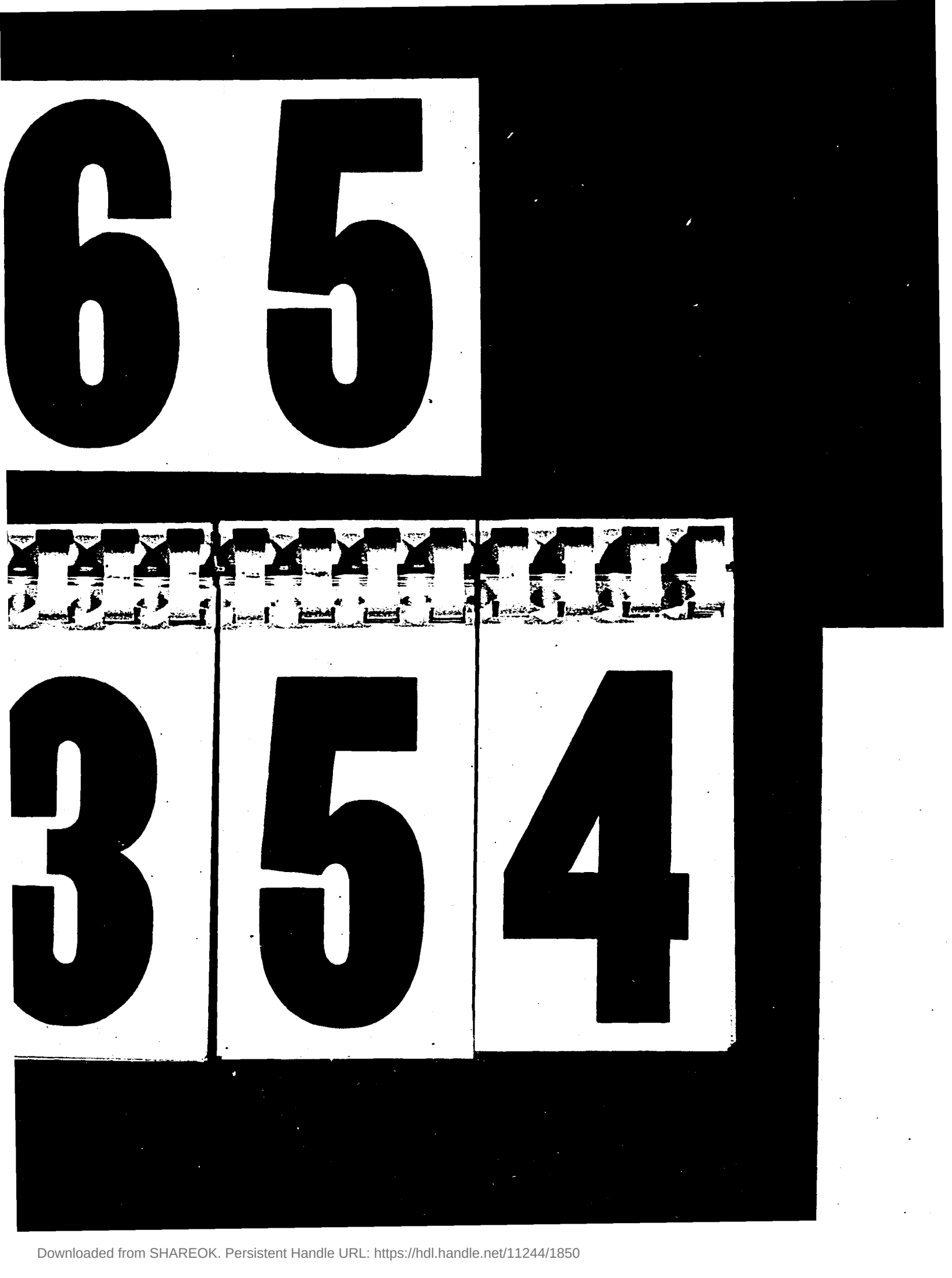

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AN OCCUPATIONAL ANALYSIS OF

CERTIFIED SCHOOL PSYCHOLOGISTS

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TABLE OF CONTENTS

LIST OF TABLES v

Chapter

I. INTRODUCTION AND RELATED LITERATURE 1

II. PROBLEM AND PURPOSES OF THE STUDY 13

III. METHOD OF INVESTIGATION 15

Procedure 15
Sample 16
Description of the Questionnaire 18
Methods of Analyzing Data 19

IV. ANALYSIS OF THE DATA 20

Personal Characteristics 20
Professional Preparation 22
Experience 31
Working Conditions 37
Services Performed 48
Summary of Findings 59

V. SUMMARY AND FINDINGS 63

REFERENCES 71

APPENDIXES 75

A. Sample Distribution 76
B. Samples of Questionnaire and Cover Letter . 77

LIST OF TABLES

Table		Page
1.	Mean and Median Age of School Psychologists by Sex and Geographical Area	21
2.	Sex Distribution of School Psychologists in Various Age Groups	23
3.	Marital Status of School Psychologists by Sex.	24
4.	Degrees Held by School Psychologists by Sex and Geographical Location	26
5.	Major and Minor Field by Degree	28
6.	Fields of Supervised Internships and Practicums Served by School Psychologists by Geographical Location	30
7.	Mean Years of Psychological Work Experience Other than School Psychology by Fields of Psychology and Geographical Location	33
8.	Percentage of School Psychologists with Teaching Experience and Mean Number of Years by Geographical Location	34
9.	Percentage of School Psychologists Possessing Active Teaching Certificates by Geographical Location	36
10.	Frequency Distribution of Titles of School Psychologists by Geographical Location	38
11.	Employers of School Psychologists by Geographical Location	41
12.	Median Number of Schools Served by School Psychologists by Geographical Location	42
13.	Mean and Median Number of Hours School Psychologists Were Employed per Week by Geographical Location	42
14.	Mean and Median Number of Months School Psychologists Were Employed per Year by Geographical Location	43

Table		Page
15.	Mean and Median Salary of School Psychologists by Geographical Location and Highest Degree Held	45
16.	Distribution of Salaries of School Psychologists by Geographical Location	47
17.	Facilities Available to School Psychologists by Geographical Location	49
18.	Services Rendered in Mean Hours by Geographical Location	51
19.	Sample Distribution by States	76

AN OCCUPATIONAL ANALYSIS OF CERTIFIED SCHOOL PSYCHOLOGISTS

CHAPTER I

INTRODUCTION

The field of psychology as a science and profession is relatively young and rapidly growing. An indication of the youthfulness and growth of this field is in the area of school psychology.

The growth of school psychology has been sporadic and to a great extent has been without the benefits organization. Hollingshead (17) adequately describes the situation when he writes:

> School Psychology is an emerging profession. It is in fact so new that it has but a meager literature; psychology has not yet developed a model for its services to the schools, nor have teachers or school administrators come up with anything like a consensus with respect to the utilization of this new member of the team (17, p. v).

Ineffectual attempts were made to define the role of school psychologists as early as 1923 (18). In 1942, preliminary steps were made to formulate the role of school psychologists (31). Only recently, within the present decade, have there been attempts to define the functions,

qualifications, and training of school psychologists (6, 9, 10, 13, 16, 34, 36).

However, with the increasing demand for the services of school psychologists and with the public's greater understanding of such terms as mental health, mental retardation, mentally gifted, psychological diagnostic testing, counseling, and psychotherapy, the stature of the school psychologist increased. This increase in status precipitated more elaborate literature in the field and pointed up a need to define the role and functions of school psychologists more specifically.

Related Literature

The literature pertaining to school psychology was mainly concerned with two areas: (a) the definition of the role and functions of school psychologists and (b) the training and certification of school psychologists. Pertinent material related to the definition of the role of and the functions of school psychologists will be reviewed.

Since the term "school psychologist" has been difficult to define, the specific role of the school psychologist has been equally difficult to deliniate. School psychologists themselves have difficulty in defining their own roles (6; 36, p. 34).

Hutt (18) made the first attempt to define the role of the school psychologist. In summarizing his article he stated: "It is the function of the Psychologist to discover

the facts of mentality in the individual and to explain the deviation of behavior. It is his function to find and occasionally to apply the cure" (18, p. 5).

Other writers in the field expressed their opinions with respect to the role of psychologists in public schools. Symonds (32) stated that "the school psychologist stands ready to serve the psychological problems of the school" (32, p. 175). Baker (3) suggested that the need for school psychology has increased and that school psychology should not be repressed as have other innovations in the public school. Rosebrook (20) summarized the functions of school psychology as the enrichment of understanding human relations, whereas, McNally (25) was concerned with individual differences and with the role that should be played by the school psychologists in the development of curriculum, utilizing his knowledge of human learning.

The role of the school psychologist was interpreted by Krugman (22) as one of mental evaluation and educational placement. On the other hand, Hildreth (15) believed that school psychologists should determine and recommend remediation for students with reading problems. Zehrer (38) thought that the school psychologist was in a position to be a consultant on mental health, not only in a therapeutic sense, but also in a preventive role, supervising curricula and other factors that may arise which would need the trained eye of a psychologist to avoid a psychologically detrimental environment for the pupils and teachers. And finally,

Burnside (4) perceived one of the duties of school psychologists as a psychological counselor to gifted children, who are sometimes forgotten members of the student body.

For Allen, the role of the school psychologist has never been specifically defined. Allen (1) emphasized that the image of the school psychologist is "clouded by the many faceted perceptions of the classroom teacher, the principal, the school board, and the State Departments of Education" (1, p. 137).

