

1986

A comparison of counselor, principal and teacher perceptions of the role and function of the school counselor in Virginia public secondary school

Rosemary A. Thompson
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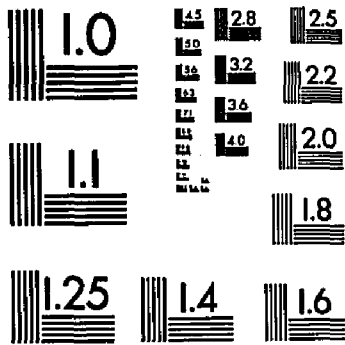
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Thompson, Rosemary Ayres

**A COMPARISON OF COUNSELOR, PRINCIPAL AND TEACHER
PERCEPTIONS OF THE ROLE AND FUNCTION OF THE SCHOOL
COUNSELOR IN VIRGINIA PUBLIC SECONDARY SCHOOLS**

The College of William and Mary in Virginia

Ed.D. · 1986

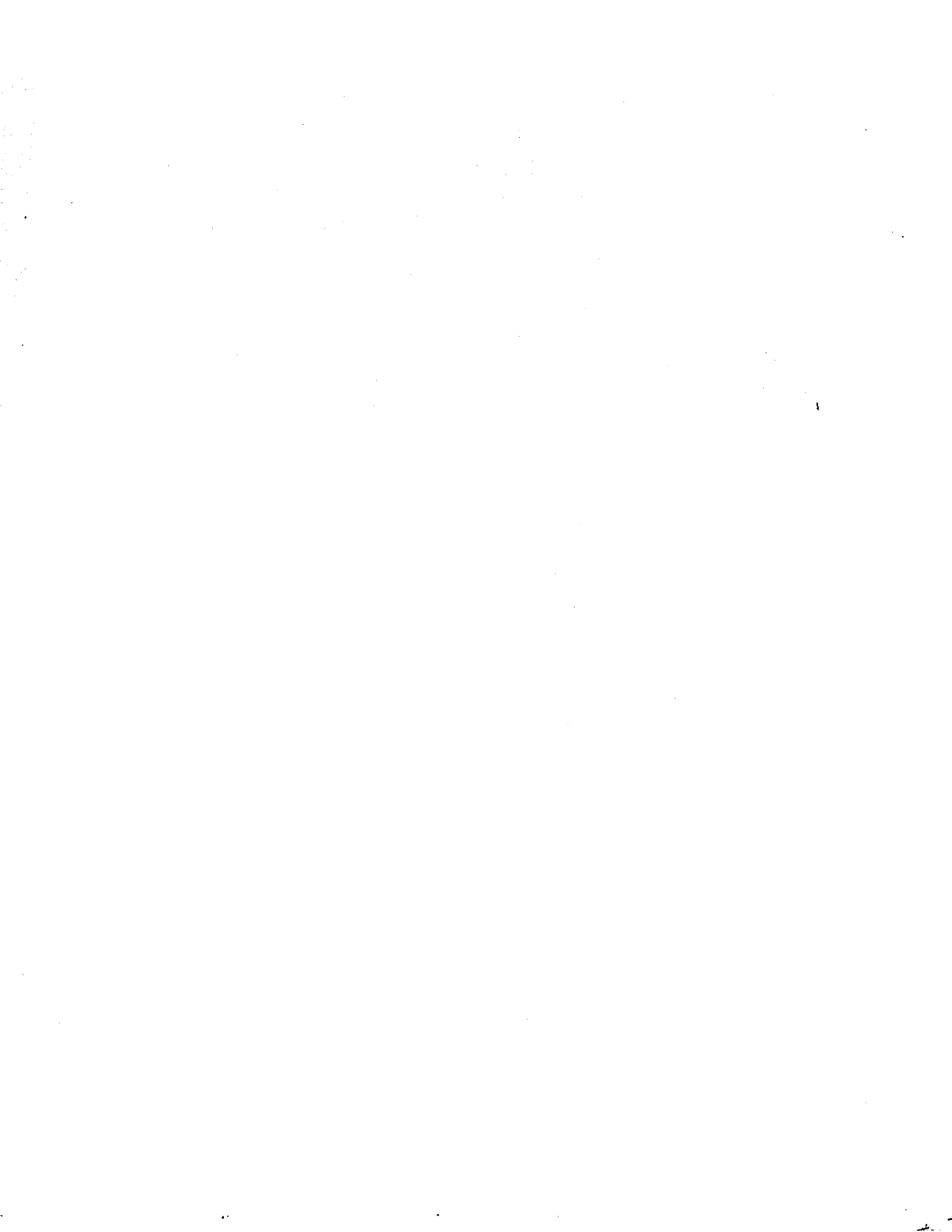
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**A Comparison of Counselor, Principal and Teacher
Perceptions of the Role and Function of the School
Counselor in Virginia Public Secondary Schools**

**A Dissertation
Presented to
the Faculty of the School of Education
The College of William and Mary in Virginia**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**


**by
Rosemary A. Thompson
July 1986**

A Comparison of Counselor, Principal and Teacher
Perceptions of the Role and Function of the
School Counselor in Virginia
Public Secondary Schools

by

Rosemary A. Thompson

Approved July 1986 by



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Chapter 1

Tighter than a string has
been our development.

Lurching on the edge of education
we have been fit in Procrustean
fashion into the forms of schedule
changers, information givers,
quasi-therapists, but always
outsiders; strangely active with
unleaved affections and unlooked
for logic.

Groping through a wilderness of
role definition and an unresting
resentment we have asked as in
Beckett's Godot, "What are we
doing here?"

(Carroll, 1973, p.326)

Introduction

The early emphasis of guidance in secondary schools centered on a narrow concept of selected services rendered by a few specialists for a small population of problem students. The results were measured by the number and frequency of tests administered, the use of occupational and educational information, and the emphasis of cumulative record information. The role of the school counselor was essentially the function of the school guidance administrator (Kehas, 1965). The primary function of the counselor was to sort and allocate students within the educational system.

In the early years, counseling per se was not available. No mention of counseling was made in the professional literature until 1931 (Proctor, Benefield and Wrenn, 1931). The post World War years dramatically affected guidance and counseling. New psychological theories and techniques evolved with the predominant advancement of psychodynamic methodologies of therapy (Aubrey, 1983). The influence of Carl Rogers and the counseling orientation of person-centered therapy (Rogers, 1942) led school

counselors to consider counseling as their primary function. This particular emphasis in school counseling has been termed the "therapeutic" role (Lortie, 1965).

As secondary school programs became more complex and the population became more heterogeneous, high schools had to offer "accommodations to maximize holding power, graduation percentages, and customer satisfaction" (Powell, Farrar & Cohen, 1985, p.1). With the thrust toward the comprehensive high school, several curricula emerged simultaneously: 1) the horizontal curriculum, with differences in actual subjects; 2) the vertical curriculum with subjects of the same title offered at various levels of difficulty; 3) the extracurriculum of sports and other nonacademic or vocational activities as a means to attach students to something that makes them feel successful; and 4) a "services" curriculum where the school addresses emotional or social problems deemed educationally valid (Powell, Farrar & Cohen, 1985).

Secondary school counselors have assumed increasing responsibility in all curricula with a growing tendency to become more involved in the "services" curriculum. The services curriculum is the

fastest-growing component within the school curricula. "Some services directly address social or psychological problems--grief, child abuse, depression and alienation...some schools provide special programs depending on their populations such as daycare for children of students; rehabilitation for teenage prostitutes; support groups for unmarried teenage fathers; services for special needs or handicapped students; and remedial services such as tutorials, laboratories, and resource rooms for students in academic trouble" (Powell, Farrar & Cohen, 1985, p. 33).

Concurrently, within the present school setting two counselor role orientations emerge: the administrator role and the therapeutic role. School counselors who devote a large portion of their working time to planning programs, grouping, making schedule changes, helping in college selection, advising, and job placement are performing the sorting and allocating function of the administrator role (Lortie, 1965). The therapeutic role is more concerned with facilitating a relationship with a counselee to enhance his/her personal development and psychological competencies. The administrator role and the therapeutic role

represent two major historical dichotomies that have influenced the present status of guidance and counseling in the secondary school setting. From this perspective, the disparity between institutional program goals and institutional constraints, versus counselor role ambiguity and greater expectation may have emerged to distort the perceived effectiveness of secondary school counselors in the Commonwealth of Virginia.

Justification for the Study

There are approximately 80,000-90,000 guidance counselors in the nation who work full or part-time in elementary and secondary schools. Idealistically, such figures perhaps look impressive, yet, in reality, there is a discrepancy between counselor role and functions performed, and programs and services generated. In terms of services rendered to student populations, counselors are assisting approximately 15,110,000 secondary students in 21,875 school buildings and 31,819,000 elementary school students in 72,475 buildings (Pinson, Gysbers & Drier, 1981). The counselor-to-student ratio at the secondary level

across the nation is approximately 1 to 425 students and as high as 1 to 700 in some urban areas (Education Week, 1986). At the elementary level, the ratio is one counselor for every six elementary schools. By putting numbers into perspective, it becomes apparent that many students and their families across the nation have no access to guidance and counseling services at either the elementary or secondary school level. Many studies have also suggested that demands by students and their families for guidance services far exceed their availability (Prediger, Roth, & Noeth, 1973; Powell, Farrar & Cohen, 1985).

Yet, counselors work in an accountability-based system and are continually forced to examine the effectiveness of their role within the social system of school-as-institution. The secondary school counseling profession appears to be in a multidimensional crisis: one of confusion between role and function; one of disparity between institutional pressures and limitations; and one of increasing alienation of youth in the social milieu-manifested by rapid social change and deteriorating interpersonal relationships.

Furthermore, guidance and counseling programs are not always viewed positively in secondary school

settings. For example, recent Gallop polls of public attitudes toward the schools revealed some alarming evidence that guidance is viewed less positively today than a decade ago. In the 1971 Gallop poll (Gallop, 1971), reducing the number of counselors on the staff was ranked fourth of 16 proposals for cutting school costs, with 32 percent of those surveyed favoring such a recommendation. Eleven years later, another Gallop poll (Gallop, 1982) found that reducing the number of counselors was ranked second of 9 methods for cutting school costs, with 49 percent of the respondents endorsing such a measure.

Accountability and the need for increased services are also exemplified by the increasing trend to provide more diversified programs and services in an educational arena which must accommodate increasingly heterogeneous populations. A brief examination of federal legislation exemplifies this impetus. Recent legislation such as Education for all Handicapped Children (P.L. 94-142, P.L. 98-527 and P.L. 98-199), Vocational Rehabilitation Act (P.L. 93-608 and P.L. 98-527), the Carl D. Perkins Vocational Education Act, P.L. 98-377 (Math Science Education), and Sex Equity of Young People (P.L. 94-482) demonstrate the need for

developing priorities in counseling programs and for improving counselor placement and consultation skills.

In addition, over the last few decades there has been an increasing tendency for schools as receptive institutions to assume functions and provide programs and services which were exclusively reserved for the informal interaction of the family, the church and the community. Many recognize that in a period of rapid social change, single-parent families, dual-career households, substance abuse, international unrest, shifting achievement profiles, greater occupational diversity, and changing population demographics, school counselors could represent a reservoir of stability and congruency of information. From this perspective, consultation and referral skills are critical needs of the secondary school counselor.

Many secondary school counselors, however, seem beleaguered by the present pace of rapid change or what Bellack (1975) termed "overload, the new human condition," and the current lack of focus, purpose or direction in their program endeavors. Further, school counselors are continually thrust into a compromising condition with ideology of specific role and function; incompatible institutional pressures and organizational

constraints; and increasing performance expectations from colleagues and consumers. The present challenge of secondary counseling programs is how to broaden their traditional areas of programs and services. There is a need to clearly define role and function and to operationalize counselor efforts in a more consumer/community centered program model (Ibrahim, et al., 1984).

Furthermore, the secondary school setting provides a receptive environment for the greatest amount of formalized counseling and a potential for a secure arena for personal growth. If the role of the school counselor is envisaged as a catalyst to human growth and self-understanding, a large portion of his/her time could be spent in counseling relationships. Standard E, Number 9 of the Standards for Accrediting Schools in Virginia, adopted by the Board of Education in July 1983, supports this notion by stating that guidance programs and services shall be provided to "ensure that at least 60 percent of the guidance staff's time shall be devoted to counseling students."

Statement of the Problem

The purpose of this study was (1) to measure the degree of perceived "importance" of counselor role and function behaviors versus the perceived "attainment" of counselor role and function behavior; (2) to ascertain the discrepancy between rated importance and attainment of counselor role behaviors; and (3) to evaluate the perceived effectiveness of secondary school counselors in Virginia public schools as viewed by principals, counselors and teachers. More specifically, answers to the following questions were sought:

1. What are the differences among principals, counselors and teachers in their evaluation of the degree of importance and degree of attainment of counselor role and function within the eleven role construct categories of Program Development, Counseling, Pupil Appraisal, Educational or Occupational Guidance, Referral, Public Relations, Professionalism, Placement, Parent Consultation, Staff Consultation and Research as measured by The Counselor Role Repertoire Needs Assessment Survey?

2. What are the differences among principals, counselors and teachers in their evaluation of the effectiveness of school counselors on the eleven role constructs?

3. What percentage of the counselors' time is estimated to be devoted exclusively to counseling students as set forth by Standard E, Number 9 of Standards for Accrediting Schools in Virginia in reference to the other ten role/function constructs as measured by The Counselor Role Repertoire Needs Assessment Survey?

Theoretical Rationale

The influence of Carl Rogers and the counseling orientation of person-centered therapy (Rogers, 1942, 1961, 1965, 1967, 1977) led counselors to consider counseling as their primary function. This particular emphasis in school counseling has been termed the "therapeutic role" (Lortie, 1965). Fundamentally, Rogers emphasized the importance of developing a relationship in counseling. Rogers (1980) explained that "I learned that in a close relationship, the

elements that cannot be shared are those that are most important and rewarding to share" (p. 33). Rogers (1961) maintained, "If I can provide a certain type of relationship, the other person will discover within himself the capacity to use that relationship for growth and change, and personal development will occur" (p. 33). Rogers (1967) further stated "significant positive personality change does not occur except in a relationship" (p.75). Rogers (Heppner, Rogers and Lee 1984) stated: "We became overfascinated with techniques ... but what you are in the relationship is much more important"(p. 16).

Three essential conditions in the counselor are necessary to facilitate the counseling relationship: genuineness or congruence; warm and positive accepting attitude or unconditional positive regard; and accurate empathetic understanding of the person's private world (Rogers, 1965). Constructive personality change occurs only when the counselee perceives and experiences a certain psychological climate in the relationship; that is, congruent feelings and attitudes which must be experienced by the therapist and perceived by the counselee in order to be effective.

The success of this model depends on the

counselee's perception both of his/her own experience in therapy and the counselor's basic attitudes. Initially, the person comes to the counselor in a state of incongruence; a discrepancy exists between his/her self-perception and his/her experience in reality. One seeks therapy from basic feelings of confusion, helplessness, powerlessness, and the inability to make decisions. This model promotes an attitude and a facilitative environment to learn that one is responsible for oneself and that one can utilize the therapeutic relationship to gain a greater self-understanding. Further, the establishment of an appropriate relationship is crucial to success in individual as well as group counseling. The counselor's function is to ascertain the counselee's internal frame of reference, to perceive the world as the counselee sees it and to communicate empathetic understanding. Rogers (1942) asserted "...I will become, in a sense, another self for you...an alter ego of your own attitudes and feelings...a safe opportunity for you" (pp.22-26).

There is a fundamental confidence in the potentiality of the individual to strive for constructive change and to develop in the direction of

a more fully functioning and satisfied individual. Rogers (1980) recently stated: "I have come to trust the capacity of persons to explore and understand themselves and their troubles, and to resolve those problems, in any close, continuing relationship where I can provide a climate of real warmth and understanding" (p. 38). The counseling relationship according to Rogers (1965) allows the person to discover experiences of which one has never been aware, or may be deeply contradictory to one's own perception of self. In a safe and secure environment, the person feels comfortable enough to move out of former gestalts, to assimilate contradictory experiences into a new and revised pattern. This represents a process of disorganization and reorganization of values, and congruency between the ideal and the real self.

Rogers (1980) was explicit that the actualizing tendency, which is characteristic of organic life, and the formative tendency, which is characteristic of the universe as a whole, "are the foundation blocks of the person-centered approach" (p. 114). This formative tendency for the individual moves toward "constructive fulfillment of his or her inherent possibilities" (p.117). "There is a natural tendency toward a more

complex and complete development" (p.118).

An unwavering belief and trust in the person's direction and choices is a central function of the therapist. The individual will always be in process, always striving toward recognition of his or her fundamental potential. Van Belle (1980) suggested that "change" in the person-centered view is the point of unity. Human life is "a continuous ever-changing flow of forward movement" (Van Belle, 1980, p. 93). According to Bozarth (1985), "The person-centered approach is the only major therapeutic approach that explicitly treats process as integration (change as the central reality)" (p.181). The reliance on the counselee's innate movement toward growth for direction and action, rather than on therapist expertise, remains a fundamental difference between the person-centered approach and other therapies.

According to Rogers (1967), the following six conditions are necessary and for sufficient change to occur:

1. Two persons are in psychological contact;
2. The counselee is in a state of incongruence, vulnerable and anxious;

3. The therapist is congruent or integrated in the relationship;
4. The therapist experiences unconditional positive regard for the counselee;
5. The therapist experiences an empathetic understanding of the person's internal frame of reference and communicates this experience to the counselee;
6. The communication to the counselee of the therapist's empathetic understanding and unconditional positive regard is to a minimal degree achieved (p. 73).

Eventually, the therapeutic relationship encourages the person "to be that self which one truly is" (Rogers, 1961, p.84). According to Rogers it means one moves toward acceptance of the "is-ness" of himself; he accepts others increasingly in the same listening and understanding way. The counselee tends to move away from facades; oughts; meeting expectations; pleasing others; and toward self-direction; being in process; being a complexity of process; openness to experience; acceptance of others; and trust of self.

The therapeutic goal according to Rogers (1977) is

aimed at solving problems, but also to assist in the growth process so one can better cope with problems one is now facing and facing in the future. Rogers (1961) described the characteristics of the person who is becoming increasingly actualized as: (1) open to experience; (2) a trust in oneself; (3) an internal locus of evaluation and; (4) the willingness to be in the process of becoming. Rogers has been explicit throughout his writings that the therapist's attitudes are what are important in creating the climate that will promote an individual's actualizing tendency. According to Bozarth (1985):

The therapist's role in the person-centered approach can be simply stated: The therapist must be real (geniune), be nonjudgmentally caring (unconditional positive regard), and enter the world of the client as if he or she is the client (empathy). Having these attitudinal qualities, the therapist (a) does not presuppose what a client might do, be or become; and (b) has only one intention: to create the facilitative

atmosphere that will promote the self-actualizing process of the client (p. 181).

Concurrently, research has continued to demonstrate that psychological maturity is a better predictor of subsequent personal/career/life satisfaction than are school grades and academic content mastery (Herr & Pinson, 1982). The school which once was to educate now must accomodate and facilitate both psychological growth and development of its constituency. Rogers (1980) maintains "If we are truly aware, we can hear the silent screams of denied feelings echoing off every classroom wall" (p. 251).

Schools are in the vanguard. They have always been expected to cope: to fuel the various social and economic revolutions, to assimilate the waves of immigrants, to integrate the races, to uplift the handicapped, to substitute for the family - all the while instilling the common culture. As the stabilizing and socializing influence of

home and church has waned, our
reliance on the school has grown.

(Education Week, 1986, p. 15)

From this orientation, psychological maturity and personal growth can be greatly enhanced by the relationship between counselor and student within the secondary school program.

Moreover, growing concern over the adolescent suicide rate, unemployment, waning achievement profiles, substance abuse, alienation, dropout rates, and isolation demonstrates the critical need for responsible adults to establish close, helping relationships with young people. For example, in "Reconnecting Youth: The Next Stage of Reform" (1985), a report from the Business Advisory Commission of the Education Commission of the States, collective data reveals some socio-economic trends that seem to be disconnecting youth from school and from work. The study revealed that about 700,000 students dropped out of school in 1984 and another 300,000 were chronic truants.

