perhaps our "research" should deal with evolving of theory rather than its testing. . . .

He suggests that demonstrations or pilot projects would permit us to try out various approaches to this new field. One school, for example, might hire an elementary school counselor who behaves and is trained much like a secondary school counselor. Another could have a school psychologist who might serve as a resource person on child growth and development There are many other possibilities within this field. Trying out several methods in schools is one way to begin to decide what is the best use of the elementary school counselor and to determine what problems evolve from various approaches. Such research, which would be essentially theory building, is much needed in guidance.

From the Statement of Policy for Secondary School Counselors on Professional Preparation (46):

There is no single best program for developing the school counselors competencies. Counselor education programs vary in nature from institution to institution, and will continue to vary as counselor educators and supervisors experiment with new methods and procedures in their attempts to develop increasingly stronger programs. The school counselor endorses and strongly encourages the continued search for improved preparation programs. Thus he views, the professional preparation criteria listed below as appropriate at this time, realizing that changes in knowledge and conditions will inevitably result in criteria modifications.

School counselor education programs should include the following components:

A. A core of professional study consisting of the following elements:

ments:

1. developmental and education psychology
2. counseling theory and procedure
3. educational and psychological appraisal
4. group theory and procedures
5. the psychology and sociology of work and vocational development
6. the functions and methods of research
7. the legal and professional ethics of counseling education

B. Provision for developing a background in the humanities and the social, behavioral, and biological sciences according to the particular needs and developmental status of each counselor candidate. School counselor candidates lacking a broad undergraduate background in the physical and natural sciences, the behavioral sciences, and the humanities should correct such deficiencies, in addition to; rather than in lieu of, the graduate-level education referred to here.

C. Supervised experience such as laboratory, practicum, and internship work.

D. Provision for developing a working understanding and appreciation of the school's curriculum and the psychological and sociological climate of in-school learning situations.

Stripling (47) at a conference on Counselor Preparation and Employment noted these changes in his paper on Changing Concepts of Professional Preparation:

Certain trends seem to be developing among staff members in colleges and universities throughout the country relating to the preparation of counselors. Among these trends are the following:

1. There is a basic core of preparation for all counselors regardless of the setting in which they expect to work: This core centers around personality theory; a longitudinal approach to the study of human growth and development, with emphasis placed upon a deeper understanding of the age group with which the counselor expects to work; learning theory; vocational development theory; counseling theory; measurement and statistics, with an emphasis on the utilization of instruments of measurement to facilitate self-understanding; and research and evaluation. There is also a trend toward including in this core data processing and programming techniques. In addition, the core includes an emphasis on supervised practicum in individual and small group counseling with counselees from the age level and environmental setting in which the prospective counselor expects to work. There is a trend toward beginning these supervised experiences in counseling during the first year of graduate work and requiring a supervised internship in a setting appropriate to the prospective counselor's professional plans during the second year of graduate work.

There is also a greater emphasis on an interdisciplinary approach to the understanding of the personal, social, vocational, and educational needs of those from the various subcultures of our society.

There is a general statement on the undesirability of preparing "academic counselors" and "vocational counselors," but there is also recognition of the fact that most counselors have not been prepared sufficiently to help the potential school leaver, the out-of school youth, or the student who does not plan to continue formal education after high school. This has led to a recognition of the need (1) for more information about the area of vocational and technical education, and (2) to develop among prospective counselors a more healthy attitude toward working with youth from various segments of our society in their efforts to make satisfactory vocational choices and educational plans.

Stripling and Lane (59), in the Scope of Pupil Personnel Services, adds that there is also a trend toward broadening the base of

preparation in the behavioral sciences for the school counselor because graduate level preparation in basic psychology and counselor education is not considered sufficient. (60) Such areas as cultural anthropology, sociology, comparative religion, philosophy, economics (including labor management trends), and political science has much to contribute to the preparation of the school counselor.

It is obvious that there are varied opinions with little empirical evidence as to the educational preparation needed for school counselors, either elementary or secondary.

Counselor Competencies, or Behaviors

Much has been written concerning the role, function, and competency of the school counselor. Adams (35), Patterson (36), Downing (37), Shertzer and Stone (38), Dinkmeyer (39), Wrenn (10), Byrne (18), Isaksen (56), and a host of other authorities in the field have devoted considerable portions of their writings to what they believe the counselor should do in fulfilling his obligation as a professional person. It is generally agreed that the counselor must have certain competencies to fulfill his duty as a counselor, but there are varied opinions as to just what competencies or behaviors are most needed. Webster defines competence as (1) the quality of being competent; answering to all requirements; adequate; capable; fit; having ability. The problem of semantics is most evident in the literature, for the use of function, role, competency are so closely related that often the terms are used interchangeably.

Arbuckle (40) suggests that one should stress here that much of the difference in attitudes regarding the functions of school counselors

may be more apparent than real, since it is, to an unknown degree, a matter of communication and semantics rather than an expression of real professional differences. In further discussion Arbuckle writes: one reason for differing opinions is probably the sudden emergence, at least in print, of the school counselor as a professional person, and some school counselors are aware of a sharp difference between having professional aspirations and being professionally competent

Thus we might reason that if we accept the concept that the school counselor is a professional worker with tasks and functions requiring skills and understandings that are different from those of other school personnel, and if we accept the concept that professional competence and adequacy is determined empirically rather than by popular vote, and if we accept the concept that the improvement of the quality of any professional worker is going to be resisted by some, and is going to adversely affect others who refuse to work on self-improvement, then the sole remaining question is simply what are the unique functions of the school counselor (ibid).

Roerber (48) in 1968 stated that secondary school counselors, particularly those employed in junior and senior high schools, have been the center of attention for several decades and statements of their roles are in great abundance. However, counselors in elementary schools and junior colleges have only recently become a major focus of public and professional attention. A strong case might be made for assuming that roles and functions for counselors at the elementary school and junior college levels may not be fundamentally different for those of secondary school counselors. (Such a position is still hypothetical.) (ibid)

In the 1962 report by Wrenn (10), a group of consultants to the Secretary of Health, Education and Welfare in recommending (fall 1960) that the National Defense Education Act be extended to the elementary school made this statement: The elementary schools contain a much

larger pool of talent, in proportion to the size of the age group in the total population, than is found elsewhere in this educational system It should be emphasized that the guidance effort must be developed in appropriate ways in the elementary school for earlier identification and development of talent.

Wrenn reports that the quotation epitomizes the new look in the elementary pupil personnel work. This is an emphasis upon the positive rather than the negative, upon the identification of pupil characteristics and talents, upon the developmental needs of all pupils rather than deviate and problem students only The critical question is whether or not the elementary school will learn from the experience of the secondary school and build a counseling program which is not crisis oriented.

Wrenn's study (10), in a section concerned with, What Counselors Will Be Expected to Do in the Future, has postulated the major areas of competence for guidance workers. These include:

1. Becoming well informed on student developmental needs and on the decisions to be made by students in their school programs.
2. Acquiring a thorough knowledge of the culture in which the student lives, since self-understanding cannot be in isolation from the culture.
3. Becoming more effective in providing psychologically meaningful assistance in the making of educational-vocational plans.
4. Acquiring competence in the processes of psychological appraisal as it is affected by the use of tests.
5. Studying cultural and occupational changes as these may affect the general development of the student as well as his educational and vocational planning.
6. Enhancing his contribution to the teaching staff, administrators, and parents, to serve as a major resource person in the community on human development.

7. Participating actively in the development of school curricula.

Wrenn believes the activities upon which the identity of the counselor will be validated are, in order of importance: (1) his counseling, (2) his advising of teacher, (3) his revision of programs of education, (4) his programing and use of machines that convey the information he seeks.

Glanz (44) adds: It would seem reasonable to conclude that the counselor's professional competencies must minimally include comprehensive knowledge of the social and economic world in which his students live, skill in personal and group counseling (including all the ancillary functions that may be seen as contributing to counseling, such as assessment, information, and interpretation), an effective and communicable philosophy of education in general and of some level of school organization in particular, thorough knowledge of the operations of the community's school and other human and social resources, and a high level of ability to communicate ideas and concepts to children, adolescents, and adults.

In the Report of the ACES-ASCA Joint Committee on the Elementary School Counselor (45), the professional competencies and preparation for elementary counselors listed were:

1. Depth of Knowledge in:
 - child growth and development
 - theories of counseling
 - group dynamics
 - interpersonal relations
 - psychology of learning
 - personality dynamics
 - curriculum of the elementary school
2. Background and understanding in:
 - community and culture
 - elementary school program
 - curriculum trends and developments
 - basic goals of guidance
 - organization of pupil personnel services
 - research procedures

reading programs
world of work

3. Specialized skill in:
 - observation and interpretation of behavior, particularly the interpretation of feeling from non-verbal behavior
 - consultation with parents
 - counseling--individually and with groups
 - interpretation of the methods by which children communicate their needs
 - use of toys, arts, and other media for communicating with the child
 - case conferences and case records
 - statistics
 - educational measurements
 - psychological testing
 - organization and administration of guidance services

4. Personal qualifications which include:
 - courage to bring about change
 - valuing of the individual
 - initiative
 - high degree of sensitivity to the feelings of children and adults
 - scholastic aptitude
 - emotional stability
 - competence in human relations
 - depth and variety of interests

The following statements are pertinent to counselor preparation of the counselor as a counselor:

1. The preparation should be broadly based, multi-disciplinary in nature. Such a program would include study in several disciplines--anthropology, economics, education, philosophy, and sociology.
2. An individually planned program of graduate study should be based on the undergraduate program and professional experience of the person concerned.
3. The individual's previous work experience is especially significant. The value of teaching experience is recognized, but it is felt that knowledge of the school program and processes can be gained through a planned program of experiences. Such experiences would include supervised field experience and/or an internship program.
4. The counselor will work as a member of the team providing pupil personnel service. This perspective should be established in the program of preparation.
5. The counselor must also see himself and the school as an integral part of a total community effort. (ibid)

From the policy statement of the American Personnel and Guidance Association (46), the secondary school counselor competencies are stated as follows:

The level of competence required of a counselor is determined by the nature of his counseling responsibilities and not by the proportion of his time devoted to counseling. In order to achieve excellence in counseling, it is necessary that the counselor have professional preparation and experience which enables him to attain the competencies and level of performance indicated below:

1. The counselor has a broad educational background that helps him to understand the people with whom he works and the environment in which they live; to appreciate the values and ideals of others; to adapt to social, cultural, economic, and scientific changes; to apply counseling procedures effectively.

2. The counselor understands the psychological knowledge and principles underlying the counseling relationship; he is aware of the assumptions and hypotheses upon which his work is based, and the extent to which they are supported by empirical research; he continually evaluates his work and maintains a constant concern for increasing his competence in a profession which is experiencing rapid growth in knowledge and in understanding of its role in our culture.

3. The counselor has functional knowledge and skills in counseling procedures and related responsibilities sufficient to enable him to discharge his proper professional responsibilities with a high level of excellence. He has skill in human relationships including the talent to communicate effectively. He is sensitive to people and can readily relate to them. Communication in counseling assumes empathy between the counselor and his counselee.

4. The counselor has an understanding of, and respect for, the employment environment in which he works; of the ways in which the counselors' functions can contribute to the professionally acceptable institutional colleagues; and of the place of counseling in this employment setting.

The counselor education programs should be related to the tasks to be performed--the professional role of the counselor.

1. Counselor education should be designed to achieve carefully

formulated goals based on a philosophy which reflects the highest level of professional knowledge and social concepts.

2. The counselor education staff should be concerned with continuous evaluation of the program and searching for more adequate methods of counselor preparation.

3. The curriculum of the counselor education program should assure that essential content and experiences are included in each candidate's program, and should provide increasingly for integration of learning, and should avoid duplication of content. Each candidate's program of courses should constitute a planned sequence spiraling toward progressively more advanced work.

4. Counselor education should provide experiences which are planned to contribute to the counselor candidate's growth in self-understanding.

5. The counselor education program should assure that each counselor candidate has a background in the humanities, behavioral, and biological sciences that helps him understand individuals, their behavior and adjustments; and the nature of the environment and its impact on the individual, including forces that affect his personal and vocational life; and the counselor's role in a changing culture.

6. There should be provisions to promote the integration of studies in related disciplines that will make meaningful contributions to the competence of the counselor.