The Thayer Conference, which took place at West Point, New York, from August 22, to August 31, 1954, gave great impetus to the field of school psychology. The purpose of the conference was to produce a "definite statement about the functions, qualifications, and training of school psychologists" (6, p. 11). The members of this conference defined a school psychologist as a:

> psychologist with training and experience in education . . . He uses his specialized knowledge of assessment, learning, and interpersonal relationships to assist school personnel to enrich the experience and growth of all children, and to recognize and deal with exceptional children" (6, p. 30).

The members of the Thayer Conference went on to outline the functions of the school psychologists:

> The school psychologist serves in an advisory capacity to school personnel and performs the following functions:
>
> 1. Measuring and interpreting the intellectual, social and emotional development of children.
> 2. Identifying exceptional children and collaborating in the planning of appropriate educational and social placements and programs.

> 3. Developing ways to facilitate the learning and adjustment of children.
> 4. Encouraging and initiating research, and helping to utilize research findings for the solution of school problems.
> 5. Diagnosing educational and personal disabilities, and collaborating in the planning of re-educational programs (6, p. 30).

The report of the conference indicated that its members found difficulty in specifying the functions of school psychologists because of the problems of the varying needs of the different communities and the varied interests and training of school psychologists. Consequently, the functions of school psychologists remained inconclusive and unclear.

More recently, Valett (34) suggested that the school psychologist was a "unique professional person" (34, p. 5) and that this uniqueness stemmed from the fact that a school psychologist applied his psychological knowledge in an educational setting. To Valett (34) the central concern of the school psychologist should be the "scientific study of the behavior of children and their educational problems" (34, p. 5). In using the Thayer Report as a guide, Valett grouped the three major services provided by school psychologists as follows: (a) psychological counseling and guidance, which included individual child guidance, individual parent counseling, student counseling groups, and parent discussion groups; (b) consultation, which included consulting with individual teachers, teacher discussion groups, research and educational development, and referrals; and (c) individual psychological evaluation.

White and Harris (36) classified the current school psychological programs into five major categories:

> 1. The school psychologist as a permanent member of the staff of a single school system. He may travel from building to building within that system but is responsible to one school superintendent, and his services usually extend from kindergarten through senior high school.
>
> 2. The school psychologist as a member of a cooperative centralized staff, servicing several school districts. This is the more common pattern in semirural areas, as it allows several school districts to benefit from the centralized services of school psychologists, remedial teachers, and sometimes a psychiatrist. Pupils travel to the cooperatively established center for tests and interviews, but members of the staff also visit the participating schools.
>
> 3. The school psychologist as a member of a large metropolitan bureau of professional staff members, reporting to the city board of education. Metropolitan bureaus usually employ a large number of technically trained personnel, may administer their own child guidance clinics, as does the Bureau of Child Guidance in New York City, and may carry out research programs.
>
> 4. The school psychologists in a rural area, often w rking alone and with little help from consultants or specialized staff, who travels from one distant school to the other and of necessity often limits himself to diagnosis and recommendations.
>
> 5. The school psychologist on the central staff of a county or state governmental agency, who consults with the school psychologists within his jurisdiction. He may develop new programs, advise on legislation and certification, and carry out research. The larger states, such as California and New York have developed quite an active program for their state psychological services (36, pp. 4-5).

White and Harris (36) stated that the functions depended upon the type of program a school system has. The

current major services of school psychologists to pupils may be classified as (1) educational diagnosis, (2) educational remediation, (3) personality diagnosis, and (4) personality remediation (36, pp. 5-6). Other functions included:

> liason with school personnel, individuals or agencies carrying out the remedial educational and personality measures; contact with the community for educational or informational purposes; administrative responsibilities; consultation on school curriculum and policy; teaching, often in an in-service program; group testing in some instances; research (36, p. 8)...
>
> The different school structures within which a school psychologist must operate and the relative immaturity of the profession itself have precluded the establishment of a clear and specific definition of duties and activities. The fact that one of the major questions which school psychologists pose when they meet together is "How do you operate on your job?" emphasized their varying activities. How the psychologist spends his time depends upon his background of experiences, his training, the peculiar nature and requirement of the school system within which he works, and his own personality. Each school psychologist has to construct standards for himself in terms of his own individual school environment (36, p. 34).

The lack of an inclusive definition of school psychology was the concern of Graham (11), also. "Despite this heightened interest and general acceptance, there remains a need for classification of the psychologist's function in the school system, a statement of his qualifications, and a definition of the scope of his services" (11, p. 102). With respect to the services of school psychologists, Graham elaborated as follows:

> The duties of a school psychologist are multitudinous and complex--not, that he

> purports to be "all things to all people," but he possesses specific qualifications and shoulders certain responsibilities which make his role unique, irrespective of the differences to be found in the various facilities or demands of different school systems. His primary function is to assist in the adjustment of children and to find the school placement most suitable for the fullest development of their respective potentialities (11, p. 102).

In writing about the services which school psychologists perform, Wilma Hirst (16) included services rendered to the individual child, services rendered to the school, services rendered to the community, and research. Services to the individual child included testing, counseling, and consulting with students and parents. Services to the school included such things as aiding in the development of a healthy classroom climate and helping members of the school team in such matters as policy making and curriculum. Examples of services to the community were parent contacts, public relations, and intergrating the available community resources.

Gray (12) suggested that the contribution of the psychologists to the school may well be the reporting of current knowledge of human behavior, skills in interpersonal relations, and the ability to conduct research. These functions were similar to those expressed by White and Harris (36), Hirst (16), and Valett (34).

> Although the use of a specialist in public school settings is by no means a new idea, there is no consistent practice through which the specialist functions. For example, many school systems employ a

> psychologist, and assign certain functions for him to perform. These functions vary from system to system to such a degree that it is most difficult to make a general statement about the function of a school psychologist" (37, p. 103).

About the only unique function of a school psychologist according to Wiley and Dunn (37) was the administration of individual intelligence tests.

Frisch (8) saw the role of the school psychologist as three-prong. The principal areas of responsibility were preventive, testing and counseling, and psychometric group testing. Frisch believed that the primary function is the prevention of emotional disturbance in children as prevention is the key to mental health in the future. Testing and counseling are the skills that the psychologist has at his disposal to identify and help those who are in need in order to prevent emotional disturbance. In regard to psychometric group testing, Frisch (8) stated that "The testing procedure should involve a continuing series of achievement tests and appropriately spaced tests of mental maturity" (8, p. 264). When other tests of a particular nature, such as college entrance examinations or vocational interest tests, are needed, they should be incorporated into the procedure.

In attempting to ascertain the spcialization or capabilities of psychologists in various subfields of psychology, of which school psychology is one, Lockman (24) identified the areas in which school psychologists worked. Those areas included: individual diagnosis and therapy,

projective techniques, school adjustment, school learning, behavior problems, special education, mental deficiencies, educational counseling, objective tests, and educational measurements.

For the most part, the concepts of the roles and functions of school psychologists were not written by those in the profession of school psychology. Therefore, Inglis (19) suggested that the school psychologists themselves should evaluate their functions and inform the school personnel of the nature of their role, as there was a great deal of confusion among teachers, administrators, and psychological workers, as to the role of the school psychologist.

Cornell (5) conducted a study to determine the services performed by school psychologists in New York State. Sixty-three school psychologists in 41 communities were asked to state whether they engaged in certain activities regularly, occasionally, or never (5, p. 189).

Cornell's findings were: (1) 100 per cent cent of the school psychologists in her study engaged in individual psychological examining, (2) 95 per cent engaged in conferences with teachers, (3) 91 per cent conducted group tests, (4) 91 per cent stated that they engaged in contacts with parents, (5) 87 per cent engaged in writing diagnostic case reports, (6) 79 per cent engaged in individual interviews without examination, (7) 76 per cent of the school psychologists spent time in contact with agencies,

(8) 75 per cent were involved in planning remedial instruction, and (9) 44 per cent were involved in giving remedial instruction (5, p. 190).

In addition to the above mentioned activities, school psychologists in Cornell's study engaged in the following activities: interpreting test results, administration of the general testing program, research, supervision of curriculum, and advisory which included counseling and recruiting teachers (5, p. 191).

Keenan (21) engaged in a job analysis of school psychologists in Massachusetts. Sixty-seven school psychologists rated 80 activities for frequency, importance, and difficulty. The study revealed that the activity most often engaged in was consulting with teachers. Diagnostic study of children and administrative work were also the activities most often engaged in. School psychologists in Keenan's study spent between 30 and 40 per cent of their time working with the mentally retarded (21, pp. 185-186).

With regard to the education of school psychologists, Keenan drew an important inference from this study. She found that "Most of the school psychologists hold a Master's degree but further training is needed by the majority in the technique and practicum of projective testing, counseling, and group and play therapy" (21, p. 186).

Gottesegen (9) summed up the role and functioning of school psychologists when he stated:

> Perhaps the most important thing to be said about the school psychologist is that his role is a dynamic one, never fixed, rigid or repetitive. In the truest sense, he deals in interpersonal relationships, ameliorating or channelizing problems as they arise, creating newer, better, more productive solutions in cooperation with his colleagues as he himself grows and develops (9, p. 16).

Summary

Based upon a review of the literature, it may be concluded that the primary function of the school psychologist is to facilitate the learning and adjustment of the student. The school psychologist accomplishes this function through psychological testing, counseling, consultation with teachers and parents, research and study of the educational process, and advising the administration and teaching staff on matters concerning the psychological foundations of education.