As a group, teenagers have an unemployment rate three times the adult rate. More than three million 16-24 year-olds are looking for work and another

391,000 are classified as discouraged. Arrests of young people under 18 for drug abuse increased 60-fold between 1960 and 1980. Arrests for drunkenness among high school seniors rose by 300 percent between 1960 and 1980 (Reconnecting, 1985). In addition, young people under 21 account for more than half of all arrests for serious crimes. In 1960, 18-24 year olds accounted for only 18 percent of all arrests; by 1980 they accounted for 34 percent. The homicide rate for non-white teens increased 16 percent between 1950 and 1978, while the rate for whites increased 232 percent. In addition, death by suicide among teenagers increased for all groups. The suicide rate for whites rose 177 percent between 1950 and 1978, while the rate among non-whites rose 162 percent. A teenager commits suicide every 90 minutes. (Reconnecting, 1985)

Finally, recent trends in adolescent pregnancy and parenthood are another concern. Teenage pregnancy and childbirth rates have grown for all teens regardless of ethnicity and socioeconomic status. More than one million teens become pregnant each year. There is also an increasing tendency for teenagers to raise their own children resulting in an increasing number of single teenage parents who do not return to school and choose

to place their own children at risk. This is compounded by the changing demographics of school populations. For example, in the Fall of 1986, 3.6 million children will begin their formal schooling in the United States. It is projected that one out of four of them will be from families who live in poverty; 14 percent will be children of teenage mothers; 15 percent will be physically or mentally handicapped; 15 percent will be immigrants who do not speak English; 14 percent will be children of unmarried parents; 40 percent will live in a broken home before they reach 18; 10 percent will have poorly-educated parents, many of whom will be illiterate; and nearly one-third will be "latch key" children. (Education Week, 1986).

These trends of alienation, disconnection and changing demographics among our young people suggest that the family, the community and the school- all institutions of socialization and integration into our society are perhaps becoming less effective. Of these, the school environment is perhaps viewed as the most structured and influential public integrative system to foster the transition to productive adult life. Yet, the present educational reform movement, which demands a higher standard for students and schools, fosters a

higher dropout rate among low achievers and at-risk students. As of 1984, only a few states that have raised their academic standards have also included provisions aimed at helping students who did not achieve the new goals (Education Week, 1986).

In conclusion, from an intervention perspective, the role of the school counselor could evolve to assist individuals or groups in gaining insight about their personal characteristics and possibilities, understanding their multi-potentialities, and becoming educated to choose and plan constructive action. This involves providing both a therapeutic process and a relationship. The constant goal of counseling to achieve a sense of independence, integration, growth, competence and responsibility can only be realized vis-a-vis the therapeutic relationship. If counseling emerges as a relationship between people based on an attitude of mutual respect and the acceptance of the counselee as a person; the counselee can evolve as one who attains self-understanding, self-discipline, self-direction and self-actualization in his/her total adjustment.

Yet, a relationship is difficult to assume and hard to maintain within the present context of

secondary guidance and counseling programs. Rogers (1980) asserted: "I deplore the manner in which, from early years, the child's education splits him or her: the mind can come to school, and the body is permitted peripherally to tag along, but the feelings and emotions can live freely and expressively only outside the school" (p. 263). We have been schooled for years to stress only the cognitive, to avoid any feeling connected with learning. Rogers (1980) supports a reoccurring underlying theme of combining experiential with cognitive learning. Further, confusion in mission, goals and objectives seems to inhibit wide support for guidance and counseling programs among secondary school populations.

Definition of Terms

The following operational definitions are presented to provide specific meanings of terms used in this study:

Counseling. The term counseling is not synonymous with guidance. It is a method or technique applied to individuals or groups to enhance their personal development and psychological competencies. Counseling

involves a dynamic relationship between counselor and counselee.

Counselor. The term counselor refers to a trained professional person employed full-time to provide guidance and counseling for students in a secondary school.

Educational or occupational guidance. The term educational or occupational guidance refers to a comprehensive system of functions, services, and programs in the school setting designed to assist the student in attaining personal adjustment, educational competence, and career exploration.

Effectiveness. The term effectiveness refers to the extent to which the secondary school counselor's on-the-job behavior or performance corresponds to the expectations held by the rater. Effectiveness in meeting organizational goals is theorized as "a function of the congruence of behavior and expectations" (Getzels & Guba, 1954, p. 433).

Function. The term function refers to a set of tasks performed by the role incumbent.

Parent consultation. The term parent consultation involves the mutual sharing and analysis of information and ideas needed for making decisions about strategies

and interventions for helping students with parents and family.

Placement. The term placement refers to two types of services: 1) assisting students to move on to the next level of their educational program, or to move into a more appropriate level congruent with their aptitude and abilities; and 2) assisting students upon leaving school to continue a program of advanced education or to enter employment.

Program development. The term program development involves a systematic, comprehensive approach to provide the foundation for the delivery of services. Program development involves planning, assessing needs, designing the program, and evaluation.

Professionalism. The term professionalism refers to activities which assure the counselor's professional growth and contributes to his/her profession as a secondary school counselor.

Public Relations. The term public relations refers to activities which provide the means to communicate and educate those inside and outside the school system regarding guidance and counseling, role and function, programs and services, and inherent benefits.

Pupil appraisal. The term pupil appraisal involves organizing and administering tests, interpreting test results, and evaluating the performance and progress of students.

Referral. The term referral refers to those tasks which utilize agencies and/or organizations and/or individuals to provide help to any person or family in reaching the full potential of development or adjustment.

Research. The term research refers to activities which validate the counselor's perception of the need for change and/or demonstrate that a new technique, strategy or intervention accomplished the desired goal. It also involves follow-up surveys of student needs and satisfaction with programs and services.

Role. The term role refers to a set of behavioral expectations applied to a role incumbent (Getzels & Guba, 1954) and a set of behaviors a role incumbent exhibits in meeting those expectations.

Role Behavior. The term role behavior refers to the tasks performed by a role incumbent. The terms "tasks" and "functions" are used interchangeably with the term "role behavior".

Role Construct. The term role construct refers to

a group of related tasks or functions. Eleven role constructs are used in this study: program development, counseling, pupil appraisal, educational and occupational guidance, referral, public relations, professionalism, placement, parent consultation, teacher consultation, and research.

Social system. The term social system refers to social system as the secondary school setting containing the analytical units of guidance and counseling, roles and expectations organized through a continuous process to assist the student through identifying and meeting a student's needs in educational, vocational and personal-social domains. The school counselor is "embedded in the social system in the school-as-institution" (Stulac & Stanwyck, 1980, p. 494) and is accountable to the same public as teachers and administrators.

Staff consultation. The term staff consultation involves the mutual sharing and analysis of information and ideas needed for making decisions about strategies and interventions for helping students with the instructional staff.

Directional Hypotheses

In this study, the following hypotheses were tested:

1. Counselors, teachers, and principals will differ significantly in their perceptions of what is "important" in counselor role and functions as measured by The Counselor Role Repertoire Needs Assessment Survey.

2. Counselors, teachers, and principals will differ significantly in their perceptions of what is "attained" in counselor role and functions as measured by The Counselor Role Repertoire Needs Assessment Survey.

3. Counselors, teachers, and principals will differ in their rating of counselor effectiveness on the 11 role constructs.

4. There will be a positive correlation between rated effectiveness of counselors and the portion of time counselors report is spent exclusively in

counseling students.

5. There will be a positive correlation between perceptions held by counselors, teachers, and principals on perceived "importance" of counselor role and function and the demonstrated local commitment to the content and quality of secondary school guidance programs by means of a written guidance curriculum.

6. There will be a positive correlation between perceptions held by counselors, teachers, and principals on perceived "attainment" of counselor role and function and the demonstrated local commitment to the content and quality of secondary school guidance programs by means of a written guidance curriculum.

Limitations of the Study

This study was limited to principals, counselors, and teachers employed in Virginia public secondary schools during the 1985-86 school year. Only those secondary schools with grade combinations of 8/9-12 were included in this study, thereby excluding 12 high schools with a variety of grade combinations.

The findings of this study was accurate only to the degree that the instrument used for collection of data was reliable and valid. The respondents' understanding of the instrument and their honesty in replying would cause additional limitations. The study was limited to the degree that the returned instruments adequately represent the population selected for this study. Finally, the findings of this study were limited to those schools who agreed to participate .

Ethical Considerations

1. The proposal for study was reviewed by the College of William & Mary's Human Subjects Research Committee.
2. Permission from each school division was obtained prior to field testing or administering the instrument.
3. Subjects were told at the onset the purpose of the investigation and who would have access to the data. They were informed concerning the duration and potential benefits to the subject(s).
4. Subjects were informed that their individual responses would be kept in strictest confidence; that

they could receive a copy of the results of the study if they so desire; and they were given a place to call if they had any questions.

Summary of Chapters

The following summary of chapters is provided for the reader: Chapter 2 consists of a survey of the literature; Chapter 3 consists of methods and procedures of data collection, population and sample of the study, sampling procedure, instrumentation, research methodology, the null hypotheses and statistical analysis; Chapter 4 consists of the analysis of the data; and Chapter 5 consists of summary, conclusions, discussion and recommendations.

Chapter 2

Survey of the Literature

The review of the literature provides current attitudes on four components: 1) the diversity and complexity of programs and services; 2) the ambiguity of counselor role and function; 3) the need for accountability; and 4) a compendium of the research findings on the benefits of counseling.

Diversity of Programs and Services: A Lack of Focus

Shertzer and Stone (1976), maintain that guidance and counseling "practices do not follow theory, rather, the search is for a rationale to justify a practice" (p.80). Aubrey (1983) states that the counseling profession has been floundering in search of purpose and meaning. Fundamentally, the major concern with the counseling profession at the present time is its lack of focus and continuity.

Professional discontinuities and lack of focus are apparent in secondary school guidance and counseling

programs. Aubrey (1983) described school guidance in America as currently torn by diversity and contradiction, while lacking a coherent sense of its mission. Sprinthall (1976) described the profession as being in a beleaguered state. Pine (1976) revealed the public criticism of school counseling as relentless. Other writers such as Day and Sparacio (1980), and Wells and Ritter (1979) found a number of disturbing role mutations that have seriously damaged the professional image of school counselors. Peer (1985) in a national survey further revealed the lack of statewide commitments to the content and quality of secondary school guidance services which seem to undermine the overall quality of local programs. Peer further outlined a strong trend toward counselor role abuse, weak program design and administration, and the underdelivery of established guidance practices in such areas as career guidance, group guidance and group counseling.

Further, Hargens & Gysbers (1984) maintain that the challenge that secondary counselors face is how to make the transition from the ancillary services concept of guidance to that of a comprehensive, developmental program; a program that is an equal partner with other

programs in education. Carey (1977) asserts that the broad range of benefits entitled "student services" continues to exist with no consistent definition or standard pattern for providing these services. Consequently, confusion reigns over the responsibilities and the functions of guidance, counseling and other support services.

Finally, trends in recent studies point to a discrepancy between services students reported needing and the services they actually received. In 1971, Van Riper surveyed 735 ninth grade students and found that "The counselor was rather easily identified as a person who helped with educational plans, somewhat identified as a person who helped with school problems, and not clearly identified as a person who helped with personal problems" (p.54). Leviton (1977) administered a Guidance Self-Evaluation Survey to 550 high school students grades ten, eleven, and twelve and found that students would rather consult a parent (29%) or a friend (54%) than a counselor (only 4%) if they had personal problems. Wells and Ritter (1979) with a sample of 550 high school students found similar results. Students would go to a counselor for help to change a class (81%) or to determine graduation

requirements (80%). The same group of students, however, was not likely to seek out a counselor for help with a problem with a friend (6%), with a question about sex (4%), or with a personal problem (4%). Further, Hutchinson and Bottorff (1986) sought to compare students' assessments of their expressed needs for counseling services with what they actually received from their high school counselor. Participants consisted of 250 college freshmen from 21 states representing 152 high school guidance programs in a wide variety of small, medium and large schools. The authors found the largest discrepancy between the services students reported needing and the services they actually received in the area of career counseling. A majority of students (89%) believed they needed career counseling in high school; only 40 percent of the students surveyed however reported that they received career counseling (Hutchinson & Bottorff, 1986). In addition, three of every five students (60%) placed counseling for personal problems in a category of high need. Yet, only one of every five students (21%) received such counseling in high school. Finally, students in this study thought they had little need for four services offered by their counselors:

checking attendance and truancy (1%), disciplining (3%), record keeping (3%), and testing (10%). Student self reports seem to substantiate a frequent criticism of school counseling programs that appear to function quite differently from their defined roles, or from the expressed needs of students served.

Critique

The range of functions normally assigned to secondary guidance and counseling departments serves to dilute the resources available for counseling and is perhaps wasteful of professional counselor skills. In addition, there is a disproportionate distribution of core programs and services across cities, counties and localities throughout the Commonwealth of Virginia, as well as inconsistent student-to-counselor ratios which may vary from 170:1 to 510:1 in the same school system. This generates much public skepticism regarding accountability and continuity of counseling function and role, within and across school divisions.

Further, despite the fact that counseling services are continually touted as the core of the secondary guidance and counseling programs, there is increasing

concern that counselors spend very little time counseling students. Based on extensive interviews and classroom observation, the authors of the The Shopping Mall High School found a typical day for the high school guidance counselor to look as follows:

A typical day included meeting with a learning disabled student who wanted to talk about the inherited disease that had already killed a sister; with a senior about college admissions; with a student leader who was attempting to explain the vandalism caused by other student leaders while on a school trip; with a therapist of a student suffering from anorexia nervosa; and with a student accused of cheating.

(Powell, Farrar & Cohen, 1985, p.35)

It was also found that "Although the most important resource students have is the guidance counselor, students felt that counselor's don't point you in the

right direction...that they are there only for students with very serious emotional or behavior problems. The price of a conversation with a caring adult was that you would risk being considered a problem case" (Powell, et al., 1985, p.46). The more sophisticated the guidance department, the greater the pride it took in its successful extrication from traditional tasks such as scheduling, disciplining, college admissions and routine advising..."the activities which distort the whole counseling relationship" (Powell, et al., 1985, p.49). What are often defined as counseling functions do not require training and preparation, do not require special skill, and can be handled by most of the paraprofessional or volunteer personnel now employed in the schools. Only when counselors can collectively describe their positions, their roles and what their unique functions and responsibilities are, will they be able to respond to these criticisms and develop effective models of accountability.

Ambiguity of Role and Function

Definition of the secondary school counselor's role has been the subject of much controversy. Yet, it

must be examined within the social system. Getzels and Guba (1957) define the concept "social system" with three characteristics: its parts are interdependent, it is organized into some sort of whole, and both individuals and institutions are intrinsically present. The concept "is applicable regardless of the level or magnitude of the system under consideration" (Getzels, Lipham, & Campbell, 1968, p.55). The secondary school setting can be regarded as a social system containing the analytical units of guidance and counseling, roles and expectations organized through a continuous process to assist the student through identifying and meeting his needs in educational, vocational, and personal-social domains. The secondary school counseling program performs an integral part of the total school program and functions within the nomothetic and idiographic dimensions of the social system model.

Getzels et al. (1968) maintained that "the most important analytic unit of the institution is the role" (p.59). Further, Bentley (1968, p.76) defines role as "an inclusive term consisting of role expectations, role conceptions, role acceptance and role performance." Activities or actions of an individual

within an organization which are aimed at effective attainment of organizational goals have been defined as functions or tasks (Georgopoulos & Tannebaum, 1969). Effective accomplishment of tasks is dependent on the congruence of behavior and expectations. It is important for various referent groups to agree on the functions or tasks that should be performed by the role incumbent. Reciprocally, the role incumbent must be aware of the expectations as well. Disparity with regard to expectations will adversely influence the effectiveness of the role incumbent and, ultimately, the organization. Referent groups most frequently involved in defining this role have been counselor educators, guidance supervisors, secondary school counselors, secondary school administrators, and professional associations. For example, The American School Counselors Association has outlined a number of counselor role/functions as exemplary (1974, 1977).

The role and function of the secondary counselor has come under increasing scrutiny in the last two decades (Armor, 1969; Arbuckle, 1970, 1972; Carmical & Calvin, 1972). Wells & Ritter (1979) concurrently expressed concern that the present crisis in the profession is not being acknowledged by practitioners.

There is also much debate about whether counseling occurs in schools, whether it is effective, and whether it is necessary or desirable (Powell, Farrar & Cohen, 1985). The role and function of the counselor in the secondary school setting is still unclear to the consumers of the service, administrators of programs and many counselors as well (Dietz, 1972; Leviton, 1977; McCandles & Pope, 1975). Yet, Stulac & Stanwyck (1980) maintain that the school counselor is "embedded in the social system in the school-as-institution" (p.494), and is accountable to the same publics as the teacher and administrator. Hence, societal variables generate increasing demands for attention to the increasing needs of school populations.

Further, the terms guidance and counseling convey a variety of meanings, as well as a diversity of interpretations to lay persons and professionals. It has been termed an educational service, a unique process of helping, a theory of psychological intervention, and a conceptual framework. This diversity and contradiction has served to obscure the need to distinguish guidance from counseling in the schools--a contending internal ideology. The dichotomy evolves as one of technique and process (counseling)

versus objectives and content (guidance).

More specifically, two major historical currents have influenced the present state of affairs in school counseling (Lortie, 1965), the "administrative role" and the "therapeutic role". The former is most likely to be aligned with the organization, while the latter is more committed to the individual. Secondary counseling programs because of demands initiated through well intended legislation, and new state mandates, such as changing accreditation standards has generated increasing administrative responsibilities; yet demanding more counseling activities. "Student to counselor ratio across the nation is around 425:1... with counselors complaining that 75 percent of their time is spent keeping records, scheduling and monitoring activities required by special-needs legislation" (Powell, Farrar & Cohen, 1985, P.45). Counseling programs also seem to exemplify the "Pareto Principle" or the 80:20 rule where counselors are prone to spend the bulk of their time on administrative or clerical tasks; spending only a small portion of their time on significant activities that contribute most to their role as counselor. Consequently, when counselors project their roles as enmeshed in clerical and

record-keeping functions, consumers' perceptions of secondary counselors will reinforce this stereotypical view.

Moreover, school counselors are expected to be involved in a greater number and variety of guidance and counseling activities on the secondary level than ever before. Role and function include work in the curriculum, conducting placement and follow-up activities, remediation, special education evaluation and monitoring, consultation, specialized testing, observation, and increasing interface with business and industry. In addition, they are expected to continue routine activities such as crisis counseling, teacher and parent consultation, assessment, scheduling, referrals and other administrative/clerical duties which are often delegated by the local school administrator.

Furthermore, role conflict and role ambiguity can create stress on the occupation. Kahn et al. (1964) identified role conflict and role ambiguity as important organizational stressors. Role conflict, as defined by Kahn et al. is the simultaneous occurrence of two or more sets of inconsistent, expected role behaviors for an individual's task or function. Role

ambiguity defined by the same researchers, is the lack of clear, consistent information regarding the duties and responsibilities of a role and how it can best be performed. Further, Kahn et al. suggested that chronic role conflict and ambiguity often result in a "rather marked sense of futility" (1964, p. 120). Role conflict results when incompatible demands are placed on the worker (Harrison, 1980). Role ambiguity is a lack of clarity regarding the appropriate behavior for a particular occupation (Abdel-Halim, 1982; Beehr & Newman, 1978). Role ambiguity occurs when the counselor has no clear knowledge of his or her role and function, is considered quasi-administrative, or lacks the personnel to adequately complete the task. The challenge for school counselors, according to Hargens and Gysbers (1984), is to make the transition from the ancillary services concept of guidance to that of a comprehensive, developmental program.

Critique

The role and functions of guidance counselors are not always clear and counselors themselves are perhaps often unsure of their roles and responsibilities.

There is a need to clarify the services which counselors provide and to emphasize the unique skills which they possess which are unlike those of teachers, administrators and other support personnel.

Clarification must be made on how counselors differ from other school personnel in terms of functions and responsibilities. These issues continue to emerge as subjects of controversy among the profession and the brunt of criticism in the literature.

Further, because of the varied meanings of guidance and counseling, there have been marked variations in the practice of school counselors from one school system to another. For example, in a few schools, the counselor may spend the major portion of his or her day absorbed in counseling students on personal or social concerns in individual or group sessions, and consulting with the instructional staff. In more schools, the day may be devoted to guidance tasks such as testing, job placement, college admissions, career exploration, and the codification of student traits and needs into manageable clusters.

