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AN ANALYSIS OF DUTIES OF ELEMENTARY SCHOOL COUNSELORS AT VARIED LEVELS OF CERTIFICATION AND TRAINING IN MISSOURI AND OKLAHOMA.

The University of Oklahoma, Ed.D., 1969
Education, guidance and counseling

University Microfilms, Inc., Ann Arbor, Michigan

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF DUTIES OF ELEMENTARY SCHOOL COUNSELORS AT VARIED LEVELS OF CERTIFICATION AND TRAINING IN MISSOURI AND OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements

of the

degree of

DOCTOR OF EDUCATION

BY

GLEN D. MILLS

Norman, Oklahoma

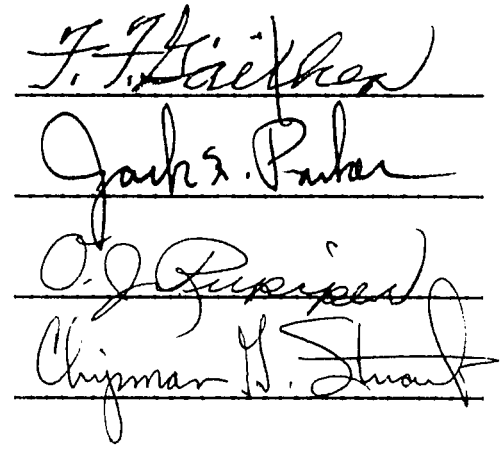
1969

AN ANALYSIS OF DUTIES OF ELEMENTARY SCHOOL COUNSELORS

AT VARIED LEVELS OF CERTIFICATION AND TRAINING

IN MISSOURI AND OKLAHOMA

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

The author was indebted to many people for their help in making this research study possible. Sincere appreciation was extended to Dr. Funston Foyle Gaither, Chairman of the Dissertation Committee, for his help and guidance in the study. The author was grateful to Dr. Omer John Rupiper for his helpful suggestions in research design and statistical treatment of the data. Also, the writer acknowledged the general assistance and encouragement of Dr. Jack Parker and Dr. Chipman G. Stuart.

In addition, expressions of gratitude were extended to other persons. Thanks were expressed to Dr. Charles Blackman of the Guidance Division of the Missouri Department of Education and to Mr. Charles Sandman of the Oklahoma Department of Education for their assistance in locating elementary counselors in these states. Also, the author was grateful to elementary counselors in Wichita, Kansas, Missouri, and Oklahoma for their prompt, courteous, and professional participation in this study.

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AN ANALYSIS OF DUTIES OF ELEMENTARY SCHOOL COUNSELORS AT VARIED LEVELS OF CERTIFICATION AND TRAINING IN MISSOURI AND OKLAHOMA

CHAPTER I

THE PROBLEM

Introduction

This investigation concerned an analysis of duties of elementary school counselors in Oklahoma and Missouri. In these states organized guidance services existed in many of the public elementary schools. In Oklahoma the Commission on Curriculum Improvement did extensive work to improve guidance. Included in the work of the commission was the establishment of a committee to study guidance. This committee recommended foundation concepts and evaluation procedures. Missouri, too, had emphasized elementary school guidance. As early as 1962 role definitions, functions, and program guidelines were published by the state department of education. So, both states had worked to provide guidance services in their elementary schools. However, Oklahoma emphasized training and certifying school counselors for work from kindergarten to the twelfth grade. In contrast, Missouri stressed training and certifying elementary school counselors at the instructional level where the counselor worked.

In this domain Missouri counselor educators had been leaders in establishing the uniqueness of elementary school counselor certification.

Among the writers in the field of elementary school guidance, Dr. Gerald T. Kowitz of the University of Oklahoma, indicated a need for the study of certification standards for elementary school counselors. Kowitz said, "A highly visible and much debated problem concerns certification standards and the specification of adequate training programs."[1] Elaborating, Kowitz identified two categories of problems concerning certification: "What is the role of elementary school guidance counselors, and how shall he be trained?"[2]

One way of studying the problem of certification and training was to describe and analyze duties of elementary school counselors that were associated with levels of certification and training. As Kowitz had implied such duties would be influenced by the training of counselors. In the state of Washington, for example, Anderson found that elementary school counselors with an average of 18 quarter hours ". . . were principally involved in testing programs, referral activities, record keeping, or remedial work."[3]

In our democracy there had been an acute awareness of the role of education and guidance in our society. This awareness resulted in a

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[1]Gerald T. Kowitz, "The Determination of Certification Standards," Elementary School Guidance and Counseling (In Press).

[2]Ibid.

[3]Marjorie Mottishaw Anderson, The Extraordinary Growth of Elementary Guidance in the State of Washington (Olympia, Washington: The State Department, April, 1967), p. 3.

continuous re-examination of the definitions, structures, and processes of education.[4] Conant, a major critic of education, emphasized the need for guidance in public schools.[5] Riendau reported that 34.5 percent of young people enrolled in the eighth grade failed to complete high school.[6] Many educators felt that causes of dropouts had originated in the elementary school. One way to improve education, and such problems as the dropout one, was to improve guidance services at the elementary level of instruction. Therefore, an inquiry into the duties of elementary school counselors was important because it provided a collection and critical examination of information that had valid implications for restructuring and improving elementary school guidance.

Need and Purpose of the Study

As Conant and other critics of education had contended teacher certification standards frequently did not have a clear measurable influence upon the teacher, his perception of the teaching role, or the quality of his performance. In guidance, as in the general field of education, this was true. Therefore, to the writer it appeared that a study of the effects of counselor certification would be valuable and would add to the available knowledge in the field of guidance.

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[4]Lindsey J. Stiles, L. E. McCleary, and R. C. Turnbaugh, Secondary Education in the United States (New York: Harcourt, Brace, and World, Inc., 1962), p. v.

[5]James B Conant, Slums and Suburbs (New York: Signet Books, 1964), pp. 33-70.

[6]Albert J. Riendau, "Facing Up to the Dropout Problem," The Clearing House, XXXVI (May, 1962), p. 523.

Since elementary school counselors could be certified by general certification standards that applied to all school counselors or by specific standards that applied only to elementary school counselors the question was: What effects had unique or specific certification standards had on the performance of elementary school counselors? When this question was adequately answered then an assessment of how extensive specific certification standards should be could be made. The question was important because overextended standards seriously limited the number of counselors entering the field while underdeveloped standards deprived counselors of needed training.

This study was important for three additional reasons. First, the question of which type of certification standards was needed in the field was an open one. Many counselor educators felt that general certification standards were adequate,[7] but research was needed to substantiate or refute that position. Second, historically studies of certification had been ones of content analysis that provided little comparative data. Also, a search of the Dissertation Abstracts in the Spring of 1968 revealed that no comparative study of the nature of the one proposed had been done. So, for these reasons the writer believed the study to be needed, to be pertinent, and to be relevant.

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[7]Glen D. Mills, unpublished study on certification standards and training programs at state universities, Spring 1967.

In this investigation 7 of 18 counselor educators representing state universities without specific training programs for elementary school counselors indicated that specific certification and training for the elementary counselor was not needed.

Specifically, the purpose of this study was to determine the influence of specific or unique certification standards upon the performance of elementary school counselors. A related purpose was to determine the duties of elementary counselors associated with different levels of certification and training. As in any research there were other related purposes. To initiate study in the defined problem area so that research would continue and so that refinements of the questions and tools involved could be achieved was an important purpose of this research problem. Also, since long term research in the problem area was a goal of the researcher, it followed that eventually suggestions and recommendations based on findings of this study and related studies would emerge as a basis for change in counselor certification. This, too, was an important purpose of the study.

Statement of the Problem

The problem of this study was to determine and analyze duties of elementary school counselors at contrasted levels of certification and varied levels of training. Specifically, this study involved three basic questions:

1. What were the duties of elementary school counselors with bachelor degrees who were certified at the specific level of certification as contrasted with duties of counselors certified at the general level of certification and how did these duties differ with respect to the percentage of time spent in performing each duty?

2. What were the duties of elementary school counselors with master degrees and guidance majors who were certified at the specific

level of certification as contrasted with duties of counselors certified at the general level of certification and how did these duties differ with respect to the percentage of time spent in performing each duty?

3. What were the duties of elementary school counselors with master degrees and nonguidance majors who were certified at the specific level of certification as contrasted with duties of counselors certified at the general level of certification and how did these duties differ with respect to the percentage of time spent in performing each duty?

Selection of the Sample Members

The U. S. Office of Education published a report on counselor certification requirements titled Certification Requirements for School Pupil Personnel Workers. This publication revealed that forty-three states certified counselors, guidance counselors, or teacher-counselors. One state endorsed persons responsible for guidance and counseling duties. Two states did not certify guidance counselors and four states certified pupil personnel workers.

Of the forty-three states that certified counselors, only four states had certification standards specifically set up for elementary school counselors. Missouri, in 1962,[8] was the first state to adopt such standards. Delaware soon followed,[9] and during the academic year of

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[8]Charles Blackman, Supervisor of Guidance Services for the State of Missouri, provided this information for the investigator in a letter dated April 27, 1967.

[9]In a telephone conversation on November 13, 1967, with a representative of the Guidance Division of the Delaware State Department of Education, the investigator was unable to ascertain the date such

1966-67 Arkansas and Kansas adopted their certification standards.[10]

Van Hoose and Vafakas reported that ". . . 14 states have developed certification requirements for elementary counselors that are discernibly different from secondary certification."[11] These writers indicated that differences in elementary and secondary guidance certification occurred in teaching experience in the elementary school, child development course work, and practicum experience with elementary school children.[12] However, the writers asserted: "For the most part, these standards are vague and lack specificity in terms of objectives to produce desired changes in children."[13]

Selection of the sample members was based on several criteria. First, states were considered that had enacted general or specific certification standards for elementary school counselors and had stated these in their certification handbook. Second, states that had enacted their standards prior to September 1, 1966 (preferably two, three, or four years) were considered. Third, states that had sixty or more certified

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standards were enacted. However, standards for elementary school counselors in Delaware were listed in Certification Requirements for School Pupil Personnel Workers (rev. ed.; Washington: U. S. Office of Education, 1966) p. 12.

[10]Standards in the state of Kansas became effective July 1, 1967. Certification-Handbook, Topeka; State Board of Education, January 1, 1967, p. 52.

[11]William H. Van Hoose and Catherine M. Vafakas, "Status of Guidance and Counseling in the Elementary School," Personnel and Guidance Journal, Vol. 46 (6), 1968, p. 536.

[12]Ibid., p. 538.

[13]Ibid.

elementary school counselors were considered.[14] Fourth, states were considered that came from the same geographical area and that had comparable urban-rural populations.

Missouri was the only state with specific certification standards to meet these criteria. Oklahoma was one of several states with general certification standards to meet the first three criteria; however, in the opinion of the researcher Oklahoma more adequately met the fourth criterion. In support of this position, the researcher reasoned that farming in both states was a major occupation of the people[15] and that both states had two large metropolitan areas.

In respect to philosophy and orientation toward guidance, the sample members had several points in common. The following common points were derived from excerpts from A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools K-12 and Elementary School Guidance and Counseling (in Missouri). Both publications were issued by the state department of education for the respective states. (These excerpts were presented in Appendix A, see pp. 95-99).

1. Each state had emphasized a guidance point of view and a workable perspective with the total educational program.

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[14]The criterion of sixty counselors was used since at least two groups in each state, bachelor degree counselors and master degree counselors, would be used in the study. Hopefully, this would have avoided unusually small samples. Also, the researcher pointed out that Delaware, the other state to have specific certification standards for more than two years, had only seven elementary school counselors which clearly would have been an insufficient number.

[15]The point of comparable farming population was later supported in the data (see Table II, p.47).

2. Each state had emphasized developmental and team approaches to guidance.

3. Each state had emphasized counseling.

4. Each state had emphasized that services be provided for teachers and parents.

5. Each state had recognized the emotional climate of the classroom as a major concern.

6. Each state had focused on the needs of students in the formative years to understand potentialities and/or to achieve self-direction.

In addition there were some common roles that elementary school counselors were involved with in both states. The first role indicated that elementary guidance services were provided for students, parents, teachers, and administrators. The second common role involved records for collecting pupil information; whereas, the third role was concerned with making referrals. So, the sample members approached elementary school guidance from similar veins of thought agreeing on the populations to be served by the guidance program and at least three roles of counselors.

In these two states a total of 197 certified elementary school counselors were identified. In Missouri the counselor directory for 1967-68 was used to identify 99 elementary school counselors. In Oklahoma the certification files of the state department of education were searched by Mr. Charles Sandmann. This search produced a list of 98 certified elementary school counselors.

Basic Assumptions

In conducting a research study it was important to identify the assumptions associated with the investigation. Good commented on this point. He said: "Underlying assumptions should be stated as part of the definition and development of the problem . . . ."[16] For this study the following assumptions were made:

1. that elementary school counselors were competent to make valid judgments identifying their duties,
2. that The Elementary School Guidance and Counseling Inventory was valid as stated, and
3. that the percentages of time allotted for duties of elementary school counselors were normally distributed.

Hypotheses

This research study was initiated to show the influence of certification and training upon duties of elementary school counselors. To accomplish this goal it was necessary to define different levels of certification and training. Data collected by use of The Elementary School Guidance and Counseling Inventory in the section on duties of counselors was the percentage of time counselors spent performing each duty. The defined groups and the specified data made possible the

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[16]Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, 1963), p. 138.

forming of definite hypotheses that could be tested. Two levels of certification, general and specific, were postulated since elementary school counselors could be certified at either level. In addition, three levels of training were identified. These were: 1) bachelor degree counselors; 2) master (or higher) degree counselors with guidance majors; and 3) master (or higher) degree counselors with majors in some area other than guidance.

The null hypotheses for this study were:

H_1: At the bachelor degree level of training there was no statistically significant difference in the mean percentage of time spent in performing each of the duties of elementary school counselors certified at the specific level and those certified at the general level.

H_2: At the master (or higher) degree level of training for counselors with majors in guidance there was no statistically significant difference in the mean percentage of time spent in performing each of the duties of elementary school counselors certified at the specific level of certification and those certified at the general level.

H_3: At the master (or higher) degree level of training for counselors with majors in an area other than guidance there was no statistically significant difference in the mean percentage of time spent in performing each of the duties of elementary school counselors certified at the specific level of certification and those certified at the general level.

Treatment of the Data

In this study several statistical techniques were used to analyze the data. In general, tabulations and percentages were used to summarize the data describing elementary school counselors. However, there were some exceptions. For data concerning student-counselor ratio, base school faculty population, and student population averages were computed and t-tests were conducted to test the difference between means.

In order to analyze data concerning courses elementary school counselors had taken at different levels of certification and training rank order correlations were computed. Also, rank order correlations were used to analyze data on guidance services. The purpose of these correlations was to show the degree of ordinal agreement between listed courses counselors at different levels of certification and training had taken and the rank order agreement for guidance services they provided. The procedure was to tabulate courses and guidance services identified by counselors at each level and to rank these from high to low according to the occurring frequencies. Then, correlations were computed and the t-test for correlations was used to test their significance.

To analyze the percentage of time spent in duties of elementary school counselors means were computed. The t-test for means was used to test for significance since small samples frequently were incurred which Downie and Heath had defined as those with " . . . less than 25" persons.[17] Associated with the t-test for means, however, were

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[17]N. H. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row Publishers, 1959), p. 134.

certain underlying assumptions which first had to be met. Downie and Heath had identified these assumptions:

> A basic assumption is that the samples are randomly drawn from a population in which the trait is normally distributed. A second assumption is that the two samples standard deviations both estimate a single population variability.[18]

The assumption of normality of time spent in performing duties of elementary school counselors was an underlying assumption of this study (see Basic Assumptions). The assumption of a single population variability was tested by the F-test of dividing the larger variance by the smaller. If this ratio was not significant at the .05 level of significance, the t-test was computed. If, however, the F-test was significant at the .05 level, indicating that the two sample variances did not estimate a population variability, then medians were computed for the sample. In order to test the difference between medians the Mann-Whitney U-test was used since Siegel had indicated that this test was an excellent substitute when the assumptions for the t-test could not be met.[19]

Definitions of Terms

1. Assigned Variable. Level of training of elementary school counselors.

2. Base School. The central school where the counselor was employed.

3. Bachelor Degree (B.A.) Counselors. Elementary school counselors who had not completed a training program in guidance and counseling, but who might have had some course work in this area and who were temporarily certified as an elementary school guidance counselor.

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[18] Ibid., p. 123.

[19] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 116.

4. Dependent Variable. Duties of elementary school counselors.

5. Duty. Any operation or function carried out in connection with a given job.

6. Duties of Elementary School Counselors. Any operation or function carried out by one designated as elementary school counselor in the state he or she was employed that was associated with guidance services enacted in the elementary school where the counselor was employed.

7. Elementary School. A school that encompassed grades one through six in 6-3-3 school organization or one that encompassed grades one through eight in 8-4 organization.

8. Elementary School Counselor. A person employed in an elementary school for work in grades 1-6, or 1-8 to provide guidance for students, teachers, parents, or administrators through the guidance services offered in the school.

9. Elementary School Guidance Counselor. Same as Elementary School Counselor.

10. Evaluation. The process of judging the value or amount of something by careful appraisal so that the value was ascertained.[20]

11. General Level of Certification. Counselor certification standards that were set up by the department of education of a state for certifying all school counselors.

12. Guidance Services. The services listed below that were performed in the guidance program.

a. Counseling. Guidance Service - a service whereby the counselor assisted students in a private or group setting to resolve problems and concerns.

b. Information. Services developed to give the student current and factual information concerning education and society.

c. Placement. A service that provided for smooth transitions and adjustments of children from one grade, school, or learning situation to the next.

d. Individual Inventory. Child study and individual analysis techniques used to assimilate information about students.

