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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARATIVE STUDY OF THE JOB ACTIVITIES OF PART-TIME AND FULL-TIME COUNSELORS IN SELECTED PUBLIC SECONDARY SCHOOLS IN OKLAHOMA

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SUBMITTED TO THE GRADUATE FACULTY

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JAMES H. PETREE

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A COMPARATIVE STUDY OF THE JOB ACTIVITIES OF PART-TIME AND FULL-TIME COUNSELORS IN SELECTED PUBLIC SECONDARY SCHOOLS IN OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

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A COMPARATIVE STUDY OF THE JOB ACTIVITIES OF PART-TIME AND FULL-TIME COUNSELORS IN SELECTED PUBLIC SECONDARY SCHOOLS IN OKLAHOMA

CHAPTER I

THE PROBLEM

Introduction

Characteristic of the public secondary schools serving the majority of students in Oklahoma is the presence of organized guidance services and the general acceptance of certified counselors as members of the faculty or staff. The current status of guidance and the extent to which guidance services are an inherent and functional part of the secondary school program in the state can be traced to the tenacious and pioneering contributions of counselor educators, a number of school administrators, teachers and the arrival of the "space-age" which provided the impetus for Congressional action in the form of the National Defense Education Act of 1958.

The observable increase of organized guidance programs staffed by trained personnel is documented by statistical and narrative reports prepared by congressional committees, the

United States Office of Education, state departments of education, counselor training institutions and local education agencies. The growth of guidance programs in Oklahoma and the nation since the enactment and implementation of the National Defense Education Act of 1958 has not been devoid of problems and controversies. Admittedly, the basis for some of the issues arises from limited financial resources. However, a review of the literature reveals that points of professional contention and concern have run the gamut from the organization of guidance programs to program evaluation.

One of the problematic decisions confronting school administrators as they have developed the guidance aspects of the total educational program has been the effective and appropriate utilization of trained school counselors to the extent that stated objectives are realized. Several administrative plans have evolved, but two approaches appear to be prevalent in both practice and theory. These are the full-time and part-time counselor programs. According to Feingold, the U. S. Office of Education reports:

> . . . that as of 1964-65 approximately 42,000 persons were performing some counseling functions in the public secondary schools. Of these, approximately 21,000 were

full-time counselors, while the rest were doing counseling on a part-time basis.[1]

The annual statistical reports compiled since 1958 by the Guidance Division, Oklahoma State Department of Education, reveal the majority of counselors in approved Title V-A, NDEA programs have been assigned guidance responsibilities on less than full-time basis. Specifically, the statistical report[2] for the fiscal year ending June 30, 1966, shows a total of 476 counselors were employed in secondary schools approved under the State Plan for Title V-A, NDEA. Two hundred and eighty-nine of the 476 certified counselors were serving schools in a dual capacity as a teacher-counselor or administrator-counselor.

Background and Need for the Study

Historically and currently there is evidence which indicates both theoreticians and practitioners express a diversity of opinion regarding the organizational plan which will best utilize the abilities and training of counselors to the extent that students will receive the maximum benefits of

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[1] S. Norman Feingold, "Issues Related to a Study of the Influence of Salary, Methods of Selection, Working Conditions, Supervision, and Mobility Upon Selection, Training, and Retention of Counseling Personnel." Counselor Development in American Society, Conference Recommendations from Invitational Conference on Government-University Relations in the Professional Preparation and Employment of Counselors. (Washington: Department of Labor, June 2-3, 1965), p. 157.

[2] State Department of Education, Annual Report--National Defense Education Act of 1958, Title V-A, As Amended (Oklahoma City, Oklahoma, 1966), p. 3.

guidance services. A review of the literature and observation of established programs lends credence to the existence of divergent ideas relating to the effectiveness of the part-time and full-time counselor plans.

Shostrum and Brammer provide some insight to the problem by stating:

> Some schools adhere to the "teacher-counselor" idea, and maintain that in order to be an effective counselor one must have an academic relationship with students as well. A few schools hire full-time counselors, but often they become plagued with many administrative duties and often even disciplinary duties.[1]

Roeber, Smith and Erickson,[2] citing the preference of some school administrators for assigning a number of part-time counselors the responsibilities for guidance activities, suggest a program can be developed which is as effective as the school with one or more full-time counselors. Bernard and Fullmer in a brief discussion relative to the part-time worker approach state:

> Closely related to the notion that every teacher is or should be a counselor is the idea that counselors should be part-time workers. There are two attendant notions. One is that teaching experience is essential to counseling and that the counselor should

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[1]Everett L. Shostrum and Lawrence M. Brammer, The Dynamics of the Counseling Process (New York: McGraw-Hill Book Company, Inc., 1952), p. 163.

[2]Edward C. Roeber, Glenn E. Smith and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1955), p. 47.

> "keep in touch" with education by continuing to work as a teacher.[1]

While commenting that the teacher-counselor position is not an "unmixed blessing," Froehlich refers to the contents of a letter written by Kenneth Hoyt, then a teacher-counselor, which offers the following reasons for recommending the full-time counselor plan:

> (1) Every teacher at times must also be a disciplinarian. If a person tries to be both a teacher and a counselor, it may turn into a Dr. Jekyll- Mr. Hyde sort of relationship. The child will not know, during casual contacts, which person he is dealing with.
>
> (2) Students will, in my opinion, open up more to a person with whom they do not come in daily contact.
>
> (3) A full-time counselor will be able to operate more efficiently than several part-time counselors because he can concentrate his attention on guidance matters.
>
> (4) By offering a full-time counseling job, a school has a better chance of securing a person prepared for guidance work than if it tries to operate with several teachers as counselors, each of whom has only a period or two a day for counseling.[2]

Summarizing the apparent popularity of the part-time counselor approach, Froehlich[3] contends the reasons advanced are generally unrelated to the quality of counseling and usually deal with the values accruing from continued classroom contacts, teacher acceptance and convenience of scheduling.

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[1] Daniel W. Fullmer and Harold W. Bernard, Counseling Content and Process (Chicago: Science Research Associates, Inc., 1964), p. 114.

[2] Clifford P. Froehlic, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), pp. 213-214.

[3] Ibid., p. 214.

The coexistence in Oklahoma of the two approaches to guidance program organization is indicative of the need for several studies. The proposed study seeks to answer one aspect by comparing the job activities of full-time counselors and part-time counselors in selected secondary schools.

Statement of the Problem

The central purpose of this study was to investigate the extent to which identified job activities are carried on by part-time and full-time counselors in Oklahoma. Specifically, is there a significant difference in the performance of guidance activities by full-time counselors and the performance of identical activities by part-time counselors? Further, where the acquired data revealed the nonperformance of job activities which are generally considered to be within the realm of the certified counselor's responsibilities, the primary reasons for this nonperformance were identified and reported by the frequency mentioned.

Assumptions

This comparative study was based on the following assumptions:

(1) The job performance instrument developed by Stevic[1] for ascertaining the job activities for counselors in Ohio is appropriate, with minor modification, for determining the performance or

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[1] Richard R. Stevic, "The School Counselor's Role: Commitment and Marginality" (unpublished doctoral dissertation, Ohio State University, 1963), pp. 173-178.

nonperformance of a sample of guidance activities by selected part-time and full-time counselors in Oklahoma.

(2) The selected full-time and part-time counselors will dedicate sufficient time to responding to the job activity questionnaire to insure its relative accuracy.

(3) The sex of the counselor has no significant influence on the performance or nonperformance of the individual guidance activities which are included on the questionnaire.

Delimitations

Consistent with the stated purpose of this study, the investigation was limited to:

(1) Certified counselors employed by public secondary schools in Oklahoma having approved guidance programs under Title V-A regulations of the National Defense Education Act, 1958, as amended, for three consecutive years, inclusive of the school years 1965-66 through 1967-68.

(2) Certified counselors having at least two school years' experience in a full-time or part-time guidance capacity in the same school for the years 1966-67 and 1967-68.

(3) Counselors who possess the Oklahoma Provisional School Counselor Certificate, the Standard Teacher-Counselor or Standard School Counselor Certificate.

Definition of Terms

Significant terms used in the study are defined in the following statements:

Secondary School.--Grades seven through twelve in those school districts that provide public education in grades one through twelve.[1]

Job Activity.--The duties counselors perform in their counseling and guidance positions.

Job Activity Questionnaire.--The counselor performance instrument developed by Stevic[2] and modified to be appropriate to selected Oklahoma school counselors.

Title V-A, NDEA.--That portion of the National Defense Education Act of 1958, as amended, that provides federal financial assistance to public secondary schools that have organized guidance programs consistent with the Oklahoma State Plan for Title V-A, NDEA.

Part-Time Counselor Program.--A secondary school that maintains an approved guidance program under the provisions of Title V-A, NDEA and is so organized to have one or more certified counselors who devote less than full time to guidance activities.

Full-Time Counselor Program.--A secondary school that maintains an approved guidance program under the provisions of Title V-A, NDEA and is so organized to have at least one certified counselor devote full time to guidance activities.

Part-Time Counselor.--A certified counselor serving a public secondary school who has less than full-time guidance responsibilities.

Full-Time Counselor.--A certified counselor serving a public secondary school who has full-time guidance responsibilities.

Hypotheses to Be Tested

The following null hypotheses were formulated to determine whether or not there is significant difference in

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[1]Joe A. Leone, "An Evaluative Study of Guidance Programs With Full-Time Counselors and Those With Part-Time Counselors in Selected Secondary Schools in Oklahoma" (unpublished doctoral dissertation, The University of Oklahoma, 1965), p. 6.

[2]Richard R. Stevic, op. cit., pp. 173-178.

the degree of performance of job activities by full-time and part-time counselors:

Hypothesis 1.--There is no statistically significant difference in the percentages of response to the inventory items relevant to the promotion of the general school program by counselors who are assigned part-time guidance responsibilities and those who have full-time responsibilities.

Hypothesis 2.--There is no statistically significant difference in the percentages of response to the inventory items relevant to the providing of services to individual students by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Hypothesis 3.--There is no statistically significant difference in the percentages of response to the inventory items relevant to the providing of services to groups of students by counselors who are assigned part-time responsibilities and those who have full-time responsiblities.

Hypothesis 4.--There is no statistically significant difference in the percentages of response to the inventory items relevant to the discharge of professional responsibilities by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Hypothesis 5.--There is no statistically significant difference in the percentages of response to the inventory items relevant to establishing and maintaining community relationships by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Hypothesis 6.--There is no statistically significant difference in the percentages of response to the inventory items relevant to establishing and maintaining staff relationships by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

The Population

The following selection criteria were used in identifying subpopulations of full-time and part-time counselors:

(1) Certified counselors having at least two years' experience in a full-time or part-time guidance capacity, inclusive of the 1967-68 school

year. The Oklahoma requirement for counselor certification is shown in Appendix A.

(2) Counselors possessing the Provisional School Counselor, the Standard Teacher-Counselor, or the Standard School Counselor Certificate.

(3) Certified counselors employed by public secondary schools in Oklahoma having approved guidance programs under the Title V-A regulations of the National Defense Education Act, 1958, as amended, for three consecutive years, inclusive of the school year 1967-68. The information and regulations governing local school district participation in Title V-A are given in Appendix B.

The initial phase in identifying the population for this investigation was to examine and record the names of all counselors who were reported on the official Title V-A, NDEA Application as submitted by public school districts for the 1966-67 school year. Excluded from this list were those counselors serving public secondary schools who had not maintained an approved guidance program for three consecutive years.

The examination of the official records as maintained by the Guidance Division resulted in a compilation of the names of 461 counselors who were engaged in a guidance capacity during the 1966-67 academic year. The next phase of the established procedure was to examine the Title V-A applications for the 1967-68 school year to ascertain if the counselors identified in the first phase had continued in a guidance position and to assure that the school districts being served had maintained an approved program for three consecutive years.

Consistent with the selection criteria, limitations and described procedure of this study, 324 full-time and

part-time counselors were selected as the population. This population consisted of 205 full-time counselors and 119 part-time counselors representing 58 of the state's 77 counties and 112 of the public secondary school districts.

One hundred thirty-seven counselors of the original 461 were not included for the following reasons:

(1) Eleven held temporary certificates and therefore did not meet the selection criteria regarding certification.

(2) Eleven full-time counselors had both elementary and secondary responsibilities and this situation was considered to be beyond the scope of the study.

(3) Four cooperative program counselors had full-time guidance responsibilities and each served from three to five schools. This was considered to be a unique circumstance, and not within the province of this investigation.

(4) Twenty-three part-time counselors functioned at both the elementary and secondary level and did not fall within the limitations of the study.

(5) Eighty-eight counselors who were serving in an approved program during the 1966-67 school year did not assume a guidance position during the 1967-68 school year.

Procedure

One inventory and a personal data sheet served as the instrumentation of the study. The primary purposes for collecting the personal data were to validate the preliminary criteria established for selecting subpopulations of full-time and part-time counselors and to secure further information appropriate to the identification and selection of the study population.

A copy of the personal data questionnaire appears as Appendix C.

The counselor Activity Inventory developed by Stevic[1] was the second instrument. The Activity Inventory was designed to ascertain the extent to which 60 items representative of counselor activities are a part of the school counselor's duties. The response format is a five point scale, and the items are categorized into six basic areas of guidance services. An additional and essential feature of the inventory is that nine possible reasons for the nonperformance on any one of the selected activities are provided. The instrument, as developed by Stevic[2] and modified for the study, is presented in Appendix D. Permission to use the inventory is shown as Appendix E.

Analysis of the Data

The data collected through the described procedures were treated statistically to test the stated hypotheses. The percentages of response by the selected full-time and part-time counselors to each of the 60 job activities by response category were treated separately, and the null hypotheses were rejected at the .05 level of significance.

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[1]Richard R. Stevic, op. cit., pp. 173-178.

[2]Ibid., pp. 27-35.

To test the null hypotheses, the test of significance between percentages as proposed by Oppenheim[1] was utilized.

Organization of the Remainder of the Report

The present chapter included an introduction of the subject under investigation, the statement of the problem, hypotheses, the need for the study, the limitation, definitions and the general procedures. Chapter II contains a review of the literature relevant to the topic of this study. The third chapter describes the procedures used in the study and the statistical processes. Chapter IV includes the findings and statistical data of the study. The fifth chapter contains the summary, conclusions and recommendations.