There is a need for local, as well as statewide commitments, to establish standardized guidelines and procedures. Counselor role and functions must emerge

as an integral and unique component in secondary program endeavors. Counselor roles which assume all residual and ancillary administrative and secretarial tasks (such as clerical work, discipline, attendance, record purging, schedule changes or athletic eligibilities) seem incongruent with counselor preparation programs and role statements of professional organizations. The current role expectations of counselors in the social system of school-as-institution appear to fluxuate between quasi-therapist and quasi-administrative liaison.

The Need for Accountability

The fiscal austerity of the late seventies and early eighties and the pursuit of accountability have magnified the need for a clarification of the counselor's role (Buckner, 1975; and Wiggins, 1977). Becoming an integral part of the educational community is dependent on responsiveness to accountability. Counselors in secondary schools have achieved a record of empirical successes in helping students deal with the acquisition of knowledge, attitudes, and skills related to academic achievement, mental health,

self-esteem, interpersonal relations, racial integration in education, career planning, decision-making, work adjustment, and stress management (Herr & Pinson, 1982). Yet, this empirical evidence has largely been shared among practitioners and isolated from public constituencies. Arbuckle (1972) revealed four critical conditions which complicate the accountability and advocacy dilemma for counseling: 1) the wide gap between preparation and practice in school; 2) the questionable uniqueness of counseling services; 3) evidence that there is little or no research data supporting the effectiveness of counseling to the public; and 4) the apparent disinterest in professional development among counselors. Counselor role and function must be examined in the larger spectrum of emerging societal needs. In order for counselors to serve their consumers and supporters effectively, they must be accountable as well as vocal in their roles. Performance goals must be specific, realistic, attainable, measurable, and reasonable in number.

According to Pine (1975), "The criterion problem is probably the single most vital issue affecting the process of evaluation" (p.138). Since each counselee

has diverse needs, the difficulty is to establish criteria that can cover those differences and still reflect the goals of the counseling program. Although not all inclusive, some possible criteria for evaluating counselor effectiveness, according to Pine, are academic achievement, increase in grade point average, improvement in reading, peer relations, personal adjustment, school attendance, school phobia, self-understanding, teacher/parent/student relationships, and reduction in inappropriate behavior. Two viable approaches are time/cost analysis (Krumboltz, 1974) and the Discrepancy Evaluation Model (Pine, 1975).

Essentially, the time/cost analysis relates program costs to the accomplishment of goals and activities. The Discrepancy Evaluation Model however has been lauded as the most useful model to improve guidance and counseling programs, describing the discrepancy between a standard of performance and the performance itself. In view of Standard E, Number 9 of the Standards of Accrediting Schools in Virginia, if counselors can define specific criteria; role and function relating to his or her guidance program, and incorporate instruments for documentation to

demonstrate time-on task, and the value of secondary endeavors, counselors could meet the challenge of accountability.

Wagenaar(1982) found two categories of variables which are predictors of quality of services. The first is counseling resources as seen by students which include: educational counseling, employment counseling, self-awareness counseling, frequency of discussion of future plans with counselors, counselor availability, and availability of desired information. The second, is counseling activities as defined by counselors and include the amount of time spent with students and how this time is divided among seven areas such as career guidance, the variety of employment placement strategies employed, the number of college funding sources recommended, the ratio of students to counselors, and the use of interest inventories.

In summary, evaluating school counseling programs to measure student needs, outcomes, or processes of the program is frequently complicated because of confusion of the actual role of the counselor and its applicability of that role to the needs of students being served in the school setting. Many groups are actively critical of the school counseling profession.

Among these are professional organizations, counselor-educators, educational policy makers, state departments of education, school administrators, teachers, school personnel, and parents (Day & Sparacio 1980).

Critique

Accountability and evaluation are necessary for counselor survival (Humes, 1972). However, counselors' reliance on the individual-treatment-adjustment model continues to erode secondary counseling programs. The individual focus of intervention has enabled two subpopulations in the schools to receive considerable attention and time from counselors. The brightest, most academically talented students historically have received more information and benefits from the counseling process; the students who present behavior problems with the lowest levels of achievement have received services in the area of discipline and behavioral contacts. Concurrently, recent legislation regarding the handicapped has generated another subpopulation which absorbs an inordinate amount of time for monitoring, documenting and evaluating persons

and programs.

Further, counselors have continued to demonstrate an inability or unwillingness to advocate what they do particularly in their own local setting. Counselors at the local level are much less likely to have planned strategies for informing and influencing powerful others, and to advocate for their own survival. In addition, there seems to be a problem in the dissemination of information to students and parents regarding activities, programs and services of counseling departments. Most secondary school counselors do not have job descriptions, a written guidance curriculum, or formal evaluation procedures; therefore, they often lack clear purpose or a means for communicating to significant others. Moreover, the rational evaluation of counseling should be a valid concern. Yet, most data on the effectiveness of school counseling are available in the form of experimental studies which reveal data about the effectiveness of counseling ex post facto, with little value as a decision-making instrument.

New evaluation models such as the Discrepancy Evaluation Model emphasize continual control toward objectives rather than waiting until the end of the

program for outcome data providing a more objective analysis of what counselors are doing well. Pine (1976) called discrepancy evaluation one of the "most useful models that could be employed to improve counseling and guidance programs" (p.142). Secondary school counselors in Virginia could obtain role definition of guidance versus counseling functions and establish a standard of performance to foster proactive accountability.

Data collected through documented efforts or evaluative research is perhaps the best insurance against public criticism. Such evaluation could assist in future concerns about role and function (administrative or therapeutic). Information should support the value of counseling and provide an empirical base for determining the direction of counseling programs in the Commonwealth of Virginia.

The Benefits of Counseling

Fundamentally, counseling is not a singular process. The term counseling encompasses a group of processes based upon a variety of philosophical orientations that occur in many different settings

intending to serve persons composed of a wide range of individual differences. The importance of the counselor-counselee relationship and interactions is also supported. An area worthy of exploration is a review of what has been empirically revealed about the counseling process and the potential benefits. Although not all inclusive, a compendium of empirical studies over the last two decades revealed the following benefits of counseling, especially in the arena of longitudinal studies, career decision-making, enhancing the status of at-risk students, and improving self-esteem.

Longitudinal follow-ups of persons exposed to counseling and related guidance processes in high school can be distinguished from their peers who did not participate in guidance and counseling on such criteria as higher income and contributions to society (Campbell, 1965). In follow-up studies of high school students at 2, 5 and 10 year intervals after high school, differences were found between those who received extensive counseling and guidance services from those who received no special counseling efforts. The experimental students had better academic records after high school; they had made more realistic and

more consistent vocational choices; they had made progress in their employment; they were more satisfied with their lives (Prediger, Roth & Noeth, 1973).

Further, it was found that guidance processes do help students to become competent decision-makers, and to select high school courses and make school plans more congruent with their abilities than is true of student not exposed to such processes (Sloan, et al, 1975; Griggs, 1983). Finally, students exposed to the guidance process tend to organize their concepts about themselves in a more coherent way and to reconcile their differences between ideal and real self-concepts more effectively than persons without such experiences (Tyler, 1969; Washington, 1977; Morrison & Thomas, 1975; Schunk, 1981).

In the arena of career decisions and development, counselor intervention has had some empirical validation. For example through group problem-solving methods, students can be helped to understand the relationship between educational and vocational development, to clarify goals, to acquire skill in identifying and using relevant information for their decision-making (Babcock & Kauffman, 1976; Stewart & Thoresen, 1968; Martin & Stone, 1977). High school

students exposed to model-reinforcement and reinforcement counseling participate more intensely in external information-seeking behavior than students not so exposed (Krumboltz & Thoresen, 1964; 1976). In addition, students utilizing computer-based career guidance systems make larger gains than nonusers in such characteristics as degree of planning and decision-making, knowledge and use of resources for career exploration, awareness of career options available to them, and cost-benefit risks associated with these options (Meyer, Strowig & Hofsford, 1970). Short-term counseling (three sessions) with high school students has been found to facilitate the career maturity of these students with regard to such emphasis as orientation to decision-making, planfulness, and independence of choice (Flake, Roach & Stenning, 1975). Further young adult career adjustment was found to be related to awareness of choices; information and planning based on choices; and processing and utilizing occupational, psychological, educational and economic information while students are in secondary school (Super, 1969).

With minority, disadvantaged, or at risk students, the literature provides a number of positive counselor

interventions. During periods of transition, counselors who are specifically trained can provide personal counseling , resolve interpersonal conflicts, and coordinate classes designed to improve students' human relations skills and their understanding of different racial/ethnic groups to reduce racial prejudice and conflict (Higgins, 1976; Gordon, et al 1972; Katz & Zalk, 1978; Lewis & Lewis, 1970). Individual counseling in combination with counselor connected training programs designed to develop interpersonal, physical, emotional, and intellectual skills which are transferable to home, school and community can reduce the recidivism rate for youthful offenders (Lewis & Boyle, 1976).

Furthermore, minority students who are assisted in deciding upon vocational objectives are typically found to have more positive self-concepts and higher ideal selves than those who do not have such objectives (Williams & Byars, 1968; Higgins, 1976). Disadvantaged youth who participate in counseling are more likely to achieve salary increases and job satisfaction than those who do not (Herr, 1978).

Finally, in the arena of self-esteem, interpersonal growth, and adjustment, the counseling

process and the potential benefits are well documented. The higher the degree of therapeutic conditions provided by the counselor, the more likely it is that the counselee will achieve constructive change (Berenson & Carkhuff, 1967; Herr, 1976; Egan & Cowan, 1979; Egan, 1980; Lewis & Schaffner, 1970). Secondary students who have been assisted through counseling have overcome debilitating behaviors such as anorexia, depression and substance abuse (Beck, Rush, Shaw & Emery, 1979; Burns, 1981; Lazarus, 1981). In addition, teams of counselors, teachers, principals, and parents who work closely together in dealing with emotional or social problems that interfere with the use of children's intellectual potential help to increase general levels of student achievement (Bertoldi, 1975). Finally, either group or individual counseling extended over a reasonable period of time helps students whose ability is average or above to improve their scholastic performance. Better results are likely if guidance processes focus on the causes of underachievement and ways to remedy them than if a more general approach is taken (Schmidt, 1976; Herr, 1976; Carroll, 1979; Corey & Corey, 1983; Larrabee & Terres, 1984). Students who have been helped by counselors to evaluate their

problems, to divide them into components, and to master these components one at a time gain self-confidence (Bennett, 1975; Herr, 1976; Zimmerman, 1981). Moreover, a rise in the self-esteem of students exposed to guidance and other counseling processes is related to reduction in dropout rates, absences, and improvement in conduct and social adjustment (Bennett, 1975; Tyler, 1969; Wiggins, 1977; Jones, 1980). School counselors also have provided direct and indirect counseling intervention and a variety of roles with exceptional students (Cochrane, & Maren, 1977; Hohenshil & Humes, 1979; McDowell, Coren & Eash, 1979; Morse, 1977).

From this perspective, the programs and amenities proliferated from the counseling process have been diverse and numerous. They demonstrate that support for and the availability of guidance and counseling programs, services, and processes do make a significant difference in the lives of children, youth and adult populations. The fundamental techniques and processes have demonstrated universal utility in a wide arena of human problems and can be applied and modified to respond to changing populations and social conditions.

Critique

The range of functions normally assigned to secondary guidance and counseling departments serves to dilute the resources available for counseling and is perhaps wasteful of professional counselor skills. In addition, there is a disproportionate distribution of core programs and services across cities, counties and localities throughout the Commonwealth of Virginia. This generates much public skepticism regarding accountability and continuity of counseling services function and role. Further, despite the fact that counseling services are continually touted as the core of the secondary guidance and counseling programs, there is increasing concern that counselors spend very little time counseling students. What are often defined as counseling functions do not require training and preparation, do not require special skill, and can be handled by most of the paraprofessional or volunteer persons within the school setting.

Chapter 3

Methods and Procedures

This study was designed to determine how principals, counselors and teachers differ in their perceptions of effectiveness of secondary school counselors and to ascertain perceived differences in the degree of "importance" versus degree of "attainment" of counselor role and function behaviors. It also ascertained whether sixty percent of the counselor's time could be devoted to counseling students as articulated by Standard E, Number 9 of the standards for accrediting schools in Virginia. Methods and procedures used to answer these questions are presented in this chapter.

The methodology used in the study was that of the survey researcher. Survey research is a particularly useful scientific tool to employ when one is interested in the opinions and attitudes of people as well as the relationship of their attitudes to their overt behavior (Best, 1977; Kerlinger, 1973). The study of attitudes has occupied a central place in social science literature during the last decade. This is due mainly to the wide recognition that attitudes significantly

influence an individual's reactions to persons, objects, or propositions (Wrightsman, 1977). If the attitude of an individual toward a given person, object, or proposition is known, it can be used in conjunction with situational and other dispositional variables to predict, explain, or influence the reactions of an individual toward the person, object, or proposition (Shaw & Wright, 1967).

The most appropriate instrument for data collection was a questionnaire that consisted of a combination of attitude scales and independent items (Berdie & Anderson, 1974; Best, 1977; Kerlinger, 1973). "Questionnaires are used to obtain factual data, opinions, and attitudes in a structural framework from respondents not contacted on a face-to-face basis" (Galfo, 1983, p. 83). Hence, this study was designed to determine how counselors, principals, and teachers differ in their attitudes of perceived importance and perceived attainment of counselor role and function. Their attitudes on counselor effectiveness was also elicited. An ex post facto research design was employed since the researcher had no direct control of predictor variables because "their manifestations have already occurred" (Kerlinger, 1973, p. 379). Relationships

were analyzed between principals, counselors, and teachers and their ratings of counselor effectiveness and the degree of perceived importance and the degree of perceived attainment of the roles and functions of secondary counselors on eleven constructs.

Population and Sample

The Virginia public school system includes 140 school districts. For the purpose of this study secondary schools in each district which met the following criteria were considered for the sample:

1. A principal and full-time counselors assigned to the school
2. A grade range of any combination 8/9 through 12

An accurate and complete listing of this population was obtained from the Virginia Department of Education. There are approximately 257 secondary schools grades 8/9-12; 949 secondary school counselors grades 8/9-12; 257 principals; and 22,000 secondary school teachers. To determine the sample size needed to be representative of a given population, the table provided by Krejcie & Morgan (1970) was utilized.

Based on this information 274 secondary school counselors, 152 secondary school principals, and 377 secondary school teachers were randomly selected to participate in this study. To obtain a representative sample, the sample would be stratified by type of community (i.e. urban, and rural) based on Standard Metropolitan Statistical Areas (U.S. Bureau of Census, 1970).

Sampling Procedure

An equal and independent chance of selection for the study sample was provided for all the secondary counselors in the defined population by means of a table of random numbers. This sampling technique is frequently used by educational researchers since it is a convenient, yet "powerful technique for selecting a sample that is representative of a larger population (Borg & Gall, 1971, p. 120). The Random Numbers abridged from Handbook of Tables for Probability and Statistics (Babbie, 1975) and Langley's (1973) directions were used to randomly select the schools. To stratify random samples two considerations were employed: 1) the stratification of the population into

subpopulations of urban and rural; and 2) a systematic sampling of counselors within subpopulations through computer generation.

Selection of principals and their representative teaching staffs was conducted differently. First, all division superintendents of schools were contacted to request permission to administer the instrument. Forty-three school divisions agreed to participate, and one hundred forty provided specific schools which they felt were representative of their division. When principals were contacted they were requested to randomly select teachers from their rosters. The remaining principals for the sample were randomly selected and contacted individually to respond to the survey questionnaire.

Instrumentation

Description

The rated effectiveness of secondary school counselors was theorized to be related to the congruence between degree of importance and degree of attainment of counselor role and function as perceived

by principals, counselors, and teachers. The Counselor Role Repertoire Needs Assessment Survey was developed by the investigator to operationalize and measure: 1) perceived degree of importance of counselor role and function; 2) perceived degree of attainment of counselor role and function; and 3) rated effectiveness of secondary school counselors.

A list 200 of potential duties and responsibilities was compiled from information found in the professional literature regarding role, functions of counselors (e.g. American School Counselor Association, 1974, 1977), analysis of local guidance curricula across the Commonwealth of Virginia, and from research studies conducted on various aspects of the role of secondary school counselors (Carmical & Calvin, 1970; Dietz, 1972; Helms & Ibrahim, 1983; Ibrahim, 1981; Ibrahim, Helms, & Thompson, 1983; and Ibrahim, Helms, Wilson, & Thompson, 1984). Role and function duties outlined from job descriptions supplied by Virginia school districts were also reviewed. One hundred counselor role and function statements were identified to be included in a pilot survey.

Guidelines for constructing an agreement scale were obtained from Henerson, Morris, and Fitz-Gibbon,

(1978). Steps included: 1) asking a pilot group to respond to the pool of statements. The pilot group consisted of people who were a) similar to the people whose attitudes would be measured, and b) likely to express the whole range of attitudes an instrument is likely to detect; 2) scoring the responses by assigning them one to five points—five for most favorable, one for least favorable; 3) computing a score for each respondent by totaling the points corresponding to his/her response; 4) identifying high scorers (top 25%) and low scorers (lowest 25%); and 5) analyzing each statement according to how high and low scorers responded to it. An item analysis was conducted to select from the pool of items the ones that most effectively reflected the information sought and to eliminate the less effective items from the instrument.

The Counselor Role Repertoire Needs Assessment Survey consists of three parts: part I of the instrument records demographic and descriptive data from all respondents; part II of the instrument includes 55 role behavior statements descriptive of the tasks secondary school counselors perform in carrying out their role; and part III elicits responses on perceived effectiveness of counselors on 11 constructs.

Role behavior statements were rated by respondents on a Likert-type measurement scale in which the interval between each point is assumed to be equal. The Likert-type ordinal scale permits the expression of several degrees of agreement-disagreement and reveals more precise information about the individual's opinion on the issue referred to by the given item.

Respondents rated the behavior statements on two dimensions: degree of importance of role behavior and degree of attainment of role behavior. At the end of the entire survey, the respondents rated their perceived effectiveness of the secondary school counselor using the same Likert type scale on each of the 11 role construct categories of Program Development, Counseling, Pupil Appraisal, Educational or Occupational Guidance, Referral, Placement, Parent Consultation,, Teacher Consultation, Research, Public Relations, and Professionalism.

Validity

"Measuring instruments must have sufficient reliability (consistency of measurement) and validity (a close, direct relationship to the variable to be

measured) so that there is a high probability of getting at the truth regarding the purpose, questions, and hypotheses that guide the research" (Galfo, 1983, p. 79). To establish content validity, the list of 100 role statements compiled by the investigator was mailed to a panel of twelve judges, including central office personnel, counselors, principals, teachers, and counselor educators. The judges were instructed to: a) look over all response statements and rate the descriptions as 1) strongly disagree; 2) disagree; 3) undecided or uncertain; 4) agree; or 5) strongly agree; then, b) put an "X" by the five most important functions under each specific construct. An item analysis was employed to further refine the behavior statements with the inclusion of the maximum of 55 items for the instrument to use in a pilot study.

Status validity was established by "indicating that differences in response patterns in the instrument reflect real differences in subjects" (Galfo, 1983, p. 76). The status validity of The Counselor Role Repertoire Needs Assessment Survey concerning importance, and attainment of counselor role and function would be substantiated if the mean score of counselors were significantly greater or different than

the mean score of principles and teachers on the items which reflected the 11 constructs of Staff Consultation, Placement, Pupil Appraisal, Program Development, Parent Consultation, Research, Referral, Group Guidance, Counseling, and Public Relations. Analysis of variance of the pilot study which consisted of a sample of 27 counselors and teachers revealed significant disagreement between importance and attainment of counselor role and functions on the constructs of Research, Referral, Group Guidance, Counseling and Public Relations. There was little or no significant disagreement among the pilot group on the constructs of Staff Consultation, Placement, Pupil Appraisal, and Program Development.

Reliability

The reliability of an instrument is dependent on its accuracy and stability. "Reliability can be defined as the relative absence of errors of measurement in a measuring instrument" (Kerlinger, 1973, p. 443). Reliability can be increased if the items on the instrument are written unambiguously and if instructions are clearly stated.