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[20]Carter V. Good, Dictionary of Education (New York and London: McGraw-Hill Book Company, 1945), p. 156.

e. Follow-up. A service that determined the effect of guidance services and students' adjustments to later educational experiences.

f. Orientation. A service involved in presenting the aims, goals, and purposes of the school to the pupils.

g. Group Guidance. Guidance services administered to students through the use of large groups.

h. Records. A service whereby extensive information was accumulated and recorded about students.

i. Occupational Information. A service that provided students with information about jobs, vocations, and the world of work.

j. Testing. A service that utilized standardized instruments to assess mental capacity, achievement, personality, and social adjustment.

k. Research. A service that provided knowledge about the school and the guidance services by investigation of questions or conditions.

l. Referrals. A service developed to utilize the services of specialized personnel such as psychologists, social workers or such either in or outside the school.

13. Independent Variable. Level of elementary school counselor certification.

14. Master Degree (M.A.) Counselors with majors in guidance. Elementary school counselors who had completed a master degree or higher degree program in guidance and counseling at an accredited institution of higher learning.

15. Master Degree (M.A.) Counselors with majors in some other educational area. Elementary school counselors who had completed the master degree or higher degree program in some educational area other than guidance, but who may have had course work in a guidance degree program.

16. Role. Associated duties performed in a given job or with a specific guidance service.

17. School Year. The first 180 school days of the academic year of 1967-68.

18. Specific Level of Certification. Counselor certification standards set up by the department of education of a state used to certify elementary school counselors in that state.

Limitations of the Study

The major limitation of this study was that the research was limited to descriptive knowledge. In no way did the study identify social causes and effects. However, the study did seek extensive information about the elementary school counselor, the school, and the community where he was employed. In addition, the study was limited in scope in that only elementary school counselors in Oklahoma and Missouri were studied.

Another limitation of the study resulted from the structure of the instrument or questionnaire used in the research. Obviously a questionnaire that covered all roles and duties of elementary school counselors would have been a bulky, nonworkable instrument. So, the definition and measurement of the guidance services and duties in this study were limited in number.

Limitations also arose due to the research aims and availability of resources. The sample of this study, for example, was limited to lists of certified elementary school counselors provided by the state department of education of the selected states. Other factors which influenced the results of this investigation were psychological: 1) the psychological set of counselors when they responded to the questionnaire, and 2) the idiosyncrasies in personalities of elementary school counselors.

Organization of the Study

This research was reported in five major divisions and appendixes. The first chapter presented the problem to be studied. Chapter two presented a historical view of the elementary school, an overview of origins

of elementary school guidance, and a review of the literature discussing certification, preparation, and the roles of the elementary school counselor. In chapter three the method and procedure of the study was presented. Chapter four presented and interpreted the data collected in the study. Chapter five presented a summary of the study and conclusions that were drawn.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The second chapter of this study reviewed the development of elementary school guidance and was presented in five specific divisions. The first part of the chapter presented a historical review of the elementary school. The second part traced possible origins and growth of elementary school guidance; and part three of the chapter presented a review of counselor certification. In part four literature on counselor programs was reviewed. Part five concluded the chapter with a review of the literature on roles of elementary school counselors.

Historical Overview

The early schools of our country, the town school, the pauper school, and the private school, were established to provide training for children in reading, writing, and religion. These colonial schools, however, gradually gave way to the establishment of the free or common school. "The need of a broad, general, and diversified training, adapted to the needs of the future rather than the needs of the past," according to Cubberly became ". . . more . . . evident."[1] As a result the

[1]Ellwood P. Cubberly, Changing Concepts of Education (Boston: Houghton Mifflin Company, 1909), p. 51.

curriculum expanded so that arithmetic, history, geography, nature study, and physical exercise were added. Dexter said that "The early elementary schools were extremely simple and unorganized."[2] Also, these schools were highly authoritarian in nature and emphasized rote learning from textbooks.

Gradually though the elementary school changed as hopeful reformers stressed that "Reading, writing, arithmetic, grammar, geography, and history, the staples of the elementary school curriculum, are really of little value except as they are closely related with the needs of our social, civic, and industrial life."[3] The learning climate of the elementary school also changed from one of teacher centeredness to one of pupil centeredness focusing upon ideas, interests, and active participation of children. The latter was important since it produced an atmosphere conducive to guidance and counseling which according to Hillway was the final step in the growth and development of the elementary school.[4] To summarize, the elementary school evolved from a rigid, limited state of providing reading and writing skills along with religious instruction for children to a complex unit of diversified offerings including guidance services.

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[2]Edwin Grant Dexter, A History of Education in the United States (London: The MacMillan Company, 1914), p. 155.

[3]Cubberly, op. cit.

[4]Tyrus Hillway, American Education: An Introduction Through Readings (Boston: Houghton Mifflin Company, 1964), p. 180.

Origins and Growth of Elementary School Guidance

To borrow a description from Ebbinghaus describing psychology, one can say that guidance had a long past but a short history. As advice, understanding, and help for children, guidance probably could be traced to the beginning of man. These specific concerns which identify elementary school guidance had reiterated themselves down through the ages. William Stern related that "At every period of human civilization, we find care, education, and instruction of the child . . . now we suddenly discover . . . we have wandered blind and deaf for thousands of years."[5]

Many events can be identified that had contributed to our understanding of children such as a Comenius' Orbis Sensualium Pictus.[6] Darwin's and Pestalozzi's observations of the infant initiated systematic study of the child.[7] Preyer's study at Leipzig of the mind of the infant and Millicent Shinn's Biography of a Baby contributed to the understanding of the mental functioning and development of the child.[8]

The psychology of Sigmund Freud with its emphasis on the early years of life provided impetus and direction for the study of children.[9] However, G. Stanley Hall's enthusiasm for child study and human development gave international emphasis to the field. As a result, by 1904,

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[5]Gardner Murphy, Historical Introduction to Modern Psychology (2nd ed. rev.; New York: Harcourt, Brace and Company, 1950), p. 389.

[6]Paul Nash, Andrea M. Kazamias, and Henry J. Perkinson, The Educated Man: Studies in the History of Education Thought (New York:

[7]Murphy, op. cit.

[8]Ibid.

[9]Ibid., p. 390-391.

societies for child study were entrenched in Britain, France, Germany, and the Scandinavian countries.[10]

From the field of measurement, many important events influenced the guidance movement and ultimately elementary school guidance. A psychological clinic for diagnosing mentally handicapped children was opened at the University of Pennsylvania in 1896.[11] At Columbia, James McKeen Cattell worked to measure individual differences.[12] In France in 1905, Binet devised a series of tasks to measure mental abilities. Later when Louis Terman revised the instrument, it became very popular in this country. All these events in measurement influenced the guidance movement and ultimately influenced elementary school guidance.

The guidance movement was formally launched in 1908 when Frank Parsons established the Vocation Bureau of Boston at the Civic Service House.[13] During the same year, Clifford Beers published his book A Mind That Found Itself.[14] The following year the first counselor-teacher in the elementary school was appointed in Boston.[15] In Chicago in 1909 Dr. and Mrs. William Healy established a clinic for children[16] and in

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[10] Ibid.

[11] Ibid., p. 9.

[12] Ibid., p. 164.

[13] John M. Brewer, History of Vocational Guidance (New York: Harper Brothers, 1942), p. 59.

[14] Joseph William Hollis and Lucile Ussery Hollis, Organizing for Effective Guidance (Chicago: Science Research Associates, 1965), p. 16.

[15] Ibid., p. 15.

[16] Ruth Martinson and Harry Smallenburg, Guidance in the Elementary School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p. 8.

Cincinnati in 1911 Frank P. Goodwin organized a guidance program for the schools of that city.[17] All of these events contributed to the early establishment and development of guidance.

However, it was William Burnham who defined elementary school guidance and its place in the educational process.[18] In his three books, The Normal Mind (1924), Great Teachers and Mental Health (1926), and The Wholesome Personality (1932), he advocated a consistent position that can be linked with and reflected in present day guidance and counseling in the elementary school. His tenets included a positive learning climate for the child, good mental health for the teacher, and guidance for all children.

Growth of elementary school guidance units across the country was very slow. In 1928, when Lillian B. Gordon conducted a survey of elementary school guidance programs in 75 selected cities, she found that sixteen cities had guidance programs; but that only six programs were developed to the point that counselors were placed at individual schools.[19] As late as 1944 elementary school guidance was not a widespread movement. In Los Angeles County, California, for example, there were four directors but no counselors.[20] So, after thirty-five years of existence, elementary school guidance was still a sporadic, scanty development. However, during the late 1940's and early 1950's this situation began to change.

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[17]Hollis and Hollis, op. cit.

[18]Verne Faust, History of Elementary School Counseling (Boston: Houghton Mifflin Company, 1968), pp. 11-16.

[19]Martinson and Smallenburg, op. cit., p. 10.

[20]Ibid., p. 13.

In Los Angeles County in 1954, just ten years after the initial survey, a study at this time revealed 32 elementary school guidance directors and 72 counselors.[21] Goedeke also did a national survey of school counselors during this time. In this survey of 52 major cities, defined as those with populations of 200,000 or more, he found that only 9.6% of these cities had full-time elementary school counselors.[22]

Additional impetus was given the movement in 1958 with the enactment of the National Defense Act which provided for counselor training and office equipment. However, the independent support of elementary school guidance continued and major textbooks in the field continued to appear. Anderson investigating elementary school counseling in Washington identified 93 elementary school counselors.[23] Only 28% had attended National Defense Elementary Guidance Institutes and 84% had been assigned to their jobs since 1965. This indicated, as Meeks had said that "One of the most important trends in guidance is the growth of organized programs at the elementary level."[24] This conclusion was shared by McKellar.[25]

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[21] Ibid.

[22] Milton Thomas Goedeke, "Operational and Supervisory Practices in Large City Guidance Programs With Special Reference to a Comparative Analysis of the Baltimore Schools" (unpublished Doctor's dissertation, George Washington University, 1957), p. 141.

[23] Anderson, op. cit.

[24] Anna R. Meeks, "Guidance in the Elementary School," Journal of the N.E.A., 1962, 51, pp. 30-32.

[25] Rebecca L. McKellar, "A Study of Concepts, Functions and Organizational Characteristics of Guidance in the Elementary School as Reported by Selected Elementary School Guidance Personnel" (unpublished Doctor's dissertation, Florida State University, 1963), pp. 100-132.

To summarize, the history of elementary school guidance had been shown to be closely related to child study in the field of psychology, to events in the development of educational psychology, and to the guidance movement. For forty years, growth of elementary school guidance was extremely limited. Moderate growth originated in the early 1950's. However, during the late 1950's and the early 1960's elementary school guidance mushroomed into a major development.

Certification

Concern for adequately trained teachers can be traced back to the beginning of our country. Teachers in early New England schools had to be recommended by the town minister and ministers from two adjoining towns.[26] These recommendations, however, soon gave way to the examination procedure enacted in Connecticut in 1714 where it was stated that "the selectmen in every town should examine the teachers as to their qualifications."[27] This orientation of examining teachers continued down to 1930 when California enacted degree requirements. Twenty years later, in 1950, twenty-one states had enacted such requirements.[28] By 1961, forty-four states had degree requirements for teachers.[29] So, certification had progressed from recommendation and examination to degree requirements for teachers in most of our states.

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[26]Dexter, op. cit., p. 398.

[27]Ibid.

[28]W. Earl Armstrong and T. M. Stinnett, Certification Requirements for School Personnel in the United States (Washington, D.C.: National Education Association, 1961), p. 11.

[29]Ibid.

In most states authority for certification was delegated from the governing body of the state to the state department or board of education. Forty-seven states had advisory councils or committees which provided a core of ideas for teacher standards.[30] Members of such committees came from education and the subject matter areas. A prime factor or aim in the founding of such committees appeared to be decentralization of control.[31]

Counselor certification originated in 1926 when standards for guidance workers were adopted in the state of New York.[32] In 1963 the U. S. Office of Education reported that forty-three states certified counselors.[33] In the majority of these states, teaching experience in the public schools was the prerequisite for counselor certification. Traditionally certification standards for counselors have stressed requirements which emphasized vocational guidance, testing, and understanding human behavior. Stripling identified a trend away from requiring specific courses.[34] He also related that training institutions were assuming more responsibility for the competency of their counselors.

The Division of Counseling Psychology of the American Psychological Association had expressed concern over the relatively low standards

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[30]Ibid., p. 13.

[31]Ibid.

[32]Hollis and Hollis, op. cit., p. 17.

[33]Hubert W. Houghton, op. cit.

[34]Robert O. Stripling and David Lane, "Guidance Services," Scope of Pupil Personnel Services (Washington, D.C.: U. S. Government Printing Office, 1966), pp. 25-36.

for school counselors; and had indicated their stand in the following excerpt: "States need to be courageous enough to set standards which emphasize quality, even if such standards, for a while, result in a shortage of certified people."[35] Conant indicated that a trend in teacher education existed toward higher "intellectual" standards.[36] Such a trend may have carried over to counselor certification.

Wrenn investigated counselor certification standards in 1960.[37] He found certification requirements for counselors in thirty-eight states. Course requirements for these states were technique oriented. Citing Burckel's study Wrenn said that four out of seven required courses for certification in one-half of the programs were: techniques of counseling, individual analysis, principles of guidance, and administration of guidance. To Wrenn this indicated an emphasis on a minimum level of training. From this study he concluded that "The current state certification requirements are generally limited and unimaginative, and tied to the past."[38]

In the closing section in his book on teacher certification, Conant observed that: "In none of the states do the rules have a clearly practical bearing on the quality of the teacher, or the quality of his

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[35]Division of Counseling Psychology, The Scope and Standards of Preparation in Psychology for School Counselors (Washington, D.C.: American Psychological Association, 1964), p. 6.

[36]James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 46.

[37]C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962), pp. 175-176.

[38]Ibid.

preparation . . . ."[39] In the opinion of this investigator, the same observation may be applied to counselor certification standards.

To summarize, certification standards for counselors were present in most states. Most frequently teaching experience was required. At least one authority believed the emphasis on course work resulted in a minimum level of training for the counselor. Another authority believed there was a trend away from requiring specific courses. However, most states did have specific course requirements or areas of study. Courses most frequently required were: techniques of counseling, principles of guidance, administration of guidance services, and individual testing.

Preparation Programs for Elementary School Counselors

MacMinn and Ross in a status study of guidance and student personnel preparation programs investigated elementary school guidance training programs at 120 institutions.[40] Courses emphasized were: 1) counseling 90%, 2) analysis of the individual 90%, 3) philosophy and principles of guidance 77%, 4) organization and administration of guidance 71%, 5) methods of research and evaluation 69%, 6) psychological foundations 69%, 7) occupational information 67%, and 8) practicum internships and/or supervised practice 60%.[41]

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[39]Conant, op. cit., p. 54.

[40]Paul MacMinn and Roland G. Ross, Status of Preparation Programs for Guidance and Student Personnel Workers, No. 7 (Washington: U. S. Office of Education, U. S. Department of Health, Education, and Welfare, 1959), p. 16.

[41]Ibid., pp. 16-21.

Goedeke also studied counselor preparation.[42] On a basis of an 80.8% return, he found that 76.9% of the counselors had taken a basic course in education and that 59.6% had taken a similar course in psychology. In educational psychology, he found that 61.6% of the counselors had had a course in tests and measurements, that 44.2% had taken a course in individual testing, and that 50% had taken a course in human growth and development. In guidance the counselors had taken principles of guidance, techniques of counseling, and occupational information. In addition, Goedeke found that 44% of the counselors had taken a course in mental hygiene.

Hill and Nitzschke studied preparation programs for elementary school counselors.[43] On the basis of an 84% return from persons in charge of such training programs at 154 institutions, they concluded that "The guidance function at the elementary school is not well defined."[44] Major emphasis in preparation was placed upon: 1) psychological foundations, 2) principles of guidance, 3) analysis of the individual, 4) principles and techniques of counseling, and 5) practicum.[45] Also, these investigators found that elementary school counselors came from the ranks of elementary teachers.

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[42]Goedeke, op. cit., pp. 147-148.

[43]George E. Hill and Dale F. Nitzschke, "Preparation Programs in Elementary School Guidance," American Personnel and Guidance Journal, 1961, 40, pp. 155-159.

[44]Ibid., p. 159.

[45]Dale F. Nitzschke, "Preparation Programs in Elementary School Guidance - A Status Study," American Personnel and Guidance Journal, 1965, 43 (8), pp. 751-756.

In 1965, Nitzschke using an Institutional Data Blank studied "required" courses for elementary school guidance preparation at thirty-six selected institutions.[46] All thirty-six institutions provided supervised experience in counseling. Course preference at these institutions included: guidance in the elementary school (21), guidance and counseling practicum (16), seminar in child development (13), elementary school counseling techniques (10), child psychology (9), supervised counseling (9), the exceptional child (8), and individual testing (7).

In the spring of 1967, this investigator conducted a national survey of elementary guidance training programs at selected state universities.[47] In this study a 92% return was obtained. Specific training programs were found at thirty institutions (60%). Major emphasis in course work occurred in the fields of guidance, educational psychology, and psychology. Courses most frequently required were counseling, practicum, measurement, individual testing and appraisal, and child psychology.

To summarize, preparation programs for elementary school counselors were varied. One reason put forth for the diversity in preparation programs was that the elementary school guidance and counseling function was not well defined. Most preparation programs, however, included courses from the fields of guidance, educational psychology, and psychology. Basic courses usually included in the training programs were: principles of guidance, elementary school guidance, analysis of the individual, counseling techniques, and practicum.

