ABSTRACT

PERCEPTIONS OF IDEAL COUNSELLOR ROLE HELD BY
SECONDARY SCHOOL PRINCIPALS IN SOUTHWESTERN ONTARIO

by

James Harvey Hassard

This study was designed to explore the current perceptions of the "ideal" role for counsellors in secondary schools as seen by school principals. More specifically, an attempt was made to discover and analyze the differences between the perceptions of the "ideal" counsellor role held by secondary school counsellors and those held by their principals. The chief focus was on the underlying reasons why these differences exist.

The literature contains many references to difference in counsellor role perceptions among counsellors and administrators, counsellor-educators and others. The problem is to examine some of the underlying causes in order to reduce the confusion related to counsellor role.

In Phase I, the researcher surveyed ninety-six counsellors and sixty-seven principals and vice-principals (all the counsellors and administrators in the high schools in five counties in Southwestern Ontario).

The instruments used included Phase I (Counsellor Function Inventory), Phase II (Structured Interviews), and Phase III (Structured Interviews). In Phase II a sample of the principals involved in Phase I were selected for structured interviews. In Phase III a further sample of principals were selected and interviewed for their reactions to Phase I and II.

Principals favoured counsellors serving as facilitators of educational and career planning, as consultants, and as administrative agents. They reported they did not expect counsellors to serve as disciplinarians or therapists. There were conflicting attitudes towards counsellors serving as student advocates.

The reasons stated for their positions reflected the differing perspectives for individual and institutional needs. Principals saw themselves as program managers responsible for overall supervision. They acted as counsellor role determiners to varying degrees.

Four themes underlay the differing perceptions. The first theme was that of administrative support. Since the principal must meet many expectancies, some of which are certainly in conflict, it was quite essential that he receive understanding and compliance from both subordinates and superiors in order to maintain his role as the leader of an educational institution. Support of

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administration in formulating school policy was reiter-
ated as a desirable and useful counsellor role. Prin-
cipals said that they expected their counsellors to help
them both in the planning and support of school policies.

A second relevant theme, from the evidence reported
by principals, was the need for information. Principals
required a continual flow of information in order to
assess and evaluate the effectiveness of the school pro-
gram. Counsellors were seen as holding focal positions
as collectors and suppliers of information about students.
Principals also relied upon counsellors to supply stu-
dents with all the information necessary for making
further educational and vocational plans. Principals
expected counsellors to serve as generalists in a wide
variety of areas.

A third major relevant theme was that the principals
expressed a need for effective relationships. They sought
to maintain a complex set of relationships through the
various role sets in the school and the community. The
principals wanted to maintain good relations with their
various publics, and this affected the way in which they
sought to balance their own roles.

A fourth theme was the principals' perception of
the counsellor as the person responsible for the delivery
of guidance programs. Principals stated that counsellors

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ideally should serve students' needs as educational and career planning facilitators, providers of information, and helpers in the making of decisions.

While there was considerable agreement as to the functions of the counsellor, there was much disagreement as to the school counsellor's role. In terms of priority, the principal's primary concern is for the welfare of the institution and his or her secondary concern is for the individual students. With counsellors, the opposite is true. Thus, conflict in role perception is almost a certainty. If either the principal or the counsellor is unaware of this inherent role conflict they may personalize it and may resent each other. To work within this framework requires both understanding and considerable skill at interpersonal conflict resolution on the part of both the principal and the counsellor.

PERCEPTIONS OF IDEAL COUNSELLOR ROLE HELD

BY SECONDARY SCHOOL PRINCIPALS IN

SOUTHWESTERN ONTARIO

By

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TABLE OF CONTENTS

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LIST OF TABLES

LIST OF FIGURES

CHAPTER I

STATEMENT OF THE PROBLEM

Need for the Study

Over the past decade the development of guidance
services in the secondary schools of Canada has brought
into focus certain problems related to the function of
guidance programs in education. Paramount among these
has been the varying perception of the role of the
school counsellor held by school administrators,
teachers, students, counsellor-educators, and the coun-
sellors themselves.

The need for this study springs from the confusion
that exists to-day concerning these varying expectations
of the functions of the secondary school counsellor.
There is also a need for better understanding of the
different priorities which those who utilize his services
assign to the numerous professional activities of the
counsellor. These conflicting expectations were described
some time ago in the following way:

> The counselor has a primary responsibility
> to the counselee, but he also has a responsibility
> to the school administration and to society.

Conflicts often develop among these responsi-
bilities, and there may be cases where the
order of importance is difficult to determine.[1]

The result has been that job descriptions for

secondary school counsellors often include duties which

are broad in their scope, vaguely defined, and sometimes

incompatible.

To-day's school counsellor is involved in
so many activities that often he isn't sure what
he is or what he is supposed to be. He bears
the title "counselor," but usually he hasn't the
time to involve himself in an interpersonal
counseling relationship with a troubled student
since he is too busy with programming, inter-
viewing students who are academic failures,
handling discipline problems, checking absences,
arranging a co-curricular activities schedule
and handling a variety of other administrative
duties. [2]

Further statements of inconsistencies and conflicts could

be cited, all of which point to the difficulties involved

in clarifying the school counsellor role.

Over the past decade many attempts have been made

to define and clarify the role and function of school

counsellors, both in Canada and throughout the world.

These have usually taken the form of statements developed

by professional school counsellor organizations, govern-

ment departments, and authors of related books, articles,

and dissertations. Examples include a committee report

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[1]Raymond N. Hatch, Paul L. Dressel and James W. Costar,
Guidance Services in the Secondary School: Dubuque:
W. C. Brown Co., Publishers, 1963, p. 117.
[2]Angelo V. Boy, "The School Counselor's Role Dilemma,"
The School Counselor, IX, 5, May, 1962, p. 130.

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completed for the Ontario School Counsellors' Association

entitled <u>The Role of the Counsellor</u> [3], a statement by the

American School Counselor Association entitled <u>The Role</u>

<u>of the Secondary School Counselor</u> [4], curricula outlines

from various state and provincial departments of educa-

tion, and publications by practicing counsellors and

counsellor-educators in such journals as <u>The Personnel and</u>

<u>Guidance Journal</u>, <u>The School Counselor</u>, <u>Counselor Education</u>

<u>and Supervision</u>, <u>The Canadian Counsellor</u>, and <u>The School</u>

<u>Guidance Worker</u>.

Among all of the above statements, the three most

common dimensions of the school counsellor's role are

counselling, consulting and coordinating guidance services.

Despite all these attempts to clarify the function of the

school counsellor, it is evident that many differences of

opinion still exist. Because of this, the counsellor him-

self has difficulty in determining just what his role

should be. This is due, in part, to the strong influence

of school principals.

One writer described the principal's influence in

these words:

> The principal [is] most commonly the major
> influence upon counselor role and function in
> the school building . . . . We might . . . find

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[3] In <u>The Role of the Secondary School Counsellor</u>,
Ontario School Counsellors' Association, Sudbury, 1971,
pp. 1-4.

[4] In <u>The School Counselor</u>, XXI, 5, May, 1974,
pp. 380-86.

ways to delineate more clearly to the adminis-
trators just what it is that the counselor is
trained to do." 5

Because the principal is usually in the best position
to influence the structure of his school's organization,
he/she is probably the most significant determiner of the
school counsellor's role. It is becoming increasingly
apparent that the key person to help eliminate the confu-
sion regarding the role and function of the school coun-
sellor is the principal with whom he works. Kehas was
very emphatic about this point when he wrote:

> The key person to be considered has to be
> the principal. Educational administration texts
> and written law notwithstanding, the simple
> truth is that schooling takes place in separate
> buildings and that principals are in charge of
> their buildings. ... Principals have different
> priorities, different understandings of human
> behavior and its relation to self-development,
> and different commitments which grow out of
> (and/or lead to) different responsibilities.
> The principal has much more power than the indi-
> vidual counselor or the counseling department. 6

At the same time, many principals hold a different view
of the proper role for school counsellors from that held
by most members of the counselling profession.

Although there have been a number of attempts over
the years to describe this difference, there has been
little research designed to explain why it exists.

5Jon D. Boller, "Counselor Educator, and Adminis-
trator: What Do They Want From Each Other?" Counselor
Education and Supervision, XIII, 1, Sept. 1973, p. 3.

6Chris D. Kehas, "What Research Says About Counselor
Role," Focus on Guidance, IV, 2, May, 1972, p. 9.

Different perceptions of counsellor involvement, and the gradations in the importance of that involvement, are derived from the differing sets of expectations held by principals and by counsellors. Thus, there is considerable evidence of a need for additional research which focuses upon perceptions of the secondary school counsellor's role as seen by school principals, the chief determiners of the counsellor's role and function within their schools. This point is stressed by Patterson in his statement:

> The administrator should know not only his own job but also the job of the guidance worker . . . in order to prevent an unnecessary overlapping of duties which may result in friction. The administrator may become too much involved in guidance activities. Also, guidance workers sometimes spread out their duties to include administrative functions and thereby neglect the job that they are employed to do. Not only this, but unnecessary friction and criticism can be prevented. 7

Hill gives further reasons for examining the principal's understanding of guidance:

> The school administrator plays a significant role in the matter. He nominates many of the counselors who seek the preparation. He selects and appoints them. He directs their on-the-job efforts which often actually define the counselor's functions. One of the badly neglected aspects of the development of guidance in American schools is the more systematic professional involvement of school administrators in the definition of the counselor's function. 8

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[7] Walter G. Patterson, "Guidance, The Role of the Administrator," The Clearing House, XL, 1, September, 1966, p. 29.

[8] George E. Hill, "How to Define the Functions of the School Counselor," Counselor Education and Supervision, III, Winter, 1964.

Thus, the need for a better understanding of the principal's perceptions of the secondary school counsellor's role and function is clear.

Purpose of the Study

Since the need is apparent, this study was designed to investigate the current perceptions of the "ideal" role for counsellors in secondary schools as seen by school principals. More specifically, an attempt was made to discover and analyze the differences between the perceptions of the "ideal" counsellor role held by secondary school counsellors and those held by their principals, with major emphasis upon the principals. The chief focus was on the underlying reasons why these differences exist.

Importance of the Study

The importance of the study is indicated by the magnitude of the differences in perceptions of the school counsellor's role held by counsellors when compared with those held by school administrators. These differences have been revealed in several ways.

One way is through surveys conducted by provincial education departments for the purpose of evaluating guidance services. Such surveys often reveal misconceptions about the objectives and services of the guidance program held by students, parents, and teachers, as well as

principals. It is surely crucial that those persons responsible for providing school guidance services should be aware of this problem and the underlying factors causing it. The literature has also shown many examples of misunderstanding of the school counsellor role on the part of professionals and laymen.

It is equally important that the recipients of the school counsellor's services be aware of the kind and quality of service to which they are entitled. The responsibility for communicating the school counsellor's "ideal" role rests with the personnel who propose to offer the service, namely the school principals and the counsellors themselves. In order to do that in this period of emphasis upon accountability, assessment of educational outcomes rather than input, it is important for them to know the changing expectations created by new values in a rapidly changing society. It is particularly vital that both principals and counsellors strive to avoid duplication of services and to ensure that scarce resources be wisely allocated. Since guidance services constitute a large and important part of the educational systems in Canada, there is no reason to believe that they will be exempted from close examination.

Scope and Limitations of the Study

Canada's constitution assigns the responsibility for education to the provincial governments. Each province divides its area into administrative units. The Province of Ontario has ten regions under the Ministry of Education for purposes of educational administration. This study was limited to five counties located in two of the ten regional jurisdictions of the Ontario Ministry of Education.

The scope of the study included counsellors, principals, and vice-principals in all the secondary schools under the public county boards of education in the five counties, with one exception. Three counties, Elgin, Kent, and Middlesex are located in Region 5, Southwestern Ontario; two counties, Grey and Oxford, are in Region 4, Midwestern Ontario. The exception is the city of London, which has its own board of education and its own research facilities. For this and other reasons explained later in the study, it was excluded from the study. The rationale for the selection of the counties is treated in Chapter III, Methodology. From thirty-three counties in Ontario, the five counties listed exhibit similar characteristics in both demographic and educational aspects.

The investigation included all the principals, vice-principals, and counsellors in all the secondary schools in the five counties, insofar as the collection of data in

Phase I of the study is concerned. The total number of personnel in Phase I consisted of sixty-seven administrators and ninety-six counsellors in thirty-three secondary schools. These schools included large, medium, and small enrollments, urban and rural schools, collegiate institutes, and district high schools. Some schools had two vice-principals, some had one, while others had none.

The study explores the perceptions of the "ideal" counsellor role and function held by principals, vice-principals and counsellors. It does not investigate perceptions held by the teaching staff, students, parents, or counsellor-educators. It does not make provision for the "performed" role-function as compared to the "ideal" role-function. Thus, the study has been delimited to focus upon perceptions of what the secondary school counsellor should do, rather than what he/she does.

A major limitation of the study is that conclusions drawn from the analysis of the data apply only to the schools covered in the investigation. However, the counties in the study are broadly representative of those throughout western Ontario, with the marked exception of large metropolitan areas. Because of widely differing characteristics of educational systems, any application of the findings to schools outside the province would be unwarranted.

Another limitation may be noted, with regard to the instruments used. Although the inventory and structured interviews used in the study were pretested for clarity of wording and relevance to school counsellor role-function, only face validity may be claimed. This is discussed further in Chapter III, Methodology.

Definitions

In order to draw valid conclusions from the findings of this study, it is necessary to clarify some of the more important terms used in the investigation:

Perceptions: The term is used to indicate what the individual says is an accurate description of the "ideal" counsellor role and function in response to the questions in the inventory or the structured interviews.

Role: Role is what one does to carry out his job function. The term is used in this study to indicate kinds of behaviour expected of those who hold a specific job title. The "ideal" role refers to what the counsellor "should" do and not necessarily to what he does.

Role-Function: The term is used interchangeably with role and function. Specific role-functions of school coun- sellors in Phase II and II of the study include the behav- iours ascribed to a counsellor when he acts as an adminis- trator or administrative agent, advocate or ombudsman, consultant, educational and career planning facilitator, disciplinarian and therapist.

Counsellor: The term is used to describe profession-
ally trained, certificated employees of boards of education
who perform guidance duties, full or part-time, with the
major emphasis on counselling, in the secondary schools
included in the study. The term also includes heads of
guidance departments whose duties may include administra-
tive tasks as well as counselling responsibilities.

Guidance Worker: The term is used to describe a
counsellor whose duties include such functions as orien-
tation, group guidance, registration, class scheduling,
course changes, transfers to other schools, cumulative
records, etc., in addition to some counselling.

Principal: The term is used to indicate profession-
ally trained, certificated employees of boards of educa-
tion in charge of a secondary school, i.e., the chief
administrator of the school.

Administrator: The term is used in this study to
mean a principal or vice-principal. Secondary school [9]
means continuation, high or vocational school. High school[10]
includes collegiate institute. Collegiate institute,
formerly required five staff specialists and certain educa-
tional facilities. Composite school is one which offers -
business and/or technical courses.

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[9]Secondary Schools and Boards of Education Act, 1954.
Statutes of Ontario, 1954, Chapter 87 1 (n), p. 7.

[10]Schools Administration Act. Revised Statutes of
Ontario, 1960. 1954 C86, S.1 C1 (e), 1934 C87 S.1(1)
C1. (1) Toronto, Queens Printer, 1961.

Areas of Function:

The seven major areas of counsellor responsibility
in which the Phase I inventory is divided are

1. Counselling: Listening to and talking with
students about things important to them at that time of
their lives, helping to promote self-understanding and
independence in handling their problems.

2. Orientation: Assistance in facilitating liaison
at all educational levels, planning and carrying out
orientation programs.

3. Student Data: Maintenance and interpretation
of information related to students, including test data,
records of progress and other relevant data. The Ontario
School Record system in each school is a guidance function.

4. Information: The assembly and delivery of
current, pertinent information concerning school curricula,
opportunities for further education and careers, and
social and personal development.

5. Follow-up: Assistance in assessing the effec-
tiveness of school programs by conducting appropriate
surveys of school leavers. This may also include surveys
of employers of students.

6. Placement: Assistance in the selection or place-
ment of students in suitable courses, classes, schools, and
occupations.

7. Miscellaneous: Associated duties such as curriculum development, timetable assistance, and administrative details.

Format of the Study

The study was carried out in three phases. The purpose of the first was to discover the areas of greatest disagreement between secondary school principals and counsellors in regard to what the counsellor's "ideal" role should be. Emphasis was placed upon what the counsellor "should" do rather than what he "does", and the findings were used to identify the areas most worthy of further exploration in the interviews in the next phase.

The purpose of the second phase was to study, in depth, the principal's stated perceptions of the counsellor's "ideal" role. Since principals are the chief determiners of counsellor role, their perceptions of what the counsellor's role should be is of strategic importance.

The rationale for this phase of the study rests, in part, in role theory. In particular the focus is on role expectations held by a specific role determiner. Role expectations are vital to role enactment, so that it is reasonable to assume that an individual can enact a role only when he is aware of the necessary expectations associated with it. Sarbin states, "Clarity, consensus of role expectations determine the degree to which role enactment

is convincing, proper and appropriate." [11] Thus, clarification of the role expectations held by significant others reduces the liklihood of conflict.

In this case, there is also the need to explore and describe the degree of convergence between the role definers' and the counsellors' understanding of the counsellor's role. Other role definers influence the counsellor's conception of his role - students, parents, administrators, teachers, counsellor educators, board members, and community leaders. These publics do not exist independently of each other. The whole social system serves as a framework within which interaction of roles takes place, involves different sets of expectations and the personality characteristics of the role takers.

As was pointed out earlier, this particular study was limited to only one of the role determiners of the counsellor, the principal. In the process of exploring principals' perceptions, several dimensions were viewed. First, the specific ten counsellor tasks in which principals and counsellors reported greatest differences. Second, principals were presented with six situations and asked to state how they would deal with these and the reasons for their decisions. The assumption was that the principal, as chief administrator, may choose to deal with the case

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[11] Theodore R. Sarbin, and Vernon L. Allen, "Role Theory," in Gardner Lindzey and Eliot Aronson, The Handbook of Social Psychology, (second edition) Vol. 1, Historical Introduction: Systematic Positions, Reading: Addison Wesley Publishing Company, 1968, p. 504.

exclusively or he may refer to another person and follow
through while retaining primary responsibility. A third
alternative would be for the principal to share the
responsibility with others, e.g., a case conference,
meeting with staff members in a team approach. A fourth
alternative would be one in which the principal would
delegate complete responsibility to another person, for
example, the counsellor. This would represent the least
degree of administrator involvement. The principal, by
indicating his style of dealing with each problem, would
also reveal the degree to which he considered it appro-
priate to consult with other resource personnel within the
educational system or the community.

In the third part of Phase II (Structured Interviews)
principals were asked to explain their reactions to the
counsellor acting in six specific roles. These roles,
drawn from the literature, included the counsellor acting
as an administrative agent, a student advocate, a consul-
tant to principal and teacher, an educational and career
planning facilitator, a disciplinarian, and a therapist.
The rationale in this part was to provide principals an
opportunity to express their expectations of the appropri-
ateness of a counsellor serving in these six different
types of roles. To help improve validity, definitions of
these roles were made available to each principal during
the interviews.

Additional attention was paid to the principals'
sense of the importance of the traditional guidance
service areas or areas of function. The purpose was to
obtain principals' priorities by ranking the seven areas
in order of importance as they perceived them. This
information was valuable in establishing the degree of
importance principals assigned to the different services
in the school guidance program and reflected their
attitude toward the allocation of counsellors' function.

Phase III (Structured Interviews) was designed to
further explore principals' perceptions of the ideal role
of the counsellor in order to validate the finding of the
first two phases.

Principals were asked to describe what they think
should be the role of the counsellor and to specify their
reasons. This enabled principals to indicate in their
own words their expectations of the professional school
counsellor.

As a further dimension, principals were requested
to express how they see themselves as role determiners
and to justify their position. It is clear that princi-
pals hold the power of sanctions and rewards for their
staff incumbents. To the degree that the subordinate
fulfills normative expectations that are in harmony with
their expectations, positive relationships prevail and
conflict is reduced.

Principals were also asked to react to the findings reported by principals in Phase II regarding six specific counsellor roles and to explain why they thought their colleagues reported favourably or unfavourably.

In addition, principals were asked to explain why they prefer to carry out certain aspects of the counseling function indicated in Phase II. Two aspects of principals' role were examined - why some principals indicate they wish to perform a counselling function, and why some principals assign clerical duties to school counsellors. These were asked in order to better understand overlapping functions between school counsellors and administrators.

For further insight, principals were asked to state what objectives they set for their guidance department and what resources they provided to attain those objectives. These were to link the ideal to the practical in providing for the delivery of guidance services.

General Procedures

At the beginning, permission to conduct the study was obtained by letter from the education officials, directors and superintendents, in each of the five counties. Following this step, arrangements were made to proceed as described in the following paragraphs.

In Phase I the <u>Counsellor Function Inventory</u> was administered to the secondary school principals in the first county. Following this, it was given in one day, in two geographic locations, to all the counsellors in the same county. Similar procedures were followed in the other four counties.

During Phase II (<u>Structured Interviews</u>) arrangements were first made by telephone and letter to interview the principals. The interviews followed the format described in Chapter III, <u>Methodology</u>. All interviews were conducted in the privacy of the principal's office. A cassette tape recorder was used to record all interviews. Notes were made later about the content of the tapes to assist in the analysis. The data were tabulated and put on graphs to better illustrate the principals' reported perceptions of counsellor role. In order to improve reliability, the researcher and an assistant rated relevant portions of the taped interviews independently. Correlation tests were used to assess inter-rater reliability.

In Phase III (<u>Structured Interviews</u>) a small additional group of principals was selected in order to further analyze the findings of the first two phases. In Phase I all sixty-seven administrators participated in the <u>Counsellor Function Inventory</u>, in Phase II (<u>Structured Interviews</u>), thirteen principals from the original group participated,

and in Phase III (<u>Structured Interviews</u>), six principals
from the original group took part. The format of the
interview used in Phase III is also described in
Chapter III, <u>Methodology</u>.

Summary

This report consists of five chapters. Chapter I,
<u>Statement of the Problem</u>, describes the need for the study,
the purpose of the study, the importance of the study, the
scope and limitations of the study, definitions of terms,
the format of the study, and general procedures which were
used.

In Chapter II, <u>Review of the Literature</u>, the relevant
professional literature is reported in three parts. The
first deals with the literature concerning role theory and
particularly counsellor role and function. The second part
examines the literature which deals with role conflict with
particular emphasis on conflict in perceptions of counsellor
role held by principals and those held by counsellors. The
third part examines the literature concerning the methodol-
ogy of the structured interview.

Chapter III, <u>Methodology</u>, contains a description of
the population examined, the instruments used in the study,
and the methods used in the administration of the instru-
ments and in the analysis of the data.

In Chapter IV, <u>Analysis of the Data</u>, the findings
are reported in three phases, Phase I (<u>Counsellor Function</u>
<u>Inventory</u>), Phase II (<u>Structured Interviews</u>) and Phase III
(<u>Structured Interviews</u>). The first part of Phase I
reports the items in which there were the greatest differ-
ences between the responses of the principals and coun-
sellors. The second part shows the items with significant
differences under each area of function, i.e., Counselling,
Orientation, Student Data, Information, Follow-Up, and
Placement Assistance and Miscellaneous.

The findings from Phase II (<u>Structured Interviews</u>)
are reported in four parts. Part one deals with the
principals' analyses of the causes for differences in the
perceptions of counsellors' functions between principals
and counsellors as gathered in the structured interviews.
The second part reports the principals' methods of dealing
with six hypothetical situations related to school problems.
The third part deals with principals' reactions to counsel-
lors serving in six specific roles. The fourth part
reports the principals' ranking of the seven areas of
counsellor function.

The findings from Phase III (<u>Structured Interviews</u>)
are reported in tabular and narrative form.

Chapter V, <u>Summary and Conclusions</u>, includes a
summary of the findings and the conclusions which were

drawn. In this chapter implications of the study for
principals and counsellors on the job, the development
of constructive approaches, the preparation of princi-
pals, counsellor education, and counsellors are discussed.
Finally recommendations for further research are made,
and the findings are discussed.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter consists of three parts, each of which reviews the relevant professional literature of an area concerned with this study. The first part deals with role theory in counselling. The second part examines the literature concerning role conflict, with particular emphasis upon conflict in perceptions of counsellor role held by significant others. The third part reviews the literature dealing with the methodology of the interview. Since the professional literature consists of thousands of references ranging over diverse publications in various fields, it is necessary to confine the review to those studies which provide appropriate rationale and framework for this particular investigation. Table 2.1, Research on Principals and Counsellor Role summarizes in tabular form the research studies done in this field.

Review of the Literature of Counsellor Role and Function

The theory of role provides background for this study. It gives some useful insights in considering the aspects of

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role in a social setting. Social system may be thought
of as possessing two central elements, social processes,
or interaction patterns, and social structure. Social
structure consists of the position, status or office that
characterizes the society. Any member of the society who
occupies a position in the social structure takes upon
himself/herself the particular rights and duties of that
position as defined by the society.

Some positions in society are clearly, even rigidly
defined, and leave little freedom to the occupant. An
example of this type of position or role is the principal
in a school, where very definite expectations with regard
to performance, prestige and prerequisites are established.
Other positions are less rigidly defined, and the occupant
is free to introduce variations in the performance of his
duties and the interpretation of his rights, within certain
limits expressed by society.

In this setting, roles are the sets of norms or expec-
tations of behaviour that are assigned by others to a
specific position. Parsons et al. [1] regard role as "a set
of complementary expectations which result in behavior."
Allport points out that these expectations are the rules of
the game and what are expected of a person occupying a

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[1]Talcott Parsons and Edward Shills (Eds.) Toward a
General Theory of Action. Cambridge: Harvard University
Press, 1954. Cited in Edwin J. Thomas and Bruce J. Biddle
Role Theory: Concepts and Research. New York: John Wiley
and Sons, Inc., 1966, p. 29.

position in a social system. [2] If role expectations are ambiguous or appreciably different from those held by the role occupant, conflict between the role occupant and the significant others will follow.

There is great disagreement about the concept of role. The term is used to denote prescription, description, expectation, performance, and behaviours. "Perhaps the most common definition of role is the set of prescriptions defining what the behavior of a position member should be." [3] One classic description proposes that the counsellor is directly responsible for four functions:

(a) Counselling with students on matters of self-understanding, decision-making, and planning, using both the interview and group ...

(b) Consulting with staff and parents ...