7. The program should provide specialized study related to the work setting the counselor will work to enable him to function effectively.

8. There should be a year-round program of counselor preparation that makes possible full time graduate study--plus opportunities for additional continuing education for practicing counselors.

9. The program would consist of a minimum of two years of graduate study, a substantial portion of which should be in full time graduate study. (ibid)

In lieu of the fact that both the secondary and elementary statements are in very broad general terms, the similarities are quite evident.

Roeber (48) in discussing the School Counselor Associations Statement of Policy states:

Although the American School Counselor Association has recently published a statement of policy based on the study of counselor role and function (a statement accepted by approximately ninety percent of the association's members), it has not removed all controversy from the school counselor's role A general theme permeates the ASCA statement regarding the ultimate role, i.e., a school counselor is concerned with developmental needs and problems of all pupils as immediate roles are examined; a school counselor seems to be concerned with helping pupils understand themselves and accept themselves and the world in which they live. In addition the counselor helps pupils develop a sense of responsibility for and a competency in decision making. Translated freely, these role statements could mean that a counselor is concerned about 'doing all things for all people' . . . it has become rather clear that school counselors roles are rather comprehensive and certainly not as definitive as those of rehabilitation and employment counselors. School counselors have been generally committed to assisting pupils with long term developmental needs and decision making processes--some voices would have them in their work emphasize educational and career development processes with all pupils and de-emphasize crisis needs of a small minority of pupils

For some reason the ASCA statement, although recognizing the concept that a school counselor is an educator, does not explicitly align itself with the intellectual development of students. In contrast with the Wrenn study, the ASCA statement does not emphasize career development as one of the major foci of a school counselor's work. (A summary of research (47) indicates that pupils, parents, and teachers expect a counselor to be more helpful with educational and career

development than he would be with personal social problem.) Nor does the ASCA statement take a stand on crisis--versus developmental oriented counseling. Wrenn (10) has indicated that a school counselor must not invest his time heavily with crisis needs, which presumably become therapy oriented, and must leave psychotherapy or treatment to specialized school personnel and/or community mental health resources

The point to this observation is a very simple one; namely, statements or roles and functions are important guidelines to counselors or to any professional group; but at the same time, unless counselors are permitted to work with some autonomy and to make judgments without administrative interference, they are not professional workers however much preparation or experience they have for their work.

Faust (59) in his recent publication (1968) *The Counselor-Consultant in the Elementary School*, has summarized the differences between secondary school counseling and elementary school counseling. According to Faust, the comparisons are as follows:

	Secondary	Elementary
Item	I emphasis on occupational information and career exploration	at most coordinating with high school counselors working out occupational information and career exploration
Item	V crisis-centered counseling for the student with problems	emphasis on developmental counseling for all children
Item	VII individual counseling at secondary level	moving away from individual counseling
Item	XIII seldom directly involved, but not averse to, the central stream of curriculum development	emphasis on direct involvement in the central stream of curriculum development

Faust lists fifteen areas of differences, with four areas where he rates some emphasis at the secondary, but no emphasis at the elementary level. These are items, (2) post high school educational planning, (4)

testing in areas of aptitude, interests, and achievement, (6) orientation to school facilities and structure, (10) parent counseling.

In contrast Nitzschke and Sorahan's (51) most recent study (1967) found that counselor educators and elementary counselors agreed that children of elementary school age should be provided information and assistance concerning the world of work and vocational training. The elementary counselors considered themselves responsible for tests, their interpretations, and similar mechanical tasks. Counselor educators prefer to have the school counselor work with parents, while the school counselors consider this a function of the teacher or principal.

Counselor educators thought it was the primary tasks of the classroom teacher to have individual conferences with children new to the school. The school counselors indicated this task should be carried out by the elementary school counselor.

In regard to making recommendation for curriculum change, counselor educators thought this function should be the primary responsibility of the school counselor. Elementary counselors, however, thought that recommendations for curriculum change should come from the building principal, or if not from the principal, from the classroom teacher.

It appears that some of the differences between elementary and secondary counseling roles are in degree of emphasis rather than differences between roles or functions.

Fitzgerald (52), one of the authors of the ASCA statement, states that it was a first effort and that the role and function of the school counselor is a changing and dynamic one that may very well be very different in the future.

Barry (53) could be correct when she says that some day counselors may decide to do away with searching for their role and function. Counselors should heed her concern that concentration on role is ego-centric, but the role and function study performed by ASCA must be implemented if the counselor is to become the professional that Barry emphasizes as one of her basic trends for the future of guidance. (54)

Boy and Pine (55) present an approach toward professionalization:

The professionalization of school counseling demands the development of certain competency criteria whereby the counselor can be evaluated with a higher degree of sophistication than currently is the case. The development of such criteria is currently the missing link in the professionalization of school counseling. More adequate state certification standards are beginning to emerge for the school counselor; he possesses a code of ethics which serves as the standard for his professional behavior APGA 1961; his national professional group has developed a role description which was accepted by the American School Counselor Association (1964); the Association for Counselor Education and Supervision 1964 has developed standards for the preparations of the secondary school counselor; and a committee has taken preliminary steps in defining the role of the elementary school counselor (ASCA-ACES 1966). These accomplishments have been monumented steps forward in the professionalization of school counseling, but there remains another task to be accomplished: the development of criteria whereby the on-the-job competency of the school counselor can be determined.

There are some school counselors who might object to the development of such criteria, preferring instead to exist in the current nebulous state whereby the evaluation of their competency is essentially in the hands of the gods. Sometimes there is more safety in having no criteria, because then no one really knows what to expect, and the counselor is given more latitude in evolving his professional image; but unless the profession of school counseling begins to identify some criteria which denote counselor competency and begins to evaluate itself against such criteria then the full professionalization of school counseling will never be achieved.

Boy and Pine suggest the significant co-workers with whom the counselor works and the counselor himself act as the evaluating team. They also suggest that a committee composed of representatives from ASCA and

ACES be formed for the purpose of developing a model and guidelines for the evaluation and supervision of school counselors.

Wrenn (57) concludes that in professionalism the full weight of evidence rests upon how the counselor performs as to whether he is being called professional. Hansen (58), approaches this by defining the professional in terms of (1) autonomy of judgment and action allowed the counselor, (2) the solidarity of the identification of the members of the occupation involved, and (3) the license permitted to withhold information considered confidential. Wrenn sees the degree of autonomy as being the most significant. It is true that organizations resist autonomy, but it is also true that organizations are likely to respect the willingness of the professional to make his own judgment if he accepts the responsibility for the outcomes. For as Wrenn says, Professionalism is a two edged sword, and freedom to use one's own professional judgment must always mean acceptance of responsibility for the outcome. This confidence, of course, is contributed to by the kind of professional education required, by the feeling of identification with and support by others in the same vocation, and by a common understanding of the ethics and social responsibilities involved. (ibid)

It appears there truly are varied inclinations and diversified opinions concerning the issues of counselor education and competencies or behaviors needed by school counselors, elementary and secondary.

CHAPTER III

METHODS AND PROCEDURES

Selection of Sample

The sample population for this study was selected from counselor educators, secondary school counselors, and elementary school counselors from a five state area of the southwest, including Texas, Missouri, Arkansas, Kansas, and Oklahoma. The lists of counselor educators and school counselors were obtained from the respective State Departments of Education, Guidance Divisions.

Depletions were made from the lists if the counselors were employed less than half time, or if the counselor did not hold provisional or standard certification. The judgment to deplete those unqualified was made in the interest of obtaining a more refined sample, for it was felt that counselors who were qualified and were involved in counseling more than half time would make a more knowledgeable response.

The method of systematic sampling as described by Van Dalen (16), was used to determine the sample population. The sample obtained included 192 secondary school counselors, 153 elementary school counselors, and 125 counselor educators, with a total sample of 470.

Since the counselor educators were not identified (or it was not known if they were specifically engaged in secondary school counselor education or elementary school counselor education per se), the counselor educators were divided into two groups. To one group the

secondary counselor questionnaire was administered, with the second group responding to the elementary counselor questionnaire.

For identification purposes the counselor educators responding to the elementary instrument were defined as counselor educators, elementary (CEE). Likewise, counselor educators, secondary (CES) were defined as those responding to the secondary counselor instrument. The secondary school counselors were identified as (SEC), responding to the secondary counselor instrument, and the elementary school counselors were identified as (EC), responding to the elementary counselor instrument. For the purpose of this study these four groups CES, CEE, SEC, and EC were compared.

Two hundred ninety questionnaires were acceptable for the study, including 45 counselor educators elementary, 33 counselor educators secondary, 124 secondary school counselors, and 88 elementary school counselors.

Instrumentation and Pilot Study

The development of the instruments used in this study began with the examination of prior approaches to similar topics through a review of the literature on counselor education and counselor competencies or behaviors. Concurrently, study was made of the Standards for Counselor Education in the Preparation for Secondary School Counselors (28), Standards for the Preparation of Elementary School Counselors, First Draft February, 1967 (29), ASCA Statement of Policy for Secondary School Counselors (36) and the Report of the ACES-ASCA Joint Committee on the Elementary School Counselor. (45)

The foregoing activities resulted in the development of research instruments consisting of three major topics:

1. The personal data
2. The educational experiences needed for school counselors
3. The competencies or behaviors needed by school counselors

The original instruments (96 items) were presented to several counselor educators and school counselors in individual interviews. The major reaction to the instruments were that they were too lengthy. The instruments were then reduced to sixty-two items.

The pilot study was conducted at an area meeting of Oklahoma counselors and counselor educators. The instruments were administered for their reaction and interviews were conducted at the conference on the format, procedures planned for gathering data, and treatment of the data. Analysis of the pilot study aided in some refinement and clarification of the instruments. Questions or statements that were confusing or irrelevant to the respondents were either revised or eliminated. The final instruments were made up of personal data, the educational experiences needed (21 items), and the competencies or behaviors needed (31 items). A total of fifty-two items for statistical analysis were included.

Two classes of research instruments evolved in final form from the pilot study. They were the Secondary Counselor Educational Experiences needed and Competencies or Behaviors needed (appendix), and the Elementary School Counselor Experiences and Competencies or Behaviors (appendix). The judgment to use identical items for each instrument was based on the theory that reacting counselors and counselor educators would respond in accordance with what they considered necessary

for school counselor preparation and competencies, elementary and secondary. Identical items also gave validity to the disparities that were found.

The respondents were also given opportunity to add other educational experiences which they considered as needed, which had not been included. Likewise, on the competencies or behaviors needed, space was provided for other competencies.

A Likert (61) type test or technique was used to determine the degree of attitude of counselor educators and school counselors on the educational experiences needed and competencies or behaviors needed. The scale was made up of a five point continuum, ranging from strongly disagree-1, disagree-2, undecided-3, agree-4, and strongly agree-5. Each item in the scale is a rating device designed to reveal both the direction of the individuals stand on the issue and the intensity with which he holds it.

Data Collection

The instruments, Secondary Educational Experiences and Competencies, were sent to secondary school counselors and to one group of counselor educators (CES). The other instrument, entitled Elementary Educational Experiences and Competencies were mailed to the elementary school counselors and to the other group of counselor educators (CEE). A total of 470 instruments were mailed.

A total of 315 instruments were received, with 290 acceptable for the study. Those eliminated were either not counseling half time or more, or did not have academic qualifications for counseling (holding a provisional or standard certification).

The results of the personal data or attributes of counselor educators and school counselors are presented under the following topics: Formal Academic Training and Location, Counseling and Teaching Certification, Counseling and Teaching Experience and Counseling Assignment.

Attributes of Counselors

In this study data were obtained from a total of 45 counselor educators elementary, 33 counselor educators secondary, and 124 secondary school counselors, and 88 elementary school counselors. The five states included in the study are Texas, Missouri, Kansas, Arkansas, and Oklahoma.

Formal Academic Training and Location

The counselor educators and school counselors were asked to indicate the extent of their formal academic training by stating the highest degree held, their major, and from what university the degree was granted.

The data on formal academic training of counselor educators and school counselors as shown in Table I indicates the tendency toward advanced degrees for counselor educators, with slightly higher percentage of counselor educators holding the Ph.D. than the Ed.D.

Twelve percent of the counselor educators secondary (CES) held masters degrees, 32 percent held the Ed.D., and 45 percent held the Ph.D. with 11 percent not responding.