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[46] Ibid., p. 752.

[47] Glen D. Mills, "An Analysis of Training Programs for Elementary School Counselors at Selected State Universities," (unpublished paper).

Roles and Duties of Elementary School Counselors

Wrenn's study of school counselors in the spring of 1960 was an initial study of roles of elementary school counselors.[48] Using a "cluster sample" and on a basis of 71% return, Wrenn defined the roles of the elementary school counselors as: 1) counseling with students (one of four counselors spent 50% of his time counseling with students), 2) consulting with parents and teachers, 3) group student counseling (57% of the counselors spent one to two periods daily), and 4) follow-up study or program mechanics (75% spent one to two periods daily).

Hill also studied roles of the elementary school counselor. Utilizing a report of the Ohio Association of Counselor Educators issued by their Committee on Guidance in the Elementary School he defined the roles as:[49]

> 1. Coordination of various pupil personnel services.
> 2. Development of suitable relationships with parents and community agencies.
> 3. Adaptation and development of guidance services at the local level.

More specifically, the elementary school counselors' duties were:

> 1. To provide a service to each child through counseling.
> 2. To provide assistance to children through help in development of instruction content and method . . . .
> 3. To provide assistance to children through the conduction of small group sessions involving children with special common needs or problems.

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[48]Wrenn, op. cit., p. 192.

[49]George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), p. 51.

This report by the Ohio Association on Counselor Education was prepared in 1963. Robert Hopkins, Anthony Riccio, and Richard Stevis served on the Committee on Guidance in the Elementary School chaired by George E. Hill.

> 4. To provide help to teachers in achievement of understanding of children.
> 5. To serve as resources to parents in assisting them to provide home environments that will contribute to the development of their children.
> 6. To serve as a referral agent himself . . . .
> 7. To serve as an aid to other staff members in effecting proper referrals of children needing assistance from other agencies.
> 8. To serve as a resource person in the planning and conduct of such in-service and school-planning activities as are needed . . . .
> 9. To serve as a resource person with the principal in the organization of a guidance program that is continuous throughout the school system . . . .[50]

In October of 1964, the American Personnel and Guidance Committee on Dimensions of Elementary School Guidance presented a role definition of elementary school guidance. This definition included the following:

> 1. Counseling with individual children.
> 2. Consultant services to parents.
> 3. Developmental and longitudinal study of the individual pupil, a cooperative function with teachers, and other staff members. In testing . . . utilization and interpretation.
> 4. The coordination of collecting, organizing and interpreting pupil data.
> 5. Assistance to principal and staff in organization and development of the program.[51]

In addition, Harrison identified a specific task for the elementary school counselor in early identification of gifted children.[52] The task was accomplished through testing and consultant work with teachers.

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[50] Ibid., pp. 52-53.

[51] American Personnel and Guidance Association, Dimensions of Elementary School Guidance (Washington: American Personnel and Guidance Association, 1964), pp. 1-15. (Mimeographed.).

[52] Edna L. Harrison, "The Counselor's Role in the Early Identification of Gifted Children," The Personnel and Guidance Journal, 1961, 39, pp. 735-738.

Involved in this process, however, was the interwoven problem of identifying the gifted underachiever who frequently was overlooked in the search for gifted children.[53]

McKellar also studied the role of the elementary school counselor. Three-fourths of the counselors she contacted agreed that counseling with children that emphasized their developmental needs was of primary importance. These counselors indicated that they should spend more time helping parents and children. As a group these school counselors had prior experience in elementary school teaching.[54]

Anderson in the state of Washington found that elementary school counselors ". . . were principally involved in testing programs, referral activities, record keeping, or remedial work."[55] These counselors as a group had an average of eighteen quarter hours of work in guidance. In contrast counselors who identified their basic activities as individual and group counseling with parents, and consulting with teachers had an average of forty-eight quarter hours.[56]

Raines studied the role of elementary school counselors in grades one through six in Ohio.[57] He concluded that elementary counselors in that state came with preparation and experience in the secondary school. He

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[53]Edna L. Harrison, "The Elementary School Counselor and the Gifted Underachiever," The Personnel and Guidance Journal, 1963, 41, pp. 716-719.

[54]McKellar, op. cit.

[55]Anderson, op. cit., p. 3.

[56]Ibid.

[57]Bill Gene Raines, "A Study of the Role of the Counselor in the Elementary Schools of Ohio" (unpublished Doctor's dissertation, Ohio University, 1964), pp. 75-100.

found that programs with the pupil personnel services orientations were extensive. Guidance services most frequently used by the counselors were counseling and group diagnostic testing. Guidance services most infrequently used were vocational guidance and research. Raines concluded that elementary counselors in Ohio were not in agreement as to the role of the elementary counselor.

In the state of Washington Mottishaw studied the elementary school counseling. She found a positive correlation of .68 (significant at the .001 level) between actual and ideal roles of elementary counselors.[58]

In California the State Department of Education did an analysis of the work day of 230 elementary school counselors. The department reported that 50% of the time of these counselors was spent with students, 17% with teachers, 12% with parents, and 10% with school administrators.[59]

To summarize, major roles of elementary school counselors were counseling with students, counseling with parents and teachers, and coordination of the guidance services. These roles were implemented through a team approach. One writer in the field defined for the elementary counselor roles in identifying gifted children and gifted underachievers.

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[58]Marjorie Powell Mottishaw, "An Analysis of Counselors' Roles in the State of Washington" (unpublished Doctor's dissertation, Washington State University, 1964).

[59]Elementary School Counselors in California, No. 13 (Sacramento: California State Department of Education, April, 1965), p. 3.

CHAPTER III

METHOD AND PROCEDURE

The purpose of this study was to secure and analyze data concerning characteristics of elementary school counselors in Missouri and Oklahoma, the guidance services, and the duties counselors performed. The purpose of this chapter was to put forth the method and procedure of the study.

Method of the Study

The method of this investigation was one of a normative survey. Good said: "The normative survey is directed toward ascertaining the prevailing condition."[1] Elaborating on the value of such a study, he pointed out:

> A study of the status of conditions at any given time may be repeated later, thus affording descriptions at different periods of time so that comparisons can be made, the direction of change noted and evaluated, and future growth guided. This is of no small importance in a society that is as complex and rapidly changing as ours.[2]
>
> As for the value of the normative-survey data in affording a basis for inference that may aid in solving practical problems, it may be said that this kind of data will probably be more highly

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[1]Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Education Research (New York: D. Appleton-Century Company, 1936), p. 287.

[2]Ibid., p. 290.

> regarded . . . in helping . . . solve practical problems than are the principles and laws growing out of experimentation in the laboratory.[3]

Good continued to say that "Solutions do not lie in data; they result from thinking, with the help of the increased insight which grows out of data."[4]

This investigation was a mail questionnaire type of survey. One advantage of this type of survey was that it allowed the investigator to collect data from widely scattered sources.[5] David Wallace said, ". . . the results of a mail survey may very well be the same as those obtained through other methods of inquiry."[6]

Concerning the valid use of the mail questionnaire Wallace wrote:

> Because of the apparent economy and simplicity of conducting a survey by mail, this device has been, beyond question, grossly abused . . . in the more sophisticated levels of the research fraternity there has grown up a pervading suspicion of any survey conducted by mail.
>
> This position, however, may be too rigid. For while we hold no brief for the indiscriminate use of the mail questionnaire (or, indeed, for any other single interrogatory tool), we have seen some areas in which the berated mail questionnaire can be used to good practical advantage - and even some where it has seemed rather preferable to surveys by interviews.[7]

Two criteria important for obtaining valid data by mail identified by Havemann and West but reported by Wallace were: 1) homogeneous samples

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[3]Ibid., p. 291.

[4]Good, op. cit., p. 291.

[5]Ibid., p. 325.

[6]David Wallace, "A Case For and Against Mail Questionnaires," Public Opinion Quarterly, 1954, 28, p. 40.

[7]Ibid., p. 41.

by level of education, and 2) homogeneity of interest.[8] Since elementary school counselors had common interests as indicated by their membership in a professional organization and since most of them had master degrees, these factors indicated that valid data for this study could be obtained by using a mail questionnaire.

Nonresponse Bias

Involved in this survey which employed a mail type inventory was the problem of obtaining an adequate number of responses since 100 percent response rarely was achieved. So, the question arose: How did those who did answer differ from those who did not respond? Zimmer related:

> A considerable body of literature points to the possibility that nonrespondents may differ markedly from respondents in any survey sample, and that neither group may constitute an unbiased sample of the population by itself.[9]

A common attack on the problem of an adequate return or response usually was to attack the problem by using various devices to increase follow-up communications which in turn increased the total number of responses. This hardly solved the problem since a residue of nonresponses remained which may have prejudiced the sample. The use of such devices, however, may have achieved such a high response that it would be impossible to alter the obtained results.

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[8] Ibid.

[9] Herbert Zimmer, "Validity of Extrapolating Nonresponse Bias from Mail Questionnaire Follow-ups," Journal of Applied Psychology, 1956, 40, pp. 117-121.

A better method to account for the nonrespondents was by personal interview. However, Zimmer related: ". . . this is rarely done, since . . . (it) is costly and time consuming."[10]

Baur using a mail questionnaire to investigate veteran eligibility for education under the G.I. Bill found nonrespondents to show a gradual decrease in education.[11] Wallace also found that level of education was related to frequency of response to mail questionnaires.[12]

Ford and Yeisel investigated the nonresponse bias with former employees. They found that nonrespondents were held in lower esteem by their former supervisors.[13]

The findings of Baur, Wallace, and Ford and Yersel had implications for this study. The findings indicated that the nonrespondents of this study would have less training than the respondents, and would "fit" in less congruously in their respective school setting.

Since a bias was present due to the nonresponse characteristic of the sample the question arose: At what point did the bias begin to significantly affect the results? Often the onset of significant influences varied with individual variables. However, Withey writing in the Encyclopedia of Educational Research indicated that a nonresponse rate of greater than 20 percent generally significantly influenced results.

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[10] Ibid.

[11] E. J. Baur, "Response Bias in A Mail Survey," Public Opinion Quarterly, 1947, 11, pp. 594-600.

[12] Wallace, op. cit., p. 48.

[13] R. N. Ford and H. Yeisel, "Bias in Mail Surveys Cannot Be Controlled by One Mailing," Public Opinion Quarterly, 1949, 13, pp. 435-444.

He said:

> With a nonresponse rate of 20 percent or less, although the unobtained respondents differ from the majority interviewed, they are sufficiently heterogeneous and their number is sufficiently small to virtually guarantee that their inclusion would not significantly alter the results for any percentage figure.[14]

For this study the nonresponse criterion of 20 percent or less was adopted.

Procedure

The initial step of this study was the identification of the problem area, the development of the problem, and the review of the literature related to the problem. The second step was to set up the sample. This was accomplished by contacting the state departments of education of Missouri and Oklahoma. Next, The Elementary School Guidance and Counseling Inventory was developed, and the sample was updated. Then, using elementary school counselors in Wichita, Kansas, the reliability of the instrument was established by the test-retest method. Next, the instrument was mailed to elementary school counselors in Missouri and Oklahoma to collect the data. Follow-ups by mail and telephone were conducted to obtain an acceptable return. Finally the data were analyzed, conclusions were drawn, and the study was written up.

The Instrument

The Elementary School Guidance and Counseling Inventory (see Appendix B, pp. 100-105) was constructed to provide descriptive information about the sample, the guidance services, and the duties of elementary

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[14]Stephen B. Withey, "Survey Research Methods," Encyclopedia of Educational Research, ed. Chester W. Harris (3rd ed. rev.; New York: The MacMillan Company, 1960), p. 1448.

school counselors. Information about the community, the counselor's base school, and the counselor was sought to describe the sample. Information concerning the counselor was sought as to age, sex, degrees, certificates, school experience, and training. The researcher believed these variables to be relevant to counseling and guidance research.

Guidance services identified and defined in The Elementary School Guidance and Counseling Inventory were taken from textbooks of recognized writers in the field (see Appendix C, pp. 106-107). These textbooks were believed by the researcher to be representative of the field of guidance. All guidance services named by at least three of the ten authorities were included. These guidance services were: 1) counseling, 2) information, 3) placement, 4) individual inventory, 5) follow-up, 6) orientation, 7) group guidance, 8) records, 9) occupational information, 10) testing, 11) research, 12) referrals, and 13) evaluation.

The list of duties of elementary school counselors was compiled by tabulating the duties listed by twenty-six elementary school counselors in Wichita, Kansas (see Appendix D, pp. 108-111). Each counselor was mailed An Elementary School Counselor Duty Listing Form and was asked to list the duties he (or she) performed. This produced a list of fifty-eight duties. These duties were incorporated in the instrument. Next, the reliability of items describing duties of elementary school counselors was established (see the following section on Reliability for the procedure). Items with high positive reliabilities were kept and those with unacceptable reliabilities were dropped from the instrument. Since neither the listed guidance services nor the duties were totally inclusive of all possible guidance services or duties, space was provided in the instrument so that free or open responses could be written in by counselors.

Reliability

Kerlinger defined reliability as: ". . . stability, consistency, predictability."[15] In this study it was important to know the stability or consistency of the information collected. To establish the stability of the data collected an estimate of the reliability of The Elementary School Guidance and Counseling Inventory was made. The test-retest method yielding a coefficient of stability was used. In establishing reliability by the test-retest method Noll cautioned, ". . . it is particularly important to use a test of adequate length and to provide an interval of several days between successive testing."[16] Instead of days, however, Nunnally said that between two and four weeks, memory was an influential factor in causing overestimates of reliability.[17] Thereafter, he indicated that memory became less influential as a source of overestimation of reliability. To limit the influence of memory as a factor creating overestimates of reliability the longer time interval of four weeks between the test and retest was used. So, the ". . . length of time between the administration of the test . . ."[18] was a factor affecting the size of coefficients of stability; however, this was adequately controlled. Also, memory of specific items in the test instrument influenced the reported stability coefficients as did changes in the tested population during the administrations of the instrument.

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[15]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1965), p. 444.

[16]Victor H. Noll, Introduction to Educational Measurement (2nd ed. rev.; Boston: Houghton Mifflin Company, 1965), p. 89.

[17]Jum C. Nunnally, Educational Measurement and Evaluation (New York: McGraw-Hill Book Company, 1964), p. 85.

[18]Downie and Heath, op. cit., pp. 191-192.

To establish the reliability of The Elementary School Guidance and Counseling Inventory the instrument was mailed to twenty-six elementary school counselors employed in the public schools of Wichita, Kansas. The counselors were asked to completely fill in the requested information. Twenty-two counselors did as instructed and four counselors refused to participate in the reliability study. Four weeks later the twenty-two responding counselors were contacted again and asked to respond to the instrument. Two of these counselors omitted the section on duties.

Since The Elementary School Guidance and Counseling Inventory was comprised of three different sections stability indexes were reported for each section. These sections were: 1) information concerning the counselor and the school, 2) the guidance services, and 3) specific duties of the elementary school counselors. For sections one and two stability was recorded by: 1) the percentage of identical information, 2) the percentage of altered information, and 3) the percentage of new information introduced. For section three, duties of elementary school counselors, the data were ranked according to the percentage of time spent performing counselor duties. Then, using the ranks from the test and retest data correlation coefficients were computed. The question arose as to how high these coefficients of stability should be. Davis said, "Experience has shown that measuring characteristics of individuals, scores with reliability coefficients below .75 are rather inefficient."[19]

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[19]Frederick B. Davis, Educational Measures and Their Interpretations (Belmont, California: Wadsworth Publishing Company, Inc., 1964), p. 24.

Two criteria were used to select items for The Elementary School Guidance and Counseling Inventory. For sections one and two, information concerning the counselor, school, and guidance services, the criterion was 70% identical information on the test-retest. For section three, duties of elementary school counselors, items were selected that 50% of the counselors had responded to and that had high positive correlation coefficients averaging .80 or higher (see Appendix E, pp. 112-126 for the reliability data).

Validity

For this study it was assumed that The Elementary School Guidance and Counseling Inventory was valid as stated (see Basic Assumptions). This assumption was based on a statement on validity by McCormick and Francis:

> Validity may also be established by agreement: that is all competent persons are in agreement that the meaning of answers to the questionnaire is clear and consistent.[20]

Summary

In this chapter the method and procedure of the study were discussed. Factors influencing the nonresponse bias were pointed out and a response criterion of 80% for the questionnaire or inventory was established. Also, the procedure for conducting the study was related including the development of the instrument and the establishment of its reliability.

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[20]Thomas C. McCormick and Roy G. Francis, Methods of Research in the Behavioral Sciences (New York: Harper Brothers, 1950), p. 119.

CHAPTER IV

PRESENTATION OF THE DATA

The purpose of this chapter was to present the data collected and anlayzed in this study. The data were presented by state and level of counselor training. Included in this chapter was a discussion of the statistical techniques used to analyze the data. A discussion and interpretation of the data followed.

Response to the Inventory

An 85% return was achieved for this mail survey (see Appendix F, p. 128). Of the 192 employed elementary school counselors in Missouri and Oklahoma that were contacted, 164 responded to the inventory.[1] Responses to different items in the inventory, however, varied below this return level. The response to each item was reported in the table where the data were presented. The 85% return was achieved through the use of three mailings and telephone calls. Thirty-five percent or 66 counselors responded to the first letter. An additional 27% or 53 counselors responded to the second letter. Then, a third letter combined with a telephone call was used. This procedure yielded an additional 23% or 45

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[1]In this study 197 elementary counselors in Missouri and Oklahoma were identified and contacted by mail. Of these certified counselors, 169 responded to the inventory. However, 5 (1%) of these persons were not employed as counselors. These responses were deleted from the sample.

more replies. So, the response group consisted of an 85% return or 164 replies from counselors. This response adequately met the criterion of 80% for mail surveys suggested by Withey in the Encyclopedia of Educational Research and reported in Chapter III on method and procedure of the study. Therefore, the response was adequate to justify making generalizations concerning the populations of elementary school counselors in Oklahoma and Missouri.