(c) Studying changes in the character of the student population ...

(d) Performing a liaison function between other school and community counseling resources and facilitating their use .... [4]

The American Personnel and Guidance Association commissioned Wrenn to look into the future of society, of education, and of the role and preparation of the professional counsellor. His analysis of the situation was

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[2] Gordon Allport, Pattern and Growth in Personality. New York: Holt, Rinehart and Winston, 1961, p. 184.

[3] Edwin J. Thomas and Bruce J. Biddle, Role Theory: Concepts and Research. New York: John Wiley and Sons, Inc., 1966, p. 29.

[4] C. Gilbert Wrenn, The Counselor in a Changing World. Washington: American Personnel and Guidance Association, 1964, p. 141.

assisted by an Advisory Commission of professional coun-
sellors and other professionals who could look at coun-
selling from the outside. The result was a hallmark in
the development of guidance services in North America,
and a stimulating challenge to all concerned with the
future.

During the last decade, many have stressed the
importance of defining the counsellor's role and function.
"If we do not define our duties, we will be saddled with
tasks and responsibilities that not only take time away
from our primary concerns, but actually interfere with
the guidance function." [5] Another authority indicated,

> Role definition and specification of
> priorities in job function must prove to
> be not only what our profession views as
> consistent with needs and expectations of
> the school level and setting. [6]

Yet another professional felt that defining counsellor
role and function in too rigid terms might tend to re-
strict development into a position where flexibility and
growth might be hampered. In this vein he commented,
"Now is no time for careful definition of the role of
counselor." [7]

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[5]Ray Bixler, "The Changing World of the Counsellor
II: Training for the Unknown," Counselor Education and
Supervision, II, 3, Spring, 1963, p. 168.

[6]Willis E. Dugan, "Guidance in the 1970's", The
School Counselor, X, 4, March, 1963, p. 98.

[7]Herman Peters, "The School Counselor's Emerging
Responsibilities," The School Counselor, IX, 5, May, 1962,
pp. 134-135.

Between the two extremes regarding the issue of definition of the counsellor's role and function, there was an intermediate position. This was expressed by McGowan when he wrote:

> The role and function of needed counseling personnel will vary in terms of the needs of the individuals being served, the expectations of the role within the job setting, and the level of counselor qualifications which range from fully professional to technical and/or sub-professional levels. 8

In this context, it is wise to assume the position that the counsellor's role and function should be clarified to remove confusion and misunderstanding, but that provision also be made for flexibility and adaptation of local needs and situations as indicated.

It is important to point out that meeting the "needs" of students in some situations sometimes results in a laundry list of functions which include taking attendance, maintaining library information, scheduling interviews, changing course programs for students, handling discipline and many other miscellaneous duties. There is no rationale for inclusion or exclusion of certain activities other than in the words of one counsellor, "But if we don't do it, who will?" [9] This confusion among guidance personnel

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[8] John McGowan, (Ed.) _Counselor Development in American Society_. Washington: Office of Manpower Automation and Training, and Office of Education, 1965, p. 6.

[9] Norman Sprinthall, _Guidance for Human Growth_. New York: Van Nostrand Reinhold Company, 1971, p. 2.

is further compounded by the differing expectations held
by their various publics.

In the emerging role of the counsellor, students,
parents, counsellor-educators, administrators, educa-
tional consultants, and the counsellors themselves all
hold expectations of behaviour. These varying expecta-
tions undoubtedly influence the kinds of behaviour the
counsellor sees himself expected to perform. It is the
concern of this investigation to examine one particular
role determiner, the school administrator, in particular,
the principal, in terms of his perceptions of the role
and function of the school counsellor. This is discussed
in the second part of this chapter, which deals with the
literature of role conflict.

Confusion concerning the counsellor's role was
expressed by Stefflre in these terms:

> There is no clear-cut, agreed upon job
> description for school counselors. They are,
> in fact, engaged in a variety of tasks. Some
> function almost as psychologists, some as
> quasi-administrators, some as disciplinarians,
> some as liaison men trafficking in college
> admissions, some even as heavy-handed advice-
> givers and soothsayers and the list is not
> exhaustive. 10

Indeed, this list can be extended to many sub-roles and
variations. Katz reported that ". . . principals and
teachers regard the counselor mainly as a psychotherapist

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[10]Buford Stefflre, "What Price Professionalization?"
Personnel and Guidance Journal, XLII, 8, March, 1964,
p. 654.

and troubleshooter - one to whom they can refer pupils who are maladjusted, who misbehave in class, who are truant, . . . troubled or troublesome." [11]

In the same year, a sociologist examined three alternative roles for the counsellor, those of administrator, advocate, or therapist. On the assumption that the counsellor chose to organize his role around administrative core tasks, ". . . holding power and authority, he would find it impossible to be "buddy" and "boss" simultaneously. . . ."[12] On the other hand, if the counsellor chose the advocate or defence attorney role, this choice would dictate an entirely different set of relationships, assigning priority to the needs of students. Similarly, the role of therapist implied freedom on the part of the counsellor to explore the student's interests and many facets of his total life situation.

In the same vein, Arbuckle recently dealt with the consultant and change agent roles:

> The counselor . . . will be a consultant but a different kind of consultant . . . . They will be experts in counseling, and their skills and knowledge will be in the areas of people and their behavior. Their goal will be to modify the causes of problems rather than treat the problems, but they will be professionally capable of

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[11] Martin Katz, "The Role of the Guidance Counselor", Bulletin of N.A.S.S.P., XLVII, 284, September, 1963, p. 3.

[12] Dan C. Lortie, "Administrator, Advocate or Therapist? Alternatives for Professionalization in School Counseling," Harvard Educational Review, XXXV, 2, pp. 3-17.

> providing therapeutic help for those who
> need it. They will be change agents . . .
> change also may be necessary in the
> attitudes of parents and teachers, in the
> curriculum, in the rules and regulations. 13

Further in the direction of change, the increase in student unrest and confrontation with the establishment has developed a situation where the counsellor was used for "establishing trust on each side, defining the problem, and to cause each side to sharpen their definition of goals and concepts." 14 Additional support for the counsellor serving in this capacity was expressed as follows:

> The important aspect and function of the
> ombudistic counselor's role and nobility, or
> standing between the student and the school,
> advocacy or advocating needed school changes,
> acting or doing what is necessary to help the
> client and criticizing should improve rather
> than weaken the system. 15

A recent development is the movement toward a more activist theory of guidance, based upon a growing conviction that there is a fundamental conflict between general guidance theory and activist guidance theory. Menacker states three principles of activist guidance:

13Dugald S. Arbuckle, "The School Counselor: Voice of Society?" Personnel and Guidance Journal, LIV, 8, April, 1976, p. 430.

14Wesley J. Schmidt, "The Counselor's Role in Student Unrest," Northern Illinois University in connection with Office of the Superintendent of Public Instruction, pp. 10-13.

15Michael A. Ciaverella and Lawrence W. Doolittle, "The Ombudsman: Relevant Role Model for the Counselor," The School Counselor, XVII, 5, May, 1970, p. 123.

The first principle of activist guidance
is that of direct counselor activity focused
on concrete action that objectively helps
students . . . .

Another principle is mutual counselor-
client identification of environmental
conditions that may facilitate or retard
client goals and self-development.

A third principle is that activist
guidance recognizes the distinction between
client goals and those of the educational
institution. 16

While some writers advocated the mediating role for

the counsellor, some maintained the traditional emphasis

upon educational planning and assistance. One example

was Paterson, who indicated that counsellors should

ideally display expertise in admissions to higher educa-

tional institutions, career information, course changes

within schools, and maintenance of liaison with parents

and teachers. [17] Ciaverella envisaged the counsellor

role as a mental health consultant to teachers, adminis-

trators, parents, curriculum and other specialists. [18]

Ivey recently advised diversity of counsellor role: "The

counselor who simply "counsels" is on the way out. The

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[16]Julius Menacker, "Toward a Theory of Activist
Guidance," Personnel and Guidance Journal, LIV, 6,
February, 1976, p. 320.

[17]Walter G. Paterson, op cit., pp. 29-33.

[18]Michael A. Ciaverella, "The Counselor as a Mental
Health Consultant," The School Counselor, XVIII, 2,
November 1970, pp. 331-336.

inevitable direction of professional helping is towards a
counselor who plays many roles." [19]

Certainly there have been changing emphases upon
counsellor's role with different groups of clientele.
These include the learning disabled, [20] minority groups, [21]
and parents. [22]

In dealing with the complex matter of role defin-
ition, one authority states:

> The administrator must be a coordinator
> of role definition. The term "role" . . . is
> used in a broad way. The functions to be per-
> formed by various persons on a school staff
> must, if confusion is to be avoided and purposes
> achieved, be well defined and the roles
> entailed must be accepted and practiced with
> integrity by all involved. Leadership in
> getting this difficult task accomplished falls
> to administrators. As with all his responsi-
> bilities, the wise administrator will seek the
> definition of roles in such a way as to utilize
> the thinking of all the parties involved. 23

This calls for a concerted effort of all personnel
to contribute in a professional manner to the allocation

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[19]Allen E. Ivey, "An Invited Response: The Counselor
as Teacher," Personnel and Guidance Journal, LIV, 8, April
1976, p. 431.

[20]Stephen W. Freeman and Charles R. Thompson, "The
Counselor's Role with Learning Disabled Students," The
School Counselor, XXIII, 1, September, 1975, pp. 28-36.

[21]Edward J. Hayes and Wendell G. Rayburn, "Black-
White Dilemmas: Counselors, Busing, Desegregation," The
School Counselor, XXIII, 2, November, 1975, pp. 99-107.

[22]F. Donald Kelly, "The Counselor's Role in Parent
Education," The School Counselor, XXIII, 5, May, 1976,
pp. 332-338.

[23]George E. Hill, Management and Improvement of
Guidance (2nd edition), Englewood Cliffs, N.J.: Prentice-
Hall, Inc., 1974, p. 117.

of the various duties involved in educational roles. The
administrator responsible for orchestrating this activity
is in most cases the building principal, at least at the
community level. While not implying that all of the
following have equal responsibility, all of these may be
involved in the determination of the school counsellor's
role: (a) the school counsellors; (b) the counsellor-
educators; (c) state or provincial supervisors and certi-
fiers; (d) the school administrators; (e) the professional
guidance organizations; (f) the parents and community
laymen.

As a framework of reference, rather than a defini-
tion of functions, the following four types of role for
any staff member are suggested: (a) the supportive role;
(b) the consultative role; (c) the referral role; (d) the
service role. [24] For the counsellor the emphasis would
centre upon the latter three kinds of role. However, the
counsellor faces expectations in the supportive role
which might, in some instances, cause varying degrees of
confusion or strain with his/her major responsibilities
within the other three types of role.

One writer dealing with counsellor role-function
stated that, "Almost 50 percent of the secondary counselor's

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[24]George E. Hill, Management and Improvement of
Guidance (2nd edition), Englewood Cliffs, N.J.: Prentice-
Hall, Inc., 1974, p. 117.

work is so ordered by structural and organizational tasks

that precious little time remains for purely guidance

purposes." [25] Another authority spelled out the problem

of counsellor role definition by principals in these words:

> Turning over the leadership of guidance
> to school principals means that the rationale
> for leadership is heavily based on power lines
> and not expertise in the discipline of guidance
> . . . . Counsellors are pressed into service as
> administrative aides, and guidance blurs into
> yet another administrative device for accompli-
> shing instructional and curricular ends. 26

A current article pursued the issue of assignment of

counsellor tasks in terms of accountability and cost-

effectiveness as follows:

> The administrator should become familiar with
> the skills which the counselor possesses and then
> permit the counselor to exercise those skills.
> This would preclude using the counselor as a mini-
> administrator, class-changer, attendance supervisor,
> administrator of discipline, class-scheduler, or
> substitute teacher. There are more cost-effective
> ways to accomplish these tasks than through the use
> of the secondary counselor." 27

Further, because of its obvious influence upon the

counsellor's role, special attention has been drawn to

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[25]Roger F. Aubrey, "Organizational Victimization of
School Counselors," The School Counselor, XX, 5, May, 1973,
p. 348.

[26]Vincent F. Calia and Bartholomew D. Wall (Eds.)
Pupil Personnel Administration: New Perspectives and Foun-
dations. Springfield: Charles C. Thomas, 1968, pp. 21-35.

[27]Eugene T. Buckner, "Accountable to Whom?" The
Counselor's Dilemma," Measurement and Evaluation in Guidance,
VIII, 3, October, 1975, p. 191.

counsellor education in recent years. The Executive Council of the Association for Counselor Education and Supervision sponsored a national survey of state supervisors of guidance and counselor education institutions, and non-traditional institutions offering graduate degrees in guidance and counselling. [28] Information regarding licensing of counsellors, competency-based instruction, manpower needs and characteristics of counsellor education programs was sought. Examples of competency-based programs have operated in Washington [29] and Minnesota.[30] This has relevance for this study and is under implications of this study for counsellor education in Chapter V Summary and Conclusions.

Thus, current issues which have impact upon the maximization of use of professional and paraprofessional personnel have a definite bearing upon the role and function

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[28]Lawrence K. Jones, "A National Survey of the Program and Enrollment Characteristics of Counselor Education Programs," Counselor Education and Supervision, XV, 3, March 1976, p. 166.

[29]James T. Shoemaker and Jackie L. Splitter, "A Competency-Based Model for Counselor Certification," Counselor Education and Supervision, XV, 4, June, 1976, pp. 267-274.

[30]Minnesota Department of Education, Closing the Gap: A Study of Four Counselor Education Programs and Efforts to Facilitate Role Implementation and Counselor Effectiveness in the School, St. Paul, 1975.

of the school counsellor. The issue of differentiated
staffing has brought to the fore the possibilities of
deploying paraprofessional personnel in some of the
routine tasks, and thus freeing the professionally quali-
fied counsellors to perform the professional role for
which they have been prepared. While there are unresol-
ved problems in the appropriate utilization of personnel
and the communication and acceptance of roles, such
changes may produce more effective climates for the essen-
tial learning process.

In conjunction with improving the environment for
learning, changes in technology have also affected the
role of the counsellor. Besides the obvious advantages
in counsellor education, the increased use of audio and
video taping has strengthened the in-service training
capacity for school counsellors. The development of
computer-assisted counselling [31] in the United States and
Canada has significantly changed the counsellor role by
freeing the counsellor from some of the routine informa-
tional service tasks to allow him/her to concentrate upon
more professional aspects of the role. Examples of these
have been referred to in the preceding paragraphs. In
Ontario the introduction of <u>Student Guidance Information</u>

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[31]Charles N. Barnard, "Counseling by Computer,"
<u>The Education Digest</u>, XXXVIII, 1, September, 1972,
pp. 19-22.

Service (S.G.I.S.) [32] has resulted in greater demands for counselling service than ever before, particularly in the role of facilitating educational and career planning. This particular role was traditional a decade ago and has continued to play an important part, although in newer form, in the ideal role of the counsellor. In the light of these developments, it was included in this investigation as one of the six roles principals would be asked to discuss in the structured interviews.

Further, in the construction of the design of this study, it was considered appropriate to examine the functions listed by one of the professional organizations for school counsellors in Ontario.

The Ontario School Counsellor - What He Does

1. He seeks to help the student through counselling to understand and to accept himself and to develop independence in handling his own problems.

2. In order to encourage the student to make realistic educational and vocational plans,

    (a) he assembles and maintains . . . a guidance information centre with up-to-date pertinent information concerning school curricula, opportunities for further education and career opportunities,

    (b) he may also direct students and parents to alternate sources of appropriate information,

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[32]Ministry of Education, Ontario, Student Guidance Information Service. Toronto: Ministry of Education, 1975.

(c) he facilitates opportunities for students to meet on a personal basis experts in many fields of educational and vocational endeavours,

(d) he promotes orientation programmes and facilitates liaison at all educational levels.

3. He consults with other helping services and/or community agencies and participates in case conferences as needed to obtain assistance for the special needs of the students.

4. He is involved in the coordination and administration of standardized group tests and in the interpretation of the results. He refers, when appropriate, to psychological services for individual assessment.

5. He assists the administration in the selection and placement of students in suitable courses, classes and schools.

6. He utilizes, in a professional manner and fully for the student's benefit, the information available in the Ontario School Record.

7. He is concerned with and involved in the continual appraisal and improvement of counselling and guidance services.

8. He participates in curriculum development. [33]

This model had particular relevance for school counsellors in Ontario, and was the result of the work of a committee of twelve specialists in Guidance.

Another model more appropriate for the United States attempted to incorporate thirty-six facets of counselling in a three-dimensional form known as the cube. The three dimensions of counsellor intervention were described as

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[33]Ontario School Counsellors' Association, The Role of the School Counsellor. Sudbury, Ontario: Ontario School Counsellors' Association, 1971.

the target, the purpose, and the method of intervention.

This model was a recent example of seeking to classify,

clarify, and define the counsellor's role.

> Interventions may be aimed at (a) the
> individual; (b) the individual's primary
> groups; (c) the individual's associational
> groups; or (d) the institutions or communi-
> ties that influenced the individual's behavior
> . . . . The purpose may be (a) remediation;
> (b) prevention; or (c) development. The
> method of reaching the target population may
> be through (a) direct service, which involves
> direct professional involvement with the
> target; (b) consultation with and training
> of other helping professionals; or (c) indirect
> interventions utilizing media, i.e. computers,
> programmed exercises, books, television, and
> other media. 34

This particular model is an example of the counsellor

serving as an agent for change and actively intervening

to improve the situation according to his interpretation

of the most effective method. There are other approaches

to the counsellor's role in the face of change.

In a rapidly changing, dynamic society, youth faces

the very difficult task of achieving a sense of identity.

The degree of ambiguity in the culture is high and is

likely to increase. The counsellor has the responsibility

for helping youth to identify existing standards and to

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[34]Weston H. Morrill, Eugene R. Oetting, and James C.
Hurst, "Dimensions of Counselor Functioning," The Personnel
and Guidance Journal, III, 6, February, 1974, pp. 356-357,
cited in Edwin R. Gerler, Jr., "New Directions for School
Counseling," The School Counselor, XXIII, 4, March, 1976,
pp. 248-249.

evaluate the consequences of accepting or rejecting them.

Stewart and Warnath have pointed this out in the following

way:

> The promotional role of the counselor may
> involve his attempts to convince young people
> that their own efforts will have some relation-
> ship to what happens to them as adults . . . .
> Of course, it would be foolish to encourage
> students to ignore the trends of changes in our
> society. But it would be equally futile to
> ignore the possibility that they can modify
> these changes . . . . The task outlined for the
> counselor is not an easy one 35

It is evident from the literature of counsellor role that

there must be provision for some definitive statement in

order to help the counsellor understand his own role

relationships. At the same time, the dynamic character

of society indicates that it would be unwise to create a

rigid, inflexible kind of role which would deter develop-

ment and necessary adaptation to rapid change. This would

render the counsellor ineffective in reaching his objec-

tives of helping youth formulate their goals among all the

conflicting, ambiguous demands they face in the contemporary

world. It would be appropriate to conclude this section

of the review of the literature of the counsellor with refer-

ence from Wrenn, who refers to the emerging role of the

counsellor in these words:

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[35]Lawrence H. Stewart and Charles F. Warnath, The
Counselor and Society: A Cultural Approach. Boston:
Houghton-Mifflin, 1965, pp. 88-89.

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All four of the program responsibilities
listed in the earlier book are still valid, but
I would state them somewhat differently. To-day
I would not put them in terms of program but in
terms of the person of the counselor, in terms
of expectations of himself that bring about
certain behaviors. Within the context of society
to-day and the educational scene to-day, these
might be his major expectations (goals) for
himself . . .

1. To help students indirectly by contributing
    to the improvement of the learning environment
    of the school . . .

2. To help students directly, both individually
    and through groups . . .

3. To keep myself, the counselor as a person,
    in constant touch with the changing world
    around me 36

It is difficult to sum up the literature of counsel-

lor role in the momentous decade between Wrenn's two

classic statements. Expectations of what the counsellor

should do, while maintaining some of the original kinds

of role and function, have increased in terms of breadth,

variety, and quality of service. Counsellors themselves

and the significant role determiners should take these

changes into account. From the literature, six counsellor

roles have been selected for application to this study,

namely, administrator, advocate, consultant, educational

and career planning facilitator, disciplinarian, and

therapist. In the structured interviews, principals invol-

ved in this study were asked to state their attitude towards

counsellors filling these roles.

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[36]C. Gilbert Wrenn, The World of the Contemporary Coun-
selor. Boston: Houghton-Mifflin, 1973, pp. 270-271.

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Review of the Literature of Role Conflict

This section of the review of the literature deals with role conflict theory. As in school counsellor role theory, many studies have been done, and it is only possible to examine some which have particular relevance for the background of this study. As has been explained, the purpose of this investigation is to explore and describe differences of perception of the ideal counsellor role held by counsellors and principals, and to seek reasons for the differences. These differing expectations may be termed as conflict, or role conflict. Therefore the relevant literature must be examined.

An early definition of role conflict was "the exposure of the actor to conflicting sets of legitimized role expectations such that the fulfillment of both is realistically impossible."[37] The same source stated that exposure to role conflict was an obvious source of strain and frustration, with the resulting creation of an incompatible situation. Misunderstanding of roles on the part of teachers or counsellors and their significant others could lead to poor relationships and poor service.

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[37]Talcott Parsons, "Role Conflict and the Genesis of Deviance," Cited in Bruce J. Biddle and Edwin J. Thomas, Role Theory: Concepts and Research, New York: John Wiley and Sons, Inc., 1968, p. 275.

This kind of misunderstanding due to unrealisitc expectations obviously can be inimical to effective service. Further clarification of the terminology of role conflict is needed.

One authority developed the view that:

> Dissensus and role strain - the difficulty of fulfilling role demands are normal. The larger social structure is held in place by role strains. In a sequence of role bargains, the individual's choices are shaped by mechanisms . . . through which he organizes his total role system and performs well or ill in any role relationship. 38

This provides a means of observing the ways by which individuals work out their various roles, by a series of role bargains within the insititutional limits.

One classic study explained role conflict in these terms:

> In certain situations role conflicts occur. That is, the situations are so ordered that an actor is required to fill simultaneously two or more roles that present inconsistent, contradictory or even mutually exclusive expectations. The actor cannot realistically conform to these expectations. He is then forced to choose one of several alternatives; he may abandon one role and cling to the other, he may attempt some compromise between the roles, or he may withdraw either physically or psychologically from the roles altogether . . . . In any event, over any long-term period he cannot fully meet the expectations of all roles, and to the extent that he fails to meet the expectations, he is judged ineffective in the management of one or another of the roles by the defining groups. 39

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[38]William J. Goode, "A Theory of Role Strain," American Sociological Review, XXV, 1960, pp. 483-496.

[39]Jacob W. Getzels and Egon G. Guba, "Role, Role Conflict, and Effectiveness: An Empirical Study," American Sociological Review, XXIX, 1954, pp. 164-175.

In this study the emphasis is upon the expectations held
by one of these defining groups, namely the principals in
the secondary schools.

In one study of role conflict, the interest was in
role conflicts which were perceived by the individuals
subject to them. It was also concerned with incompatible
expectations arising from an actor's occupancy of single
as well as multiple positions. Intra-role and inter-role
conflicts were examined. This study also investigated
the perceived legitimate and illegitimate expectations of
the subjects involved. It had some bearing upon the ways
in which counsellors meet expectations of behaviour as
they seek to serve in terms of provision of appropriate
counselling and guidance services. It would be appro-
priate to differentiate among types of role conflict.

Four different kinds of role conflict have been clas-
sified as (1) role conflict stemming from role definer;
(2) role conflict internal to the role; (3) role conflict
stemming from the role in interaction with the social
system; (4) role conflict stemming from the interaction of
the individual and the role. [40] While all the previous
types of role conflict might apply, particularly in indivi-
dual cases, the emphasis in this investigation has been

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[40]Allan E. Ivey and Stanley S. Robin, "Role Theory,
Role Conflict, and Counseling: A Conceptual Framework." In
Joseph C. Bentley, The Counselor's Role: Commentary and
Readings. Boston: Houghton-Mifflin, 1968, pp. 226-227.

upon the first type, specifically, upon the differences between the ideal role perceptions of the school counsellor held by counsellors and the principals who act as definers of the counsellor role. The role defining tendency of principals who hold responsibility for the overall program of education in their school has already been discussed in the previous section in literature of the role.

One dissertation studied differing perceptions of counsellor function held by administrators and counsellors. Doyle [41] started with the assumption that administrators were more concerned with management and direction of people, while counsellors were more interested in self-actualization and self-direction of students. He used a Likert-type questionnaire to measure perceptions of counsellor function held by administrators and counsellors in Montana. This was followed by brief, structured interviews of principals in which he further explored their responses. Doyle found that there was significant disagreement ($p < .05$) in four out of ten areas of function. The areas where administrators and counsellors disagree were:

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[41]Don R. Doyle, "A Comparison of Counsellor and Administrator Perception of Counselor Function in Schools in the State of Montana with Small and Medium Enrollments." Unpublished Dissertation, Ed.D., University of Montana, Missoula, 1971.

1. helping pupils understand their social and psychological world,

2. helping pupils accept their abilities and interests,

3. helping pupils develop decision-making competencies,

4. counsellor interpreting to the community the importance of the guidance program.

Another recent study [42] of great importance compared attitudes of secondary school administrators, professors of educational administration, counsellor-educators, secondary school counsellors, and counsellor-supervisors towards the role of the secondary school counsellor using a Likert-type attitude scale to view the role of the counsellor on a specialist to generalist continuum. A specialist was defined as a counsellor who gave priority to the counselling service over all other services. A generalist was defined as a counsellor who gave priority to such functions as orientation, group guidance, registration, class scheduling, course changes, cumulative record development, and similar duties, in addition to some counselling.

The results of this investigation showed that counsellor-educators and secondary school counsellors favoured

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[42]Robert B. Reichert, "Attitudes of Secondary School Administrators, Professors of Educational Administration, Secondary School Counselors, Counselor-Supervisors, and Counselor-Educators Toward the Role of the Secondary School Counselor." Unpublished Doctoral Dissertation, Florida State University, Talahassee, 1974.

the specialist position, while secondary school adminis-
trators favoured the generalist position. In terms of
philosophical orientation, counsellors and counsellor-
educators favoured a non-authoritarian, student-centred,
full-time counsellor with a psychological point of view,
while administrators favoured a somewhat authoritarian,
institution-centred, part-time counsellor with a tradi-
tionalist, educationalist point of view. This finding is
quite significant in relation to the present study since
it examines very similar aspects of secondary administra-
tors in their perceptions of the role of secondary school
counsellors.