Thirty-one percent of the counselor educators elementary (CEE) held the Ed.D. and 41 percent held the Ph.D., with 14 percent having master's degrees. Twelve percent gave no response.

TABLE I
DEGREE HELD BY COUNSELOR EDUCATORS AND ELEMENTARY
AND SECONDARY SCHOOL COUNSELORS

Counselors	B.S.		M.S.		Ed.D.		Ph.D.		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Counselor Ed. Elementary (CEE) (N=45)			5	14	14	31	18	41	4	12
Counselor Ed. Secondary (CES) (N=33)			4	12	10	32	15	45	4	11
Secondary Counselors (SC) (N=124)			117	95	4	3			2	2
Elementary Counselors (EC) (N=88)	9	10	77	87					3	3

The secondary school counselors appeared to have a greater number of master's degrees, 95 percent, with 3 percent holding the Ed.D. and 2 percent giving no response. Ten percent of the elementary school counselors held B. S. degrees, with 87 percent holding master's degrees and 3 percent not responding. The high percentage of master's degrees for both elementary and secondary may be because of the fact that in some of the states studied; a master's degree is required for certification in counseling.

Location

The counselor educators and school counselors were asked to indicate the location of the university granting the degrees they held. Table II indicates where the degrees were conferred. Thirty-nine

percent of the (CEE) received their highest degrees in the state where they are now teaching, with 47 percent receiving degrees out of state. Thirty-one percent of the counselor educators secondary (CES) were issued degrees out of state and 11 percent with no response.

TABLE II

LOCATION OF CONFERRED DEGREES HELD BY COUNSELOR EDUCATORS
AND SECONDARY AND ELEMENTARY SCHOOL COUNSELORS

Counselors	In State of Employment		Out of State		No Response	
	N.	%	N.	%	N.	%
Counselor Educators, Elementary	16	39	21	47	6	12
Counselor Educators, Secondary	10	31	18	52	4	11
Secondary Counselors	107	86	13	18	3	2
Elementary Counselors	77	87	10	11	3	3

Eighty-six percent of the degrees held by secondary school counselors were issued in the state of employment and 18 percent were received out of state. Two percent gave no response. Eighty-seven percent of the elementary counselors held degrees issued in the state of employment, and 13 percent held degrees issued out of state.

Counseling Certification

The school counselors were asked to indicate the counseling certificate they now held.

Table III is a summary of the responses of school counselors, elementary (EC) and secondary school counselors (SC) regarding the counseling certificate they held. Counselor educators are not reported because of the shortage of responses to this item of the personal data. School counselors holding temporary certificates or counseling without certification were eliminated from the study.

TABLE III
COUNSELING CERTIFICATION OF ELEMENTARY AND
SECONDARY SCHOOL COUNSELORS

Counselors	Standard Certificate		Provisional Certificate	
	N.	%	N.	%
Secondary (N=124)	114	92	10	8
Elementary (N=88)	69	78	19	22

A greater percent of secondary school counselors held standard certificates, 92 percent, and 8 percent held provisional certificates.

Seventy-eight percent of the elementary counselors held standard certificates and 22 percent held provisional certificates.

Teaching Certification

On the item of teaching certification, counselors were asked to indicate if they held elementary, secondary, or both certificates.

Table IV is a summary of responses of school counselors, elementary and secondary, regarding the teaching certificates held. Counselor educators are not reported since so few responded to this item of the personal data.

TABLE IV
TEACHING CERTIFICATION OF ELEMENTARY AND
SECONDARY SCHOOL COUNSELORS

Counselors	Elementary Certificate		Secondary Certificate		Elementary and Secondary		No Response	
	N.	%	N.	%	N.	%	N.	%
Secondary (N=124)	5	4	115	93	18	15	4	3
Elementary (N=88)	26	30	60	68	24	27	2	2

These data indicate a greater number of both elementary and secondary school counselors held secondary teaching certificates than elementary teaching certificates. Four percent of the secondary school counselors held elementary teaching certificates, 93 percent held secondary teaching certificates, with 3 percent not responding.

Thirty percent of the elementary school counselors held elementary certificates, 68 percent held secondary teaching certificates, and 27 percent held both elementary and secondary teaching certificates. These data indicate that a large percent of the elementary counselors were formerly secondary teachers and counselors.

Teaching Experience

Counselor educators and counselors were asked to indicate their teaching experience at the elementary and secondary levels.

The data summarized in Table V indicate the teaching experience of school counselors. A positive relationship exists between the data in Tables IV and V for teaching certification and teaching experience.

Counselor educators are not reported because of the shortage of responses of this item.

Four percent of the secondary school counselors had experience teaching in elementary school with 96 percent experienced in secondary school teaching, 23 percent had experience in teaching both elementary and secondary schools.

TABLE V
TEACHING EXPERIENCE OF ELEMENTARY AND
SECONDARY SCHOOL COUNSELORS

Counselors	Teaching Experience					
	Elementary		Secondary		Elementary & Secondary	
	N.	%	N.	%	N.	%
Secondary (N=124)	31	25	119	96	28	23
Elementary (N=88)	41	47	10	11	39	44

Forty-seven percent of the elementary school counselors had elementary teaching experience. Thirty-eight percent had secondary school teaching experience and 44 percent were experienced in both elementary and secondary school teaching.

Counseling Experience

Counselor educators and school counselors were asked to indicate their counseling experience in elementary and secondary and indicate the number of years they had been counseling. Counselor educators are not reported because of shortage of responses on this item.

Table VI data indicate that the majority of school counselors, both elementary and secondary, have been counseling less than five years.

Fifty-seven percent of the secondary school counselors have been counseling five years or less and 5 percent had had elementary counseling experience.

Thirty-five percent of the elementary school counselors indicated they have had experience as secondary counselors, 73 percent of all elementary counselors have counseled five years or less.

TABLE VI
COUNSELING EXPERIENCE OF ELEMENTARY AND
SECONDARY SCHOOL COUNSELORS

Counselors	Counseling Experience							
	Elementary				Secondary			
	1-5 Yrs.		5 Yrs. Over		1-5 Yrs.		5 Yrs. Over	
	N.	%	N.	%	N.	%	N.	%
Secondary	6	5	71	57	53	43		
Elementary	65	73	23	27	31	35		

Counseling Assignments

The respondents were asked to indicate if they were employed part time or full time.

The data summarized in Table VII indicates the majority of school counselors in the sample are assigned as full time counselors. Many of those counselors eliminated from the study because of lack of provisional or standard certification were also part time counselors, therefore the higher percentages of full time counselors.

TABLE VII
COUNSELING ASSIGNMENTS OF ELEMENTARY
AND SECONDARY SCHOOL COUNSELORS

Counselors	Assignments			
	Part Time		Full Time	
	N.	%	N.	%
Secondary	5	4	119	96
Elementary	13	15	75	85

Procedures

For the purpose of the present study four groups were compared. These consist of counselor educators secondary-CES, counselor educators elementary-CEE, secondary school counselors-SEC, and elementary school

counselors-EC. For each hypothesis the following one way analysis of variance tests were computed:

1. Counselor educators secondary (CES) with counselor educators elementary (CEE)
2. Counselor educators secondary (CES) with secondary school counselors (SEC)
3. Counselor educators elementary (CEE) with elementary school counselors (EC)
4. Secondary school counselors (SEC) with elementary school counselors (EC)

The results are reported under two major areas; namely, Intergroup Comparisons of Educational Experiences Needed by School Counselors, and Intergroup Comparisons of Competencies or Behaviors Needed by School Counselors.

Treatment of the Data

The varieties of data collected made possible two types of statistical analysis:

1. Analysis of variance by ranks on the educational experiences needed by school counselors.
2. Analysis of variance by ranks on the competencies or behaviors needed by school counselors.

In all cases where inferential statistical tests were utilized with more than two groups of responses at a time, the Kruskal-Wallis (62, Siegal) one way analysis of variance test was used. Where H values significant at the .05 probability level were obtained, the Mann-Whitney Zu test was employed to determine the location of

differences among groups. (62) Again the .05 probability level was selected for statistical significance.

The above procedures were followed in all tests of data from the five point, strongly agree to strongly disagree continua used as the basis for the responding on the educational experiences needed and the competencies or behaviors needed for school counselors, secondary and elementary. The number of usable questionnaires completed by the four groups were: 45 counselor educators elementary, 33 counselor educators secondary, 124 secondary school counselors, and 88 elementary school counselors. The results of the statistical tests are reported in Chapter IV.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The principal substantive objectives of this study are to determine the reactions of counselor educators and school counselors (elementary and secondary) on the questionnaires, Educational Experiences needed and Competencies or Behaviors needed by school counselors. To accomplish this, two basic varieties of data were collected. Results of analysis of these data are presented in this chapter.

The Kruskal-Wallis One Way Analysis of Variance by Ranks was the first test computed. If the H value was significant at the .05 level, the Mann-Whitney Zu test was used to compute differences between two groups. The results of the Kruskal-Wallis is presented in this chapter following the introduction.

Since the study is concerned with educational experiences needed and competencies or behaviors needed, the first major analyses of this chapter considers comparisons of reactions of each group regarding educational experiences needed by school counselors (elementary and secondary).

Presented in the second section are results of analyses of differences in competencies or behaviors needed by school counselors as determined by the reactions of counselor educators and school counselors.

Inter-Group Comparisons of Educational Experiences
Needed by School Counselors

The remaining statistical findings of this study are reported under two major topics. The first major area considers the statistical findings relevant to the educational experiences needed by school counselors as perceived by counselor educators elementary (CEE) and secondary (CES), and by secondary school counselors (SEC) and elementary school counselors (EC). Second, the statistical findings relevant to the Competencies and/or Behaviors needed by school counselors as perceived by counselor educators, elementary (CEE), and secondary (CES), and by secondary school counselors (SEC), and elementary school counselors (EC).

The Kruskal-Wallis One Way Analysis of Variance by ranks was used to test k (4) independent sample under the null hypothesis that they were taken from the same or identical populations.

In the computation of the Kruskal-Wallis test, each of the N observations (responses) are replaced by ranks (62) (Siegel). That is, all of the scores from all of the k samples combined are ranked in a single series. The smallest score is replaced by rank 1, the next to smallest by rank 2, and the largest by rank N . N = total number of independent observations (responses) in the k samples. Then the sum of the ranks in each sample is found. The Kruskal-Wallis test determines whether these sums of ranks are so disparate that they are not likely to have come from samples which are all drawn from the same population; that is, if H_0 is true, then the H value is distributed as Chi square with

df = K - 1. The following formula was used to compute the H value:

$$H = \frac{12}{N(N+1)} \sum_{j=1}^K \frac{R_j^2}{n_j} - 3(N+1)$$

If the probability associated with the observed value of H is equal to or less than .05 level of significance, H_0 is rejected in favor of H_1 .

When the H value was found to be significant at the .05 level, a further analysis was made with the Mann-Whitney Zu test (62) (Siegal). It is only when an over-all test (such as Kruskal-Wallis) allows the researcher to reject the null hypothesis that he is justified in employing a procedure for testing the significant differences between any two of the k samples. Since $N > 20$, the following formula determined the significance of U value, converted to z score and allowing correction for ties:

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

To apply the Zu test, the observations (responses) were combined from both groups and ranked in order of increasing size. In this ranking algebraic size is considered; i.e., the lowest ranks are assigned to the largest negative numbers. If the observed value of z has an associated probability equal to or less than .05, the H_0 is rejected in favor of H_1 .

Table VIII contains a list of the twenty-one educational experiences identified and utilized in this study. Following each item, the

average rank (Kruskal-Wallis) is listed and the H value and probability level stated. The higher values indicate stronger agreement and the lower values, less agreement. In order for the H value to be significant at the .05 level with 3 degrees of freedom, it must be equal to or exceed 7.82. An asterisk is used to indicate each case where a group response differs significantly ($P < .05$) from the three other groups. The significance level of .01 and .001 are indicated also; however, the .05 level of significance from the Mann-Whitney Zu is the acceptable level of this study.

The reader will note that in Table VIII counselor educators elementary favored item 1, the study of Human Growth to a greater extent than did the other three groups.

On item 3, Sociology, the elementary counselors favored it to a greater degree than did the other three groups.

Counselor educators elementary favored Practicum (item 4) higher than did the other three groups.

The study of Curriculum (item 6) was favored to a greater extent by elementary counselors than by the other three groups. They also favored Economics and Social Psychology over the other three groups.