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[1] A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, Inc., Publishers, 1966), pp. 287-292.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related research and literature reveals a limited number of studies which deal specifically or in general with a comparison of the job activities of full-time and part-time secondary school counselors. The relatively unprecedented nature of this study dictates that this review of related research be confined to:

> (1) Evaluative studies and research involving a comparison of guidance programs organized with part-time and full-time counselors.
>
> (2) Research regarding the role, function and responsibility of counselors as perceived by counselors.

The review of related research is presented in chronological order by category.

Evaluative Studies and Research

Thompson[1] undertook a study to determine if students' evaluations of counseling services received from full-time counselors, part-time counselors or basic-course teacher-counselors were significantly different. The questionnaire

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[1]Gladys M. Thompson, "A Comparison of Students' Evaluations of Guidance Services Under Varying Plans of Organization" (unpublished doctoral dissertation, The University of Southern California, 1960).

survey was selected as the method of research for determining senior high school students' reaction to the three types of guidance program organization and included three major classifications of counseling services: education, vocational and personal. The population for the study was drawn from twelve four-year high schools in the Los Angeles area and was grouped with respect to the three types of organization, that is: full-time, part-time and basic-course teacher-counselors. The final sample, after the application of various selection criteria, consisted of 2,335 senior students.

On the basis of the acquired data, Thompson concluded: "There is a significant difference in the responses of students to the guidance services . . . when the same areas of service rendered under differing plans of organization are evaluated."[1]

Specific conclusions drawn by Thompson were:

> (1) Students having basic-course teacher-counselors evidenced in the greatest number of areas the largest proportion of students who wanted help.
> (2) Students having full-time counselors gave the most favorable ratings to the guidance help received.
> (3) Compared according to sex and by total students, students having part-time counselors evidenced most frequently the largest proportion who felt they had not received guidance help although they desired it.[2]

An experimental project was conducted from April, 1960, through September, 1961, and included an evaluation of secondary school guidance programs in Ohio. The research project

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[1] Ibid., p. 189. [2] Ibid., pp. 186-188.

was directed by Herman J. Peters and involved the cooperation of the Guidance Area Staff, College of Education, The Ohio State University and the Division of Guidance and Testing, State of Ohio Department of Education.[1]

A questionnaire relevant to guidance program evaluation was developed by a committee consisting of seven members of the Ohio State Department of Education, six research assistants, the Director of the project and the Associate Director. The questionnaire was comprised of the following fifteen major divisions: Part 1--School Organization; Part 2--Guidance Organization; Part 3--Budget for Guidance Program; Part 4--Guidance Facilities; Part 5--Guidance Awareness; Part 6--Guidance Professionalization; Part 7--Articulation and Orientation; Part 8--Standardized Testing; Part 9--Studying Pupils; Part 10--Guidance Records; Part 11--Informational Services; Part 12--Group Procedures; Part 13--Counseling; Part 14--Community Resources and Use; Part 15--General Questions on Strengths, Handicaps, and Research Projects Related to Guidance Programs. The report of the findings of this research effort as they pertain to the activities and circumstances of full-time and part-time counselors was published in Guidance in Ohio.[2]

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[1]Herman J. Peters, Research Director, Guidance in Ohio, The Ohio State University and the Division of Guidance and Testing of the State Department of Education, Columbus, Ohio, 1961, pp. 25-32.

[2]Ibid., pp. 163-164.

Responses were received from 197 full-time and 157 part-time counselors. The part-time group contained fewer certified counselors and had a median enrollment of 500; the median enrollment for the full-time group was 750.[1]

Two thirds of both groups indicated the organization of the guidance program was the responsibility of the counselor and director of guidance. However, 20 per cent more written statements of guidance philosophy were received from full-time counselors. The full-time counselors indicated they utilized more and varied methods to create an awareness of existing guidance services. Twenty per cent more of the part-time group stated they were not encouraged to participate in the annual convention of the American Personnel and Guidance Association.[2]

Variations were revealed in the utilization and organization of the testing program, and these variations indicated the full-time counselors made greater use of achievement, intelligence and reading tests as a basis for educational placement. The final comparison of full-time and part-time counselors states:

> When asked to assign priorities to various aspects of the guidance program, counseling was ranked first by 77 per cent of the full-time counselor respondents and 62 per cent of the part-time group. Testing received a first priority rank by 8 per cent of the full-time counselors as opposed to 24 per cent by the part-time group. There were no differences in counseling priorities or in the emphasis of counseling

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[1] Ibid. [2] Ibid.

between these two groups. Also, 18 per cent more of the part-time group reported using psychologists as referral sources.[1]

An evaluative study of guidance programs with full-time counselors and those with part-time counselors was reported by Leone[2] in 1965. The central theme of Leone's investigation was to ascertain if guidance programs of comparable size in public secondary schools organized with full-time counselors were more successful than those organized with part-time counselors when evaluated by administrators, students, parents and a guidance committee.

The study population consisted of twenty school systems, selected with the assistance of jury of counselor educators representing the ten counselor-training institutions in Oklahoma. There were ten full-time counselor programs and ten part-time counselor programs. To assure as much similarity as possible, the following selection criteria were utilized:

(1) Comparable formal counselor training

(2) Comparable years of counseling experience

(3) Comparable years of continuous service

(4) Comparable years of guidance program in operation

(5) Comparable ratio of students per counseling hour scheduled

(6) Comparable written objectives of guidance program

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[1] Ibid. [2] Joe A. Leone, op. cit.

(7) Comparable rating by Guidance Division Personnel and Counselor Educators[1]

Using a predetermined selection criteria, the final study sample consisted of 60 administrators, 600 students, 600 parents and 100 guidance committee members. The instrument for evaluating the guidance programs was that of the Oklahoma Curriculum Improvement Commission for 1961. This instrument contained the following four major areas of consideration:

(1) Administrator's Evaluation Criteria--For the Foundation Elements of the Guidance Program.
(2) Student's Evaluation Criteria--For Understanding What the Guidance Program Does for Them.
(3) Parent's Evaluation Criteria--For Understanding What the Guidance Program Means to Them.
(4) Guidance Committee's Evaluation Criteria--For Understanding What Services the Guidance Program Provides.[2]

The derived data were reduced to percentages, and a predetermined and arbitrary criterion for determining strengths and weaknesses in the two types of guidance programs was used. The following conclusions were drawn from the data:

(1) Administrators believe that schools with full-time counselor programs are more likely to have guidance programs which are more soundly conceived and organized on the concepts and philosophy generally regarded as essential, than are schools which have part-time counselor programs.[3]
(2) Administrators with full-time counselor programs are able to give extensive encouragement and support to guidance programs, while administrators with part-time counselors are not able to provide all provisions which are necessary for a comprehensive guidance program.[4]

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[1] Ibid., p. 7.
[2] Ibid., pp. 115-118.
[3] Ibid., p. 108.
[4] Ibid., pp. 108-109.

Areas in which no difference was found to exist between guidance programs organized with full-time and part-time counselors were:

> (1) Involving teachers in the program;
> (2) Counselor training, qualifications and certification;
> (3) Student awareness of available guidance services;
> (4) Student information regarding their abilities, interests, and course selection;
> (5) Assistance to students regarding college attendance;
> (6) Assistance to students concerning occupational information, job trends and job opportunities; and
> (7) Counselors providing personal data and record services, planned orientation services, counseling services, placement and follow-up services.[1]

The author concluded: "Neither the full-time counselor program nor the part-time counselor program have a preponderance of features which would insure one organizational plan to be more effective than the other."[2]

Role, Function and Responsibilities of Counselors

An analysis of the time spent by counselors and deans on various activities was the central purpose of a questionnaire study initiated by Arnold.[3] Usable replies were received from 126 Ohio counselors which served as the basis for the following conclusions:

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[1] Ibid., pp. 109-110. [2] Ibid., p. 110.

[3] Dwight L. Arnold, "Time Spent by Counselors and Deans on Various Activities," Occupations, XXVII, (March, 1949), pp. 391-393.

> (1) More time and effort are being given to attendance, tardiness, discipline, and school failure than are being given to counseling about vocational and educational plans and about personal, social, and school problems.
> (2) Counseling on vocational, educational, and personal problems must be grossly inadequate if this group is representative.[1]

A survey involving 1,282 counselors throughout the United States designed to determine those duties counselors were performing and those duties they thought they should perform was conducted by Hitchcock and resulted in this comment:

> An analysis of the duties which counselors are now performing in comparison with what they believe they should not do reveals a striking study of contrasts. In fact, the results are so shocking that one wonders what these counselors believe as their functions and how they arrived at this point of view.[2]

In support of his conclusion, Hitchcock offered the following data:

> (1) Of 986 counselors who now assist pupils who are failing school work, 41 per cent do not feel it is their job.
> (2) Of 1,154 counselors who now assist pupils with course planning, 40 per cent do not feel it is their job.
> (3) Of 1,152 counselors who now assist pupils with occupational plans, 40 per cent do not feel it is their job.
> (4) Of 1,101 counselors who now assist teachers with pupils' problems, 37 per cent do not feel it is their job.
> (5) Of 893 counselors who now interpret test results to teachers, 33 per cent do not feel it is their job.

---

[1] Ibid.

[2] William L. Hitchcock, "Counselors Feel They Should," Personnel and Guidance Journal, XXXII, No. 2 (October, 1953), pp. 72-73.

(6) Of 538 counselors who now refer cases to other counselors, 33 per cent do not feel it is their job.

(7) Of 499 counselors who now sit in on case conferences with other counselors, 29 per cent do not feel it is their job.

(8) Of 614 counselors who now serve on curriculum planning committees, 29 per cent do not feel it is their job.

(9) Of 875 counselors now counseling with parents of failing students, 34 per cent do not feel it is their job.[1]

Grant[2] used an open-end questionnaire which presented nine situations having implications for educational, vocational and personal-social planning to determine the role of the counselor as viewed by teachers, administrators and counselors. The study population consisted of 82 counselors, 76 administrators and 200 teachers. The investigator concluded that counselors strongly identify themselves with educational and vocational planning, but appear to be uncertain of their ability to assist students with personal-social problems.

As a result of a time study of 35 counselors in the San Francisco Bay area, Martyn[3] discovered that they were spending from 43.1 to 80.7 per cent of their time on clerical work, and he suggested that it was conceivable the counselors may have purposely occupied themselves with clerical details because of deficiencies in counseling skills.

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[1] Ibid.

[2] Claude W. Grant, "The Counselor's Role," Personnel and Guidance Journal (October, 1954), XXXIII, pp. 74-77.

[3] Kenneth A. Martyn, "We Are Wasting the Counselor's Time," California Journal of Secondary Education, XXXII, (March, 1957), pp. 439-441.

Vassallo and Kindred,[1] in a status study involving 399 public secondary schools located in the middle Atlantic states of Delaware, Maryland, New Jersey, New York and Pennsylvania, found that counselors were responsible for 14 different duties, ranging from "assisting pupils in making decisions about higher education,"[2] which was ranked first in order of frequency mentioned, to assisting in the readjustment of veterans, which was fourteenth in priority.

Several obstacles were cited by the vast majority of counselors as impediments to more effective and efficient service. In the order of frequency mentioned, these obstacles were: (1) lack of time; (2) lack of personnel; (3) limited facilities and equipment; (4) unsuitable physical facilities; and (5) budgetary limitations.[3]

Purcell served as chairman of a committee appointed by the Long Island Guidance Association to study local conditions regarding the responsibilities of school counselors. A "yes or no" type questionnaire served as the instrumentation in the committee's study, and replies were received from 106 counselors. The committee concluded:

> . . . counselors are being required to perform a wide variety of duties. Ranging from purely clerical activities such as scoring tests, to administrative

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[1] Theodore P. Vassallo and Leslie W. Kindred, "How Counseling Can Be Improved," The Nations Schools (April, 1957), 59, No. 4, pp. 58-60.

[2] Ibid. [3] Ibid.

> chores such as preparing the master schedule, . . . supervising clubs and substituting for absent teachers.[1]

Tennyson[2] conducted a study to answer two questions: How do counselors allocate their time among their several guidance responsibilities? What do counselors perceive to be an appropriate apportionment of time regarding these responsibilities?

Applicable data were received from 152 certified guidance workers in Missouri who held the positions of Director of Guidance, Counselor and Teacher-Counselor. The returns represented 95 per cent of all persons having the aforementioned titles in the state.[3]

Specific functions performed by counselors were categorized under four major areas of services: (1) assistance to students; (2) assistance to teachers; (3) assistance to administration and the general school program; and (4) research assistance to the school. The statistical treatment of the acquired data revealed the counselors thought a disproportionate amount of their time was given to providing services for the administration and the general school program. There was some evidence to support the conclusion that the counselors felt

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[1] Florence E. Purcell, "Counseling Assignment and Efficiency," Vocational Guidance Quarterly, V (Spring, 1957), pp. 111-113.

[2] Willard W. Tennyson, "Time: The Counselor's Dilemma!" Personnel and Guidance Journal, XXXVII (October, 1958), pp. 129-135.

[3] Ibid.

that a portion of the time spent with administrators should be devoted to assisting students and teachers. Tennyson states:

> Further analysis of specific functions performed in the administrative area, however, revealed that those functions performed were considered appropriate by the counselors. Research assistance to the school occupied a minor part of the counselors' time . . . and it was generally felt by these persons that not enough time was given to assisting this program.[1]

Tennyson's study revealed the respondents devoted 60.65 per cent of their time to counseling and its supportive activities in an effort to assist students to solve personal, vocational and educational problems: "The counselors believed that more time should be given to follow-up activities and that if time were to be taken away from any activity, it probably would be the occupational and educational information function."[2]

The major portion of the 13.68 per cent of the counselor's time spent assisting teachers was given to seeking solutions to student problems. The respondents indicated the counselors should give more time to improving the teachers' abilities to deal with the problems of students.[3]

The ways in which counselors spend their time as opposed to the "ideal" situation was the object of an investigation by Hollis and Isaacson.[4] The sample of their study consisted of 39 experienced counselors attending an advanced

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[1] Ibid. [2] Ibid. [3] Ibid.