Base School Communities

In order to present data on populations of communities where base schools were located, Table I was prepared (see p. 46). These data represented responses from counselors at 149 base schools. This table presented a five category classification of community populations. As indicated in the table, 27% of the elementary school counselors were located at base schools where the community population was less than 1,000. Approximately 20% of these counselors were from Oklahoma. They came from all levels of training, but 15.5% were master degree counselors. Of the 7% that came from Missouri, 3.3% were master degree counselors. The data cited in this table also showed that 42% of the counselors were located at base schools in communities varying in population from 1,000 to 9,999. This percentage consisted of 20.5% of counselors from Oklahoma and 21.5% from Missouri. Except for bachelor degree counselors the percentages were comparable at each level of training. Of the counselors in the study, 20% were employed at base schools located in communities 10,000 to 49,999 population. This percentage consisted of 15% from Missouri and 5% from Oklahoma. One-half or 10% of these counselors were master degree counselors with guidance majors. Eight percent were from Missouri; whereas,

only 2.7% were from Oklahoma. The cited data showed that more counselors in Missouri were located in larger populated base school communities than counselors in Oklahoma.

Data on distance from the base school community to a major metropolitan area of 100,000 population was presented in Appendix F of this report (see p. 140). These data showed that 30% of the counselors were located in communities 0-49 miles from such an area, that 57% were located 50-150 miles away, and that 11% were located 151-300 miles from such a city. Inspection of these data revealed that 22% of the counselors who described their base school community as 0-49 miles from a major city were from Missouri and only 8% were from Oklahoma. Of those counselors who described their communities as 50-150 miles from a major metropolitan area, 20% were from Missouri and 37% were from Oklahoma. Of the 11% of the counselors who described their communities as 151-300 miles from a major city, 6.4% were from Missouri and 4.5% were from Oklahoma. These cited data indicated that more counselors in Missouri were located nearer a major city of 100,000 population than were counselors in Oklahoma.

Table II (see p. 47) afforded a comparison of the major occupations of persons in base school communities. The data presented represented responses of elementary school counselors at 164 base school communities. An inspection of the data in this table showed that 40% of the persons in base school communities were farmers. Of this percentage 23% in Oklahoma farmed while 17% in Missouri farmed. Counselors that served base schools in farm communities came from all levels of training; however, 16% were counselors with master's degrees and nonguidance majors. Also, Table II showed that 18% of the counselors with master's degrees and

TABLE I

BASE SCHOOL COMMUNITY POPULATIONS
AS REPORTED BY 149[a] COUNSELORS

	OKLAHOMA		MISSOURI		TOTAL	
	N	%	N	%	N	%
Bachelor Degree Counselors						
0-999	6	(4.0%)	6	(4.0%)	12	(8.0%)
1,000-9,999	4	(2.7%)	8	(5.4%)	12	(8.1%)
10,000-49,999	3	(2.0%)	4	(2.7%)	7	(4.7%)
50,000-99,999						
More than 100,000	1	(0.7%)	1	(0.7%)	2	(1.4%)
Master Degree Counselors with Guidance Majors						
0-999	11	(7.4%)	2	(1.3%)	13	(8.7%)
1,000-9,999	15	(10.1%)	13	(8.7%)	28	(18.8%)
10,000-49,999	4	(2.7%)	12	(8.1%)	16	(10.8%)
50,000-99,999	1	(0.7%)	3	(2.0%)	4	(2.7%)
More than 100,000	1	(0.7%)	4	(2.7%)	5	(3.4%)
Master Degree Counselors with Nonguidance Majors						
0-999	12	(8.1%)	3	(2.0%)	15	(10.1%)
1,000-9,999	13	(8.7%)	11	(7.4%)	24	(16.1%)
10,000-49,999			6	(4.0%)	6	(4.0%)
50,000-99,999						
More than 100,000	3	(2.0%)	2	(1.4%)	5	(3.4%)
Error Due to Rounding Off		(-0.2%)				(-0.2%)
Total	74	(49.6%)	75	(50.4%)	149	(100%)

[a]This item response of 149 elementary school counselors represented a response of 77.6% of the counselors identified in this study.

TABLE II

A FOUR CATEGORY CLASSIFICATION OF OCCUPATIONS
OF PERSONS IN BASE SCHOOL COMMUNITIES
AS REPORTED BY 164[a] COUNSELORS

	OKLAHOMA		MISSOURI		TOTAL	
	N	%	N	%	N	%
Bachelor Degree Counselors						
Industrial	3	1.6%	8	4.2%	11	5.8%
Service Occupations	4	2.1%	5	2.6%	9	4.7%
Farming	8	4.1%	11	5.7%	19	9.8%
Other	2	1.0%	3	1.6%	5	2.6%
Master Degree Counselors with Majors in Guidance						
Industrial	17	8.8%	17	8.8%	34	17.6%
Service Occupations	11	5.7%	12	6.2%	23	11.9%
Farming	19	9.8%	8	4.1%	27	13.9%
Other			5	2.6%	5	2.6%
Master Degree Counselors with Nonguidance Majors						
Industrial	5	2.6%	10	5.2%	15	7.8%
Service Occupations	3	1.6%	7	3.6%	10	5.2%
Farming	18	9.3%	13	6.7%	31	16.0%
Other	2	1.0%	3	1.6%	5	2.6%
Error due to Rounding Off				(-0.5%)		(-0.5%)
Total	92	(47.6%)	102	(52.4%)	194[a]	(100%)

[a]These categories were not mutually exclusive; therefore, the total response exceeded 164. This item response of 164 counselors represented 85.4% of the population.

guidance majors were located in base school communities where the major occupation was described as industrial.

Base School Populations

The data cited in Table III (see p. 49) concerned student populations at 164 base schools. The t-test afforded a comparison of the means so that significant differences were denoted. Table III showed that student populations at base schools in Missouri were significantly larger by at least 200 than base school populations in Oklahoma. This conclusion held for schools served by counselors at all levels of training though the significance varied from the .05 level with master degree counselors to .10 level with bachelor degree counselors.

In Table IV (see p. 50) data were presented on the size of the faculty at base schools. The t-test was used to test the difference between means since small samples were incurred. The data showed that bachelor degree counselors in Missouri were employed at base schools with significantly larger faculties than counselors in Oklahoma. Master degree counselors with guidance majors in Missouri also were employed at larger base schools served by more faculty members than counselors at the same level of training in Oklahoma. The significance, however, was reported at the .10 level. Also, the data showed that master degree counselors with nonguidance majors in Missouri worked at base schools served by five more faculty members than counselors in Oklahoma. This difference, however, was not significant.

TABLE III

ANALYSIS OF MEAN STUDENT POPULATIONS
AT 164[a] BASE SCHOOLS

	OKLAHOMA		MISSOURI			
	N	MEAN	N	MEAN	t	P
Bachelor Degree Counselors						
Former Students	9	352.50	12	495.00		
New Students	5	22.50	10	77.38		
Total	14	375.00	22	572.38	1.37	.10
Master Degree Counselors with Majors in Guidance						
Former Students	30	405.51	26	578.17		
New Students	16	52.41	23	90.04		
Total	46	457.92	49	668.00	1.91	.05
Master Degree Counselors with Nonguidance Majors						
Former Students	25	315.59	19	586.26		
New Students	11	41.72	15	121.74		
Total	36	357.31	34	708.00	1.80	.05

[a]This item response represented 85% of the counselors contacted.

TABLE IV

AN ANALYSIS OF THE MEAN NUMBER OF FACULTY MEMBERS AS REPORTED BY COUNSELORS AT 154[a] BASE SCHOOLS

	OKLAHOMA		MISSOURI			
	N	MEAN	N	MEAN	t	P
Bachelor Degree Counselors						
1 - 25	12	17.50	8	19.71		
26 - 50	3	29.00	9	53.33		
51 or more			3	63.33		
Total	15	23.50	20	33.00	1.94	.05
Master Degree Counselors with Guidance Majors						
1 - 25	18	18.65	11	21.56		
26 - 50	14	34.55	19	34.31		
51 or more			4	64.00		
Total	32	24.45	34	33.40	1.32	.10
Master Degree Counselors with Nonguidance Majors						
1 - 25	22	17.37	11	19.70		
26 - 50	8	35.33	12	32.27		
51 or more						
Total	30	20.85	23	26.29	1.05	

[a]The item response of 154 elementary school counselors represented 80.2% of the defined counselor population.

According to the data in Table III, Missouri counselors with master's degrees and nonguidance majors served schools with an average population of 708. In Oklahoma, counselors at this level of training served student populations averaging 357 students. The difference between these means was significant at the .05 level. The data presented above showed that master degree counselors with nonguidance majors in Missouri worked at base schools with an average of 26 faculty members. In Oklahoma, however, counselors at this level of training worked at base schools with an average of 21 faculty members. This difference, however, was not significant. Two explanations were offered: 1) the faculty-student ratios at these schools in Missouri were greater, or 2) the apparent contradiction arose due to the unreliability of the data.

Characteristics of Elementary School Counselors in Oklahoma and Missouri

In this section data were presented on relevant counselor variables. Among these were: age, sex, student-counselor ratios, graduate major, and courses taken in counselor training.

Table V. (see p. 52) presented data on the age and sex of counselors. These data were expressed by number and average. In this table the average age of elementary school counselors in both states clustered around 40. In Oklahoma, however, female bachelor degree counselors had an average age of 33 which was considerably lower. Also, in Oklahoma more than one-half of the elementary school counselors were men. This was true at all levels of training. In Missouri though two out of three elementary school counselors were women.

TABLE V

SEX AND AVERAGE AGE OF 144[a] ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA		MISSOURI	
	N	AVERAGE AGE	N	AVERAGE AGE
Bachelor Degree Counselors				
Male	7	44.67	7	40.42
Female	5	33.00	14	42.93
Master Degree Counselors with Guidance Majors				
Male	17	43.06	11	35.56
Female	14	45.07	22	40.68
Master Degree Counselors with Nonguidance Majors				
Male	14	46.29	9	41.00
Female	8	44.13	16	45.69

[a]Seventy-five percent of the counselors responded to the items about sex and age.

In this study extensive data were collected about elementary school counselors. Data classified by the writer as generally supporting the problem of this study and of minor importance was placed in Appendix F (see pp. 127-145). These topics included degrees of elementary school counselors, graduate major, office location, number of schools served by the counselors, and percentage of time spent in guidance. Data on degrees held by counselors (see p. 131) showed that 22% of the elementary school counselors had bachelor's degrees, 70% had master's degrees, 5% had specialist's degrees, and nearly 2% had doctorates. For the graduate major (see p. 132) 58% of the counselors had guidance majors, 16% had majors in administration, 16% had majors in other educational areas, and the remainder had majors in the liberal arts.

Data on the counselor's office, number of schools served by the counselor, and the percentage of time he spent in guidance and counseling also were presented in Appendix F (see pp. 133-135). The data on office location showed that 58% of the elementary school counselors in Missouri and Oklahoma were located near the school administration office. Seventeen percent were located near the library and 26% were located "elsewhere." The percentages were rather evenly distributed between the states except for the "elsewhere" category which consisted of 8% Oklahoma counselors and 18% Missouri counselors. These offices for the most part (82%) had only one counseling booth, but some (16%) had two counseling booths. The data on number of schools served by elementary school counselors (see p. 134,Appendix F) revealed that 46% of the counselors served only one school. This percentage consisted of 28% from Oklahoma and 18% from Missouri. The data cited showed that 70% of the counselors served no

more than two schools. Information on the percentage of time elementary school counselors spent in guidance and counseling (see p. 135) showed that 76% of the counselors spent 80 to 100% of their time in guidance and counseling.

The data presented in Table VI (see p. 55) concerned student-counselor ratios. Means and standard deviations were used to analyze the data. The t-test was used to test the difference between means. As suggested by the data, student-counselor ratios were at least 300 higher at all levels of training in Missouri than in Oklahoma. These data indicated that counselors in Missouri served significantly larger student populations.

Data on teaching and counseling experience was provided in Appendix F (see pp. 142-143). The mean years of teaching or counseling experience was used to report the data. The t-test provided a test of significance. An inspection of the data showed that master degree counselors with guidance majors in Oklahoma had an average of 14.1 years teaching experience. Counselors in Missouri at this level of training had a mean of 9.2 years teaching experience. This difference was significant at the .05 level. The data on counseling experience showed that Oklahoma master degree counselors with majors in guidance had a mean of 4.5 years counseling experience as compared with a mean of 2.0 years experience for Missouri counselors trained at the same level. This difference was significant at the .01 level. Also, Oklahoma master degree counselors with nonguidance majors had an average of 5.7 years counseling experience as compared with a mean of 2.4 years counseling experience for counselors from Missouri at this level of training. This difference yielded a t-value of 1.89 which was significant at the .05 level.

TABLE VI

AVERAGE STUDENT-COUNSELOR RATIOS
OF 145[a] ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI				
	N	MEAN	S.D.	N	MEAN	S.D.	t	P
Bachelor Degree Counselors	15	312	347	19	881	260	1.85	.05
Master Degree Counselors with Guidance Majors	29	600	222	32	1009	206	2.45	.01
Master Degree Counselors with Nonguidance Majors	25	512	243	25	879	245	1.79	.05

[a]The item response of 145 elementary school counselors represented 75.5% of the counselors answering this item.

Table VII (see p. 57) presented courses most frequently included in the training of elementary school counselors in Missouri and Oklahoma. Percentages were used to show the proportion of counselors that had taken each course in their elementary counselor training. These percentages were used to rank the courses from those most frequently included to those least often included. In this manner the data were summarized and presented for each state. As the data showed, priority in counselor course work in Missouri was given to individual testing. In Oklahoma, however, priority was given to the study of principles of guidance. In both states child psychology and individual counseling had been included in the training of four of five elementary counselors.

In Table VIII (see p. 58) data were presented on the rank order agreement of twenty-two courses included in the course work of counselors at each level of certification and training. These listed courses were presented in Table VII. Courses checked by counselors in the inventory were tabulated at each level of training in each state. Percentages were computed and the courses were ranked according to the proportion of counselors who had taken the courses. Using Seigel's method to correct for ties, intercorrelations were computed between the defined groups. The significance of these correlations was tested with the t-test for correlations. Significant findings were reported at the .05 and .01 levels. The data in this table suggested that much agreement existed at all levels of training among counselors in Oklahoma and Missouri as to the rank order of courses included in their training.

TABLE VII

PERCENTAGE AND RANK OF TWENTY-TWO COURSES OF TWO OR THREE HOUR CREDIT INCLUDED IN COUNSELOR TRAINING OF 164 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA		MISSOURI	
	PERCENTAGE	RANK	PERCENTAGE	RANK
Principles of Guidance	92	1	90	2
Measurement	88	2	74	9
Information and Vocations	87	3	32	16
Child Psychology	85	4	87	3
Individual Counseling	81	5	83	4
Practicum	74	6	79	7
Individual Testing	68	7	96	1
Elementary Curriculum	64	8	36	15
Organization of Guidance	61	9	47	13
Human Growth and Development	60	10	21	17
Philosophy of Education	57	11	58	11
Statistics	49	12	80	6
Mental Hygiene	40	13	82	5
Exceptional Children	36	14	77	8
Elementary School Guidance	32	15	49	12
Remedial Reading	29	16	60	10
Introduction to Sociology	21	17	15	19
Research	20	18	46	14
Learning Theories	14	19	14	20
Student Personal Services	12	20	19	18
Sociology of the Family	7	21	11	21
Internship	4	22	8	22

TABLE VIII

RANK ORDER INTERCORRELATIONS OF TWENTY-TWO COURSES INCLUDED IN THE TRAINING OF 164 ELEMENTARY SCHOOL COUNSELORS IN MISSOURI AND OKLAHOMA

CORRELATION COEFFICIENT		OKLAHOMA			MISSOURI		
		BA	MA_1	MA_2	BA	MA_1	MA_2
OKLAHOMA							
	BA		.34	.38[b]	.32	.54[a]	.33
	MA_1			.64[a]	.34	.59[a]	.30
	MA_2				.13	.33	.35
MISSOURI							
	BA					.39[b]	.32
	MA_1						.49[b]

BA = Bachelor degree counselors
MA_1 = Master degree counselors with guidance majors
MA_2 = Master degree counselors with nonguidance majors
a = Significant at .01 level
b = Significant at the .05 level

Guidance Services

Elementary counselors at each level of certification and training indicated that guidance services identified by ten major textbook writers were provided in their schools. The textbooks were selected by the researcher and believed to be representative of books in the field of guidance (see Appendix C, p. 107). These guidance services were testing, counseling, records, referrals, individual inventory, information, occupational information, group guidance, placement, evaluation, orientation, follow-up, and research. Data on these guidance services were presented in Table IX (see p. 60) by using percentages. The percentages indicated the proportion of counselors in each state that provided each guidance service. These percentages were used to rank the guidance services. The data showed that in both states testing was the guidance service most frequently provided though in Missouri testing and counseling shared the same rank.