CHAPTER II

PROBLEM AND PURPOSE OF THE STUDY

In practically every field of endeavor the question arises as to what the specific functions of the job entails, just what the duties of the worker are, or what the role of the person employed is. As noted in the literature of school psychology, attempts were made at specifying the characteristics of school psychologists or generalizing about the functions or the role of such a position, but a clear account of what school psychologists really do, does not yet appear to have been satisfactorily delineated. Most of the writers suggest that school psychologists should: (1) provide psychological counseling and guidance to students and parents, (2) provide psychological services with respect to educational and personality diagnosis as well as educational and personality remediation, and (3) provide consultant services to the school administrative staff, teachers, and community workers. Only two studies were noted where an (Keenan and Cornell)attempt was made to describe the actual duties of school psychologists, but it seems probable that the sampling was not adequate.

For these reasons a study was planned that would: (1) give a description of the personal characteristics, such

as age, sex, race, and marital status,

(2) academic and professional background,

(3) experience in the area of psychological services,

(4) working conditions, and

(5) actual services performed by full-time employed school psychologists.

The school psychologist is primarily a service person, one who provides a service to the public school. Questions have arisen as to what services a school psychologist should perform and the difficulty in defining the role of the school psychologist.

A study was needed to determine the pertinent characteristics of the psychologists presently employed. Although appropriate studies have been accomplished on a small or state-wide basis by Keenan (25) and by Cornell (6), a study of much larger magnitude, one much more representative of the United States is necessary.

CHAPTER III

METHOD OF INVESTIGATION

Procedure

In June of 1964, the State Departments of Education in each of the fifty states and Washington, D. C. were contacted by mail and were requested to supply the names and addresses of the certified school psychologists in their states. Forty-seven of 50 states, or 94 per cent, responded to the mailed inquiries. Twenty-six states, or 52 per cent, certified and employed school psychologists, which included the states that refused to supply the requested information.

The states that did not certify school psychologists were eliminated from the study. Although school systems in Connecticut, Massachusetts, New York, Rhode Island, Wisconsin, and District of Columbia employed school psychologists, they were eliminated from the study since they refused to cooperate by sending the requested information. Also, the States of Idaho and Indiana were excluded because they did not have lists of school psychologists available. Similarly, the State of Washington, although wishing to be included in the study, was eliminated because a list of the names and addresses of school psychologists would not be available until the Spring of 1965. The State of Michigan was

eliminated from this study because their top-level psychologists were termed School Psychological Diagnosticians and their only function was to test possible mental retardates for placement in special classes (33).

Sample

Nineteen states, or 73.2 per cent of those states that certified and employed school psychologists, reported the names and addresses of the certified school psychologists in their respective states. A list of 1230 school psychologists was compiled. Of the total number reported, Arizona supplied 36 or 2.9 per cent of the sample, California 72 or 5.8 per cent, Colorado 89 or 7.2 per cent, Delaware 14 or 1.1 per cent, Florida 18 or 1.5 per cent, Illinois 291 or 23.9 per cent, Iowa 76 or 6.2 per cent, Kansas 36 or 2.9 per cent, Maryland 15 or 1.1 per cent, Minnesota 45 or 3.8 per cent, New Jersey 255 or 21.5 per cent, Ohio 211 or 17.2 per cent, Oklahoma 2 or 0.02 per cent, Oregon 7 or 0.06 per cent, Pennsylvania 30 or 2.4 per cent, South Carolina 2 or 0.02 per cent, Tennessee 16 or 1.3 per cent, Utah 13 or 1.0 per cent, and Wyoming 2 or 0.02 per cent.

From the list of 1230 school psychologists, a proportionate sample comprised of 20 per cent of the population in each state was randomly selected by using a table of random numbers. This procedure seemed adequate in securing a randomized, representative sample. The number of certified

school psychologists selected for this study by geographical location is shown in Appendix A.

On October 22, 1964, questionnaries and a cover letter, explaining the need and purpose of the study, were sent to the 246 selected school psychologists. By November 27, 1964, 189, or 76.0 per cent, of the questionnaires were returned. At this time a second questionnaire was sent to those psychologists who apparently had not yet returned the completed questionnaire. The second request yielded a total of 204, or 82.9 per cent, of the questionnaires. Of the questionnaires received 35 or 11.8 per cent were discarded for various reasons, which resulted in a total of 169, or 71.1 per cent, which could be used in this study. Thirty-two of the questionnaires were discarded because they were returned by psychologists who left the field. Of the 32 left the field in order to teach on the college level. Three reported that they left to work in mental health clinics; two left to enter private practice; and two were out of the country for study and research.

One questionnaire was discarded because it was returned by a school psychologist who retired. Another questionnaire was discarded because the school psychologist refused to answer the questions. A third questionnaire came back marked "deceased."

Description of the Questionnaire

In order to provide a complete occupational description of the school psychologists, it was important that the instrument used in collecting the data illicited all the information necessary to include all aspects of the occupation (3, Ch. 5). The questionnaire, which was three pages in length, was organized into six units, with each unit concerned with a separate aspect of the occupation of the school psychologist. The first unit was concerned with the personal characteristics of the individual, namely: age, sex, race, and marital status. The second unit was concerned with the education of the school psychologist. The information desired in this unit was the degrees one held and the major and minor areas of study for each degree. Included in this section were questions concerning supervised internships and in-service practicums in some area of psychology. Unit number three was concerned with experience, experience as a psychologist and as an educator. The fourth unit was concerned with the working conditions of the psychologists, specifically his title, employer, number of schools served, number of hours per week employed, number of months employed per year, yearly salary, and availability of office, secretary, and telephone. The fifth section dealt with the services rendered by the psychologist to the pupil and to the school. Those services listed were the services that a number of references on the functions of school

psychologists had outlined (8, 16, 19, 37, 39). The sixth unit requested the psychologists to write a short description of his job, in order to insure the reliability of the responses in the fifth section. The questionnaire and the cover letter are shown in Appendix B.

Methods of Analyzing Data

For convenience, the returned questionnaires were categorized by geographic location according to the Employment Bulletin of the American Psychological Association. East included the states of Delaware, Maryland, New Jersey, and Pennsylvania. South included the states of Florida, South Carolina, and Tennessee. Illinois, Iowa, Kansas, Minnesota, Ohio, and Oklahoma were included in the Midwest. And West included the states of Arizona, California, Colorado, Oregon, Utah, and Wyoming.

Data obtained from questionnaires were presented in tabular form showing number of responses and percentages. Where appropriate, frequency distributions were shown by area and sex.

CHAPTER IV

ANALYSIS OF THE DATA

Personal Characteristics

The questionnaire data yielded the personal characteristics of age, sex, race, and marital status of a representative sample of certified school psychologists. The age category appeared to have rather skewed distributions. For this reason the median age was computed and compared to the mean age.

Age. The median age of all school psychologists in 1964 was 37.0 years. The median age of men school psychologists (36.0) was eight years less than that of women (44.0). The mean age of men (37.8) was almost eight years less than that of women (45.5). The mean age of men was higher than the median age as the mean was 37.8 years and the median, 36.0 years. For women the relationship between the mean and the median ages was the same as it was for the men; the mean of 45.5 years was higher than the median of 44.0 years. The difference in age between the sexes appears greater when the means rather than the medians are compared. Table 1 shows that the differences in mean and median ages between men and women was consistently stable throughout the various sections of the country.

TABLE 1

Mean and Median Age of School Psychologists
by Sex and Geographical Area

Area and Sex	Number reporting	Mean age	Median age
East			
Men	34	38.6	36.0
Women	7	46.6	45.0
South			
Men	4	40.7	38.5
Women	3	49.7	54.0
Midwest			
Men	64	37.3	33.0
Women	24	44.0	42.5
West			
Men	23	37.4	37.0
Women	10	48.0	50.0
All Men	125	37.8	36.0
All Women	44	45.5	44.0
All Psychologists	169	39.8	37.0

As had been expected from the differences in both median and mean ages, the age distribution by sex was noticeably different. The data are presented in Table 2. For men the largest age groups were 26-30 years, 31-35 years, and 36-40 years. For women, the largest age groups were 46-50 years, 51-55 years, and 56-60 years.

Race, Sex, and Marital Status. Almost all of the school psychologists were Caucasian (98.9 per cent). There were two Negroes in the sample: one in the East and the other in the Midwest.

About three-fourths (73.9 per cent) of all the school were men. More than eighty-five per cent (85.3) of all the school psychologists were married. (See Table 3.) A higher percentage of men than of women were married: 93.6 per cent of the men and 61.4 per cent of the women.

Of all the school psychologists reporting, 11.2 per cent were single, 5.6 per cent of the men and 27.3 per cent of the women. Of all the school psychologists reporting 2.9 per cent were divorced. A higher proportion of women than men were divorced: 9.1 per cent for women and 0.8 per cent for men. No men were widowers, while 2.2 per cent of the women were widows.

Professional Preparation

The school psychologists were asked to report the degrees they held and the degree, if any, they were pursuing. Also, the major and minor fields of each degree was requested.

TABLE 2

Sex Distribution of School Psychologists in Various Age Groups

Age Group	Number reporting	Men	Women
All School Psychologists	169	73.9%	26.1%
Under 26 years	1	0.0	100.0
26 - 30	18	94.4	5.6
31 - 35	43	86.1	13.9
36 - 40	47	83.0	17.0
41 - 45	26	69.2	30.8
46 - 50	8	50.0	50.0
51 - 55	9	33.3	66.7
56 - 60	12	33.3	66.7
61 - 65	5	60.0	40.0
66 or older	--	00.0	00.0

TABLE 3

Marital Status of School Psychologists by Sex

Marital Status	All School Psychologists	Men	Women
Single	11.2%	5.6%	27.3%
Married	85.3	93.6	61.4
Widowed	0.6	0.0	2.2
Divorced	2.9	0.8	9.1
Number Reporting	169	125	44

Degrees Held by School Psychologists. All of the school psychologists held a bachelor's degree, where slightly more than ninety five per cent (97.0) of all school psychologists held the master's degree. The men had a higher percentage: 99.5 per cent vs. 93.2 per cent for women. In the East, South, and West all of the men held at least the master's degree. In the East 85.7 per cent of the women had a master's degree, in the South 100 per cent, and in the West 90 per cent. In the Midwest a higher percentage of men held the master's degree: 98.4 per cent for men and 95.8 per cent for women.