[4] Joseph Hollis and Lee E. Isaacson, "How School Counselors Spend Their Time," The School Counselor, IX (March, 1962), pp. 89-95.

counseling and guidance institute at Purdue University. Each participant utilized the questionnaire approach in estimating the percentage of time during the preceding year devoted to specific guidance and counseling responsibilities. The counselors completed a second questionnaire which required them to record the "ideal" distribution of time to be given to identified responsibilities. The resulting comparison indicated that the actual time devoted to guidance functions closely approximates the "ideal" time suggested by counselors.

Schmidt[1] conducted an interview survey utilizing the Q-sort method in an attempt to determine the actual and the ideal roles of secondary school counselors as perceived by counselors and their principals. The five areas of guidance services investigated were assistance to students, assistance to teachers, assistance to administrators, assistance to parents and community and research assistance to the school. With respect to the counselors perception of their actual and ideal role, it was concluded: "The secondary school counselors expressed their perceptions of their actual and ideal roles so that an average correlation of 0.74 was obtained between them"[2]

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[1]Lyle D. Schmidt, "Concepts of the Role of the Secondary School Counselor," Personnel and Guidance Journal, XL, No. 7 (March, 1962), pp. 60-605.

[2]Ibid.

Stevic[1] investigated the commitment of the school counselor and the factors which hinder these commitments as perceived by the school counselor. The instrumentation for Stevic's study involved the utilization of a questionnaire, two counselor activity forms and two check lists.

The investigator concluded on the basis of responses from 171 counselors in Ohio that there appears to be a definite order of counselor commitment to various guidance services, with providing services to students and maintaining staff relations ranking first and second. The lowest subarea appeared to be in the acceptance of professional responsibilities. Factors which did not appear to influence counselor commitment and performance were: (1) the institution from which the counselor received his training; and (2) the number of years teacher experience. The number of hours of training and counseling experience was apparently related to counselor performance, but not counselor commitment.[2]

Sweeney[3] conducted a study concerned with the role of the school counselor as perceived by the counselors and their principals in the state of Ohio. A random, stratified sample

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[1]Richard R. Stevic, op. cit.

[2]Ibid., pp. 134, 138-140.

[3]Thomas J. Sweeney, "The School Counselor as Perceived by School Counselors and Their Principals," Personnel and Guidance Journal, XLIV, No. 8 (April, 1966), pp. 844-849.

of 220 counselors was drawn from a total population of 886 certified, full-time counselors. One of the major conclusions arising from the sampling was the respondents could distinguish priorities among such activities as providing services to individual students, establishing and maintaining staff relationships, establishing and maintaining community relationships and promoting the general school program. Priorities were established in the order as listed.

An attempt to determine what questions counselors would have research "answer" for them was the basis of a questionnaire survey by Nelson and Fredrickson:[1] A random sample of full-time counselors in Colorado and Massachusetts was requested to submit in rank order a maximum of three problems. Of twenty possible categories, the ones most frequently mentioned were questions regarding role and role clarification.

Summary

The literature reviewed in this chapter has emphasized studies examining a comparison of guidance programs organized with part-time and full-time counselors and research regarding the role, function and responsibility of counselors as perceived by counselors. Divergence was noted in the conclusions of writers and researchers concerning the desirability or

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[1]Randolph J. Nelson and Ronald F. Fredrickson, "School Counselor Problems: Colorado and Massachusetts," Personnel and Guidance Journal, XLVI, No. 4 (December, 1967), pp. 385-387.

advantage of the full-time and part-time counselor programs and the role of counselors in general.

Chapter III provides a discussion of the procedures, design and methodology of this investigation and a presentation of the selected characteristics of the study population.

CHAPTER III

PROCEDURE, DESIGN AND METHODOLOGY

This chapter includes a discussion of the procedures used in this study, the statistical methodology utilized in completing the research and a description of the design of the instruments used to identify and report selected characteristics of full-time and part-time counselors and their job activities.

The Personal Data and Job Activities Questionnaire

A counselor's Job Activity Inventory and a personal data questionnaire were utilized to acquire information of a personal and professional nature which was considered appropriate to the nature and intent of this investigation.

The Job Activity Inventory developed by Stevic[1] served as the primary instrument. The Activity Inventory was designed to ascertain the extent to which 60 items representative of counselor activities are a part of the school counselor's duties. The response format was a five-point scale and the items were categorized into six areas: (1) providing service to individual students, (2) providing service to groups

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[1]Richard R. Stevic, op. cit., pp. 173-178.

of students, (3) establishing and maintaining community relationships, (4) promoting the general school program, (5) establishing and maintaining staff relationships, and (6) accepting professional responsibilities.

An additional and essential feature of the Job Activity Inventory was that nine possible reasons for the nonperformance of any one of the selected activities were provided. The response categories were: (1) not applicable; (2) handled by others; (3) not school policy; (4) financial reasons--personal; (5) financial reasons--school; (6) personal reasons; (7) family commitment; (8) lack of training; and (9) lack of time.

The development of the Counselor Performance Instrument as described by Stevic[1] involved the following steps:

> (1) The identification and isolation of descriptive statements pertinent to the job activities of school counselors involved a review of selected literature and the maintenance of a daily diary by practicing counselors in Ohio. These procedures resulted in the identification of 395 separate job activities that may be performed by guidance workers.
>
> (2) The 395 separate items were typed on cards and submitted to three guidance experts for categorization into six basic areas of counselor responsibility.
>
> (3) All items that were agreed upon by the three experts were utilized in the development of a forced choice instrument designed to ascertain the preference of school counselors for the identified activities. The selected items were listed in triads, and the items for each triad were representative of three of the six basic areas of counselor responsibility. These procedures resulted in 60 triads, which involved 30 items from each of the basic areas. Two preliminary tryouts were used by Stevic to determine the

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[1]Richard R. Stevic, op. cit., pp. 27-35.

appropriateness and reliability of the instrument prior to its actual utilization.

(4) The items for the Counselor Performance Instrument were selected from the forced-choice instrument on the basis of meaningfulness and times mentioned by counselors in Ohio.

A personal data questionnaire was used as an information-gathering instrument consisting of 15 categories and related subcategories ranging from questions concerning counselor certification to the number of years teaching experience prior to assuming guidance responsibilities. The essential purpose of the instrument was to collect personal data to validate the criteria for selecting subpopulations of full-time and part-time counselors as described in Chapter I. A copy of the questionnaire appears in Appendix C.

The Population and Characteristics

Consistent with the selection criteria, limitations and predetermined procedures, as described in Chapter I of this investigation, 324 full-time and part-time counselors were selected as the study population. This population was comprised of 205 full-time counselors and 119 part-time counselors.

Questionnaires were mailed to all full-time and part-time counselors who satisfied the selection criteria. A total usable response to the questionnaires was received from 299 of the 324 counselors which represents a return of 92.3 per cent. A usable return was received from 92.2 per cent of the

full-time counselors and 92.4 per cent from the part-time counselors.

Table 1 presents the number and percentage of responses to the personal data questionnaire for the 189 full-time and 110 part-time counselors who comprised the samples of this investigation. All categories were counted and percentages calculated so that the two study samples could be contrasted and compared. The table indicates the number of the question, the broad category which the question was designed to determine, the specific subtopics which were identified under the category, the number of full-time and part-time respondents for each item and the percentages of full-time and part-time counselors which the numbers represent. Thus, for a given item the number and percentage of responses by category and subitem can be determined. For example, Item 1 indicates an appreciable difference in the male-female ratio of the two groups. The sample for full-time counselors consisted of 41.8 per cent male and 58.2 per cent female as contrasted to the part-time counselor group composed of 62.7 per cent male and 37.3 per cent female.

Additional items in which a divergence of response was indicated include the following categories: counselor certification--92.1 per cent of the full-time counselors held the standard certificate and 70.9 per cent of the part-time counselors held equal certification; grade level for which the counselors had direct responsibility--53.4 per cent of the

TABLE 1

NUMBER AND PERCENTAGE OF RESPONSES TO THE PERSONAL DATA QUESTIONNAIRE AS REPORTED BY 189 FULL TIME AND 110 PART-TIME COUNSELORS

Categories of Items and Subcategories	Numbers of Full-Time Counselors[a]	Percentage for Full Time	Numbers of Part-Time Counselors[b]	Percentage for Part Time
1. Sex				
a. Male	79	41.8	69	62.7
b. Female	110	58.2	41	37.3
2. Master's Degree				
a. Yes	187	98.9	103	93.6
b. No	2	1.1	7	6.4
3. Work Beyond Master's				
a. Semester Hours				
0	34	18.0	19	17.3
1-10	37	19.6	17	15.5
11-20	42	22.2	37	33.6
21-30	44	23.3	16	14.5
31-40	15	7.9	11	10.0
41-50	3	1.6	3	2.7
51-60	6	3.2	3	2.7
61- +	8	4.2	4	3.6
4. Counselor Certificates				
a. Standard School Counselor	174	92.1	78	70.9
b. Provisional School Counselor	14	7.4	19	17.3
c. Standard Teacher-Counselor	1	0.5	13	11.8
d. Other	0	0.0	0	0.0

TABLE 1--Continued

Categories of Items and Subcategories	Numbers of Full-Time Counselors[a]	Percentage for Full Time	Numbers of Part-Time Counselors[b]	Percentage for Part Time
5. Years Teaching or Administration Prior to Guidance Responsibilities				
a. Number of Years				
0	3	1.6	2	1.8
1- 5	38	20.1	15	13.6
6-10	42	22.2	24	21.8
11-15	35	18.5	27	24.5
16-20	37	19.6	23	20.9
21-25	17	9.0	10	9.1
26-30	10	5.3	8	7.3
31-35	6	3.2	0	0.0
36-40	1	0.5	1	0.9
6. Years Experience in Guidance Capacity				
a. Number of Years				
1- 5	79	41.8	54	49.1
6-10	73	38.6	44	40.0
11-15	25	13.2	7	6.4
16-20	11	5.8	4	3.6
21-25	1	0.5	1	0.9
7. Years Experience in Present Guidance Capacity				
a. Number of Years				
1- 5	103	54.5	63	57.3
6-10	63	33.3	38	34.5
11-15	20	10.6	8	7.3
16-20	3	1.6	1	0.9

TABLE 1--Continued

Categories of Items and Subcategories	Numbers of Full-Time Counselors[a]	Percentage for Full Time	Numbers of Part-Time Counselors[b]	Percentage for Part Time
8. Time Devoted to Guidance Per Day				
a. Less than half time	0	0.0	37	33.6
b. Half time	0	0.0	11	10.0
c. More than half time, less than full time	0	0.0	62	56.4
d. Full time	189	100.0	0	0.0
9. Part-time Counselor, Nature of Other Responsibilities				
a. Teaching	0	0.0	61	55.4
b. Administration	0	0.0	20	18.2
c. Other	0	0.0	29	26.4
10. Student-Counselor Ratio				
a. 1 to ___				
1- 100	0	0.0	4	3.6
101- 200	3	1.6	13	11.8
201- 300	11	5.8	28	25.5
301- 400	27	14.3	20	18.2
401- 500	72	38.1	23	20.9
501- 600	28	14.8	13	11.8
601- 700	26	13.8	7	6.4
701- 800	11	5.8	1	0.9
801- 900	5	2.6	0	0.0
901-1000	1	0.5	0	0.0

TABLE 1--Continued

Categories of Items and Subcategories	Numbers of Full-Time Counselors[a]	Percentage for Full Time	Numbers of Part-Time Counselors[b]	Percentage for Part Time
10. Student-Counselor Ratio--Continued				
1001-1100	1	0.5	0	0.0
1101-1200	1	0.5	0	0.0
1201-1300	1	0.5	1	0.9
1301- +	2	1.1	0	0.0
11. Areas of Guidance Responsibility				
a. Girls (only)	21	11.1	3	2.7
b. Boys (only)	12	6.3	2	1.8
c. Boys and Girls	156	82.5	105	95.5
12. Grade Level(s) for which You Have Direct Responsibility				
a. Junior High (7-9)	64	33.9	23	20.9
b. Senior High (10-12)	101	53.4	20	18.2
c. Combination (7-12)	24	12.7	67	60.9
13. Years Organized Guidance Services Offered				
a. Years				
3- 5	33	17.5	30	27.3
6- 8	41	21.7	30	27.3
9-11	48	25.4	26	23.6
12-14	23	12.2	11	10.0
15-17	13	6.9	10	9.0

TABLE 1--Continued

Categories of Items and Subcategories	Numbers of Full-Time Counselors[a]	Percentage for Full Time	Numbers of Part-Time Counselors[b]	Percentage for Part Time
13. Years Organized Guidance Services Offered--Continued				
18-20	19	10.1	1	0.9
21-23	0	0.0	0	0.0
24-26	1	0.5	1	0.9
27-29	5	2.6	1	0.9
30- +	6	3.2	0	0.0
14. Degree to Which Respondent Established Guidance Services				
a. Entirely	36	19.0	22	20.0
b. Partially	77	40.7	64	58.2
c. Not at all	76	40.2	24	21.8
15. Do You Have a Written Job Description				
a. Yes	72	38.1	34	30.9
b. No	117	61.9	76	69.1

[a]N for Full-Time Counselors = 189.

[b]N for Part-Time Counselors = 110.

full-time counselors indicated responsibility at the senior high level as opposed to 18.2 per cent of the part-time counselors; however, 60.9 per cent of the part-time respondents were responsible for providing services for both junior and senior high school students where 12.7 per cent of the full-time group held comparable responsibilities; degree to which respondent established guidance services--40.2 per cent of the full-time counselors disclosed no contribution to the initiation of guidance services as opposed to 21.8 per cent of the part-time group.

Categories which indicated a relatively high degree of consistency in the responses of the two groups included: the number having Master's Degrees; the number of semester hours beyond the Masters Degree; years teaching or administering prior to assuming guidance responsibilities; years experience in a guidance capacity; years experience in present guidance capacity; the number of years organized guidance services have been offered; and, the number of people having written job descriptions.