With reference to the conflict between counsellors
and administrators, Arbuckle recently stated:

> If counselors see themselves as advocates
> of the young in this country who are still, in
> a sense, in bondage, then their goals and
> objectives are not always going to be the same
> as those voiced by school administrators and
> by the majority of teachers. I do not see this
> as a criticism of those administrators and
> teachers but rather an acceptance of the reality
> of how they see their functions and responsi-
> bilities. School counselors should, of course,
> work as much as possible with teachers, school
> administrators, parents, and members of the
> community, but their basic motivation should be
> the greater development, growth, and well-being
> of the young whom they represent. 43

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[43]Dugald S. Arbuckle, op cit., ibid.

Guthrie [44] surveyed superintendents, counsellors,

and counsellor-educators in the state of Colorado. Using

a forty-item questionnaire, he found that counsellors and

superintendents differed significantly on four items:

1. Keeping teachers informed regarding students' remarks during counselling sessions.

2. Assisting teachers with classroom discipline problems.

3. Planning and conducting orientation programs.

4. Assisting students to secure part-time summer employment.

Guthrie's study used forty items compared to seventy

items in the present study. He used the Chi Square statis-

tic to determine significant differences between items.

However, his study differed from this one by omitting to

use structured interviews in his investigation.

Filbeck [45] in his study comparing perceptions of

principals and counsellors found that principals perceived

appropriate counsellor behaviour which indicated that the

counsellor is:

1. Supportive of the school's policy,

2. Reinforcing for student conformity to social standards or norms of behavior,

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[44]Ouida LaVerne Guthrie, "The High School Counselor's Duties and Responsibilities as Perceived by Counselors, Principals, Superintendents and Counselor-Educators." Unpublished Doctoral Dissertation, University of Northern Colorado, Greeley, 1970.

[45]Robert W. Filbeck, "Perceptions of Appropriateness of Counselor Behavior: A Comparison of Counselors and Principals," Personnel and Guidance Journal, XLIII, May, 1965, p. 895.

3. Reinforcing of student acceptance of status quo,

4. Promising to reduce the likelihood that students will challenge or threaten the authority of the school.

This study used a <u>Critical Incidents Reactionnaire</u> consisting of thirteen hypothetical problems with four to five alternative responses. Most counsellors and principals were in agreement on the above items.

Another study similar to this was conducted in the province of Alberta to discover how three groups, counsellors, counsellor-educators and principals perceived the role of the high school counsellor. [46] The measures used included <u>Warman's Counsellor Appropriateness Checklist</u> and two additional questionnaires. Results showed that all three groups differed significantly in their views of the appropriateness of counsellors handling problems concerning adjustment to self and others, and love, religion, and morality in counselling interviews with students. These two areas were perceived as low on the list of priority by principals but higher by counsellors and counsellor-educators. Hengel's study differed from the present investigation, since no interviews were used in her research. However, the findings did indicate similar conclusions as to principals' perceptions of counsellor role.

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[46]Helen Hengel, "The Role of the Counsellor in Alberta High Schools as Perceived by Counsellors, Counsellor-Educators and Principals," Unpublished Master's Thesis, University of Calgary, Calgary, 1972.

Two studies used the original <u>Counselor Function</u> <u>Inventory</u> formulated by Shumake and Oelke. [47] One was undertaken to resolve confusion about the role of the counsellor and to improve communications among staff members at Highline Public School District, Seattle. The investigator [48] found that administrators and counsellors showed very close agreement on the inventory items. A second study conducted by Carmical and Calvin [49] allowed counsellors in the Houston area to form a composite picture of their various roles. It found that counsellors perceived themselves not as clerks, disciplinarians or administrators, but primarily as counsellors. These studies indicated that the <u>Counsellor Func</u> <u>tion Inventory</u> was validated on secondary school populations as a creditable instrument for examining counsellor role and function.

The previous studies have largely followed the dyad model, e.g., counsellor and principal; the current investigation also follows this model. It also attempts to limit the study to a geographic area - five counties of southwestern Ontario, and to all the available principals,

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[47]G. Franklin Shumake and Merritt C. Oelke, "Counselor Function Inventory," <u>The School Counselor</u>, XV, 2, November, 1967, pp. 130-133.

[48]Arthur L. Maser, "Counselor Function in Secondary Schools," <u>The School Counselor</u>, XVIII, 5, May, 1971, p. 372.

[49]LaVerne Carmical and Leland Calvin, "Functions Selected by School Counselors," <u>The School Counselor</u>, XVII, 4, March, 1970, pp. 280-285.

vice-principals, and counsellors in all the secondary
schools. It would be instructive to examine a summary of
research done on Principals and School Counselor Role by
Kehas. [50] This is condensed in tabular format in
Table 2.1.

In a current study John Geisler sought to identify
the perceptions of Michigan principals regarding the role
of the counsellor and to differentiate between the per-
ceptions of principals of large and small schools. Using
an 8 item questionnaire, he sought to measure the percep-
tions of the principals regarding the role of the counsel-
lor in their schools. He used three responses: 1) Coun-
sellor only should perform 2) Counsellor should share,
and 3) Counsellor should never perform. Questions were
grouped under Counselling, Scheduling and Registration,
Working with Significant others, Administration of Guidance
Programs, Research, Teaching, and Discipline. Geisler [50a]
found that principals did not agree among themselves and
sometimes did not agree with what counsellors felt their
role should be. In addition, the findings showed that
principals of small schools expected counsellors to play
a more active role in the area of testing than did prin-
cipals of large schools.

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[50] Chris D. Kehas, "What Research Says About Coun-
selor Role", Focus on Guidance, IV, 9, May, 1972, p. 7.

[50a] John Geisler, "Principals' Perception of the Coun-
selor Role," Michigan Personnel and Guidance Journal, VII,
2, Spring, 1976, pp. 38-39.

Table 2.1

RESEARCH ON PRINCIPALS AND SCHOOL COUNSELOR ROLE

Investigator	Year	Sample Counselors/Principals		Geographic Area	Sample Differentiation
Schmidt	1962	48	48	Missouri	None (Some teach-coun)
Chenault & Seegars	1962	98	66	Kentucky	None (Sex & age reported)
Kemp	1962	45	45	Ohio	None
McDougall & Reitan	1963		169	Idaho, Oregon, Washington	None
Filbeck	1965	98	98	7 states	None
Nejedlo & Farwell	1966	266	55	Wisconsin Illinois	Extensive
Nejedlo & Sweeney	1966	179	86	Ohio	None
Hart & Prince	1970		164	Utah	(Counselor Training and Experience)

Another study of counsellor role [51] in a Canadian

province sought to examine the perceptions of counsel-

lors, teachers and principals by the use of a question-

naire consisting of fifty items. This instrument was

based on the American School Counselors' Association guide-

lines [52] and on Wrenn's statement. [53]

The major finding of this investigation was that

Alberta counsellors, teachers, and principals held similar

perceptions of what the secondary school counsellor in

Alberta should do. This result was in direct contrast to

previous studies which had found definite differences in

expectations of ideal counsellor role between principals

and counsellors. The Mott study examined the perceptions

of 38 counsellors, 36 teachers and 39 principals in 92

Alberta communities. It found significant differences in the

perceptions of implementation of counsellor role held by

counsellors and teachers, and also between perceptions held

by teachers and principals. It recommended that counsel-

lors should articulate their role more effectively to

teachers.

The problem of communicating the counsellor's role

and indeed of clarifying exactly what the counsellor should

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[51]Terence R. Mott, "Perceptions of the High School
Counsellor's Role in Alberta," Canadian Counsellor, VII, 1,
January, 1973, pp. 49-57.

[52]American School Counselors' Association, The Role of
the Secondary School Counselor: A Tentative Statement,
Washington: 1964.

[53]C. Gilbert Wrenn, The Counselor in a Changing World.
Washington: American Personnel and Guidance Association,
1964.

do was examined by Brown [54] who sent a 53-item <u>Counsellors'</u> <u>Role Questionnaire</u> to a randomly chosen sample of 150 Canadian Guidance and Counselling Association members, their administrators, and their clients. Returns were received from 49 C.G.C.A. members, 24 clients, and 27 administrators, representing all the provinces in Canada. Counsellors were asked to state the functions which they were doing and those which they considered they should be doing. The results indicated that counsellors were more in agreement with their administrators than they were with their clients. The conclusion stated that Canadian counsellors, as represented in this relatively small sample, performed a limited number of traditionally accepted, relatively clear cut, preferred functions and responsibilities, and in a much larger area in which various aspects of role were undefined. When counsellor role concept and role expectation were compared, there was considerable lack of consensus about what counsellors should be doing.

A Michigan study [55] found that principals in large urban schools reported that they delegated completely more administrative tasks than they performed personally. The Pupil Personnel Services was one of the heaviest areas

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[54] Tom Brown, "Present and Preferred Functions of CGCA Members," <u>Canadian Counsellor</u>, VIII, 3, June, 1974, pp. 175-184.

[55] Jack K. Mawdsley, "A Study of the Delegation of Administrative Tasks, by Principals of the Large High Schools in Michigan as Related to Selected Variables," Unpublished Doctoral Dissertation, Michigan State University, East Lansing, 1968, p. 117.

receiving these delegated tasks which included student orientation, the scheduling of students into classes, placement and follow-up, school health services, student records, occupational and educational information, assisting with discipline and attendance, extracurricular activities, and research. The three areas of greatest delegation were Instruction and Curriculum, (26%) Staffing (23%), and Pupil Personnel Services (20.1%).

Dasinger [56] investigated the ways in which the occupational behaviour of Montana school counsellors were complementary or in conflict with their principals. This particular study examined the perceptions of counsellors, principals, and counsellor-educators. He found that counsellors were assigned school clubs, hall supervision, study hall, lunch room supervision, discipline, school budgeting, the handing out of tardy slips, and field trips. He recommended that counsellors should be freed from such supervisory tasks and from teaching and allowed more opportunity to confer with principals, teachers, and students. Several studies of role conflict between counsellors and principals found no substantial difference in their perceptions of what the counsellor's role should be.

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[56] James F. Dasinger, "The Role of Montana Secondary School Counselors as Perceived by Selected Reference Groups." Missoula: Montana State Office of Supervision of Public Instruction, 1973.

These studies included Kegley, [57] Mitzel, [58] Keating, [59]
Lindersmith [60] and Coleman [61].

On the other hand, recent investigation found that
there was substantial difference between principals and
counsellors as to the role of the secondary school counsel-
lor. Bennett [62] found that principals felt more than coun-
sellors that counsellors should devote more attention to
vocational guidance, committee work, student extra-cur-
ricular activity, and helping with applications to college.

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[57] John F. Kegley, "The Role of the Secondary School
Counselor: Perceptions of Principals, Counselors and
Teachers in the Public Schools of Montgomery County Mary-
land," Doctoral Dissertation, George Washington University,
1973.

[58] William J. Mitzel, "The Role and Function of the
Counselor As Seen by Selected Counselor Educators, Coun-
selors, Principals and Counselor Trainees in the State of
Oregon," Ph.D. Dissertation, Oregon State University, 1973.

[59] Weldon L. Keating, "Perceptions of the Counselor's
Role by Counselors, Teachers and Principals: A Case Study
of the San Diego Unified School District," Ph.D. Disser-
tation, United States International University, 1975.

[60] Thomas S. Lindersmith, "The Role and Function of the
High School Counselor as Perceived by Counselors, Principals
and Counselor Educators in the State of Oregon," Ph.D.
Dissertation, University of Oregon, 1975.

[61] Terry J. Coleman, "A Comparative Study of Attitudes
Toward Real and Ideal Role of the Secondary School Counselor
as Perceived by School Counselors, Secondary School Adminis-
trators, Counselor Educators and Professors of Educational
Administration in Missouri," Ph.D. Dissertation, St. Louis
University, 1975.

[62] Victor G. Bennett, "A Comparison of the Opinions of
High School Administrators, Teachers, Pupils and Counsellors
About the Ideal and Actual Role of the High School Coun-
sellor," M.Ed. Thesis, Memorial University of Newfoundland,
1973.

Dragan [63] used a modification of the Counselor Function Inventory used by Shumake and Oelke. He found substantial disagreement within each of three groups: 129 school counsellors, 143 school principals, and 5 counsellor educators in the Province of Manitoba. Principals reported that the counsellor's role should be primarily student counselling and information dispensing. Counsellors and counsellor educators saw the counsellor's role as student-centered, guidance-administrative, and largely traditional.

The history of guidance and counselling appears to suggest that school administration may be a major constraint to the development of counselling. This seems plausible, since administrators largely control what the counsellors do and how they spend their time. However, a recent study by Aubrey [64] found that real or imagined constraints to guidance were not as formidable as predicted. It was found that the intractability of established counsellors proved a far greater obstacle.

Warnath supported this position when he said:

> The typical counselor has already attained a
> professional status within the educational system

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[63] Jerry Dragan, "Comparative Analysis of Perceptions of the School Counsellor's Role in Manitoba." Ph.D. Dissertation, United States International University, 1975.

[64] Roger F. Aubrey, "An Examination of Selected Constraints on the Practice of School Guidance and Counselling." Doctoral Dissertation, Boston University School of Education, 1975.

and, with at least five or six years of
indoctrination, espoused the middle-class
values and perspectives of that particular
institution. The counselor is therefore,
a product of the educational system to which
he returns after his training program with
some additional facts, techniques, and
interactional experiences. 65

Literature on the Methodology of the Interview

Since the main emphasis of this study is to explore

and describe the factors which underlie differences in

perception between principals and counsellors, it is

important to examine the most suitable methods of obtain-

ing such data. As in the previous two sections, there is

a wealth of material dealing with the methodology of the

interview. Therefore, this section is restricted to a

review of some of the sources which appear to be more

relevant to the present investigation.

One of the more definitive sources was a chapter by

Cannel and Kahn [66]. It dealt with the three aspects of

measurement adequacy - validity, reliability, and precis-

ion. It pointed out that adequacy of measurement by the

use of the interview required awareness of the required con-

ditions for the successful interview and the skills needed

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[65]Charles F. Warnath, "The School Counselor as
Institutional Agent," The School Counselor, XX,
January, 1973, p. 202-208.

[66]Charles F. Cannel and Robert L. Kahn, "Interviewing".
In Gardner Lindzey and Elliot Aronson, The Handbook of
Social Psychology, II (2nd edition). Reading:
Addison-Wesley Publishing Company, 1968, pp. 532-534.

to meet those conditions in the construction of the inter-
view schedule and in the conduct of the interview. These
skills were also emphasized by Kerlinger, who discussed
the comparative advantages and disadvantages of the inter-
view and the self-administered questionnaire. Finally,
Kerlinger concluded that:

> The best instrument available for sounding
> people's behavior . . . feelings, attitudes and
> reasons for behavior would seem to be the struc-
> tured interview coupled with an interview schedule
> that includes open-end, closed and scale items. 67

The question of suitability of the interview and/or
questionnaire as measuring instruments was discussed by
a number of authorities.

Among these were Parten, [68] Oppenheim,[69] and
Bauer [70]. These writers also dealt with construction of
the interview schedule, editing, coding,and tabulation
of the data - all useful skills in the measurement of
attitudes and opinions. Fear [71] included chapters on

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[67]Fred N. Kerlinger, Foundations of Behavioral
Research, Educational and Psychological Inquiry. New York:
Holt, Rinehart & Winston, 1964, pp. 475-476.

[68]Mildred Parten, Surveys, Polls and Samples:
Practical Procedures. New York: Harper and Brothers,
1950, Chapters VI, X, XII, XIV, XV.

[69]A. N. Oppenheim, Questionnaire Design and Attitude
Measurement. New York: Basic Books, 1966.

[70]Raymond A. Bauer, Social Indicators. Cambridge:
Institute of Technology Press, 1966, pp. 58-163.

[71]Richard A. Fear, The Evaluative Interview. New
York: McGraw-Hill Book Company, 1958. Technology, Space
and Society Series, produced by the American Academy of
Arts and Sciences. General editors Raymond A Bauer and
Edward E. Furasa.

guiding and controlling the interview, completing the
interview guide and an example of an interview guide for
use with a specific type, the evaluative interview.

Case studies and examples were also provided by
Fenlason [72]. She also highlighted the need for a defin-
ite point of view and philosophy for the professional
working in the field of behavioral research. This point
was also stressed by Kahn and Cannell [73] who included
contributions from Lewin, Rogers, Krech, and Cruchfield.
In particular, the chapter on The Interview as a Method
of Measurement was useful in dealing with the dynamics
of interaction, the psychological forces at work in the
research interview.

A more recent source [74] described eight studies
dealing with the interview - questionnaire approaches to
data collection. This investigator concluded that the
group questionnaire was an appropriate instrument for sur-
veying attitudes of younger subjects. However, in the case
of adults, the results indicated that the questionnaire and
interview were interchangeable as measuring instruments.

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[72]Anne F. Fenlason, Essentials in Interviewing for
the Interviewer Offering Professional Services (rev.
edition). New York: Harper & Row, 1962.

[73]Robert L. Kahn and Charles F. Cannell, The
Dynamics of Interviewing Theory: Techniques and Cases.
New York: John Wiley and Sons, 1957.

[74]J.M. Bill, "A Methodological Study of the Interview
and Questionnaire Approaches to Information Gathering,"
Research in Education, IX, May, 1973, pp. 25-42.

The findings were supportive of the approach in this investigation which used both methods.

In dealing with the actual strategy in the interview itself, some useful insights were provided by Richardson, Dohrenwend and Klein,[75] a source which stressed methods of achieving validity in the interview. Another reference recommended for preparation for the research interview and applying the insights to the actual interview was Gorden [76]. Yet another source which dealt with the art of interviewing as well as the broad range of research methodology, including research design in exploratory and descriptive studies, was Sellitz, Jahoda, Deutsch and Cook [77]. The sources named were of value in preplanning the interview strategies and tactics. An example of the tactics described was the informal post-interview, which sometimes served to detect possible inhibiting effects of portions of the formal interview. The last named source was also helpful in suggesting procedures in the analysis of the data.

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[75] Stephen A. Richardson, Barbara S, Dohrenwend and David Klein, Interviewing: Its Forms and Functions. New York: Basic Books, 1965.

[76] Raymond L. Gorden, Interviewing Strategy, Techniques and Tactics. Georgetown: Irwin-Dorsey Limited, 1969.

[77] Claire Sellitz, Marie Jahoda, Morton Deutsch and Stewart W. Cook, Research Methods in Social Relations (rev. edition). New York: Holt, Rinehart and Winston, 1959.

In this connection, a final source was Osgood, Suci and Tannenbaum [78]. In particular, Chapter 3, <u>The Semantic Differential as a Measuring Instrument</u> was useful in the analysis of the interview data. This is treated in Chapter III <u>Methodology</u>.

To sum up, the literature on role research and role theory provided general background and a theoretical framework for the study. The literature of role conflict served to bring into closer focus the major areas of investigation. Finally, the review of the literature in methodology of the interview provided necessary insights and strategies for the operational phases of the study.

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[78]Charles E. Osgood, George J. Suci and Percy H. Tannenbaum, <u>The Measurement of Meaning</u>. Urbana: University of Illinois Press, 1957.

CHAPTER III

METHODOLOGY

Introduction

This chapter includes a description of the population examined, instruments used in the study, procedures followed in the administration of the instruments, and methods applied in the analysis of the data.

Population

The Dominion of Canada has ten provinces, each with its own system of education. The Province of Ontario, according to the Canada Year Book, 1975 [1] has thirty-three counties in the southern portion of the province, and ten districts in the northern, less-populated portion. Fourteen counties constitute Southwestern Ontario. Five counties in this area were chosen for this study: Elgin, Grey, Kent, Middlesex and Oxford. Each of these counties has its own public board of education. Table 3.1 shows the combined enrolment for the secondary schools involved in these counties at the time the data were gathered.

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[1] Information Canada, Canada Year Book, 1975. Ottawa: Information Division, Statistics Canada, 1975, p. 109.

There are similarities in the demographic and educational characteristics of all five counties. For example, each county has one city which helps meet the services' needs of the surrounding district.

Within these counties, this study included all the available principals, vice-principals, and counsellors in all the secondary schools administered by the county boards of education. The only exception is the City of London, which was excluded from the investigation because it has its own independent system of education and its own research facilities, making it unique among all school systems in the five-county area. Table 3.2 shows the demographic data for the administrators included in the study, and Table 3.3 shows similar information about the counsellors in the study. It indicates the relative stability of enrolment over the three year period. There was also no change in the numbers of secondary schools in the counties in the study during this period.

There are similarities in the demographic and educational characteristics of all five counties. Each county has one city which helps meet the service needs of the surrounding district. Industry is largely centered in the city and surrounding towns. The rest of the counties are mainly agricultural.

Table 3.1

COMBINED ENROLMENT FOR THE SECONDARY SCHOOLS
IN FIVE SOUTHWESTERN ONTARIO COUNTIES IN THE STUDY

County	Enrolment			Number of Secondary Schools in County
	1972-3	1973-4	1974-5	
Elgin	4,382	4,366	4,415	5
Grey	5,451	5,336	5,298	5
Kent	8,466	8,256	8,210	11
Middlesex	4,105	4,220	4,311	5
Oxford	6,004	6,062	6,067	7
Totals	28,408	28,240	28,301	33

SOURCES: Ontario Ministry of Education, Report of the Minister of Education for the Year 1972, Toronto, Ontario, Ministry of Education, 1972.

Ontario Ministry of Education, Report of the Minister of Education for the Year 1973, Toronto, Ontario, Ministry of Education, 1973.

Ontario Ministry of Education, Report of the Minister of Education for the Year 1974. Toronto, Ontario, Ministry of Education, 1974.

Table 3.2

DEMOGRAPHIC DATA FOR ADMINISTRATORS PARTICIPATING

IN PHASE I (COUNSELLOR FUNCTION INVENTORY)

Position	Number	Percentage
Principals	29	48
Vice Principals	38	52
Age		
Under 30	0	0
31 – 45	39	58
Over 46	28	42
Highest Degree		
B.A.	51	76
B.Ed.	2	3
M.A.	3	4
M.Ed.	4	6
D.Ed.	0	0
Other	7	10
Teaching Experience Level		
Primarily Elementary	3	5
Primarily Secondary	63	95

Experience in Field of Education	Number	Percentage
Less than 10 years	3	5
11 – 20 years	36	54
Over 20 years	27	40
*Guidance Qualification		
None	54	81
Part I	1	2
Part II	3	5
Part III	1	2
Specialist	6	9
Type of School		
Secondary	21	33
High	20	31
Collegiate Institute	11	17
Composite	12	18

*Guidance certification in Ontario is only at the Specialist level, at the conclusion of Parts I, II, III and IV.

Table 3.3

DEMOGRAPHIC DATA FOR COUNSELLORS PARTICIPATING

IN PHASE I (COUNSELLOR FUNCTION INVENTORY)

Position	Number	Percentage	Experience in Field of Education	Number	Percentage
Guidance Head	30	31	Less than 10 years	48	50
Counsellor	66	69	11 - 20 years	32	33
			Over 20 years	16	17
Age					
Under 30	26	27	*Guidance Qualification		
31 - 45	50	52	None	10	11
Over 46	19	20	Part I	9	10
			Part II	5	5
Sex			Part III	14	15
Male	70	73	Specialist	55	57
Female	26	27			
			Counselling Periods/Week Assigned		
Highest Degree			1 - 5	8	8
B.A.	73	76	6 - 10	15	16
B.Ed.	1	1	11 - 15	11	12
M.A.	0	0	16 - 20	10	11
M.Ed.	14	15	21 - 25	15	16
D.Ed.	0	0	26 - 30	9	9
Other	7	7	31 - 35	8	8
			36 - 40	11	12
Teaching Experience Level			Over 40	7	7
Primarily Elementary	4	4	Type of School		
Primarily Secondary	92	95	Secondary	20	21
			High	35	36
			Collegiate Inst.	18	19
			Composite	21	22

*Guidance certification in Ontario is only at the Specialist level, at the conclusion of Parts I, II, III and IV.

Of all 67 administrators, 29 were principals, and 38 were vice-principals. All were male and over thirty years of age. Approximately three-fourths of them held only the baccalaureate degree. Almost all had more than ten years of experience in the field of education, and six held specialist qualifications in Guidance for Ontario.

Table 3.3 shows the demographic data for the 96 secondary school counsellors in the study, some of whom were employed only part-time in guidance activities. Approximately three-fourths of the counsellors held only the baccalaureate degree. Half of them had less than ten years of experience in the field of education. Ten of them held no form of certification in Guidance.

For Phase II (Structured Interviews) of the study, thirteen principals were selected from the twenty-nine in Phase I (Counsellor Function Inventory) for the purpose of obtaining a deeper understanding of their perceptions of ideal counsellor role, including the reasons supporting their beliefs. Thirteen principals were selected as a representative sample of the original group. Demographic data for the principals involved in Phase II (Structured Interviews) are shown in Table 3.4.

It is important to account for the discrepancy in the numbers of principals. Twelve were used in Parts 1, 2 and 3, thirteen in Part 4. One of the thirteen principals had his counsellor with him during the interview and consulted

with him. Because this would invalidate the data, only twelve principals were used in Parts 1, 2 and 3 of Phase II. However, his ranking of the seven areas of counsellor service was included in Table 4.3.

The types of schools used in Phase II (Structured Interviews) included four collegiate institutes, four high schools, and four secondary schools. In terms of size of enrolment, there were four small (under 700), three medium (under 1200) and six large (over 1200) schools. Five of the thirteen principals interviewed during Phase II (Structured Interviews) were in the 31-45 age bracket. The remaining were in the 46 and over category. Two principals held a Master's degree, eleven a Bachelor's degree. One held partial Guidance qualifications for Ontario, one had completed the Specialist in Guidance certificate, and eleven had no formal Guidance preparation at all. Five principals worked in schools where there were two vice-principals, while seven worked where there was only one vice-principal. One principal had no vice-principal at his school.

The final stage of the study, Phase III (Structured Interviews) consisted of interviews with 6 principals who had been involved in Phase I, but not in Phase II. The purpose of these interviews was to obtain their reactions to the findings of Phase I and Phase II in order to further clarify principals' perceptions of ideal counsellor role

Table 3.4

DEMOGRAPHIC DATA FOR PRINCIPALS

SELECTED FOR PHASE II (STRUCTURED INTERVIEWS)

Age Group		Principals Highest Degree		Guidance Qualifications			Type			Schools Enrolment			Vice Principals		
31-45	Over 45	Bachelor	Master	None	Part.	Spec.	High	Sec.	Coll.	S	M	L	0	1	2
5	8	11	2	11	1	1	4	5	4	4	5	4	1	7	5

Enrolment

Small - Under 700

Medium - Under 1200

Large - Over 1200

and reasons for holding these views. Demographic data for the principals involved in Phase III are shown in Table 3.5 on the next page.