Results of the pilot study as well as the procedures used by the judges in establishing content validity were utilized to improve the reliability of the instrument. To further improve the reliability, the proposed final form of the instrument was administered to a group of 10 teachers, an assistant principal, and principal of a high school and 11 counselors. After one week, the same instrument was readministered to the same group under similar conditions. The test-retest procedure in which the same group responds to the instrument on two separate occasions does provide an estimate of reliability or stability of the instrument (Galfo, 1983). A Pearson product-moment correlation coefficient was calculated between the two administrations for each of the major constructs. The correlation between degree of importance was $r=.96$; degree of attainment $r=.87$; and effectiveness $r=.93$. The combined mean reliability coefficient was $r=.92$ and represented a high degree of reliability for the purpose of this study (Abel, 1965).

Participants in the pilot study were encouraged to change or add behavior statements and make suggestions about the instructions and/or data collection procedures. Participants were also asked to record the

length of time it took them to complete the questionnaire.

Method of Data Collection

A letter was mailed to the Central Office Administrator for Personnel in the Virginia school districts employing secondary school counselors. They were requested to supply a copy of their system's written job description. The Director of Pupil Personnel was contacted in the same manner for a copy of their guidance curriculum. A letter was written to the central office administrator responsible for research of each school district in the sample to briefly explain the study and request permission to contact the principals of schools selected for the sample from that district. A letter was written to principals in the sample explaining the study and requesting their participation. An 80 percent rate of return of the survey was sought.

To increase response returns a three-cycle questionnaire administration was employed (Galfo, 1983). In the initial circulation, a cover letter contained the following information: 1) purpose and

significance of study, 2) importance of the information to be furnished by the respondent, 3) assurance of anonymity with coding designations for sample populations of teacher, counselor and administrator, and 4) deadline date for the return of the instrument. The endorsement of the Virginia Counselors Association and the Virginia Association of Secondary School Principals was also elicited to increase the individuals desire to respond and to increase the rate of return.

The second cycle was circulated with a plea to return the questionnaire. An anonymous appeal was elicited, i.e. "If you have not returned the questionnaire..." with a second deadline. "Results from the second appeal were tabulated after the revised deadline date and kept separate from the first response group " (Galfo, 1983, p. 87).

The third cycle included an appeal in the form of a personal letter, including a second copy of the questionnaire and a third deadline date for return.

Research Methodology

The research methodology includes: 1) defining

objectives, 2) selecting a sample, 3) writing items, 4) constructing the questionnaire, 5) pretesting, 6) preparing letters of transmittal, and 7) sending out the questionnaire and follow-up (Borg & Gall, 1983).

The questionnaire was administered to a random sample of principals, counselors, and teachers in the Commonwealth of Virginia.

Null Hypotheses

In this study the following null hypotheses were tested:

1. There are no significant differences among principals, counselors, and teachers in their perceptions of the "degree of importance" of counselor role and function as measured by The Counselor Role Repertoire Needs Assessment Survey.

2. There are no significant differences among principals, counselors, and teachers in their perceptions of the "degree of attainment" of counselor role and function as measured by The Counselor Role Repertoire Needs Assessment Survey.

3. There are no significant differences among principals, counselors and teachers in their perceptions of the effectiveness of secondary school counselors as measured by The Counselor Role Repertoire Needs Assessment Survey.

4. There are no significant relationship between the rated effectiveness of secondary school counselors and the proportion of time devoted exclusively to counseling students.

Statistical Analysis

A stepwise multiple discriminate analysis was conducted to examine the differences among the three groups on the 11 role construct variables. The discriminate analysis equation uses a person's score on the predictor variables in an attempt to predict the group of which the person is a member. With discriminant analysis the total sample can be classified into three groups on the basis of the perceived degree of importance and degree of attainment of counselor role and function. Discriminant analysis

computes linear equations, the discriminant functions which maximize the variability among the three groups. Based on the best linear function, a set of classification functions is derived which permits classification of new cases with unknown membership. The adequacy of the discriminant function to correctly classify subjects into groups is evaluated by the "percent correct classification". The contribution of the individual predictors is ascertained by the F-to-enter values with the stepwise analysis and the standardized beta weights (Schutz, Smoll & Gessaroli, 1983).

Finally, chi-square comparison was conducted on the descriptive and demographic data to ascertain that the respondents from the sample were representative of the total population with regard to age, sex, training and experience.

Two categories of variables will be examined as predictors of importance of services. The first is guidance and counseling resources as perceived by principals, teachers and students and includes the 11 role constructs. The second category examined was guidance and counseling activities which are actually attained as perceived by counselor, teachers and

principals and includes the amount of time spent counseling with students and how this time is distributed among the other constructs.

Summary

The purpose of this study was to determine if there was a discrepancy between importance and attainment of counselor role and function for secondary school counselors, and to measure the degree of importance of counselor role and function, the degree of attainment of counselor role and function, and the rated effectiveness of secondary school counselors. The hypotheses were drawn from the literature and data to test the hypotheses were collected through the use of The Counselor Role Repertoire Needs Assessment Survey and analysis of written job descriptions as well as guidance curricula. The criterion variable can be designated as Y=effectiveness, and predictor variables can be designated as X1=Role/Function Behavior Congruence Scores.

The subjects for this investigation included principals, and teachers in 40 school divisions, and secondary school counselors randomly selected from all

secondary schools in the Commonwealth of Virginia. The subjects were asked to complete The Counselor Role Repertoire Needs Assessment Survey and the data was analyzed by the SPSSx Batch System.

Chapter 4

Presentation and Analysis of Data

The Counselor Role Repertoire Needs Assessment Survey was administered to a random sample of principals, counselors and teachers in the Commonwealth of Virginia. Differences in perceptions held by the three groups on the degree of importance and degree of attainment of counselor role and function tasks on eleven constructs was examined to predict group membership and to differentiate significant functions which would isolate similarities and differences between the three groups. In addition, an evaluation between rated effectiveness of secondary school counselors and the proportion of time devoted exclusively to counseling students and differences between the three groups was also examined.

The data obtained from The Counselor Role Repertoire Needs Assessment Survey is presented and analyzed in this chapter. Data is discussed on eleven role construct categories: Educational or Occupational Guidance; Counseling; Research; Staff Consultation; Parent Consultation; Placement; Referral; Pupil

Appraisal; Program Development; Public Relations; and Professionalism.

Stepwise Multiple Discriminant Analysis and Rationale

Multivariate data requires analysis by multivariate statistical techniques to guard against large inflations in Type I error, as well as loss of information regarding important interrelationships among dependent variables. Discriminant analysis is a multivariate statistic which computes linear equations, the "discriminant functions", which maximize the variability among the three groups. It is limited to the special cases in which the criterion variable is a person's group membership. In this study, the dependent variable is a nominal variable, i.e. counselor, principal, and teacher. The series of independent variables are ordinally measured. In this study, importance, attainment, and effectiveness are summated rating methods assuming that the Likert scales from one-to-five are of equal measurement intervals.

Educational researchers are divided in their opinions as to whether most of the measurement scales used in education should be treated as ordinal or

interval scales. There is a tendency to consider such data as though they were somewhere between ordinal and interval scales (Popham & Sirotnik, 1973). Moreover, according to Coombs (1952) an interval scale is also an ordinal and nominal scale, and a ratio scale includes them all.

Stepwise multiple discriminant analysis was used in an attempt to identify the variables that are important for distinguishing among principals, counselors, and teachers, and to develop a procedure for predicting group membership for new cases whose group membership is undetermined (Norusis, 1985). Three goals can be realized through discriminant analysis:

- 1) To classify cases into one of three mutually exclusive groups on the basis of various characteristics;
- 2) To establish which characteristics are important for distinguishing among groups; and
- 3) To evaluate the accuracy of the classification.

Variables selection methods utilized the stepwise procedure, i.e. forward and backward elimination by selecting the single best discriminating variable. A

second discriminating variable is selected as the variable best able to improve the value of the discrimination criterion in combination with the first variable. The third variable is selected according to their ability to contribute to further discrimination. At each step, variables already selected may be removed if they are found to reduce discrimination when combined with more recently selected variables. The eleven role construct variables were entered for "importance" and "attainment".

The criteria for controlling the stepwise selection was minimum Wilks Lambda and minimum Mahalanobis distance between groups. Wilks Lambda indicates how powerful the discriminant function appear to be in the relationship. When variables are considered individually, lambda is the ratio of the within-groups sums of squares to the total sum of squares. A lambda of "1" occurs when all observed means are equal. Values close to "0" occur when within-groups variability is small compared to the total variability. It is the proportion of the total variance in the discriminant scores not explained by the differences among groups. Small values of lambda are associated with functions that have much variability

between groups. A lambda of "1" occurs when the means of the discriminant score is the same in all groups and there is no between group variability.

Mahalanobis distance, D^2 , is a generalized measure of the distance between two groups. When Mahalanobis distance is the criterion for variable selection, the Mahalanobis distance between all pairs of groups are calculated first. The variable that has the largest D^2 for the two groups is calculated first. The variable that has the largest D^2 for the two groups that are closest is selected for inclusion.

Discriminating power of discriminant functions was derived from eigenvalues and their associated canonical correlation. Eigenvalue is the ratio of between-group variability to within-group variability. The eigenvalues and their associated canonical correlations denote the relative ability of each function to separate groups.

Further evidence about the group differences was derived from the group centroids, a plot of cases with X^2 expectancies, and the rotation of the discriminant function axes. Optional statistics for the analysis component included means, standard deviations, and classification table results.

Group centroids are the mean discriminant scores for each group in their respective functions. Classification results table provides expected and observed frequencies of group membership. Further, the rotation of the discriminant function facilitates interpretation results. The discriminant functions are derived such that the first function separates the groups as much as possible. The second function separates them as much as possible in an orthogonal (right-angle) direction given the first separation. The third function provides maximal separation in another orthogonal direction. The final result is that the groups are as distinct as possible given the original discriminating variable. The discriminant functions can be considered as defining axes in a geometric space in which each case and group centroid are points (Norusis, 1985).

Analysis of Demographic Data

Table 1 (p. 84) reports demographic data on the sample of respondents, N=687 with a 85 percent rate of return. A number of distinct observations emerge from the demographic profile of the sample surveyed. For

Table 1
Demographic Profile of Respondents

Item	Principals	Counselors	Teachers	χ^2	df
GENDER:					
Male	93.3%	26.7%	32.4%	109.0*	2
Female	6.7%	73.3%	67.6%		
COMMUNITY:					
Urban	47.5%	55.1%	58.3%	2.7	2
Sub/rural	52.5%	44.4%	40.7%		
HIGHEST DEGREE:					
Ed.D/Ph.D.	12.5%	2.5%	1.2%		
Ed.S/C.A.G.S.	10.8%	1.6%	.9%	132.0*	6
M.S./M.A./M.Ed.	75.8%	93.4%	47.2%		
B.A./B.S.	.8%	2.5%	50.6%		
AGE DISTRIBUTION:					
56 or over	12.5%	18.5%	7.4%		
46 - 55	28.3%	33.3%	21.0%	40.3*	6
35 - 45	57.5%	42.4%	45.7%		
under 35	1.7%	5.8%	25.9%		
SCHOOL SIZE:					
1200 or over	42.5%	49.0%	46.2%		
800 - 1199	29.2%	28.8%	32.8%	2.1	4
less than 800	28.3%	22.2%	21.0%		

Table 1 (continued)

Item	Principals	Counselors	Teachers	χ^2	df
DIPLOMA PURSUITE:					
20 credit	36.1%	28.1%	47.7%		
22 credit	20.9%	11.6%	32.1%	34.4*	4
combination	43.0%	60.3%	20.4%		
PERCENT COLLEGE					
BOUND STUDENTS:					
75% or over	24.2%	13.2%	16.7%		
50%	29.2%	33.9%	33.0%	6.5	6
25 - 49%	44.2%	46.3%	42.0%		
less than 25%	2.5%	6.6%	7.4%		
PERCENT OF TIME					
ON GUIDANCE:					
10% - 30%	36.7%	34.9%	25.7%		
30% - 50%	47.5%	48.0%	45.7%	6.7	4
50% or more	15.8%	18.1%	28.6%		
PERCENT OF TIME					
ON COUNSELING:					
10% - 30%	35.8%	41.6%	57.1%		
30% - 50%	52.5%	46.5%	36.4%	10.2	4
50% or more	11.7%	11.9%	6.5%		

Table 1 (continued)

Item	Principals	Counselors	Teachers	X ²	df
PERCENT OF TIME					
ON ADMINISTRATIVE					
10% - 30%	67.5%	42.8%	27.1%		
30% - 50%	25.8%	45.2%	39.7%	46.2*	4
50% or more	6.7%	12.0%	33.2%		
GUIDANCE PHILOSOPHY:					
yes	87.5%	84.8%	67.0%		
no	1.7%	6.2%	3.4%	21.5*	4
uncertain	10.8%	9.1%	29.6%		
GUIDANCE CURRICULUM:					
yes	58.3%	58.0%	50.0%		
no	25.0%	26.7%	6.5%	33.9*	4
uncertain	16.7%	15.2%	43.5%		
COUNSELOR GOALS					
FOR STUDENTS:					
yes	54.2%	59.3%	30.6%		
no	28.3%	24.7%	8.6%	61.3*	4
uncertain	17.5	16.0%	60.5%		
JOB DESCRIPTION					
FOR COUNSELORS:					
yes	84.2%	72.0%	67.9%		
no	7.5%	16.9%	1.9%	31.8*	4
uncertain	8.3%	11.1%	29.9%		

Table 1 (continued)

Item	Counselors only	χ^2	df
YEARS OF COUNSELING			
EXPERIENCE:			
less than 5 years	14.4%		
5 - 15 years	41.6%	30.6*	3
16 - 25 years	35.4%		
25 years or more	8.6%		
NUMBER OF STUDENTS			
IN CASELOAD:			
over 500	7.0%		
300 - 499	62.1%	45.9*	2
less than 300	30.7%		
LEVEL COUNSEL:			
freshman	4.1%		
sophomore	4.1%		
junior	4.1%	252.4*	4
senior	4.1%		
combination	83.5%		
LICENSED AS A PROFESSIONAL			
COUNSELOR:			
yes	16.5%		
no	82.2%		

N=687

* $p < .000$

example, 52 percent of the counselors are over 46 years of age, while 72 percent of the teachers were 35 years of age or younger. Further, 62 percent of the counselors reported caseloads between 300-499. Sixty percent of the counselors also reported their caseloads consisted of students pursuing a combination of diplomas with 47 percent pursuing an advanced studies curriculum.

Finally, with regard to program development all groups reported "no or uncertain", (52%) that there were written goals for students as a structured component of the guidance program. Teachers as a group most frequently reported "no or uncertain" (33%) that a philosophy of guidance existed, or that there was a guidance curriculum, (50%).

In addition, Table 2 (p. 89) reports in terms of percent of time spent on counseling, guidance and administrative functions : all three groups reported that 60 percent counseling was achieved about 10 percent of the time. Teachers reported that administrative and guidance functions took up most of the counselors time, while counseling consumed the least amount of the counselors time. Chi-square results revealed significant differences between the

Table 2
Percentage of Counselor's Time Devoted to Guidance,
Counseling and Administrative Functions as Reported
by Counselors, Teachers and Principals

Percent of Time	Guidance	Counseling	Administrative	χ^2
COUNSELORS:				
10-30%	34.9	41.6	42.8	
30-50%	48.0	46.5	45.2	2.78
50-100%	18.1	11.9	12.0	
TEACHERS:				
10-30%	25.7	57.1	27.1	
30-50%	45.7	36.4	39.7	36.17*
50-100%	28.6	6.5	33.2	
PRINCIPALS:				
10-30%	36.7	35.8	67.5	
30-50%	47.5	52.5	25.8	27.21*
50-100%	15.8	11.7	6.7	

* $p < .00$

df=4

tree groups on all items on the demographic data except community, size of school, and percent of college bound students.

Analysis of Degree of Importance and Degree of Attainment of Counselor Role and Function

Hypothesis 1: There is no significant differences among principals, counselors, and teachers in their perceptions of the "degree of importance" of counselor role and functions as measured by The Counselor Role Repertoire Needs Assessment Survey.

Hypothesis 2: There is no significant differences among principals, counselors, and teachers in their perceptions of the "degree of attainment" of counselor role and functions as measured by The Counselor Role Repertoire Needs Assessment Survey.

Group means, standard deviations, and F-ratios as one-way analysis of variance procedures for all groups combined are reported in Table 3 (p. 91) for eleven role constructs on importance. As a test for univariate equality of group means, the hypothesis that

Table 3
Means, Standard Deviations and F-ratio on Eleven
Constructs for Importance
For All Groups Combined

Construct	Mean	SD	F-ratio
Educational or occupational guidance	8.28	2.52	8.00*
Counseling	9.12	2.84	13.88*
Research	12.09	3.20	5.69
Staff consultation	10.45	3.01	9.61*
Parent consultation	8.82	2.58	8.52*
Placement	7.83	2.47	4.50
Referral	8.63	2.62	8.65*
Pupil appraisal	9.56	2.70	7.61*
Program Development	10.41	2.98	14.28*
Public relations	11.79	3.28	22.04*
Professionalism	9.54	2.19	24.12*

* $p < .001$

$n = 687$

$d.f. = 2, 684$

all group means are equal is rejected at $p < .001$ for all role constructs except importance of Research ($F=5.69$) and importance of Placement ($F=4.50$).

Group means, standard deviations and F-ratios as one-way analysis of variance procedures are reported in Table 4 (p. 93) for eleven role constructs on attainment. As a test for univariate equality of group means, the hypothesis that all group means are equal is rejected at $p < .01$ for all constructs except attainment of Research ($F=.25$) and the attainment of Program Development ($F=2.02$).

In contrast with group means (Tables 5 and 6 p. 94 and 95) Counselors reported greater importance than principals and teachers on all constructs except Research and Program Development. Research-activities that validate the counselor's perceptions of the need for change or demonstrate that a new technique, strategy or intervention accomplish a goal; and program development-planning, assessing needs, and providing a systematic program for the delivery of services was of least importance to counselors as a group.

Principals, teachers and counselors gave greater importance to Educational or Occupational Guidance, to Counseling and to Placement. Overall, teachers

Table 4
Means, Standard Deviations and F-ratio on Eleven
Constructs for Attainment
For All Groups Combined

Construct	Mean	SD	F-ratio
Educational or occupational guidance	10.94	3.24	22.03*
Counseling	13.30	3.59	19.54*
Research	16.51	3.67	.25
Staff consultation	14.70	3.68	18.76*
Parent consultation	11.18	3.33	18.48*
Placement	9.58	3.27	34.28*
Referral	10.79	3.16	25.30*
Pupil appraisal	11.95	3.29	8.80*
Program Development	14.71	3.84	2.02
Public relations	15.97	3.84	8.20*
Professionalism	12.07	3.13	6.92*

* $p < .01$

n=687

d. f. = 2,684

Table 5
Means and Standard Deviations for Principals, Counselors
and Teachers on Eleven Constructs
for Importance

Construct	Principals		Counselors		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Educational or occupational guidance	8.1	2.0	7.9	2.5	8.7	2.7
Counseling	8.6	2.2	8.6	2.7	9.7	3.0
Research	11.3	3.5	12.1	3.0	12.4	3.2
Staff consultation	9.5	2.9	10.4	2.7	10.9	3.1
Parent consultation	8.3	2.0	8.5	2.6	9.2	2.7
Placement	7.6	1.9	7.6	2.5	8.1	2.6
Referral	8.2	2.1	8.3	2.4	9.1	2.8
Pupil appraisal	8.9	2.2	9.4	2.5	10.0	3.0
Program development	9.5	2.7	10.1	2.7	11.0	3.1
Public relations	10.4	3.0	11.5	3.1	12.6	3.3
Professionalism	9.1	1.9	8.6	2.0	10.1	2.3

n=687

Table 6
Means and Standard Deviations for Principals, Counselors
and Teachers on Eleven Constructs
for Attainment

Construct	Principals		Counselors		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Educational or occupational guidance	11.1	3.2	10.0	3.1	11.7	3.1
Counseling	13.2	3.3	12.3	3.6	14.1	3.0
Research	16.3	3.4	16.6	3.7	16.5	3.7
Staff consultation	14.4	3.5	13.7	3.7	15.6	3.5
Parent consultation	11.6	3.1	10.2	3.2	11.8	3.3
Placement	9.7	3.2	8.6	3.0	10.8	3.1
Referral	11.0	3.1	9.7	2.9	11.5	3.1
Pupil appraisal	12.0	3.5	11.3	3.3	12.4	3.1
Program development	14.1	3.3	14.9	4.2	14.8	3.7
Public relations	14.7	3.7	16.1	3.8	16.3	3.7
Professionalism	12.2	3.1	11.5	3.2	12.5	3.0

n=687

demonstrated greater variance in their perceptions of importance on all role constructs.