The doctor's degree was held by almost nineteen per cent (18.9) of all the school psychologists reporting. The men showed a higher percentage: 20 per cent for men and 15.9 per cent for women (See Table 4).

In the South and in the West the percentage of men holding doctor's degrees was higher than the percentage for women. In the South 50 per cent of the men and 33.3 per cent of the women held this degree. In the West 26.1 per cent of the men and none of the women held the doctor's degree. In the East and in the Midwest the situation was reversed as more women than men held the doctor's degree. In the East 28.6 per cent of the women and 23.5 per cent of the men had earned their doctorate. And in the Midwest 16.7 per cent of the women and 14.1 per cent of the men held their doctor's degree.

TABLE 4

Degrees Held by School Psychologists
by Sex and Geographical Location

Area and Sex	Number Reporting	B.A.	M.A.	Ph.D./Ed.D.	Working Toward Ph.D./Ed.D.
All School Psychologists	169	100.0%	97.0%	18.9%	36.6%
All Men	125	100.0	99.5	20.0	36.0
All Women	44	100.0	93.2	15.9	38.6
East					
Men	34	100.0	100.0	28.5	50.0
Women	7	100.0	85.7	28.6	28.6
South					
Men	4	100.0	100.0	50.0	0.0
Women	3	100.0	100.0	33.3	0.0
Midwest					
Men	64	100.0	98.4	14.1	34.2
Women	24	100.0	95.8	16.7	54.2
West					
Men	23	100.0	100.0	26.1	26.1
Women	10	100.0	90.0	0.0	20.0

Of all the school psychologists reporting more than 36 per cent (36.6) were working on a doctorate. A higher portion of women (38.6 per cent) than men (36.0 per cent) were pursuing the doctorate. In the East and West a higher proportion of men than women were pursuing the doctoral degree. In the East 50.0 per cent of the men and 28.6 per cent of the women reported to be working on a doctorate, and in the West the percentages were 26.1 per cent for men and 20.0 per cent for women.

Major and Minor Fields. The field in which most of the school psychologists majored was Psychology. Almost 60 per cent (57.6) majored in Psychology at the undergraduate level where nearly 50 per cent (46.1) majored in Psychology at the master's level. And of those working for the doctorate, more than 32 per cent (32.3) were majoring in Psychology. Of those reporting who held the doctorate, 25 per cent majored in Educational Psychology, and 15.7 per cent reported a major in Psychology. Among those holding the master's degree, Educational Psychology, Guidance and Counseling, Education, and Clinical Psychology were favorites among the majoring fields. Of those who were working toward a doctorate, Educational Psychology, Guidance and Counseling, School Psychology, Special Education, and Clinical Psychology were popular majors. The distribution of major and minor fields by degree are presented in Table 5.

TABLE 5

Major and Minor Field by Degree

Field	Hold B.A. (n=169)		Hold M.A. (n=164)		Working Toward Ph.D./Ed.D. (n=62)		Ph.D./Ed.D. (n=32)	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Anatomy	X	X	0.0%	0.7%	0.0%	0.0%	0.0%	2.0%
Child Development	X	X	0.0	1.8	1.7	4.8	2.0	6.3
Clinical Psychology	X	X	6.1	0.0	4.8	0.0	15.7	12.5
Education	13.1%	18.3%	6.7	7.8	3.2	1.7	0.0	6.3
Educational Psychology	X	X	12.0	0.7	25.8	6.5	25.0	2.0
English	X	X	1.8	2.4	0.0	0.0	0.0	0.0
Experimental Psychology	X	X	0.7	0.0	0.0	0.0	0.0	0.0
Guidance and Counseling	X	X	15.8	8.5	6.5	6.5	12.5	2.0
Measurement	X	X	0.7	0.0	0.0	0.0	0.0	0.0
Philosophy	X	X	0.0	2.2	0.0	0.0	0.0	2.0
Physical Education	X	X	0.7	0.0	0.0	0.0	2.0	0.0
Psychology	57.6	14.3	46.1	11.5	32.3	0.0	15.7	0.0
School Administration	X	X	0.7	0.0	1.7	0.0	0.0	2.0
School Psychology	X	X	3.6	0.0	11.5	8.1	18.8	2.0
Social Work	X	X	2.2	1.8	0.0	1.7	0.0	0.0
Sociology	X	X	0.0	6.7	0.0	0.0	0.0	0.0
Special Education	X	X	2.4	1.8	11.5	0.0	6.3	6.3
Speech Pathology	X	X	0.0	0.7	0.0	0.0	0.0	0.0
Vocational Psychology	X	X	0.7	0.0	0.0	0.0	0.0	0.0
None or did not report	X	X	0.0	53.4	2.0	70.7	2.0	56.6

X Not calculated because of wide variation.

It is interesting to note that one school psychologist majored in Physical Education at both the master and doctoral levels, while another school psychologist majored in Elementary Education at the undergraduate level and in Secondary Administration at the master's level. Both of these subjects, however, were operating as school psychologists in the school.

In addition to formal course work, many of the school psychologists engaged in supervised internships and in-service practicums in some area of psychology. (See Table 6.) About 70 per cent (70.6) engaged in an internship, and about two-thirds (66.6 per cent) served in a practicum. There was some over-lapping as many school psychologists served both an internship and a practicum, while other psychologists served one or the other, and some did not serve either one.

Among the school psychologists who served an internship, the greatest number served in the area of School Psychology (43.2 per cent). The next most popular area was Clinical Psychology with 18.9 per cent, the third was Counseling Psychology with 9.5 per cent.

The school psychologists in the Midwest and the South had higher percentages of school psychologists who served internships than did the East and the West, with the Midwest having 94.9 per cent and the South having 85.7 per cent. The West had the lowest percentage, 44.4 per cent, while the East claimed 78.0 per cent.

TABLE 6

Fields of Supervised Internships and Practicums
Served by School Psychologists
by Geographical Locations

Field	All School Psychologists (n=169)	East (n=41)	South (n=7)	Midwest (n=88)	West (n=33)
Internships[a]					
Clinical Psychology	18.9%	24.4%	42.8%	18.2%	9.1%
Counseling Psychology	9.5	19.5	14.3	2.3	15.2
School Psychology	43.2	34.1	28.6	73.4	30.3
All Internships	70.6	78.0	85.7	94.9	49.4
None	29.4	22.0	14.3	5.1	55.6
Practicums[a]					
Child Psychology	1.2	0.0	0.0	1.2	0.0
Clinical Psychology	12.4	9.9	0.0	13.6	15.2
Counseling Psychology	15.1	9.9	0.0	21.6	9.1
Diagnostic Testing	2.4	0.0	14.3	2.3	3.0
Educational Psychology	1.2	0.0	0.0	1.2	0.0
School Psychology	30.7	34.2	28.6	36.4	12.1
Social Work	1.2	0.0	0.0	0.0	6.1
Vocational Rehabilitation	2.4	0.0	0.0	2.3	0.0
All Practicums	66.6	54.0	42.9	88.6	45.5
None	33.4	46.0	57.1	21.4	54.5

[a]Many school psychologists served both an internship and a practicum.

The ares in which the school psychologists served practicums were more dispersed. In addition to the major fields of Clinical, Counseling, and Social Psychology, practicums were served in the following areas: Social Work, Diagnostic Testing, Child Psychology, Educational Psychology, and Vocational Rehabilitation.

Again, as was the case in internships, the area in which most of the school psychologists served their practicums was School Psychology with 30.7 per cent of all the practicums as compared to 15.1 per cent for Counseling Psychology and 12.4 per cent for Clinical Psychology. The Midwest and the East had the greatest proportion of school psychologists serving practicums, with percentages of 88.6 per cent and 54 per cent, respectively. The South had the lowest incidence of practicums served, 42.9 per cent, with the West having only a slightly higher percentage, 45.5 per cent.

Experience

The school psychologists were asked to report the total number of years and type of experience in the various fields of psychology. In addition to experience in psychology, the school psychologists were asked to report their total years of teaching experience, the grade-level, and the subjects taught. Also, they were requested to report whether or not they held an active teaching certificate, and if so, at what level of education, secondary or elementary.

Experience in Psychological Work. Of all the school psychologists reporting, 39.0 per cent had engaged in some type of work in the area of psychology other than the position they now held as a school psychologist. The South had the highest percentage (58.0 per cent) of school psychologists with experience in psychology, followed by the East with 46.3 per cent. The West had the lowest percentage (18.2 per cent) of school psychologists with psychological experience.

Clinical Psychology was the field in which the school psychologists had the highest mean years of experience (6.2). Counseling Psychology and Academic (Teaching of Psychology) were next with means of 4.8 and 4.6 years of experience, respectively. (See Table 7.)

Teaching Experience. More than 60 per cent (62.1) of all the school psychologists reporting had teaching experience. For those who had teaching experience the average number of years was 6.2. The West had the greatest percentage of school psychologists with teaching experience, 75.8 per cent, followed by the South with 71.4 per cent. The Midwest had the lowest percentage, 65.9 per cent. (See Table 8.)