Table X (see p. 61) presented data on the rank order of guidance services compiled at each level of training and correlated with the rank order of guidance services compiled from ten selected textbooks (see p. 107). The purpose of this table was to show the degree of ordinal agreement for guidance services between textbook writers and practitioners at different levels of training in Missouri and Oklahoma. The procedure was to tabulate counselor responses at each level of training and to rank the guidance services according to the occurring frequencies. Then, rank order correlations were computed and t-tests were used to test their significance. The data clearly indicated that little agreement existed between counselors and textbook writers as to the rank order of guidance services for the elementary school.

TABLE IX

PERCENTAGE AND RANK OF GUIDANCE SERVICES IDENTIFIED BY 164 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA		MISSOURI	
GUIDANCE SERVICE	PERCENTAGE	RANK	PERCENTAGE	RANK
Testing	86	1	91	1.5
Counseling	83	2	91	1.5
Records	76	3	75	3
Referrals	65	4	68	5
Individual Inventory	59	5	72	4
Information	57	6	44	7
Occupational Information	43	7	32	9
Group Guidance	40	8	47	6
Placement	36	9	28	11
Evaluation	28	10	42	8
Orientation	23	11	31	10
Follow Up	21	12	23	12
Research	11	13	13	13

TABLE X

ANALYSIS OF CORRELATIONS BETWEEN GUIDANCE SERVICES IDENTIFIED BY 164 ELEMENTARY SCHOOL COUNSELORS AND THOSE IDENTIFIED BY TEN SELECTED TEXTBOOK WRITERS

STATE	LEVEL OF TRAINING	RHO	t	SIGNIFICANCE
Missouri				
	Bachelor Degree Counselors	.07	.23	Not Significant
	Master Degree Counselors with Guidance Majors	.07	.23	Not Significant
	Master Degree Counselors with Nonguidance Majors	.03	.10	Not Significant
Oklahoma				
	Bachelor Degree Counselors	.29	1.01	Not Significant
	Master Degree Counselors with Guidance Majors	.20	.68	Not Significant
	Master Degree Counselors with Nonguidance Majors	.21	.71	Not Significant

Table XI (see p. 63) afforded a comparison of the data in Table X in that intercorrelations were presented showing agreement of the frequency rank order of guidance services provided by counselors at each level of training in Missouri and Oklahoma. The procedure was to compute correlations from ranks previously compiled at each level of training. The t-test was used to test the significance of the correlations. All correlations were highly significant. Only one value was significant at the .05 level. The remaining correlation coefficients were significant at the .005 level. These data indicated that elementary school counselors in Oklahoma and Missouri were in high agreement as to the rank order of guidance services provided in public elementary school. In essence, these data showed that similar guidance services were provided by counselors in Missouri and Oklahoma at all levels of training.

The data presented in Tables X and XI provided a sharp contrast between the rank order or priority order of guidance services defined by ten textbook writers and those defined by counselors in the field. While counselors showed little agreement with textbook writers as to the priority of guidance services, they were in high agreement among themselves. Why this lack of agreement with theorists or textbook writers developed was open to question; however, it may have indicated a wide communication gap between theorists and practitioners.

Duties of Elementary School Counselors

In Tables XII, XIII, and XIV data were presented on duties of elementary school counselors. These data were presented according to the defined levels of training. In each table the duties were presented

TABLE XI

RANK ORDER INTERCORRELATIONS OF GUIDANCE SERVICES IDENTIFIED BY COUNSELORS AT DIFFERENT LEVELS OF CERTIFICATION AND TRAINING

CORRELATION COEFFICIENT		OKLAHOMA			MISSOURI		
		BA	MA_1	MA_2	BA	MA_1	MA_2
OKLAHOMA							
	BA		.77	.88	.83	.80	.88
	MA_1			.93	.82	.52[a]	.93
	MA_2				.78	.72	.76
MISSOURI							
	BA					.82	.93
	MA_1						.82

BA = Bachelor degree counselors
MA_1 = Master degree counselors with guidance majors
MA_2 = Master degree counselors with nonguidance majors
a = This value was significant at the .05 level. All other values were significant at the .005 level

along with a simple tabulation of the number and percentage of counselors performing each duty. The duties were presented in descending order according to the number of counselors indicated in the first column.

The data in Table XII (see p. 65) presented the listed duties of bachelor degree counselors. These data were recorded by number and percentage of counselors performing each duty. The purpose of this table was to present the compiled major duties of counselors with bachelor's degrees. Major duties were defined as those checked by five or more counselors in each state. Inspection of the data revealed that two-thirds or more of the bachelor degree counselors in Oklahoma (10) performed thirteen major duties. In Missouri one-half or more of the counselors (12) performed twelve of the listed duties.

The data cited in Table XIII (see p. 66) was a tabulation of duties of elementary school counselors with master's degrees and guidance majors. This table presented a compiled list of seventeen major duties. The data were presented by number and percentage of counselors performing each duty. These data provided a basis for comparing duties of elementary school counselors at each level of training. The data showed that one-half of these counselors in Oklahoma (18) performed twelve listed duties and that one-half of the counselors from Missouri (18) performed ten of the listed duties. Essentially these were the same or similar duties as those identified by counselors with bachelor's degrees.

Table XIV (see p. 67) presented the listed duties of elementary school counselors with master's degrees and nonguidance majors. This table, too, provided a basis for comparing duties of elementary school counselors at each defined level of training. Inspection of these data showed that

TABLE XII

A FREQUENCY TABULATION OF MAJOR DUTIES[a] OF 37 ELEMENTARY SCHOOL COUNSELORS AT THE BACHELOR DEGREE LEVEL OF TRAINING

	OKLAHOMA COUNSELORS		MISSOURI COUNSELORS	
MAJOR DUTIES	N	%	N	%
Individual intelligence testing	15	100	22	100
Individual counseling with parents	15	100	20	91
Individual counseling with teachers	15	100	19	86
Individual counseling with students	15	100	19	86
Individual counseling with administrators	14	93	18	82
Record keeping	14	93	18	82
Parental interviews	13	87	14	64
Identifying students for special education	12	80	18	82
Conferring with the reading specialist	12	80	13	59
Conferring with the school nurse	11	73	19	86
Working in public relations	10	67	13	59
Group testing	10	67	6	27
Clerical work	10	67	6	27
Referring students	9	60	12	55
Group guidance	9	60	6	27
Teaching human relations classes	8	53	5	23
Collecting anecdotal records	5	33	9	41

[a]Major duties were defined as those checked by five or more counselors in each state.

TABLE XIII

A FREQUENCY TABULATION OF MAJOR DUTIES[a] OF 72 ELEMENTARY SCHOOL COUNSELORS WITH MASTER DEGREES AND GUIDANCE MAJORS

	OKLAHOMA COUNSELORS		MISSOURI COUNSELORS	
MAJOR DUTIES	N	%	N	%
Individual counseling with teachers	35	100	37	100
Individual counseling with parents	34	97	36	97
Identifying students for special education	33	94	29	83
Individual counseling with students	32	91	35	95
Individual counseling with administrators	32	92	35	95
Individual intelligence testing	31	89	36	97
Conferring with the school nurse	29	83	34	92
Working in public relations	26	74	21	57
Conferring with the reading specialist	23	66	26	70
Group guidance	19	54	19	51
Clerical work	19	54	17	46
Referring students	18	51	10	27
Parental interviews	15	43	12	32
Group testing	11	31	15	41
Teaching human relations classes	11	31	5	14
Record keeping	9	26	8	22
Writing reports	9	26	5	14

[a]Major duties were defined as those checked by five or more counselors in each state.

TABLE XIV

A FREQUENCY TABULATION OF MAJOR DUTIES[a] OF 55 ELEMENTARY SCHOOL COUNSELORS WITH MASTER DEGREES AND NONGUIDANCE MAJORS

	OKLAHOMA COUNSELORS		MISSOURI COUNSELORS	
MAJOR DUTIES	N	%	N	%
Individual counseling with parents	30	100	25	100
Individual counseling with students	30	100	23	92
Conferring with the reading specialist	30	100	19	76
Individual counseling with teachers	29	97	24	96
Individual intelligence testing	27	90	23	92
Identifying students for special education	22	73	18	72
Working in public relations	21	70	25	100
Individual counseling with administrators	21	70	22	88
Conferring with the school nurse	19	63	19	76
Referring students	18	60	10	40
Record keeping	16	53	16	64
Parental interviews	15	50	14	56
Clerical work	14	47	14	56
Group guidance	11	37	12	46
Group testing	11	37	11	44
Teaching human relations classes	7	23	5	20
Interpreting test results	7	23	5	20

[a]Major duties were defined as those checked by five or more counselors in each state.

twelve duties were performed by 50% or more of the counselors from Oklahoma and Missouri. As a group these duties were similar to those performed by bachelor degree counselors and master degree counselors with guidance majors.

An inspection of the cited data in Tables XII, XIII, and XIV showed that listed duties of elementary school counselors at all levels of training were similar. In fact 16 of the 17 listed major duties were performed by counselors at each level of certification and training. Further inspection of the data presented in these tables revealed that three out of four of the counselors at each level of certification and training performed seven major duties. So, 75% to 98% of the responding counselors in this study performed the following listed duties:

1. Individual counseling with parents	98%
2. Individual counseling with teachers	97%
3. Administering individual tests of intelligence	94%
4. Individual counseling with students	93%
5. Identifying students for special education	80%
6. Conferring with the school nurse	80%
7. Conferring with the reading specialist	75%

In Tables XV, XVI, and SVII data were presented on the mean percentage of time spent performing duties of elementary school counselors. Each table presented data by level of training affording a comparison of the mean value of time counselors spent in performing each of their duties. Since many small samples were present in the data, the t-test was used to test the difference between means. Two assumptions were associated with the t-test. One assumption was normality of the data. This was a basic assumption of this research. A second assumption of the t-test was that the two sample standard deviations estimated a single population variability. This assumption was tested by computing an

F-test by dividing the larger of the variances by the smaller. If the F value was not significant at the .05 level which indicated that the two variances did estimate a single population variability, then, the t-test was computed to test the difference between means. If the assumptions associated with the t-test could not be met, then medians were computed, and the Mann-Whitney U-test was used to test the difference between medians. Seigel had indicated that this was an excellent substitute when the t-test could not be used. For groups with 20 or fewer responses, U values were reported. For larger groups Z values were reported. Significant findings were reported at the level where they occurred.

The data in Table XV (see pp. 71-73) indicated that according to the mean percentage of time spent, duties performed by elementary school counselors certified at the specific level were not significantly different from duties performed by counselors certified at the general level. Therefore, null hypothesis 1 stated below was accepted.

> H_1: At the bachelor degree level of training there was no statistically significant difference in the mean percentage of time spent in performing each of the duties of elementary school counselors certified at the specific level and those certified at the general level.

Study of the data in this table indicated that bachelor degree counselors spent approximately 40% of their time in giving individual intelligence tests, counseling with students, and counseling with teachers.

The data presented in Table XVI (see pp. 74-76) showed that master degree counselors with guidance majors who were certified at the specific level spent significantly more time in administering individual tests of intelligence and identifying students for special education than

counselors certified at the general level. These findings were significant at the .03 and .02 levels respectively. In contrast, master degree counselors with guidance majors who were certified at the general level spent significantly more time in teaching human relations classes and in working in public relations. These findings, however, were significant at the .14 and .15 levels respectively. Except for these mentioned duties null hypothesis 2 stated below was accepted.

> H_2: At the master (or higher) degree level of training for counselors with majors in guidance there was no statistically significant difference in the mean percentage of time spent in performing each of the duties of elementary school counselors certified at the specific level and those certified at the general level.

An inspection of the data in this table allowed the generalization that master degree counselors with guidance majors spent 50% of their time in giving individual intelligence tests, counseling with parents, and counseling with students. The latter duty required 25% of their time.

As indicated by the mean percentage of time Table XVII (see pp. 77-79) showed that master degree counselors with nonguidance majors who were certified at the specific level spent significantly more time in counseling with teachers than counselors certified at the general level. This finding was significant at the .03 probability level. Also, counselors at the specific level of certification spent significantly more time in administering individual tests of intelligence and in identifying students for special education than counselors at the general level. These findings, however, were significant at the .13 and .09 probability levels respectively. In contrast, counselors who were certified at the general level spent significantly more time in group testing (significant at the

TABLE XV

ANALYSIS OF THE MEAN PERCENTAGE OF TIME SPENT IN PERFORMING DUTIES OF 164 ELEMENTARY SCHOOL COUNSELORS WITH BACHELOR DEGREES

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
1. Administering individual tests of intelligence	15	14.2		20	13.6		1.76	0.17		
2. Individual counseling with students	15		19.63	19		12.00	3.11		121.50	
3. Individual counseling with teachers	15	10.73		19	12.05		1.38	0.51		
4. Individual counseling with administrators	14	5.64		18	7.22		1.22	0.90		
5. Individual counseling with parents	15	6.87		20	7.70		1.25	0.47		
6. Conferring with the school nurse	11		3.00	19		4.56	13.07		89.50	
7. Conferring with the reading specialist	12	3.00		13	4.62		1.42	1.03		
8. Identifying students for special education	12		3.50	18		5.00	2.83		77.00	
9. Teaching human relations classes	8		3.50	5		9.75	12.48		9.00	

TABLE XV—Continued

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
10. Working in public relations	10		4.75	13		8.50	2.84		61.00	
11. Group testing (intelligence and achievement)	10	8.10		6	9.83		2.40	0.80		
12. Group guidance	9	6.00		6	5.33		1.49	0.45		
13. Referring students to other agencies	9		4.50	12		3.33	5.21		39.00	
14. Assigning students to classes	5			0						
15. Collecting anecdotal records	5		1.17	9		3.00	14.22		9.00	
16. Parental interviews	13	3.33		14	3.75		1.97	0.22		
17. Record keeping	14		4.50	15		5.25	15.13		75.00	
18. Interpreting tests	3			3						
19. Correspondence	2			4						
20. Writing reports	4			2						
21. Clerical work	10	7.60		6	6.00		1.44	0.70		

TABLE XV--Continued

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
22. Observing classrooms	2			2						
23. Conducting evaluations	2			2						
24. Conducting research	2			1						
25. Professional conferences	2			1						
26. Telephone interviews	0			1						
27. Professional reading	1			0						
28. Curriculum development	0			1						
29. Traveling to different schools	0			2						
30. Teaching classes and/or remedial instruction	3			1						
31. Miscellaneous	3			4						

[a]U values were reported for items with N's of 20 or fewer. Z values were reported for those that were larger. Also, for items describing duties performed by fewer than five counselors in each state means and medians were not reported.

TABLE XVI

ANALYSIS OF THE MEAN PERCENTAGE OF TIME SPENT IN PERFORMING DUTIES OF 164 ELEMENTARY SCHOOL COUNSELORS WITH MASTER DEGREES AND GUIDANCE MAJORS

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
1. Administering individual tests of intelligence	31	9.32		36	14.28		1.07	2.16		.03
2. Individual counseling with students	32	26.75		35	27.40		1.23	0.16		
3. Individual counseling with teachers	34		9.83	36		10.00	2.00		-0.11	
4. Individual counseling with administrators	32		5.17	35		5.00	2.50		-0.18	
5. Individual counseling with parents	34		8.00	36		7.50	2.77		-0.55	
6. Conferring with the school nurse	29		4.67	34		4.50	4.44		-0.62	
7. Conferring with the reading specialist	23	6.47		26	5.62		1.02	0.57		
8. Identifying students for special education	33	4.74		29	7.31		1.75	2.38		.02
9. Teaching human relations classes	11	9.73		5	4.80		3.78	1.57		.14

TABLE XVI--Continued

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
10. Working in public relations	26		5.07	21		4.56	2.22		-1.05	.15
11. Group testing (intelligence and achievement)	11		11.75	15		10.00	2.76		66.00	
12. Group guidance	19		11.50	19		11.50	2.76		159.00	
13. Referring students to other agencies	18	5.75		10	6.30		2.90	0.31		
14. Assigning students to classes	0			5						
15. Collecting anecdotal records	3			4						
16. Parental interviews	15	2.33		12	1.67		1.00	1.41		
17. Record keeping	9		5.00	8		4.50	33.27			
18. Interpreting tests	4			5						
19. Correspondence	4			6						
20. Writing reports	9		1.88	5		1.33	15.00		9.50	
21. Clerical work	19	6.86		17	7.67		1.28	0.50		

TABLE XVI--Continued

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
22. Observing classrooms	3			0						
23. Conducting evaluations	4			3						
24. Conducting research	2			2						
25. Professional conferences	3			5						
26. Telephone interviews	0			1						
27. Professional reading	2			0						
28. Curriculum development	1			0						
29. Traveling to different schools	0			1						
30. Teaching classes and/or remedial instruction	2			0						
31. Miscellaneous duties	2			6						

[a]U values were reported for items with N's of 20 or fewer. Z values were reported for those that were larger. Also, for items describing duties performed by fewer than five counselors in each state means and medians were not reported.