All three groups reported less attainment on the constructs of Counseling, Research, Staff Consultation, Program Development, Public Relations and Professionalism. All three groups reported greater attainment of Educational or Occupational Guidance, Parent Consultation, Placement, Referral, and Pupil Appraisal. Principals and counselors appeared to be closer in agreement regarding the attainment of all constructs except Program Development and Public Relations. Teachers and counselors seemed to be closer in agreement that Program Development and Public Relations was attained less frequently.

Stepwise multiple discriminant analysis resulted in two canonical discriminant functions: Professional Interactions with an eigenvalue of .37 that accounted for 78% of the total between group variability and Public Related Accountability with an eigenvalue of .10 which accounted for 22 percent of the total between group variability.

Function I Professional Interactions had the following constructs and corresponding discriminant function coefficients:

Attainment of Staff Consultation	(.91)
Importance of Public Relations	(.55)
Attainment of Placement	(.55)
Importance of Staff Consultation	(-.52)
Importance of Professionalism	(.53)

Function II: Public Accountability had the following constructs and corresponding discriminant function coefficients:

Attainment of Public Relations	(.87)
Attainment of Parent Consultation	(.52)
Attainment of Placement	(.44)
Importance of Staff Consultation	(.41)
Attainment of Professionalism	(-.39)

Table 7 (p. 98) reports rotated standardized discriminant function coefficients. Rotation redistributes the explained variance for the individual factors. The discriminant functions are derived in a manner that the first function separates the groups as much as possible. The second function separates them as much as possible in an orthogonal direction given the first separation, the third function provides maximal separation in another orthogonal direction (Norusis, 1985). The results differentiate the groups

Table 7
Rotated Standardized Discriminant Function Coefficients
for Attainment versus Importance

Variables	Public Accountability	Professional Interaction
Staff consultation (A)	.85	.34
Placement (A)	.67	.23
Public relations (I)	.63	.11
Professionalism (I)	.54	.06
Research (A)	.52	.18
Professionalism (A)	.42	.28
Program development (A)	.40	.23
Counseling (A)	.37	.04
Placement (I)	.30	.10
Public relations (A)	.03	.94
Staff consultation (I)	.36	.56
Pupil appraisal (I)	.19	.48
Parent consultation (A)	.20	.48
Referral (A)	.04	.32
Educational or occupational guidance (I)	.06	.30
Program development (I)	.18	.29

* (A)=Attainment

(I)=Importance

as distinctly as possible given the original discriminating variables. The discriminant functions can be viewed as defining axes in a geometric space in which each case and group centroid are points.

Table 8 (p. 100) reports stepwise multiple discriminant analysis resulted in a varimax rotated transformation matrix that accounted for 72 percent of the variance in Function I and 28 percent of the variance in Function II.

Function I: Public Accountability consisted of the following constructs and corresponding discriminant function coefficients:

Attainment of Staff Consultation	(.84)
Attainment of Placement	(.67)
Importance of Public Relations	(.63)
Importance of Professionalism	(.54)
Attainment of Research	(-.52)

Function II: Professional Interactions had the following constructs and corresponding discriminant function coefficients:

Attainment of Public Relations	(.94)
Importance of Staff Consultation	(.56)
Importance of Pupil Appraisal	(.48)
Attainment of Parent Consultation	(-.47)

Table 8

Varimax Rotation Transformation Matrix

	Public <u>Accountability</u>	Professional <u>Interaction</u>
<u>Functions</u>	71.91	28.09
Public Accountability	.94	-.33
Professional Interaction	.33	.94

Attainment of Referral

(-.32)

Further evidence about the group differences can be derived from the group centroids and plot of cases. The group centroids are reported in Table 9 (p. 102) and represent the mean discriminant scores for each group on the respective functions. The centroid summarizes the group locations in the space defined by the discriminant functions. On Function I, Public Accountability, principals and counselors appear to respond similarly on the attainment of Staff Consultation and Placement; the importance of Public Relations and the importance of Professionalism. Teachers differed from counselors and principals on these four constructs.

There was also an inverse relationship for attainment of Research with greater variability among teachers, counselors, and principals. On Function II, Professional Interaction, counselors and teachers were more alike in their responses on the constructs of attainment of Public Relations, importance of Staff Consultation, and the importance of Pupil Appraisal. There also was another inverse relationship regarding the constructs of attainment of Parent Consultation and

Table 9
Mean Discriminant Scores for each Group
on Function 1 and 2

Group	Function 1	Function 2
	Public Accountability	Professional Interaction
Principals	-.69	-.77
Counselors	-.96	.24
Teachers	.97	.11

attainment of Referral with variability among all three groups.

Table 10 (p. 104) reports classification results. Classification of cases serves two purposes in this study: 1) as a process of identifying the likely group membership of a case when the only information known is the cases' values on the discriminating variables; and 2) to test the adequacy of the derived discriminant functions. By classifying the cases used to derive the functions initially and comparing predicting group membership, one can empirically measure the success in discrimination by observing the proportion of correct classifications. Chi-square ($\chi^2 = 92.96$) estimations for group membership indicate that each group was significant ($p < .000$). The percent of grouped cases correctly classified was 53 percent.

Analysis of Degree of Effectiveness of Counselor Role and Function on Eleven Role Constructs.

Hypothesis 4. There are no significant differences among principals, counselors and teachers in their perceptions of the effectiveness of secondary school counselors as measured by The Counselor Role Repertoire

Table 10
 Classification Results on Importance
 Versus Attainment

Group	No. of Cases	Predicted Group Membership		
		1	2	3
Group 1 Principals	120	47	33	40
Group 2 Counselors	243	45	123	75
Group 3 Teachers	324	73	58	193

Percent of "Grouped" Cases Correctly Classified: 53%

$\chi^2 = 92.96$

df=4

p<.0000

Needs Assessment Survey.

Group means, standard deviations and F-ratios as a one-way analysis of variance are reported in Table 11 (p. 106) for eleven role constructs measuring effectiveness. As a test for univariate equality of group means, the hypothesis that all group means are equal is rejected at $p < .001$ for all constructs except Educational Occupational Guidance, Research, Parent Consultation, Pupil Appraisal, and Professionalism.

All three groups felt counselors were less effective in Research and Public Relations. Teachers felt counselors were less effective on all role constructs than did counselors and principals.

Table 12 (p. 107) reports the summary table of variables entered into the stepwise procedure in order of importance of discriminating value. In contrast with group means (Table 9) counselors and principals are more in agreement on the effectiveness of the role constructs of Placement, Educational or Occupation Guidance, Pupil Appraisal, Research, Program Development, Public Relations, Referral, Professionalism, and Counseling. Teachers demonstrated higher variability on effectiveness of all role constructs. Principals and teachers were more in

Table 11

Means, Standard Deviations and F-Ratios for Principals, Counselors
and Teachers on Eleven Constructs Measuring Effectiveness

Construct	Principals		Counselors		Teachers		F
	Mean	SD	Mean	SD	Mean	SD	
Educational or occupational guidance	2.1	.76	2.4	.85	2.4	.89	6.11
Counseling	2.0	.93	2.0	1.1	2.3	1.0	9.80*
Research	3.8	.87	3.9	1.0	3.6	.99	5.45*
Staff consultation	2.6	.87	2.2	.96	2.7	1.0	16.33*
Parent consultation	2.1	.82	2.0	.92	2.3	.90	6.20
Placement	1.5	.65	1.3	.70	1.9	.87	47.75*
Referral	2.0	.76	1.6	.81	2.1	.88	22.39*
Pupil appraisal	2.0	.84	1.8	.92	1.9	.92	1.23
Program development	2.3	.82	2.2	.96	2.6	1.02	12.07*
Public relations	2.9	1.24	2.8	1.3	3.3	1.3	12.45*
Professionalism	2.4	.90	2.2	1.2	2.4	.84	4.37

* $p < .001$

Table 12
 Summary Table of Variables in Order
 of Importance for Effectiveness

Step No.	Construct	Wilks' Lambda	Minimum D Squared
1	Placement	.87	.08
2	Educational or occupational guidance	.85	.26
3	Staff consultation	.83	.38
4	Pupil appraisal	.81	.51
5	Research	.79	.54
6	Program Development	.79	.55
7	Professionalism	.78	.57
8	Public relations	.77	.59
9	Referral	.76	.66
10	Professionalism	.76	.64
11	Parent consultation	.75	.66
12	Counseling	.75	.66

p < .01

agreement regarding the effectiveness of Staff Consultation, Professionalism and Parent Consultation. For grouped means counselors appeared very effective to effective on their roles of Placement and Referral; somewhat effective to little effective on their roles of Research and Public Relations.

Stepwise multiple discriminant analysis resulted in two canonical discriminant functions for effectiveness. Public accountability with an eigenvalue of .27 that accounted for 85 percent of the variance and professional consultation with an eigenvalue of .04 which accounted for 15 percent of the variance. Function I, Public Accountability consisted of the following role constructs and corresponding discriminant function coefficients for effectiveness:

Placement	(.66)
Research	(.38)
Pupil Appraisal	(-.34)
Public Relations	(.34)

Function II, Professional Interaction had the following role constructs and corresponding discriminant function coefficients for effectiveness:

Educational and Occupational Guidance	(.81)
--	-------

Staff Consultation	(.56)
Placement	(.40)
Referral	(-.39)
Pupil Appraisal	(-.40)

Table 13 (p. 110) reports rotated standardized discriminant function coefficients; redistributing the explained variance for the individual factors. The stepwise discriminant analysis resulted in a rotated transformation matrix that accounted for 73 percent of the variance in Function I and 37 percent of the variance in Function II.

After rotation Function I: Public Accountability consisted of the following constructs and corresponding discriminant function coefficients:

Placement	(.77)
Pupil Appraisal	(-.48)
Public Relations	(.39)
Research	(-.34)

Function II: Professional Interaction had the following constructs and corresponding discriminant function coefficients:

Educational Occupational	
Guidance	(-.84)
Staff Consultation	(.66)

Table 13
Rotated Standardized Discriminant Function
Coefficients Loadings for Effectiveness

Variables	Public Accountability	Professional Interaction
Placement	.77	.09
Pupil appraisal	.48	.22
Public relations	.39	.04
Research	.35	.16
Counseling	.19	.03
Program development	.16	.06
Educational or occupational guidance	.12	.84
Staff consultation	.08	.66
Referral	.07	.47
Parent consultation	.15	.22

Referral (.47)

Parent Consultation (-.22)

Group centroids reported in Table 14 (p. 112) and representative mean discriminant scores provide differences for each group on the respective functions. On Function I principals and counselors were more in agreement regarding the effectiveness of counselors on Research, Placement, Pupil Appraisal and Public Relations. Principals and counselors tended to rate counselors as effective on these constructs and teachers tended to rate counselors as somewhat effective. All three groups rated counselor effectiveness on the construct of Research between "somewhat effective" to "of little effectiveness". Teachers also had more variance as a group on the rating of these constructs than principals and counselors. On Function II, Educational Occupational Guidance, Staff Consultation, Parent Consultation and Referral, principals and teachers were more in agreement on counselor effectiveness on these constructs. Principals and teachers tended to rate counselors more as somewhat effective while counselors self-ratings was closer to effective on these role constructs. Counselors and teachers also demonstrated

Table 14
Canonical Discriminant Functions Evaluated
at Group Means for Effectiveness

Group	Public Accountability	Professional Interaction
Principals	-.29	.24
Counselors	-.82	-.40
Teachers	.73	.21

more variability than principals on this function.

Table 15 (p. 114) reports classification results. Chi-square estimations ($\chi^2=101.05$) for group membership indicate that each group was significant ($p<.000$). Percent of grouped cases correctly classified was 55 percent.

Summary

Four hypotheses were presented in this chapter. The findings were discussed in terms of the statistical analyses used to test the four null hypotheses. Hypotheses one, two, three and four were tested by one-way analysis of variance procedures and stepwise multiple discriminant analysis. Table 3 and 4 contains results showing that significant differences exist between principals, counselors and teachers on their perceptions of the importance of all role constructs except Placement and Research. Therefore the null hypothesis was rejected at $p<.001$ level of significance. The importance of Placement and Research was not significant for the three groups.

Significant differences exist between principals, counselors and teachers on their perceptions of the

Table 15
 Classification Results on Effectiveness

Group	No. of Cases	Predicted Group Membership		
		1	2	3
Group 1 Principals	117	24	43	50
Group 2 Counselors	234	28	159	47
Group 3 Teachers	315	44	88	183

Percent of "Grouped" Cases Correctly Classified: 55%

$\chi^2 = 101.05$

df=4

p<.0000

attainment of all role constructs with the exception of the attainment of Research and the attainment of Program Development. Therefore the null hypothesis was rejected at the $p < .01$ level of significance.

Table 11 contains results showing that significant differences exist between the perceptions of principals, counselors and teachers regarding perceived effectiveness of counselor role and function on all constructs except Educational Occupational Guidance, Research, Parent Consultation, and Professionalism. Therefore, the null hypothesis was rejected at the $p < .001$ level of significance.

Table 9 contains results regarding group centroids and mean discriminant scores for each group on the respective functions for importance and attainment. On Function I, Public Accountability, principals and counselors appeared to respond similarly on the attainment of Staff Consultation and Placement; and on the importance of Professionalism and Public Relations. Teachers differed from counselors and principals on the importance and attainment on this function. On Function II, Professional Interaction, counselors and teachers appeared to respond similarly on the constructs of attainment of Public Relations and the

importance of Staff Consultation and Pupil Appraisal. Table 10 reports classification results. Chi-square estimations for group membership indicate that each group was significant ($p < .000$). Percent of grouped cases correctly classified was 53 percent.

Table 14 reports group centroids representing the mean discriminant scores for each group on the respective functions. Principals and counselors were more in agreement regarding effectiveness of counselors on Research, Placement, Pupil Appraisal and Public Relations. Principals and teachers were more in agreement on counselor effectiveness on Educational Occupational Guidance, Staff Consultation, Parent Consultation and Referral. Table 15 reports classification results. Chi-square estimations ($\chi^2 = 101.05$) indicate that each group was significant ($p < .000$) with percent of grouped cases correctly classified at 55 percent.

Chapter 5

Summary, Conclusions, Discussion and Recommendations

The statement of the problem, a selected review of the literature, a report of methods and procedures, and analyses of the findings were presented in the first four chapters. In this chapter, a summary of the study and findings is presented as well as conclusions and recommendations. Suggestions for further study are also presented.

Summary

It was the purpose of this study to measure the degree of perceived "importance" of role and function behaviors versus the perceived "attainment" of role and function behavior; to ascertain the discrepancy between rated importance and attainment of role behavior; and to evaluate the perceived effectiveness of secondary school counselors in Virginia public schools as viewed by principals, counselors, and teachers. More specifically, answers to the following questions were sought:

1. Are there differences among principals, counselors and teachers in their evaluation of the degree of importance and degree of attainment of counselor role and function within the eleven role construct categories as measured by The Counselor Role Repertoire Needs Assessment Survey?

2. What are the differences among principals, counselors and teachers in their evaluation of the effectiveness of school counselors on the eleven role constructs as measured by The Counselor Role Repertoire Needs Assessment Survey?

3. What percentage of the counselors' time is estimated to be devoted exclusively to counseling students as set forth by Standard E, Number 9 of Standards for Accrediting Schools in Virginia as measured by The Counselor Role Repertoire Needs Assessment Survey?

The study was considered important to provide information to help clarify the role of secondary school counselors; to provide information about discrepancies between importance and attainment of counselor role and function; to provide information about the perceived effectiveness of secondary school counselors so tasks could be assigned to improve the

programs and services within secondary school settings; and provide information about the percentage of counselors' time devoted to counseling students as perceived by teachers, principals and counselors as set forth by Standard E, Number 9 of Standards for Accrediting Schools in Virginia.

Selected literature was reviewed from four perspectives: (1) the diversity and complexity of programs and services; (2) the ambiguity of counselor role and function; (3) the need for accountability; and (4) a compendium of the research findings on the benefits of counseling. Person-centered therapy of Carl Rogers provided the conceptual framework and the theoretical rationale because of its emphasis on the therapeutic role and the importance of developing a relationship in counseling.

The therapeutic perspective promotes the role of the school counselor as one to assist individuals or groups in gaining insight into their personal characteristics and possibilities; in understanding their multi-potentialities; in becoming educated to choose; and in planning constructive action. This involves providing both a process and a relationship. The fundamental goal of counseling is to achieve a

sense of independence, integration, growth, competence and responsibility which can only be realized vis-a-vis the therapeutic relationship. If counseling emerges as a relationship between people based on an attitude of mutual respect and the acceptance of the counselee as a person; the counselee can evolve to become self-understanding, self-disciplined, self-directed and self-actualized in his/her total adjustment.

Four research questions were developed and were phrased in terms of the following null hypotheses which were statistically tested for significance at the .01 level:

1. There are no significant differences among principals, counselors and teachers in their perceptions of the "degree of importance" of counselor role and function as measured by The Counselor Role Repertoire Needs Assessment Survey.

2. There are no significant differences among principals, counselors and teachers in their perceptions of the "degree of attainment" of counselor role and function as measured by The Counselor Role Repertoire Needs Assessment Survey.

3. There are no significant differences among principals, counselors and teachers on their

perceptions of the effectiveness of secondary school counselors as measured by The Counselor Role Repertoire Needs Assessment Survey.

4. There are no significant relationships between the rated effectiveness of secondary school counselors and the proportion of time devoted exclusively to counseling students.

The population for this study included all Virginia public secondary schools which employed full-time counselors and served a grade range of any combination eight/nine through twelfth grade. A total number of 803 questionnaires were distributed to randomly selected groups of counselors, principals and teachers. The number of completed and returned questionnaires for each group was as follows: principals, 120; counselors, 243; and teachers, 324. The total number of completed and returned questionnaires was 687 out of 803 for an 85 percent rate of return.

Role behavior on eleven role constructs for importance, attainment, and effectiveness data was collected with a 55-item questionnaire. The Counselor Role Repertoire Needs Assessment Survey was developed, field-tested and mailed to respondents.

Findings and Conclusions

The probability distribution of the F ratio obtained from one-way analysis of variance procedures was used to test null hypotheses one, two, three and four. Stepwise multiple discriminant analysis was considered to test hypotheses one, two, three, and four in an attempt to identify the variables that were important for distinguishing among principals, counselors, and teachers and to develop a procedure for predicting group membership for new cases whose group membership is undetermined.

Role construct analysis revealed that significant differences on importance and attainment of role constructs existed among respondents. Principals and counselor appeared to respond similarly on the attainment of Staff Consultation and Placement and on the importance of Professionalism and Public Relations, while teachers differed on these constructs. Principals and counselors felt Staff Consultation and Placement was attained to a greater degree than teachers felt it was attained. Principals and counselors also gave more importance to Professionalism

and Public Relations than teachers who felt it was less important.

Teachers and counselors responded similarly on the role construct of attainment of Public Relations indicating that it was attained around fifty percent of the time, while principals felt it was accomplished less. Counselors and teachers also felt Staff Consultation was less important, while principals gave it greater importance. Item analysis revealed that respondents differed significantly on 30 of the 55 items included in the questionnaire. As a group, principals, counselors and teachers perceived Placement, Educational Occupational Guidance, Referral and Parent Consultation as most important; Counseling, Professionalism, Program Development and Staff Consultation as somewhat important and least important Research and Public Relations. As a group, principals, counselors, and teachers perceived Placement, Educational Occupational Guidance, Referral, Placement, Pupil Appraisal, and Professionalism to be attained the most; Counseling, Research, Staff Consultation, Program Development and Public Relations to be attained the least.

Principals and counselors were more in agreement

regarding the effectiveness of counselors on Research, Placement, Pupil Appraisal, and Public Relations. Both counselors and principals rated Research more as "of little effectiveness"; Placement as very effective; Pupil Appraisal and Public Relations as "somewhat effective".