Phase III included 20.3% of the principals involved in Phase I. None of the 6 Phase III principals participated in Phase II. Two principals in Phase III were from schools classified as high schools, three were from secondary schools, and one was from a collegiate institute. According to enrolment, two schools were large, two were medium, and two were small schools.

As for age, two of the principals in these schools were between 31 and 45 years of age, and four were 46 or older. All six of the principals in Phase III held Bachelor's degrees. None had Guidance qualifications in their formal preparation. In five of the schools there was only one vice-principal, and in one there were two vice-principals.

Instruments

The instruments used in the study were the Counsellor Function Inventory, Phase II Principals' Structured Interview and Phase III Principals' Structured Interview. The instruments were adapted or constructed for the specific purposes of this study in order to examine the perceptions of "ideal" school counsellor function held by secondary school principals.

Table 3.5

DEMOGRAPHIC DATA FOR PRINCIPALS

SELECTED FOR PHASE III (STRUCTURED INTERVIEWS)

Age Group		Principals Highest Degree		Guidance Qualifications			Type				Schools Enrolment			Vice Principal
		Bachelor	Master	None	Part.	Spec.	High	Sec.	Coll.	S	M	L		
31-45	Over 45													
	5	6	0	6	0	0	1	3	2	2	2	0	5	1
1		6	0	6	0	0	1	3	2	2	2	0	1	2

Enrolment

Small - Under 700

Medium - Under 1200

Large - Over 1200

The Counsellor Function Inventory was first devised by Shumake and Oelke [2] to study seven areas of counsellor function both in terms of level of responsibility and level of participation on the part of the counsellor. It was first validated using professionally trained counsellors and administrators in the State of Georgia and later revised for use in Canadian schools by James Fleming.

This inventory originally had seventy-seven items, each of which represented a function which might be performed by a secondary school counsellor in the course of his regular duties. The items covered seven major areas: counselling, orientation, student data, information, placement, follow-up, and miscellaneous. Fleming [3] revised the instrument in 1971 for the purpose of examining attitudes of teachers, administrators, and counsellors employed by the Windsor Board of Education. This revision reduced the number of items to seventy and used terminology more suited for use in Ontario educational systems.

Further changes in the Fleming revision were made in the inventory by this researcher in order to meet the purposes of this study. It was first administered to a group of educators which included counsellor educators,

[2] C. F. Shumake and M. C. Oelke, op cit., pp. 130-133.

[3] James K. Fleming, "The Counsellor's Function Inventory," Windsor: Windsor Board of Education, 1972, pp. 1-19.

guidance consultants, guidance administrators, and principals
and later to a class of graduate students in a beginning
guidance course. They were asked to express their opinions
in regard to clarity of wording, suitability of items, and
adequacy of the items in describing specific counsellor
functions. They were also asked to classify the items under
the seven most commonly listed areas of school counsellor
function. These seven major areas are described in detail
on page 12 in Chapter I. The educators were also asked to
add comments regarding the appropriateness of the instru-
ment for the expressed purpose of examining perceptions of
the "ideal" counsellor function.

As a result of this examination, the instrument was
changed to its present form by the researcher. There were
several minor changes in format. Improvements included:
realigning scoring boxes, underlining key words in the
instructions in a box at the top of each page, and reword-
ing a few items and instructions. The newly revised
instrument was then administered to a small number of prin-
cipals not involved in the study, and it was apparent that
no further changes were necessary.

The second instrument used was the Phase II Princi-
pals' Structured Interview. This instrument was designed
to obtain the comments of secondary school principals in
four distinct areas: their reactions to the findings in
Phase I regarding those items on the inventory where the

perceptions of counsellors and principals were signifi-
cantly different [4], their methods of handling six hypo-
thetical situations related to counsellor function, their
perceptions of the counsellor in six specific job roles,
and their ranking of the seven most commonly listed areas
of school counsellor function in order of priority.

The third instrument in this investigation was the
Phase III Principals' Structured Interview. This consis-
ted of a series of rather directly worded questions devel-
oped from the findings of Phase II, which were designed to
add further validation and clarification of these findings.

In Chapter II, Review of the Literature, reference
was made to structured interviews. One of these,
Kerlinger [5], indicated that the best means of gathering
data about people's attitudes, feelings, and reasons for
behaviour is the structured interview. Sellitz, Jahoda,
Deutsch, and Cook [6] offered helpful suggestions dealing with
the type of questions to be discussed, e.g., closed or open-
ended, general or specific. These sources were used in the
construction of interviews in both Phase II and Phase III.

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[4] See Table 3.6, p. 75.

[5] Fred N. Kerlinger, op cit., pp. 475-476.

[6] Claire Sellitz et al., op cit., Chapter 7,
Appendix C.

Table 3.6

TEN ITEMS OF GREATEST DIFFERENCE OF OPINION BETWEEN PRINCIPALS
AND COUNSELLORS IN COUNSELLOR FUNCTION INVENTORY USED IN
PHASE II (STRUCTURED INTERVIEWS) SHOWING DIFFERENCE OF
MEAN SCORES, CONTENT OF ITEMS AND AREAS OF COUNSELLOR SERVICE

Difference	Principals Reported Favouring Higher Counsellor Involvement	Area
.61	Conducting a study of student's out-of-school experience	Student Data
.45	Preparing an analysis of grades given each year by faculty	Student Data
.42	Sending and receiving transcripts from other schools	Student Data
.41	Identifying exceptional children	Student Data
.41	Organize the use of test results for faculty and administration	Student Data

Difference	Counsellors Reported Favouring Higher Counsellor Involvement	Area
.71	Writing letters of reference	Placement
.60	Teaching classes in sex and drug education	Information
.53	Counselling with students concerning personal decisions	Counselling
.42	Arranging for course transfers for students within the school	Placement
.41	Providing students an opportunity to talk through his problem	Counselling

Administration of and Analysis of Data from the Counsellor Function Inventory

Following the revision of the Counsellor Function
Inventory, arrangements were made by letter and telephone
to administer the instrument to all the principals in the
first county at the same time. The instructions in the
Counsellor Function Inventory were followed, and any mis-
understandings were clarified by the researcher. Following
that, the instrument was administered to all the counsel-
lors and vice-principals in the same county. This was
accomplished in separate meetings for each type of person-
nel held in two centrally located schools in the county.
Procedures included the distribution of inventory booklets,
reading of instructions, clarification of questions, com-
pletion and collection of the booklets. The responses
were later transferred to computer cards. Similar proced-
ures were followed in the remaining four counties in the
study.

Methods Used in Conducting the Phase II (Structured Interviews)

Arrangements were made by letter and telephone to
interview principals in both Phase II and Phase III of the
study. All interviews were conducted in the principals'
offices. The interviews were recorded on a Sony cassette
tape recorder, and no notes were made during the inter-
views. Principals were assured of confidentiality so that

they might feel free to be as open as possible in their responses.

In Phase II, the interviews began by showing the principals cards listing the items from the Counsellor Function Inventory in which the responses of principals and counsellors were in greatest disagreement. They were asked to indicate their reactions to these findings and to explain why, in their opinion, the differences exist.

In the next stage of the interview, the researcher handed each principal six cards each describing a hypo-thetical educational problem.[7] For each problem the principal was asked to describe how he would handle it - by his own actions, by delegation to one other person while retaining the responsibility for follow-through, by acting in concert with two or more people, or by trans-ferring the case entirely to another person. The questions were open-ended, in order to allow each principal to state his own course of action and the rationale for doing so.

The situations were designed to include problems which might occur during the daily routine of a secondary school. Although there were several factors involved in each situation, each was related primarily to a major aspect of counsellor function. Specifically, they dealt with: (1) dropping out of school (2) vocational planning (3) parental complaints (4) teacher complaints

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[7]See Appendix B, Phase II Principals' Structured Interview.

(5) complaints from groups of students and (6) student

psychological problems. In each case, the intent was

for the principal to describe what steps he would likely

take in order to deal with such a problem in his school.

In the third part of the structured interview, prin-

cipals were asked to reveal their thoughts about the

counsellor serving in each of six specific job roles - as

administrator or administrative agent, advocate for stu-

dents, consultant to the principal and staff, educational

and career planning facilitator, disciplinarian, and

therapist. [8] These roles are traditional ones often

referred to in the literature related to guidance and

counselling.

In the fourth and final part of the Phase II inter-

views, principals were asked to rank in order of priority

the seven major areas of school counsellor function -

counselling, orientation, student data, information, place-

ment, follow-up and miscellaneous- by placing a number

from one to seven before each of the seven areas. The

seven major areas of counsellor function were defined

earlier on page 12 of Chapter I. The reason was to obtain

principals' priority in the determination of ideal coun-

sellor role and as a standard against which to compare

other perceptions revealed in Part 1 and Part 2 of Phase II.

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[8] See Chapter I, _Statement of the Problem_, p. 15.

Methods Used in Conducting the Phase III (Structured Interviews)

The final stage of the study, Phase III (Structured Interviews) consisted of interviews with six principals who had been involved in Phase I but not in Phase II. These principals were selected on a randomized basis and represented four of the five counties in the study. The reason for this stage was to provide a deeper analysis of the Phase II principals' reactions to the findings of Phase I in order to further clarify principals' perception of ideal counsellor role and their reasons for holding these views.

In Phase III, as in Phase II, arrangements were made by telephone and letter to interview principals in their offices. As before, a Sony cassette tape recorder was used to record all interviews and no notes were made during the interviews. Principals were assured of confidentiality so that they might feel free to be as open as possible in their responses.

The interview consisted of the set of fifteen questions found in Appendix C. As stated earlier, it was designed to serve as a check on the validity of the findings of Phase II. In the first part of the interview the principal was allowed to state, in his own terms, just what he thought the role of the counsellor should be and to what extent he saw the principal as the role determiner. In

the second part of the interview each principal was asked
to express what he believed to be the explanation for the
findings from the Phase II interviews with principals,
and in the last part he was asked to describe the role he
plays in the management of his own guidance program.

Methods Used in the Analysis of the Data

Phase I (Counsellor Function Inventory)

The responses from the Counsellor Function Inventory
were keypunched on computer cards from the original inven-
tory booklets and rechecked for accuracy. The 1 to 5 scale
used in scoring the inventory indicated decreasing coun-
sellor involvement, with 1 indicating the greatest counsellor
involvement. The values assigned by the respondents to the
categories of ideal counsellor involvement (1. Personal,
2. Primary, 3. Shared, 4. Consultant, 5. No direct responsi-
bility) were used to calculate mean scores for each of the
seventy items. This resulted in a mean score of all admin-
istrators (principals, vice-principals) and all counsellors
on each item.

The difference between the principals' and counsel-
lors' means were calculated to provide a mean difference
for each item. For purposes of making comparisons, a list
of items ranked in order of priority by counsellors and
administrators was drawn up. [9] In addition, a summary of

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[9]See Appendix D.

the distribution of numbers and percentages of responses assigned to each category by administrators and counsellors was compiled. [10] The items where differences were the greatest between administrators and counsellors in their responses to the inventory were used as a basis for interviewing principals in the first part of Phase II (Structured Interviews).

The rationale for the use of means was based upon many precedents. [11] However, it was realized that the scale used was ordinal in nature. The question of the most appropriate method of analysis was a debatable one. Since the concern was to find only the items of <u>greatest</u> conflict, only the top ten inventory items were used. This enabled principals to focus upon the specific functions which analysis showed to be of greatest disagreement between administrators and counsellors.

Phase II (Structured Interviews)

In the analysis of the data from the interviews with principals in Phase II, responses of the principals were categorized. Using definitions of degree of counsellor involvement on a five-point scale, the researcher and an

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[10] See Appendix E.

[11] W. James Popham, <u>Educational Statistics: Use and Interpretation</u>. New York: Harper and Row, 1967, pp. 272-273.

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assistant assessed the interviews independently. In order to improve reliability of the analysis, an inter-rater test of relationship was carried out. Similar analyses were conducted of data gathered in three of the four parts of Phase II Principals' Structured Interview.

The first part of the interview was analyzed on a five-point scale in terms of degree of counsellor involvement as follows:

1. Personal   Example: Definitely the counsellor's personal responsibility

2. Primary   Example: Counsellor delegates to secretary but supervises

3. Shared   Example: Case conference, sharing with teachers, others

4. Consultant   Example: Only when requested to serve

5. No direct responsibility

SCALE

Personal:	0.0 - 1.5
Primary:	1.51 - 2.5
Shared:	2.51 - 3.5
Consultant:	3.51 - 5.0
No direct responsibility:	4.51 - 5.0

The scores for the first part of Phase II (Structured Interviews) were obtained by the researcher and an assistant assigning independently scores to each item using the 1 to 5 scale, with 1 indicating the greatest counsellor

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involvement. The researcher and assistant scores were then averaged. Percentages were calculated and categorized so that comparisons with Phase I findings could be made in Table 4.2 in Chapter IV. A correlation test was performed to check inter-rater reliability.

The second part of Phase II (Structured Interviews) included six situations designed to assess principals' methods of coping with typical educational problems. These have been described on pages 77 and 78 of this chapter and are found in Part 2 of Appendix B. The principals' responses were analyzed by the researcher and an assistant independently in terms of degree of principal responsibility on a decreasing scale from 1 to 4:

1. Personal   Principal would handle the situation
                   personally without referral or delegation.

2. Primary   Principal would refer to one other, e.g.,
                   counsellor or vice-principal, then
                   follow through, keeping primary responsi-
                   bility.

3. Shared   Principal would share responsibility
                   with others, e.g., a team approach,
                   case conferences, staff or cabinet
                   meeting.

4. Minimal   Principal would refer completely to
                   another person. Least degree of
                   principal involvement.

SCALE

Personal	0.0 - 1.5
Primary	1.51 - 2.5
Shared	2.51 - 3.5
Minimal	3.51 - 4.0

Each rater assessed every situation on the above scale for all twelve principals on an independent basis. As in Part 1, a scale was drawn up to measure the data in Part 2. The researcher and assistant independently listened to the principals' responses and assigned a score to each case study according to the above scale ranging from 1, personal involvement, to 4, minimal involvement. The raters' scores were then averaged and the scores placed in a table (4.3). Again a correlation test was performed to check inter-rater reliability.

The third part of Phase II (Structured Interviews) dealt with the principals' attitudes towards counsellors serving in six specific counsellor sub-roles developed from the literature. The sub-roles include the behaviours ascribed to a counsellor when he acts as an administrator or administrative agent, student advocate or ombudsperson, consultant to principal or staff, educational and career planning facilitator, disciplinarian, or therapist. As in the first and second part, the researcher and an assistant assessed the principals' responses. This time, however, it

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was considered appropriate to adopt a seven-point scale.
This scale was based on the semantic differential princi-
ple as developed by Osgood. [12] The specific seven-point
scale was first devised by Cliff. [13] The purpose in this
case was to analyze the principals' responses to the open-
ended questions regarding their attitudes towards the appro-
priateness of the counsellor serving in each of the six
specific roles listed above. The scale was as follows:

Extremely positive	1.25	1.74	(1.5)
Quite positive	.75	1.24	(1.0)
Slightly positive	.25	.74	(.5)
Neutral	- .24	.24	(0.0)
Slightly negative	- .25	- .74	(-.5)
Quite negative	- .75	-1.24	(-1.0)
Extremely negative	-1.25	-1.74	(-1.5)

As in Part 2, a scale was drawn up to measure the
data in Part 3. The researcher and assistant independently
listened to the principals' responses and assigned a score
to each sub-role according to the above seven point scale.
The raters' scores were then averaged and the scores placed
in Table 4.4.

[12]Charles E. Osgood, George J. Suci and Percy H.
Tannenbaum, The Measurement of Meaning. Urbana: University
of Illinois Press, 1957.

[13]Norman Cliff, "The Relation of Adverb-Adjective
Combinations to their Components." Unpublished Ph.D.
Dissertation, Princeton University, 1956.

In the fourth part of Phase II (<u>Structured Interviews</u>) principals were asked to rank the seven major areas of school counsellor service in order of priority according to their perceptions. These were in order of importance from 1 (greatest) to 7 (least important). The major areas of service, taken from the <u>Counsellor Function Inventory</u>, included counselling, orientation, student data, information, placement, follow-up, and miscellaneous. These were defined in Chapter I, <u>Statement of the Problem</u>, on page 12 The ranks assigned by principals were tabulated and a rank test of correlated samples was applied.

The principals' ranking of the seven areas of counsellor service were placed in Table 4.5. The mean ranks were calculated for each area of counsellor service to show the rank order selected by principals.

Phase III (Structured Interviews)

In Phase III (<u>Structured Interviews</u>) the principals were asked to give three types of responses. The first dealt with the way they perceived the ideal role of the counsellor. The second was related to how the principals saw themselves as determiners of the counsellor's role. The third was designed to elicit the principals' reasons for favouring the counsellors serving in certain specific roles.

The findings of the first phase of the study are reported in Chapter IV, Analysis of the Data, in tabular form and in Appendix D, Counsellor Ranking and Administrator Ranking, Counsellor Function Inventory, and Appendix E, Percentage of Administrators' and Counsellors' Responses on Counsellor Function Inventory by Items and Categories.

The findings in Phase II (Structured Interviews) are indicated in both tabular and graphic form in the second part of Chapter IV, Analysis of the Data. The findings in Phase III (Structured Interviews) are also reported in tabular form in the third part of Chapter IV.

In Chapter V, Summary and Conclusions, the major factors related to the differences in perception of ideal counsellor role held by secondary school principals and counsellors are described. The major conclusions of the study are also discussed in Chapter V, and recommendations for further research are made.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter reports the findings of the three

phases of the study, Phase I (Counsellor Function Inven-

tory), Phase II (Structured Interviews) and Phase III

(Structured Interviews). The first part of Phase I

(Counsellor Function Inventory) reports the items of

greatest difference of means between counsellors' and

principals' responses. The second part shows the items

of significant difference under each area of counsellor

function, i.e., Counselling, Student Data, Information,

Follow-Up, Orientation and Miscellaneous.

The findings from Phase II (Structured Interviews)

are reported in four parts. Part one deals with the

principals' analyses of the causes for differences in the

perceptions of counsellor function between principals and

counsellors as gathered in structured interviews. The

second part reports the principals· methods of dealing

with six hypothetical situations related to school prob-

lems. The third part deals with the principals' reactions

to counsellors serving in six specific roles. The fourth

part reports the principals' ranking of importance of the seven areas of counsellor function.

The findings from Phase III (<u>Structured Interviews</u>) are reported in tabular and narrative form. The relationship of the findings in each of the three phases is also described.

Phase I (Counsellor Function Inventory)

It can be seen from Figure 4.1, <u>Mean Scores of Principals and Counsellors Reported on the Counsellor Function Inventory by Areas of Service-Counselling, Orientation, Student Data, Information, Follow-up, Placement and Miscellaneous on 5 Categories of Counsellor Involvement</u>, that agreement tended to be fairly close over all seven areas of service. Student Data stood out as the one area in which principals favoured greater counsellor involvement than the counsellors themselves reported.

In the Counselling area of service, principals indicated that they preferred less counsellor involvement than the counsellors themselves reported. In the other areas of services, the mean scores of principals were slightly below those of counsellors or almost equal.

Figure 4.1

MEAN SCORES OF PRINCIPALS AND COUNSELLORS REPORTED ON
THE COUNSELLOR FUNCTION INVENTORY BY AREAS OF SERVICE—
COUNSELLING, ORIENTATION, STUDENT DATA, INFORMATION,
FOLLOW-UP, PLACEMENT AND MISCELLANEOUS ON
5 CATEGORIES OF COUNSELLOR INVOLVEMENT

CATEGORY

1. Personal   N=67 Principals ---
2. Primary   N=96 Counsellors ___
3. Shared
4. Consultant
5. No Responsibility
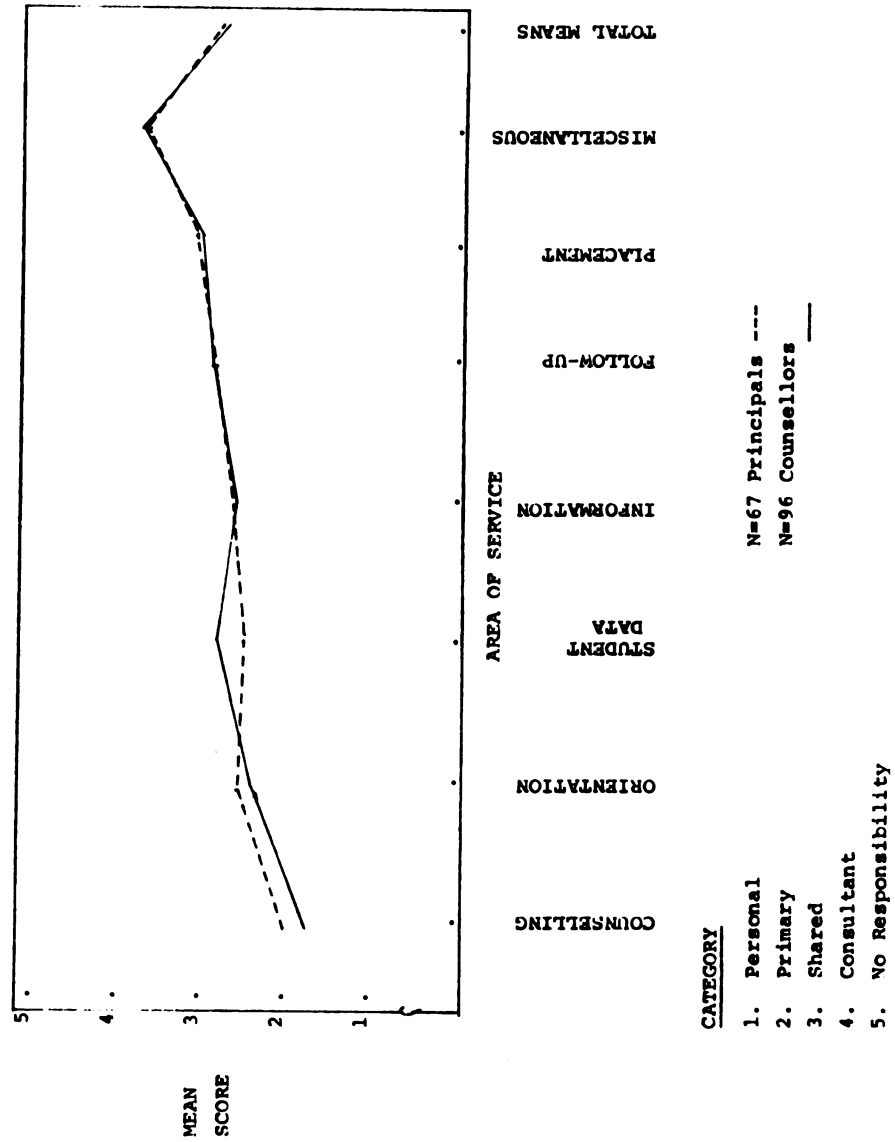
The ten items of greatest disagreement between principals and counsellors found in Table 4.1 <u>Ten Items of Greatest Mean Difference Between Principals and Counsellors on the Counsellor Function Inventory</u>, show the critical functions on which the first part of Phase II (<u>Structured Interviews</u>) was based.

Principals reported that they favoured higher counsellor involvement than counsellors themselves in all five items under the Student Data area of service.

On the other hand, counsellors reported that they favoured higher counsellor involvement in the items under the areas of Counselling, Information, and Placement.

Table 4.1

TEN ITEMS OF GREATEST MEAN DIFFERENCE BETWEEN

PRINCIPALS AND COUNSELLORS ON THE

COUNSELLOR FUNCTION INVENTORY

Rank	Admin. Mean	Coun. Mean	Difference	Item Number	Item	Area
1.	2.79	2.08	.71	64	Writing letters of reference	Placement
2.	2.68	3.29	.61	17	Conducting a study of student's out of school experience	Student Data
3.	4.44	3.84	.60	70	Teach classes in sex and drug education	Information
4.	1.86	1.33	.53	41	Counselling students concerning personal decisions	Counselling
5.	3.50	3.95	.45	55	Preparing an analysis of grades given each year by faculty	Student Data
7.	2.29	2.71	.42	25	Sending and receiving transcripts to and from other schools	Student Data
7.	2.21	1.79	.42	48	Arranging course transfers	Placement
10.	2.22	2.63	.41	29	Identifying exceptional children	Student Data
10.	1.88	2.29	.41	50	Organize the use of test results for faculty and administration	Student Data
10.	1.59	1.18	.41	57	Providing students an opportunity to talk through their problems	Counselling

Phase II (Structured Interviews)

Part 1 - Analysis by Principals of Item Differences

The following section will examine the chief items of conflict which were used as the base for Phase II. It will deal with the ten items in terms of linking the inventory finding from Phase I (Counsellor Function Inventory) with the principals' reactions as stated in Phase II (Structured Interviews). The references to specific item scores are from Appendix E, Percentage of Principals' and Counsellors' Responses to Counsellor Function Inventory by Items and Categories.

From the data in Table 4.2, Percentages of Principals' Responses on Items of Greatest Difference between Principals and Counsellors in Phase I (Counsellor Function Inventory) (N=67) and Responses in Phase II (Structured Interviews) (N=12), it can be seen that there is considerable difference between the Phase I and Phase II findings, especially in Item 55.

Item 64

The item of greatest difference was Item 64, Writing letters of reference. The principals' mean score on the inventory for this item was 2.79. The counsellors' score was 2.08, with a difference of .71, the highest mean difference for all seventy items in Counsellor Function Inventory. The mean score, as principals reported this function, was

Table 4.2

PERCENTAGES OF PRINCIPALS' RESPONSES ON ITEMS OF GREATEST DIFFERENCE
BETWEEN PRINCIPALS AND COUNSELLORS IN PHASE I (COUNSELLOR FUNCTION INVENTORY)
(N=67) AND RESPONSES IN PHASE II (STRUCTURED INTERVIEWS) (N=12)

ITEM	PHASE	CATEGORIES OF COUNSELLOR INVOLVEMENT				
		1 Personal	2 Primary	3 Shared	4 Consultant	5 No Responsibility
64	I	13	34	29	18	6
	II	8	67	16	0	8
17	I	13	30	37	13	6
	II	15	35	15	25	10
70	I	0	0	13	28	58
	II	0	0	25	42	33
41	I	52	24	10	12	1
	II	59	22	18	0	0
55	I	6	10	31	31	20
	II	0	0	0	6	94
25	I	25	39	22	7	6
	II	18	42	19	12	9
48	I	31	27	30	9	1
	II	25	54	17	4	0
29	I	27	25	46	1	0
	II	50	14	27	9	0
50	I	51	24	15	7	3
	II	50	17	8	17	8
57	I	61	24	10	3	1
	II	55	30	5	0	10

nearest Category 3 (The counsellor should share with other groups in planning and performing this function). In contrast, counsellors placed it nearer to Category 2 (The counsellor should have primary responsibility for this function, although he may not personally perform this function).