Of all the school psychologists reporting, the greatest percentage had their teaching experience at the elementary level (38.5 per cent) with an average of 7.4 years of experience. College teaching experience ranked

TABLE 7

Mean Years of Psychological Work Experience
Other than School Psychology
by Fields of Psychology and Geographical Location

Field	Mean Years				
	All School Psychologists	East	South	Midwest	West
Clinical Psychology	6.2	9.2	8.0	5.2	8.0
Counseling Psychology	4.8	5.0	6.5	4.0	3.0
Academic (Teaching)	4.6	8.0	0.0	4.0	1.0
Vocational Psychology	0.0	0.0	2.0	0.0	2.0
Industrial Psychology	0.0	4.0	2.0	0.0	3.0
Psychiatric Social Work	0.0	0.0	2.0	0.0	3.0
Experimental Psychology	3.0	0.0	3.0	0.0	3.0
Number Reporting	78	24	3	15	13

TABLE 8

Percentage of School Psychologists with Teaching Experience and Mean Number of Years by Geographical Location

Level	All School Psychologists (n=169)	Geographical Location			
		East (n=41)	South (n=7)	Midwest (n=88)	West (n=33)
All Levels					
Percentage of Psychologists	62.1%	68.3%	71.4%	65.9%	75.8%
Mean Number of Years	6.2	4.4	6.6	6.5	7.3
Elementary					
Percentage of Psychologists	38.5%	31.7%	28.6%	38.4%	45.5%
Mean Number of Years	7.4	4.1	10.0	8.5	7.5
Secondary					
Percentage of Psychologists	14.8%	24.4%	17.3%	11.4%	12.1%
Mean Number of Years	5.9	4.8	8.0	3.7	13.8
College					
Percentage of Psychologists	15.4%	16.1%	28.6%	14.7%	18.2%
Mean Number of Years	3.4	4.2	2.5	3.6	2.7
None					
Percentage of Psychologists	37.9%	31.7%	28.6%	34.1%	24.2%

second with 15.4 per cent and an average of 3.4 years of experience. Secondary teaching experience ranked last with 14.8 per cent but with a higher average number of years than college teaching, which was 5.9 years of experience.

The West had the largest percentage of school psychologists with teaching experience, 75.8 per cent and an average of 7.3 years. The Midwest had the lowest percentage, 65.9 per cent, but the average number of years (6) was higher than that of the East. While 68.3 per cent of the school psychologists in the East had teaching experience, the average number of years was only 4.1 years.

School Psychologists Holding Active Teaching Certificates. More than one-half (50.9 per cent) of all the school psychologists reporting held active teaching certificates. (See Table 9.) The percentage (27.8 per cent) of school psychologists holding elementary teaching certificates was higher than percentage (23.1) holding secondary teaching certificates.

The highest proportion of school psychologists holding active teaching certificates was in the West, 66.7 per cent. The West also had the highest proportion of school psychologists with teaching experience. (See Table 8.) The East had the lowest percentage of school psychologists holding active teaching certificates, 41.5 per cent. The East also had the lowest average number of years of teaching experience.

TABLE 9

Percentage of School Psychologists Possessing Active Teaching Certificates by Geographical Location

Geographical Location	Number Reporting	Level of Certificate		
		Elementary	Secondary	All Certificates
All School Psychologists	169	27.8%	23.1%	50.9%
East	41	17.1	24.4	41.5
South	7	14.3	28.6	42.9
Midwest	88	30.7	19.3	50.0
West	33	36.4	30.3	66.7

Working Conditions

The school psychologists were asked to report their working conditions. The conditions about which information was sought were: title of position, employer, number of schools served, number of hours worked per week, number of months employed per year, salary, and facilities available to them.

Title of Position. School Psychologists were employed under 29 different titles, with the title of School Psychologist the most prevalent. (See Table 10.) One hundred and twenty or 71 per cent of the school psychologists served under the title of School Psychologist. Psychologist and Director of Special Services were the titles second and third in occurence.

The greatest variation among titles was found in the Midwest where school psychologists had twenty different titles. The South and the West had the fewest number of titles, one and eight, respectively.

Employers of School Psychologists. Of the school psychologists reporting about 60 per cent (58.6) were employed by school districts. Cities or towns employed 28.4 per cent of the school psychologists, counties employed 8.9 per cent, and states employed 1.2 per cent. When the employers were examined on a regional basis, the percentages were consistent with the national averages, with the marked exception of the South, where the state

TABLE 10

Frequency Distribution of Titles of School Psychologists by Geographical Location

Title	All School Psychologists (n=169)	East (n=41)	South (n=7)	Midwest (n=88)	West (n=33)
Assistant, Bureau of Child Study	2	--	--	2	--
Chairman, Psychology Department	1	--	--	1	--
Chief, Area Psychologists	1	--	--	1	--
Chief Psychologist and Superintendent of Guidance	1	--	--	1	--
Consultant in Special Education	2	--	--	--	2
Consulting Psychologist	1	--	--	1	--
Coordinator, Pupil Personnel Services	2	1	--	1	--
Coordinator, Special Services	4	1	--	2	1
Counseling Psychologist	1	--	--	1	--
Counselor	2	--	--	--	2
Director, Pupil Personnel	2	--	--	2	--
Director, Pupil Services	1	1	--	--	--
Director, Research & Psychology	1	--	--	1	--
Director, Special Education	3	1	--	2	--
Director, Special Services	6	4	--	--	2
Director, Testing & Research	1	--	--	1	--
District Psychologist	1	--	--	--	1
Educational Psychologist	1	--	--	--	1
Elementary Psychologist	1	--	--	1	--
Head, Psychological Services	2	2	--	--	--

TABLE 10--Continued

Title	All School Psychologists (n=169)	East (n=41)	South (n=7)	Midwest (n=88)	West (n=33)
Psychologist	7	2	--	5	--
Psychologist & Consultant	1	--	--	1	--
Qualified Psychological Examiner	1	--	--	1	--
School Psychologist	120	28	7	62	23
Senior Psychologist	1	--	--	1	--
Supervising Psychologist	1	--	--	1	--

employed 71.4 per cent of the school psychologists in that area.

In the Midwest, 5.6 per cent of the school psychologists were employed by a combination of counties or by a city and a county. These combinations are indicated by the heading "Other" in Table 11.

Number of Schools Served by a School Psychologist. For all the school psychologists participating in the study, the median number of schools served was 12. (Table 12.) The lowest median number of schools served was in the East, seven. The South had the highest median number of schools served, 24. The range of the number of schools served by all the reporting school psychologists was from one to 150.

Number of Hours per Week School Psychologists were Employed. The mean number of hours per week for which all of the school psychologists were employed was 39.3 hours (See Table 13.), where the median number of hours employed per week was 40 hours. The East showed the lowest number of hours employed, 37.3 hours per week. The number of hours employed per week in the South, Midwest, and West was relatively the same. The median number of hours employed for all sections of the country was 40 hours.

Number of Months per Year School Psychologists were Employed. The mean number of months that all of the reporting school psychologists were employed was 10.4 months per year. The median for all reporting school psychologists was 10 months per year. (See Table 14.)

TABLE 11

Employers of School Psychologists
by Geographical Location

Geographical Location	Number Reporting	Employer				
		School District	City or Town	County	State	Other
All School Psychologists	169	58.6%	28.4%	8.9%	1.2%	2.9%
East	41	68.4	26.8	2.4	2.4	0.0
South	7	28.6	0.0	5.0	71.4	0.0
Midwest	88	45.5	39.8	6.8	2.3	5.6
West	33	84.8	6.1	9.1	0.0	0.0

TABLE 12

Median Number of Schools Served by School Psychologists by Geographical Location

Geographical Location	Median Number of Schools
All School Psychologists	12
East	7
South	24
Midwest	10
West	11

TABLE 13

Mean and Median Number of Hours School Psychologists were Employed per Week by Geographical Location

Geographical Location	Mean Number of Hours	Median Number of Hours
All School Psychologists	39.3	40.0
East	37.3	40.0
South	40.4	40.0
Midwest	40.3	40.0
West	39.3	40.0

TABLE 14

Mean and Median Number of Months
School Psychologists were Employed per Year
by Geographical Location

Geographical Location	Mean Number of Months	Median Number of Months
All School Psychologists	10.4	10.0
East	10.5	10.0
South	11.1	11.0
Midwest	10.4	10.0
West	10.0	10.0

The school psychologists in the West indicated the lowest average number of months employed per year, which was 10 months. While in the South, school psychologists were employed on the average 11.1 months per year. Each of the geographical areas had a median of 10 months per year of employment, with the exception of the South where the median was 11.0 months of employment per year.

Salaries. The median salary for all school psychologists reporting was $9,999. (See Table 15.) The mean salary of all reporting school psychologists was $9,579. The South had the lowest median salary for their school psychologists with $7,999, the other sections all having a median of $9,999. The West had the lowest mean salary, $9,212, while the East had the highest mean salary, $10,243.

The median salary of all reporting school psychologists with only a bachelor's degree was $7,999, with the mean salary being $500 less or $7,499. The median and mean salaries for school psychologists in the East with only a bachelor's degree was the same in both cases, namely $9,999. In the Midwest, both the median and mean salaries were $7,999, and in the West both the median and mean salaries were $5,999. No reporting school psychologist in the South held only a bachelor's degree.