Secondary school counselors favored the study of Comparative Religion (item 18), and Political Science, (item 20) to a greater degree than did the other three groups.

The Kruskal-Wallis allowed the rejection of the null hypothesis; therefore the Mann-Whitney Zu test was applicable. Two items, Counseling Theory & Technique (9) and Learning (process) (2) showed a disparity that did not appear on the Kruskal-Wallis test.

TABLE VIII

THE KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIANCE
BY RANKS FOR COUNSELOR EDUCATORS AND SCHOOL
COUNSELORS ON EDUCATIONAL EXPERIENCES

Item No.	Educational Experience	Average Rank of Response 1/				H Value	P
		CEE-1	CES-2	SEC-3	EC-4		
1.	Human Growth	164.9	150.5	124.6	161.4	19.3***	.001
2.	Learning Process	155.1	131.7	135.0	158.8	7.5	NS
3.	Sociology	125.3	103.7	148.3	161.4	17.9***	.001
4.	Practicum	161.4	156.5	134.4	140.7	9.5*	.05
5.	Personality Dynamics	132.1	131.0	144.1	154.7	4.7	NS
6.	Curriculum	137.4	89.9	144.0	165.2	26.3***	.001
7.	Anthropology	138.3	134.0	138.0	156.8	3.9	NS
8.	Group Counseling	153.6	143.4	138.1	147.7	1.8	NS
9.	Counseling Theory and Technique	157.5	169.8	136.7	139.6	7.4	NS
10.	Group Guidance	148.5	144.2	139.1	150.1	1.3	NS
11.	Philosophy	134.7	126.2	144.4	152.7	3.7	NS
12.	Counselor Sensitivity Training	132.4	133.4	148.4	149.1	2.5	NS
13.	Psychological Testing	137.6	147.7	142.2	151.7	1.4	NS
14.	Educational Measurement	163.9	144.4	141.6	140.3	3.7	NS

TABLE VIII (Continued)

Item No.	Educational Experience	Average Rank of Response 1/				H Value	P
		CEE-1	CES-2	SEC-3	EC-4		
15.	Economics	121.6	121.1	148.7	153.2	8.6*	.05
16.	Social Psychology	119.4	132.8	148.1	156.6	10.1*	.05
17.	Statistics	138.5	159.2	141.6	146.2	1.7	NS
18.	Comparative Religions	94.8	110.9	161.9	152.8	30.6***	.001
19.	Data Processing	137.7	142.8	146.3	146.0	0.4	NS
20.	Political Science	126.7	113.1	157.8	146.2	10.9*	.05
21.	Guidance Services	138.5	127.6	139.6	158.9	5.6	NS

¹Higher values indicate stronger agreement and the lower values indicate less agreement.

²The four groups were as follows:

- CEE-1 Counselor Educators Elementary
- CES-2 Counselor Educators Secondary
- SEC-3 Secondary Counselors
- EC-4 Elementary Counselors

*To be significant at the .05 level, with 3 degrees of freedom the value of H must equal or exceed 7.82.

**To be significant at the .01 level with 3 degrees of freedom the value of H must equal or exceed 11.34.

***To be significant at the .001 level with 3 degrees of freedom the value of H must equal or exceed 16.27.

The Mann-Whitney Zu test followed the Kruskal-Wallis on all twenty-one items of the educational experiences needed, showing an H value at the .05 significance level. The results of these analyses follow.

The hypotheses are treated in the same order as they were listed in Chapter I. In order to provide clarity and continuity, they are restated at the beginning of each set of analysis. Conclusions and recommendations are presented in the final chapter of this paper.

Hypothesis I

There will be no significant difference in the observations (responses) of counselors educators elementary (CEE), from that of counselor educators secondary (CES) on any of the twenty-one educational experiences needed for school counselors.

The data reported in Table IX is related to forty-five counselor educators elementary and thirty-three counselor educators secondary. An analysis of Variance by ranks was computed for each of the twenty-one education experience items.

It will be noted that the Zu value at the .05 level was found in only one of the items, Item No. 6 Curriculum, (structure, learning goals; implementation). The counselor educators elementary favored this item as being necessary in the basic educational experiences needed to a greater extent than did the counselor educators secondary. Note that of the twenty educational experiences items with no significant difference, fourteen items (65%) were favored more positively by counselor educators elementary, with seven items (35%) favored more positively by counselor educators secondary.

TABLE IX

INTER-GROUP COMPARISON OF CES AND CEE (MANN-WHITNEY ZU)
ON EDUCATIONAL EXPERIENCE NEEDED

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
1.	Human Growth	CEE <u>b/</u>	.95	NS
2.	Learning (process)	CEE	1.42	NS
3.	Sociology	CEE	1.44	NS
4.	Counseling Practicum (supervised)	CEE	.50	NS
5.	Personality (dynamics, ind. diff.)	CEE	.04	NS
6.	Curriculum	CEE	2.75	.05
7.	Anthropology	CEE	.24	NS
8.	Group Counseling (supervised)	CEE	.57	NS
9.	Counseling Theory & Technique	CES <u>c/</u>	.84	NS
10.	Group Guidance (dynamics)	CEE	.25	NS
11.	Philosophy	CEE	.56	NS
12.	Counselor Sensitivity Training	CES	.14	NS

TABLE IX (Continued)

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
13.	Psychological Testing	CES	.60	NS
14.	Educational Measurements	CEE	1.21	NS
15.	Economics (cultural, socio-economic trends)	CEE	.11	NS
16.	Social Psychology	CES	.74	NS
17.	Statistics (Research Theory, application)	CES	1.16	NS
18.	Comparative Religion (influence & signif.)	CES	.63	NS
19.	Data Processing	CES	.25	NS
20.	Political Science	CEE	.59	NS
21.	Guidance Services (principles & adm.)	CEE	.59	NS

a/ Based on average ranks on extent to which item is needed.

b/ CEE - Counselor Educators, Elementary (n=45)

c/ CES - Counselor Educators, Secondary (N=33)

Scores on twenty items of needed educational experiences failed to yield Z_u values equal to or exceeding the requirements for significance at the .05 level. One item, Curriculum, (structure, learning of goals and implementation), was found to have a Z_u value significant at the .05 level.

On the basis of these results, Hypothesis I was rejected.

Hypothesis II

There will be no significant difference in the observations (responses) of counselor educators elementary from that of elementary school counselors on any of the twenty-one educational experiences needed for elementary school counselors.

Forty-five counselor educators elementary and eighty-eight elementary school counselors responded to the educational experiences needed by school counselors.

The results of the analysis computed for each item are reported in Table X.

The elementary school counselor felt that Item No. 3, Sociology (social forces and patterns), was needed to a greater extent than did the counselor educators elementary. The Z_u value on this item was found to be significant at the .05 level.

Item No. 4, Counseling Practicum (supervised counseling experiences), was felt by counselor educators elementary to be needed to a greater extent than did the elementary school counselors. The Z_u value obtained for Counseling Practicum was found to be significant at the .05 level.

TABLE X
 INTER-GROUP COMPARISON OF CEE AND EC (MANN-WHITNEY ZU)
 ON EDUCATIONAL EXPERIENCE NEEDED

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
1.	Human Growth	CEE <u>b/</u>	.28	NS
2.	Learning (process)	EC <u>c/</u>	.32	NS
3.	Sociology	EC	2.64	.05
4.	Counseling Practicum (supervised)	CEE	2.11	.05
5.	Personality (dynamics, ind. diff.)	EC	1.80	NS
6.	Curriculum	EC	2.28	.05
7.	Anthropology	EC	1.32	NS
8.	Group Counseling (supervised)	CEE	.43	NS
9.	Counseling Theory & Technique	CEE	1.35	NS
10.	Group Guidance (dynamics)	EC	.14	NS
11.	Philosophy	EC	1.29	NS
12.	Counselor Sensitivity Training	EC	1.12	NS

TABLE X (Continued)

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
13.	Psychological Testing	EC	1.06	NS
14.	Educational Measurements	CEE	1.76	NS
15.	Economics (cultural, socio-economic trends)	EC	2.29	.05
16.	Social Psychology	EC	2.98	.05
17.	Statistics (Research Theory, application)	EC	.55	NS
18.	Comparative Religion (influence & signif.)	EC	4.10	.001
19.	Data Processing	EC	.55	NS
20.	Data Processing	EC	1.29	NS
21.	Guidance Services (principles & adm.)	EC	1.48	NS

a/ Based on average ranks on extent to which item is needed.

b/ CEE - Counselor Educators Elementary

c/ EC - Elementary School Counselors

The elementary school counselors favored Item No. 6, Curriculum (structure, learning goals, implementation), as being needed in basic educational experience to a greater extent than did the counselor educators elementary. The Z_u value on this item was found to be significant at the .05 level. Note that counselor educators elementary favored this item Curriculum in Hypothesis I to a greater extent than did the counselor educators secondary.

The Z_u value for Item No. 15, Economics (cultural, socio-economic trends) was found to be significant at the .05 level. The elementary school counselors felt that the study of economics was needed to a greater extent than did the counselor educators elementary.

The same is true for Item No. 16, Social Psychology (group dynamics, implications), for the elementary school counselors felt this item was needed to a greater extent than did the counselor educators elementary. The Z_u value for this item proved to be significant at the .05 level.

Item 18, Comparative Religion (influence and significance), was determined to be needed to a greater extent by elementary school counselors than did the counselor educators elementary. The disparity between the two groups was computed with a significance level of .001; but for purposes of this study, the .05 level is accepted.

A total of six items of the twenty-one that make up the educational experiences needed by elementary school counselors proved to have a disparity between the two groups great enough to be significant at the .05 level. On the basis of these results, Hypothesis II was rejected. Only one item, Counseling Practicum (supervised counseling experience),

was favored more strongly by the counselor educators. The remaining five items were favored more strongly by elementary school counselors.

Hypothesis III

There will be no significant difference in the observations (responses) of counselor educators secondary from that of secondary school counselors on any of the twenty-one educational experiences needed for secondary school counselors.

Results of Comparisons of Observations (responses) from 124 secondary school counselors and thirty-three counselor educators are given in Table XI.

Item No. 3, Sociology (social forces and patterns), was found to be favored to a greater extent by the secondary school counselors than did the counselor educators secondary. The Zu value proved to be significant at the .01 level; however, the .05 level is accepted for this study.

The secondary school counselors also favored Item No. 6, Curriculum, to a greater degree than did the counselor educators secondary. The level of significance on this item was .001. The reader will note that this item reveals the greatest disparity between the two groups of any item of the education experiences needed.

The counselor educators secondary, favored Item No. 7, Counseling Theory and Techniques (Theoretical models and processes), to a greater extent than did the secondary school counselors. The Zu value for this item was found to be significant at the .05 level.

On the 18th item, Comparative Religion (influence and significance), counselor educators did not feel that it was needed to the

TABLE XI
 INTER-GROUP COMPARISON OF CES AND SEC (MANN-WHITNEY U)
 ON EDUCATIONAL EXPERIENCE NEEDED

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
1.	Human Growth	CES <u>b/</u>	1.77	NS
2.	Learning (process)	SEC <u>c/</u>	.20	NS
3.	Sociology	SEC	3.13	.01
4.	Counseling Practicum (supervised)	CES	1.84	NS
5.	Personality (dynamics, ind. diff.)	SEC	.96	NS
6.	Curriculum	SEC	3.98	.001
7.	Anthropology	SEC	.27	NS
8.	Group Counseling (supervised)	CES	.34	NS
9.	Counseling Theory & Technique	CES	2.35	.05
10.	Group Guidance (dynamics)	CES	.34	NS
11.	Philosophy	SEC	1.28	NS
12.	Counselor Sensitivity Training	SEC	1.06	NS

TABLE XI (Continued)

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
13.	Psychological Testing	CES	.38	NS
14.	Educational Measurements	CES	.19	NS
15.	Economics (cultural, socio-economic trends)	SEC	1.82	NS
16.	Social Psychology	SEC	1.12	NS
17.	Statistics (Research Theory, application)	CES	1.17	NS
18.	Comparative Religion (influence & signif.)	SEC	3.13	.01
19.	Data Processing	SEC	.21	NS
20.	Political Science	SEC	2.84	.05
21.	Guidance Services (principles & adm.)	SEC	.84	NS

a/ Based on average ranks on extent to which item is needed.

b/ CES - Counselor Educators Secondary

c/ SEC - Secondary School Counselors

extent that the secondary school counselors felt that it was needed. The Zu value obtained indicated a disparity significant at the .01 level.