TABLE XVII

ANALYSIS OF THE MEAN PERCENTAGE OF TIME SPENT IN PERFORMING DUTIES OF 164 ELEMENTARY SCHOOL COUNSELORS WITH MASTER DEGREES AND NONGUIDANCE MAJORS

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
1. Administering individual tests of intelligence	27		10.06	23		10.44	2.88		-1.14	.13
2. Individual counseling with students	30		19.70	23		20.13	2.09		0.57	
3. Individual counseling with teachers	29	9.34		24	12.96		1.83	2.10		.03
4. Individual counseling with administrators	21	4.90		22	4.86		1.30	0.04		
5. Individual counseling with parents	30	8.60		23	10.26		1.56	0.98		
6. Conferring with the school nurse	19	3.32		19	3.95		1.05	0.68		
7. Conferring with the reading specialist	30		2.83	19		2.25	2.76		1.89	
8. Identifying students for special education	22		4.75	18		6.50	10.48		-1.39	.09
9. Teaching human relations classes	7	5.50		5	8.00		1.87	1.01		

TABLE XVII--Continued

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
10. Working in public relations	21	8.80		28	7.33		1.02	1.01		
11. Group testing (intelligence and achievement)	11	9.82		11	7.45		1.57	1.60		.12
12. Group guidance	11		8.00	12		5.00	6.01		43.00	
13. Referring students to other agencies	18	5.75		10	6.30		2.90	0.31		
14. Assigning students to classes	3			0						
15. Collecting anecdotal material	3			4						
16. Parental interviews	15	6.00		14	3.50		3.81	1.14		
17. Record keeping	16		5.17	16		4.17	13.54		89.00	
18. Interpreting tests	7	7.86		5	5.00		3.36	0.91		
19. Correspondence	3			4						
20. Writing reports	4			6						
21. Clerical work	14	5.75		14	7.75		1.00	0.98		

TABLE XVII--Continued

	OKLAHOMA			MISSOURI						
	N	Ave.	Mdn.	N	Ave.	Mdn.	F	t	U/Z[a]	Probability
22. Observing classrooms	3			3						
23. Conducting evaluations	3			2						
24. Conducting research	3			2						
25. Professional conferences	4			4						
26. Telephone interviews	1			1						
27. Professional reading	1			0						
28. Curriculum development	0			1						
29. Traveling to different schools	2			0						
30. Teaching classes and/or remedial instruction	1			0						
31. Miscellaneous duties	1			0						

[a]U values were reported for items with N's of 20 or fewer. Z values were reported for those that were larger. Also, for items describing duties performed by fewer than five counselors in each state means and medians were not reported.

.12 level). Except for the discussed duties, null hypothesis 3 stated below was accepted.

> H_3: At the master (or higher) degree level of training for counselors with majors in an area other than guidance there was no statistically significant difference in the mean percentage of time spent in performing each of the duties of elementary school counselors certified at the specific level and those certified at the general level.

Inspection of the data in Table XVII revealed that counselors at this level of training spent approximately 25% of their time in test related duties, 20% in counseling with students, and 10% in counseling with teachers.

Summary

In this chapter data presented showed that elementary school counselors in Missouri, especially those with master's degrees, were located near large, industrial communities. These counselors were associated with large base schools and had large student-counselor ratios. In Oklahoma a larger percentage of counselors were located in small rural base schools and communities. These counselors had smaller student-counselors ratios.

Data presented and discussed in this chapter on characteristics of elementary school counselors varied along several dimensions. The average age of counselors approached 40. In Missouri two-thirds of the counselors were women; however, in Oklahoma less than one-half of the counselors were women. In reference to training, 40% of the counselors had undergraduate degrees in education and nearly 60% of the counselors had completed a guidance major in their master degree program. These counselors had taken similar courses. The majority of their offices were

located near the school administration offices; however, one of five of the counselors was located near the school library. As a group 76% of the counselors spent 80-100% of their time in guidance, and nearly one-half of these counselors served only one school while 70% served no more than two schools.

Guidance services provided by elementary school counselors in Missouri and Oklahoma were similar. Testing and counseling were the most frequently provided guidance services in the public elementary schools. Counselors were in high agreement among themselves as to the rank order of the guidance services. This rank order of guidance services identified by the counselors, however, showed little agreement with the rank order of guidance services compiled from ten selected textbooks.

Also, duties of elementary school counselors performed by counselors at each level of certification and training were similar. Thirty-one duties were identified. Sixteen of these duties were performed by five or more counselors at each level of certification and training. Furthermore, counselors in Missouri and Oklahoma spent a comparable percentage of time in performing their duties. Some influences due to level of certification and training, however, were isolated. It was found that master degree counselors including those with guidance majors and those with nonguidance majors who were certified at the specific level spent significantly more time in administering individual intelligence tests and in identifying students for special education than those certified at the general level. Also, it was found that counselors with master's degrees and guidance majors who were certified at the general level spent

significantly more time teaching human relations classes and working in public relations than those certified at the specific level. In addition, it was found that counselors with master's degrees and nonguidance majors who were certified at the specific level spent significantly more time in counseling with teachers than counselors certified at the general level. In contrast, counselors at this level of training certified at general level spent more time in group teaching.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

Findings

In recent years several states moved to adopt specific certification standards for elementary school counselors. Probably the need for this change was illustrated with rational thought rather than concrete evidence. The purpose of this study was to determine the influence of specific certification standards upon the performance of elementary school counselors. The problem of the study was to examine and analyze duties of elementary school counselors at different levels of certification and training.

Duties of elementary school counselors in Missouri and Oklahoma were found to be similar. Much agreement existed at all levels of certification and training between counselors as to their duties and the mean percentage of time spent in performing those duties.

In this study it was found that thirty-one duties were performed by elementary school counselors certified at the general and specific levels of certification. These duties were performed by counselors at each of the defined levels of training. Fifteen of these duties were performed by five or more counselors at each level of certification and

training. Seven basic duties, defined as those performed by 75% or more of the counselors, were found. These were: 1) individual counseling with parents, 2) individual counseling with teachers, 3) individual counseling with students, 4) administering individual tests of intelligence, 5) identifying students for special education, 6) conferring with the school nurse, and 7) conferring with the reading specialist.

At the bachelor degree level of training duties of elementary school counselors were found to be similar. In analyzing the percentage of time spent in performing duties of bachelor degree counselors it was found that duties performed by those certified at the specific level of certification were not significantly different from duties of those certified at the general level.

At the master degree level of training, counselors with guidance majors who were certified at the specific level of certification spent significantly more time in administering individual intelligence tests (.03 level) and in identifying students for special education (.02 level). At this level of training, counselors certified at the general level spent significantly more time in teaching human relations classes (.14), working in public relations (.15), and miscellaneous duties (.003). Except for these mentioned duties there were no significant differences in the time spent performing duties of these counselors.

At the master degree level of training for counselors with non-guidance majors who were certified at the specific level, it was found that these counselors spent significantly more time in counseling with teachers (.03), administering individual tests of intelligence (.13), and identifying students for special education (.09). Counselors at this

level of training who were certified at the general level spent significantly more time in group testing (.12). Except for these duties there were no significant differences in the time spent performing duties of counselors at this level of training.

In reference to the findings with master degree counselors, both those with guidance majors and nonguidance majors, who were certified at the specific level two points were evident. First, in their counselor training test related courses had been emphasized. Second, in their state testing was one of the most frequently provided guidance services.

In this study it was found that guidance services provided in the elementary schools of Oklahoma and Missouri were similar. Counselors at all levels of certification and training were in high agreement as to what the guidance services were and the priority given these services. This concensus, however, showed little agreement with the rank order of guidance services compiled from ten selected textbooks.

Also, it was found that two patterns of base schools and communities emerged. In Oklahoma, elementary school counselors were located in small schools and communities. Here farming was a major occupation. Since the schools were small, the student-counselor ratios likewise were small. In Missouri, elementary school counselors were located in larger communities and base schools. The communities were relatively close to a major metropolitan area and were industrially oriented. Since the schools were larger, student-counselor ratios likewise were larger. Counselors that served the described schools and communities came from all levels of training. However, bachelor degree counselors and master degree

counselors with nonguidance majors often were employed in small rural communities; whereas, master degree counselors with guidance majors more frequently were employed in industrial areas.

Recommendations for Further Research

In view of the findings reported in this research study, it was further concluded that additional research was needed. Also, it was suggested that change in elementary school counselor certification be made from a context of empirical findings which showed that certification change produced desirable effects on the performance of elementary counselors.

So, it was evident to the researcher that additional research on certification, training, and duties of elementary school counselors was needed. Several recommendations for research were made. Vital to the study of the effects of certification standards on the performance of elementary school counselors was the establishment of more reliable items that specifically described duties of counselors. Also, the researcher recommended that the scope of a study such as this one be increased by drawing a national sample. In addition, it was recommended that effects of counselors' philosophy be more stringently controlled in future research. Included in such proposed studies was a study of the counselors' perceptions, definitions, and meanings of their duties. To these suggestions the researcher added that the study of the effects of

new, dynamic training programs on the performance of elementary counselors was needed.

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APPENDIX A

PHILOSOPHY AND ORIENTATION OF GUIDANCE IN MISSOURI AND OKLAHOMA

APPENDIX A

Elementary School Guidance in Missouri

In consideration of the rationale for the provision of guidance services at the elementary level, it is necessary to develop a workable perspective in relationship to the total educational program.[1]

. . . the elementary school guidance program will be defined as an organized effort to assist the pupil, teacher, administrator, and parent in assessing and interpreting and, consequently, providing a learning environment which maximizes both the child's potential for learning and his opportunities for learning.[2]

The elementary guidance program must serve the unique and special needs of the elementary school child. Each school district should develop its own philosophy and a program that is adapted to the local needs. School personnel working with children should accept the guidance point of view if the program is to function effectively. Having a guidance point of view means that the child, not the subject matter, is of greatest importance. A guidance-minded teacher is interested both in the students and the subject matter.[3]

The developmental approach implies that each child is given the opportunity to develop his greatest potential in all areas - mental, physical, social, and emotional. In broad sense, elementary guidance programs must be concerned with the developing needs of every child. Since the child spends most of his school day with the classroom teacher, this means that the social climate of the classroom must be one of acceptance, meeting the child's emotional needs of affection, security, and self-worth.[4]

Because it is paramount that we know the child in all his personality facets, the combined efforts of a creative, skilled,

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[1]Elementary School Guidance and Counseling (ed. rev.; Jefferson City, Missouri: Missouri State Department of Education, 1965), p. 4.

[2]Ibid.

[3]Vivian Downs, Leland Jenkins, Wayne Snyder, Lillian Kegelman, and Harold Eberhart, The Elementary School Guidance Program (Jefferson City Missouri: Missouri State Department of Education, 1967), pp. 1-3.

[4]Downs, op. cit.

APPENDIX A--Continued

and cooperative personnel can be a powerful force in elementary guidance.[5]

The elementary school counselor must not become an isolated person, a trouble shooter, or merely a tester. His greatest contribution is to the teachers with whom he works, and to the total welfare of the child through his work with other members of the guidance team, and the child himself.[6]

It is no longer enough to insure a child a basic education . . . the school cannot do the job alone. It must have the support of the home. Parents must be invited to participate in helping to solve problems faced by the elementary school age child.[7]

Fortunate are the schools who have a psychologist and social worker to contribute to the guidance team's work. The school doctor and nurse will also be valuable resources of the team.[8]

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[5]Ibid.

[6]Ibid.

[7]Ibid.

[8]Ibid.

APPENDIX A--Continued

Elementary School Guidance in Oklahoma[9]

Guidance as we know it today is more than a cluster of services. Both historically and functionally guidance has held to a particular point of view about the individual, about education and about the role guidance should play in the total educative process.

One of the first impacts of these other social movements on guidance, for instance, was to broaden the base from an emphasis upon vocational guidance to services which encompassed the development of the whole individual.

The major emphasis of the guidance point of view is based on the recognition of the worth and dignity of the individual, his right to strive for those conditions and experiences of learning and living which are necessary and appropriate to the achievement of his optimum development as a person and his optimum usefulness to society.

. . . there is the belief, held by nearly all guidance authorities, that there is an inherent need for guidance in all major areas of life. Particularly is this true for young people all through the formative school years.

. . . the needs of students is a prime consideration in both education and guidance. . . . from the guidance point of view, the individual is recognized as the unique factor in education. . . . guidance in all of its aspects is a process of self-actualization and self-realization for the individual.

The individual from infancy through adulthood encounters many periods of perplexity and decision. Particularly during the years of formal education, the public school shares a great responsibility for providing assistance to the youth of our nation in making their individual plans and decisions.

The elementary school holds the unique position of setting the emotional climate that will influence the individual development for the rest of his school life.

The identification of exceptional children is also an important function of the elementary school. Remedial attention

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[9]A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools Grades K-12 (ed. rev.; The Oklahoma State Department of Education, March 1964), pp. 2-26.

APPENDIX A--Continued

is needed by those whose development is not progressing satisfactorily and encouragement is needed by those whose development can be enriched.

No individual is sufficient unto himself.

. . . the evolving concept of the counselor for the elementary grades is that of a guidance consultant.

As a guidance consultant the counselor will work more with teachers, parents, and administrators to increase his effectiveness in dealing with problems of children. The consultant will work with selected children on a referral basis but will spend considerably less time in the one to one and multiple counseling relationship . . . .

As a member of the guidance team and with the support and guidance of the superintendent and director of guidance, the elementary school principal is indirectly charged with the success or failure of the guidance program. It is through his leadership that the cooperation of teachers, counselors, parents, and specialists is guided to the development of a successful program.[10]

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[10] Ibid.

APPENDIX B

THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING INVENTORY

APPENDIX B

THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING INVENTORY

Name_____ Highest Degree_____

Address_____ Home Telephone_____

How many schools do you serve?_____

What is your student counselor ratio?_____

Counselor's Certificate (check one):

Oklahoma	Missouri
_____Temporary	_____Three-Year Provisional
_____Provisional	_____Counselor Certificate
_____Standard	_____Professional Counselor Certificate

I. Identification Information:

A. The community in which the school is located

1. Location_____

2. Population_____

3. Distance to a major metropolitan area of 100,000 or more:

0- 49_____ 151-300_____
50-150_____ More than 300_____

4. Check how the majority of people earn a living in your school district:

Industrial_____ Farming_____
Service Occupations_____ Other_____

B. Your Base School:

1. Total school faculty_____

2. Student population during the past school year at your base school:

_____Former Students _____New Students _____Total

C. The Elementary School Counselor: _____Age _____Sex

1. Degree(s)

a. Undergraduate degree_____

Major_____ Minor_____

APPENDIX B--Continued

b. Graduate degree(s)

Major_____ Minor_____

Degree_____

Major_____ Minor_____

D. Experience:

1. Number of years of teaching experience_____
2. Number of years of counseling experience_____
3. Type of teaching certificate_____

E. The Counselor's Office:

1. Location
   a. _____ Near the Administration
   b. _____ Near the Library
   c. _____ Elsewhere

2. Number of individual counseling rooms (or booths):

_____(1) _____(2) _____(3) _____(4) _____(5)

F. Your Training:

_____B.A. _____M.A. (in guidance) _____M.A. (in another educational area)

(Check the courses or equivalent ones that you have had in your counselor training. Our assumption is that all courses are for three hours credit, otherwise, please indicate. If you have an M.A., the total should be equal to 30-36 hours.)

_____ Individual Counseling
_____ Elementary School Guidance
_____ Information and Vocation
_____ Principles of Guidance
_____ Organization of Guidance
_____ Measurement
_____ Statistics
_____ Research
_____ Human Growth and Development
_____ The Exceptional Child
_____ Mental Hygiene
_____ Sociology of the Family
_____ Student Personnel Services
_____ Philosophy of Education
_____ Elementary Curriculum

APPENDIX B--Continued

_____ Remedial Reading
_____ Learning Theories
_____ Individual Testing
_____ Child Psychology
_____ Introduction to Sociology
_____ Practicum
_____ Internship (in the elementary school)

Please list other courses

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

II. The Guidance Services

Please check the guidance services that are presented in your school. List and define any guidance service omitted from the form that is present in your guidance program.

Guidance Services

_____ Counseling. A service whereby the counselor assists students, parents and teachers in a private or group setting to resolve problems and concerns.

_____ Information. Services developed to give the students current and factual information concerning education and society.

_____ Placement. A service to provide for smooth transitions and adjustments of children from one grade, school, or learning situation to the next.

_____ Individual Inventory. Child study and individual analysis techniques for assimilating information about students.

_____ Follow-up. A service to determine the effort of guidance services and student's adjustments to later educational experiences.

_____ Orientation. A service involved in presenting the aims, goals, and purposes of the school to the pupils.

_____ Group Guidance. Guidance services administered to students through the use of large groups.

APPENDIX B--Continued

_____ Records. A service whereby extensive information is recorded and accumulated about students.

_____ Occupational Information. A service to provide to students information about jobs, vocations, and the world of work.

_____ Testing. The use of standardized instruments to assess mental capacity, achievement, personality, and social adjustment.

_____ Research. A servie to provide knowledge about the school and the guidance program by investigation of questions or conditions.

_____ Referrals. A service developed to utilize the services of specialized personnel such as psychologists, social workers or such either in or outside the school.

_____ Evaluation. A process of ascertaining the effectiveness of the programs of the school.

_____ _____

_____ _____

_____ _____

_____ _____

III. Duties of the Elementary School Counselor

Please indicate the percentage of time during the 180 school days of the past school year that you spent performing the listed duties below. Feel free to write in any duty that you performed which is omitted from the list.