Principals and teachers were more in agreement on counselor effectiveness on Educational Occupational Guidance, Staff Consultation, Parent Consultation and Referral. They considered counselors to be effective with Educational Occupational Guidance; somewhat effective with Staff Consultation; effective with Parent Consultation and effective with Referral. As a group, principals, counselors, and teachers found counselors to be most effective in the role constructs of Educational Occupational Guidance, Counseling, Parent Consultation, Placement, Referral, Pupil Appraisal; less effective in Research, Staff Consultation and Public Relations.

Discussion

The inferences that can be drawn from the quantitative data are reinforced by the results which

differentiate the groups as distinctly as possible given the original variables. On importance and attainment, Function I: Public Accountability variables were attainment of Staff Consultation, Placement and Research; importance of Public Relations and Professionalism. Function II: Professional Interaction variables were attainment of Public Relations, Parent Consultation and Referral; importance of Staff Consultation and Pupil Appraisal. Principals and counselors seem more aligned in their perceptions of attainment and importance on the eleven role constructs with teachers demonstrating more variability. On effectiveness, Function I variables were Placement, Referral, Staff Consultation, Pupil Appraisal and Public Relations. On Function II variables were Educational Occupational Guidance, Staff Consultation, Placement, Referral and Pupil Appraisal were revealed.

Inherently, this study seems to reveal an interesting dichotomy between guidance and counseling programs which are considered important within the Commonwealth of Virginia versus those that are needed. While counselors continue to serve only 40 percent to 60 percent of the school population, students are expressing a need for more personal, social and career

counseling. All groups reported that counseling students as mandated by Standard E, Number nine of Standards for Accrediting Schools in Virginia when compared with guidance and administrative functions was achieved only 10 percent of the time. Further, the profession has entered an era of accountability which will be difficult to achieve if counselors in the Commonwealth of Virginia continue to embrace educational and occupational guidance, placement, and clerical duties such as scheduling and attendance as their primary function. A number of issues emerge from this study that merit further discussion. First, counselor role definition and the involvement of the instructional and administrative staff will be considered. Second, the need to infuse counseling into the curriculum, the importance of the group process, and the need for program development will be discussed. Fundamentally, there is a need to break down the rigidity of the school-as-institution and to legitimize counseling as an integral part of the school curriculum with appropriate time allotments and subject matter autonomy.

Role definition

Perhaps it is time to dismantle the guidance model initiated with the National Defense Act of 1958. Counselors cannot devote over 50 percent of their time to the individual treatment model for counseling students. It is also difficult to establish a relationship with 300-500 students in a caseload. It is an even more onerous task to provide quality human resources for even 200 students along with scheduling, orientation, placement, group guidance, individual counseling, parent and teacher consultation, and pupil appraisal. It is apparent that the load, functions and responsibilities of counselors must be more clearly delineated and redistributed. This cannot be achieved autonomously; counselors must enlist the help of significant others within the public educational community.

Involvement of teachers and administrators as a guidance team.

The traditional guidance function built primarily on the development of trusting interpersonal

relationships as a compensation for callous uncaring administrators and authoritarian, content-oriented teachers has served to alienate many young people. "Although viewed as the most important resource students have, students often feel that counselor's don't point you in the right direction; that they are there only for students with very serious emotional or behavior problems. Therefore, the price of a conversation with a caring adult is that you would be considered a problem case" (Powell, et al, 1985, p.46). When the institution defines counselor role as responsible for attendance, discipline, and scheduling, the counselor will continue to be disenfranchised from the school environment as a helping professional.

Yet, teachers wish to be more than knowledge and content transmitters; they also are psychologically committed to the wellbeing of young people. The teacher is a wealth and virtually untapped resource in the guidance process. Concurrently, students also look for more than learning; yearning for a significant relationship with a caring adult. Counselors should enhance their role as human development facilitators and consultants to those professionals in the school community who maintain functional relationships with

students. Teachers and counselors could both become committed to effective counseling programs with a shared philosophical framework and a willingness to provide the student with opportunities to explore their feelings in a climate of empathy and positive regard.

Aspy and Roebuck (1974) propose taking the basic hypotheses that was formulated in person-centered therapy and redefined the terms for the school setting. For example, empathy (E) was redefined as a teacher's attempt to understand the personal meaning of the school experience for each student. Positive regard (PR) was defined as the various ways in which the teacher shows respect for the student as a person. Congruence (C) is the extent to which the teacher is genuine in relationships with students. Fundamentally, there is a positive correlation between the facilitative conditions provided by the teacher and the academic achievement of students (Aspy & Roebuck, 1974, p. 171). This also promotes the superiority of a person-centered approach to education.

Moreover, teachers, administrators, and parents must become more involved in the guidance process. Educational and occupational planning, placement and referral are three related areas that can become the

responsibility of other members of the school staff and the home. Counselors also need to acquire more skills in counseling and consulting to provide essential staff development experiences and to learn how to use the talents and resources of their colleagues.

The role of the secondary school counselor as staff consultant can be strengthened in secondary school programs. In consulting with teachers, counselors can assist teachers with students having special academic problems. Together, the teacher and the counselor can develop strategies for working effectively with targeted students. School counselors and teachers need to recognize that they are members of the same guidance team. Counselor's services as consultants are needed to provide on-going support to teachers and to work with students with specialized needs. Unfortunately, many counselors tend to isolate and distance themselves from the instructional staff, thus not making themselves available to share or exchange ideas. Counselors all too often become psychologically distanced because of their lack of involvement with curriculum and instructional goals (Warnath & Shelton, 1976).

From this perspective, perhaps staff development

for teachers is most crucial for providing appropriate guidance curriculum information and for helping nurture positive attitudes toward counselor role and responsibility. An increased number of teachers involved in the guidance process would improve the school climate and increase staff awareness regarding the developmental needs of students. The quality and effectiveness of guidance services would also be an anticipated outcome. An on-going guidance advisory committee would also foster greater staff relationships. Teachers need direction and assistance in fulfilling their responsibilities in the educational, occupational and guidance domains of the entire school curriculum. Principals, in their leadership role, will also have special needs. The existing positive relationship between the counselor and principal can serve as the catalyst in meeting many of these needs. The administrative philosophy and the teaching act must join together with the counseling process to bridge the chasm between perceived roles of various professionals within the context of the educational community.

Counseling in the Curriculum

Our present educational setting has frequently been criticized for maintaining an environment that perpetuates the denial of feelings and thwarts personal and emotional growth. Sprinthall and Ojemann (1978) aptly state that our present adherence to curriculum negatively affects how students make decisions, their level of value development, their self-concept, and their intrinsic interest in learning. The responsibility for promoting a student's psychological and personal maturity becomes the central function of the guidance and counseling program. Perhaps, counseling needs to become an integral part of the curriculum; a required Carnegie unit which is integrated into the student's program of studies much like computer literacy or drivers education is a recommendation.

The development and implementation of a comprehensive curriculum could be designed for the "mastery of daily problem-solving skills such as self-competency, interpersonal relationships, communications, values, and awareness of roles, attitudes and motivation" (Worrell & Stilwell, 1981,

p.434). Personal growth and development of students must be a curriculum objective. A curriculum that is experiential where students can share anxieties in a secure and caring environment would be a more proactive intervention approach to preventing teenage suicide, substance abuse and other interpersonal adjustment maladies. This would serve to legitimize guidance by making it become an integral part of the school curriculum with appropriate time requirements and subject matter autonomy. It would also be an investment in the psychological well-being of society's future.

Group counseling

From this perspective, group counseling becomes an important counselor skill. With caseloads of 300-500 in most secondary schools in Virginia, counselors do not have time to do individual counseling with all students. Group counseling experiences are more economical for providing services to a greater number of students and are especially effective in school because of the importance of peers in adolescent development (Trotzer, 1980). According to Wilson and

Rotter (1982), "change is the challenge of the day; to rely on yesterdays answers is to become stagnant and outdated professionally" (p.354). To rely only on the traditional individual treatment model of counseling is to embrace the past. Group counseling processes provide a vehicle for increasing counselor efficacy. Group counseling has evolved as the preferred method for resolving interpersonal conflicts and for assisting individuals in personal development (Hansen, Warner, & Smith, 1980); for fostering responsibility for personal growth (Bowken, 1982); and for enabling students to actively participate in the socialization process (Bleck & Bleck, 1982).

Program Development

Finally, counselors need to translate a counseling philosophy into concrete, observable program goals and communicate them to teachers, administrator and parents. The effective counseling departments (Heyden & Pohlman, 1981) measure the results of their counseling efforts and offer relevant data to the school, the community and to special interest groups outside the school. Counselors must also learn to

document and publicize their effectiveness.

If program development and public relations are not an integral part of the secondary school counseling program then objectives, strategies or evaluations of goals toward accountability in programs and services cannot be actualized. Merely focusing on educational occupational guidance, placement, referral, and pupil appraisal seems to dichotomize the secondary counseling program fostering the administrative rather than the therapeutic role. School counselors seem to be devoting a large portion of their working time to performing the sorting and allocating function of the administrator role. This diversity and contradiction within the profession also serves to endanger any major sense of purpose or common vision for secondary guidance and counseling programs. The disparity between institutional program constraints versus role ambiguity seems to distort the perceived effectiveness of secondary school counselors by their professional peers, and consumers. Confusion in mission and goals and lack of focus is apparent. "This purposelessness propels counselors toward a number of glowing lights, but the allure of those many beacons is a poor substitute for one true course of light" (Aubrey, 1982,

p.6).

Inherently, the school counselor is "embedded in the social system in the school-as-institution" (Stulac & Stanwyck, 1980, p.494) and is also accountable to the same public as the teachers and the administrators. With expanding counselor role and function, it is imperative that counselors take the initiative to respond to the need for accountability, program development, and evaluation.

Program evaluation could become one of the most essential skills secondary school counselors could possess. If counselors are to serve their consumers and fiscal supporters effectively they need to perhaps confront their role in program development, public relations and accountability. Counselors will be increasingly called upon to modify their programs to the specific needs of the school and community. An increasing demand to determine the needs and systematically evaluate the success of the total program continues to emerge, especially within the present context of the educational reform movement. With a continuing emphasis on accountability and demand for the counselor's time (such as the state department of education's 1984 mandate that counselors spend sixty

percent of their time counseling students) school counselors will find it necessary to implement the most relevant and effective programs.

In conclusion, secondary school counselors need to be encouraged to become involved in community programs and to systematically define their role and function within and outside of the educational community. One alternative is what Jenkins (1986) termed the "Renaissance Counselor". In the present educational revolution on reform the Renaissance Counselor is a professional who demonstrates an intellectual comprehension of the guidance and counseling mission and charts a course that incorporates personal and professional development, inspired direction, accountability, procedures and responsiveness to students, parents and community.

The Renaissance counselor is
dedicated, innovative and
resourceful, possess a high level
of cognitive and affective skills
manages and organizes, sets
priorities, is a supportive team
player, acts as a consultant and
coordinator, demonstrates skill in

interpersonal relationships, is a role model, is flexible, has integrity and maintains trust, is visionary, is proactive and assertive, and has a global perspective.

(Jenkins, 1986, p.6)

Suggestions for Further Research

The findings of this study provide evidence that principals, counselors, and teachers differ in their perceptions of the effectiveness of secondary school counselors. Further, there are discrepancies between perceived importance and perceived attainment of specific role and function behaviors of secondary school counselors held by principals, counselors and teachers. It is recommended that:

1. Further investigation of the perceived importance and attainment of counselor role constructs in the area of program development, public relations, research and counseling be conducted.
2. An investigation of what secondary school

students perceive as important and attained regarding the constructs of educational occupational guidance, parent consultation, and counseling.

3. An investigation of what parents perceive as important and attained regarding the eleven role constructs be conducted.
4. A cross-validation study within states that have established specific criteria for time devoted to counseling by counselors.
5. An investigation of what middle school and elementary school counselors perceive to be important and attained of the eleven role constructs.

Appendices

Appendix A
Panel of Experts

Panel of Experts

Dr. Fred Adair
Counselor Educator
The College of William & Mary

Dr. Kevin Geoffroy
Counselor Educator
The College of William & Mary

Dr. Nina Brown
Counselor Educator
Old Dominion University

Dr. Lenard Wright
Supervisor, Research & Testing
Chesapeake Public Schools

Dr. Carol Barr
Supervisor Guidance & Counseling
Newport News Public Schools

Dr. Pam Kloeppel
Supervisor Guidance & Counseling
Norfolk Public Schools

Dr. Claire Cole
Supervisor Pupil Personnel Services
Montgomery County Public Schools

Dr. Jan Clark
Secondary School Counselor
Fairfax County Public Schools

Mr. Gary Kelly
Supervisor Instruction & Guidance
Roanoke County Public Schools

Dr. Libby Hoffman
Supervisor Elementary Guidance
Virginia Department of Education

Mr. Howard T. Gillette, III
Principal
Chesapeake Public Schools

Mr. Harry Blevins
Principal
Chesapeake Public Schools

Mrs. Movane Smith
Assistant Principal for Instruction
Chesapeake Public Schools

Directions. The pool of items developed for this survey have been divided under 11 operational constructs. The 11 constructs exemplify the role/function statement of the American School Counselors Association (1974,1977), and the literature. The constructs are Educational and Occupational Guidance, Counseling, Research, Staff Consultation, Parent Consultation, Placement, Referral, Pupil Appraisal, Program Development, Public Relations and Professionalism.

After looking over all of the response statements under each individual construct, please: I. Rate the following role descriptions as 1) strongly disagree; 2) disagree; 3) undecided or uncertain; 4) agree; or 5) strongly agree. Merely place the rating in the space next to each item under each construct. II. Put an "X" by the 5 most important functions under each specific construct.

This should take less than 30 minutes of your time to complete. Your dedicated assistance and professional input is both valued and appreciated.

Please put this information in the self-addressed stamped envelope and return by October 27,1985 to:Rosemary A. Thompson, L.P.C., Assistant Principal for Instruction, Oscar Smith High School, 2500 Rodgers Street, Chesapeake, Virginia 23324.

Educational or occupational guidance is defined as a comprehensive system of functions, services and programs in the school setting designed to assist the student attaining personal adjustment and educational competence.

1. Coordinate the resources of local industries and businesses in relation to work-study programs and job-placement programs for students.

2. Inform students of sources of information about work opportunities and procedures for participating in such programs.

3. Provide sources of information about school curriculum and specific course offerings to aid in course selection.

4. Provide sources of information about post-secondary educational opportunities after high school.

5. Conduct activities in the classroom such as career interest identification, decision-making, and goal setting.

6. Provide structured activities for individuals to gain experience in completing job applications, writing resumes and related job-seeking behaviors.

7. Facilitate and manage the process of scheduling students.

8. Assist students to make educational or occupational plans for the future such as selecting an appropriate post-secondary institution.

9. Maintain student records, i.e. review records annually, document release of information, explain cumulative data to students and provide follow-up.

10. Provide written information of class schedules, requirements, prerequisites, and expectations.

11. Interview suspended or chronically absent students.

12. Provide orientation activities, planned by both sending and receiving school to meet students' and parents' concerns relative to the transition.

Counseling is not synonymous with guidance. It is a method or technique applied to individuals or groups to enhance their personal development and psychological competencies. Counseling involves a dynamic relationship between counselor and counselee.

1. Conduct individual and/or small group counseling sessions with self-referred students and with those referred by parents, staff, and students.

2. Provide individual and on-going group counseling for life adjustment problems and personal developmental issues.

3. Work to establish rapport with each counselee so that they have the opportunity to express ideas and feelings about their concerns and interests in a safe environment.

4. Have individual or group counseling sessions for educational problems and concerns.

5. Have individual or group counseling sessions for vocational and career awareness and decision-making.

6. Provide counseling services for parents to help them understand their children.

7. Maintain an on-going peer counseling program.

8. Provide individual or group counseling sessions for decision-making, conflict resolution, or interpersonal concerns.

Research are activities which validate the counselors perception of the need for change and/or demonstrate that a new technique, strategy or intervention accomplished the desired goal. It also involves follow-up surveys of student needs and satisfaction with programs and services.

1. Provide on-going appraisal of student success in college, university, vocational school, armed services or other post-secondary training experience to evaluate and improve programs and services.

2. Conduct research evaluations on student characteristics such as profiles of abilities and interests for teachers and administrators.

3. Conduct research evaluations on student characteristics such as profiles of abilities and interests for local school boards, advisory boards, or the business community.

4. Conduct research and present data on pilot programs for potential implementation in the school system.

5. Identify targeted population which could benefit from remediation or counseling intervention.

6. Conduct follow-up surveys to assess student needs and satisfaction with guidance and counseling programs and services.

7. Conduct follow-up surveys to assess student needs and satisfaction with selected college, university or other post-secondary educational experience.

8. Conduct research and develop intervention strategies to enhance the personal or academic performance of students with special needs.

9. Maintain a current resource of recent research and pertinent developments in guidance and counseling for on-going staff development.

Staff consultation involves the mutual sharing and analysis of information and ideas needed for making decisions about strategies and interventions for helping students with the instructional staff.

1. Promote staff referrals and provide a systematic means to provide appropriate feedback.

2. Facilitate a coordinated effort between counselor, teachers, and administrators to show the relatedness between course content and careers.

3. Consult with teachers on areas such as student motivation, student behavior, achievement, and educational expectations.

4. Facilitate and participate in parent-teacher conferences and contacts.

5. Provide in-service to the instructional staff on such topics as identifying exceptional students, enhancing communication in parent-teacher conferences, confidentiality, or Child Study Team procedures required by P.L. 94-142, 93-380, etc.

6. Observe individual students within the classroom setting to provide feedback to the teacher regarding learning style or suspected academic problem.

7. Identify and utilize skills and abilities of entire educational staff to address all aspects of students development and adjustment.

8. Involve the instructional staff in planning and implementing various components of the guidance program.

Parent consultation involves the mutual sharing and analysis of information and ideas needed for making decisions about strategies and interventions for helping students with parents and family.

1. Consult with parents on developmental or adjustment problems their child may be encountering.
2. Help resolve family conflicts concerning unrealistic career or educational expectations.
3. Help families resolve conflicts concerning interpersonal concerns such as the consequences of separation, loss, divorce, or blended families.
4. Serve as the bridge of contact between parent and teacher, facilitating contact and providing follow-up.
5. Provide parents with opportunities to consult with the school counselor at a time which is convenient to the parent's work schedule.
6. Have a systematic method of communicating necessary information to parents on a periodic basis.
7. Help resolve family conflicts involving family dysfunction such as the presence of physical abuse, alcoholism, or other related social maladies.
8. Facilitate the linkage between parental or family needs and the appropriate community agency.
9. Provide ongoing seminars to parents to enhance skill development in areas of concerns such as parenting, or developmental stages and behaviors to expect.

Placement refers to two types of services : 1) to assist students to move on to the next level of their educational program, or to move into a more appropriate level congruent with their aptitude and abilities; or 2) to assist students upon leaving school to continue a program of advanced education or to enter employment.

1. Assure that students select and are placed in courses which are appropriate to their ability level.

2. Assure that handicapped students who are mainstreamed are served in a least restrictive environment and are receiving the appropriate instructional assistance.

3. Assist students who are graduating and planning to enter the work force with job placement needs.

4. Assist school leavers (dropouts) in obtaining employment or in attending alternative educational opportunities.

5. Orient new/transfer students to the school and the various programs and services.

6. Assist students in evaluating alternatives and benefits of attending college, university, or related post-secondary institutions as well as the armed services.

7. Provide preliminary screening for incoming students to assure their placement into the secondary setting is congruent with past performance and future educational aspirations.

8. Provide preliminary screening and have a systematic method of referral for students with suspected handicaps to assure that they receive the appropriate services.

Referral involves those tasks which utilize agencies and/or organizations and/or individuals to provide help to any person or family in reaching their full potential of development or adjustment.

1. Refer students with special needs to the appropriate community agency or support service within the school district.

2. Inform students and parents of special services available : gifted and talented, handicapped, academic disabilities, special education, reading center, career center, vocational centers, or tutorial services.

3. Maintain an on-going network of human services personnel for assistance and referral needs.

4. Consult with school psychologist, speech therapist or related support personnel on specific student cases.

5. Inform appropriate officials of conditions that may be potentially disruptive or damaging to school property, personnel, or student population.