Approximately 56 per cent of the part-time counselors indicated they devoted more than one half of their time to guidance services each day, while the remaining 44 per cent indicated one half or less than one half to such services. The majority of the part-time counselor respondents designated that the additional assignment besides guidance, was teaching.

Item 10, regarding student-counselor ratio could not be interpreted accurately in terms of an average because of the form in which the data was requested.

Statistical Treatment

The statistical method of analysis used in this study was the testing of statistical significance of difference between percentages. Three tables published by Oppenheim[1] were utilized to determine statistical significance of each of the 60 items by response category contained in the counselor activity inventory. The tables have one distinct advantage over formulated methods of calculating the significance of differences between percentages since significance can be determined directly from the percentages without reverting to the raw frequencies.

Summary

A personal data and a job activity questionnaire were mailed to 324 counselors selected as the population for the study. A usable return was received from 92.3 per cent of the counselors comprising the study population. The tabulation of the data derived from the personal data questionnaire indicated both consistent and divergent characteristics when the full-time and part-time counselor subpopulations were compared.

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[1] A. N. Oppenheim, op. cit., pp. 287-292.

A description, presentation and interpretation of the data derived from the responses of full-time and part-time counselors to the job activity inventory are found in Chapter IV.

CHAPTER IV

TREATMENT OF THE DATA

The primary purpose of the study was to determine if there was a significant difference in the performance of guidance activities by full-time counselors and the performance of identical activities by part-time counselors. Another purpose of this investigation was to test six null hypotheses as stated in Chapter I. Each hypothesis was restated prior to the presentation and analysis of relevant data. This chapter includes a detailed explanation of the statistical procedures used in treating the data attained for this investigation.

Statistical Procedures Used

The primary statistical technique used to analyze the data obtained through the procedures outlined in Chapters I and III was the test of statistical significance of differences between percentages described by Oppenheim.[1] The author states:

> In order to facilitate the inspection of results, most surveys produce their findings in the form of large numbers of percentages. Eventually, we have to determine the statistical significance of differences between percentages, and usually this can only

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[1] A. N. Oppenheim, op. cit., pp. 287-292.

> be done by going back to the raw frequencies and calculating chi-squared values.[1]

Oppenheim recalculated and adapted a monograph originally published in Volume 34 of the Journal of the American Statistical Association, 1939, in which he says:

> . . . has the great advantage that we do not have to go back to the raw frequencies but can determine the significance of different proportions directly from the percentage figures.[2]

Each of the three tables are utilized in the same way. For example, the first chart permits the research worker to establish a "significant value" based on two sample sizes. The value is obtained by placing a ruler at the two observed values on the left-hand and right-hand lines and reading the significant value from the center line.

The significant value for this study based on $N_1 = 189$ and $N_2 = 110$ was 0.12. This value had to be equalled or exceeded if the difference between percentages was to be statistically significant. The two remaining charts were utilized identically to determine significance at the 5 and 1 per cent levels.

Regarding the utilitarian value of using the published tables for determining the significance of differences between percentages, the author states:

> In the case of the present monograph . . . we can utilize percentages directly, because our first chart takes the respective sample sizes into account in establishing our "significant value." This is

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[1] Ibid., p. 287. [2] Ibid.

> particularly helpful in survey work, where we often have to test large numbers of percentages for statistical significance but where such percentages are based on sample sizes that remain stable throughout the length of the questionnaire. Having once looked up our significant value on the first chart, we need henceforth concern ourselves only with the second and third charts.[1]

Oppenheim[2] suggests that one important precaution concerning the utilization of the monograph should be taken as a given difference in percentage points may not be significant in the middle ranges, but it may be significant as one or more of the percentages approaches the extremes of zero or one hundred. Singular consideration of the amount of difference without considering the location in the percentage range is likely to produce errors.

When the readings from the monographs bordered on significant values or when one or both of the percentages were small (below 5 per cent or above 95 per cent), the chi-square test of independence was used to validate the results derived from the tables for testing the statistical significance of differences between percentages. The formula[3] for determining chi-square where data were tested by the use of a 2 x 2 contingency table was:

$$X^2 = \frac{N \quad (AD-BC)^2}{(A+B) \quad (C+D) \quad (A+C) \quad (B+D)}$$

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[1] Ibid., p. 288. [2] Ibid.

[3] Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1959), p. 265.

When frequency entries in a specific fourfold table were 5 or less, the Yates[1] correction for continuity was applied. The following formula was used:

$$X_c^2 = \frac{N \quad (/AD - B/ - N/2)^2}{(A+B) \quad (C+D) \quad (A+C) \quad (B+D)}$$

Hypothesis 1

> There is no statistically significant difference in the percentages of response to the inventory items relevant to the providing of services to individual students by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Table 2 illustrates a comparison of the degree of performance and the reasons for not performing functions of guidance in the area of providing services to individual students as reported by 189 full-time and 110 part-time counselors. The raw data indicating the degree of performance for each specific service were tabulated and converted to percentages. The indication of the extent of performance was based on a five-point scale, which ranged from not performed to any degree to performed consistently.

The nonperformance guide consisted of nine suggested reasons. All counselors reporting that they never or rarely performed a service were asked to identify the major reason for nonperformance by checking one of the nine suggested reasons or by writing an appropriate response. The data regarding the

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[1] Ibid.

nonperformance of services as indicated by full-time and part-time counselors were reported by frequency for each of the guidance services listed. In order to summarize the reasons for not performing the selected guidance services, a summary table was prepared for each of the six general categories of counselor responsibilities.

All service items appearing in Table 2 and in all subsequent tables of a similar nature were reported by the same numerical identification as on the original questionnaire. The purpose of this procedure was to provide a systematic method for determining the accuracy and reliability of the tabulation of raw data and the calculation of percentages.

Each of the five response categories for the ten services relevant to providing guidance services for individual students was tested separately for determining the significance of differences in the percentages of responses of 189 full-time and 110 part-time counselors. Five of the ten service items on Table 2 were found to have response categories significant at the .05 or .01 level of confidence.

In item 1 (Assist students to appraise their educational progress) categories 3 and 4 were statistically significant. Response category 3 (Service performed to a large

TABLE 2

COMPARISON OF THE DEGREES OF PERFORMANCE AND THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF SERVICES TO INDIVIDUAL STUDENTS AS REPORTED BY 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Performance Rating Guide	Non-Performance Guide
0. Not performed to any degree.	a. Not applicable.
1. Performed infrequently - often superseded by other activities.	b. Not school policy.
2. Performed to a moderate extent.	c. Financial reasons - school.
3. Performed to a large extent - infrequently supplanted by other activities.	d. Family commitment.
4. Performed consistently - rarely set aside for any reason.	e. Lack of time.
	f. Handled by others.
	g. Financial reasons - personal.
	h. Personal reasons
	i. Lack of training

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
1.	Assist students to appraise their educational progress.	FT[1]		2.6	14.8	26.5	56.1**					2	3			
		PT[2]		4.5	21.8	37.3*	36.4					4	1			
7.	Help students learn satisfactory methods of making personal adjustments.	FT[1]		1.0	15.9	42.9	40.2**					2				
		PT[2]		4.5	28.2*	43.6	23.6					3	2			
13.	Counsel students regarding personal and social adjustments.	FT[1]		.5	9.5	25.4	64.6*	1								
		PT[2]		2.7	16.4	28.2	52.7					1	2			

TABLE 2--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
19.	Counsel students on vocational choice.	FT[1]	1.1	4.8	24.3	22.7	47.1	4		1			6			
		PT[2]	1.8	8.2	16.4	27.3	46.4	2				5	4			
25.	Assist students to diagnose learning difficulties.	FT[1]	3.2	2.1	24.3	38.1	32.3					2	7			
		PT[2]	4.5	5.5	28.2	38.2	23.6	1				6	4			
31.	Aid students to discover their capabilities.	FT[1]		1.1	13.2	37.0	48.7						2			
		PT[2]		1.8	20.0	31.8	46.4					2				
37.	Counsel students concerning their long range academic program in secondary school.	FT[1]	2.1	3.7	11.6	27.0	55.6					4	7			
		PT[2]		3.6	15.4	31.0	50.0					4	1			
43.	Work with potential drop outs.	FT[1]	2.6	3.2	20.6	32.8	40.7	3				2	6			
		PT[2]	1.8	3.6	20.0	44.5*	30.0	1				4	1			
49.	Help students evaluate their educational progress.	FT[1]	1.1	.5	7.4	29.1	61.9						3			
		PT[2]		1.8	14.5*	32.7	51.0					1	1			
55.	Counsel students concerning their educational plans.	FT[1]	1.1		5.8	27.0	66.1									
		PT[2]		1.8	10.9	20.9	66.4	1				1				

[1]Full-Time Counselors (N=189).

[2]Part-Time Counselors (N=110).

* Significant at .05 level

** Significant at .01 level

extent) was significant at the .05 level (0.120),[1] with the higher percentage of responses from part-time counselors. Category 4 (Service performed consistently) was significant at the .01 level of probability, with 56.1 per cent of the full-time counselors being the higher percentage and a significant value of 0.150.

Service item 7, regarding helping students learn satisfactory methods of making personal adjustments, contained two response categories that were significant. A significantly greater percentage of the part-time group reported they performed the service to a moderate extent. The significant value for this area was 0.160 and exceeded the required level of 0.120 at the .05 level of confidence. Approximately 40 per cent of the full-time counselors as contrasted to 23.6 per cent of the part-time counselors reported that the service of assisting students to make personal adjustments was consistently performed. Response category 4 for item 7 produced a reading of 0.140 at the .01 level.

Counseling students regarding personal and social adjustments was reported as being consistently performed by 64.6 per cent of the full-time counselors as opposed to 52.7 per cent of the part-time counselors. The difference between the

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[1] Parenthetical figures following a specific level of confidence represent the "significant value" for determining the statistical significance of differences between percentages as derived from the monograph published by A. N. Oppenheim. This procedure was utilized throughout Chapter IV of this study.

two percentages was significant at the .05 level, with a monograph reading of 0.120.

Category 3 for item 43 relating to working with potential dropouts was significant at the .05 level, with 44.5 per cent of the part-time counselors comprising the higher percentage. The significant value for category 3, item 43, was 0.120.

In item 49 (Helping students evaluate their educational progress) response number 2, indicating the service was performed to a moderate extent, was found significant at the .05 level of confidence, with 14.5 per cent of the part-time counselors representing the larger percentage.

Table 2 had a total of 50 response categories. Of this number, 7 were significant at the .05 or .01 level of confidence. Important to the purposes of this study is that a majority of both full-time and part-time counselors reported they consistently or to a large extent performed the identified services for individual students.

Table 3 summarizes the reasons for not performing the ten specific guidance services for students as individuals as reported by full-time and part-time counselors. The data was taken from the responses to the individual items or services listed in Table 2.

A total of 55 indications of nonperformance were reported by full-time counselors. The reason for nonperformance mentioned most frequently was that some services for individual students were "handled by others." The major reason for not

TABLE 3

SUMMARY OF REASONS FOR NOT PERFORMING SERVICES TO STUDENTS AS INDIVIDUALS AS REPORTED BY FULL-TIME AND PART-TIME COUNSELORS

	Reason For Nonperformance	Full-Time Counselors Frequency Mentioned	Part-Time Counselors Frequency Mentioned
a.	Not applicable	8	5
b.	Not school policy	0	0
c.	Financial reasons--school	1	0
d.	Family commitment	0	0
e.	Lack of time	12	31
f.	Handled by others	34	16
g.	Financial reasons--personal	0	0
h.	Personal reasons	0	0
i.	Lack of training	0	0
	TOTAL	55	52

providing services to students expressed by part-time counselors was the "lack of time."

Hypothesis 2

> There is no statistically significant difference in the percentage of response to the inventory items relevant to the providing of services to groups of students by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Table 4 illustrates a comparison of the degree of performance and the reasons for not performing guidance services to groups of students as reported by 189 full-time and 110 part-time counselors. Seven of ten subitems were found to have response categories that were statistically significant at the .05 or .01 level of confidence.

Service number 8, conducting groups on visits to industrial plants, response category 3, was significant at the .05 level of confidence (0.130), with 10 per cent of the part-time counselors comprising the predominant percentage. Approximately sixty-two per cent of the part-time counselors and 58.7 per cent of the full-time counselors reported they never performed this service.

Item 14, conducting orientation to the next higher segment of the school, contained two significant response areas. Ten per cent of the part-time and 3.2 per cent of the full-time counselors stated they never performed this service. The difference between the two percentages was significant at the .05 level, with a reading of 0.150. Fifty-four per cent

TABLE 4

COMPARISON OF THE DEGREES OF PERFORMANCE AND THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF SERVICES TO GROUPS OF STUDENTS AS REPORTED BY 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Performance Rating Guide

0. Not performed to any degree.
1. Performed infrequently - often superseded by other activities.
2. Performed to a moderate extent.
3. Performed to a large extent - infrequently supplanted by other activities.
4. Performed consistently - rarely set aside for any reason.

Non-Performance Guide

a. Not applicable.
b. Not school policy.
c. Financial reasons - school.
d. Family commitment.
e. Lack of time.
f. Handled by others.
g. Financial reasons - personal.
h. Personal reasons
i. Lack of training.