The median salary for all the reporting school psychologists with their highest degree, a master's in this case, was $9,999 with a mean salary of $9,938. The East

TABLE 15

Mean and Median Salary of School Psychologists by Geographical Location and Highest Degree Held

Geographical Location	B.A.	M.A.	Ph.D./Ed.D.	All School Psychologists
All School Psychologists				
Mean	$ 7,499	$ 9,938	$10,812	$ 9,579
Median	7,999	9,999	9,999	9,999
East				
Mean	9,999	10,066	10,795	10,243
Median	9,999	9,999	9,999	9,999
South				
Mean		7,999	11,999	9,714
Median		7,999	11,999	7,999
Midwest				
Mean	7,999	9,342	10,307	9,431
Median	7,999	9,999	9,999	9,999
West				
Mean	5,999	8,846	11,333	9,212
Median	5,999	7,999	9,999	9,999

and the Midwest both had a median salary of $9,999 among those holding a master's degree as their highest. The South and the Midwest both had a median salary of $7,999 for school psychologists with a master's degree. The highest mean salary for school psychologists with a master's degree occurred in the East and the lowest in the South showing means of $10,066 and $7,999 respectively.

For school psychologists holding a doctor's degree, the median was $9,999, and the mean was $10,812. In the South the median salary was the highest, $11,999. The East, Midwest and West all showed a median salary of $9,999. However, the West had the highest mean salary of $11,333. In respect to salaries for school psychologists with a doctorate, the means of the South, the East, and the Midwest were lower in descending order than that of the West.

With all of the school psychologists reporting, 45.6 per cent were reported to be in the $9,000 - $10,999 salary interval. (See Table 16.) In the East, the salaries of more school psychologists (63.4 per cent) fell into the $9,000 - $10,999 interval than any other. They also showed a greater percentage in this interval than did any other section of the country. In the South the greatest number (57.1 per cent) of salaries fell into the $7,000 - $8,999 range as in the Midwest 48.9 per cent fell into the $9,000 - $10,999 interval. However, in the West the $7,000 - $8,999 range claimed the greatest proportion of the school psychologists' salaries, 45.5 per cent.

TABLE 16

Distribution of Salaries of School Psychologists by Geographical Location

Salary Interval	All School Psychologists (n=169)	East (n=41)	South (n=7)	Midwest (n=88)	West (n=33)
Below $5,000	0.0%	0.0%	0.0%	0.0%	0.0%
$5,000 - $6,999	4.7	2.5	0.0	3.4	12.1
$7,000 - $8,999	34.3	19.5	57.1	35.2	45.5
$9,000 - $10,999	45.6	63.4	14.3	48.9	21.3
$11,000 - $12,999	11.2	12.1	14.3	10.2	12.1
$13,000 and over	4.2	2.5	14.3	2.3	9.0
Mean Salary	$9,579	$10,243	$9,713	$9,453	$11,635
Median Salary	9,999	9,999	9,999	9,999	7,999

Available Facilities. Of all the school psychologists reporting, 68 per cent reported that they had a private office at their disposal at the place of employment. (See Table 17.) The highest percentage of school psychologists with private offices were shown in the Midwest and East, 78.4 per cent and 78.0 per cent respectively. The percentage of school psychologists in the South occupying private offices was the lowest (57.1 per cent).

Almost two-thirds (63.9 per cent) of all the reporting school psychologists had a private telephone at their disposal at the place of employment. The East showed the greatest proportion with 73.2 per cent, and the South had the lowest with 57.1 per cent.

More than one-fourth (26.6 per cent) of all reporting school psychologists reported that they had the services of a private secretary at the place of employment. The East had the greatest proportion of school psychologists with private secretaries with a percentage of 36.6, and the West had the lowest percentage, 21.2.

Services Performed

The school psychologists were asked to report the services they rendered to the school, the child, the parents, and the community. They were also asked to report the approximate average number of hours spent each week on each of the listed activities.

TABLE 17

Facilities Available to School Psychologists by Geographical Location

Geographical Location	Number Reporting	Private Office	Private Telephone	Personal Secretary
All School Psychologists	169	68.0%	63.9%	26.6%
East	41	78.0	73.2	36.6
South	7	57.1	57.1	28.6
Midwest	88	78.4	62.5	23.8
West	33	60.7	57.8	21.2

Testing. The mean number of hours spent on intelligence testing by all the reporting school psychologists was 9.79 hours per week. Of the 9.79 mean hours, 9.57 mean hours were spent on individual intelligence tests, and 0.22 mean hours were spent on group intelligence tests. (See Table 18.)

The school psychologists in the Midwest and in the South spent the most time testing intelligence, 12.22 and 11.0 mean hours respectively. The school psychologists in the East spent the least amount of time testing, an average of 6.95 hours per week.

Very little time was reportedly spent on group intelligence testing. The school psychologists in the South reported the highest incidence, 0.86 mean hours per week. The school psychologists in the West spent, on the average, the fewest number of hours on group intelligence tests, 0.10 mean hours per week.

For all the school psychologists reporting, the mean number of hours spent on personality testing was 4.71 hours per week, about half as much time as was spent on intelligence testing. The school psychologists in the South spent the greatest number of hours per week on personality testing, 8.0 mean hours, while the West spent the fewest number of mean hours, 3.80 per week.

For all the school psychologists, the average number of hours spent on projective personality tests was 3.85 hours per week as opposed to the 0.86 hours per week

TABLE 18

Services Rendered in Mean Hours
by Geographical Location

Services	All School Psychologists (n=169)	East (n=41)	South (n-7)	Midwest (n=88)	West (n=33)
Intelligence Testing	9.79	6.95	11.00	12.22	7.70
Individual Tests	9.57	6.76	10.14	11.70	7.60
Group Tests	0.22	0.19	0.86	0.52	0.10
Personality Testing	4.71	4.09	8.00	5.36	3.80
Projective Tests	3.85	3.78	8.00	4.52	3.03
Objective Tests	0.86	0.31	0.00	0.84	0.77
Vocational and Interest Testing	0.33	0.17	0.43	0.09	0.15
Psychotherapy/ Counseling	3.01	4.52	5.00	1.69	4.27
Individual	2.30	2.96	4.28	1.49	4.09
Group	0.28	0.85	0.72	0.10	0.00
Play	0.43	0.71	0.00	0.10	0.18
Vocational Guidance	0.22	0.26	0.72	0.12	0.36
Planning and Administrating School Testing Program	0.84	0.92	2.00	0.98	0.30
Interpreting Test Scores	2.40	1.75	2.14	2.87	2.30
Supervision of Psychological Staff	1.17	2.29	0.28	0.76	1.09
Work with Mentally Retarded	3.16	1.85	2.00	0.26	6.40
Work with Mentally Gifted	0.71	0.58	0.28	2.60	0.50
Work with Physically Handicapped	0.56	0.56	0.57	0.62	0.60
Reading Problems	2.07	1.46	1.28	2.58	2.15
Emotional Problems	3.72	4.24	1.14	3.58	5.03
Learning Problems	2.47	2.29	1.57	2.86	2.48
School Adjustment	2.04	1.85	1.57	2.16	2.21
Parent Conferences	3.82	3.31	4.28	3.80	4.45
Teacher Conferences	4.11	3.52	4.71	4.27	4.24
Conducting Research	0.75	0.68	0.00	0.93	0.48
Teaching	0.65	0.09	0.28	0.06	2.96
Referrals	1.88	1.70	1.57	1.82	2.33
Report Writing	0.72	0.74	1.43	0.75	0.48
Speaking	0.37	0.31	0.14	0.59	0.24
Curriculum	0.08	0.14	0.00	0.00	0.09

TABLE 18--Continued

Services	All School Psychologists (n=169)	East (n=41)	South (n=7)	Midwest (n=88)	West (n=33)
Case Conferences	0.05	0.04	0.00	0.00	0.18
Interviewing	0.03	0.00	0.00	0.07	0.00
Individual Achievement Tests	0.01	0.00	0.00	0.02	0.00

spent on objective-type personality tests. The school psychologists in the South used only projective personality tests, while the school psychologists in the Midwest used objective-type personality tests 0.84 hours per week on the average, a greater number of mean hours than did the school psychologists in the other geographical areas.

Time spent on vocational and interest testing by the reporting school psychologists was negligible, only 0.33 hours per week on the average. The school psychologists in the South spent the most time on this activity, 0.43 mean hours per week.

Psychotherapy/Counseling. For all the school psychologists reporting, the mean number of hours spent in psychotherapy and counseling was 3.01 hours. The school psychologists in the South spent the greatest average number of hours on this activity, 5.0 hours. The school psychologists in the Midwest spent the lowest average number of hours in psychotherapy and counseling, 1.69 hours per week.

The mean number of hours per week that all of the school psychologists spent on individual psychotherapy and counseling was 2.30 per week. The school psychologists in the South and Midwest spent the most and least amounts of time respectively.

The mean number of hours per week spent on group therapy and counseling by all reporting school psychologists was 0.28 hours per week. The school psychologists in the

East spent considerably more time on this activity than the national average, namely 0.85 hours per week; but the school psychologists in the West did not spend any time on this activity.

The mean number of hours spent by all the reporting school psychologists on play therapy was only 0.43 hours. As was the case in group therapy, the school psychologists in the East spent more time on this activity than the national average. The school psychologists in the East spent a mean of 0.71 hours per week. And again, the school psychologists in the South did not spend any time on this activity.

On the whole, very little of the time of the school psychologists was spent on vocational guidance. The mean number of hours spent on this activity was 0.22 hours. The school psychologists in the South spent the most time on this activity, an average of 0.72 hours per week. The school psychologists in the Midwest spent the least amount of time on vocational guidance, 0.12 mean hours per week.