This function was classified under the Placement area of service, indicating that letters of reference included both educational and vocational placement. In the ranking of counsellor service areas in Phase II (Structured Interviews), principals ranked Placement rather low (5).[1] However, two principals ranked Placement as 2 and indicated that they depended heavily upon counsellors as a source of information about students. One of these stated that he felt his signature carried more authority than that of the counsellor.

In interpreting the interview responses, it was clear that most principals regarded writing letters of reference as a function to be shared among the staff members most suited to perform it. Counsellors were expected to know students well, both because of their professional training to understand and interpret student data and because of their continuing relationship with each student. Therefore, principals tended to feel that counsellors were the most

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[1]See Table 4.5, Areas of Counsellor Service Ranked by Principals in Phase II (Structured Interviews).

logical school personnel to assign to this function.
Other school personnel who contributed to the student
placement function included technical teachers, business
and commerce teachers, and academic teachers.

Since this function was reported as a <u>personal</u>
function by 44% [2] of the counsellors themselves, it is
clear that they consider it a high priority. However,
an equal number (45%) reported it as primary and shared
responsibility compared to 65% of the administrators.

In Phase II (<u>Structured Interviews</u>) the principals
interviewed indicated that placement in suitable vocations
was definitely a guidance function, and that they consi-
dered letters of reference part of this function. The
rationale varied greatly. Some principals considered it
their own responsibility, particularly if they knew the
student well. Some delegated it completely to the head
of guidance. Two principals felt that if the student
requested a letter of reference from the principal, it was
their responsibility to perform this function. This was
more the case in smaller communities, where the principal
had served for a number of years and felt that he knew the
students well. In those cases where the principal did not
have personal knowledge of the student, he sought the infor-
mation from the guidance personnel.

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[2]See Appendix E, Percentage of Principals' and Counsel-
lors' Responses to Counsellor Function Inventory by Items
and Categories.

This was true also in the writing of letters of reference for educational placement to institutions of higher learning. Principals felt that counsellors were in a position to make recommendations based upon records. The principal's confidential report on candidates for admission to a university often stated that it was to be signed by the principal or delegate. In most cases principals signed the report completed by the head of the guidance department. In some cases the department head had the entire responsibility of preparing and signing the report. Again the service was usually a shared function with academic teachers providing recommendations and counsellors summarizing it with the help of guidance secretaries. At least one principal admitted that counsellors did more than their share of clerical work due to lack of secretarial help.

Item 17

The item of second greatest conflict on the inventory was Item 17, Conducting a Study of a Student's Out-of-School Experience. This was one of the items classified under the area of function, Student Data. The principals' mean score for this item was 2.68 compared to the counsellors' mean score of 3.29. The difference was .61. Principals favoured more counsellor involvement than counsellors and placed it about half way between Categories 2 and 3 (The counsellor should share with other groups in the planning . . . but not share primary Responsibility).

The counsellors placed this function in the same category but favoured less counsellor involvement than principals. This finding corresponded to the overall picture in which principals favoured higher counsellor involvement than counsellors themselves in the area of Student Data.

Why did this difference exist? Principals expressed surprise at the difference of perception shown by the inventory results. One stated that counsellors cannot help being involved in this particular responsibility, since many interviews deal with out-of-school activities. Another commented that the students regard counsellors as friends, and that this function is an example of the kind of relationship he would expect counsellors to perform as a higher priority. A third principal said he had experienced an unsatisfactory experience in conducting a post-secondary education survey, but would be happy to delegate this function to his guidance department provided they could find time for it. Another indicated that a knowledge of socio-economic background was essential for counselling, and that he considered this at least a second level priority. Another stated that counsellors might regard this as one of the quasi-administrative tasks which they felt should be given less priority than other more vital responsibilities.

In interpreting this finding, it might be stated that principals expressed their feeling that counsellors have a definite responsibility for obtaining current, accurate data

on which to base decisions made in counselling and to assist principals in their decisions. The fact that principals (37%) and counsellors (41%) [3] indicated Category 3 (Shared with others) revealed closer agreement in priority. Some principals felt that conducting a survey of students' out-of-school experience was not relevant enough to school program to involve high counsellor priority.

The interview tended to confirm the inventory finding of principals favouring more counsellor involvement than counsellors.

Item 70

The third ranking item of conflict was Item 70, Teach Classes in Sex and Drug Education. Principals' mean score was 4.44 and counsellors' mean score was 3.84 with a difference of .60. Both placed it near the second lowest category - Category 4 (The counsellor should serve as consultant in this function only upon request), with the principals seeing less need for counsellor involvement than the counsellors.

Both principals and counsellors perceived this item as a low priority function with principals favouring lesser involvement than counsellors.

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[3]See Appendix E, Percentage of Principals' and Counsellors' Responses to Counsellor Function Inventory by Items and Categories.

On the Counsellor Function Inventory, over half the
total group of principals (58%) indicated that counsel-
lors should have no direct responsibility at all for this
function as opposed to 23% of the counsellors. [4] Fifty-
six percent of the counsellors indicated the lowest two
categories.

The interview confirmed the inventory findings.
Nine principals stated that this should not be a guidance
function at all, but rather one for the physical and
health department. One principal indicated that outside
experts might be invited to deal with sex and drug educa-
tion topics. Two principals stated that they saw coun-
sellors as dealing with sex and drug problems only in
the individual counselling sessions. One of these further
specified on a request basis only. One principal quali-
fied his negative response by stating that he might make
an exception, if the guidance personnel did possess addi-
tional qualifications in these areas.

While principals appeared unanimous in regarding
sex and drug education as minimal counsellor function,
there appeared to be some concern for the relevance of
these issues for individual counselling.

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[4]See Appendix E, Percentage of Principals' and
Counsellors' Responses to Counsellor Function Inventory by
Items and Categories.

Item 41

The fourth ranking item of conflict was Item 41,
Counselling Students Concerning Personal Decisions. Both
principals and counsellors perceived this as a high pri-
ority (76% of principals, 94% of counsellors).[5] The Prin-
cipals' mean was 1.86. The counsellors' mean was 1.33
with a difference of .53. It was clear that counsellors
favoured a somewhat higher involvement than principals
thought they should have, even though the very nature of
counselling would make this function a major responsi-
bility.

Principals, during Phase II (Structured Interviews),
expressed strong support of this as a personal or primary
function of the counsellor. However, some principals
made reservations. One indicated that he felt counsellors
should share this function with appropriate community
agencies. Another stressed the importance of assigning
the more serious problem to the most suitable counsellor -
the one most capable of dealing with it. A third princi-
pal reacted to the term "personal" by indicating that
guidance counsellors should concentrate on educational and
vocational problems. A fourth felt that students might
take advantage of the situation by misusing the counsel-
ling facilities. A fifth principal pointed out that he

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[5]See Appendix E, Percentage of Principals' and Coun-
sellors' Responses to Counsellor Function Inventory by
Items and Categories.

felt counsellors might act as catalysts but not become too deeply involved in the personal decision-making process. Another principal commented that he (the principal) considered he had a counselling function - to mediate and support counsellors when they encountered difficult situations.

The reservations listed by principals indicated their rationale for categorizing this item as a prime function, but not as high as counsellors themselves indicated. The interviews tended to confirm the inventory result in this case and cast some light upon the principals' attitude towards this function.

Item 55

The fifth ranking item of conflict was Item 55, Preparing an Analysis of Grades Given Each Year by Faculty. The principals' mean score on the item was 3.50 compared with the counsellors' 3.95, a difference of .45. Both groups perceived this as a low priority function (Category 4, The counsellor should serve as a consultant only upon request), with counsellors stating less involvement than administrators.

In Phase II (Structured Interviews) principals were unanimous in declaring that this should not be a counsellor function. Only one said that a guidance head might perform this function if he had the time.

The rationale given for rejecting this as a counsellor function was that performance of this task would adversely affect the counsellor's relationship with other staff members. One principal characterized this function as "too much like squealing" and suggested it might be performed by others. The staff members who should carry out an analysis, in the opinion of most principals, would be the heads of academic departments. Two principals preferred to delegate this function to their vice-principals. One principal, who believed in firm control of the success-failure rate, saw this as his own personal responsibility. This appeared to be regarded by principals as more an administrative function than a guidance function.

Item 25

Item 25 and 48 were tied for the rank of 7 in terms of difference of means. Item 25, Sending and Receiving Transcripts, to and from Other Schools, received an inventory mean score of 2.29 from administrators and 2.71 from counsellors, with a mean difference of .42. In terms of category, principals perceived this more as a primary responsibility while counsellors rated it more as shared responsibility. Sixty-four percent of administrators placed this item in the top two categories as opposed to fifty-six percent of the counsellors who did so. [6]

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[6]See Appendix E, Percentage of Principals' and Counsellors' Responses to Counsellor Function Inventory by Items and Categories.

This item was classified under the Student Data area. Both principals and counsellors on the inventory regarded this as a shared function but with primary responsibility for counsellors.

In the Phase II (Structured Interviews) principals, with one exception, reported Item 25 as an acceptable counsellor function. The general pattern of response was that the guidance department was set up to use student records and to prepare transcripts which the principal authorized. Several referred to the guidance secretary as the operational person. One principal clearly identified this as a clerical function, not for his counsellors, but for clerical personnel, to perform. Another principal admitted that his counsellors were the "unofficial registrars of the school", and that they were used extensively in transmission of transcripts.

The rationale for regarding this as a counsellor function seemed similar to that expressed in Item 64, Writing Letters of Reference. The principals mentioned the same dependence upon guidance personnel because of their close relationship with students and familiarity with the students' records.

The fact remains that this is primarily a clerical function and indicates a willingness on the part of principals to assign, and counsellors to accept, this as one of their top two category priorities.

Item 48

Tied with Item 25 for 7th rank was Item 48, Arranging Course Transfers Within the School. The principals' mean score was 2.21. The counsellors' was 1.79, with a mean difference of .42. Counsellors reported that they favoured higher counsellor involvement than did principals. Both were nearest the primary responsibility category.

In Phase II, ten principals stated that this was definitely a counsellor function. Two principals stated that it was a shared function between administration and guidance. One principal felt that the principal must be involved in such decisions, but that the counsellor might make recommendations. He expressed some apprehension that abuse of the requests for change might result in wholesale transfer of students an upset of the entire school program. In most cases principals stressed the importance of informing all people concerned with course transfers and the necessity of maintaining a good working relationship among teachers, counsellors, students, and parents.

The Phase II interviews thus tended to confirm the findings of the inventory. The spread of responses among the Phase II (Structured Interviews) was similar to that in Phase I (Counsellor Function Inventory).

Item 29

Three items of conflict were tied for 10th place
with a mean difference of .41. These were Items 29, 50
and 57. Item 29 was Identifying Exceptional Children.
Principals favoured greater counsellor involvement in
this function, with an inventory mean score of 2.22
versus counsellors' mean score of 2.63. Principals
placed it nearer Category 2 (primary responsibility)
than counsellors, who placed it nearer to Category 3
(Share with other groups). Fifty-two percent of adminis-
trators against only thirty-five percent of counsellors
placed this item in the top two categories. [7]

In Phase II (Structured Interviews) principals'
opinions varied from not a guidance responsibility to
definitely a personal responsibility. Identification of
exceptional children involved elementary rather than
secondary level function. This point was mentioned by
five principals. One stressed that all staff, secondary
and elementary, were involved in this function, and that
continuous communication was crucial. Four principals
mentioned a decline in school testing programs as a
reason for lesser involvement by guidance personnel in

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[7]See Appendix E, Percentage of Principals' and
Counsellors' Responses to Counsellor Function Inventory
by Items and Categories.

this particular function, although a majority (64%)

placed it in the top two categories.

Item 50

Item 50, Organize Test Results for the Use of Staff,

was interpreted to mean standardized tests. In this func-

tion, principals favoured greater counsellor involvement

with a mean score of 1.88. Counsellors gave it a mean

score of 2.29. Both principals and counsellors gave this

a high counsellor priority on the Phase I (Counsellor

Function Inventory).

In Phase II (Structured Interviews), however, five

principals stated that there was little or no testing in

their schools. They gave as reasons: distrust of intel-

ligence testing, misinterpretation of tests by teachers

and misuse by teachers using test results to prove a point.

On the other hand, three principals favoured testing pro-

grams as a primary counsellor function. They cited its

use in helping in the placement of incoming students and

in the setting up of remedial English programs.

Item 57

Item 57, Providing the Students an Opportunity to

Talk Through Their Problems, was also tied for tenth place

in the analysis of mean differences. Counsellors rated

this item very high as their personal responsibility, with

a mean score of 1.18 in Phase I (Counsellor Function

Inventory). The Principals' mean score was also high, 1.59 (primary responsibility).

In Phase II (Structured Interviews) the findings showed most principals favouring this as a personal and primary responsibility for counsellors. Some expressed qualifications that counsellors should not allow students to take advantage of the counselling situation. One mentioned he did not want a constant stream of kids going in for "therapy". Another expressed concern about students abusing the counselling relationship by criticizing teachers, and about counsellors allowing this to occur. Another mentioned the problem of encouraging students to make full use of the counselling service through self-referral.

One principal thought that students might prefer to come to the principal with their problems. This statement reflected an attitude held by a number of principals, namely that he, the principal, should serve as the counsellor.

A number of explanations may be made to account for this. In most cases, the principal acted as a court of last resort for cases which arose from disciplinary problems, disputes between teachers and students, complaints from parents, and the like. Some of these may have been referred to the principal by way of the counselling service. Some may have involved the counsellor being used as an

administrative assistant or consultant. The principal
regarded himself as the person to whom all might come
for consultation, or as some interpreted it, "counselling".
In some situations, the principal expressed genuine con-
cern for meeting students and getting to know them well.
The father image was quite evident in some principals'
perceptions of their own role. Some of these interpre-
tations may be more related to the Phase III (Structured
Interviews) in which principals were asked to describe
how they saw themselves as role determiners.

This section has sought to report and describe the
findings of Part 1 in Phase II (Structured Interviews)
as they relate to the items of greatest disagreement be-
tween principals and counsellors in Phase I (Counsellor
Function Inventory) of the study. The next part discus-
ses a discrepancy between the two phases in the case of
one particular item, Item 55.

Generally, there was agreement between the findings
of the Phase I inventory and the Phase II interviews for
items 64, 17, 70, 41, 25, 48, 29, 50, and 57. The one
clear discrepancy was Item 55, Preparing an Analysis of
Grades Given Each Year by Faculty. On the Counsellor
Function Inventory, principals' responses for this item
were divided - 6 percent as Personal, 10 percent as
Primary, 31 percent as Shared, 31 percent as Consultant
and 20 percent as No Direct Responsibility (Table 4.2).

Yet, on the Phase II (<u>Structured Interviews</u>) no princi-
pals placed this function in the first three categories;
6 percent placed this function as Consultant, and 94 per-
cent placed it as No Direct Responsibility.

Why did such a great discrepancy exist? It may be
that in the comparative anonymity of the Phase I (<u>Coun-
sellor Function Inventory</u>) principals felt free to
indicate more openly exactly what they felt should be the
ideal counsellor role. However, in the interview situ-
ation, despite assurances of confidentiality, they may
have been more reluctant to reveal their real attitude in
a setting which was affected by such factors as the tape
recorder, the interviewer's presence, and the clearly
identifiable situation. In rejecting this as a counsel-
lor function, one principal stated that this was too much
like "squealing", and indicated that it had potential for
producing poor staff relations.

Clearly, this item was considered a very low pri-
ority ideal counsellor function by both counsellors and
principals. The other low priority item was Item 70,
<u>Teaching Classes in Sex and Drug Education</u>. This function
was placed in the bottom two categories by 86 percent of
the principals on the inventory and by 75 percent of
the interview. With the exception of these two items,
all the other functions displaying disagreement between
principals and counsellors were considered legitimate func-
tions by both groups in the allocation of their priorities.

Part 2 - <u>Case Studies Analyses by Principals</u>

The following six hypothetical situations presented principals with an opportunity to describe their administrative style during the second part of Phase II. They also provided some evidence as to the principals' awareness of ways in which they might make the most effective use of resource personnel available to them. The situations allowed principals, without constraints, to show to what degree they might use their counsellors in various roles, e.g., administrative assistant, consultant, educational and vocational planning facilitator, student advocate, therapist, or disciplinarian. Later they were asked to indicate to what extent they saw the counsellor serving in these specific roles. The researcher was assisted by one judge in the rating of the principals' analyses as described in Chapter III, <u>Methodology</u>. A test of inter-rater relationship was carried out to determine reliability. On this test the inter-rater correlation was .84.

The design of the situations placed responsibility upon the principal for deciding how he would choose to deal with the problem. Some principals were quite definite in deciding to handle the situation by personal attention, particularly in Situation 3, where an influential board

member, who was also a parent, complained about a teacher.
This was also true in Situation 5, where a group of stu-
dents protested against the principal's regulations. When
confronted with situations where administrative responsi-
bility was indicated, principals tended to regard this as
a strictly administrative function.

It may be seen from the analysis of the data that
the principals chose to cope with the six situations in
their own unique style, reflecting their particular back-
ground, training, experience, attitudes towards use of
resource personnel, and ways of determining roles. The fact
that some chose to deal personally with situations which
might have been better handled by sharing with other re-
source people may indicate the need for better understand-
ing and communication of both administrator and counsellor
roles. This has implications for further examination and
interpretation of the reported perceptions of specific
counsellor role-functions by principals in Parts 3 and 4
of Phase II (Structured Interviews).

Situation 1

A mother phones to tell you that her daughter,
aged 17, has threatened to quit school.
She has missed attending several times, claiming
illness. The mother feels that these were not
legitimate, and that her daughter's growing dislike
for school has been caused by one teacher. Now she
requests help to get her daughter straightened out.

1. How would you deal with this situation?

2. Please state your reasons for taking this action.

As can be seen in Table 4.3, Degree of Involvement
Reported by Principals in Dealing with Six Situations in
Phase II (Structured Interviews), three principals (25%)
chose to deal with Situation 1 personally. In each case
the reason they indicated was the conviction that this
was the administrator's personal obligation to respond to
the request made to him. It was their educational philo-
sophy.

Three principals (25%) chose to delegate some respon-
sibility to a counsellor, then to follow-up, maintaining
primary responsibility. These principals saw the value of
using guidance resources to investigate the situation, and
to report back to them the facts, and to recommend a solu-
tion. The reasoning for this decision was the realization
that further information was needed, and that the counsellor
or vice-principal was the appropriate person to use. The
principals then would be able to assess the case and decide
whether to follow through personally or to select another
alternative.

Four principals (33 1/3%) reported that they would
deal with this situation by sharing it with several others.
A committee or conference involving teachers, counsellors,
department heads, the school nurse, and outside resources
was mentioned.

Table 4.3

DEGREE OF INVOLVEMENT REPORTED BY PRINCIPALS
IN DEALING WITH SIX SITUATIONS IN
PHASE II (STRUCTURED INTERVIEWS)

NUMBER OF PRINCIPALS (N=12)

	1	3	4	5	3	7	1
SCALE*	2	3	7	6	5	4	0
	3	4	0	0	3	1	8
	4	2	1	1	1	0	3
SITUATION**		#1	#2	#3	#4	#5	#6

*SCALE OF PRINCIPALS' INVOLVEMENT

1. Personal

2. Primary

3. Shared

4. Minimal

**SITUATIONS

1. Possible dropout

2. Educational-vocational

3. Parental complaint-career

4. Teacher complaint against Guidance

5. Group complaint against Principal

6. Withdrawn student

The reasoning behind these decisions, principals stated, included the philosophy of sharing with the most appropriate resource personnel. They also reported that they felt sharing with a group of fellow educators enabled a better group solution for this situation; the nurse for health reasons, the vice-principal for attendance, several teachers for data concerning their observations in class (including the teacher being blamed), and at least one counsellor for student background. They felt a case conference in a team approach would bring out all the relevant points of view.

One principal also indicated, "You have to delegate to survive". Two of the principals (17%) reported that they would delegate completely to one other person. In one instance the vice-principal in charge of attendance would be that person. In the other instance the head of guidance would be asked to deal with the case entirely.

The reasoning here involved expression of complete confidence in the vice-principal or guidance head to solve the situation. The administrative style of the principals is reflected in all these methods. In the last two categories it involved the greatest amount of delegation and the least degree of principal involvement.

The first of the six case studies showed an almost equal distribution of approaches among the four categories of principals. The administrative style varied among principals from personal to minimal involvement.

Situation 2

A father calls you to ask for help in
persuading his son to share the operation of
the family farm upon his graduation from high
school. The family has a European background
where the tradition holds that a son should
go to work early to help in financing the
family. This student has a seventy-two per-
cent average and has expressed interest in
continuing his education at a university a
hundred miles away from home.

1. How would you handle this situation?

2. Please state your reasons for taking this action.

As shown in Table 4.3, Degree of Involvement Reported

by Principals in Dealing with Six Situations in Phase II

(Structured Interviews), four principals (33 1/3%) reported

that they would deal personally with this situation. They

indicated that they would want to interview the father to

obtain more information, to explain the options open and

work out solutions.

The greatest number, seven principals (58.3%), chose

the second category of involvement. In these cases they

perceived this as an educational-vocational case which

they would delegate to the most appropriate person, usually

the counsellor, and then follow through. The reasoning

here was that the counsellor had the appropriate data on

student background, the information on tests, educational

opportunities, and financial assistance. One principal

would use a European staff member as interpreter if re-

quired.

In this case study, none of the principals chose the shared category. One principal chose the fourth category of involvement in order to delegate the case completely to his counsellor. He reasoned that the counsellor was very well qualified to deal with the situation without further involvement of the principal.

Familiarity with this type of school problem and the principals' administrative stance were indicated as reasons for the high degree of principals' involvement in this situation.

Situation 3

An influential board member calls you to complain that his son has been discouraged by his teacher from selecting a career which requires university education of five years duration. You recall that this student has had an unsatisfactory academic record. He has been seen by the head of the guidance department during the past month.

1. How would you deal with this situation?

2. Please indicate your reasons for taking this action.

Table 4.3, Degree of Involvement Reported by Principals in Dealing with Six Situations in Phase II (Structured Interviews), showed the distribution of responses to be skewed toward a high degree of principal involvement with five selecting personal and six primary involvement. The principals, in selecting the direct, personal method of dealing with this, might have been influenced

by the fact that this parent was an important board member.
They acted with discretion in order to protect the teacher.
Some stated that the board member should be treated like
any other parent.

Principals stated that they would interview the
father personally to assess the degree of concern expressed
and to be in a position to interpret the situation care-
fully.

The four chose to delegate authority to the counsel-
lor whom they felt would be best prepared to cope with this
kind of situation, i.e., the head of the guidance department.
However, they stated that they would follow through with
consultation and base further action on the head's recommen-
dation.

The one principal who chose to delegate complete
authority to the counsellor expressed confidence that his
guidance head would handle the situation with skill and
finesse.

Situation 4

> A senior teacher approaches you to express
> his feelings that the guidance department has
> been less than helpful in dealing with students.
> He complains that counsellors have a very easy
> time of it, dealing with only eight or ten students
> a day, while he has to work with 175. He indicates
> that he does not send any students to the counsel-
> ling office because he feels it would be completely
> ineffective. He bases this on an experience, in
> which he claims the counsellor listened only to the
> student's version, and sided with him against the
> teacher. He claims that this is a common occurrence.

1. How would you deal with this situation?

2. Please state your reasons for taking this
    action.

In this case, as can be seen from Table 4.3, <u>Degree</u>
<u>of Involvement Reported by Principals in Dealing with Six</u>
<u>Situations in Phase II (Structured Interviews)</u>, three
principals (25%) chose the personal method of handling the
situation by interviewing the complaining teacher. As the
main reasons they stated that this was the principal's
area of responsibility in staff management. The princi-
pals suggested straightening out this teacher's misper-
ception in different ways. One would ignore the complaint;
another would persuade the teacher by explaining the coun-
sellor's role.

Five principals chose category two (primary role)
by referring the complaining teacher to an appropriate
counsellor. One principal suggested assigning him a
difficult case to deal with and then showing him how the
counsellor would handle it. In these cases the princi-
pals would retain primary responsibility and follow
through to a successful resolution. They all felt it
their major responsibility for staff management to facil-
itate communication.

Three principals chose the shared approach. They
thought the teacher should be involved with a committee
or heads of departments to promote better understanding.

Situation 5

        You have been principal in a district
where many of the students come from dis-
advantaged families and where the crime rate
has been on the increase for the past year.
Because of several unpleasant incidents
including several fights and the apprehension
of a drug pusher in the school, you have taken
steps to ensure order, ordering certain areas
out-of-bounds to students, issuing new regu-
lations for hallways and washrooms, and taking
other security measures designed to prevent
disorder.

        The counsellor has been conducting group
counselling sessions with eight senior students.
The group requested a meeting with you to dis-
cuss the new regulations. At the meeting you
were attacked by students who claimed that you
were dehumanizing them and trying to make the
school into a prison. You attempt to explain
the problems involved in running a school of
this type, but the students became increasingly
hostile and it ended on a note of disappointment.

    1. How would you deal with this situation?

    2. Please indicate your reasons for taking
        this action.

Situation 5 as shown in Table 4.3, Degree of Invol-

vement Reported by Principals in Dealing with Six Situ-

ations in Phase II (Structured Interviews), presented the

principals with a problem affecting administrative

decisions already made. The largest number, seven princi-

pals (58.3%) chose to deal with this situation personally.

This is not surprising, since it represented a challenge

to the principal's position. Most principals stated that

they would call another meeting and present in clear,

logical terms their rationale for their actions.

Some would cite the <u>Ministry Regulations</u> which spell
out the responsibility of the principal for law and order.
Two principals mentioned the undesirability of bringing
too many people into the policy-making process. This
action tended to create expectancies on the part of the
latter to give more weight to their recommendations than
was warranted. Principals hold their authority from the
County Board of Education, as well as the Ministry of Edu-
cation, and owe allegiance to these bodies. As such they
should act with the wisdom necessary to maintain order.
Students' misunderstanding might come from distortions in
the communication process.