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
2.	Conduct group guidance sessions for pupils.	FT[1]	5.8	21.2	43.9	18.5	10.6	2	14			22	12			
		PT[2]	4.5	20.0	43.6	14.5	17.3	1	5	1		11	8			
8.	Conduct groups on visits to industrial plants.	FT[1]	58.7	19.6	15.9	3.7	2.1	30	24			16	78			
		PT[2]	61.8	18.2	9.1	10.0*	.9	13	18	1		24	32			
14.	Conduct orientation to the next higher segment of the school.	FT[1]	3.2	5.8	14.3	22.7	54.0**		3			1	13			
		PT[2]	10.0*	6.4	18.2	29.1	36.4	1	3			1	13			

TABLE 4--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
20.	Discuss boy-girl relations with a group of students.	FT[1]	29.6	16.4	23.3	18.0	12.7	5	29			11	41			
		PT[2]	21.8	17.3	30.0	18.2	12.7		16			2	24			
26.	Teach a course on occupations.	FT[1]	85.7**	8.5	2.6	1.6	1.6	36	46			24	70			1
		PT[2]	72.7	10.9	2.7	4.5	9.1**			2		22	27			
32.	Conduct field trips to colleges.	FT[1]	70.9**	6.9	12.2	6.3	3.7	51	39			10	47			
		PT[2]	49.1	16.4**	16.4	8.2	10.0*	11	16	1		22	22			
38.	Teach a course in remedial reading.	FT[1]	94.2	1.0	1.6	1.6	1.6	21	12			5	118	1		23
		PT[2]	91.0	2.7	.9	2.7	2.7					7	60		1	20
44.	Conduct a group guidance class on occupations.	FT[1]	73.0	9.0	10.0	3.7	4.2	17	39	1		28	67			3
		PT[2]	65.4	9.1	7.3	10.9*	7.3	11	23			21	26			1
50.	Teach a course in personal-social adjustment.	FT[1]	91.0**	3.7	3.2	0.5	1.6	23	43			29	81			3
		PT[2]	77.3	6.4	7.3	2.7	6.4	19	22	1		18	31			1
56.	Act as advisor to a group of students.	FT[1]	18.5*	3.2	19.0	20.1	39.2	4	6			2	29			
		PT[2]	10.0	5.4	20.0	20.9	43.6	5	3			2	7			

[1]Full-Time Counselors (N=189)

[2]Part-Time Counselors (N=110)

* Significant at .05 level

** Significant at .01 level

of the full-time counselors reported they consistently performed orientation services; while 36.4 per cent of the part-time counselors consistently conducted orientation services. The difference between the two percentages was significant at the .01 level of confidence, based on a table reading of 0.135.

Teaching a course on occupations was service function number twenty-six, and the item had two response categories significant at the .05 level. The full-time counselors indicated 85.7 per cent were not involved in teaching an occupations course; 72.7 per cent of the part-time counselors reported they never performed the service. The responses to category 4 (Consistently perform the service) indicate that 9.1 per cent of the part-time counselors and 1.6 per cent of the full-time counselors are involved in teaching a course on occupations.

Guidance service 32 (Conduct field trips to colleges) contained three response categories that were significantly different. Approximately 71 per cent of the full-time counselors and 49.1 per cent of the part-time counselors reported they never performed the service. The difference between the percentages was significant at the .01 level, with a reading of 0.170. Response category 1 was significant at the .01 level of confidence, with 16.4 per cent of the part-time counselors and 6.9 per cent of the full-time counselors reporting they rarely perform the service. Response category 4

(Performed consistently) was significant at the .05 level of confidence (0.135), with the higher percentage of responses from part-time counselors.

Guidance service item 44, regarding the conduct of a group guidance class on occupations, contained one category that was significant. A significantly greater percentage (10.9) of the part-time counselors reported they performed the service to a large extent. The significant value for this category was 0.145 and exceeded the required level of 0.120 at the .05 level of confidence.

Teach a course in personal-social adjustment was service item 50 which contained one response category that was statistically significant. Ninety-one per cent of the full-time counselors and 77.3 per cent of the part-time counselors reported that they never perform the service. The difference between the percentages was significant at the .01 level of confidence, with a reading of 0.145.

Serving as an advisor to a group of students, item 56, was reported as never being performed by 18.5 per cent of the full-time respondents and 10.0 per cent of the part-time counselors. This response category had a value of 0.120 and was significant at .05.

There were 50 response categories in Table 4. Of this number, 11 were significant at the .05 or .01 level of confidence. With the exception of items 14 and 56, the majority of full-time and part-time counselors reported that they never,

rarely, or to a moderate extent performed the identified services for groups of students.

Table 5 illustrates a summation of the reasons for not performing guidance services for groups of students. The data were taken from the responses to the service items listed in Table 4.

A total of 1,182 indications of not performing services for groups of students were reported by full-time counselors. The major reason for not performing these services was that duties were "handled by others." The major reason for not performing services for groups of students reported by part-time counselors was, also, that the responsibilities were "handled by others."

Hypothesis 3

> There is no statistically significant difference in the percentages of response to the inventory items relevant to the promotion of the general school program by counselors who are assigned part-time guidance responsibilities and those who have full-time responsibilities.

Table 6 summarizes the degrees of performance and the reasons for not performing functions of guidance in the area of promoting the general school program as reported by 189 full-time and 110 part-time counselors. Six of the ten guidance functions listed in Table 6 have response categories statistically significant at the .05 or .01 level of confidence.

TABLE 5

SUMMARY OF REASONS FOR NOT PERFORMING SERVICES FOR GROUPS OF STUDENTS AS REPORTED BY FULL-TIME AND PART-TIME COUNSELORS

	Reason For Nonperformance	Full-Time Counselors Frequency Mentioned	Part-Time Counselors Frequency Mentioned
a.	Not applicable	189	93
b.	Not school policy	255	130
c.	Financial reasons--school	1	6
d.	Family commitment	0	0
e.	Lack of time	148	130
f.	Handled by others	556	250
g.	Financial reasons--personal	2	0
h.	Personal reasons	0	1
i.	Lack of training	31	23
	TOTAL	1,182	633

TABLE 6

COMPARISON OF THE DEGREES OF PERFORMANCE AND THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF PROMOTING THE GENERAL SCHOOL PROGRAM AS REPORTED BY 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Performance Rating Guide

0. Not performed to any degree.
1. Performed infrequently - often superseded by other activities.
2. Performed to a moderate extent.
3. Performed to a large extent - infrequently supplanted by other activities.
4. Performed consistently - rarely set aside for any reason.

Non-Performance Guide

a. Not applicable
b. Not school policy.
c. Financial reasons - school.
d. Family commitment.
e. Lack of time.
f. Handled by others.
g. Financial reasons - personal.
h. Personal reasons.
i. Lack of training.

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency							
			0	1	2	3	4	a	b	c	d	e	f	h	i
3.	Aid in the integration of guidance services with other aspects of the school program.	FT[1]	1.0	4.2	34.9	39.7	20.1		1	1		3	5		
		PT[2]	0.9	10.0*	25.5	40.0	23.6	1	1			4	7		
10.	Make entries on cumulative record cards.	FT[1]	28.0	12.2	16.4	12.7	30.7	2	1			2	71		
		PT[2]	20.0	11.8	10.9	19.1	38.2		1			1	33		
16.	Maintain an informational resource for placement opportunities.	FT[1]	25.9	14.8	29.6	21.2	8.5	25	11	1		8	32		
		PT[2]	23.6	15.5	27.3	18.2	15.5	7	4			11	21		

TABLE 6--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
22.	Assist in the development of policies for the school's guidance department.	FT[1]	3.2	4.8	24.3	27.5	40.2	1	3	1			10			
		PT[2]	4.5	1.8	19.1	35.5	39.1		2				5			
28.	Develop a testing program to appraise individual personality traits.	FT[1]	58.7	12.2	13.2	7.9	7.9	13	41	3		15	57	2		3
		PT[2]	47.3	5.4	20.0	10.9	16.4*	4	31	5		7	10			1
34.	Conduct follow-up studies of graduates.	FT[1]	48.6**	12.2	14.5	13.8	11.1	24	23	4		30	43	1		
		PT[2]	30.9	20.0	26.4**	13.6	9.1	7	5	3		22	18			1
40.	Plan the school testing program with other staff members.	FT[1]	15.9*	8.5*	17.5	20.6	37.6	2	4				39			
		PT[2]	7.3	1.8	19.1	29.1	42.7	1	1			1	7			1
46.	Maintain occupational and educational files.	FT[1]	3.7	2.1	21.7	26.4	46.0	2		1			8			
		PT[2]	5.4	2.7	15.5	30.0	46.4			2		2	5			
52.	Score tests.	FT[1]	56.1**	11.6	15.3	7.4	9.5	12	8			3	105			
		PT[2]	30.9	14.5	18.2	12.7	23.6**	4				1	41			
58.	Develop local norms for standardized tests.	FT[1]	64.0*	7.4	15.9	7.4	5.3	21	9	1		14	89			1
		PT[2]	51.8	10.0	15.4	31.6	9.1	11	6	1	1	10	37			2

[1]Full-Time Counselors (N=189)

[2]Part-Time Counselors (N=110)

* Significant at .05 level

** Significant at .01 level

Response category 1 for service item 3 (Aid in the integration of guidance services with other aspects of the school program) had a reading of 0.120 which was significant at the .05 level of confidence. Part-time counselors reported the higher percentage.

Service item 28, which was concerned with the development of a testing program to appraise individual personality traits, contained one response category statistically significant at the .05 level of confidence. Approximately 16 per cent of the part-time counselors reported they consistently performed this service, while 7.9 per cent of the full-time group consistently carried out the service. The significant value for this category was 0.130 and was significant at the .05 level.

Conducting follow-up studies of graduates is listed as guidance function 34. Category 0 (Service not performed to any degree) was significant at the .01 level of probability, with 48.6 per cent of the full-time counselors constituting the higher percentage and having a significant value of 0.140. A significantly greater percentage of the part-time group reported they performed this service to a moderate extent. The significant value for this category is 0.120 and is equal to the required level of 0.120 at the .01 level of confidence.

Response categories 0 and 1 for service item 40 were significant at the .05 level of probability, with the

full-time counselors comprising the higher percentage of each instance. The significant value for category 0 was 0.130, and for response area 1 it was 0.165.

Approximately 56 per cent of the full-time counselors and 30.9 per cent of the part-time counselors reported that the service of scoring tests was not performed to any degree. The difference between the two percentages produced a significant value of 0.195 at the .01 level of confidence. A higher percentage of the part-time counselors, 23.6 per cent, reported they consistently performed this service as opposed to 9.5 per cent of the full-time group who performed the service. The significant value for the response category was 0.150 and exceeds the required value of 0.120 at the .01 level of probability.

Sixty-four per cent of the full-time counselors and 51.8 per cent of the part-time respondents reported they did not develop local norms for standardized test. Category 0 for item 58 was significant at the .05 level of probability, with a significant value of 0.125.

Table 6 had a total of 50 response categories. Of this number, 9 equaled or exceeded the required significant value of 0.120 at the .05 or .01 level of probability. Generally, the degree of performance for each of the ten identified services as reported by 110 part-time and 189 full-time counselors revealed a relatively high degree of consistency.

Table 7 summarizes the reasons for not performing functions of guidance in the area of promoting the general school program as reported by the part-time and full-time counselor respondents. The data were taken from the recorded responses for the service functions listed in Table 6.

The full-time counselors reported a total of 791 incidences of not performing services relevant to the promotion of the general school. The major reason, in terms of the frequency mentioned, was the services were "handled by others." Of 311 indications of nonperformance reported by part-time counselors, the reason mentioned more frequently for not promoting the general school program was "handled by others."

Hypothesis 4

> There is no statistically significant difference in the percentages of response to the inventory items relevant to establishing and maintaining staff relationships by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Table 8 illustrates a comparison of the degrees of performance and the reasons for not performing functions of guidance in establishing and maintaining staff relationships reported by 189 full-time and 110 part-time counselor respondents. Only two of the ten guidance service items were found to have response categories statistically significant at the .05 level of probability.

TABLE 7

SUMMARY OF REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF PROMOTING THE GENERAL SCHOOL PROGRAM AS REPORTED BY FULL-TIME AND PART-TIME COUNSELORS

	Reason For Nonperformance	Full-Time Counselors Frequency Mentioned	Part-Time Counselors Frequency Mentioned
a.	Not applicable	102	35
b.	Not school policy	102	50
c.	Financial reasons--school	12	11
d.	Family commitment	0	1
e.	Lack of time	76	58
f.	Handled by others	492	151
g.	Financial reasons--personal	3	0
h.	Personal reasons	0	0
i.	Lack of training	4	5
	TOTAL	791	311

TABLE 8

COMPARISON OF THE DEGREES OF PERFORMANCE AND THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF ESTABLISHING AND MAINTAINING STAFF RELATIONSHIPS AS REPORTED BY 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Performance Rating Guide	Non-Performance Guide
0. Not performed to any degree.	a. Not applicable.
1. Performed infrequently - often superseded by other activities.	b. Not school policy
2. Performed to a moderate extent.	c. Financial reasons - school.
3. Performed to a large extent - infrequently supplanted by other activities.	d. Family commitment.
4. Performed consistently - rarely set aside for any reason.	e. Lack of time.
	f. Handled by others.
	g. Financial reasons - personal.
	h. Personal reasons.
	i. Lack of training.

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
4.	Working with individual faculty members to assist students in making adjustments.	FT[1]	0.0	0.5	13.7	43.4	42.3*					1	1			
		PT[2]	0.0	4.5*	27.3**	37.3	30.9					4				
11.	Assisting the teaching staff in securing and interpreting information about students.	FT[1]	1.0	0.5	13.7	32.8	51.9		1				2			
		PT[2]	0.0	1.8	11.8	40.0	46.4					2				

TABLE 8--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
17.	Holding conferences with teachers and administrators concerning pupil referrals.	FT[1]	1.6	4.2**	24.9	36.5	32.8**	1	3			5	2			
		PT[2]	3.6	11.8	35.4	30.9	18.2	4				7	6			
23.	Assisting the teaching staff to interpret I.Q. tests.	FT[1]	5.8	2.1	21.2	30.7	40.2	4	3				8			
		PT[2]	2.7	5.4	19.1	26.4	46.4		3			2	3			
29.	Acting as a consultant to staff members in solving pupil problems.	FT[1]	1.0	3.7	18.0	37.6	39.7		2			4	3			
		PT[2]	.9	5.4	22.7	33.6	37.3		2			4	1			
35.	Assiting teachers in identifying causes for student reading disabilities.	FT[1]	21.2	9.0	30.1	22.7	16.9	2	2			2	43			8
		PT[2]	13.6	12.7	30.0	20.9	22.7	1	2			2	19			5
41.	Working with other staff members to obtain information about students.	FT[1]	0.0	1.0	14.8	31.2	52.9		1				1			
		PT[2]	0.9	0.9	18.2	32.7	47.3					1				1
47.	Conducting in-service programs for teachers.	FT[1]	44.4	14.8	20.6	12.7	7.4	6	20			18	66			1
		PT[2]	41.8	18.2	22.7	9.1	8.2	7	18			10	30		1	
53.	Providing guidance information for other staff members.	FT[1]	2.1	1.6	18.0	34.9	43.4					3	4			
		PT[2]	0.9	2.7	15.4	31.8	49.1	1				3				

TABLE 8--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
59.	Interpreting data about pupils to other staff members.	FT[1]	1.6	2.1	10.0	31.2	55.0					3	4			
		PT[2]	0.0	2.7	15.4	33.6	48.2					2				1

[1]Full-Time Counselors (N=189)

[2]Part-Time Counselors (N=110)

* Significant at .05 level

** Significant at .01 level

In item 4 (Working with individual faculty members to assist students in making adjustment) three response categories 1, 2, and 4 were statistically significant. Category 1 was significant at the .05 level of probability, with the greater percentage of responses coming from part-time counselors. Approximately 27 per cent of the part-time counselors reported they infrequently performed this service, while 13.7 per cent of the full-time counselors infrequently performed the service. The difference between the two percentages was significant at .01 level, with a value of 0.130. Response category 4 (Performed consistently) was significant at the .05 level of confidence, with the full-time counselors comprising the higher percentage and a significant value of 0.120.