Percentage of Time	Duty
_____	Administering individual tests of intelligence
_____	Individual counseling with students
_____	Individual counseling with teachers
_____	Individual counseling with administrators
_____	Individual counseling with parents

APPENDIX B--Continued

_____	Conferring with the school nurse
_____	Conferring with the reading specialist
_____	Identifying students for special education
_____	Teaching human relations classes
_____	Working in public relations
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
100%	_____

APPENDIX C

ANALYSIS OF GUIDANCE SERVICES IDENTIFIED IN TEN SELECTED TEXTBOOKS IN GUIDANCE AND COUNSELING

APPENDIX C

Guidance Services	Cottingham	Crow and Crow	Hill	Humphreys, Traxler, North	Johnson, Stefflre, Edelfelt	Kowitz and Kowitz	Lee and Pallone	Martinson & Smallenburger	McDaniel	Mortensen
1. Counseling	x	x	x	x	x	x	x	x	x	x
2. Information	x	x	x	x	x	x	x		x	x
3. Placement	x		x	x	x		x		x	x
4. Individual Inventory	x	x	x		x				x	x
5. Follow-Up	x		x	x			x		x	x
6. Orientation				x				x	x	x
7. Group Guidance		x	x				x	x		
8. Records		x				x	x	x		
9. Occupational Information		x		x			x		x	
10. Testing						x		x	x	
11. Research			x				x			x
12. Referrals		x				x	x			
13. Evaluation			x		x			x		
14. Home & Community Services			x				x			
15. Informing Parents		x								
16. Individual Child Study								x		
17. Identification of the Gifted		x								
18. Development							x			
19. Staff Services							x			
20. Student Activities							x			

APPENDIX D

THE ELEMENTARY SCHOOL COUNSELOR DUTY LISTING FORM AND DUTIES IDENTIFIED BY WICHITA COUNSELORS

APPENDIX D

ELEMENTARY SCHOOL COUNSELOR DUTY LISTING FORM

INSTRUCTIONS: PLEASE LIST THE DUTIES THAT YOU PERFORM AS AN ELEMENTARY SCHOOL COUNSELOR. DO NOT BE IDEALISTIC, INSTEAD, BE PRACTICAL, REALISTIC, AND DOWN TO EARTH. LIST ONLY THE DUTIES THAT YOU ACTUALLY PERFORM. (IF ADDITIONAL SPACE IS NEEDED, USE THE BACKSIDE OR ADD ANOTHER SHEET.)

DUTY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

APPENDIX D--Continued

A Frequency Tabulation of Duties Listed
By Elementary School Counselors
In Wichita, Kansas

	Duties	Number of Elementary School Counselors Identifying the Duty
1.	Individual counseling with students	26
2.	Individual counseling with parents	26
3.	Individual counseling with teachers	26
4.	Individual counseling with administrators	5
5.	Conferring with the school nurse	19
6.	Conferring with the speech therapist	18
7.	Conferring with the reading specialist	20
8.	Administering individual tests of intelligence	24
9.	Administering individual achievement tests	4
10.	Administering individual tests of personality and social adjustment	1
11.	Administering group tests of intelligence or mental maturity	20
12.	Administering group achievement tests	10
13.	Administering group tests of personality and social adjustment	1
14.	Interpreting individual test results	25
15.	Interpreting group tests results to group of students	9
16.	Interviewing students	15
17.	Recording student test results	21
18.	Recording student counseling session	2
19.	Collecting anecdotes, bibloiographies and such	8
20.	Identifying students for special education	12
21.	Planning remedial programs	6
22.	Supervising remedial programs	2
23.	Promoting curriculum change	14
24.	Promoting guidance program change	17
25.	Teaching as a substitute teacher	3
26.	Training teacher-aides	9
27.	Teaching human relations classes	6
28.	Identifying gifted students	12
29.	Developing acceleration programs	3
30.	Supervising acceleration programs	1
31.	Assisting with in-service training of teachers	11
32.	Attending in-service training for counselors	16
33.	Attending professional association meetings	20
34.	Corresponding to professionals in guidance and counseling	5
35.	Typing reports	18
36.	Filing materials and records	23
37.	Answering questionnaire and professional inquiries	1

APPENDIX D--Continued

38.	Writing excuses	1
39.	Making case studies	9
40.	Orientation of new students to the school	15
41.	Orientation of students to school changes	6
42.	Conducting home visits	12
43.	Conducting guidance research	5
44.	Visiting regular classes	11
45.	Making referrals	24
46.	Reading professional literature	13
47.	Scheduling of school programs	7
48.	Scheduling extra-curricular activities	3
49.	Supervising the halls	5
50.	Disciplining students	2
51.	Supervising the playground	3
52.	Conducting play therapy	5
53.	Working in public relations	4

APPENDIX E

RELIABILITY DATA OF THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING INVENTORY

APPENDIX E

Reliability Data of the Elementary School Guidance and Counseling Inventory

I. Identification Data

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
The Community					
Wichita	17	89.42			89.42
Central U.S.	2	10.52			10.52
Error Due to Rounding off		.06			.06
Item Total	19	100.00%			100.00%
Population					
300,000	2	6.25	6.25		12.50
280,000	6	31.25	6.25		37.50
275,000	2	6.25		6.25	12.50
250,000	2	12.50			12.50
200,000	1	6.25			6.25
180,000	1	6.25			6.25
100,000	2	6.25		6.25	12.50
Item Total	16	75.00%	12.50%	12.50%	100.00%

[a]Identical information was defined as two responses from a counselor that were the same.

[b]Altered information was defined as two responses from a counselor that were different.

[c]New information was defined as only one response from the counselor.

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Distance to a city of 100,000 or larger					
0-49	16	88.80			88.80
50-150					
151-300	2	11.10			11.10
More than 300					
Error Due to Rounding off		.10			.10
Item Total	18	100.00%			100.00%
The School					
Total Faculty					
16	1	5.55			5.55
20	2	5.55	5.55		11.10
21	1	5.55			5.55
22	3	16.65			16.65
26	2	11.10			11.10
29	2		11.10		11.10
33	2	11.10			11.10
37	2	11.10			11.10
45	1	5.55			5.55
48	1		5.55		5.55
50	1	5.55			5.55
Error Due to Rounding off		.10			.10
Item Total	18	77.80%	22.20%		100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Student Population					
Former Students	17	58.84	23.52	17.64	100.00%
New Students	16	37.50	43.75	18.75	100.00%
Total Students	20	85.00	15.00		100.00%
The Counselor					
Age	18	94.45		5.55	100.00%
Sex	22	95.45		4.55	100.00%
Undergraduate Degree	19	100.00			100.00%
Undergraduate Major					
Elementary Education	15	66.64	4.76		71.40
Economics	2	9.52			9.52
Psychology	1	4.76			4.76
Health Education	1	4.76			4.76
English	1	4.76			4.76
Childhood Education	1	4.76			4.76
Error Due to Rounding off		.04			.04
Item Total	21	95.24%	4.76%		100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
B.A. Degree					
Administrators	2			4.34	4.34
Teachers	17	17.36	13.02	6.51	36.89
Counselors	1			2.17	2.17
Speech Therapist	4			8.68	8.68
Psychologist	3	2.17		4.34	6.51
Social Worker	1			2.17	2.17
Reading Specialist	4			8.68	8.68
School Nurse	9	4.34		15.19	19.53
Other	5	4.34		5.61	9.95
Error Due to Rounding Off		1.08			1.08
Item Total	46	29.29%	13.02%	57.69%	100.00%
M.A. Degree					
Administrators	18	10.76	3.07	13.84	27.67
Teachers	14	9.22	6.15	7.69	23.06
Counselors	15	4.61		18.45	23.06
Speech Therapist	6	1.53		7.69	9.22
Psychologist	3	1.53		3.07	4.60
Social Worker	1	1.53			1.53
Reading Specialist	5	4.61		3.07	7.68
School Nurse	2				
Other		1.53		1.53	3.06
Error Due to Rounding Off		.12			.12
Item Total	64	35.44%	9.22%	55.34%	100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Undergraduate Minor					
English	1	5.26			5.26
History	1	5.26			5.26
Psychology	5	21.04	5.26		26.30
Science	1	5.26			5.26
Music	3	15.78			15.78
Social Science	6	26.30		5.26	31.56
French	1	5.26			5.26
Education	1	5.26			5.26
Error Due to Rounding off		.06			.06
Item Total	19	89.48%	5.26%	5.26%	100.00%
Graduate Degree					
Master of Arts	14	66.64			66.64
Master of Science	7	33.32			33.32
Error Due to Rounding off		.04			.04
Item Total	21	100.00%			100.00%
Graduate Major					
Elementary Education	9	31.78	4.54	4.54	40.86
Administration	2	9.08			9.08
Guidance	9	40.86			40.86
Psychology	2	9.08			9.08
Error Due to Rounding off		.12			.12
Item Total	22	90.92%	4.54%	4.54%	100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Graduate Minor					
Psychology	4	44.44			44.44
Guidance	2	22.22			22.22
Elementary Education	2	22.22			22.22
Educational Psychology	1	11.11			11.11
Error Due to Rounding off		.01			.01
Item Total	9	100.00%			100.00%
Teaching Experience					
1-14	13	54.48	4.54		59.02
15-29	9	27.24	13.62		40.86
Error Due to Rounding off		.12			.12
Item Total	22	81.84%	18.16		100.00%
Counseling Experience					
1-5	16	63.56	9.08		72.64
6-12	6	22.70	4.54		27.24
Error Due to Rounding off		.12			.12
Item Total	22	86.38%	13.62%		100.00%
Teaching Certificate					
Life	12	52.63	5.26	5.26	63.15
5-Year	5	15.78	5.26	5.26	26.30
3-Year	2	10.52			10.52
Error Due to Rounding off		.03			.03
Item Total	19	78.96%	10.52%	10.52%	100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Counseling Certificate					
Professional	1			7.69	7.69
Standard	10	53.83		23.07	76.90
Provisional	1			7.69	7.69
Temporary	1			7.69	7.69
Error Due to Rounding Off		.03			.03
Item Total	13	53.86%		46.14%	100.00%
Counselor's Office					
Near the Administration	8	31.78		4.54	36.32
Near the Library	1	4.54			4.54
Elsewhere	13	54.48		4.54	59.02
Error Due to Rounding Off		.12			.12
Item Total	22	90.92%		9.08%	100.00%
Size of the Counselor's Office					
Less than 95 sq. ft.	11	42.08		15.78	57.86
100-195 sq. ft.	6	21.04	5.26	5.26	31.56
More than 200 sq. ft.	2	10.52			10.52
Error Due to Rounding Off		.06			.06
Item Total	19	73.70%	5.26%	21.04%	100.00%
Number of Counseling Booths					
One	17	76.44		23.52	99.96
Error Due to Rounding Off		.04			.04
Item Total	17	76.48%		23.52%	100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Training					
B.A.	1	5.88			5.88
M.A.	16	94.08			94.08
Error Due to Rounding off		.04			.04
Item Total	17	100.00%			100.00%
Course Work					
Individual Counseling	18	77.70	11.10	11.20	100.00%
Group Counseling	11	54.54	22.73	22.73	100.00%
Information & Vocations	17	88.20	11.80		100.00%
Principles of Guidance	22	90.80	4.60	4.60	100.00%
Measurement	21	100.00			100.00%
Statistics	15	80.02	19.98		100.00%
Research	16	81.25	18.75		100.00%
Human Growth & Development	20	90.00	5.00	5.00	100.00%
The Exceptional Child	18	100.00			100.00%
Mental Hygiene	13	84.59	7.69	7.72	100.00%
Sociology of the Family	8	87.50	12.50		100.00%
Student Personnel Services	11	81.81	9.09	9.10	100.00%
Philosophy of Education	13	92.31	7.69		100.00%
Elementary School Curriculum	17	88.24	11.76		100.00%
Remedial Reading	13	100.00			100.00%
Learning Theories	13	92.28	3.86	3.86	100.00%
Individual Testing	22	100.00			100.00%
Child Psychology	21	90.44	4.78	4.78	100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
Introduction to Sociology	12	100.00			100.00%
Practicum	18	100.00			100.00%
Internship	6	66.68	33.32		100.00%
Clinical	5	40.00	60.00		100.00%
Abnormal	6	80.00	20.00		100.00%
Personality	7	85.68	14.32		100.00%
Speech Defective Child	3	66.66	33.34		100.00%
Projective Techniques	6	66.66	33.34		100.00%
Seminar in Guidance	2	50.00	50.00		100.00%
Elementary School Guidance	10	75.00	25.00		100.00%
Mentally Retarded Child	1		100.00		100.00%
The Gifted Child	3	66.66	33.34		100.00%
Health	1	100.00			100.00%
Adjustment	1	100.00			100.00%

APPENDIX E--Continued

Item	Number	Percentage of Identical Information[a]	Percentage of Altered Information[b]	Percentage of New Information[c]	Total
II. Guidance Services					
Counseling	20	100.00			100.00%
Information	10	80.00	20.00		100.00%
Placement	19	78.90	21.10		100.00%
Individual Inventory	22	90.80	9.20		100.00%
Follow Up	10	70.00	30.00		100.00%
Orientation	20	90.00	10.00		100.00%
Group Guidance	20	85.00	15.00		100.00%
Records	17	76.44	23.52	.04	100.00%
Occupational Information	7	71.40	28.56	.04	100.00%
Testing	22	100.00			100.00%
Research	16	75.00	25.00		100.00%
Referrals	22	100.00			100.00%
Evaluation	14	85.68	14.28	.04	100.00%
Conferring with parents, teachers, & administrators	4		100.00		100.00%

APPENDIX E--Continued

III. Duties of the Elementary School Counselor

Table of Spearman-Rank Order Correlation Coefficients for Duties of Elementary School Counselors (corrected for ties)

Duties of the Elementary School Counselor	Item Response	Sum of the Differences of Ranks Squared	r
Individual counseling with students	20	13.75	.99
Individual counseling with parents	19	497.00	.47
Individual counseling with teachers	20	55.00	.95
Individual counseling with administrators	17	174.25	.74
Conferring with the school nurse	18	175.00	.83
Conferring with the speech therapist	17	916.00	-.44
Conferring with the reading specialist	16	339.00	.64
Administering individual tests of intelligence	20	5.75	.99
Administering individual achievement tests	9	1466.00	-.32
Administering individual tests of personality and social adjustment	8	1257.00	-.02
Administering group tests of intelligence	8	1095.25	.12
Administering group achievement tests	8	804.00	.24
Administering group tests of personality and social adjustment	2	1412.00	-.15
Interpreting individual test results	16	2468.00	-.94
Interpreting group test results to students	3	1016.00	.06
Interviewing students	9	1408.00	-.18
Recording student test results	11	1218.00	.07
Recording student counseling sessions	10	1041.50	.12

APPENDIX E--Continued

Duties of the Elementary School Counselor	Item Response	Sum of the Differences of Ranks Squared	r
Collecting anecdotes, bibliographies & such	9	187.50	.04
Identifying students for special education	18	216.00	.84
Planning remedial programs	2	808.50	-.32
Supervising remedial programs	0	1050.25	
Promoting curriculum change	0	625.00	
Promoting guidance program change	1	261.75	.22
Substitute teaching	2	1426.50	.08
Training teacher aides	1	625.00	.43
Teaching human relations classes	15	261.75	.80
Identifying gifted students	17	1426.50	-.15
Developing acceleration programs	0		
Supervising acceleration programs	0		
Assisting with in-service training of teachers	0	1096.50	.03
Attending in-service training for counselors	11	1938.50	-.65
Attending professional meetings	11	1957.75	-.57
Corresponding with professionals in guidance	5	879.50	-.04
Typing reports	9	1603.25	-.30
Filing materials and reports	9	1993.50	-.59
Answering questionnaires & professional inquiries	11	1370.75	-.05
Writing excuses	1	271.00	.73
Making case studies	15	1666.00	.32
Orientation of new students to the school	6	1223.50	-.08
Orientation of students to school changes	0		
Conducting home visits	13	1034.75	.21
Conducting research in guidance	3	1170.50	-.06
Visiting regular classes	8	1306.00	-.09

APPENDIX E--Continued

Duties of the Elementary School Counselor	Item Response	Sum of the Differences of Ranks Squared	r
Making referrals	14	1671.00	-.32
Reading professional literature	5	1118.00	.03
Scheduling student programs	0		
Scheduling extracurricular activities	0		
Supervising the halls	0		
Supervising the playground	0		
Supervising the cafeteria	0		
Disciplining students	1	271.00	.72
Conducting play therapy	12	1115.50	.12
Working in public relations	14	312.25	.76
Conferring with teachers	0		
Conferring with administrators	0		
Administering individual tests of visual perception	2	1276.25	-.12
Small groups	2	1270.25	-.14

APPENDIX E--Continued

Table of Spearman-Rank Order Correlation Coefficients for Selected Duties of Elementary School Counselors (corrected for ties)

	Item Response	Sum of the Squared Differences of Ranks	r
Administering individual tests of intelligence	20	5.75	.99
Individual counseling with students	20	13.75	.99
Individual counseling with teachers	20	55.00	.95
Individual counseling with administrators	17	174.25	.74
Conferring with the school nurse	18	175.00	.83
Identifying students for special education	18	216.00	.84
Teaching human relations classes	15	261.75	.80
Working in public relations	14	312.25	.76
Conferring with the reading specialist	17	339.00	.64
Individual counseling with parents	19	497.00	.47

Average Reliability = .80

APPENDIX F

INTERPRETED DATA FROM THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING INVENTORY

APPENDIX F

RESPONSES OF 164 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			TOTAL
	BA	MA_1	MA_2	BA	MA_1	MA_2	
First Letter	2 (1%)	15 (8%)	17 (9%)	5 (3%)	14 (7%)	13 (7%)	66 (35%)
Second Letter	3 (2%)	12 (6%)	4 (2%)	12 (6%)	16 (8%)	6 (3%)	53 (27%)
Third Letter and Telephone Calls	10 (5%)	8 (4%)	9 (5%)	5 (3%)	7 (3%)	6 (3%)	45 (23%)
Subtotals	15 (8%)	35 (18%)	30 (16%)	22 (12%)	37 (18%)	25 (13%)	164 (85%)
Nonresponses							28 (15%)
Total							192 (100%)

BA = Bachelor degree trained counselors.
MA_1 = Master (or higher) degree trained counselors with majors in guidance.
MA_2 = Master (or higher) degree trained counselors with majors in some educational area other than guidance.