6. Refer students to specific enrichment activities or experiences which may enhance their abilities.

7. Refer students with specific human services needs to the appropriate agency-health department, social service agency etc.

8. Refer currently enrolled or out of school young adults to job leads or opportunities.

9. Provide students with an informational exchange center for various community hotlines that will provide confidential assistance such as the crisis hotline, the runaway hotline, or the suicide prevention center.

Pupil Appraisal involves organizing and administrating tests, interpreting test results, evaluating the performance and progress of students.

1. Plan, implement, and interpret achievement, aptitude, and interest testing programs and services to assess and evaluate student.
2. Participate in meetings and/or interviews with students and parents to explain the meaning, purpose and results of testing.
3. Observe students in the formal classroom to evaluate potential academic problems and report on the findings with feedback from teachers.
4. Conduct initial screenings of ability and level of performance for suspected handicapped or special needs students.
5. Serve and provide input on Individualized Educational Planning (I.E.P.) committees or Child Study Team (C.S.T.) committees.
6. Provide terminal interviews for all students contemplating school withdrawal or transfer.
7. Develop reports on standardized test results providing profiles of grade-level strengths and weaknesses.
8. Provide students with structured opportunities to examine their potentialities, achievements, and interests which will enable them to make more relevant educational, occupational and personal decisions.

Program Development involves a systematic, comprehensive approach to provide the foundation for the delivery of services. Program development involves planning, assessing needs, designing the program and evaluation.

1. Plan a comprehensive guidance and counseling program which is student centered, based on student needs and desired outcomes.

2. Have a philosophy and goals for guidance and counseling which are reviewed annually for congruency with SOQ, accrediting standards, and legislative mandates.

3. Have an advisory committee to assess the needs of student populations and plan programs which are designed for the locality.

4. Collect, organize and interpret the results of annual needs assessment activities, and incorporate local needs assessment in the annual school plan.

5. Have developed strategies which are prioritized to meet objectives outlined or identified by a needs assessment.

6. Have a systematic, measurable, and operational process for evaluating the guidance and counseling program.

7. Have an evaluation process within the guidance and counseling program which involves teachers, students and community members on a regular basis.

8. Initiate change in the school environment based on the assessment of needs to facilitate the normal adjustment and general well-being of the student population.

9. Establish and utilize a broad school and community-based guidance advisory committee for program development and renewal.

10. Implement an on-going, systematic procedure for recording guidance and counseling services and programs.

Public Relations are activities which provide the means to communicate and educate those inside and outside the school system regarding guidance and counseling, role and function, programs and services, and inherent benefits.

1. Establish a system of written communication, e.g. newsletter, monthly reports or bulletins for students, parents, teachers and feeder schools with essential information about relevant programs or activities.

2. Periodically define the scope of guidance and counseling services to prevent misinterpretation of function by the community and overlapping of responsibilities within the school.

3. Inform community agencies or related human services organizations of students' needs and available guidance and counseling programs.

4. Serve as a consultant or resource person to speak to community organizations or special interest groups.

5. Meet with specific departments within the school to explain programs, services and resources that the guidance and counseling department can offer them.

6. Send press releases or news articles to local media sources about counseling related events and programs.

7. Become an active participant in a variety of community civic organizations and public affairs groups to provide a clear understanding of secondary counseling programs and services.

8. Evaluation results which are used for program planning and improvement are communicated to school administrators and public constituents.

9. Present certificates of appreciation or special recognition to persons or organizations helpful to secondary guidance and counseling programs.

Professionalism are activities which assure the counselors professional growth and contribute to his/her profession as a secondary school counselor.

1. Maintain membership in the appropriate state and local professional organizations to enhance professional growth.
2. Provide supervisors and support personnel with information that will assist them in effective decision-making and sound policy information.
3. Advise other staff or support personnel of activities in which guidance and counseling functions are related to the improvement of instruction and/or curricula.
4. Continue to develop professional competence and maintain an awareness of contemporary trends inside and outside the school community.
5. Discuss with related professional associates practices which may be implemented to strengthen and improve standards or conditions of counseling programs and services.
6. Prepares meaningful, objective, and succinct case reports for other professional personnel who are assisting a student.
7. Discuss with other professionals situations related to his/her respective discipline in an effort to share unique understandings and to elicit recommendations to further assist the counselee.
8. Maintains a constant effort to adhere to strict confidentiality of information concerning counselees, and releases such information only upon the signed release of the counselee and/or parent/guardian.

Appendix B

Request for Approval to Contact Principals

Letter to School Divisions Requesting Participation
in the Study

SAMPLE

In partial fulfillment of the requirements for an Ed.D. degree in Counseling from The College of William & Mary, I am conducting research on the role and function of counselors in Virginia public secondary schools. The purpose of this study is to analyze the tasks teachers, principals and counselors perceive to be important and which ones are actually attained.

The proposal has received the endorsement of the Virginia Counselors Association and the Virginia Association of Secondary School Principals. It is hoped that studies of this kind will help clarify the role of the secondary school counselor and serve to articulate the needs of secondary guidance programs.

The Counselor Role Repertoire Needs Assessment Survey has been developed to evaluate the perceptions of 285 secondary school counselors, 155 secondary school principals, and 377 secondary school teachers selected at random.

I would like to obtain your permission to administer the survey to your staff in one of your high school during early March. Be assured that all responses will remain confidential and individual schools will not be identified. I will also be willing to share the results with you.

I hope you will seriously consider participating in this research endeavor. I am looking forward to hearing from you. Your prompt reply is greatly appreciated.

Sincerely yours,

Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
Chesapeake Public Schools

**School Divisions Willing to Participate in the
Research Study for the sample of Teachers and
Principals**

Counties	Cities
Alleghany Highlands	Arlington
Bedford	Cape Charles
Bland	Chesapeake
Buchanan	Danville
Culpepper	Fredericksburgi
Frederick	Hampton
Gloucester	Hopewell
Henry	Manassas
King & Queen	Newport News
Lynchburg	Norfolk
Northampton	Norton
Northumberland	Portsmouth
Madison	Poquoson
Mathews	Winchester
Montgomery	
Page	
Patrick	
Prince George	
Prince William	
Rockingham	
Shenandoah	
Stafford	
Southampton	
Sussex	
Surry	
Washington	

* Counselors were randomly selected from all cities and counties in the Commonwealth of Virginia

Appendix C
Letters of Transmittal

Letter to School Division Personnel Departments
for Role/Function Statements

SAMPLE

In partial fulfillment of the requirement for an Ed.D. Degree in Counseling from The College of William and Mary, I am conducting research on the role of the secondary school counselor in Virginia public secondary schools. Counselors are an integral part of secondary school programs, and the purpose of this study is to analyze the tasks secondary school counselors actually perform and the tasks teachers, counselors and principals expect them to perform. It is hoped that studies of this kind will increase an awareness of the variety of functions that secondary school counselors are competent to perform.

However, before I can generate role/function statements for the questionnaire that will be developed, I need to collect (1) job descriptions, and (2) guidance curricula which outline counselor duties from all the school divisions in the Commonwealth of Virginia.

If you have a formal job description for counselors and a guidance curriculum, please send it to this address. If you do not have a formal, written description or curriculum, merely return this letter with a note stating "no description".

I appreciate your professional interest and I hope you can assist me with this request. Thank you for your time. Your prompt reply is greatly appreciated.

Sincerely,

Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
Chesapeake Public Schools

Letter to Pilot Study Participants

SAMPLE

Dear Colleague:

I need your personal assistance and professional input. I am required to field test my survey questionnaire as a partial requirement for my dissertation in counseling from The College of William & Mary.

My hypothesis is the examination and evaluation of the role and function of counselors across the Commonwealth of Virginia, and the attainment of 60 % time spent counseling as set forth by the accreditation standards for public schools.

We all are acutely aware of the importance of the counselor's role within the school setting, and how encumbered they become with so many responsibilities and tasks to perform. Therefore, I hope you will consider taking a moment to respond to this questionnaire. After I obtain the responses from you, I intend to randomly select a random sample of counselors, teachers and principals across the state. I hope the results will collectively benefit the entire profession.

Thank you for your valued input and continued support of my endeavors. If you have any comments or suggestions, I would appreciate having those also.

Sincerely yours,

Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
Chesapeake Public Schools

Letter Sent to Counselors with The Counselor Role
Repertoire Needs Assessment Survey

SAMPLE

A "pen" for your opinion!

Dear Fellow School Counselor,

In partial fulfillment of the requirements for an Ed.D. degree in Counseling from The College of William & Mary, I am conducting research on the role and function of the secondary school counselor in Virginia public secondary schools. You are among three hundred counselors across the Commonwealth of Virginia who have been randomly selected to participate.

As professionals, we are acutely aware of the integral part counselors provide for secondary school programs. It also seems that, all too often, the role is not clearly defined and different groups may hold conflicting expectations for the school and the student.

I know you are especially busy this time of the year, but I hope you will take a few minutes to complete The Counselor Role Repertoire Needs Assessment Survey and return it to me in the enclosed envelope by April 18, 1986.

As spring arrives, we can look back at what we've accomplished and look forward to the end of another successful school year. I wish you a smooth transition into summer. Thank you for your valued input and your time. If you have any questions or concerns, please do not hesitate to call me; home or work .

Sincerely yours,

Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
Chesapeake Public Schools

Letter to Principals**SAMPLE**

A "pen" for your opinion!

Dear Fellow Administrator:

In partial fulfillment of the requirements for an Ed.D. degree in Counseling from The College of William & Mary, I am conducting research on the role and function of the secondary school counselor in Virginia secondary public schools. You are among over one hundred principals across the Commonwealth of Virginia who have been randomly selected to participate.

I know you are especially busy this time of the year, but I hope you will take a few minutes to complete The Counselor Role Repertoire Needs Assessment Survey and return it to me in the enclosed envelope by May 1, 1986.

As spring arrives, we can look back at what we've accomplished and look forward to the end of a successful school year. I wish you a smooth transition into summer. Thank you for your valued input and your time. If you have any questions or concerns, please do not hesitate to call me; home or work .

Sincerely yours,

Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
Chesapeake Public Schools

Letter to Principals and Teachers

SAMPLE

Thank you for agreeing to participate in our research study for evaluating the role and function of the secondary school counselor. Your faculty will be among over three hundred educators across the Commonwealth of Virginia to participate in this research activity.

The Counselor Role Repertoire Needs Assessment Survey has been developed to evaluate the role behaviors of counselors as perceived by principals, counselors and teachers. Please complete the survey designated for the principal and select a random number of faculty members from your school roster to complete the survey. All responses and school identities will be kept confidential.

As spring arrives, we often look back at what we've accomplished and look forward to the end of a successful school year. I know this can be an especially busy time of the year, but I hope you can find a few minutes of your time to facilitate this research endeavor.

Thank you for your interest and your valued input. Please return the questionnaire in the enclosed envelope by April 21, 1986. If you have any questions, please don't hesitate to call me at home or work

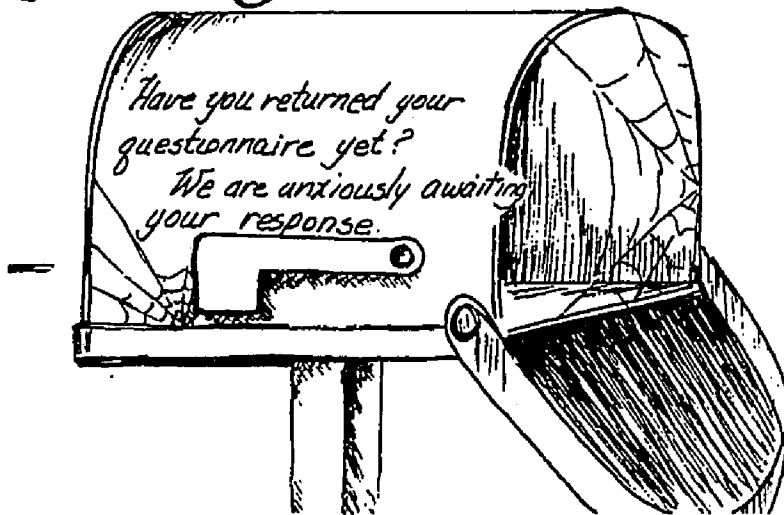
Sincerely yours,

Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
Chesapeake Public Schools

Follow-up Postcard to Research Participants

SAMPLE

Just a gentle reminder...

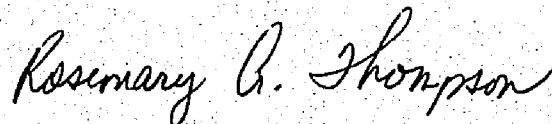


Appendix D
The Counselor Role Repertoire Needs
Assessment Survey

The Counselor Role Repertoire Needs Assessment Survey

The Counselor Role Repertoire Needs Assessment Survey has been developed to evaluate the role behaviors of counselors as perceived by principals, teachers, and counselors across the Commonwealth of Virginia. The research study is endorsed by the **Virginia Association of Secondary School Principals** and the **Virginia Counselors Association**.

The survey is divided into three sections: section I, demographic and descriptive data; section II, 55 role behavior statements for rating degree of importance and degree of attainment; and section III, 11 constructs for rating counselor effectiveness. The time required to complete the survey should be 30 minutes or less. Your time and opinion is both valued and welcomed. Thank you for your prompt response and return to:



Rosemary A. Thompson, L.P.C.
Assistant Principal for Instruction
Oscar Smith High School
2500 Rodgers Street
Chesapeake, Virginia 23324

Note: Section I - Principals and Teachers - Please omit answering questions 3, 7, 8, 9, 11 & 12. These are exclusively Counselor data.

Section I. This first section of the questionnaire deals with information about you and your high school. Please check one choice for each of the following questions:

1. Gender
 - a. male
 - b. female
2. Age
 - a. Under 35
 - b. 35-45
 - c. 46-55
 - d. 56 or over
3. Years of Professional Counseling Experience
 - a. Less than 5
 - b. 5 - 15
 - c. 16 - 25
 - d. 25 or more
4. Highest level of degree received:
 - a. Ed.D./ Ph.D.
 - b. Ed.S.
 - c. MS/MA/M.Ed.
 - d. BA/BS
5. My community is essentially:
 - a. Urban
 - b. Rural
6. Size of your high school:
 - a. 1200 or over
 - b. 800 to 1199
 - c. Less than 800
7. Total number of students in my caseload:
 - a. Over 500
 - b. 300 to 499
 - c. Less than 300
8. Grade level you normally counsel:
 - a. Freshmen
 - b. Sophomores
 - c. Juniors
 - d. Seniors
 - e. A combination of all grade levels
9. Are the majority of your students pursuing a :
 - a. 20 credit diploma
 - b. 22 credit advanced studies diploma
 - c. A combination of both diplomas
10. Percentage of students who will attend college:
 - a. 75% or more
 - b. 50%
 - c. 25-49%
 - d. Less than 25%
11. Institutions at which you received your graduate education in guidance and counseling _____

12. Are you licensed by the Commonwealth of Virginia as a Licensed Professional Counselor?

a. yes

b. no

13. This is a three-part question, where parts I, II, and III should add up to approximately 100%.

I. What percentage of the counselor's time is devoted to guidance functions, i.e., services and programs designed to affect the personal development and educational competencies of students:

a. 10%-20%

e. 50%-60%

b. 20%-30%

f. 60%-70%

c. 30%-40%

g. 70%-80%

d. 40%-50%

h. 80%-90%

II. What percentage of the counselor's time is devoted to counseling functions, i.e., developing a relationship with counselee(s) and using special skills or methods to enhance personal development and psychological competencies:

a. 10%-20%

e. 50%-60%

b. 20%-30%

f. 60%-70%

c. 30%-40%

g. 70%-80%

d. 40%-50%

h. 80%-90%

III. What percentage of the counselor's time is devoted to administrative functions, i.e., clerical activities, schedule changes, recordkeeping, monitoring, etc.:

a. 10%-20%

e. 50%-60%

b. 20%-30%

f. 60%-70%

c. 30%-40%

g. 70%-80%

d. 40%-50%

h. 80%-90%

14. Is there an overall philosophy or set of assumptions for the school guidance program?

a. yes

b. no

c. uncertain

15. Is a guidance curriculum identified and established for the school guidance program?

a. yes

b. no

c. uncertain

16. Is there a set of guidance goals for the student?

a. yes

b. no

c. uncertain

17. Is there a job description for guidance counselors?

a. yes

b. no

c. uncertain

Very Important
Important
Somewhat Important
Of Little Importance
Not Important

SECTION II Instructions: This survey questionnaire looks at two perspectives 1) the degree of importance, and 2) the degree of task attainment of school counselor role and function. Please circle one number on each scale which most nearly reflects your opinion. Please be sure to mark every item in both margins.

Almost Always
Usually
About 50% of the Time
Seldom
Almost Never

Degree of Importance

Degree of Task Attainment

Degree of Importance						Degree of Task Attainment				
1	2	3	4	5	1. Inform students of information sources on work opportunities and skill prerequisites.	1	2	3	4	5
1	2	3	4	5	2. Conduct individual and/or small group counseling sessions with referred students.	1	2	3	4	5
1	2	3	4	5	3. Conduct research and present data on pilot programs for implementation.	1	2	3	4	5
1	2	3	4	5	4. Promote staff referrals, and provide a systematic means to provide appropriate feedback.	1	2	3	4	5
1	2	3	4	5	5. Consult with parents on developmental or adjustment problems their child may be encountering.	1	2	3	4	5
1	2	3	4	5	6. Assist students in course selection and facilitate placement according to ability levels.	1	2	3	4	5
1	2	3	4	5	7. Refer students with special needs to the appropriate community agency or support service.	1	2	3	4	5
1	2	3	4	5	8. Plan, implement, and interpret achievement, aptitude and interest testing programs.	1	2	3	4	5
1	2	3	4	5	9. Plan a comprehensive guidance and counseling program which is student centered.	1	2	3	4	5
1	2	3	4	5	10. Establish a system of written communication, e.g. monthly reports or newsletters with information about programs and activities.	1	2	3	4	5
1	2	3	4	5	11. Maintain membership in the appropriate state and local professional organizations.	1	2	3	4	5
1	2	3	4	5	12. Provide information about curriculum for student program planning.	1	2	3	4	5
1	2	3	4	5	13. Provide individual and on-going group counseling for life adjustment and personal development issues.	1	2	3	4	5
1	2	3	4	5	14. Identify special populations which could benefit from counseling.	1	2	3	4	5
1	2	3	4	5	15. Coordinate efforts among the staff to show the relationship between course content and careers.	1	2	3	4	5

Very Important
 Important
 Somewhat Important
 Of Little Importance
 Not Important

SECTION II: Instructions: This survey questionnaire looks at two perspectives 1) the degree of importance, and 2) the degree of task attainment of school counselor role and function. Please circle one number on each scale which most nearly reflects your opinion. Please be sure to mark every item in both margins.

Almost Always
 Usually
 About 50% of the Time
 Seldom
 Almost Never

Degree of Importance						Degree of Task Attainment				
1	2	3	4	5	16. Serve as a liaison between parent and teacher.	1	2	3	4	5
1	2	3	4	5	17. Orient new/transfer students to school programs and services.	1	2	3	4	5
1	2	3	4	5	18. Inform students and parents of special services available: gifted and talented, special education, career/vocational centers, etc.	1	2	3	4	5
1	2	3	4	5	19. Meet with students and parents to explain the purpose and results of testing.	1	2	3	4	5
1	2	3	4	5	20. Establish philosophy and goals for guidance and counseling which are reviewed annually.	1	2	3	4	5
1	2	3	4	5	21. Meet with school departments to explain guidance and counseling functions, programs, and services.	1	2	3	4	5
1	2	3	4	5	22. Inform personnel of the activities of guidance and counseling which improve the curriculum.	1	2	3	4	5
1	2	3	4	5	23. Conduct group guidance sessions for educational/career issues to foster goal setting and decision-making.	1	2	3	4	5
1	2	3	4	5	24. Establish rapport with counselees providing opportunities to express feelings about concerns in a secure setting.	1	2	3	4	5
1	2	3	4	5	25. Conduct periodic surveys to assess student needs and satisfaction with guidance and counseling programs.	1	2	3	4	5
1	2	3	4	5	26. Consult with teachers on areas such as student motivation, behavior, and achievements.	1	2	3	4	5
1	2	3	4	5	27. Provide parents with opportunities to consult with the school counselor at a time convenient to the parents' schedule.	1	2	3	4	5
1	2	3	4	5	28. Assist students in evaluating alternative benefits of attending post-secondary institutions.	1	2	3	4	5
1	2	3	4	5	29. Maintain a network of human services resource personnel for assistance and referral needs.	1	2	3	4	5

Very Important
Important
Somewhat Important
Of Little Importance
Not Important

SECTION II. Instructions: This survey questionnaire looks at two perspectives 1) the degree of importance, and 2) the degree of task attainment of school counselor role and function. Please circle one number on each scale which most nearly reflects your opinion. Please be sure to mark every item in both margins.