Category 1 for item 17 (Holding conferences with teachers and administrators concerning pupil referrals) was significant at the .01 level, with 11.8 per cent of the part-time counselors and 4.2 of the full-time counselors reporting they infrequently perform this service. Approximately 33 per cent of the full-time counselors stated they consistently performed this service as opposed to 18.2 per cent of the part-time counselors who consistently performed this service. The difference between the two percentages was significant at the .01 level, with a significant value of 0.128.

Five of the 50 response categories were found to be statistically significant in Table 8. The presence of so few significant differences between the responses of full-time

and part-time counselors suggests a relatively high degree of consistency in their performance of services relevant to establishing and maintaining staff relationships. With exception of services 35 and 47, a majority of both full-time and part-time counselors reported they consistently or to a large extent performed the services listed in Table 8.

Table 9 summarizes, by frequency mentioned, the reasons reported by 189 full-time and 110 part-time counselors for not performing services in the area of maintaining and establishing staff relationships.

The 189 full-time counselors reported a total of 791 situations of not performing services relevant to establishing and maintaining staff relationships. The major reason, in terms of the frequency mentioned, was that the services were "handled by others." Of 139 indications of nonperformance reported by 110 part-time counselors, the major reason was the services were "handled by others."

Hypothesis 5

> There is no statistically significant difference in the percentages of response to the inventory items relevant to establishing and maintaining community relationships by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Table 10 illustrates a comparison of the degrees of performance and the reasons for not performing functions of guidance in the area of establishing and maintaining community relationships as reported by 110 part-time and 189 full-time

TABLE 9

SUMMARY OF THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF ESTABLISHING AND MAINTAINING STAFF RELATIONSHIPS AS REPORTED BY FULL-TIME AND PART-TIME COUNSELORS

	Reason For Nonperformance	Full-Time Counselors Frequency Mentioned	Part-Time Counselors Frequency Mentioned
a.	Not applicable	14	12
b.	Not school policy	34	23
c.	Financial reasons--school	0	0
d.	Family commitment	0	0
e.	Lack of time	36	37
f.	Handled by others	84	59
g.	Financial reasons--personal	0	0
h.	Personal reasons	0	1
i.	Lack of training	9	7
	TOTAL	177	139

TABLE 10

COMPARISON OF THE DEGREES OF PERFORMANCE AND THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF ESTABLISHING AND MAINTAINING COMMUNITY RELATIONSHIPS AS REPORTED BY 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Performance Rating Guide

0. Not performed to any degree.
1. Performed infrequently - often superseded by other activities.
2. Performed to a moderate extent.
3. Performed to a large extent - infrequently supplanted by other activities.
4. Performed consistently - rarely set aside for any reason.

Non-Performance Guide

a. Not applicable.
b. Not school policy.
c. Financial reasons - school.
d. Family commitment.
e. Lack of time.
f. Handled by others.
g. Financial reasons - personal.
h. Personal reasons.
i. Lack of training.

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
6.	Provide information about the school's guidance program to community groups.	FT[1]	6.3	17.5	45.5	19.0	11.6	4	10	1		6	24			
		PT[2]	10.0	23.6	41.8	16.4	8.2		5	1		15	14	1	1	
9.	Meet with community representatives of referral agencies to discuss school problems.	FT[1]	9.0	11.6	42.3**	19.0	18.0**	2	5	1		5	26			
		PT[2]	23.6**	19.1	25.4	25.4	6.4	9	8			8	18		1	3

TABLE 10--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
15.	Work with citizen's committee on community problems.	FT[1]	34.4	16.4	27.5	14.8	6.9	19	12	1		16	46		2	
		PT[2]	32.7	22.7	24.5	15.5	4.5	9	5			15	32			
21.	Provide information about the guidance program to parents.	FT[1]	3.2	5.8	34.9	29.6	26.4	3	2	1		3	8			
		PT[2]	3.6	12.7*	31.8	32.7	19.1					10	7			
27.	Conduct group sessions with parents regarding their childred.	FT[1]	49.2	12.2	22.2	8.5	7.9	21	49		1	31	11	1	1	1
		PT[2]	53.6	10.0	24.5	5.4	6.4	6	30			29	9			1
33.	Speak to local service organizations concerning guidance.	FT[1]	31.7	13.2	32.8	10.6	11.6	11	12		1	16	44		1	
		PT[2]	27.3	11.8	30.0	16.4	14.5	7	3			11	20			2
39.	Aid in integrating school guidance activities with those of the community.	FT[1]	25.4	9.0	41.8	14.3	9.5	11	7			8	38	1		
		PT[2]	16.4	13.6	41.8	20.0	8.2	9	3			9	12			
45.	Serve on a committee concerning the local youth center.	FT[1]	73.5	6.3	9.0	4.8	6.3	66	5	1	1	23	55			
		PT[2]	73.6	9.1	10.9	2.7	3.6	58	1			8	24			
51.	Meet with local officials concerning the problems of youth.	FT[1]	22.7	11.6	30.7	22.7*	12.2	15	6			13	31			
		PT[2]	33.6*	13.6	29.1	12.7	10.9	13	7			9	23			

TABLE 10--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
57.	Contact community agencies to determine solutions to student problems.	FT[1]	11.6	6.9	29.1	30.7	21.7	4	3			8	20			
		PT[2]	20.0*	14.5*	29.1	21.8	14.5	8	11			4	15			

[1]Full-Time Counselors (N=189)

[2]Part-Time Counselors (N=110)

* Significant at .05 level

** Significant at .01 level

counselors. Four of the ten service functions were found to have statistically significant response categories.

Item 9 (Meet with community representatives of referral agencies to discuss school problems) contained three response categories that were significant at the .01 level of confidence. Response category 0 was significant at the .01 level of probability (0.160), with the higher percentage of responses from part-time counselors. Category 2 for item 9 was statistically significant, as 42.3 per cent of the full-time counselors comprised the greater percentage, with a significant value of 0.140 at the .01 level of confidence. Eighteen per cent of the full-time counselors reported they consistently performed the service of meeting with representatives of referral agencies, while 6.4 per cent of the part-time counselors consistently met with representatives of referral agencies. The difference between the two percentages was significant at the .01 level of confidence, with a significant value of 0.145.

In item 21 (Provide information about the guidance program to parents) category 1 was statistically significant. A higher percentage of part-time counselors reported they infrequently performed this service. The significant value was 0.125 and exceeded the required level of 0.120 at the .05 level of probability.

Service item 51, regarding the meeting with local officials concerning the problems of youth, contained two

response categories that were significant. Response item 0 (Service never performed) was significant at the .05 level of confidence, with the higher percentage reported by part-time counselors. Approximately 23 per cent of the full-time counselors and 12.7 per cent of the part-time counselors reported they performed the services to a large extent. The difference between the two percentages was significant at the .05 level of confidence, with a reading of 0.130.

Item 57, contacting community agencies to determine solutions to student problems, contained two significant response areas. Twenty per cent of the part-time counselors and 11.6 per cent of the full-time counselors reported they never performed this service. The difference between the two percentages was significant at the .05 level of confidence, with a table reading of 0.125. Response category 1 (Performed infrequently) was significant at the .05 level of confidence (0.130), with the higher percentage comprised of the responses of part-time counselors.

Table 10 had a total of 50 response categories. Of this number 8 were statistically significant. The responses of the 189 full-time and 110 part-time counselors indicated some consistency of performance.

Table 11 illustrates a summation of the reasons for not performing guidance services in the area of establishing and maintaining community relationships. The data were taken from the responses to the items listed in Table 10.

TABLE 11

SUMMARY OF THE REASONS FOR NOT PERFORMING SERVICES IN THE AREA OF ESTABLISHING AND MAINTAINING COMMUNITY RELATIONSHIPS AS REPORTED BY FULL-TIME AND PART-TIME COUNSELORS

	Reason For Nonperformance	Full-Time Counselors Frequency Mentioned	Part-Time Counselors Frequency Mentioned
a.	Not applicable	156	119
b.	Not school policy	111	73
c.	Financial reasons--school	5	1
d.	Family commitment	3	0
e.	Lack of time	129	118
f.	Handled by others	303	174
g.	Financial reasons--personal	2	1
h.	Personal reasons	4	2
i.	Lack of training	1	6
	TOTAL	714	494

A total of 714 situations of nonperformance of services relevant to establishing and maintaining community relations were reported by full-time counselors. The major reason for nonperformance was that the duties were "handled by others." Of 494 indications of nonperformance reported by part-time counselors, the reason mentioned most frequently was "handled by others."

Hypothesis 6

> There is no statistically significant difference in the percentages of response to the inventory items relevant to the discharge of professional responsibilities by counselors who are assigned part-time responsibilities and those who have full-time responsibilities.

Table 12 summarizes the degrees of performance and the reasons for not performing functions of guidance in the area of accepting professional responsibilities as reported by 189 full-time and 110 part-time counselors. Five of the ten listed services were found to have response categories that were statistically significant at or above the .05 level of confidence.

Response category 1 for service item 5 (Attend college classes to improve skills in counseling) was significant at the .01 level of probability, with a reading of 0.140. The higher percentage was reported by full-time counselors. Response category 3 (Performed to a large extent) was indicated by 32.7 of the part-time counselors and 22.2 per cent

TABLE 12

COMPARISON OF THE DEGREES OF PERFORMANCE AND THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF ACCEPTING PROFESSIONAL RESPONSIBILITIES AS REPORTED BY 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Performance Rating Guide

0. Not performed to any degree.
1. Performed infrequently -often superseded by other activities.
2. Performed to a moderate extent.
3. Performed to a large extent - infrequently supplanted by other activities.
4. Performed consistently - rarely set aside for any reason.

Non-Performance Guide

a. Not applicable.
b. Not school policy.
c. Financial reasons - school.
d. Family commitment.
e. Lack of time.
f. Handled by others.
g. Financial reasons - personal.
h. Personal reasons.
i. Lack of training.

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
5.	Attend college classes to improve skills in counseling.	FT[1]	7.4	12.2	34.4**	22.2	23.8	8		1	1	12		7	8	
		PT[2]	10.0	10.0	18.2	32.7*	29.1	3			3	9	1	5	1	
12.	Participate in professional organizations.	FT[1]	0.0	1.6	19.6	35.4	43.4			1		1			1	
		PT[2]	0.9	0.9	22.7	37.3	38.2					2				
18.	Participate on the county guidance council.	FT[1]	65.1	11.1	10.6	6.3	6.9	72	9	1	2	18	39	2	1	
		PT[2]	65.4	10.9	15.4	3.6	4.5	60	3			12	9			

TABLE 12--Continued

No.	Services Provided		Degree of Performance By Per Cent					Reasons for Non-Performance By Frequency								
			0	1	2	3	4	a	b	c	d	e	f	g	h	i
24.	Read professional publications.	FT[1]	0.0	0.5	28.6	33.9	37.0					1				
		PT[2]	0.0	6.4**	19.1	37.3	37.3					7				
30.	Serve as a consultant for setting up a guidance program.	FT[1]	37.0*	8.5	16.9	13.7	23.8	45	6			2	32			1
		PT[2]	21.8	2.7	22.7	28.2**	24.5	16	2			3	5			1
36.	Write an article for a professional journal.	FT[1]	85.2	5.8	7.4	1.0	0.5	19	2			85	10	2	17	37
		PT[2]	82.7	11.8*	2.7	1.8	.9	11			3	46	5	2	4	33
42.	Attend a workshop on counseling and guidance techniques.	FT[1]	2.1	2.1	25.9	28.0	41.8			1		5		2		
		PT[2]	4.5	3.6	19.1	28.2	44.5				1	7			1	
48.	Attend a state-wide guidance conference.	FT[1]	2.1	4.8	20.6	23.8	48.7*		1	1	1	5		4	1	
		PT[2]	8.2*	9.1	21.8	26.4	34.5		1		1	13		1	3	
54.	Accept an office in a professional organization.	FT[1]	23.8	4.8	29.6	18.0	23.8	14	1		3	17	9		9	1
		PT[2]	23.6	9.1	30.0	18.2	19.1	9			1	17	1		7	1
66.	Read articles and books in the counseling and guidance area.	FT[1]	0.0	0.0	21.7	33.3	45.0									
		PT[2]	1.8	2.7	17.3	38.2	40.0					5				

[1]Full-Time Counselors (N=189)

[2]Part-Time Counselors (N=110)

* Significant at .05 level

** Significant at .01 level

of the full-time counselors. The difference between the two percentages was significant at the .05 level of confidence.

Category 1 (Performed infrequently) for service function 24 (Read professional publications) was significant at the .01 level of confidence. The greater percentage was reported by the part-time counselors.

Serving as a consultant for setting up a guidance program was service function number 30, and the item had two statistically significant response categories. The responses of the full-time counselors indicated that 37.0 per cent were not involved in this area; 21.8 per cent of the part-time counselors reported they never performed this service. The difference between the two percentages was significant at the .05 level of probability, with a reading of 0.130. Response category 3 was significantly different at the .01 level of probability, with 28.2 per cent of the part-time counselors and 13.7 per cent of the full-time counselors reporting they performed the activity to a large extent.