Planning and Administration of School Testing Program. On the average, all of the reporting school psychologists spent 0.84 hours per week planning and administrating the schools' testing programs. Although the mean number of hours is low for all the school psychologists, the school psychologists in the South spent on the average two hours per week on this activity, and the school psychologists in the Midwest spent close to one hour per week on

this activity. The school psychologists in the West spent the least amount of time planning and administrating the school testing program, namely an average of 0.36 hours per week.

Interpreting Test Scores. The mean number of hours the reporting school psychologists spent on interpreting test scores was 2.40 hours per week. In the Midwest they spent on an average 2.87 hours per week on this activity, while the scholl psychologists in the East spent the least amount of time, 1.75 hours per week.

Supervision of Psychological Staff. The mean number of hours that all of the reporting school psychologists spent on supervising the psychological staff was 1.17 hours. The school psychologists in the East spent almost twice as much time on this activity as the national average, namely: 2.29 hours per week as opposed to 1.17 hours per week. The school psychologists in the South spent on the average 0.28 hours per week on supervision of psychological staff or the lowest average number of hours.

Parent Conferences. For all the school psychologists reporting the mean number of hours per week spent on parent conferences was 3.82 hours. School Psychologists in the West spent the most time on this activity, 4.45 mean hours, while the average of 3.31 hours per week for the school psychologists in the East was the least amount of time spent on parent conferences.

Teacher Conferences. The mean number of hours per week that all the reporting school psychologists spent on teacher conferences was 4.11 hours. The school psychologists in the West spent more time, 4.71 mean hours, on this activity than the school psychologists in the other sections of the country. The school psychologists in the East spent the fewest number of mean hours, 3.52 per week, on teacher conferences.

In the categories of working with the mentally retarded, working with the mentally gifted, working with the physically handicapped, reading problems, emotional problems, and school adjustment, it must be recognized that there is a great deal of overlapping. In some cases children were served without being classified with respect to the above categories. Many of the school psychologists indicated that they had a very difficult time distinguishing between the categories because of the overlapping. Therefore, it must be noted that the number of hours spent on each of these activities is at best a very rough estimate. (See Table 18.)

And it should be noted that in most cases there was a great deal of dispersion in the amount of time spent on these aspects of the profession, with the exception of working with the mentally gifted and the physically handicapped. On each of those two activities, school psychologists spent

on the average a little over one-half (0.58 and 0.56) hour per week.

None of the activities dealt with in this study were mutually exclusive. For example, time spent working with the mentally gifted might also have been time spent on intelligence testing, vocational guidance, parent conferences or the like.

Conducting Research. The mean number of hours spent per week by all the reporting school psychologists in conducting research was 0.75 hours. The school psychologists in the Midwest spent more time conducting research than did the school psychologists in the other regions of the country. The school psychologists in the South reported that they did not spent any time on this activity.

Teaching. For all the school psychologists reporting, the mean number of hours per week spent on teaching was 0.65 hours. The school psychologists in the West spent almost three (2.96) mean hours per week teaching. In the Midwest on the other hand the school psychologists spent a mean of 0.06 hours per week teaching.

Referrals. The term referrals is used to include all activities on the part of the school psychologists which involve their contact with outside agencies and professional people in their field or related fields, when these activities are in conjunction with their duties at the school. The mean number of hours spent on referrals by all the reporting school psychologists was 1.88 hours per week.

The school psychologists in the West reported that they spent a mean of 2.33 hours per week on this activity or more time than their counterparts in other sections of the country. The school psychologists in the East, the South, and the Midwest spent about equal amounts of time on referrals.

Report Writing. For all the reporting school psychologists, the mean number of hours spent on report writing was 0.72 hours. The school psychologists in the South spent the most time on this activity, 1.43 mean hours per week. The school psychologists in the West spent the least amount of time on report writing, 0.48 mean hours per week.

Speaking Engagements. The mean number of hours spent on speaking engagements for all the reporting school psychologists was 0.37 hours per week. Although the school psychologists as a whole spent a small amount of time on speaking engagements, the school psychologists in the Midwest spent on the average 0.59 hours per week addressing the public.

Curriculum. The category curriculum included all activities related to the present curriculum, as well as to curriculum revisions and constructions. For all the reporting school psychologists, the mean number of hours spent on curriculum was 0.08 hours per week. The school psychologists in the East reported that they spent on the average

0.14 hours per week on this activity, and those in the West, 0.09 hours. The school psychologists in the South and in the Midwest reported that they had not spent any time on this activity.

Other Services. Other services in which school psychologists engaged were interviewing and individual achievement testing. Both of these activities were reported by school psychologists in the Midwest. A description of what is involved in interviewing is not contained herin, because those who mentioned it as a service neglected to describe what was involved.

For all the school psychologists reporting, an average of 0.05 hours per week was spent on case conferences. School psychologists in the South and Midwest did not indicate any time spent on case conferences, while school psychologists in the East reportedly spent an average of 0.04 hours per week on this activity, and school psychologists in the West spent an average of 0.18 hours per week on case conferences.

Summary of Findings

Information was shown for 169 school psychologists throughout the United States. Rounding the figures and reporting 1964 data, the following summarizing statements may be made:

The median age of all school psychologists in the sample was 37 years. The median age of men was eight years

less than the median age for women.

Approximately three-fourths of all school psychologists in this sample were men. Almost 99 per cent of the reporting school psychologists were Caucasian.

Eighty-five per cent of the school psychologists were married. A higher percentage of men than women were married.

All of the reporting school psychologists in this sample held at least the bachelor's degree. Ninety-seven per cent held the master's degree, 19.0 per cent held the doctorate, and almost 37 per cent were working toward the doctorate degree.

The majority of school psychologists majored in psychology on the undergraduate and master's levels. Educational Psychology, Guidance and Counseling, Education and Clinical Psychology were favorite majors among those holding the doctor's degree, as well as with those who were pursuing the doctor's degree.

More than 70 per cent of the school psychologists served in internship, and two-thirds served a practicum. Of those school psychologists who served an internship or practicum the field most common was School Psychology.

Almost 40 per cent of the school psychologists reported experience in the field of psychology other than in school psychology. Clinical Psychology was the field in which most school psychologists had prior experience.

More than 60 per cent of the reporting school psychologists had teaching experience. The mean number of years of teaching experience for all school psychologists was six. Most of the school psychologists who had teaching experience had it at the elementary level.

More than one-half of the reporting school psychologists held an active teaching certificate. School psychologists holding elementary certificates outnumbered those holding secondary teaching certificates.

The reporting school psychologists were employed under 29 different titles by school districts, cities or towns, counties, and states, in that order of frequency. The median number of months employed for all reporting school psychologists was ten.

The mean salary for all reporting school psychologists was $9,579. The mean salary for those school psychologists holding a bachelor's degree was $7,499, for those holding a master's degree $9,938, and for those holding doctor's degree $10,812.

Of all the reporting school psychologists, more than two-thirds had private offices, almost two-thirds had a private telephone, and more than one-fourth had a private secretary at their places of employment.

The service on which the reporting school psychologists spent most of their time was individual intelligence testing. Personality testing, teacher conferences, parent conferences, counseling and psychotherapy followed in that

order. Relatively little time was spent on research, curriculum construction, and case conferences.

CHAPTER V

SUMMARY AND FINDINGS

Summary

This study was designed to describe the school psychologist: his personal characteristics, professional preparation, experience, working conditions, and the functions he performs. Also, it was desired to determine what activities school psychologists performed and the amount of time spent on each of the various activities.

A sample of 246 was drawn from a population 1240 certified school psychologists. A mailed questionnaire was used to gather the desired data. The returned questionnaires were categorized into four geographical areas--East, South, Midwest, and West--for purposes of analysis. Data were compiled from 169 returns or 71 per cent of the sample.

The median age of all responding school psychologists was 37 years. The median age for women was eight years greater than the median age for men.

Caucasians made up almost 99 per cent of the sample of school psychologists. Only two negroes reported.

Almost three-quarters of the reporting school psychologists were married. A higher percentage of the

men were married than women.

All of the reporting school psychologists held at least a bachelor's degree. Ninety-seven per cent of the reporting school psychologists held the master's degree, with men having a higher percentage than women. Almost one-fifth of the reporting school psychologists held the doctor's degree, and again men showed a higher percentage than women. Another two-fifths of the psychologists were actively pursuing the doctor's degree, but more women than men were working on the doctorate. The school psychologists reporting from the South had the highest proportion holding the doctor's degree.

On the undergraduate level, almost sixty per cent of the reporting school psychologists majored in Psychology. Almost half of the reporting school psychologists with a master's reported as their highest degree majored in Psychology at the master's level. And almost one-third of the psychologists with a doctor's degree majored in Psychology at the doctoral level. Educational Psychology, Guidance and Counseling, and Clinical Psychology were also favorite majors at the doctoral level.

In addition to formal course work, about 70 per cent of the school psychologists reporting served an internship, and about two-thirds engaged in an in-service practicum. However, there was much overlapping as many of the reporting school psychologists served both an internship and a practicum. School Psychology, Counseling

Psychology, and Clinical Psychology were the areas in which the majority of the reporting school psychologists served their internship or practicum.

Thirty-nine per cent of the reporting school psychologists had work experience in a field of Psychology other than School Psychology. Clinical Psychology, Counseling Psychology, and Academic were the fields in which most of the psychologists had had prior experience.

Almost two-thirds of the school psychologists had teaching experience. The mean number of years that they taught was 6.2. Of those school psychologists reporting with teaching experience, more had taught at the elementary level than at either the secondary or the college level. About half of the psychologists held active teaching certificates.