The final item with a disparity between counselor educators secondary, and secondary school counselors was Item No. 20, Political Science. The secondary school counselors felt that Political Science was needed to a greater extent than did the counselor educators secondary. This disparity on the Zu value was significant at the .05 level.

Five of the twenty-one educational experiences needed in relation to Hypothesis III were found to have Zu value equal to or exceeding the value required for significance at the .05 level. On the basis of these results, Hypothesis III was rejected.

Hypothesis IV

There will be no significant difference in the observations (responses) of secondary school counselors from that of elementary school counselors on any of the twenty-one educational experiences needed for school counselors.

The study includes 124 secondary school counselors and eighty-eight elementary school counselors. The data results related to Hypothesis IV is summarized in Table XII. The first item, Human Growth, was favored to a greater extent by the elementary school counselors than it was by the secondary school counselors. The disparity as computed by the Mann-Whitney Zu test was significant at the .001 level.

The reader will note from Tables VIII through XI that the school counselors, secondary and elementary, were the only groups with a significant disparity on this item, Human Growth. The same is true of the second item, Learning (process of learning).

TABLE XII

INTER-GROUP COMPARISON OF SEC AND EC (MANN-WHITNEY U)
ON EDUCATIONAL EXPERIENCE NEEDED

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
1.	Human Growth	EC <u>b/</u>	3.70	.001
2.	Learning (process)	EC	2.33	.05
3.	Sociology	EC	1.31	NS
4.	Counseling Practicum (supervised)	EC	.71	NS
5.	Personality (dynamics, ind. diff.)	EC	1.15	NS
6.	Curriculum	EC	2.28	.05
7.	Anthropology	EC	1.72	NS
8.	Group Counseling (supervised)	EC	.93	NS
9.	Counseling Theory & Technique	EC	.26	NS
10.	Group Guidance (dynamics)	EC	1.04	NS
11.	Philosophy	EC	.84	NS
12.	Counselor Sensitivity Training	EC	.10	NS

TABLE XII (Continued)

Item No.	Educational Experience	Strongest Agreement Group <u>a/</u>	Zu	P
13.	Psychological Testing	EC	.93	NS
14.	Educational Measurements	SEC <u>c/</u>	.14	NS
15.	Economics (cultural, socio-economic trends)	EC	.44	NS
16.	Social Psychology	EC	.90	NS
17.	Statistics (Research Theory, application)	EC	.44	NS
18.	Comparative Religion (influence & signif.)	SEC	.85	NS
19.	Data Processing	SEC	.01	NS
20.	Political Science	SEC	.99	NS
21.	Guidance Services (principles & adm.)	EC	1.90	NS

a/ Based on average ranks on extent to which item is needed.

b/ Elementary School Counselors

c/ Secondary School Counselors

The elementary counselors felt that the educational experience No. 2; Learning, was needed to a greater extent than did the secondary school counselors. The Z_u value on Item No. 2, Learning, was found to be significant at the .05 level.

Item No. 6, Curriculum (structure, learning goals, implementation), was found to be favored to a greater extent by elementary school counselors than did the secondary school counselors. The significance level for this item was at the .05 level.

Three of the twenty-one items (educational experiences needed) analyzed in relation to Hypothesis IV were found to have values equal to or exceeding the value required for significance at the .05 level. On the basis of these results, Hypothesis IV was rejected.

The reader will note from Tables VIII through XI that all four groups had a disparity of responses on Item No. 6, Curriculum, that was significant at the .05 level.

Ten of the twenty-one items of educational experiences needed had a disparity between the groups for at least one item.

Counselor educators elementary and elementary counselors indicated greater agreement that the experiences as listed were needed by school counselors than the other three groups indicated.

Intergroup Comparisons of Competencies or Behaviors Needed by School Counselors

Table XIII contains a list of the thirty-one Competencies or Behaviors identified and used in this study. Following each item, the average rank (Kruskal-Wallis) is listed and the H value and probability level stated. The higher values indicate stronger agreement and the lower values, less agreement. In order for the H value to be

TABLE XIII

THE KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIANCE BY RANKS
FOR COUNSELOR EDUCATORS, AND SCHOOL COUNSELORS
ON COMPETENCIES OR BEHAVIORS

Item No.	Competencies or Behaviors	Average Rank of Response ¹				H Value	P
		CEE-1	CES-2	SEC-3	EC-4		
22.	Awareness of Process and Role	182.4	147.9	140.5	143.1	1.5	NS
23.	Reacting Relating Communicating with Counselee	155.8	137.2	144.0	143.6	2.6	NS
24.	Meeting Counselee's Individual Needs	147.4	143.5	145.8	143.1	0.20	NS
25.	Counseling and Consulting Parents, Teachers, Others	157.9	147.6	135.7	150.4	5.1	NS
26.	Aiding Students, Teachers, Parents to Reality of Environment	148.1	143.0	144.1	143.8	0.1	NS
27.	Interpreting Tests	145.4	125.7	139.7	157.5	5.9	NS
28.	Assisting Teachers in Use of Test Information	149.3	154.0	136.8	150.9	2.9	NS
29.	Working through Case Conferences	150.2	144.4	133.4	158.5	6.8	NS
30.	Orientation and Placement of Students	137.5	133.8	151.7	141.8	2.3	NS
31.	Working through Community Agencies	149.8	124.8	141.7	154.3	4.4	NS

TABLE XIII (Continued)

Item No.	Competencies or Behaviors	Average Rank of Response ¹				H Value	P
		CEE-1	CES-2	SEC-3	EC-4		
32.	Assisting Teachers with Classroom guidance	177.1	141.1	132.2	148.0	12.2**	.01
33.	Maintaining On-Going Group Counseling	175.6	141.4	128.2	152.6	14.3**	.01
34.	Sharing Appropriate Data with Teachers and Administration	166.9	142.7	137.4	145.2	5.2	NS
35.	Interpreting the Guidance Program	150.7	142.9	137.5	153.2	2.7	NS
36.	Supervising Special Programs Related to Vocations	148.8	141.1	142.2	148.3	0.5	NS
37.	Contributing to Curriculum Planning	150.8	125.4	154.9	135.1	6.2	NS
38.	Representing Student to Staff	133.9	136.9	139.1	143.4	0.9	NS
39.	Working with Parents and Other Groups	142.6	150.7	130.9	162.3	9.9	.05
40.	Evaluating and Innovating Change in Program	151.6	149.9	140.5	144.4	1.0	NS
41.	Understanding Inter-Personal Intra-Personal Conflicts	149.8	154.7	140.7	145.0	1.6	NS
42.	Understanding and Acceptance of "Individual Worth" of counselee	141.9	148.1	143.7	147.1	0.4	NS

TABLE XIII (Continued)

Item No.	Competencies or Behaviors	Average Rank of Response ¹				H Value	P
		CEE-1	CES-2	SEC-3	EC-4		
43.	Understanding Inter Personal Intrapersonal Conflicts	149.8	154.7	140.7	145.0	1.6	NS
44.	A Realistic View of Student's Total Environment	143.6	147.9	141.3	149.7	0.9	NS
45.	Awareness and Effect of Family and Peers	151.1	157.9	137.5	147.6	3.2	NS
46.	Understanding of Cultural and Socio-Economic Differences	153.9	148.0	137.5	149.8	2.4	NS
47.	Understanding Developmental Tasks and Implications	164.7	161.4	127.5	153.5	13.5**	.01
48.	Understanding and Accepting Self and Behavior	145.6	152.9	137.4	152.4	3.3	NS
49.	Awareness and Effect of His Attitudes, Values, Goals on Counseling Process	156.2	146.2	141.3	143.9	2.0	NS
50.	Realization of Other Value Systems	151.4	149.3	147.3	136.8	2.1	NS

TABLE XIII (Continued)

Item No.	Competencies or Behaviors	Average Rank of Response ¹				H Value	P
		CEE-1	CES-2	SEC-3	EC-4		
51.	Working toward self actualization	151.4	149.3	147.3	136.8	2.1	NS
52.	Keeping Abreast of Professional Trends--Innovations	133.1	148.2	141.8	152.6	3.13	NS

¹Higher values indicate stronger agreement that the item is needed, and the lower values indicate less agreement.

²The four groups were as follows:

- CEE-1 Counselor Educators, Elementary
- CES-2 Counselor Educators, Secondary
- SEC-3 Secondary Counselors
- EC-4 Elementary Counselors

*To be significant at the .05 level with 3 degrees of freedom the value of H must equal or exceed 7.82.

**To be significant at the .01 level with 3 degrees of freedom the value of H must equal or exceed 11.34.

***To be significant at the .001 level with 3 degrees of freedom the value of H must equal or exceed 16.27.

significant at the .05 level with three degrees of freedom, it must be equal to or exceed 7.82. An asterisk is used to indicate each case where a group response differs significantly ($P < .05$) from the other three groups. The significance level of .01 and .001 are indicated also, however, the .05 level of significance from the Mann-Whitney Zu is the acceptable level of this study.

Counselor educators elementary favored items 32, 33 to a greater extent than did any of the other three groups compared.

The elementary counselors favored working with Parents and Other Groups to a greater degree than did the other three groups.

Counselor educators elementary viewed Understanding Developmental tasks and Implications (item 47) as needed to a greater degree than the other three groups compared.

The Kruskal-Wallis allowed the rejection of the null hypotheses; therefore the Mann-Whitney Zu test was applicable. Two items, contributing to curriculum planning (37) and working through case conferences (29), showed a disparity that did not appear on the Kruskal-Wallis test.

The Mann-Whitney Zu test followed the Kruskal-Wallis on all thirty-one items of the Competencies or Behaviors needed, showing an H value at the .05 level of significance. The results of these analyses follow.

The third and final statistical findings are results of the Competencies or Behaviors needed by school counselors as perceived by counselor educators elementary (CEE), counselor educators secondary (CES), secondary school counselors (SEC), and elementary school counselors (EC).

Hypothesis V

There will be no significant difference in the observations (responses) of counselor educators elementary from that of counselor educators secondary on any of the thirty-one Competencies or Behaviors needed by school counselors.

The data shown on Table XIV are from forty-five counselor educators secondary and thirty-three counselor educators elementary on Competencies or Behaviors needed by school counselor. Two of the items from the total of thirty-one were disparate at the .05 level of significance.

The counselor educators elementary felt that Item No. 32, Assisting Teachers With Classroom Guidance and group guidance programs, was needed to a greater extent than did the counselor educators secondary. The Zu score on this item was found to be significant at the .05 level.

Item No. 33, Maintaining an On-Going Group Counseling Program, was favored by counselor educators elementary to a greater extent than did the counselor educators secondary. The computed Zu value was found to be significant at the .05 level.

The remaining 29 Competencies or Behaviors as seen by counselor educators elementary and secondary were not disparate to the degree of significance accepted in this study. On the basis of these results, Hypothesis V was rejected.

Hypothesis VI

There will be no significant difference in the observations (responses) of counselor educators elementary from that of elementary school counselors on any of the thirty-one Competencies or Behaviors needed by school counselors.