Four principals (25%) chose primary involvement by
delegation and their own follow-up. They named the coun-
sellor who held the group session as the one to explain
and interpret school policy. One principal implied
criticism towards the counsellor, suggesting that the
counsellor should not have encouraged this type of dis-
cussion. It appeared to be the principals' view that
the counsellor should support and uphold school policy.

Only one principal elected to share the problem
with a group of department heads. It was his intention
to further explain the need for his decision and to seek
support in selling the concept to the staff and students.

None of the principals chose to delegate this case.
It may be that the principals' management and administrative

style was challenged by this situation so that they felt compelled to justify the stand they had already taken by seeking strong administrative support from staff and students.

Situation 6

Several teachers have made observations about Bill, a ninth grade student who has become increasingly withdrawn in classes. This is in contrast with his previous behaviour, when he participated very well in a cheerful, well-adjusted manner. There are two full-time counsellors on your staff. There is also a county board psychologist who divides his time among ten schools. This means that he is only available on a limited basis, and you could not call on him for emergencies. You do not know Bill's parents but there is some question about relations between the father and Bill. Bill's homeroom teacher reports that Bill has appeared in class with a black eye, following a day's absence.

1. How would you deal with this situation?

2. Please indicate your reasons for taking this action.

In this final case study only one principal chose to deal with it exclusively. He reasoned that it was his own responsibility and his administrative style to pursue the matter in person.

None of the principals chose the second category of involvement.

Eight principals chose to share this case with others. They felt that it was best to obtain as much data as possible from all available sources. Some mentioned community

agencies and the working relationship with them in addition to staff resources. The case conference approach or a series of consultations was recommended to work out the best solution.

Three principals (25%) selected the minimal degree of involvement in this case. They chose to delegate the situation completely to their most competent counsellor. As rationale, they stated that in previous experience they knew that the counsellor had used discretion and skill in handling such cases. Therefore, they felt confident that they could turn over Bill's case to their appropriate resource person for attention and complete resolution.

Part 3 - Principals' Perceptions of Counsellor Role

In Part 3 the principals were asked to state to what extent they perceived the counsellor serving in each of six specific roles. The sub-roles included the counsellor acting as an administrative agent, student advocate, consultant to principal and staff, educational and career planning facilitator, disciplinarian, and therapist. The positive and negative opinions of principals were transposed into numerical scores ranging from extremely negative (-1.5) to extremely positive (+1.5). The scores (Inter-rater reliability = .89) are in Table 4.4, Positive and

Negative Mean Ratings of Six Counsellor Roles Assigned
by Principals in Phase II (Structured Interviews). The
most important role-function was that of Consultant, since
it ranked highest on the positive scale and showed the
least negative value next to Educational and Vocational
Planning Facilitator on the negative scale.

The role of Educational and Vocational Planning
Facilitator ranked second to Consultant and was reported
favourably by all principals in the interview. No princi-
pals reported a negative attitude towards this role.

An examination of the two ranked lists shows that,
except for Educational and Vocational Planning Facilitator,
the positive and negative ranked lists varied inversely
in rank order, as might be expected if the principals were
consistent in their reporting. The small number of sub-
jects in the sample might have influenced the results.
For example, in the role-function of Therapist, three prin-
cipals had scored a mean of .83 on the positive scale; nine
principals scored only -.94 on the negative scale. The
interpretation would be that the three principals were
"quite positive" about the Therapist role, while the nine
were "quite negative".

The third ranking role-function reported by princi-
pals was that of Administrator or Administrative Agent.
Nine principals expressed positive attitudes toward this
ideal role-function. In more detail, the mean score of

Table 4.4

POSITIVE AND NEGATIVE MEAN RATINGS
OF SIX COUNSELLOR ROLES ASSIGNED BY
PRINCIPALS IN PHASE II (STRUCTURED INTERVIEWS)

Ranks	Role	Positive M	Ranks	Role	Negative M
1	Consultant	1.02	6	Ed-Voc Fac.	.00
2	Ed-Voc Fac.	.95	5	Consultant	- .62
3	Therapist	.83	4	Administrative Agent	- .66
4	Administrative Agent	.80	3	Therapist	- .94
5	Advocate	.78	2	Advocate	-1.1
6	Disciplinarian	.25	1	Disciplinarian	-1.1

SCALE

Extremely Positive	1.25	-	1.74
Quite Positive	1.24	-	.75
Slightly Positive	.74	-	.25
Neutral	.24	-	- .24
Slightly Negative	- .25	-	- .74
Quite Negative	- .75	-	-1.24
Extremely Negative	-1.25	-	-1.74

the nine principals who rated this role-function positively was .8. This mean score, according to the raters' scale used, was "quite positive". The minority, consisting of three principals, had a mean score of -.66, placing it in the "slightly negative" category. Since the majority of principals were quite in favour of the Administrative role-function for counsellors and the minority only slightly against it, the conclusion drawn was that this was quite an important role-function for secondary school counsellors in the opinion of the principals interviewed. In fact, this ranked third after Consultant and Educational and Vocational Planning Facilitator.

In their rationale for favouring the role-function of Administrator or Administrative Agent, the principals interviewed included several points. First, they felt that counsellors were ideally able to help in the formulation of school policy because of their unique knowledge of student needs. They also felt that counsellors were in a position to interpret school policy to students in a very meaningful way. Their reasons will be discussed in Phase III (Structured Interviews), where a group of principals were asked to clarify further their perceptions of counsellor ideal role-function.

The role-function of Advocate or Ombudsperson, as indicated in Table 4.4, Positive and Negative Mean Ratings of Counsellor Role Assigned by Principals in Phase II

(Structured Interviews), was assessed as positive by seven principals and negative by five principals. The principals registering on the positive scale scored a mean of .78, while those in the negative scale had a mean of -1.1. It was of note that both groups were relatively close together. Those in favour of the counsellor serving in the role-function of Advocate registered in the "slightly positive" scale category, but close to the "quite positive" category. Those opposed were in the "quite negative" category.

The reasons stated for opposing the Advocate sub-role for counsellors included the fear that this role might affect relationships between the counsellor and administrator. Principals felt that this role-function could lead to abuses on the part of students. Some principals indicated that this role could cause misunderstanding and disharmony among staff and administration, thus creating untenable situations. On the other hand, those principals favouring this role-function stated that they felt counsellors did have a responsibility to act as spokesmen for student needs and to state these clearly. This issue will be discussed further in Phase III (Structured Interviews).

The role-function of Therapist, as shown in Table 4.4, Positive and Negative Mean Ratings of Counsellor Role Assigned by Principals in Phase II (Structured Interviews),

was favoured by three principals and opposed by nine. The mean score for the principals in favour of this role was "quite positive" (.83). On the other hand, those principals opposed scored a mean of -.94, or "quite negative". This might indicate that the principals who did favour the Therapist role had knowledge or confidence that their own counsellor could carry out this function.

It is important to note the reasons principals indicated for their category selection. Those opposed to the counsellor serving as a Therapist stated that they felt that counsellors should not exceed their limitations by trying to practise psychiatry. They appeared to feel that this was not a legitimate role-function for the counsellor, except perhaps in the referral process, or in the follow-up of students who had been given professional treatment elsewhere. Those principals who supported the counsellor acting in this role-function indicated that they saw some therapeutic counselling as appropriate.

The role-function of Disciplinarian, as shown in Table 4.4, Positive and Negative Mean Ratings of Counsellor Role Assigned by Principals in Phase II (Structured Interviews), was almost unanimously opposed by principals in the interview situation. Eleven principals indicated negative attitudes towards the counsellor acting in this capacity. The mean score was -1.1, or "quite negative". The single positive response was "slightly positive", or close to the neutral category.

The great majority of principals rejected the Disciplinarian role function for counsellors because they felt that association with discipline would really tend to destroy the rapport counsellors have with students. One principal's position was that the counsellor, as a staff member, had some disciplinary responsibility.

The statements concerning principals' attitudes toward these ideal role-functions for counsellors were translated into action in the previous section dealing with realistic situations. Principals, in stating how they dealt with specific situations, defined the counsellor's role-function by the way in which they allocated responsibility to the counsellor for the problem to be solved. Therefore, principals' reported attitudes toward the counsellor's ideal role-function reported in the following section and the methods the principals used in dealing with the case studies in the previous section are related.

Part 4 - Ranking of Counsellor's Areas of Service

In the fourth section of Phase II (Structured Interviews), principals were asked to rank in order of importance the seven areas of counsellor service under which the seventy items of the Phase I (Counsellor Function Inventory) were classified. The areas represented were Counselling, Orientation, Student Data, Information, Follow-Up, Placement, and Miscellaneous.

The data is presented in Table 4.5, <u>Areas of Coun-</u>
<u>sellor Service Ranked by Principals in Phase II (Struc-</u>
<u>tured Interviews)</u>.

The areas of function were defined in Chapter I.
They were intended to classify the various items in the
original survey under seven areas or clusters and to pro-
vide a frame of reference for making comparisons. The
results of this part of the interview were useful and
instructive, both as an indication of principals' prior-
ities in the determination of the ideal counsellor role
and as a standard against which to compare their other
perceptions of counsellor role revealed in Part 1 and
Part 2 of Phase II.

Principals were asked to rank order the seven areas
of counsellor service by placing a number from one to
seven before each of the seven areas. The data reported
in Table 4.5 showed each principal's ranking and the mean
for each area of service. It provided a clearer picture
of how the principals perceived and assigned priorities to
each of the traditionally accepted areas of function.

Since Counselling is clearly the chief area in which
a counsellor is expected to function, its first rank is
not surprising. The second ranked area, that of Inform-
ation, is consistent with expectations of principals as
expressed in the interview. One of the counsellor's tra-
ditional duties has been the provision of maintenance of
a centre containing information on career and educational

Table 4.5

AREAS OF COUNSELLOR SERVICE RANKED BY

PRINCIPALS IN PHASE II (STRUCTURED INTERVIEWS)

PRINCIPALS	counselling	orientation	student data	information	follow -up	placement	miscellaneous
1	2	1	3	4	6	5	7
2	1	2	5	3	6	4	7
3	1	3	5	4	6	2	7
4	1	5	6	2	3	4	7
5	1	6	3	2	4	7	5
6	1	4	3	2	6	5	7
7	1	4	2	3	5	6	7
8	1	3	6	2	4	5	7
9	1	3	4	2	6	5	7
10	1	4	3	2	5	6	7
11	1	3	5	2	7	4	6
12	1	5	6	3	4	2	7
13	1	6	2	3	5	4	7
	1.07	3.76	4.07	2.61	5.15	4.53	6.76

AREAS OF COUNSELLOR SERVICE

N=13

RANK ORDER OF AREAS OF COUNSELLOR SERVICE

1. Counselling
2. Information
3. Orientation
4. Student Data
5. Placement
6. Follow-Up
7. Miscellaneous

opportunities. The current emphasis upon selection of courses and credits under the new educational system in Ontario underlines this finding. The third area, Placement, also reflects the principals' attitude towards the counsellor as one responsible for helping in the educational and vocational placement of students. The fourth ranked area, Orientation, is another traditional area in which counsellors are expected to serve. The fifth ranked area of function, Student Data, might have been expected to be ranked higher in the priorities of principals. In the interviews during Phase II and Phase III, principals spoke in strong terms of the need for accurate, complete, current data on students in order to assist in planning more meaningful educational programs. The sixth ranked area of counsellor function was Follow-Up. Its value to principals appeared to be linked with Student Data in provision of the necessary criteria for establishing effective educational offerings. The final area, Miscellaneous, ranked last, as expected.

Phase III (Structured Interviews)

In Phase III, principals involved in Phase I
(Counsellor Function Inventory) but not in Phase II
(Structured Interviews) were asked to report their reac-
tions to some of the earlier statements. They were asked
to provide their own opinions of ideal counsellor role
and principal's function as role determiner.

A.   "What do you as principal think should be the role
      of the counsellor? Please specify what you mean."

The responses of principals to this question were
taken from the taped interviews and clustered into four
categories. These reflected the main themes of adminis-
trative support, principals' need for information, prin-
cipals' need for effective relationships and the delivery
of guidance services to students. The citations are not
in rank order but are classified under the four main
themes.

As shown by Table 4.6, Responsibilities of Counsel-
lors as Expressed by Principals in Phase III (Structured
Interviews), the expectations of the counsellor's role
included a variety of perspectives. Principals expected
counsellors to assist them in their institutional problems -
as a third vice-principal, designer of school policy, and
consultant to principal and staff.

Table 4.6

RESPONSIBILITIES OF COUNSELLORS AS EXPRESSED BY
PRINCIPALS IN PHASE III (STRUCTURED INTERVIEWS)

I   Administrative Support

    Design of school policy-implementation the same as
    everyone else

    Consultant to principal and staff personnel

    Third vice-principal - administrative aide

    One to whom students go, hopefully before disciplin-
    ary problems develop - preventive role.

II Information for Principal

    Timetable and teacher problems

    Keeping the O.S.R.'s (student records) up-to-date

    Problem solver.

III Relationship

    Looking after the "soul" of the students and the
    school

    Liaison, mediating, role

    Backup for students' emotional problems.

IV Delivery of Guidance Service to Students

    Counselling students regarding course options -
    immediate role

    More direction wanted - too many choices offered

    Providing information for university-bound students

    Main role is to help students orient themselves
    properly

    Placement of students in after-school job

    Help students fit into the work world

    Help students develop into good Canadian citizens

    Guide to students in information for careers and
    subjects

Reasons for their views

    - Principals' previous experience with guidance
    - Principals' educational philosophy
    - Principals' understanding of educational goals
      in the implementation of board policy
    - Principals' need to have administrative support
      from all staff
    - Need to encourage maximum development
    - The counsellor has the training and the time
      provided.

Principals also expected counsellors to play an important role helping students: providing help through educational and career information, assistance in entering the world of work and in becoming good citizens. One principal stated that the counsellor's role should be to look after the "soul" of the school and students.

As the rationale for their views of the counsellor's role, principals claimed their needs, as educational leaders, for support, for information, and for relationships, and their own educational philosophy.

Principals saw the ideal role of the counsellor in a different light from that in which counsellors themselves viewed it. One principal expressed, "Counsellors seem to operate on a different level - one of confidentiality with the student." On the one hand, the counsellor is expected to be a confidant of the student, working in the latter's best interests, and, on the other hand, he is responsible to the principal for supporting school policies. This puts the counsellor in a position of role strain or conflict due to different expectations.

Some principals tend to use their counsellors in quasi-administrative tasks, while at the same time expect that they should do more counselling. This may be due, in part, to the fact that principals themselves also face conflicting demands in their own roles, including demands from counsellors, teachers, students, parents and board officials. It was

instructive to examine principals' perceptions of their
own role, particularly as role determiners.

B.   "How do you see yourself as a role determiner?"

Principals were asked to expand upon how they per-
ceived themselves in terms of their own role functions
particularly the ways in which they established counsel-
lor responsibilities. The responses were not rank-ordered
but classified under 1. Control Based on Responsibility,
2. Relationships, 3. Leadership of Educational Programs,
4. Reasons. The principals' perceptions of their own role
reflected various ways in which they influenced the roles
of all personnel, including counsellors. These are reported
in Table 4.7, Principals' Perceptions of Their Own Role and
Reasons Reported in Phase III (Structured Interviews).

Principals reported a variety of responses, which
tended to reflect their sense of responsibility for oper-
ating the school system in an efficient manner. The insti-
tutional demands faced by principals are laid down in
regulations from the Ministry of Education. Among these is
the responsibility for counselling and guidance of students.
This responsibility is interpreted by some principals as
selecting the most appropriate staff to provide the best
guidance services possible. To accomplish this goal,
principals have to use either the personnel they have

Table 4.7

PRINCIPALS' PERCEPTIONS OF THEIR OWN ROLE FUNCTIONS
AND REASONS REPORTED IN PHASE III (STRUCTURED INTERVIEWS)

I Control Based on Responsibility

Responsibility to community for best possible program

Overall responsibility for supervision

Leader in assigning all staff roles

Responsibility for delegating to the most appropriate
person

Arbiter in cases of conflict

Decision maker

Evaluative role for all personnel

II Relationships

Establisher of school policy in consultation with staff

Negotiator by mutual agreement

A catalyst Delegation to counsellor

Allowing counsellor to work out his own role

Administrative support for a strong guidance department

III Leadership of Educational Program

Responsibilities to community to provide the best
possible program

Leader in setting and assessing educational objectives

Manager of educational programs

IV Reasons

Need for efficient operation of the school

Need for meeting the needs of the community

Institutional demands of Ministry of Education

acquired or choose new personnel. If they select the former, they may seek ways of influencing the role to meet their own perceptions. This means that the counsellor's role would be subject to approval by the principal. In some cases conflict between principals' perceptions and counsellors' perceptions of the ideal role occur.

While they were asked to comment on the "ideal" counsellor role, it was quite evident that principals were influenced by the experience with their own counsellors and their perception of the pragmatic. One principal expressed his attitude in terms of counsellors offering too many choices. He felt that counsellors should be more directive and more inclined to influence students to respond to structure and to school policy. Other principals felt similarly that the counsellor's role should be supportive of school administration. However, they indicated that they felt the counsellor ideally should spend most of his time in the counselling area of function.

Principals' responses indicated that they saw themselves as managers of school programs and, as such, responsible to the public for the provision of the best possible educational service according to the needs of the community. They saw themselves as leaders in establishing school policy. As role determiners, some principals preferred to negotiate counsellor roles by mutual agreement.

Others preferred to delegate responsibility to the coun-
sellors for the definition of their own role. However,
the overall responsibility of the principal charges him
with the duty of supervision and evaluation of all staff,
including counsellors. While the principals varied in
the degree of specificity, they saw themselves as role
determiners to ensure efficient use of personnel in the
pursuit of educational objectives.

In this attainment of educational objectives, prin-
cipals saw themselves as responsible for evaluation of
performance. This had developed to a form of behavioural
objective philosophy which enabled administrators to
measure to some degree the efficiency of the system. As
one principal indicated, unless he assumed the responsi-
bility for evaluation of his own school, someone else in
the system would do so. His staff trusted him to carry
out this function, and thus he exercised a fair degree of
control over the role performance of all his subordinates.

C. "Why do you hold this point of view?"

In their own position as role definers principals cited
some of the sanctions that they were able to apply. Per-
mission to attend conferences, the provision of clerical
help and facilities, control of departmental budget, pro-
motion or demotion, and allocation of counselling time were
named. Thus principals saw themselves as role-senders able
to influence conformity to their expectations upon the focal

person. Some amount of pressure was exerted upon subordin-
ates to influence their role behaviour, as part of the
traditional line relationship.

This relationship placed counsellors in a position
where they must "role-bargain" to work out their various
obligations to their publics. Counsellors have the same
problems as everyone in a social institution who has to
work out a balance among the different demands. However,
they face the complicated problem of different expectations.

D. "What kinds of pressure in your position influence
you in your priorities?"

In the performance of their duties, principals are
subjected to various demands or pressures. When asked,
principals mentioned the increased demands for data from
local, regional and provincial educational authorities.
This was one reason principals felt they might ease some
of the administrative load by passing it on to counsel-
lors.

Another type of pressure principals indicated was
the conflict involved in salary demands. They were expec-
ted by boards and the ministry to be managers and to support
management. On the other hand they were expected to remain
as members of the federation and to support their teachers.
This places principals in a difficult position, whereby
they have to meet mutually contradictory expectations in
their own role. The management function was mentioned as the

paramount role for the principal. They sought to fulfill their responsibilities to their various publics.

Parents placed demands upon principals which, principals reported, sometimes created tensions among teaching and administrative staff members. One principal quoted the example of a parent claiming that the daughter's grade was adversely affected by the teacher losing an assignment. Principals felt obligated to respond to pressures from the public even when it might bring more strain upon their roles and further, by delegation to other staff members. Thus, principals have power, status and prestige, but they must also respond to pressures sometimes seen as legitimate.

E.   "Why would principals not favour counsellors
     serving as a student advocate or ombudsperson?"

In the next six questions E,F,G,H,I,J[*] principals were asked to react to the findings reported by their colleagues in Part 3 of Phase II (Structured Interviews) tabulated in Table 4.8, Ratings of Six Counsellor Roles Assigned by Principals in Phase III (Structured Interviews). The purpose of this part of Phase III was to further validate the findings of Phase II.

Of the six principals two were quite positive and one slightly positive towards the counsellor serving in this role as shown in Table 4.8, Ratings of Six Counsellor Roles Assigned by Principals in Phase III (Structured Interviews). As reasons for supporting this position, they

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[*] See Appendix C, Phase III (Principals' Structured Interview).

Table 4.8

RATINGS OF SIX COUNSFLLOR ROLES ASSIGNED BY
PRINCIPALS IN PHASE III (STRUCTURED INTERVIEWS)

Rank	Role	Principals						Mean
		#1	#2	#3	#4	#5	#6	
1	Fd-Voc Fac	1.5	1.5	1.5	1	1	1.5	1.33
3	Consultant	1.5	1	1.5	-1	1.5	1	.91
3	Administrative Agent	1	1.5	1.5	-.5	1	1	.91
4	Therapist	-1	1	.5	0	.5	.5	.25
5	Advocate	1	1	-1	-1.5	.5	.5	-.08
6	Disciplinarian	-1	-.5	-.5	-1	-1	-1	-.83

SCALE

Extremely Positive	1.25 - 1.74
Quite Positive	.75 - 1.24
Slightly Positive	.25 - .74
Neutral	.24 - -.24
Slightly Negative	-.25 - -.74
Quite Negative	-.75 - -1.24
Extremely Negative	-1.25 - -1.74

#1 1st Principal Interviewed
#2 2nd Principal Interviewed
#3 3rd Principal Interviewed
#4 4th Principal Interviewed
#5 5th Principal Interviewed
#6 6th Principal Interviewed

felt that someone had to take the risk, to present the student's point of view. It was their contention that students do need an advocate, and that principals could not take this position - so it had to be the counsellor.

On the other hand, three principals agreed with the negative position in Phase III (Structured Interviews). They stated that, if the counsellor served in the role of student advocate, he might cause difficulties resulting from the staff's perception of his role. One principal felt that this was the principal's job, and that there would be a danger of affecting principal-counsellor relations. Another saw the counsellor acting as a kind of mediator with a different point of view. One principal stated that he thought that counsellors tended to be prejudiced in favour of the students. Principals had to consider not just the student but the program and the public. He also stressed that the principal's door was always open to students.

The reasons given for opposing the ombudsperson role tended to reflect principals' need for control. They somehow perceived the student advocate counsellor as a kind of threat to the principal's position. Also principals displayed a need for a relationship in suggesting that the principal act as a student advocate: "The principal's door was always open and it's the principal's job."

F. "Why would principals not favour counsellors
    serving as therapist?"

As can be seen from Table 4.8, Ratings for Six

Counsellor Roles Assigned by Principals in Phase III

(Structured Interviews), there was little support for

this role. As was reported in Phase II, principals

felt that this role was not appropriate for counsellors

to assume. Principals who favoured therapist role in

part   stressed that the counsellor should function only

in referral to more qualified personnel or to serve as

the follow-up person in the school.

Most principals echoed the cautionary statements

reported in Phase II (Structured Interviews) that coun-

sellors were not qualified to treat, that they were nei-

ther priests nor psychiatrists. One stressed that coun-

sellors should find out what the problem was, then refer

it to the appropriate agency within or outside the school.

Another elaborated on the theme that counsellors must

help students face reality, for example, a test situation.

Whatever therapeutic role a counsellor should adopt should

be strictly limited. This tied in with the findings re-

ported in Phase II (Structured Interviews) by the princi-

pals who were asked to respond to the therapist role. The

major result reported was that the therapist role simply

was not appropriate for the counsellor, due to the limita-

tion imposed by his training qualification.

G. "Why would principals <u>not</u> favour counsellors serving
    as <u>disciplinarian</u>?"

As indicated, principals were more negative about this
role than about the other five roles. The reasons again
reflected the principals' fear that this role was quite
inappropriate and that it would drive students away from
counselling.

Principals viewed discipline in terms of dealing with
offences and meting out punishments as the role of the
principal or vice-principal. However, they reported some
conditions under which counsellors might assist in disci-
pline cases. One was the provision of background inform-
ation which could enable the principal to make enlightened
decisions. For example, before suspending a student, one
principal wanted a full profile from all teachers and par-
ticularly from the counsellor.

In general, disciplinary functions were not consi-
dered compatible with counsellor role.

H. "Why would principals favour counsellors serving
    as <u>educational</u> and <u>career planning facilitator</u>?"

This was the highest rating assigned in the extremely
positive category. All principals supported this role of the
counsellor as one of major importance. They regarded the
counsellor as qualified by training and experience as the
expert in this area. They felt that the counsellor also had
the time and facilities assigned to fulfill this particular
role. One principal commented, "If not therapist,

ombudsperson or disciplinarian, what else is there for the counsellor to do?" This role, then, had unanimous support as the specialized function of the counsellor.

I. "Why would principals favour counsellors serving as <u>consultant</u> to staff and principals?"

This was reported in favourable terms by five of the six principals in Phase III (<u>Structured Interviews</u>). The reasons given for the positive attitude reflected the principals' confidence in the counsellor's ability to provide resources in helping plan school policies. They felt they must use the counsellor's help since his finger was on the pulse of the school. The theme of administrative support and assistance in developing program curricula was mentioned.

One principal differed from the others. He reported that using the counsellor as a consultant tended to be perceived by teachers with mistrust. Therefore, he did not see that he needed the counsellor to serve in this capacity.

In general, however, the principals in Phase III (<u>Structured Interviews</u>) agreed with those in the earlier phase that the consultant role was one of quite positive importance for the school counsellor in the development and operation of school policies.

J. "Why would principals favour counsellors serving as <u>administrative</u> agents?"

Five principals supported this role for the counsellor. Their rationale reiterated the familiar theme of administrative support. They all reported that the counsellor should be considered part of the administration in varying degrees for planning and carrying out school policies.

One principal viewed this as a slightly negative role. Teachers might feel that the counsellor had too much power. This, he felt, could cause alienation from staff members.

One principal distinguished the kind of administrative duties of the counsellor as dealing with the student body, rather than being involved in policy making.

K. "Why do principals report that they favour higher counsellor involvement in student data?"

Principals unanimously supported the counsellor's involvement in this area of function. They cited as reasons the increasing demands from educational authorities for statistics on students, the keeping of records, the counsellor's expertise in this area, for example, the interpretation of test results.