The reporting school psychologists were employed under 29 different titles. Most of the school psychologists served under the title of School Psychologist. Psychologist and Director of Special Services were the titles second and third in occurrence.

Almost half of the reporting school psychologists were employed by school districts. The median number of schools served by the school psychologists was 12. The mean number of hours per week employed was 39.3, and the median number of hours per week was 40. The mean number of months per year employed was 10.4, and the median number of months was 10.

The mean salary for all reporting school psychologists was $9,579, and the median salary was $9,999. The mean salary for school psychologists whose highest degree was a bachelor's was almost $7,500. For those with a master's degree the mean salary was almost $2,000. Those with a doctor's degree earned $1,400 more than those with a master's degree. The mean salary for all the reporting school psychologists in the East was substantially higher than the mean salary for the school psychologists in the other sections of the country.

More than half of the reporting school psychologists had a private office at their disposal at the place of employment, and more than half had a private telephone. But only one quarter of the psychologists had the services of a private secretary. The school psychologists in the East had the greatest amount of private facilities available to them.

The school psychologists in the present study engaged in all of the functions outlined by Cutts (8), Hirst (19), Gray (16), and White and Harris (39), which were presented in Chapter I of this dissertation. The reporting school psychologists spent more of their time on intelligence testing than on any of the other listed activities. Personality testing was the second most time consuming activity. Teacher conferences, parent conferences, and psychotherapy/counseling were the other

activities which took, by comparison, a good deal of the psychologists' time.

Vocational and interest testing and vocational guidance were two activities on which the reporting school psychologists spent relatively little time. They spent about 20 minutes per week on vocational and interest testing and only 13 minutes per week on vocational guidance.

Working with the mentally gifted and working with the physically handicapped took very little of the time of the school psychologists. For instance, working with the physically handicapped took 43 mean minutes per week. On the other hand, working with the mentally retarded took about three hours per week. Reading problems, emotional problems, learning problems, and school adjustment were activities each of which took at least two hours per week of the school psychologists' time.

All of the reporting school psychologists spent an average of 45 minutes per week conducting research. The school psychologists in the South did not spend any time at all on this activity.

Curriculum construction and revision was another activity upon which the school psychologists spent very little time. On the average, all of the school psychologists in this study spent less than five minutes per week on this activity. The school psychologists in the South and Midwest did not indicate spending any time at all on curriculum.

Findings

The findings obtained from analyzing the data are as follows:

1. The younger people in the field of school psychology are men. Men dominate the 26 - 40 age groups, while the women dominate the 51 - 60 age bracket.

2. In general, the school psychologists in the South and Midwest are better prepared for their positions. This conclusion is based upon the fact that the school psychologists reporting from these two geographical areas hold more doctorates and served more internships and practicums, by proportion, than the school psychologists reporting from the East and West.

3. Salaries for school psychologists are less dependent on the degrees held than they are on the area of the country in which the position occurs. The mean salary for school psychologists in the East is higher than in any of the other geographical areas, while the school psychologists in the East work the lowest mean number of hours per week, as compared to the rest of the nation.

4. Facilities available to the school psychologist are greater in the East than they are in the South, Midwest, or West. The East leads in all three of the facilities polled: private telephone, private office, and personal secretary.

5. School psychologists in the South and Midwest engage in substantially more psychological testing than do

the school psychologists in the East and West, while the time spent on counseling/psychotherapy by the school psychologists in the South and Midwest is considerably less than the time spent by those in the East and West. Apparently the role of the school psychologists in the South and Midwest is perceived as more of a diagnostic role.

6. Although school psychologists should play an important role in curriculum planning and revision, school psychologists on the average spent less than three minutes a week on this activity.

7. Although research is an activity stressed by writers in the field of school psychology as one in which shccol psychologists should spend a great percentage of their time, the school psychologists in this sample spent on the average 45 minutes per week on research.

8. Concerning the services rendered by school psychologists, the findings of the present study are in agreement with those of Cornell (5). However, the following discrepancies exist: group testing which was emphasized by Cornell's study was not a major activity reported by school psychologists in the present study, and counseling and psychotherapy was a major activity by school psychologists in the present study, but not so in Cornell's report.

Keenan (21) reported that the activities in which her sample of school psychologists spent the greatest amount of time were: consulting with teachers, diagnostic

study of children, and administrative work in that order. In the present study the activities most often engaged in were: intelligence testing and personality testing (diagnostic study of children), teacher conferences and parent conferences in that order.

9. In view of the analysis of data obtained, the functions of the school psychologists may be summed up as follows: the diagnostic study of children which includes individual intelligence testing and personality assessment by means of projective techniques, working with the mentally retarded children, and working with emotional, reading, school adjustment, and learning problems. The results of the diagnostic testing is used as an aid for the school psychologists to carry out psychotherapy with the children, consulting with teachers, conferring with parents, and making referrals to other agencies.

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APPENDIX A

SAMPLE DISTRIBUTION

TABLE 19

Sample Distribution by States

State	Sample Size	Returns[a]
Arizona	7	6
California	14	8
Colorado	19	14
Delaware	4	3
Florida	4	4
Illinois	57	29
Iowa	15	6
Kansas	7	7
Maryland	3	2
Minnesota	9	8
New Jersey	51	32
Ohio	41	36
Oklahoma	1	1
Oregon	2	2
Pennsylvania	4	4
South Carolina	1	1
Tennessee	3	2
Utah	3	3
Wyoming	1	1
Total	246	169

[a]Excluding questionnaire returns that were discarded

APPENDIX B

SAMPLES OF QUESTIONNAIRE AND COVER LETTER

1. VITAL STATISTICS:
   Age_____ Sex_____ Race_____Marital Status_____

2. EDUCATION:
   a. Please provide the following information concerning all of your earned degrees. List your degrees in chronological order.

Degree	Major	Minor	Date of Degree

   b. If you are presently working toward a degree, please indicate the following:

Degree	Major	Minor	Expected Date of Degree

   c. Did you serve a supervised internship in School Psychology ☐ Clinical Psychology ☐ Counseling Psychology ☐ Other ☐ None ☐

   d. Did you participate in an in-service practicum? Yes ☐ No ☐ If the answer is "Yes," in what field?_____

3. EXPERIENCE:
   a. Please list your previous professional positions as a psychologist (such as School Psychologist, Counseling Psychologist, Clinical Psychologist, Academic Psychologist, Experimental Psychologist, etc.) in chronological order.

Type of Psychologist	Institution	Dates From - To	Percent of Time (100%, 75%, etc.)
1			
2			
3			
4			
5			

   b. Please list your previous teaching positions in chronological order:

Name of School	Position Or Title	Level or Subjects taught	Dates From - To
1			
2			
3			
4			
5			

   c. Please list any active teaching certificates that you may hold:

Kind of Certificate (e.g. Elementary etc.)	Type of Certificate (e.g. elementary, Supt., Administ.)	Class of Certificate (e.g. Temporary, Standard and Expiration Date

Are these certificates necessary for certification as a School Psychologist? _____

4. PRESENT STATUS:
   a. Title of your present position._____

   b. Are you employed by a: School District_____ City or Town_____ County_____ State_____ Other_____

   c. How many schools do you serve?_____

   d. Number of hours per week employed._____

   e. Number of months employed_____

   f. Please indicate the salary range into which you fall:

1. ( )Less than $5,000	4. ( )$9,000 to $10,999
2. ( )$5,000 to $6,999	5. ( )$11,000 to $12,999
3. ( )$7,000 to $8,999	6. ( )$13,000 or over

   g. Do you have a private office at place of employment? Yes ☐ No ☐ If you have checked "No," with how many others do you share it?_____

   h. Do you have a personal secretary? Yes☐ No☐ If you have checked "No," with how many others do you share a secretary?_____

   i. Do you have a private telephone at place of employment? Yes☐ No☐ If you have checked "No," with how many do you share it?_____

5. SERVICES RENDERED:
Please indicate the approximate average number of hours per week that you devote to any of the listed services. For services that you perform which are not listed, indicate those services and the approximate average number of hours in items 20 and 21.

1. Intelligence Testing_____
   a. Individual tests_____
   b. Group tests_____

2. Personality Testing_____
   a. Projective tests____
   b. Objective tests_____

3. Vocational and Interest Testing_____

4. Psychotherapy/Counseling___
   a. Individual____
   b. Group_____
   c. Play_____

5. Vocational Guidance_____

6. Planning and Administrating School Testing Program_____

7. Interpreting test scores____

8. Supervision of psychological staff_____

9. Work with mentally retarded___

10. Work with mentally gifted_____

11. Work with physically handicapped_____

12. Reading Problems
_____

13. Emotional Problems____

14. Learning Problems___

15. School Adjustment_____

16. Parent Conferences_____

17. Teacher Conferences_____

18. Conducting research____

19. Teaching____

20. Related areas (such as making referrals, speaking engagements, etc.)_____
   a._____
   b._____
   c._____

21. Others:
   a._____
   b._____
   c._____

6. Please include a very brief, concise description of your job.

COLLEGE OF EDUCATION

THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA

October 22, 1964

Dear Psychologist:

As you well know, our field, school psychology, is a young field and has its growing pains. I am conducting research for my doctoral dissertation to ascertain the present status of School Psychology and School Psychologists.

I well realize that there are many demands made upon your time, but it would be deeply appreciated if you would take a few minutes to complete the enclosed questionnaire. It would benefit me, and hopefully our field of School Psychology.

No psychologist, school or school system will be identified in the results of the study. It is not necessary to sign your name.

Respectfully yours,

Malcolm D. Davis

MDD:nsd