Service item 36 contained one response category that was significant. A larger percentage (11.8) of the part-time counselors reported they infrequently wrote an article for a professional journal while 5.8 per cent of the full-time counselors wrote articles. The significant value for this category was 0.120 and equaled the required level of 0.120 at the .05 level of probability.

In item 48 (Attend a state-wide guidance conference), response categories 0 and 4 were statistically significant. Category 4 was significant at the .05 level of confidence, with 48.7 per cent of the full-time counselors constituting the larger percentage. Approximately 8.2 per cent of the part-time counselors reported they never attended a state-wide guidance conference, as compared with 2.1 per cent of the full-time counselors. The difference between the two percentages was significant at the .05 level of probability.

Table 12 had 50 possible response categories. Of this number, 8 equaled or exceeded the required significant value of 0.120 at the .05 or .01 level of confidence.

Table 13 summarizes the reasons for not performing functions of guidance in the area of accepting professional responsibilities as reported by full-time and part-time counselors.

The reason mentioned most frequently by full-time counselors for not performing those functions of guidance in the area of accepting professional responsibilities was the services were "not applicable," with "lack of time" rating second in regard to the number of times indicated. The major reason for not performing these same services reported by part-time counselors was "lack of time," with "not applicable" rating second in importance.

TABLE 13

SUMMARY OF THE REASONS FOR NOT PERFORMING FUNCTIONS OF GUIDANCE IN THE AREA OF ACCEPTING PROFESSIONAL RESPONSIBILITIES AS REPORTED BY FULL-TIME AND PART-TIME COUNSELORS

	Reason For Nonperformance	Full-Time Counselors Frequency Mentioned	Part-Time Counselors Frequency Mentioned
a.	Not applicable	158	99
b.	Not school policy	19	16
c.	Financial reasons--school	5	0
d.	Family commitment	10	9
e.	Lack of time	146	121
f.	Handled by others	90	21
g.	Financial reasons--personal	17	8
h.	Personal reasons	37	16
i.	Lack of training	39	35
	TOTAL	521	325

Significance in a Series of Statistical Tests

The final statistical procedure utilized in treating the data attained for the purposes of this study was to determine the reliable or questionable significance of statistical tests for determining the significant differences between percentages of responses for 189 full-time and 110 part-time counselors. The problem was to determine whether the number of significant response categories for each of the six basic areas of guidance service was sufficiently great to indicate a nonchance occurrence.

Brozek and Tiede[1] suggest a procedure for determining "the probability of a chance occurrence of the compound event of obtaining (n) significant critical ratios . . . in a series of (N) tests of significance . . . the constituent events being independent."[2]

> Given a large N . . . the binomial distribution can be approximated satisfactorily by the normal distribution with mean (m = Np) and standard deviation $\sigma = \sqrt{Npq}$ . . . we compute a critical ratio, C. R. = (n-m) $/\sigma$ and determine from the available tables the area to the right of the obtained C. R.[3]

Table 14 illustrates the six basic areas of guidance services which were stated in the six null subhypotheses. The number of statistically significant response categories for each item and the computed critical ratio accompany the

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[1]Josef Brozek and Kenneth Tiede, "Reliable and Questionable Significance in a Series of Statistical Tests," Psychological Bulletin, 49 (July, 1952), pp. 339-341.

[2]Ibid. [3]Ibid.

TABLE 14

THE NUMBER OF SIGNIFICANTLY DIFFERENT RESPONSE CATEGORIES AND THE ACCOMPANYING CRITICAL RATIOS FOR SIX AREAS OF GUIDANCE SERVICES BASED ON THE RESPONSES OF 189 FULL-TIME AND 110 PART-TIME COUNSELORS

Basic Area of Guidance Services	Number of Significant Response Categories	Critical Ratio
1. Services to individual students	7	2.92*
2. Services to groups of students	11	5.52*
3. Promotion of general school program	9	4.22*
4. Establishment and maintenance of staff relationships	5	1.62
5. Establishment and maintenance of community relationships	8	3.57*
6. Acceptance of professional responsibilities	8	3.57*
ALL SERVICES	48	8.75*

* Significant at less than the .05 level

statement of services. With exception of item 4 (Establishment and maintenance of staff relationships), all other areas were found to have significantly different response categories sufficiently large to indicate a nonchance occurrence. The conclusion was that the full-time and part-time counselors differ reliably in their responses which indicate the degree of performance of the identified guidance services. The critical ratio for service item number 4 (Establishment and maintenance of staff relationships) was not sufficiently large to assume a nonchance occurrence.

On the basis of statistical treatment of acquired data, the basic null hypothesis (There is no significant difference in the performance of guidance activities by full-time counselors and the performance of identical activities by part-time counselors) and five of the six subhypotheses dealing with the following: (1) Services to individual students; (2) Services to groups of students; (3) Promotion of general school program; (4) Establishment and maintenance of community relationships; (5) Acceptance of professional responsibilities, were rejected at .05 level of confidence or less.

Summary

Chapter IV contained a detailed explanation of the statistical procedures utilized in this study and a discussion of the results of the application of selected techniques. Five of six null subhypotheses were rejected at the .05 level

of confidence or less. There was a significant difference in the performance of guidance activities as reported by 189 full-time and 110 part-time counselors.

The major reason for not performing the identified guidance activities as reported by both full-time and part-time counselors was that the duties were "handled by others."

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to investigate and compare the extent to which 60 selected job activities, representative of six basic areas of guidance services, were performed by part-time and full-time counselors in selected secondary schools in Oklahoma. Specifically, were there significant differences in the performances of guidance activities by full-time counselors and the performance of identical activities by part-time counselors? Where the acquired data revealed the nonperformance of job activities within the realm of counselors' responsibilities, the reasons for this nonperformance were identified and reported by the frequency mentioned.

A counselor's Job Activity Inventory and a personal data questionnaire were utilized to acquire data which were considered appropriate to the purposes of this investigation. The two instruments were mailed to 205 full-time and 119 part-time counselors who were selected as the study population. A usable return was received from 92.2 per cent of the full-time counselors and 92.4 per cent of the part-time counselors.

The primary statistical technique used to analyze the data obtained through the established procedures was the test of statistical significance of differences between percentages. The level of significance was established at .05.

Findings

The findings of this study considered to be most significant were:

(1) In the area of providing services to individual students, a significantly greater percentage of the full-time counselors reported that they consistently assisted students to appraise their educational progress, helped students learn satisfactory methods of making personal adjustments and counseled students regarding personal and social adjustments.

(2) Significant differences were noted in the degree of performance of services for groups of students by full-time and part-time counselors. Fifty-four per cent of the full-time counselors indicated that they consistently conducted orientation to the next higher segment of the school, while a significantly greater percentage of the part-time counselors reported they never performed the service. The responses of full-time counselors indicated that a significant percentage never provided the services of teaching a course on occupations, conducting field

trips to colleges, teaching a course in personal-social adjustment or acting as an advisor to a group of students. A significantly higher percentage of the part-time counselor respondents revealed that they consistently taught a course on occupations and conducted field trips to colleges.

(3) A comparison of the degrees of performance in the area of promoting the general school program as reported by 189 full-time and 110 part-time counselors revealed statistically significant differences. A significantly greater percentage of the full-time counselors reported that they never conducted follow-up studies of graduates, planned the school testing program with other staff members, scored tests or developed local norms for standardized tests. A larger percentage of the part-time counselors indicated that they consistently developed testing programs to appraise individual personality traits and scored tests.

(4) In the area of establishing and maintaining staff relationships, a significantly greater percentage of the full-time counselors indicated that they consistently worked with individual faculty members to assist students in making adjustments and constantly held conferences with teachers and administrators concerning pupil referrals.

(5) Significant differences were revealed in the performance of services relevant to establishing and maintaining community relationships as reported by full-time and part-time counselor respondents. A larger percentage of the part-time counselors indicated that they never meet with community representatives of referral agencies to discuss school problems, while a significant percentage of the full-time counselors reported that they consistently performed this guidance function. A larger percentage of the part-time counselors revealed that the services of meeting with local officials concerning the problems of youth and contacting community agencies to determine solutions to student problems were never performed to any degree.

(6) In the area of accepting professional responsibilities, a significantly higher percentage of the full-time counselors reported that they never served as a consultant for establishing a guidance program. The responses of the part-time counselors indicated that a larger percentage of this group never attended a state-wide guidance conference, as opposed to the higher percentage of full-time counselors who reported that they consistently performed this guidance function.

(7) The major reason in terms of the frequency mentioned for not performing the 60 identified guidance services, as reported by 189 full-time and 110 part-time counselors, was that the specific guidance responsibilities were "handled by others."

(8) A larger percentage (92.1) of the full-time counselors held the Standard School Counselors Certificate as compared to 70.9 per cent of the part-time counselors who held equal certification. Additional personal data items, in which a divergence of responses was indicated, included the following: Approximately 53 per cent of the full-time counselors reported responsibilities at the senior high school level as opposed to 18.2 per cent of the part-time counselors. Sixty-one per cent of the part-time respondents were responsible for providing services for both junior and senior high school students, where only 12.7 per cent of the full-time group held comparable responsibility. Forty per cent of the full-time counselors disclosed no contribution to the initiation of guidance services, as opposed to 21.8 per cent of the part-time group.

(9) Personal data categories, which indicated a relatively high degree of consistency in the responses of the two groups, included: The number having Master's Degrees; the number of semester hours beyond the Master's Degree; years teaching or administrative

experience prior to assuming guidance responsibilities; years experience in present guidance capacity; the number of years organized guidance services have been offered in the present school; and, the number having written job description.

(10) The basic hypothesis of no significant difference in the performance of guidance activities by full-time and part-time counselors was rejected.

Conclusions

Based on the results of the selected procedures for analyzing the data, with consideration for the established limitations, the following conclusions are suggested and are confined to the study participants:

(1) The analysis of the data suggested that full-time counselors are more consistent in providing services to individual students, hence, the conclusion that they see such services as a greater responsibility than do part-time counselors.

(2) Based on the reported consistency of performance, part-time counselors perceive the promotion of the general school program as a greater responsibility than do full-time counselors.

(3) The analysis of the data suggested that part-time counselors perceive the performance of those services for groups of students to be a more important

responsibility than do full-time counselors.

(4) The reported consistency of performance indicated that full-time counselors perceive the establishing and maintaining of community relationships to be a greater responsibility than do part-time counselors.

(5) Since both groups reported that, in many instances, others performed the services usually considered the responsibility of counselors, the conclusion was reached that guidance responsibilities have not been clearly defined or assigned.

(6) There appeared to be no appreciable difference in the consistency of performance by full-time and part-time counselors of those services relevant to maintaining staff relations.

(7) Statistically significant differences were found between the degrees to which full-time and part-time counselors performed some of their functions. However, there was insufficient evidence to conclude that a guidance program organized with either full-time or part-time counselors would provide all services on a consistent basis.

Recommendations

An evaluation of the findings of the present study suggests the following implications for counselors charged with the responsibility for performing specific guidance functions and

seem to justify the following recommendations:

(1) That counselors organize well planned group procedures with a view to saving time and serving more students.

(2) That guidance personnel in State Departments of Education and counselor training institutions emphasize the need and importance of utilizing all available resource agencies.

(3) That professional organizations be considerably more responsive to the day-to-day needs and problems of school counselors.

(4) That school counselors assume a greater and more responsive role in promoting the general school program.

(5) That school administrators establish a functional setting for in-service training programs which will bring counselors and teachers together for the purposes of identifying guidance responsibilities and program priorities.

(6) A final recommendation is that counselors should increase their efforts in the area of maintaining staff relationships and involving the faculty in the development and implementation of the guidance program.

Recommendations for Further Research

On the basis of the experience gained and the problems encountered while conducting this study, the following recommendations are suggested for further research:

(1) Future research should be conducted for the purpose of determining the extent to which the amount of formalized training, involvement in the establishment of the guidance program, a written job description, and the degree of cooperative involvement in the establishment of program priorities influence the counselor in the performance of his responsibilities.

(2) Future research should be designed to compare the relative effectiveness of guidance programs which make considerable use of group procedures and those programs which use such techniques to a moderate or limited extent.

(3) A research study should be directed toward determining the extent to which professional organizations influence, promote and direct the job performance and activities of the school counselor.

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APPENDIX A

OKLAHOMA REQUIREMENTS FOR COUNSELOR CERTIFICATION

General Regulations of Eligibility

The applicant shall be a citizen of the United States of America or shall submit official evidence of the possession of a valid declaration of intention at the time of application, except this shall not apply to teachers from other countries teaching in the United States on an exchange basis.

The applicant shall be a graduate of an accredited four-year-college or university and shall hold the standard baccalaureate degree, the only exceptions being the trade and industrial education teachers and those applying for the temporary or provisional special certificate for distributive education, diversified occupations, and vocational technical education.

One who holds an expired standard certificate is not eligible for a provisional certificate of the same type but is required to meet requirements for its renewal or a new standard certificate.

Anyone who has completed an approved standard certificate program and who meets all other requirements, including having had at least eight semester hours of college credit in

the past five years, shall be allowed five years in which to apply for the certificate without having to do additional work regardless of change in requirements during that time.

A person who does not apply for the certificate within the allowed five-year period is required to meet existing requirements at the time of application and to have taken an additional eight semester hours of college credit in the past five years.

Experience in an accredited school during the five years just passed may be substituted for the eight semester hours of credit at the rate of three semester hour's credit for each year of such experience.

The applicant shall possess the character and general fitness to be licensed to enter the teaching profession, according to student rating by the preparing institution, to be eligible for the standard or provisional certificate.

The applicant shall present a statement on the regular State Board of Education form, signed by licensed physician, certifying that the applicant is in good health and free of any communicable disease. Only one such health certificate is required within the same six-month period when more than one certificate is applied for during that period of time.

An applicant for a certificate which requires completion of an approved certificate program shall be recommended by the preparing institution for the certificate desired if work was completed in Oklahoma.