One principal differed, to the degree that counsellors should do less "paper pushing" and more counselling.

This general support of high counsellor involvement in the student data area confirmed the items favoured by principals shown in Table 3.6, <u>Ten Items of Greatest Difference of Opinion Between Principals and Counsellors in Counsellor Function Inventory used in Phase II (Structured Interviews) Showing Difference of Mean Score Content of Items and Area of Counsellor Service</u>. The growing need for information on which to base decisions and the constant pressures toward post-secondary education from students and parents made this type of data essential and put counsellors in the position of providing this service.

L. "Why do principals report that they favour less counsellor involvement in counselling?"

Principals disagreed with this finding reported from Phase I (<u>Counsellor Function Inventory</u>). They perceived counselling as the major job of the counsellor. This reflected the ranking of areas of service shown in Table 4.5, <u>Areas of Counsellor Service Ranked by Principals in Phase II (Structured Interviews)</u>. They pointed out that other duties had to be performed. One principal specified that the counsellor's job was to help the student plot a course from Year I, a job which involved counselling at the important stages - several times a year if needed.

M. "Why do some principals report that they wish
to perform a counselling function?"

Two principals disagreed with the validity of this
report. One stated, "Let the counsellor do it." The other
doubted this reaction, stating that most students go to the
counsellor. He suggested that some principals might feel
guilty about cutting back counsellor time.

The remaining four principals sought to justify their
function as counsellor. They saw themselves in a father
confessor relationship to students, an adviser to parents,
and a counsellor to staff, in a different kind of counsel-
ling - more of an advisory capacity. None of the principals
reported that this would be seen as intrusion on the coun-
sellor's role. They indicated a need for principals to keep
in touch with students and therefore felt that the relation-
ship was justified.

N. "Why do some principals use counsellors in
clerical functions?"

The general response to this question acknowledged
that paperwork was an unavoidable task for all, and that
counsellors should expect to carry their share. One princi-
pal opposed this as an ideal function for the counsellor.
Two stressed the provision of secretarial assistance. One
mentioned that the counsellor had the time and the exper-
tise to do the necessary paperwork for principals' confi-
dential reports for students' university admission. The

sixth principal considered it quite justifiable for the principal to unload office work, "let guidance do it", and cited the school newsletter as an example.

O. "What goals do you set for your own guidance department?"

Principals reported as their goals, getting administrative support, having all students show confidence in guidance, quality control helping principals solve problems, supplying information and advice where needed, building student needs into the timetable, and counselling students about all aspects of school and careers for future planning.

These goals reflect the themes of administrative support, decision-making, informational needs, and relationship needs, and the need to provide adequate guidance services.

P. "In what ways do you provide the resources to reach these objectives?"

In response, principals specified the provision of clerical assistance, office facilities, computerized information service, counselling time and personnel, budget, financial support to attend conferences, and good working relationships. These points supported the principals' claims to facilitate the delivery of guidance services.

Summary Of Findings

In general the study showed that principals and coun-
sellors were relatively close in reporting their opinions
of counsellor role. The differences measured by the
Counsellor Function Inventory were not great. In the ten
items of greatest conflict the difference between principal
and counsellor mean varied from .41 to .71. This could
indicate that there is a greater degree of similarity than
difference in the opinions of ideal school counsellor role
reported by principals and counsellors.

Principals differed among themselves in the degree
of difference, as is shown in their responses in Phase II
(Structured Interviews) and Phase III (Structured Inter-
views).

The principal carried many responsibilities and was
subject to demands upon his own role position from such
sources as the provincial ministry, the regional office,
and the county board of education in terms of increasing
demands for reports and evaluations. He also had the daily
problems of coping with the needs of teachers, counsellors,
students, and parents. The administrative style he employed
to balance all these tasks showed his underlying philosophy
of education and the ways in which he perceived his own role
in the large interlocking sets of relationships which con-
stitute the education system.

1. One of the themes which appeared relevant was that of administrative support. Since the principal must meet many expectancies, some of which are certainly in conflict, it was quite essential that he receive sufficient understanding and compliance from both subordinates and superiors in order to maintain his role as the leader of an educational institution. In this study the majority of principals favoured administrative agent as one of the counsellor's roles in Phase II. Principals supported this role by stating reasons in Phase III. Support of administration in formulating school policy was reiterated as a desirable and useful counsellor role. Principals reasoned that counsellors are the appropriate personnel by virtue of their wide knowledge of students and the effect of school policies upon the recipients. Principals said that they expected their counsellors to help them both in the planning and the execution of school policies.

Related to the principals' perceptions of themselves as responsible for the instruction program, was the assumption that guidance becomes an "arm of administration". The term "administrative support" kept recurring. By this principals meant that all staff members were expected to show allegiance to school policy and indeed to share in helping to develop school policy.

The reasons for this emphasis on counsellor support for the administration sprang from principals' needs. In

particular, principals regarded themselves as responsible for managing all aspects of their schools. The increasing demands placed upon them as the leaders of their institutions had resulted in the necessity of delegating responsibilities wherever they considered it appropriate.

Guidance personnel were considered appropriate for assuming some of the administrative tasks as a result of their knowledge of the school system and the students. Principals considered counsellors as resource consultants in the making of both long and short term policies.

2. A second relevant theme, from the evidence reported by principals, was the need for information. Principals required a continual flow of information in order to assess and evaluate the effectiveness of the school program. This required data from both within and outside the school system. Counsellors were perceived as holding focal positions in this role. Principals perceived counsellors as collectors and suppliers of information about students. Principals relied upon counsellors to supply students with all the information necessary for making further educational and vocational plans. They also expected counsellors to help identify the students who needed help. They also expected counsellors to provide information about students to teachers in order that meaningful, co-operative development would be facilitated. Further, principals wanted information to help them in the solution of their problems.

They expected counsellors to serve as generalists in a wide variety of areas.

3. The need for effective relationships was a third major theme expressed by principals. They sought to maintain a complex set of relationships through the various role sets in the school and the community. The need to be regarded as a leader in the community, and as the public relations person in the school, was shown by the administrative style which principals chose to deal with the case studies. The need to be regarded as the leader within the school was based on legislative responsibility and the dynamics within the role set. Principals saw themselves as the advisor, the chief counsellor, the arbiter for their staff and students. The principals wanted to maintain good relations with their various publics, and this affected the ways in which they sought to balance their own roles.

A corollary of this was the role bargaining and negotiating used to establish roles. In the interpretation of their educational philosophy to staff, principals tended to influence staff members' perceptions of their roles. In some ways principals hold the power to exercise sanctions upon their subordinates. At the same time, they are vulnerable to pressures from both subordinates and superiors and to expectations which sometimes are in conflict. Principals use a series of negotiations and compromise to help resolve

the strains inherent in the middle management position.
Like other managers, principals tend to use a series of
negotiations and compromises to adapt to the shifting
changes in the large interlocking sets of relationships.
As the literature and this study illustrate, principals
have differing perceptions and have selected differing
ways of resolving their own conflicts. Some prefer to
delegate authority but maintain overall supervision:
some consult and negotiate, while others deal personally
with their problems.

    4. The perception of the counsellor as the person
responsible for the delivery of guidance services was a
fourth relevant theme. Throughout all phases principals
expressed the opinion that counsellors ideally should
serve students' needs as educational and career planning
facilitators, providers of information, and helpers in
the making of decisions.

CHAPTER V

SUMMARY AND CONCLUSIONS

The need for this study springs from the confusion
that exists concerning the varying expectations of the
function of the secondary school counsellor. Because the
principal is usually in the best position to influence the
structure of his school's organization, he/she is probably
the most significant determiner of the school counsellor's
role. Thus it is becoming increasingly apparent that the
key person to help eliminate the confusion regarding the
role and function of the school counsellor is the princi-
pal with whom he works. Different perceptions of the
counsellor's function and gradation in the importance of
the counsellor's role are derived from the varying expec-
tations of principals as well as counsellors. This being
so, the need for a better understanding of the principal's
perceptions of the secondary school counsellor's role and
function is quite clear.

Since the need is quite evident, this study was
designed to explore the current perceptions of the "ideal"
role for the secondary school counsellors held by princi-
pals. The primary purpose was to discover the differences
between the perceptions of the "ideal" counsellor role

held by secondary school counsellors and those held by their principals, and to explore, in depth, the reasons why these differences exist.

The importance of the study is indicated by the magnitude of the differences in perceptions of the school counsellor's role held by counsellors when compared with those held by administrators. It is vital that principals and counsellors come to closer agreement in order to avoid duplication of services and to ensure that scarce resources be wisely allocated.

The scope of this study included counsellors, principals, and vice-principals in all the secondary schools under the public county boards of education in the five counties of Elgin, Kent, Middlesex, Grey, and Oxford in Southwestern Ontario. The City of London, which has its own independent board of education, was excluded from the study.

The format of the study included three main divisions. The first phase was designed to establish a basis for the other two phases by discovering the most important differences of opinion between secondary school principals and counsellors in regard to the counsellor's "ideal" role should be.

The second phase was carried out in order to discover the reasons why the differences exist. In this phase principals were asked to react to the items of greatest

difference, to describe the way they would handle six
hypothetical situations, to state their perceptions of
six specific counsellor roles: educational and voca-
tional planning facilitator, consultant, administrative
agent, ombudsperson or student advocate, disciplinarian
and therapist, and to rank the traditional areas of
service usually delivered by guidance workers.

In Phase III a different sample of principals was
asked to state their expectations of "ideal" counsellor
role and the underlying reasons on which they based their
opinions. They were also asked to specify how they per-
ceived themselves as determiners of counsellor role, and
the reasons for their positions.

Further, principals were asked to describe the
various influences upon their own role, and how these fac-
tors may influence their perception of the roles of others
in the educational system. They were also asked to explore
both their favourable and unfavourable reactions to six
counsellor roles reported by their colleagues in Phase II.

Finally, they were invited to discuss the priorities
they assign to certain guidance services, principals per-
forming a counselling role, assigning of clerical duties
to counsellors, setting up guidance objectives and provid-
ing facilities for the guidance program.

Phase II and III were conducted by structured, open-
ended interviews. Permission was obtained from the

appropriate education officials in each of the five counties. Arrangements were made to administer the Phase I (Counsellor Function Inventory) to the secondary school principals in the first county and then to all the counsellors in the same county. Similar procedures were then followed in each of the other four counties.

During Phase II (Structured Interviews) and Phase III (Structured Interviews), the method used to collect the data was a carefully structured interview arranged by telephone and letter, conducted by the researcher in the principals' offices. All interviews were recorded. The data were analyzed by the researcher and an assistant working independently. In Phase I sixty-seven principals and ninety-six counsellors participated. In Phase II thirteen principals from the original group participated, and in Phase III an additional six principals took part.

The report of this study consists of five chapters. Chapter I, Statement of the Problem, describes the need for the study, the purpose of the study, the importance of the study, the scope and limitation of the study, definitions, the format of the study, and the outline of the chapters.

In Chapter II, Review of the Literature, the relevant professional literature was reported in the three parts. The first dealt with the literature concerning role theory and particularly counsellor role and function. The second

part examined the literature which dealt with role conflict;
Particular emphasis was placed on the difference in the
perceptions of counsellor role held by principals and those
held by counsellors. The third part examined the literature
concerning the methodology of the structured interview.

Chapter III, Methodology, contained a description of
the population, the instruments used in the study, the pro-
cedures used in the conduct of the study and the analysis
of the data.

In Chapter IV, Analysis of the Data, the findings were
reported in three phases, Phase I (Counsellor Function
Inventory), Phase II (Structured Interviews) and Phase III
(Structured Interviews). This included descriptions of all
parts in tabular and narrative analysis and a summary of
the findings.

Chapter V, Summary and Conclusions, included a summary
of the study, discussion of the conclusions drawn from the
findings of the study and recommendations for further
research.

Summary of Findings

As presented in Chapter IV, Analysis of the Data, the
results of the study showed that principals and counsellors
were in relatively close agreement when reporting their
opinions of "ideal" counsellor role. The differences
measured by the Phase I (Counsellor Function Inventory)
were not great. On the ten items in which the greatest

differences existed between principals' and counsellors'
mean scores, the mean differences ranged from .41 to .71.
This would indicate that, in general, there was a greater
degree of similarity than of difference in the opinions of
principals and counsellors regarding "ideal" counsellor
role. The ten items in which the differences were the
greatest were chosen as the basis for the discussions in
the Phase II interviews. They were

1. Item 64 Writing letters of reference.

2. Item 17 Conducting a study of students' out-of-school
   experience.

3. Item 70 Teaching classes in sex and drug education.

4. Item 41 Counselling with students concerning personal
   decisions.

5. Item 55 Preparing an analysis of grades given each
   year by faculty.

7. Item 25 Sending and receiving transcripts from other
   schools.

7. Item 48 Arranging for course transfers within the
   school.

10 Item 29 Identifying exceptional children.

10 Item 50 Organize the use of test results for faculty
    and administration.

10 Item 57 Providing students an opportunity to talk
    through their problem.

Differences between principals' and counsellors' per-
ceptions were also revealed in the principals' responses
to six case studies related to six specific counsellor
roles. The administrative style used by principals to
balance their own role relationships was indicated in the

ways in which they chose to cope with the problem situations presented. The main difference sprang from the institutional demands imposed upon the principals as opposed to the primary allegiance to the individual students held by the counsellors.

Four main themes came from the interviews. The principals named administrative support as a desirable and useful counsellor role. Principals reported expectations that counsellors should serve as administrative agents in the planning and execution of school policies. Counsellors were expected to be an "arm of the administration", "a third vice-principal". Reasons for this stance sprang from the needs of principals for support in all phases of school operations. As managers of school programs, principals considered it appropriate to delegate responsibility to whatever personnel they saw fit. In both long and short term policy making, principals regarded counsellors as appropriate resource people.

A second relevant theme from the evidence reported by principals was the need for information. The increasing demands upon them for statistical data from the educational hierarchy placed principals in positions where they had to provide reports and evaluations of various types. They saw counsellors as suited for the role of collectors and suppliers of information about both students and the effectiveness of school programs. In addition to the types of information

required to meet their own needs, principals viewed coun-
sellors as suppliers of essential, current information
for educational and vocational planning for students.
Within this framework, most principals regarded counsel-
lors as generalists in a wide variety of areas, as well
as specialists in counselling.

A third relevant theme was the principals' need for
effective relationships. Principals sought to maintain a
complex set of role relationships both within and outside
the school community. The need to be regarded as a leader,
a public relations expert, an evaluator, an advisor, a
counsellor, and arbiter for staff and students meant that
principals had to maintain a balance among the varying
expectations of their publics. This need was demonstrated
by the different ways in which principals sought to exercise
their administrative style. In their capacity as the chief
evaluating officer of the school, principals sought to work
out agreements by which all staff members would understand
their own particular responsibilities within the system.
As shown in the literature and in this study, principals
varied among themselves in their ways of balancing their
roles. Some preferred to delegate authority while maintain-
ing over-all supervision, some preferred to consult and
negotiate; others sought to deal personally and assume the
entire responsibility.

A fourth relevant theme was the perception of the counsellor as responsible for the delivery of guidance services to students. This was a recurrent opinion of principals who saw the service role of the counsellor as traditionally described. Not all principals saw this as the unique role of the counsellor, but felt, however that he should serve as a member of the team providing these necessary services to students. One of the strong reasons for this position was the principals' need for maintaining an efficient, smoothly functioning school.

Throughout all the sets of complex relationships and the differing emphases, there was a persistent impression that all principals sought to provide the best educational programs available to the students and to ensure that they and their parents receive help from the most appropriate resource personnel when making necessary decisions in life planning.

Conclusions and Discussion

The conclusions that follow are based upon the summary of results from the three phases of the study and apply to the principals involved in the five counties under consideration.

First, principals are significant role determiners of counsellor role. In their position they hold both the authority and certain expectations which determine the counsellors' ideal role and role performance. In both direct

and indirect ways principals influence the roles of their counsellors.

Second, it is evident that in very broad, general terms there is agreement between principals and counsellors in their perceptions of ideal counsellor role. The Phase I results and the interview results indicate that both groups tend to agree that the counsellor should serve primarily in the traditional six guidance areas: Counselling, Information, Orientation, Student Data, Placement, and Follow-up.

Third, however, it is fair to conclude from the evidence that there are definite differences between principals and counsellors in the perceptions they hold of the ideal counsellor role. Most principals view the counsellor as a generalist with competencies to deal with a number of areas, like student data, rather than as a specialist with one exclusive function, i.e., counselling.

Fourth, the perceptions of counsellor role held by principals vary considerably with the demands upon their own position. They tend to favour counsellors serving as administrative agents and consultants. This is based upon the principals' needs for control and leadership, and for information on which to make administrative decisions and evaluations.

Fifth, principals themselves experience role pressures, role strain, and role conflict. These pressures

come most often from the demands of their superiors in board and ministry offices and usually take the form of requests for more statistical information. This results in the delegation of authority by principals in order to balance their own job expectations.

Sixth, principals and counsellors tend to use role bargaining to negotiate their roles. Negotiation and consultation are means of reducing the dissonance and resolving strains and conflicts inherent in the different perspectives. In this process principals hold greater sanctions and thus tend to exert greater influence than counsellors in the power structure. However, counsellors are perceived as holding some degree of influence through their ability to interpret student needs to both principal and teachers.

Seventh, principals perceive counsellors as only one kind of personnel responsible for the delivery of the six traditional services. The evidence showed from the interviews with principals that counsellors are not seen as unique. They do not hold a monopoly over the provision of guidance services. This conclusion is based upon the responses which indicated that alternative methods should be explored using teachers, counsellors, specialists, parents, and administrators.

Eighth, principals see the need for greater clarification and communication of the counsellor role to the

various publics. They feel this communication should be
maintained in order to produce maximum benefit from the
resources available and to meet the demands for accounta-
bility in the provision of quality education.

Implications of the Study for Principals and Counsellors on the Job

The implications of this study are examined as they
apply to the interaction between the principal and coun-
sellor in the delivery of guidance services on the job.
The principal is a significant determiner of counsellor
role and is in a position to exert the influence of his
position upon the counsellor. The principal, it has been
shown, recognizes that both he and the counsellor have
role strains and role conflicts stemming from the differ-
ent sets of expectations they face.

The principal may be able to meet his own role
expectations through the most productive use of the coun-
sellor's time and resources. The evidence from the study
indicates that the principal expects the counsellor to
act as an administrative assistant in supporting the school
administration, and as a consultant to administration and
teaching staff.

In addition, the principal can encourage the coun-
sellor to use a cooperative team approach with other staff
members, teachers, administrators, and specialists in help-
ing students to achieve maximum benefit. It is important

that there should be a climate in which helping persons can share their expertise and work toward better solutions.

It is very important that clear objectives and functions for guidance be spelled out. The process of negotiation and bargaining is used by principals and counsellors to work out their respective roles. If this can be done effectively, all personnel gain through clearer understanding of the scope and limitations of their own roles and those of the others. Once guidance objectives have been agreed upon, all educational personnel can strive toward their achievement. Then better assessment can be made of progress toward the objectives.

Principals hold perceptions of ideal counsellor role which influence their decisions concerning the appointment of staff members for counsellor training. Individuals who have demonstrated aptitude for administration may be nominated for counsellor training. These characteristics may very well conflict with the student advocate role which counsellors espouse. Principals hold responsibility for the effectiveness of personnel and must exercise great discretion in selecting appropriate people for the counselling role which has a vital impact upon student growth.

This study found that principals and counsellors tend to agree that the six traditional guidance services should be provided. As principals and counsellors interact, priorities should be established so that role functions are

mutually understood. The systematic delivery of service
should contribute to the attainment of objectives. Thus
it is important that role strains be minimized for the
effective development of students.

Implications of the Study for the Development of Constructive Approaches

Since counsellors interact with principals on the job
they also must be aware of these factors. They should
understand the principal's resposibilities to the school
system and the principal's power to carry out these respon-
sibilities. They should be conscious that principals,
counsellors and teachers have role strains and govern them-
selves accordingly.

This implies that counsellors make effective use of
those factors where perceptions are held in common. Where
differences exist, counsellors can negotiate and bargain
in the most constructive ways. Working out a set of guid-
ance objectives, and deciding by agreement where responsi-
bilities lie, can be vital for success.

Counsellors in the day-to-day work should be con-
cerned with establishing support, planning problem-solving
approaches, implementing and following up their activities.
If they are to be successful in managing their functions,
they must demonstrate interactional skills in consulting,
interpreting, and negotiating with principals, teachers, and
pupil personnel service staff.

As principals and counsellors work together, they learn to encourage other staff members to work in the team approach toward educational problem-solving. Since principals vary greatly in their administrative style and their own needs, they tend to use different approaches, as shown in this study. Therefore, they have to work out guidance programs which are appropriate for their own community and their own school.

What kinds of things do principals and counsellors have to know? They already are aware of the traditional six guidance services. But they should also be aware of contemporary trends in developmental guidance, inter-actional skills, role analysis, accountability measures, and in-service training approaches. Principals and counsellors need to be acquainted with the tools to work out their role strains and cope with their expectations. Both can use on-the-job training to assure professional growth.

Implications of the Study for Preparation of Principals

An important part of the courses operated by the Ministry of Education for the purpose of preparing principals for certification should be devoted to developing an understanding of the role and function of the counsellor. The influence of the principal upon the counsellor has been explored in Chapter I, Statement of the Problem, in which his impact as a role determiner for the counsellor was

stressed. In Phase III of this study, the principals interviewed indicated their perceptions of themselves as determiners of the role of the secondary counsellor. The principals' perceptions were based upon several years of experience with administration and guidance services. Some principals saw themselves as managers of educational programs adapted to the needs of the community. Some indicated that they set the policy for the school and that each department head was expected to develop his own objectives within the policy outlines set down by the principal. Some principals indicated that they favoured counsellors serving as administrative assistants. These findings lend urgency to the need for improved clarification of the ideal role of the counsellor, so that principals and counsellors may plan more effectively for providing improved services to the students.

What are the solutions for improving clarification and communication? One suggestion is that the present system of Ontario Ministry of Education Principals' courses should have specific, meaningful components dealing with principal-counsellor role relationships. These could be arranged through the use of resource personnel from faculties of education in Ontario universities, Ministry consultants, county board officials, and practising counsellors. Case studies based on actual experience could be presented by any of the candidates or participants in the course,

with the resource personnel sharing their expertise in exploring various kinds of approaches. Leadership skills in dealing with groups of various size and composition could be demonstrated. Panels, debates, socio-dramas, and audio-visual aids could be used to establish greater understanding of the responsibilities of counsellors and administrators. These strategies could be implemented in the form of in-service education seminars for principals and counsellors, professional development days, training programs, and conferences sponsored by boards and professional organizations.

As a further means of facilitating relationships between principals and counsellors, reports of meaningful research being done in this area might be presented in the professional journals such as Forum, The Headmaster, The School Guidance Worker, and the Canadian Counsellor. The readership of these journals is wide, and yet specialized to the extent that the interest and awareness of the situations in education are very high. Exchange of information, relevant feedback, and continuing communication by this means would produce a better climate for understanding and provide improved services to the students and to the community. Further research in the areas of role, role conflict, and in improved methods of developing guidance services is also needed.

Implications of the Study for Counsellor Education

There are important implications of this study for
the selection and training of counsellors. One aspect of
the counsellor selection process is that of candidates
who choose the guidance option as one of several teaching
options when they apply to a faculty of education. These
are "self-selected" and often are people who have just
completed an undergraduate degree. Others have spent some
time in other pursuits and have decided, for various
reasons, to get into counsellor training. Often candid-
ates from both these groups have unrealistic ambitions and
often lack adequate information with regard to qualifi-
cations, job opportunities, or expectations of the job.

This puts the onus upon faculties of education to
do an effective job of screening the applicants for coun-
sellor training. Ideally, it would be appropriate for
counsellor educators to interview every applicant to try
to determine motivations and capacities, and to help the
applicant in this decision making process. The press of
numbers makes this virtually impossible. Further, the
selection process varies from one faculty of education to
another.

The results of this study show that there is diffi-
culty in understanding the counsellor's "ideal" role. In
the counsellor education program more effective means

must be developed to clarify and communicate the role.
The role which research has taught counsellor educators
to regard as "ideal" is not the one which the principal
and other role determiners perceive. The counsellor edu-
cator faces the dilemma of whether to present the "ideal"
role developed from careful research or the "actual" role
as practised in the schools and perceived by the signifi-
cant role definers, in particular, the principal.

In practice, counsellor educators have sought a
balance between the "ideal" and the "practical". Inviting
practising principals to participate in seminars has
helped candidates to understand the realities of expecta-
tions held by their chief role determiners. The practicum
in the schools has also served this purpose. Sometimes,
however, student counsellors are completely "turned off"
by such experiences.

Further efforts of counsellor education have been
made to close the gap between role expectation and role
enactment. One of these has been the attempt to direct
programs toward the role of the counsellor as a consultant
to teachers, parents, and administrators. This is in line
with this study which showed positive attitudes expressed
by principals towards the counsellor serving in the role
of a consultant. In some instances counsellor educators
might serve as consultants by following up their graduate
students as they serve in the school system. This practice

would surely be productive and serve to help to close the gap between role expectation and role enactment. This would also improve public relations and help other educators to perceive more clearly the role and function of the counsellor.

Every effort should be made to make counsellor education programs as effective as possible. It is vital that counsellor-educators understand the complementary relationship of administrators and counsellors. The importance of both principals and counsellors becoming aware of each others' roles is critical. This means that counsellors in training should be given skills in negotiating and consulting as part of their armamentarium. It also means that there should be a carefully conceptualized program to provide an adequate base for theory and practice. Some flexibility in the defining and refining of the counsellor's role is required, so that adaptation to the needs of a particular school situation can be effective.

The present situation has three different kinds of counsellor education program - (a) one year full time professional training as a teacher with one of two options being guidance, (b) two year master's degree in guidance counselling and (c) four summer courses for experienced teachers. A careful examination of these programs in the light of this study is important. It is possible that improved liaison between counsellor-educators and the

school administrators would help to close the gap between role-expectations and role enactment for counsellors.

Implications of the Study for Counsellors

Counsellors in this study indicated differences in their perceptions of ideal counsellor role but not to a marked degree as measured on the Counsellor Function Inventory. Criticisms were made by a minority of principals that some counsellors spend too much time on clerical tasks. At the same time principals are balancing their own expectancies by passing on more quasi-administrative tasks to counsellors. Since the study also showed that role negotiation is one of the important ways used to determine roles, it is up to counsellors to make more effective use of this strategy. Counsellors have the opportunity and obligation for making their influence felt. By demonstrated competence in the use of consulting skills, by the assessment of school needs, counsellors can influence their own roles. One of the most significant implications of this study is that counsellors must assume responsibility for clarification and communication of their own role. Otherwise they must be willing to accept the strains that go with their role being defined by others.