TABLE XIV
 INTER-GROUP COMPARISONS OF CES AND CEE (MANN-WHITNEY ZU)
 ON COMPETENCIES OR BEHAVIORS NEEDED

Item No.	Competencies or Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
22.	Awareness of Process and Role	CEE <u>b/</u>	0.4	NS
23.	Reacting, Relating, Communicating with Counselee	CEE	1.6	NS
24.	Meeting Counselee's Individual Needs	CEE	0.3	NS
25.	Counseling & Consulting Parents, Teachers, Others	CEE	0.8	NS
26.	Aiding Students, Teachers, Parents to Reality of Environment	CEE	0.3	NS
27.	Interpreting Tests	CEE	1.2	NS
28.	Assisting Teachers in Use of Test Information	CES <u>c/</u>	0.3	NS
29.	Working Through Case Conferences	CEE	0.4	NS
30.	Orientation & Placemtnt of Students	CEE	0.2	NS
31.	Working Through Community Agencies	CEE	0.5	NS
32.	Assisting Teachers with Classroom Guidance	CEE	2.0	.05
33.	Maintaining On-Going Group Counseling	CEE	2.1	.05

TABLE XIV (Continued)

Item No.	Competencies or Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
34.	Sharing Appropriate Data with Teachers & Adm.	CEE	1.4	NS
35.	Interpreting the Guidance Program	CEE	0.5	NS
36.	Supervising Special Programs Related to Vocations	CEE	0.4	NS
37.	Contributing to Curriculum Planning	CEE	1.5	NS
38.	Representing Student to Staff	CES	0.2	NS
39.	Working with Parents & Other Groups	CES	0.5	NS
40.	Evaluating & Innovating Change in Program	CEE	0.09	NS
41.	Understanding Philosophy, Principles, Practices of Counseling	CES	1.2	NS
42.	Understanding and Acceptance of "individual worth" of Counselee	CES	0.5	NS
43.	Understanding Inter-personal-intra-personal Conflicts	CES	0.4	NS
44.	A Realistic View of Student's Total Environment	CES	0.2	NS
45.	Awareness and Effect of Family & Peers	CES	0.5	NS

TABLE XIV (Continued)

Item No.	Competencies or Behaviors	Strongest Agreement Group	Zu	P
46.	Understanding of Cultural & Socio-Differences	CEE	0.4	NS
47.	Understanding Developmental Tasks and Implications	CEE	0.2	NS
48.	Understanding & Accepting Self & Behavior	CES	0.5	NS
49.	Awareness & Effect of His Attitudes, Values, Goals on Counseling Process	CEE	0.8	NS
50.	Realization of Other Value Systems	CEE	0.1	NS
51.	Working Toward Self-Actualization	CES	0.7	NS
52.	Keeping Abreast of Professional Trends, Innovations	CES	1.0	NS

a/ Based on average ranks on extent to which item is needed.

b/ CEE - Counselor Educators, Elementary

c/ CES - Counselor Educators, Secondary

The counselor educators elementary and elementary school counselors are described under Hypothesis II in this chapter. Table XV is a summary of responses of the two groups concerning the educational experiences needed for school counselors.

One item, Assisting Teachers with Classroom Guidance, (Item No. 32), was favored to a significant degree by counselor educators elementary. The Zu value was found to be significant at the .05 level.

Thirty-one items on Competencies or Behaviors were computed for the Zu value, with only one item showing a significance level accepted in this study (.05 level).

On the basis of these results, Hypothesis VI was rejected.

Hypothesis VII

There will be no significant difference in the observations (responses) of counselor educators secondary from that of secondary school counselors on any of the thirty-one Competencies or Behaviors needed by school counselors.

The data examined here relates to the same groups described in relation to Hypothesis III. The results are reported in Table XVI.

The secondary counselors felt that the Competency No. 37, Contributing to Curriculum Planning, was needed to a greater extent than did the counselor educators secondary. The Zu value was favored to be significant at the .05 level.

The reverse is true for Item No. 47, for the counselor educators secondary favored Understanding Developmental Tasks and Implications to a greater extent than did the secondary school counselors. The Zu value for this item had a significance level of .05.

TABLE XV

INTER-GROUP COMPARISONS OF CEE AND EC (MANN-WHITNEY ZU)
ON COMPETENCIES OR BEHAVIORS NEEDED

Item No.	Competencies of Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
22.	Awareness of Process and Role	CEE <u>b/</u>	0.8	NS
23.	Reacting Relating, Communicating with Counselee	CEE	1.3	NS
24.	Meeting Counselee's Individual Needs	CEE	0.4	NS
25.	Counseling & Consulting Parents, Teachers, Others	CEE	0.7	NS
26.	Aiding Students, Teachers, Parents to Reality of Environment	CEE	0.3	NS
27.	Interpreting Tests	EC <u>c/</u>	1.0	NS
28.	Assisting Teachers in Use of Test Information	EC	0.1	NS
29.	Working Through Case Conferences	EC	0.7	NS
30.	Orientation & Placement of Students	EC	0.3	NS
31.	Working Through Community Agencies	EC	0.3	NS
32.	Assisting Teachers with Classroom Guidance	CEE	2.0	.05
33.	Maintaining On-Going Group Counseling	CEE	1.8	NS

TABLE XV (Continued)

Item No.	Competencies of Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
34.	Sharing Appropriate Data with Teachers & Adm.	CEE	1.6	NS
35.	Interpreting the Guidance Program	EC	0.2	NS
36.	Supervising Special Programs Related to Vocations	Tied	0.0	NS
37.	Contributing to Curriculum Planning	CEE	1.2	NS
38.	Representing Student to Staff	EC	0.9	NS
39.	Working with Parents & Other Groups	EC	1.5	NS
40.	Evaluating & Innovating Change in Program	CEE	0.6	NS
41.	Understanding Philosophy, Principles, Practices of Counseling	EC	0.9	NS
42.	Understanding and Acceptance of "individual worth of Counselee	EC	0.5	NS
43.	Understanding Inter-personal-intra-personal Conflicts	CEE	0.4	NS
44.	A Realistic View of Student's Total Environment	EC	0.5	NS
45.	Awareness and Effect of Family & Peers	CEE	0.3	NS

TABLE XV (Continued)

Item No.	Competencies or Behaviors	Strongest Agreement Group	Zu	P
46.	Understanding of Cultural & Socio-Economic Differences	CEE	0.3	NS
47.	Understanding Developmental Tasks and Implications	CEE	0.9	NS
48.	Understanding & Accepting Self & Behavior	EC	0.6	NS
49.	Awareness & Effect of His attitudes, Values, Goals on Counseling Process	CEE	1.1	NS
50.	Realization of Other Value Systems	CEE	1.2	NS
51.	Working Toward Self-Actualization	CEE	0.2	NS
52.	Keeping Abreast of Professional Trends, Innovations	EC	1.7	NS

a/ Based on Average ranks on extent to which item is needed.

b/ CEE - Counselor Educator, Elementary

c/ EC - Elementary Counselors

TABLE XVI
 INTER-GROUP COMPARISONS OF CES AND SEC (MANN-WHITNEY U)
 ON COMPETENCIES OR BEHAVIORS NEEDED

Item No.	Competencies of Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
22.	Awareness of Process and Role	CES <u>b/</u>	0.6	NS
23.	Reacting Relating, Communicating with Counselee	SEC <u>c/</u>	0.6	NS
24.	Meeting Counselee's Individual Needs	SEC	0.2	NS
25.	Counseling & Consulting Parents, Teachers, Others	CES	0.9	NS
26.	Aiding Students, Teachers, Parents to Reality of Environment	SEC	0.07	NS
27.	Interpreting Tests	SEC	1.0	NS
28.	Assisting Teachers in Use of Test Information	CES	1.19	NS
29.	Working Through Case Conferences	CES	0.8	NS
30.	Orientation & Placement of Students	SEC	1.3	NS
31.	Working Through Community Agencies	SEC	1.2	NS
32.	Assisting Teachers with Classroom Guidance	CES	0.6	NS
33.	Maintaining On-Going Group Counseling	CES	0.9	NS

TABLE XVI (Continued)

Item No.	Competencies of Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
34.	Sharing Appropriate Data with Teachers & Adm.	CES	0.3	NS
35.	Interpreting the Guidance Program	CES	0.3	NS
36.	Supervising Special Programs Related to Vocations	SEC	0.08	NS
37.	Contributing to Curriculum Planning	SEC	1.96	.05
38.	Representing Student to Staff	SEC	0.1	NS
39.	Working with Parents & Other Groups	CES	1.4	NS
40.	Evaluating & Innovating Change in Program	CES	0.6	NS
41.	Understanding Philosophy, Principles, Practices of Counseling	CES	1.9	NS
42.	Understanding and Acceptance of "individual worth of Counselee	CES	0.4	NS
43.	Understanding Inter-personal-intra-personal Conflicts	CES	1.1	NS
44.	A Realistic View of Student's Total Invironment	CES	0.5	NS
45.	Awareness and Effect of Family & Peers	CES	1.5	NS

TABLE XVI (Continued)

Item No.	Competencies of Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
46.	Understanding of Cultural & Socio-Economic Differences	CES	1.7	NS
47.	Understanding Developmental Tasks and Implications	CES	2.3	.05
48.	Understanding & Accepting Self & Behavior	CES	1.2	NS
49.	Awareness & Effect of His attitudes, Values, Goals on Counseling Process	CES	0.4	NS
50.	Realization of Other Value Systems	CES	0.2	NS
51.	Working Toward Self-Actualization	CES	1.1	NS
52.	Keeping Abreast of Professional Trends, Innovations	CES	0.5	NS

a/ Based on average ranks on extent to which item is needed.

b/ CES - Counselor Educator, Secondary

c/ SEC - Secondary Counselors

Two of the thirty-one items of Competencies or Behaviors showed a .05 level of significance; therefore Hypothesis VII was rejected.

Hypothesis VIII

There will be no significant difference in the observations (responses) of secondary school counselors from that of elementary school counselors on any of the thirty-one Competencies or Behaviors needed by school counselors.

The secondary school counselors and elementary school counselors are described under Hypothesis IV. The results of the analysis computed for each item are reported in Table XVII.

The elementary counselors felt that Item No. 29, Working Through Case Conferences, was needed to a greater extent than did the secondary counselors. The Z_u value for this item was found to be significant at the .05 level.

The elementary school counselors also favored Item No. 33, Maintaining On-going Group Counseling, to a greater extent than did the secondary counselors. The Z_u value for Item No. 33 was significant at the .05 level.

The elementary school counselors also favored Item 39, Working with Parents and Other Groups, to a greater extent than did the secondary counselors. This item showed significance at the .01 level.

Item No. 47, Understanding Developmental Tasks and Implications, was favored to a greater extent by elementary counselors than by secondary counselors. The Z_u value for this item was found to be significant at the .05 level.

TABLE XVII
 INTER-GROUP COMPARISONS OF SEC AND EC (MANN-WHITNEY U)
 ON COMPETENCIES OR BEHAVIORS NEEDED

Item No.	Competencies or Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
22.	Awareness of Process and Role	EC <u>b/</u>	0.3	NS
23.	Reacting Relating, Communicating with Counselee	SEC <u>c/</u>	.07	NS
24.	Meeting Counselee's Individual Needs	SEC	0.3	NS
25.	Counseling & Consulting Parents, Teachers, Others	EC	1.6	NS
26.	Aiding Students, Teachers, Parents to Reality of Environment	SEC	0.03	NS
27.	Interpreting Tests	EC	1.8	NS
28.	Assisting Teachers in Use of Test Information	EC	1.4	NS
29.	Working Through Case Conferences	EC	2.5	.05
30.	Orientation & Placement of Students	SEC	0.9	NS
31.	Working Through Community Agencies	EC	1.2	NS
32.	Assisting Teachers with Classroom Guidance	EC	1.5	NS
33.	Maintaining On-Going Group Counseling	EC	2.3	.05

TABLE XVII (Continued)

Item No.	Competencies or Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
34.	Sharing Appropriate Data with Teachers & Adm.	EC	0.8	NS
35.	Interpreting the Guidance Program	EC	1.6	NS
36.	Supervising Special Programs Related to Vocations	EC	0.6	NS
37.	Contributing to Curriculum Planning	SEC	1.90	NS
38.	Representing Student to Staff	EC	0.6	NS
39.	Working with Parents & Other Groups	EC	3.0	.01
40.	Evaluating & Innovating Change in Program	EC	0.4	NS
41.	Understanding Philosophy, Principles, Practices, of Counseling	EC	1.9	NS
42.	Understanding and Acceptance of "individual worth of Couselee	EC	0.4	NS
43.	Understanding Inter-personal-intra-personal Conflicts	EC	0.5	NS
44.	A Realistic View of Student's Total Environment	EC	0.9	NS
45.	Awareness and Effect of Family & Peers	EC	1.0	NS

TABLE XVII (Continued)

Item No.	Competencies or Behaviors	Strongest Agreement Group <u>a/</u>	Zu	P
46.	Understanding of Cultural & Socio-Economic Differences	EC	1.2	NS
47.	Understanding Developmental Tasks and Implications	EC	2.5	.05
48.	Understanding & Accepting Self & Behavior	EC	1.65	NS
49.	Awareness & Effect of His Attitudes, Values, Goals on Counseling Process	EC	0.3	NS
50.	Realization of Other Value Systems	SEC	1.1	NS
51.	Working Toward Self-Actualization	EC	0.1	NS
52.	Keeping Abreast of Professional Trends, Innovations	EC	1.2	NS

a/ Based on average ranks on extent to which item is needed.

b/ EC - Elementary Counselors

c/ SEC - Secondary Counselors

Four of the thirty-one items of Competencies or Behaviors showed a .05 level of significance. On the basis of this analysis Hypothesis VIII was rejected.