Applicants for the temporary certificate shall present a declaration of intent to employ together with a statement that a fully qualified teacher is not available and a request for the issuance of a certificate from a local school superintendent.

Evidence of having completed all academic course requirements specified for the certificate desired shall be presented as a part of the application. A statement from the preparing institution, declaring the applicant to have completed an approved teacher-education program of the same type as the certificate sought, will normally be accepted as satisfying this requirement for those seeking a certificate which requires completion of an approved program who did their preparation in an Oklahoma college or university.

A fee of one dollar to the State Board of Education shall accompany all applications.

COUNSELOR (SCHOOL - GRADES 1-12)

This certificate authorizes the holder to serve as a counselor or as a supervisor of counselors either on a part-time or full-time basis.

Standard School Counselor Certificate

The applicant shall satisfy all general regulations of eligibility.

The applicant shall hold a valid Oklahoma standard or life teaching certificate.

The applicant shall have had a minimum of two full years of satisfactory teaching experience.

The applicant shall have had not less than 12 months of work experience; such experience may be cumulative. Work experience in the armed services or as a teacher or as an employee of one's parents is not acceptable in fulfilling this requirement, either in whole or in part. This requirement shall be waived for any person who has a minimum of three years of experience as a school counselor or who served as a school counselor during the year 1954-55.

The applicant shall have a master's degree from an approved college or university and shall have completed an approved program for the preparation of school counselors if academic work was done in Oklahoma. Out-of-state applicants are required to complete course work which satisfies all academic requirements enumerated by the Minimum Essentials for Approved Teacher-Certificate Programs:

An approved program shall include a minimum of 18 semester hours of graduate work distributed as follows:

1. Basic guidance courses--eight semester hours.
2. Curriculum construction--two semester hours.
3. Educational measurements--three semester hours. (The major emphasis in this area

shall be on the administration and nature of group tests and the use of the results of such tests in helping children.)

Provisional Certificate

The applicant shall satisfy all general regulations of eligibility.

The applicant shall hold a valid Oklahoma standard or life teaching certificate.

The applicant shall have had a minimum of two full years of satisfactory teaching experience.

The applicant shall have completed a minimum of 16 semester hours of graduate credit which normally is accepted toward satisfying the requirements for the standard certificate, including the following:

1. Basic guidance courses.
2. Educational measurements.

COUNSELOR (TEACHER - GRADES 1-12)

This certificate authorizes the holder to serve as a counselor on a Part-time basis. Its validity is restricted to serving half time or less.

Standard Certificate

The applicant shall satisfy all general regulations of eligibility.

The applicant shall hold a valid Oklahoma standard or life teaching certificate.

The applicant shall have had a minimum of two full years of satisfactory teaching experience.

The applicant shall complete an approved certificate program for the preparation of teacher counselors and satisfy all conditions specified by it if the work was done in Oklahoma.

Those meeting academic requirements with work done out of state shall have completed a plan of training equivalent to the minimum standards required for an approved program and comply with all specified conditions for certification:

A program, to meet minimum standards, shall consist of a minimum of 16 semester hours of graduate work. The graduate credit shall include some work in each of the four areas listed below:

1. Educational and psychological measurements.
2. Growth, development, and learning (not to exceed six semester hours).
3. Methods and techniques of counseling.
4. Principles and practices of guidance.

In addition to work done in the four above areas, some work shall be presented in at least two of the following areas:

1. Case studies.
2. Clinical procedures.
3. Curriculum construction.

4. Educational and occupational information.
5. Guidance practicum.
6. Mental hygiene.
7. Special education.

APPENDIX B

TITLE V, PUBLIC LAW 85-864, AS AMENDED

NATIONAL DEFENSE EDUCATION ACT OF 1958

Standards for Approval of Local Programs for Reimbursement

To participate in the guidance program, secondary schools and elementary schools shall:

(a) Conduct a testing program:

During the 1966-67 school year and in subsequent years that the plan is in effect, 9th grade pupils shall be tested; however, from test funds allotted to school districts, other grades in the secondary school may also be tested.

School districts that do not have Approved Guidance Programs may receive Title V Funds by following the standards listed below:

(1) Test 9th grade students with an approved type of test.

(2) Match the Title V Test Allotment on a dollar for dollar basis.

(3) Utilize the test results with students, parents, teachers, and administrators.

(b) Employ counselors who hold valid counselor certificates. (The Standard or Provisional School Counselor Certificate qualifies one for full-time counseling. The Standard or Provisional Teacher-Counselor and the Temporary School Counselor Certificate qualifies one for up to half time counseling only.)

(c) Maintain counselor-student ratio of at least one school hour per day for each 150 students enrolled in grades 7-12, or portion thereof; however, no counselor shall be assigned to more than 900 students.

In approved elementary programs the counselor-student ratio shall be at least one school hour per day for each 200 pupils or portion thereof; however, no counselor in the elementary school will be assigned more than 1200 students.

(d) Conduct counseling activities:

It is anticipated that the programs will provide for carrying out the following activities by local guidance personnel:

Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational and career planning progress.

Providing individual counseling to help the student and his parents develop a better understanding

of the student's educational and occupational strengths and weaknesses; to help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements; to help the student with the assistance of his parents made appropriate educational plans, including the choice of courses in the school and the choice of an institution of higher education; to stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals; and to provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

Providing services to encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school.

Providing such group activities as may be necessary to orient students to the high school program, educational opportunities beyond the high school, and career opportunities and requirements.

Providing to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the State and Nation; and

Collecting and analyzing such information as may be needed to evaluate the guidance and counseling program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the State and Nation.

(e) Provide necessary work space for counseling and guidance activities.

(f) Provide adequate storage and library space.

(g) Interrelate guidance and counseling activities with the total educational program of the school.

(h) Make expenditures after the application is approved.

(i) Comply with the United States Office of Educational Regulations relating to Title VI of Civil Rights Act, 1964.

APPENDIX C

PERSONAL DATA QUESTIONNAIRE

PERSONAL DATA QUESTIONNAIRE

Instructions: Please check ( ) the appropriate response or supply the data requested.

1. Sex:
   a._____Male
   b._____Female

2. Masters' Degree:
   a._____Yes
   b._____No

3. Work Beyond Masters:
   a._____Semester Hours

4. Counselor Certificate:
   a._____Standard School Counselor
   b._____Provisional School Counselor
   c._____Standard Teacher-Counselor
   d._____Other

5. Years Teaching or Administration Prior to Assuming Guidance Position:
   a._____

6. Years Experience in Guidance Capacity:
   a._____

7. Years Experience in Present Guidance Capacity:
   a._____

8. Time Devoted to Guidance Activities Per Day:
   a._____Less Than Half Time
   b._____More Than Half, Less Than Full Time
   c._____Full Time

9. If Part-Time Counselor, What Is Nature of Other Responsibilities?
   a._____Teaching
   b._____Administration
   c._____Other

10. Student-Counselor Ratio:
    a. 1 to _____

11. Areas of Guidance Reponsibility:
    a._____Girls (only)
    b._____Boys (only)
    c._____Both Boys and Girls

12. Check Appropriate Grade or Grades for Which You Have Direct Guidance Responsibility:

_____7	_____10
_____8	_____11
_____9	_____12

13. Years Organized Guidance Services Offered in Current School:
    a._____

14. Degree to Which Respondent Established or Initiated Organized Guidance Services:
    a._____Entirely
    b._____Partially
    c._____Not at all

15. Do You Have a Written Job Description?
    a._____Yes
    b._____No

APPENDIX D

JOB ACTIVITY INVENTORY

INSTRUCTIONS

(Please Read Carefully)

Each statement on the attached questionnaire represents an activity that counselors may perform. In each case you are to indicate the extent to which the activity is a part of your counseling and guidance duties by encircling the number to the left of each statement which best represents your answer.

The scale is interpreted thus:

0 The specific activity is not to any degree performed by the counselor.

1 The specific activity is performed on an infrequent basis and is often superseded by other activities.

2 The specific activity is performed to a moderate extent.

3 The specific activity is performed to a large extent and is infrequently supplanted by other activities.

4 The specific activity is a major job responsibility and is rarely, if ever, set aside for any reason.

If the number circled is (0) or (1), please check the primary reason on the right of each statement for not performing the particular task. If the reason is other than those listed, please record an explanation under the specific statement.

SUGGESTION

This instruction sheet may be detached and set to one side to facilitate your response to the sixty items on the questionnaire.

REQUEST

Please complete the personal data sheet which is attached as the last page of the questionnaire.

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons--Personal	Financial Reasons--School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(1)	Assist students to appraise their educational progress.									
0 1 2 3 4	(2)	Conduct group guidance sessions for pupils.									
0 1 2 3 4	(3)	Aid in the integration of guidance services with other aspects of the school program.									
0 1 2 3 4	(4)	Work with individual faculty members to assist students in making adjustments.									
0 1 2 3 4	(5)	Attend college classes to improve skills in counseling.									
0 1 2 3 4	(6)	Provide information about the school's guidance program to community groups.									
0 1 2 3 4	(7)	Help students learn satisfactory methods of making personal adjustments.									
0 1 2 3 4	(8)	Conduct groups on visits to industrial plant.									
0 1 2 3 4	(9)	Meet with community representatives of referral agencies to discuss school problems.									

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons -- Personal	Financial Reasons -- School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(10)	Make entries on cumulative record cards.									
0 1 2 3 4	(11)	Assist the teaching staff in securing and interpreting information about students.									
0 1 2 3 4	(12)	Participate in professional organizations.									
0 1 2 3 4	(13)	Counsel students regarding personal and social adjustment.									
0 1 2 3 4	(14)	Conduct orientation to the next higher segment of the school.									
0 1 2 3 4	(15)	Work with citizens' committee on community problems.									
0 1 2 3 4	(16)	Maintain an informational resource for placement opportunities.									
0 1 2 3 4	(17)	Hold conferences with teachers and administrators concerning pupil referrals.									
0 1 2 3 4	(18)	Participate on the county guidance council.									

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons -- Personal	Financial Reasons -- School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(19)	Counsel students on vocational choice.									
0 1 2 3 4	(20)	Discuss boy-girl relations with a group of students.									
0 1 2 3 4	(21)	Provide information about the guidance program to parents.									
0 1 2 3 4	(22)	Assist in the development of policies for the school's guidance department.									
0 1 2 3 4	(23)	Assist the teaching staff to interpret I.Q. tests.									
0 1 2 3 4	(24)	Read professional publications.									
0 1 2 3 4	(25)	Assist students to diagnose learning difficulties.									
0 1 2 3 4	(26)	Teach a course on occupations.									
0 1 2 3 4	(27)	Conduct group sessions with parents regarding their children.									
0 1 2 3 4	(28)	Develop a testing program to appraise individual personality traits.									

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons -- Personal	Financial Reasons -- School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(29)	Act as a consultant to staff members in solving pupil problems.									
0 1 2 3 4	(30)	Serve as a consultant for setting up a guidance program.									
0 1 2 3 4	(31)	Aid students to discover their capabilities.									
0 1 2 3 4	(32)	Conduct field trips to colleges.									
0 1 2 3 4	(33)	Speak to a local service organization concerning guidance.									
0 1 2 3 4	(34)	Conduct follow-up studies of graduates.									
0 1 2 3 4	(35)	Assist teachers in identifying causes for student reading disabilities.									
0 1 2 3 4	(36)	Write an article for a professional journal.									
0 1 2 3 4	(37)	Counsel students concerning their long range academic program in secondary school.									
0 1 2 3 4	(38)	Teach a course in remedial reading.									

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons -- Personal	Financial Reasons -- School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(39)	Aid in integrating the guidance activities with those of the community.									
0 1 2 3 4	(40)	Plan the school testing program with other staff members.									
0 1 2 3 4	(41)	Work with other staff members to obtain information about students.									
0 1 2 3 4	(42)	Attend a workshop on counseling and guidance techniques.									
0 1 2 3 4	(43)	Work with potential drop-outs.									
0 1 2 3 4	(44)	Conduct a group guidance class on occupations.									
0 1 2 3 4	(45)	Serve on a committee concerning the local youth center.									
0 1 2 3 4	(46)	Maintain occupational and educational files.									
0 1 2 3 4	(47)	Conduct in-service programs for teachers.									
0 1 2 3 4	(48)	Attend a state-wide guidance conference.									

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons -- Personal	Financial Reasons -- School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(49)	Help students evaluate their educational progress.									
0 1 2 3 4	(50)	Teach a course in personal-social adjustment.									
0 1 2 3 4	(51)	Meet with local officials concerning the problems of youth.									
0 1 2 3 4	(52)	Score tests.									
0 1 2 3 4	(53)	Provide guidance information for other staff members.									
0 1 2 3 4	(54)	Accept an office in a professional organization.									
0 1 2 3 4	(55)	Counsel students concerning their educational plans.									
0 1 2 3 4	(56)	Act as advisor to a group of students.									
0 1 2 3 4	(57)	Contact community agencies to determine solutions to student problems.									
0 1 2 3 4	(58)	Develop local norms for standardized tests.									

			Not Applicable	Handled by Others	Not School Policy	Financial Reasons -- Personal	Financial Reasons -- School	Personal Reasons	Family Commitment	Lack of Training	Lack of Time
0 1 2 3 4	(59)	Interpret data about pupils to other staff members.									
0 1 2 3 4	(60)	Read articles and books in the counseling and guidance area.									

Please complete the personal data on the next page.

APPENDIX E

PERMISSION TO USE INSTRUMENT

May 2, 1968

Mr. James H. Petree, Director
Evaluation and Testing
School and Community Services
The University of Oklahoma
1700 Asp Avenue
Norman, Oklahoma 73069

Dear Mr. Petree:

As per our telephone conversations, this letter is written permission to use the "Counselor Activity Inventory." I am pleased that you will be able to utilize the instrument, and I will look forward to seeing the results.

As far as the use of that instrument is concerned, the only use I know of is a study presently underway with community college counselors by George Herrick who is working on his degree here at Buffalo. His data will not be available much before yours so I am not sure how useful this information is.

If I locate any further use of the "Counselor Activity Inventory," I will let you know.

Sincerely,

(Signed)

Richard R. Stevic, Ph. D.
Assistant Professor

RRS:rb