Almost Always
Usually
About 50% of the time
Seldom
Almost Never

Degree of Importance Degree of Task Attainment

1	2	3	4	5		1	2	3	4	5
					30. Serve on Individualized Educational Planning (I.E.P.) committees.					
					31. Have a measurable, and operational process for evaluating the guidance and counseling program.					
					32. Serve as a resource person to address community organizations to provide a clear understanding of secondary counseling programs and services.					
					33. Develop professional competence and awareness of contemporary trends in counseling.					
					34. Provide information to assist students in making educational or occupational plans.					
					35. Provide counseling services to help parents understand their children.					
					36. Conduct research and develop strategies to enhance the personal or academic performance of students with special needs.					
					37. Provide in-services to the instructional staff on identifying exceptional students, enhancing communication, and confidentiality.					
					38. Have a systematic method for communicating information to parents.					
					39. Provide screening for incoming students to assure placement in secondary programs congruent with ability.					
					40. Consult with appropriate support personnel on specific student cases.					
					41. Provide exit interviews for all students contemplating school withdrawal or transfer.					
					42. Annually evaluate the guidance and counseling program involving teachers, students and parents.					
					43. Communicate evaluation results and program planning to school personnel and public constituents.					

Very Important
 Important
 Somewhat Important
 Of Little Importance
 Not Important

SECTION II. Instructions: This survey questionnaire looks at two perspectives, 1) the degree of importance, and 2) the degree of task attainment of school counselor role and function. Please circle one number on each scale which most nearly reflects your opinion. Please be sure to mark every item in both margins.

Almost Always
 Usually
 About 50% of the Time
 Seldom
 Almost Never

Degree of Importance						Degree of Task Attainment				
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	44. Share, with professional associates, practices which strengthen and improve standards of counseling programs and the delivery of services.	1	2	3	4	5
1	2	3	4	5	45. Provide orientation activities to meet students' and parents' concerns relative to the transition.	1	2	3	4	5
1	2	3	4	5	46. Provide individual or on-going group counseling to enhance psycho/social competence.	1	2	3	4	5
1	2	3	4	5	47. Maintain resources of research and developments in guidance and counseling for staff development.	1	2	3	4	5
1	2	3	4	5	48. Involve the instructional staff in planning and implementing components of the guidance program.	1	2	3	4	5
1	2	3	4	5	49. Facilitate the linkage between parental or family needs and the appropriate community agency.	1	2	3	4	5
1	2	3	4	5	50. Have a systematic referral method for suspected handicapped students, and facilitate their placement.	1	2	3	4	5
1	2	3	4	5	51. Provide students with an informational exchange center for various community hotlines.	1	2	3	4	5
1	2	3	4	5	52. Provide students with structured opportunities to examine their potentialities, and make educational and occupational decisions.	1	2	3	4	5
1	2	3	4	5	53. Share information on guidance and counseling programs and services with a community-based advisory committee for program development.	1	2	3	4	5
1	2	3	4	5	54. Provide recognition to persons or organizations helpful to secondary counseling programs.	1	2	3	4	5
1	2	3	4	5	55. Adhere to ethical and legal guidelines in the handling of information.	1	2	3	4	5

SECTION III. Please circle the number next to each construct to rate the overall effectiveness of your local counseling program in performing these functions according to the following scale:

1	2	3	4	5
very effective	effective	somewhat effective	of little effectiveness	not effective

-
- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1. <u>Educational or occupational guidance</u> = a comprehensive system of functions, services, and programs to assist students in personal adjustment and educational competence. |
| 1 | 2 | 3 | 4 | 5 | 2. <u>Counseling</u> = a method or technique applied to individuals or groups to enhance their personal development and psycho/social competencies involving a dynamic relationship between counselor and counselee. |
| 1 | 2 | 3 | 4 | 5 | 3. <u>Research</u> = activities that validate the counselor's perception of the need for change or demonstrate that a new technique, strategy or intervention accomplished a goal. |
| 1 | 2 | 3 | 4 | 5 | 4. <u>Staff consultation</u> = the mutual sharing and analysis of information with the instructional staff for making decisions about strategies for helping students. |
| 1 | 2 | 3 | 4 | 5 | 5. <u>Parent consultation</u> = the mutual sharing and analysis of information with parents and family for making decisions about strategies for helping students. |
| 1 | 2 | 3 | 4 | 5 | 6. <u>Placement</u> = to assist students to move to the next level of their educational program or to continue a program of advanced education or employment upon leaving the secondary program. |
| 1 | 2 | 3 | 4 | 5 | 7. <u>Referral</u> = utilizing agencies, organizations or individuals to assist individuals in reaching their full potential. |
| 1 | 2 | 3 | 4 | 5 | 8. <u>Pupil appraisal</u> = administrating, interpreting and evaluating test results. |
| 1 | 2 | 3 | 4 | 5 | 9. <u>Program development</u> = planning, assessing needs, and providing a systematic program for the delivery of services. |
| 1 | 2 | 3 | 4 | 5 | 10. <u>Public relations</u> = communicating guidance and counseling roles and functions; programs and services; inherent benefits to those inside and outside the school system. |
| 1 | 2 | 3 | 4 | 5 | 11. <u>Professionalism</u> = activities to assure counselors maintain professional growth and contribute to the profession. |

Note: Please check this box if you would like the cumulative results from the total research study sent to you.

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Vita

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Fourteen years professional and educational experience in counseling, education, and public relations.

OBJECTIVE:

To augment instruction, staff development, and curriculum programs by contributing expertise in initiating relevant services that reflect the needs of the populations served. To facilitate instructional programs and encourage development by utilizing current research implications pertaining specifically to targeted areas. To utilize instruction, consultation, counseling and coordinating abilities to achieve organizational goals.

EDUCATIONAL BACKGROUND:

1986 Doctorate in Education, The College of William & Mary, Williamsburg, Virginia

1982 Certificate of Advanced Graduate Study in Guidance and Counseling, Old Dominion University, Norfolk, Virginia

1977 Masters of Education in Guidance and Counseling, The College of William & Mary, Williamsburg, Virginia

1972 Bachelor of Science in Psychology and English, Radford University, Radford, Virginia

1968 Diploma, Mount Vernon High School, Alexandria, Virginia

PROFESSIONAL EMPLOYMENT:

1985 - Present. Assistant Principal for Instruction, Oscar Smith High School, Chesapeake Public Schools, Chesapeake, Virginia.

1980 - 1985 Director of Guidance and Counseling, Oscar Smith High School, Chesapeake Public Schools, Chesapeake, Virginia. Supervised three counselors, four special education instructors, clerical and support staff at the secondary level, grades nine through twelve with total enrollment of 1100. Responsibilities were multifaceted and include: the assessment of curriculum needs, developing and implementing appropriate schedule of classes for projected school year; proper adherence to P.L. 94-142 with present handicapped student population; administration of state testing program which include aptitude, achievement and interest batteries; manage and provide group counseling for career, vocational, and decision-making alternatives for students and faculty as articulated by P.L. 93-380; provide individual counseling for relevant academic and personal

development; coordinate with sixty members of instructional staff and provide workshops for staff development; enhance communication between administration, staff, students and community; promote professional development of counseling staff by disseminating and generating information concerning recent research and pertinent developments in counseling, human relations, and public accountability.

1979 - 1980 Counselor, Deep Creek High School, Chesapeake Public Schools, Chesapeake, Virginia; secondary level, specifically graduating seniors. Responsibilities: provided counseling for career, vocational and post-secondary alternatives; provided individual counseling for relevant interpersonal concerns; initiated, facilitated and trained various students as peer-counselors; conducted various workshops for student and parent population that included Achievement Motivation, Preparing for Standardized Tests, Financial Aid Workshops, and Behavior and Multimodal Therapy Seminars.

1976 - 1979 Department Chairman, Social Studies, Deep Creek High School, Chesapeake, Virginia. Responsibilities: supervised twelve department members to enhance professional development by disseminating information concerning recent research and pertinent developments in social studies education; initiated in-service education programs for teachers; evaluated teachers in the department for tenure recommendations; developed and facilitated the specific social studies program of scheduling for the next academic year; involved department members in school-community relations and district wide interaction through collective meetings and relevant seminars.

1973 - 1979 Instructor, Psychology, Deep Creek High School, Chesapeake, Virginia. Responsibilities: conducted classroom lectures, discussions, examinations; led and coordinated seminars on significant topics; served on various committees, e.g. administrative counsel, gifted and talented; wrote psychology curriculum for Chesapeake Public Schools; succeeded in revitalizing three elective programs which had suffered severe enrollment retrenchment under predecessor.

1972 - 1973 Instructor, English, Deep Creek Junior High School, Chesapeake, Virginia; First teaching assignment with routine administrative responsibilities; previously undergraduate student with concurrent employment as bank teller for United Virginia Bank, Alexandria, Virginia.

PART-TIME PROFESSIONAL EXPERIENCES:

Adjunct Assistant Professor, the Department of Educational Leadership and Services at Old Dominion University; emphasis counselor education.

PROFESSIONAL AFFILIATIONS:

American Association for Counseling and Development
 Virginia Counselors Association
 American School Counselors Association
 Hampton Roads Counselors Association - Publicity Chairperson;
 Treasurer
 Hampton Roads Chamber of Commerce
 Chesapeake Bay Education Association
 Phi Delta Kappa

COMMUNITY SERVICE ACTIVITIES:

Member Advisory Board, Virginia Youth Alcohol Abuse Prevention
 Project 1985; Department of Education and Department of
 Mental Health and Retardation, Commonwealth of Virginia;
 1985, 1986
 Chairman, Evaluation Committee for Virginia Youth Alcohol Abuse
 Prevention Project, 1985, 1986
 Adopt-a-school Chairman, Chesapeake Council, Hampton Roads
 Chamber of Commerce, 1985, 1986
 Member Education Committee Hampton Roads Chamber of Commerce;
 local and regional committees
 Member, Planning Committee for Focus on Adolescence, Darden
 School of Education, Old Dominion University, 1985
 Member Family Life Education Committee, Child & Family Service
 Publicity Chairperson and fundraiser for Ocean Park Civic
 League, Virginia Beach
 Volunteer worker for the American Heart Association
 Member Back Bay Restoration Foundation

SPECIAL INTERESTS:

Secondary school curriculum and intervention strategies for
 academic mastery
 Special education and vocational rehabilitation
 Public accountability of school counselors and educators
 Community education and involvement strategies
 Youth suicide, unwed pregnancies and other social maladies affecting
 adolescents
 Peer facilitators
 Futuristic education

PUBLICATIONS:

Thompson, Rosemary A. "The Critical Needs of the Adolescent
 Unwed Mother," The School Counselor, May 1984.

Thompson, Rosemary A. "Developing a Peer Facilitator Program on
 the Secondary Level: An Investment with Multiple Returns,"
Small Group Behavior, An International Journal of Therapy,
Counseling, and Training, February 1986.

Thompson, Rosemary A. "Kids, Counselors and Coaches: Improving the Academic Performance of Student Athletes," National Association of Secondary Principals, Bulletin, September 1986.

Thompson, Rosemary A. "Public Law 94-142 : A Critical Review of It's Impact on the Secondary Level," The High School Journal, October-November, 1985.

Thompson, Rosemary A. "Measured Vocational Interests of Vocational Technical Students and Non-College Bound Students Using the Career Assessment Inventory," Journal of Research and Development in Education, Summer, 1985.

Thompson, Rosemary A. "Secondary Counseling Intervention Strategies for Special Needs Students," Public Education in Virginia, in press.

Thompson, Rosemary A. "The Secondary School Counselor As Consultant: Increasing the Channel of Communication to Public Constituents," The Virginia Counselors Journal, Spring 1985.

Thompson, Rosemary A. "Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory," RIE ED 249 415, March 1985.

Thompson, Rosemary A. "Creating Instructional Partnerships to Improve the Academic Performance of Underachievers", The School Counselor, Spring 1987.

Thompson, Rosemary A. "Team Parent Groups as a Means of Enhancing Present and Future Opportunities for Adolescent Unwed Mothers," in Family Interventions with School Related Problems, Dave Capuzzi, Editor, Charles C. Thomas Publishing Company, 1986

PAPERS AND WORKSHOPS PRESENTED AT PROFESSIONAL CONFERENCES:

"Marketing and Time Management Strategies for Counselors." Preconvention Workshop for the Virginia Counselors Association, Fall 1985

"Developing a Comprehensive Intervention Program When a Crisis Hits Your School," Paper to be presented at Virginia Counselors Association, Fall 1985

Virginia Youth Alcohol Abuse Prevention Project Summer Youth Conference: Workshop on Decision Making, July 1985

"Dealing with teenage stress : Helping students with conflict and change," Local P.T.A. Boards and community, 1985.

"Suicide: Helping Those Left Behind," Panelist-Tidewater Psychiatric Institute, May 3, 1985.

- "Profile of the Contemporary Adolescent." Paper presented at the Virginia Counselors Association, November 1984.
- "Marketing Your Counseling or Educational Program." Paper presented at the Virginia Counselors Association, November 1984.
- "Expressed and Measured Vocational Interests of Two Populations." Paper present at the National Convention, American Association for Counseling and Development, March 1983.
- "Increasing Counselor Visibility." Paper presented at Virginia Counselors Association, November 1982.
- "Team Parent Groups as a Way of Enhancing Present and Future Opportunities for Adolescent Unwed Mothers." Paper presented at Virginia School Counselors Association, April 1981 and Seventh Annual Conference for the Urban South, March 1981.
- "Developing a Peer Facilitator Program on the Secondary Level: An Investment with Multiple Returns." Paper presented at the Virginia Counselors Association, November 1980.
- "Using Microcomputers in Education." Chrome Institute, Hampton University, Summer 1986.

PROGRAMS AND PROJECTS IMPLEMENTED:

- Developed a slide/tape presentation on secondary curriculum offerings and graduation requirements to provide standardization and congruency of information.
- Initiated, and trained adolescents as peer-facilitators to assist the guidance and counseling department as resource persons and articulation agents.
- Implemented various behavior modification programs : Smoking cessation, weight control, study improvement and assertiveness training.
- Initiated in cooperation with Chesapeake Social Service a nine week program for adolescent unwed mothers to improve their self-sufficiency skills. Developed a program for adolescent unwed mothers via multimodal therapy.
- Initiated, planned and annually present "Parent Information Night : A Series of Workshops" (in cooperation with the local P.T.A.) to address the specific needs and concerns of our parent population utilizing community agencies and mental health services as resources.

Career Information and Decision-making Programs : Developed a step-by-step resource booklet and intensive workshop on employment resources, resume writing and interviewing strategies. Utilized videotape for mock-interviewing feedback.

Developed a Resourcebook "A-Z" for students and parents about services and programs in the secondary guidance and counseling curriculum.

Developed and compiled a scholarship directory for college bound students and their parents highlighting local resources and eligibility criteria.

Wrote, designed and implemented a handbook for student athletes- "Study Skills for Academic Excellence" to accommodate the higher academic guidelines proposed by the N.C.A.A.

Wrote a workbook entitled: Your place in the job market: A practical job seeking guide for Tidewater ASAP First offenders program.

Staff development: Causes, signs and intervention strategies to prevent teenage suicide for all local junior high schools.

Staff development : Workshop on P.L. 94-142 and the rights and responsibilities of handicapped children, Child Study Team functions, and referral procedures.

Staff development : Workshop on utilizing logical consequences with students based on Dreikur's model and Adlerian therapy.

Small Group Experiential Workshops for: Personal Growth, Leadership, Communication, Decision-making, Problem-solving, and Creativity to city-wide student government associations.

LICENSES AND CERTIFICATIONS:

Licensed Professional Counselor (LPC), The Commonwealth of Virginia

National Certified Counselor (NCC): National Board of Certified Counselors

Postgraduate Collegiate Professional Certificate

Endorsements: English, Psychology and Guidance and Counseling

AWARDS AND HONORS:

1985 Counselor of the Year, Hampton Roads Counselors Association

1985 Kappa Delta Pi, The College of William and Mary

1985 Chi Sigma Iota, Ohio University

1983 The National Dean's List

1983 Phi Kappa Phi, Old Dominion University

1975 Teacher-of-the-month, Deep Creek High School

1971 Pi Gamma Mu, Radford University

SPECIAL COMPETENCIES:

Wrote a weekly column in the Chesapeake Post entitled "Counselors Corner" to provide the public with educational and career information as a public relations effort to promote accountability of programs and services.

OTHER WORK-RELATED ACTIVITIES:

Editor, The Virginia Counselor Journal, 1985-87
Member, The Editorial Board, Journal of Counseling and Development,
1984-88
Member, The Editorial Board, The School Counselor, 1980-84

PERSONAL INFORMATION:

Born in Fort Belvoir, Virginia; excellent health; married;
two children.

REFERENCES:

Available upon request

Abstract

A COMPARISON OF COUNSELOR, PRINCIPAL AND TEACHER
PERCEPTIONS OF THE ROLE AND FUNCTION OF THE SCHOOL
COUNSELOR IN VIRGINIA PUBLIC SECONDARY SCHOOLS

Rosemary A. Thompson
The College of William & Mary, 1986

Chairman : Professor Kevin Geoffroy

The Problem

The purpose of this study was to measure the degree of perceived importance of counselor role and function behavior versus the perceived attainment of counselor role and function behavior; to ascertain the discrepancy between rated importance and attainment of counselor role behavior; and to evaluate the perceived effectiveness of secondary school counselors in Virginia public schools as viewed by principals, counselors, and teachers. It was hypothesized that counselors, teachers, and principals will differ significantly in their perceptions of what is important and attained in counselor role and function as measured by The Counselor Role Repertoire Needs Assessment Survey; and that counselors, teachers, and principals will differ in their ratings of counselor effectiveness on the 11 role constructs of Educational Occupational Guidance, Counseling, Research, Staff Consultation, Parent Consultation, Placement, Referral, Pupil Appraisal, Program Development, Public Relations, and Professionalism.

Research Procedure

The subjects (N=687) were principals, counselors and teachers randomly selected from Virginia public secondary schools. A 55-item Counselor Role Repertoire Needs Assessment Survey developed by the investigator was used to collect data. Stepwise multiple discriminant analysis was used to identify the variables that are important for distinguishing principals, counselors and teachers, and to develop a procedure for predicting group membership for new cases whose group membership was undetermined. Demographic data was analyzed with Chi-square procedures.

Findings

There appears to be significant differences among principals, teachers, and counselors on their perceptions of the importance of all role constructs except Placement and Research; on the attainment of all role constructs except Research and Program Development; on the effectiveness of counselor role and function on all constructs except Educational Occupational Guidance, Research, Parent Consultation, and Professionalism.

Conclusions

Role construct analysis revealed that significant differences on importance and attainment of role constructs existed among respondents. Principals and counselors appeared to respond similarly on the attainment of Staff Consultation and Placement and on the importance of Professionalism and Public Relations; while teachers differed on these constructs. Principals and counselors felt Staff Consultation and Placement was attained to a greater degree than teachers felt it was attained. Principals and counselors also gave more importance to Professionalism and Public Relations than teachers who felt it was less important.

The findings of this study have implications that counselors across the Commonwealth of Virginia continue to embrace the guidance model initiated with the National Defense Act of 1958 which relies on the individual treatment model. Counselors are performing the administrator role of sorting and allocating students through the secondary curriculum relying mostly on administrative duties and providing educational occupational guidance. The therapeutic role concerned with facilitating a relationship with a counselee to enhance his/her personal development and psychological competence is achieved less often. It is apparent that counselor load, function, role and responsibilities must be more clearly delineated and redistributed to provide a more therapeutic relationship in the counseling process as well as to enhance program development and continuity. Suggestions for program enhancement and recommendations for further research is also provided.