In the course of this investigation, statistical tests were made for eight hypotheses which were stated at the outset of the study. On the basis of the data available and the statistical analysis made using these data, all eight of the hypotheses stated were rejected.

The data upon which statistical tests were made were from a total of 290 counselor educators and school counselors from a five state area including Texas, Missouri, Kansas, Arkansas and Oklahoma. The summary, conclusions, and recommendations are presented in the final chapter of this paper.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this investigation was to determine whether there were significant differences in the perception of counselor educators, secondary school counselors, and elementary school counselors in regard to the educational experiences and competencies or behaviors needed by school counselors, elementary and secondary.

The subjects were selected by a systematic sampling of counselor educators, secondary school counselors and elementary school counselors from a five state area including Texas, Missouri, Kansas, Arkansas, and Oklahoma. A total of 470 instruments were administered with 67 percent return (315). Twenty-five were deleted because of lack of training or because respondents were not employed half time or more in counseling, leaving 290 acceptable for the study.

The sample of counselor educators were divided into two groups. To one group the instruments for secondary counselors were administered, and the second group responded to the elementary counselor instruments.

There were 45 counselor educators elementary (CEE), 33 counselor educators secondary (CES), 124 secondary school counselors (SEC), and 88 elementary school counselors (EC) included in the study.

The responses of each of the four groups were compared by use of the Kruskal-Wallis one-way analysis of variance. Where H values significant at the .05 probability level were obtained, the Mann-Whitney Zu

test was employed to determine the location of differences among groups. Again the .05 probability level was selected for statistical significance.

A summary of results from the one-way analysis of variance by ranks (Kruskal-Wallis) for each independent item is presented in Table VIII and XIII in Chapter IV. Table VIII ranks the Educational Experiences and Table XIII ranks the Competencies or Behaviors.

Summary of Significant Group Disparity on Educational Experiences

Table XVIII is a summary of the educational experiences that were found to show significant disparity among the four groups compared. All four groups that were compared showed significant difference for the item Curriculum (structure, learning goals, implementation). School counselors, both secondary and elementary favored curriculum study as a needed educational experience to a greater degree than did the counselor educators. Recent literature on the subject would indicate many are in agreement with school counselors. Alexander (63) suggests guidance counselors be involved with other specialists in the planning and directing of the school curriculum. Faust (64) says that, in reality, curriculum development comprises the counselor's-consultant focus, inasmuch as it is the total curriculum world of the child that the counselor works to influence. Brough and Bergstein (66) feel that perhaps the initial point to be made is that the perceptive, dedicated school counselor cannot avoid involvement in the area of curriculum.

The school counselors also favored sociology (social forces and patterns) as a needed educational experience above that of the counselor educators. Stiller (66), in *Casting the Future*, predicts that the

TABLE XVIII
 SUMMARY OF MANN-WHITNEY ZU ANALYSIS
 OF VARIANCE ON EDUCATIONAL
 EXPERIENCES NEEDED

Educational Experience	Groups Compared	Strongest Agreement <u>a/</u> Group	Zu	P
Curriculum	CES-CEE	CEE <u>b/</u>	2.74	.05
	CEE-EC	EC <u>d/</u>	2.28	.05
	CES-SEC	SEC <u>e/</u>	3.98	.001
	SEC-EC	EC	2.28	.05
Sociology	CEE-EC	EC	2.64	.05
	CES-SEC	SEC	3.13	.01
Counseling Practicum	CEE-EC	CEE	2.11	.05
Counseling Theory and Technique	CES-SEC	CES <u>c/</u>	2.35	.05
Economics	CEE-EC	EC	2.29	.05
Social Psychology	CEE-EC	EC	2.98	.05
Comparative Religion	CEE-EC	EC	4.10	.001
	CES-SEC	SEC	3.13	.01
Political Science	CES-SEC	SEC	2.84	.05
Human Growth	SEC-EC	EC	3.70	.001
Learning (process)	SEC-EC	EC	2.33	.05

a/ Based on average ranks on extent to which item is needed

b/ CEE counselor educators elementary (n=45)

c/ CES counselor educators secondary (n=33)

d/ EC elementary school counselors (n=88)

e/ SEC secondary school counselors (n=124)

counselors of the 1970's will receive six years of undergraduate and graduate training before beginning their work. They will major in psychology, sociology or anthropology. Kavruck (67) says more and more educators are recognizing that the basic content of counselor education must become increasingly disciplinary. He includes: Economics, Sociology, Political Science, Anthropology, Social Psychology, psychology of learning, personality dynamics and others.

The elementary counselors favored Economics as a needed educational experience to a greater extent than did counselor educators elementary. The same is true for Social Psychology.

Secondary school counselors favored Political science as a needed educational experience to a greater extent than did the counselor educators secondary.

Elementary school counselors favored both Human Growth and Learning (Process) to a greater extent than did the secondary school counselors.

Counselor educators elementary favored Counseling Practicum to a greater extent than did the elementary school counselors. The Counselor educators secondary favored the study of Counseling Theory and Technique to a greater extent than did the secondary school counselors. These disparities may be due in part to the didactic-experience gap suggested by school counselors in this study. In the words of one counselor responding in this study: The big mistake in university training now is the inconsistent and mostly unrelated program offered to students When we enter a school to work as a counselor our minds are confused as to what a counselor should do.

Isakson (63) agrees: it seems rather obvious that there is too little relationship between theory and practice. Perhaps this is due to the fact that many counselor educators are theoreticians only and have little if any practical experience. He suggests time be allowed for counselor educators to go out in the schools and get practical first hand experience, and in exchange the school counselors and supervisors could participate in the counselor education programs. Lister (69) believes research on the integration of theory and practice is needed. There is no clear picture of how the counselor develops a workable-counseling approach based on sound theory. There is a need to distinguish between conditions that facilitate this outcome and those under which the student merely learns theory and technique in an unrelated manner.

On item No. 18, Comparative Religion (influence and significance) the school counselors, secondary and elementary favored this item to a greater extent than did the counselor educators. This disparity may be relevant to the area location of the five states included in this study, i.e., the Bible Belt; or a possible problem of semantics. Stripling and Lane (59) list comparative religion as included in the basic preparation of school counselors.

Summary of Significant Group Disparity on Competencies or Behaviors

Table XIX is a summary of the competencies or behaviors that were found to have disparity among the four groups compared. Only five of the thirty-one items proved to be significantly disparate.

Counselor educators elementary favored Assisting Teachers with Classroom Guidance to a greater degree than did counselor educators

TABLE XIX
 SUMMARY OF MANN-WHITNEY ZU ANALYSIS
 OF VARIANCE ON COMPETENCIES
 AND BEHAVIORS NEEDED

Competency or Behavior	Groups Compared	Strongest Agreement Group a/	Zu	P
Assisting Teachers With Classroom Guidance	CE S ^{b/} -CEE ^{c/}	CEE	2.0	.05
	CEE-EC <u>d/</u>	CEE	2.0	.05
Maintaining On-going Group Counseling	SEC ^{e/} -EC	EC	2.3	.05
	CE S -CEE	CEE	2.0	.05
Contributing to Curriculum Planning	CE S -SEC	SEC	1.96	.05
Understanding Developmental Tasks	CE S -SEC	CE S	2.3	.05
	SEC EC	EC	2.5	.05
Working with Parents and Other Groups	SEC-EC	EC	3.0	.01
Working Through Case Conferences	SEC-EC	EC	2.5	.05

a/ Based on average ranks on extent to which item is needed

b/ CEE counselor educators elementary (n=45)

c/ CE**S** counselor educators secondary (n=33)

d/ EC elementary school counselors (n=88)

e SEC secondary school counselors (n=124)

secondary or elementary school counselors. Dinkmeyer (60) agrees that one of the main functions of the counselor is to help the teacher to be aware of and sensitive to the child's personal needs, goals and purposes, and to assist the teacher to utilize the principles from educational psychology, child development, learning theory and guidance in the classroom. Brown and Pruett's (7) study found elementary teachers considered the teacher's role in guidance as one of identifying student needs and problems, making referrals, working with the home, and working with students having learning difficulty. Isakson (72) lists the secondary counselors role as a consultant to members of the administrative and teaching staffs in the area of guidance by helping teachers to secure materials and to develop procedures for a variety of classroom-group guidance experiences.

Counselor educators elementary agreed that maintaining on-going Group Counseling was desired to a greater extent than did counselor educators secondary. Elementary counselors favored this item more than did the secondary school counselors. It is generally agreed in the literature that group counseling in both elementary and secondary guidance programs are of value as viewed by Ohlsen (73), Anderson and Johnson (74), Kinneck (75), Mahler (76), and Wright (77).

Item 37, Contributing to Curriculum Planning was favored more by secondary school counselors than by counselor educators secondary. The reader will note that the comparison of these two groups is the only one with significant differences on this item. General agreement exists that curriculum involvement comprises a function of the school counselor. (63-66)

Counselor educators secondary and elementary school counselors agreed that the item, Competency in Understanding Developmental Tasks, was needed more than did secondary school counselors.

Elementary counselors felt that the item, Working with Parents, was necessary to a greater extent than did the secondary school counselors.

The last two items have received considerable attention in recent literature, viewing students in a developmental process through life, including family and all environmental influences, Blocker, (78) Dinkmeyer, (79) Piaget, (80).

Conclusions

The limitations discussed in Chapter I would indicate that only conservative interpretations and generalizations be made from the findings of this investigation. Therefore, the conclusions derived from this study are considered to be applicable only to the particular area from which the research population was selected.

The conclusions from this study are presented in three separate sections. In order of their appearance, the sections report conclusions regarding (a) attributes of counselor educators and school counselors, (b) educational experiences needed by school counselors, and (c) competencies or behaviors needed by school counselors.

Conclusions Regarding Attributes of Counselor Educators and School Counselors

Academic Training and Location

The counselor educator is more likely to hold a Ph.D. degree and

received his professional training out of the state from where he is employed. The school counselors, both elementary and secondary, were more likely to hold master's degrees and received professional training in his state of employment.

Counseling and Teaching Certification

Secondary school counselors are more likely to hold standard certification in counseling than elementary counselors. Both secondary and elementary counselors are more apt to hold secondary teaching certificates than elementary teaching certificates. The high percentage of elementary counselors that had had both secondary teaching and counseling experience may account to a degree for the few number of differences found on both the educational experiences needed and counselor competencies or behaviors.

Teaching Experience

The secondary counselor is more likely to have had secondary teaching experience than the elementary counselor. The elementary counselor appears to have had more experience in teaching both in elementary and secondary schools.

Counseling Experience and Time Assigned

The majority of both secondary school counselors and elementary school counselors have been counseling five years or less. More of the elementary counselors have had secondary counseling experience than secondary counselors have counseled in elementary schools. This factor may also have biased the responses toward similarity.

The secondary school counselor is more likely to be employed as full time counselor than the elementary school counselor.

Conclusions Regarding Educational Experiences Needed

It was observed that the four null hypotheses (I-IV) which were the basis for examining the observations (responses) of counselor educators and school counselors on the needed educational experiences were rejected.

Even though these hypotheses were rejected, the following data should be considered:

- (a) Hypothesis I: One item of the twenty-one educational experiences showed a disparity at the .05 level. CEE - CES
- (b) Hypothesis II: Six items of the twenty-one educational experiences showed a disparity at the .05 level. CEE - EC
- (c) Hypothesis III: Five items of the twenty-one educational experiences showed a disparity at the .05 level. CES - SEC
- (d) Hypothesis IV: Three items of the twenty-one educational experiences showed a disparity at the .05 level. SEC - EC

This would lead one to question full confirmation of the alternate hypotheses even though the null hypotheses were rejected. The reader will also note that of the items for Hypothesis I-IV where no significant difference exists the majority of the Z_u scores are below 1.0.

On the basis of the above data it was concluded that the educational experiences needed by school counselors did not warrant two distinct educational programs for school counselors.