RESPONSES OF 164 EMPLOYED ELEMENTARY SCHOOL COUNSELORS ACCORDING TO LEVEL OF TRAINING

	OKLAHOMA	MISSOURI	TOTALS
Employed Counselors with Bachelor Degrees	15 (9%)	22 (13%)	37 (22%)
Employed Counselors with Master Degrees and Majors in Guidance	35 (21%)	37 (22%)	72 (43%)
Employed Counselors with Master Degrees and Majors in Some Educational Area Other than Guidance	30 (18%)	25 (15%)	55 (33%)
Counselors Employed as Teachers[a]	1 (.5%)	1 (.5%)	2 (1%)
Counselors Employed as Principals[a]	1 (.5%)	1 (.5%)	2 (1%)
Counselors not Employed in the Teaching Profession[a]	1 (.5%)		1 (.5%)
Error Due to Rounding Off	(-.5%)		(-.5%)
Total	83 (49%)	86 (51%)	169 (100%)

[a] These responses were deleted from the sample.

APPENDIX F--Continued

TYPE OF COUNSELOR CERTIFICATE OF 157 REPORTING ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			TOTAL
	Temporary	Provisional	Standard	Provisional	Counselor	Professional	
Bachelor Degree Counselors	7 (4%)	8 (5%)		22 (14%)			37 (23%)
Master Degree Counselors with Majors in Guidance		5 (3%)	27 (17%)	7 (4%)	20 (13%)	8 (5%)	67 (42%)
Master Degree Counselors with Majors in Some Educational Area Other than Guidance	5 (3%)	8 (5%)	17 (11%)	10 (6%)	11 (7%)	2 (1%)	53 (33%)
Error Due to Rounding Off	(1%)			(1%)			(2%)
Total	12 (8%)	21 (13%)	44 (28%)	39 (25%)	31 (20%)	10 (6%)	157 (100%)

DEGREES OF 164 ELEMENTARY SCHOOL COUNSELORS

DEGREE	OKLAHOMA	MISSOURI	TOTAL
	N %	N %	N %
Bachelor	15 (9.1%)	22 (13.4%)	37 (22.5%)
Master	58 (35.4%)	57 (34.8%)	115 (70.2%)
Specialist	5 (3.0%)	4 (2.4%)	9 (5.4%)
Doctorate	2 (1.2%)	1 (.6%)	3 (1.8%)
Error Due to Rounding Off		(.1%)	(.1%)
Total	80 (48.7%)	84 (51.3%)	164 (100%)

APPENDIX F--Continued

GRADUATE MAJOR OF STUDY COMPLETED BY ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			
	BA	MA_1	MA_2	BA	MA_1	MA_2	TOTAL
Administration			11 (8.8%)			9 (7.2%)	20 (16%)
Business			1 (.8%)				1 (.8%)
Economics			1 (.8%)				1 (.8%)
Education			12 (9.6%)			8 (6.4%)	20 (16.0%)
English			1 (.8%)				1 (.8%)
Guidance		35 (28%)			37 (29.6%)		72 (57.6%)
Music			1 (.8%)				1 (.8%)
Psychology			1 (.8%)				1 (.8%)
Social Science			1 (.8%)			2 (1.6%)	3 (2.4%)
Special Education						5 (4%)	5 (4%)
Error Due to Rounding Off							
Total		35 (28%)	29 (23.2%)		37 (29.6%)	24 (19.2%)	125 (100%)

LOCATION OF THE COUNSELOR'S OFFICE AND NUMBER OF COUNSELING BOOTHS

	OKLAHOMA			MISSOURI			
	BA	MA_1	MA_2	BA	MA_1	MA_2	TOTAL
Near the Administration	11 (7.1%)	18 (11.7%)	19 (12.3%)	8 (5.2%)	18 (11.7%)	12 (7.8%)	86 (55.8%)
Near the Library	3 (1.9%)	9 (5.8%)	4 (2.6%)	3 (1.9%)	5 (3.2%)	3 (1.9%)	27 (17.3%)
Elsewhere	1 (.6%)	8 (5.2%)	3 (1.9%)	7 (4.5%)	13 (8.4%)	9 (5.8%)	41 (26.4%)
Error Due to Rounding Off						(.5%)	(.5%)
Total	15 (9.6%)	35 (22.7%)	26 (16.8%)	18 (11.6%)	36 (23.3%)	24 (16.0%)	154 (100%)
Number of Counseling Booths							
One	12 (8.2%)	28 (19.2%)	20 (13.7%)	14 (9.6%)	26 (17.8%)	20 (13.7%)	120 (82.2%)
Two	3 (2.1%)	4 (2.7%)	6 (4.1%)	5 (3.4%)	5 (3.4%)		23 (15.7%)
Three						1 (.7%)	1 (.7%)
Four					1 (.7%)	1 (.7%)	2 (1.4%)
Five							
Total	15 (10.3%)	32 (21.9%)	26 (17.8%)	19 (13.0%)	32 (21.9%)	22 (15.1%)	146 (100%)

APPENDIX F--Continued

NUMBER OF SCHOOLS SERVED BY 142 ELEMENTARY SCHOOL COUNSELORS

SCHOOLS	OKLAHOMA			MISSOURI			TOTAL
	BA	MA_1	MA_2	BA	MA_1	MA_2	
One	7 (5%)	17 (12%)	16 (11%)	7 (5%)	10 (7%)	8 (6%)	65 (46%)
Two	4 (3%)	4 (3%)	4 (3%)	6 (4%)	13 (9%)	3 (2%)	34 (24%)
Three or More	4 (3%)	11 (8%)	3 (2%)	7 (5%)	9 (6%)	9 (6%)	43 (30%)
Total	15 (11%)	32 (23%)	23 (16%)	20 (14%)	32 (22%)	20 (14%)	142 (100%)

BA = Bachelor degree trained counselors.
MA_1 = Master (or higher) degree trained counselors with majors in guidance.
MA_2 = Master (or higher) degree trained counselors with majors in some educational area other than guidance.

PERCENTAGE OF TIME SPENT IN ELEMENTARY SCHOOL GUIDANCE AND COUNSELING BY 141 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			
PERCENTAGE OF TIME	BA	MA_1	MA_2	BA	MA_1	MA_2	TOTAL
100-80	8 (6%)	22 (16%)	18 (13%)	13 (9%)	28 (20%)	17 (12%)	106 (76%)
79-50	7 (5%)	2 (1%)	2 (1%)	1 (1%)	2 (1%)	2 (1%)	16 (10%)
49-25	1 (1%)	5 (4%)	2 (1%)	2 (1%)	2 (1%)	2 (1%)	14 (9%)
24-10		2 (1%)	2 (1%)	2 (1%)			6 (3%)
Error Due to Rounding Off			(1%)	(1%)			(2%)
Total	16 (12%)	31 (22%)	24 (17%)	18 (13%)	32 (22%)	21 (14%)	142 (100%)

BA = Bachelor degree trained counselors.
MA_1 = Master (or higher) degree trained counselors with majors in guidance.
MA_2 = Master (or higher) degree trained counselors with majors in some educational area other than guidance.

AN URBAN-RURAL CLASSIFICATION OF COMMUNITIES
WHERE BASE SCHOOLS ARE LOCATED

	OKLAHOMA		MISSOURI		TOTAL	
	N	%	N	%	N	%
Bachelor Degree Counselors						
Urban[a]	9	(6%)	15	(10%)	24	(16%)
Rural[b]	6	(4%)	6	(4%)	12	(8%)
Master Degree Counselors with Majors in Guidance						
Urban	21	(14%)	32	(21%)	53	(35%)
Rural	11	(7%)	2	(1%)	13	(8%)
Master Degree Counselors with Majors in Some Educational Area Other Than Guidance						
Urban	16	(10%)	20	(13%)	36	(23%)
Rural	12	(8%)	4	(3%)	16	(11%)
Error Due to Rounding Off				(-1%)		(-1%)
Total	75	(49%)	79	(51%)	154	(100%)

[a]Urban = communities with population excess of 1,000.
[b]Rural = communities with 1,000 or fewer people.

UNDERGRADUATE MAJOR AREA OF STUDY OF 147 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			
MAJOR AREA OF STUDY	BA	MA_1	MA_2	BA	MA_1	MA_2	TOTAL
Biology		3 (2%)			1 (.7%)		4 (2.7%)
Business	1 (.7%)	5 (3.4%)	3 (2%)		2 (1.4%)		11 (7.5%)
Education	2 (1.4%)	8 (5.4%)	5 (3.4%)	11 (7.5%)	22 (15%)	15 (10.2%)	63 (42.9%)
English	1 (.7%)	3 (2%)	4 (2.7%)	4 (2.7%)	2 (1.4%)		14 (9.5%)
Home Economics	1 (.7%)	2 (1.4%)			1 (.7%)		4 (2.8%)
Industrial Arts		2 (1.4%)	1 (.7%)	1 (.7%)	1 (.7%)	1 (.7%)	6 (4.2%)
Mathematics		3 (2%)	5 (3.4%)		1 (.7%)	1 (.7%)	10 (6.8%)
Music	1 (.7%)	2 (1.4%)	1 (.7%)		1 (.7%)	1 (.7%)	6 (4.2%)
Psychology				2 (1.4%)		1 (.7%)	3 (2.1%)
Physical Education	2 (1.4%)	2 (1.4%)	1 (.7%)		1 (.7%)	3 (2%)	9 (6.2%)
Physics		1 (.7%)	1 (.7%)				2 (1.4%)
Science			1 (.7%)		1 (.7%)		2 (1.4%)
Social Studies	2 (1.4%)	2 (1.4%)	4 (2.7%)	2 (1.4%)	2 (1.4%)		12 (8.3%)
Zoology	2 (1.4%)						2 (1.4%)
Error Due to Rounding Off	(-.2%)	(-.2%)	(-.2%)	(-.2%)	(-.2%)	(-.4%)	(-1.4%)
Total	12 (8.2%)	33 (22.3%)	26 (17.5%)	20 (13.5%)	35 (23.9%)	22 (14.6%)	148 (100%)

GRADUATE MINOR AREA OF STUDY OF ELEMENTARY SCHOOL COUNSELORS

MINOR	OKLAHOMA		MISSOURI		TOTAL
	MA_1	MA_2	MA_1	MA_2	
Administration	3 (5.4%)	1 (1.8%)	3 (5.4%)		7 (12.6%)
Biology	1 (1.8%)	1 (1.8%)			2 (3.6%)
Education	3 (5.4%)	4 (7.1%)	5 (8.9%)		12 (21.4%)
English	1 (1.8%)				1 (1.8%)
Guidance		8 (14.3%)		6 (10.7%)	14 (25.0%)
Home Economics	2 (3.6%)				2 (3.6%)
Mathematics		1 (1.8%)			1 (1.8%)
Music	1 (1.8%)	1 (1.8%)			2 (3.6%)
Psychology	5 (8.9%)		2 (3.6%)	2 (3.6%)	9 (16.1%)
Social Science	3 (5.4%)			1 (1.8%)	4 (7.2%)
Speech	1 (1.8%)	1 (1.8%)			2 (3.6%)
Error Due to Rounding Off	(-.3%)				(-.3%)
Total	20 (35.6%)	17 (30.4%)	10 (17.9%)	9 (16.1%)	56 (100%)

UNDERGRADUATE MINOR AREA OF STUDY OF 100 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			
MINOR AREA OF STUDY	BA	MA_1	MA_2	BA	MA_1	MA_2	TOTAL
Biology	1 (1%)	1 (1%)				2 (2%)	4 (4%)
Chemistry	2 (2%)	1 (1%)	1 (1%)	2 (2%)			6 (6%)
Education	1 (1%)	3 (3%)	8 (8%)	1 (1%)	2 (2%)	1 (1%)	16 (16%)
English	1 (1%)	4 (4%)		2 (2%)	2 (2%)	3 (3%)	12 (12%)
Home Economics		1 (1%)					1 (1%)
Mathematics	1 (1%)	1 (1%)					2 (2%)
Psychology					3 (3%)		3 (3%)
Physical Education		7 (7%)	4 (4%)		1 (1%)		12 (12%)
Physics		2 (2%)	1 (1%)				3 (3%)
Science	1 (1%)		1 (1%)	1 (1%)	1 (1%)	2 (2%)	6 (6%)
Sociology		1 (1%)			2 (2%)		3 (3%)
Social Science		2 (2%)	4 (4%)	7 (7%)	8 (8%)	8 (8%)	29 (29%)
Speech		1 (1%)	1 (1%)				2 (2%)
Error Due to Rounding Off					(1%)		(1%)
Total	7 (7%)	24 (24%)	20 (20%)	13 (13%)	19 (19%)	16 (16%)	99 (99%)

DISTANCE FROM THE BASE SCHOOL COMMUNITY
TO A MAJOR METROPOLITAN AREA OF 100,000

	OKLAHOMA		MISSOURI		TOTAL	
	N	%	N	%	N	%
Bachelor Degree Counselors						
0-49	2	(1.3%)	8	(5.2%)	10	(6.5%)
50-150	10	(6.5%)	10	(6.5%)	20	(13.0%)
151-300	2	(1.3%)	2	(1.3%)	4	(2.6%)
More than 300 miles			1	(.6%)	1	(.6%)
Master Degree Counselors with Majors in Guidance						
0-49	8	(5.2%)	17	(11.0%)	25	(16.2%)
50-150	22	(14.2%)	12	(7.7%)	34	(21.9%)
151-300	3	(1.9%)	5	(3.2%)	8	(5.1%)
More than 300 miles						
Master Degree Counselors with Majors in Some Educational Area Other than Guidance						
0-49	3	(1.9%)	9	(5.8%)	12	(7.7%)
50-150	25	(16.1%)	9	(5.8%)	34	(21.9%)
151-300	2	(1.3%)	3	(1.9%)	5	(3.2%)
Error Due to Rounding Off				(1.3%)		(1.3%)
Total	77	(49.7%)	76	(50.3%)	153	(100%)

APPENDIX F--Continued

TYPE OF TEACHING CERTIFICATE OF 136 ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA			MISSOURI			TOTAL
	BA	MA_1	MA_2	BA	MA_1	MA_2	
Temporary	4 (3.0%)		1 (.7%)	1 (.7%)		1 (.7%)	7 (5.1%)
Provisional	1 (.7%)	5 (3.7%)	1 (.7%)	5 (3.7%)	8 (5.9%)	3 (2.2%)	23 (16.9%)
Standard	6 (4.4%)	16 (11.8%)	17 (12.5%)	1 (.7%)	4 (3.0%)	1 (.7%)	45 (33.1%)
Life		6 (4.4%)	5 (3.7%)	13 (9.6%)	22 (16.2%)	15 (11.0%)	61 (44.9%)
Total	11 (8.1%)	27 (19.9%)	24 (17.6%)	20 (14.7%)	34 (25.1%)	20 (14.6%)	136 (100%)

ANALYSIS OF THE MEAN YEARS OF TEACHING EXPERIENCE OF ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA		MISSOURI			
	N	MEAN NUMBER OF YEARS OF TEACHING EXPERIENCE	N	MEAN NUMBER OF YEARS OF TEACHING EXPERIENCE	t	P
Bachelor Degree Counselors	14	13.0	20	11.9	.48	
Master Degree Counselors with Majors in Guidance	32	14.1	35	9.2	1.94	.05
Master Degree Counselors with Majors in Some Educational Area Other Than Guidance	25	17.6	24	14.7	1.13	

APPENDIX F--Continued

ANALYSIS OF THE MEAN YEARS OF COUNSELING EXPERIENCE OF ELEMENTARY SCHOOL COUNSELORS

	OKLAHOMA		MISSOURI			
	N	MEAN NUMBER OF YEARS OF TEACHING EXPERIENCE	N	MEAN NUMBER OF YEARS OF TEACHING EXPERIENCE	t	P
Bachelor Degree Counselors	12	1.8	20	1.6	.82	
Master Degree Counselors with Majors in Guidance	30	4.5	36	2.0	2.57	.01
Master Degree Counselors with Majors in Some Educational Area Other Than Guidance	25	5.7	25	2.4	1.89	.05

THE NUMBER AND PERCENTAGE OF COUNSELORS RESPONDING TO ENCLOSED ITEMS DESCRIBING DUTIES OF ELEMENTARY SCHOOL COUNSELORS

ENCLOSED ITEMS	ITEM RESPONSE	PERCENTAGE	AVERAGE TIME SPENT IN PERFORMING DUTIES	MEDIAN TIME SPENT IN PERFORMING DUTIES
Individual Counseling with Parents	158	96%	8.36	7.75
Individual Counseling with Teachers	157	96%	11.27	9.92
Individual Counseling with Students	154	94%	25.58	17.81
Administering Individual Tests of Intelligence	152	93%	12.90	10.25
Individual Counseling with Administrators	142	87%	5.66	5.09
Identifying Students for Special Education	132	80%	6.03	4.94
Conferring with the School Nurse	131	80%	3.64	4.18
Conferring with the Reading Specialist	123	75%	4.93	2.54
Working in Public Relations	119	72%	8.07	4.30
Teaching Human Relations Classes	41	25%	7.01	6.63

ITEMS WRITTEN IN BY ELEMENTARY SCHOOL COUNSELORS TO DESCRIBE DUTIES NOT INCLUDED IN THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING INVENTORY

OPEN ITEMS	ITEM RESPONSE	PERCENTAGE	AVERAGE TIME SPENT IN PERFORMING DUTIES	MEDIAN TIME SPENT IN PERFORMING DUTIES
Clerical Duties	80	49%	10.41	9.75
Parental Interviews	81	49%	4.15	3.54
Record Keeping	78	48%	5.23	4.77
Referring Students to Other Agencies	77	47%	6.03	3.92
Group Guidance	76	46%	6.03	3.92
Group Testing	64	39%	8.80	6.38