Conclusions Regarding Competencies or Behaviors Needed

The four Hypotheses (V-VII) which were used as a basis for examining the observations (responses) of counselor educators and school

counselors on the needed Competencies or Behaviors were rejected. Even though these hypotheses were rejected the following data should be considered:

- (a) Hypothesis V: Two items of the thirty-one Competencies or Behaviors showed disparity at the .05 level. CES - CEE.
- (b) Hypothesis VI: One item of the thirty-one Competencies or Behaviors showed disparity at the .05 level. CEE - EC
- (c) Hypothesis VII: Two items of the thirty-one Competencies or Behaviors showed disparity at the .05 level. CES - SEC
- (d) Hypothesis VIII: Four items of the thirty-one Competencies or Behaviors showed disparity at the .05 level. SEC - EC

These data would also lead one to question full confirmation of the alternate hypotheses even though the null hypotheses were rejected. The items for Hypotheses V-VIII where no significant difference existed reveals Zu scores that for the most part fell below 1.0. On the basis of the above data it was concluded from these findings that similar competencies or behaviors are needed by school counselors. The results of the study indicate a number of questions or hypotheses which could be explored. Among those are the following:

1. Curriculum: School counselors agreed that curriculum was needed to a greater extent than did counselor educators because of their involvement in the school setting. (actual experience)
2. Sociology: School counselors agreed that sociology was needed to a greater extent than did counselor educators because of their involvement in the school setting. (actual experience)
3. Counseling Practicum: Elementary counselors do not feel counseling practicum is needed to the extent that counselor educators did, for they do not view their role primarily as one of counseling students.

- | | |
|---|---|
| 4. Economics
Social Psychology
Comparative
Religion: | Elementary counselors agreed that economics, social psychology and comparative religion were needed to a greater degree than counselor educators, because of their involvement in the school setting, (actual experience) |
| 5. Human growth
Learning
(process) | Elementary counselors agreed that Human growth and Learning (process) was needed to a greater extent than did counselor educators because of involvement in the school setting (actual experience) |
| 6. Working with
parents and
other groups
Working through
case conferences | Elementary counselors agreed that working with parents and working through case conferences were necessary to a greater degree because of training and actual school experience. |

Recommendations

A replication of the study in different sections of the country would be desirable to determine which items elicit like patterns of response and what similarities in Educational Experiences and Counselor Competencies or Behaviors continue despite changes in settings.

A refinement of the instruments would be beneficial so that the educational experiences are more comparable with the Competencies or Behaviors needed.

The results of the study on educational experiences and counselor competencies or behaviors suggest that the differences were not in the areas that most of the literature indicate differences should be; therefore further study on these items should be considered.

The results of this study also suggest that factors other than educational experiences are influential in determining counselor competencies or behaviors and should be considered.

A further recommendation would be to increase the size of the sample population to provide a greater number of subjects, especially the elementary school counselors.

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APPENDIX

Secondary Counselor Instrument

Personal Data

Position title _____ Name of School _____ Location _____
 Number enrolled _____ Number for which I am responsible _____
 I am counseling full time _____ Part time _____
 Highest degree held _____ Major _____ Minor _____ University _____
 Approximate number of graduate hours in counseling _____
 Counseling Certificate held: Standard _____ Provisional _____ Temporary _____
 Other _____
 Teaching Certificate held: Secondary _____ Elementary _____
 Teaching Experience: Secondary _____ years Elementary _____ years
 Counseling Experience: Secondary _____ Years Elementary _____ years

SECONDARY COUNSELOR EDUCATIONAL EXPERIENCES I:
 COMPETENCIES OR BEHAVIORS II, III, IV

Please respond by checking each of the following; Rate each according to the degree of need, using SA--strongly agree, A--agree, U--undecided, D--disagree, SD--strongly disagree. Add other course work or competencies you deem necessary. Rate these also.

I. The basic educational experiences needed by the secondary counselor should include:

	NOT NEEDED			NEEDED	
	S	D	U	A	S A
Human Growth (developmental processes)					
Learning (process of learning)					
Sociology (social forces and patterns)					
Counseling Practicum (supervised counseling experience)					
Personality (dynamics, individual differences)					
Curriculum (structure, learning goals, implementation)					
Anthropology (cultural development and effect)					
Group Counseling (supervised counseling experience with groups)					
Counseling Theory and techniques (theoretical models and processes)					
Group Guidance (dynamics)					
Philosophy (Educational Philosophies--basic and contemporary)					
Counselor Sensitivity Training (individual confrontation, self-analysis, group interaction)					
Psychological Testing (individual intelligence, personality tests)					
Educational Measurements (group testing, practices, evaluation, application)					

	NOT NEEDED			NEEDED		
	S	D	D	U	A	S A
Economics (cultural, socio-economic trends)						
Social Psychology (group dynamics, implications)						
Statistics (Research Theory and application)						
Comparative Religion (influence and significance)						
Data Processing (storage, retrieval, research)						
Political Science (contemporary trends and effect)						
Guidance Services (principles and administration)						
Others:						
II. Counselor understanding and skill in the following:						
An awareness of the counseling process and the role of the counselor						
In reacting, relating, communicating with the individual student						
In meeting individual needs--be they academic, personal, social, vocational						
In counseling and consulting parents, teachers, and other significant persons						
In aiding students, teachers, parents to reality and adjustment to total environment						
In interpreting individual tests (intelligence, etc.) to students, teachers, and parents						
In assisting teachers in use of individual and group test information to enhance learning						
In working with teachers, parents, and others through case conferences to aid in solving student problems						
In supervising and working with others in orientation and placement of all students						
In working cooperatively with community agencies (social and referral)						
In assisting teachers with classroom guidance and group guidance programs						

	NOT NEEDED			NEEDED	
	S D	D	U	A	S A
In maintaining an on-going group counseling program involving students with similar problems					
In sharing appropriate data of students with teachers and administration					
Interpreting the counseling and guidance program to students, staff, parents, and community					
In supervising special programs related to guidance, such as, world of work and vocational choice					
In contributing to curriculum development and planning					
To represent the student and his welfare first as he works with staff and others					
In meeting and working with parent groups					
In evaluating and innovating change to improve the guidance program					
Others:					
III. Counselor perception and sensitivity in the following:					
An understanding of the philosophy, principles, practices and concepts of counseling					
An understanding and acceptance of the "individual worth" of each individual					
An understanding of the inter-personal and intra-personal conflicts experienced by students					
A realistic view of the total environment of the student					
An awareness of family and peer relationships affecting the individual student					
An understanding of the socio-economic levels and cultural differences of the community and their effect on students					
In understanding the developmental tasks of successive age levels and implications in adjustment					
Others:					

IV. Counselor self-awareness and adjustment in the following:

	NOT NEEDED			NEEDED		
	S	D	D	U	A	S A
In understanding and accepting himself and his behavior in all experiences						
In awareness of his attitudes, goals, and values as they effect the counseling process and the student						
In the realization of value systems other than his own						
In working toward self-actualization and fulfillment of his potential as a counselor						
In keeping abreast of professional trends and innovations						
Others:						

Elementary Counselor Instrument

Personal Data

Postition title _____ Name of School _____ Location _____
 Number enrolled _____ Number for which I am responsible _____
 I am counseling full time _____ Part time _____
 Highest degree held _____ major _____ minor _____ University _____
 Approximate number of graduate hours in counseling _____
 Counseling Certificate held: Standard _____ Provisional _____ Temporary _____
 Other _____
 Teaching Certificate held: Secondary _____ Elementary _____
 Teaching Experience: Secondary _____ years Elementary _____ years
 Counseling Experience: Secondary _____ years Elementary _____ years

ELEMENTARY COUNSELOR EDUCATIONAL EXPERIENCES I:
 COMPETENCIES OR BEHAVIORS II, III, IV

Please respond by checking each of the following: Rate each according to the degree of need, using SA--strong agree, A--agree, U--undecided, D--disagree, SD--strongly disagree. Add other course work or competencies you deem necessary. Rate these also.

I. The basic educational experiences needed by the Elementary Counselor should include:

	NOT NEEDED			NEEDED		
	S D	D	U	A	S A	
Human Growth (developmental processes)						
Learning (process of learning)						
Sociology (social forces and patterns)						
Counseling Practicum (supervised counseling experience)						
Personality (dynamics, individual differences)						
Curriculum (structure, learning goals, implementation)						
Anthropology (cultural development and effect)						
Group Counseling (supervised counseling experience with groups)						
Counseling Theory and techniques (theoretical models and processes)						
Group Guidance (dynamics)						
Philosophy (educational Philosophies--basic and contemporary)						

	NOT NEEDED			NEEDED	
	S	D	D	U	A S A
Counselor Sensitivity Training (individual confrontation, self-analysis, group interaction)					
Psychological Testing (individual intelligence, personality tests)					
Educational Measurements (group testing, practices, evaluation, application)					
Economics (cultural, socio-economic trends)					
Social Psychology (group dynamics, implications)					
Statistics (research Theory and application)					
Comparative Religion (influence and significance)					
Data Processing (storage, retrieval, research)					
Political Science (contemporary trends and effect)					
Guidance Services (principles and administration)					
Others:					
II. Counselor understanding and skill in the following:					
An awareness of the counseling process and the role of the counselor					
In reacting, relating, communicating with the individual student					
In meeting individual needs--be they academic, personal, social, vocational					
In counseling and consulting parents, teachers, and other significant persons					
In aiding students, teachers, parents to reality and adjustment to total environment					
In interpreting individual tests (intelligence, etc.) to students, teachers, and parents					
In assisting teachers in use of individual and group test information to enhance learning					
In working with teachers, parents, and others through case conferences to aid in solving student problems					

	NOT NEEDED			NEEDED		
	S	D	D	U	A	S A
In supervising and working with others in orientation and placement of all students						
In working cooperatively with community agencies (social and referral)						
In assisting teachers with classroom guidance and group guidance programs						
In maintaining an on-going group counseling program involving students with similar problems						
In sharing appropriate data of students with teachers and administration						
In interpreting the counseling and guidance program to students, staff, parents, and community						
In supervising special programs related to guidance, such as, world of work and vocational choice						
In contributing to curriculum development and planning						
To represent the student and his welfare first as he works with staff and others						
In meeting and working with parent groups						
In evaluating and innovating change to improve the guidance program						
Others:						
III. Counselor perception and sensitivity in the following:						
An understanding of the philosophy, principles, practices and concepts of counseling						
An understanding and acceptance of the "individual worth" of each individual						
An understanding of the inter-personal and intra-personal conflicts experienced by students						
A realistic view of the total environment of the student						
An awareness of family and peer relationships effecting the individual student						

	NOT NEEDED			NEEDED		
	S	D	D	U	A	S A
An understanding of the socio-economic levels and cultural differences of the community and their effect on students						
In understanding the developmental tasks of successive age levels and implications in adjustment						
Others:						
IV. Counselor self-awareness and adjustment in the following:						
In understanding and accepting himself and his behavior in all experiences						
In awareness of his attitudes, goals, and values as they effect the counseling process and the student						
In the realization of value systems other than his own						
In working toward self-actualization and fulfillment of his potential as a counselor						
In keeping abreast of professional trends and innovations						
Others:						

VITA

Alma Lesher Graven

Candidate for the Degree of
Doctor of Education

Thesis: COUNSELOR EDUCATIONAL EXPERIENCES AND COMPETENCIES:
ELEMENTARY-SECONDARY

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born at Jennings, Oklahoma, March 31, 1920, the daughter of George A. and Minnie Lesher.

Education: Received the Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Home Economics Education in August, 1960; received the Master of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Home Economics Education in May, 1961; completed requirements for School Counselor certificate at Oklahoma State University 1965 and completed requirements for the Doctor of Education degree at Oklahoma State University August, 1969.

Professional Experience: Appointed Home Economics and English teacher at the Sumner, Oklahoma Public School 1961; appointed Vocational Home Economics Instructor at the Blackwell Senior High, Blackwell, Oklahoma, Public School 1962; appointed Elementary and Junior High School Counselor, Blackwell, Oklahoma Public School 1966; appointed School Counselor, Kay County Guidance Clinic, Ponca City, Oklahoma, 1968.

Professional Organizations: National Education Association, Oklahoma Education Association, Blackwell Teachers Association, American Home Economics Association, Oklahoma Vocational Education Association, American Personnel and Guidance Association, College Personnel Association, American School Counselor Association, Delta Kappa Gamma.