The counsellors of Ontario have a continuing responsibility to provide guidance leadership in their schools in conjunction with their principals. Where difficulties

exist counsellors should be willing to examine alternatives. If they are lacking in the expertise required, they should be willing to update their skills with further professional training. They must be prepared to work with other helping people in their schools and community toward better solutions for educational problems.

In the search for more effective procedures, counsellors should take into account the importance of balancing their own role relationships and expectations and those of their principals and colleagues through in-service training and effective work. Professional counselling associations such as Ontario School Counsellor's Association and Canadian Guidance and Counselling Association should also support counsellor involvement in their own development.

Recommendations for Further Research

From this study it is evident that there is further need for understanding and clarifying counsellor role and function from different points of view. Stemming from this study, the underlying themes of principals' needs for support, information, effective relationships, and delivery of guidance services, there are several avenues which may lead to better planning and management of guidance.

It is recommended that further research be considered to examine some of the areas which this study was

unable to investigate. These may be summarized as follows:

1. A study of the perceptions of ideal counsellor role held by counsellors and counsellor-educators in Ontario.

2. A study of ideal and actual counsellor role perceptions held by counsellors and principals in secondary schools.

3. A study of principals' role with respect to department heads in secondary schools.

4. A comparison of principals' perceptions of guidance services in rural, urban, and suburban schools.

5. A study of counsellor role and function as perceived by counsellors and principals in Canadian schools.

6. A study of Counsellor education programs in Ontario.

7. A study of in-service training for counsellors.

Discussion of the Findings

This study has shown that principals regarded counsellors as being responsible for assisting in the attainment of the educational goals of the school. The problem is that identification of the counsellor as an administrative functionary can become a deterrent to his professed role as an advocate for students. The counsellor finds himself/herself in the position of being unable to meet conflicting demands upon his/her professional responsibilities. The institutional pressures tend to make the counsellor an agent for influencing student conformity to the

institutional goals. In Ontario schools many counsellors
have found themselves spending a larger amount of time
and effort in assisting students in the selection of pro-
per courses under the credit system. When personal prob-
lems arise, often in conjunction with the educational
selection process, counsellors find it difficult to deal
with these. As part of the educational hierarchy, the
counsellor is a "teacher", and carries with him/her the
authority and responsibility required to fulfill the role.
The degree to which this tends to influence them varies
according to the amount of teaching duties assigned.

In some instances, counsellors have full time coun-
selling responsibility and are not seen in the same light
as classroom teachers. In other cases, the counsellors
have been assigned several classes to teach and have the
problem of divided loyalties. This has become particu-
larly noticeable since the introduction of budget cuts
and the practice of reassigning counsellors to more and
more teaching duties. Principals have to consider care-
fully the consequences of this part-timeness and how it
is perceived by students, in particular.

Another point associated with the part-time counsel-
lor is the way in which he/she is regarded by other teach-
ing staff. In some cases, he/she gains in status, since
teachers identify with a staff member who shares the same
responsibilities of lesson preparation, marking, and class

management. In other cases, the part-time counsellor is regarded with some suspicion by teachers as a person who listens to complaints by students against their teaching methods. This is particularly true in situations where shrinking enrollments and competition for students among academic offerings has posed the threat of unemployment to teachers.

These implications for the principal seem to indicate the exercise of extreme care in the allocation of counselling responsibilities and in the clarification of the counsellor's role to all staff members. It seems logical to assume that the principal's prime responsibility is to provide appropriate personnel to implement the educational goals of the school. It is particularly important that all members of staff are aware of, and co-operative in, the facilitation of these goals. As previously noted, the principal is in the key position to influence staff relationships. In some instances, the principals have to live with situations that are less than ideal, but it should be clear that he must continue to work towards improving staff effectiveness through clear articulation of roles and by promotion of professional development activities that are meaningful and relevant.

Another important area for principals to consider is the allocation of administrative responsibilities in the area of pupil personnel to other than counselling staff.

In some schools, the appointment of administrative assistants, with clearly defined assignment of duties, has alleviated the situation and freed counsellors for the performance of the professional functions for which they have been trained. Another aspect of this staff differentiation is the appointment of guidance technicians or aides trained to perform the less demanding functions in a guidance department, e.g. the filing of occupational information and administration of group tests. The paraprofessional would be responsible to the head of the guidance department for supervision and in-service training. This innovation would enable the interdisciplinary team to facilitate the accomplishment of guidance objectives with much more effective use of counsellor, social worker, psychologist, remedial specialist, and homeroom teacher resources.

A further extension of this utilization of personnel is related to the principal's perception of the head of the guidance department. In some instances, the guidance head is ambitious for promotion to an administrative position, and willingly accepts whatever administrative duties the principal suggests. The supervision of the counselling team in the school and the coordination of the guidance services may be considered legitimate responsibilities which the principal should expect. However, when the head becomes seen as the "arm of the

administration", credibility problems can be created among both students and teachers. When students perceive the guidance head as just another administrator, they tend to be reluctant about revealing any information of a confidential nature. This is particularly the case where the guidance head prepares recommendations for further educational institutions and for employment. As previously pointed out, teachers may regard the guidance head as a threat to their own survival, and as the repository of too much power in the making of school policy.

Further, the title applied to personnel carries with it certain expectations. The title "counsellor" to some people implies "advisor" and connotes the power to influence decisions. To an even greater degree, the titles "head of guidance", "head of student services", "director of guidance", or "dean of students" impress the publics with certain subjective perceptions. Principals must take this into account in assigning titles which might create false expectancies.

As a corollary of these observations, it would be fair to conclude that principals' perceptions of counsellor role and particularly of the chief counsellor or guidance head, have definite implications for the impact upon the students, parents and teachers who make up their public. The principals' needs for administrative support, for information, for relationships, and for delivery of guidance

services emerge as the themes which underlie their per-
ceptions of counsellor role. To the degree that princi-
pals and counsellors achieve mutual agreement and support
and are able to communicate this to their publics, the
facilitation of student development will be accomplished.
This calls for an increased awareness of the problems, and
a rededication of all concerned with active programs to
continue working toward better solutions in an atmosphere
of trust and willingness to cooperate. Where facilities
do exist, principals should encourage further professional
development in the understanding of the guidance function
in education for all members of the educational team. In
the age of accountability in education, with pressures to
provide the best service available through proper alloca-
tion of resources, surely principals as managers of edu-
cational programs should meet the challenge with strong
efforts and careful consideration of their priorities.

Summary

The main finding of the study was that there is a
definite difference between the perceptions of ideal coun-
sellor role held by principals and counsellors. While
there was considerable agreement as to the functions of
the counsellor, there was much disagreement as to the
school counsellor's role. Principals saw the counsellor's
role as largely one of administrative support. Their

perspective was most often from the point of view of the
institution while that of the counsellors' sprang from
the needs of individual students.

Such conflict is inherent in most schools. It stems
from the discrepancy between the almost universally ☼
stated goal of education - to meet the unique needs of the
individual students - and the operational structure of
most schools in which educational programs are organized
around groups of thirty or thirty-five pupils. Princi-
pals, because of their obligations to boards and depart-
ments of education, tend to be more concerned about the
institution, the group, the student body. Counsellors,
on the other hand, because of their professional training
have as their main concern the needs of welfare of indi-
vidual students. In terms of priority, the principal's
primary concern is for the welfare of the institution and
his or her secondary concern is for individual students.
With counsellors the opposite is true. Thus, conflict
in role perception is almost a certainty.

If either the principal or the counsellor is unaware
of this inherent role conflict they may personalize it.
In such a case, each may resent the other. Where princi-
pals do not understand the value of a student advocate,
they feel more comfortable psychologically when the coun-
sellor adopts either a role similar to theirs or operates
as an administrative support person.

The need for both a student advocate and a protector
for the student body is apparent. Tension between the
principal and the counsellor results not from differences
in their day-to-day activities but from differences in
their basic roles. Thus, principal-counsellor conflict
is an inherent part of staff relationships in most schools
today. To work within this framework requires both under-
standing and considerable skill at interpersonal conflict
resolution on the part of both the principal and the coun-
sellor.

APPENDICES

APPENDIX A

PHASE I COUNSELLOR FUNCTION INVENTORY

APPENDIX A
PHASE I COUNSELLOR FUNCTION INVENTORY

Please check   where applicable

Personal Data on Respondents

01 **Area of Responsibility**

Principal ———————————————————— 01
Vice-Principal ————————————————— 02
Guidance Head   ————————————————— 03
Guidance Counsellor —————————————— 04
Counsellor-Educator ——————————————— 05

02 **Age**

Under 30 ——————————————————————— 01
31 - 45   ——————————————————————— 02
46 or over ———————————————————————— 03

03 **Sex**

Male   ——————————————————————— 01
Female   —————————————————————— 02

04 **Professional Status**

B.A. degree ————————————————————— 01
B.Ed. degree ———————————————————— 02
M.A. degree ————————————————————— 03
M.Ed. degree ———————————————————— 04
Ed.D. degree ———————————————————— 05
Other (Please specify) ——————————————— 06

05 **Nature of Teaching Experience**

Primarily elementary school —————————— 01
Primarily secondary school   ————————— 02

06 **Years of experience in teaching and/or administration**

Less than 10   ——————————————————— 01
11 - 20   ———————————————————————— 02
More than 20 ——————————————————————— 03

07 **Preparation for counselling**

None   ———————————————————————— 01
Part I   Elementary Certificate ——————————— 02
Part II   Intermediate ————————————————— 03
Part III ————————————————————————— 04
Part IV   Specialist ——————————————————— 05

08 **Type of School**

Please list by title, e.g. District High School

_____

Enrollment
_____

09 Number of periods in weekly timetable _____
    Number of periods of assigned counselling _____

COUNSELLOR FUNCTION INVENTORY

This inventory contains 70 statements of function in seven areas of counsellor services: counselling, orientation, student inventory, information giving, follow-up, placement and miscellaneous.

Sampling

This inventory is to be completed by all counsellors who have been assigned counselling (Guidance) periods, all secondary school principals and vice-principals.

Administrators and counselling staff are to complete the inventory at one sitting in the presence of the researcher, wherever possible.

Directions

Please indicate what you feel should be appropriate for a person assigned to counselling in the school system.

Respond to each of the following items by writing in the number 1, 2, 3, 4, or 5 as described.

1. The counsellor should personally perform this function.

2. The counsellor should have primary responsibility for this function, although he may not personally perform the function.

3. The counsellor should share with other groups in planning and performing this function, but he does not share the primary responsibility for the function.

4. The counsellor should serve as consultant in this function only upon request.

5. The counsellor should have no direct responsibility for this function.

1   Personally Perform

2   Primary Responsibility but may not
     Personally Perform

3   Share with others but not share
     Primary Responsibility

4   Serve as Consultant only on request

5   No Responsibility

Question

Number	Statements	Rating

1   Counselling with students in evaluating personal
     assets and limitations

2   Providing information concerning personal and
     social needs

3   Planning orientation for students transferring
     from another high school

4   Preparing handbook of school rules and policies
     for distribution

5   Counselling with students concerning discrepancy
     between ambitions and abilities

6   Providing scholarship information

7   Placing students in permanent jobs

8   Assisting students with vocational plans

9   Planning school assembly programs

10   Assisting teachers in diagnosing learning
     difficulties of students

11   Planning activities and programs for parents

12   Maintaining permanent accumulative records

13   Assisting students in selecting high school courses

14   Scheduling new students

15   Evaluating student's adjustment to school
     environment

1   Personally Perform

2   Primary Responsibility but may not
    Personally Perform

3   Share with others but not share
    Primary Responsibility

4   Serve as Consultant only on request

5   No Responsibility

16   Counselling with potential dropouts

17   Conducting a study of a student's out-of-school
     experiences

18   Making decisions concerning student disciplinary
     action

19   Working with students who are delinquent in
     attendance

20   Providing information about student to colleges
     at which the student has applied

21   Providing information concerning study habits

22   Providing information on economic conditions
     related to future employment and education

23   Providing college information

24   Conducting follow-up of new students to determine
     academic adjustment to school

25   Sending and receiving transcripts to and from other
     high schools

26   Preparing school information for distribution to
     public communication media

27   Assisting students with college plans

28   Providing information about individual students to
     potential employers

1   Personally Perform

2   Primary Responsibilty but may not
    Personally Perform

3   Share with others but not share
    Primary Responsibility

4   Serve as Consultant only on request

5   No Responsibility

29 Identifying exceptional children

30 Providing information on community referral
    resources

31 Checking credits for graduation

32 Conducting community surveys to determine
    occupational opportunities

33 Providing occupational information

34 Selecting and revising curriculum content

35 Fvaluating effectiveness of extra curricular
    activities in meeting student needs

36 Conduct work experience programs for students

37 Planning university night programs

38 Conducting follow-up studies of dropouts

39 Fvaluating effectiveness of school curriculum in
    meeting students' academic needs

40 Counselling Grade 8 students in the selection of
    high school courses

41 Counselling with students concerning personal
    decisions

42 Registering new students

43 Conducting follow-up of new students to determine
    adjustment to school environment

44 Conducting orientation conferences for new teachers

1   <u>Personally</u> Perform

2   <u>Primary</u> Responsibility but may not Personally Perform

3   <u>Share</u> with others but not share Primary Responsibility

4   Serve as <u>Consultant</u> only on request

5   <u>No Responsibility</u>

45   Counselling with students concerning academic failures

46   Visiting homes to confer with parents

47   Teach classes of psychological and sociological nature e.g. <u>Man and Society</u>

48   Arranging course transfers for students within the school

49   Planning orientation activities for entering Grade 9 students

50   Organize the use of test results for faculty and administration

51   Counselling with students in regard to educational and vocational plans

52   Scheduling students in classes

53   Evaluating student adjustment to curriculum choices

54   Planning case conferences involving parents and teachers

55   Preparing an analysis of grades given each year by faculty

56   Co-ordinating remedial work for students

57   Providing the students an opportunity to talk through their problem

58   Teaching courses on occupations

1   Personally Perform

2   Primary Responsibility but may not
     Personally Perform

3   Share with others but not share
     Primary Responsibility

4   Serve as Consultant only on request

5   No Responsibility

59   Counselling with students on their development of
     special abilities

60   Organizing school testing program

61   Conducting follow-up studies to consider effective-
     ness of homework

62   Placing students in part-time and summer jobs

63   Planning career day programs

64   Writing letters of reference

65   Conducting follow-up studies of graduates

66   Administering the program for reporting pupil
     progress to parents

67   Assisting students in the selection of extra-
     curricular activities

68   Counselling with students concerning learning
     difficulties

69   Providing staff with information on School
     Administration Acts and Ministry of Education
     Regulations

70   Teaching classes in sex and drug education

APPENDIX B

PHASE II PRINCIPALS' STRUCTURED INTERVIEW

APPENDIX B

PHASE II PRINCIPALS' STRUCTURED INTERVIEW

Part 1

These are the items in the Counsellor Function
Inventory in which the results showed greatest difference
of perception between counsellors and administrators as
to the degree of counsellor involvement. You are asked
to react to each item, and indicate your perception as to
its suitability for the ideal counsellor role.
Please state your reasons.

Conflict Rank	Item Number	Statement
1	64	Writing letters of reference
2	17	Conducting a study of students' out-of-school experience
3	70	Teach classes in sex and drug education
4	41	Counselling students concerning personal decisions
5	55	Preparing an analysis of grades given each year by faculty
7	25	Sending and receiving transcripts to and from other schools
7	48	Arranging course transfers within the school
10	29	Identifying exceptional children
10	50	Organize the use of test results for faculty and administration
10	57	Providing the students an opportunity to discuss their problems

PHASE II PRINCIPALS' STRUCTURED INTERVIEW

Part 2

SITUATION 1

A mother phones to tell you that her daughter, aged 17, has threatened to quit school. She has missed attending several times, claiming illness. The mother feels that these were not legitimate, and that her daughter's growing dislike for school has been caused by one teacher. Now she requests help to get her daughter straightened out.

1. How would you deal with this situation?

2. Please state your reasons for taking this action.

SITUATION 2

A father calls you to ask for help in persuading his son to share the operation of the family farm upon his graduation from high school. The family has a European background where the tradition holds that a son should go to work early to help in financing the family. This student has a seventy-two percent average and has expressed interest in continuing his education at a university a hundred miles away from home.

1. How would you deal with this situation?

2. Please state your reasons for taking this action.

SITUATION 3

An influential board member calls you to complain that his son has been discouraged by his teacher from selecting a career which requires university education of five years duration. You recall that this student has had an unsatisfactory academic record. He has been seen by the head of the guidance department during the past month.

1. How yould you deal with this situation?

2. Please state your reasons for taking this action.

SITUATION 4

A senior teacher approaches you to express
his feelings that the guidance department has
been less than helpful in dealing with students.
He complains that counsellors have a very easy
time of it, dealing with only eight or ten students
a day, while he has to work with 175. He indicates
that he does not send any students to the counsel-
ling office because he feels it would be completely
ineffective. He bases this on an experience, in
which he claims the counsellor listened only to
the student's version, and sided with him against
the teacher. He claims that this is a common
occurrence.

1. How would you deal with this situation?

2. Please state your reasons for taking this action.

SITUATION 5

You have been principal in a district where
many of the students come from disadvantaged
families and where the crime rate has been on
the increase for the past year. Because of
several unpleasant incidents including several
fights and the apprehension of a drug pusher in
the school, you have taken steps to ensure order;
ordering certain areas out-of-bounds to students,
issuing new regulations for hallways and wash-
rooms, and taking other security measures designed
to prevent disorder.

The counsellor has been conducting group
counselling sessions with eight senior students.
The group requested a meeting with you to discuss
the new regulations. At the meeting, you were
attacked by students who claimed that you were
dehumanizing them and trying to make the school
into a prison. You attempt to explain the problems
involved in running a school of this type, but the
students became increasingly hostile, and it ended
on a note of disappointment.

1. How would you deal with this situation?

2. Please state your reasons for taking this action.

SITUATION 6

Several teachers have made observations about Bill, a ninth grade student who has become increasingly withdrawn in classes. This is in contrast with his previous behaviour, when he participated very well in a cheerful, well-adjusted manner. There are two full time counsellors on your staff. There is also a county board psychologist who divides his time among ten schools. This means that he is only available on a limited basis, and you could not call on him for emergencies. You do not know Bill's parents, but there is some question about relations between the father and Bill. Bill's home room teacher reports that Bill has appeared in class with a black eye, following a day's absence.

1. How would you deal with this situation?

2. Please state your reasons for taking this action.

PHASE II PRINCIPALS' STRUCTURED INTERVIEW

Part 3

1. To what extent do you perceive a secondary school counsellor serving as an administrator or administrative agent? Please indicate your reasons.

2. To what extent do you perceive a secondary school counsellor serving as an advocate for students or an ombudsperson. Please indicate your reasons.

3. To what extent do you perceive a secondary school counsellor serving as a consultant to principal and staff members? Please indicate your reasons.

4. To what extent do you perceive a secondary school counsellor serving as an educational and career planning facilitator? Please indicate your reasons.

5. To what extent do you perceive a secondary school counsellor serving as a disciplinarian? Please indicate your reasons.

6. To what extent do you perceive a secondary school counsellor serving as a therapist? Please indicate your reasons.

Part 4

The following are areas of counsellor function or service.

Please rank these in order of priority as you perceive them in connection with the counsellor role.

Counselling,   Orientation,   Information,   Student Data,

Placement,   Follow-up,   Miscellaneous

APPENDIX C

PHASE III PRINCIPALS' STRUCTURED INTERVIEW

APPFNDIX C

PHASE III PRINCIPALS' STRUCTURED INTERVIEW

A. What do you as principal think should be the role of the counsellor? Please specify what you mean.

B. How do you see yourself as a role determiner?

C. Why do you hold this point of view?

D. What kinds of pressure in your position influence you in your priorities?

E. Why would principals not favour counsellors serving as student advocate or ombudsperson?

F. Why would principals not favour counsellors serving as therapist?

G. Why would principals not favour counsellors serving as disciplinarian?

H. Why would principals favour counsellors serving as educational and career planning facilitator?

I. Why would principals favour counsellors serving as consultant to staff and principal?

J. Why would principals favour counsellors serving as administrative agents?

K. Why do principals report that they favour high counsellor involvement in student data?

L. Why do principals report that they favour less counsellor involvement in counselling?

M. Why do some principals report that they wish to perform a counselling function?

N. Why do some principals use counsellors in clerical functions?

O. What goals do you set for your own guidance department?

P. In what ways do you provide the resources to reach those objectives?

APPENDIX D

COUNSELLOR RANKING AND ADMINISTRATOR RANKING OF

COUNSELLOR FUNCTION INVENTORY

204

APPFNDIX D

COUNSELLOR RANKING

COUNSELLOR FUNCTION INVENTORY

RANK & (ITEM)   STATEMENT   MEAN

Category I   The counsellor should personally
                perform this function.

1. (57)	Providing the students an opportunity to talk through their problem.	1.18
2. (51)	Counselling with students in regard to educational and vocational plans.	1.24
3. (41)	Counselling with students concerning personal decisions.	1.33
4. (5)	Counselling with students concerning discrepancy between ambitions and abilities.	1.35
5. (16)	Counselling with potential dropouts.	1.36
7. (1)	Counselling with students in evaluating personal assets and limitations.	
(27)	Assisting students with college plans.	1.44
8. (45)	Counselling with students concerning academic failures.	1.47

Category II   The counsellor should have primary
                responsibility for this function, although
                he may not personally perform the function.

9. (68)	Counselling with students concerning learning difficulties	1.54
10. (59)	Counselling with students on their development of special abilities	1.57
11. (33)	Providing occupational information.	1.60
12. (23)	Providing college information.	1.63

RANK &	(ITEM)	STATEMENT	MEAN
13.	(8)	Assisting students with vocational plans.	1.64
14.	(24)	Conducting follow-up of new students to determine academic adjustment to school.	1.69
15.	(13)	Assisting students in selecting high school courses.	1.70
16.	(43)	Conducting follow-up of new students to determine adjustment to school environment.	1.78
17.	(48)	Arranging course transfers for students within the school.	1.79
18.	(6)	Providing scholarship information.	1.84
19.	(49)	Planning orientation activities for entering Grade 9 students.	1.87
20.	(20)	Providing information about student to colleges at which the student has applied.	1.88
22.	(2)	Providing information concerning personal and social needs.	
	(3)	Planning orientation for students transferring from another high school.	1.93
23.	(30)	Providing information on community referral resources.	1.94
24.	(63)	Planning career day programs.	1.98
25.	(60)	Organizing school testing programs.	2.02
27.	(15)	Evaluating student's adjustment to school environment.	
	(64)	Writing letters of reference.	2.08
28.	(37)	Planning university night programs.	2.09
29.	(40)	Counselling Grade 8 students in the selection of high school courses.	2.11
30.	(21)	Providing information concerning study habits.	2.14

RANK & (ITEM)		STATEMENT	MEAN
32.	(10)	Assisting teachers in diagnosing learning difficulties of students.	
	(14)	Scheduling new students.	2.22
33.	(22)	Providing information on economic conditions related to future employment and education.	2.24
34.	(53)	Evaluating student adjustment to curriculum choices.	2.28
36.	(50)	Organize the use of test results for faculty and administration.	
	(54)	Planning case conferences involving parents and teachers.	2.29
37.	(31)	Checking credits for graduation.	2.32
38.	(28)	Providing information about individual students to potential employers.	2.44

Category III The counsellor should share with other groups in planning and performing this function, but he does not share the primary responsibility for this function.

39.	(12)	Maintaining permanent accumulative records.	2.54
40.	(29)	Identifying exceptional children.	2.63
41.	(42)	Registering new students.	2.64
42.	(38)	Conducting follow-up studies of dropouts.	2.65
43.	(25)	Sending and receiving transcripts to and from other high schools.	2.71
44.	(65)	Conducting follow-up studies of graduates.	2.78
45.	(58)	Teaching courses on occupations.	2.80
46.	(46)	Visiting homes to confer with parents.	3.05
48.	(32)	Conducting community surveys to determine occupational opportunities.	
	(19)	Working with students who are delinquent in attendance.	3.06

RANK & (ITEM)	STATFMFNT	MEAN

49. (39) Fvaluating effectiveness of school curriculum in meeting student's academic needs. 3.07

50. (11) Planning activities and programs for parents. 3.09

51. (61) Conducting follow-up studies to consider effectiveness of homework. 3.11

52. (67) Assisting students in the selection of extracurricular activities. 3.14

53. (56) Co-ordinating remedial work for students. 3.17

54. (36) Conduct work experience programs for students. 3.26

55. (17) Conducting a study of a student's out-of of-school experiences. 3.29

56. (4) Preparing handbook of school rules and policies for distribution. 3.31

57. (62) Placing students in part-time and summer jobs. 3.35

58, (7) Placing students in permanent jobs. 3.42

59. (66) Administering the program for reporting pupil progress to parents. 3.43

60. (35) Fvaluating effectiveness of extracurricular activities in meeting student needs. 3.45

Category IV The counsellor should serve as a consultant in this function only upon request.

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61. (52) Scheduling students in classes. 3.51

62. (44) Conducting orientation conferences for new teachers. 3.53

63 (26) Preparing school information for distribution to public communication media. 3.55

RANK & (ITEM)	STATEMENT	MEAN
64. (34)	Selecting and revising curriculum content.	3.75
65. (47)	Teach classes of psychological and sociological nature e.g. Man and Society.	3.77
66. (70)	Teaching classes in sex and drug education.	3.84
67. (55)	Preparing an analysis of grades given each year by faculty.	3.95
68. (18)	Making decisions concerning student disciplinary action.	3.98
69. (9)	Planning school assembly programs.	4.08
Category V	The counsellor should have no direct responsibility for this function	
70. (69)	Providing staff with information on School Administration Acts and Ministry of Education Regulations.	4.52

ADMINISTRATOR RANKING

COUNSELLOR FUNCTION INVENTORY

RANK & (ITEM)		STATEMENT	MEAN
Category II		The counsellor should have primary responsibility for this function, although he may not personally perform the function.	
1.	(1)	Counselling with students in evaluating personal assets and limitations.	1.52
2.	(51)	Counselling with students in regard to educational and vocational plans.	1.58
4.	(45)	Counselling with students concerning academic failures.	
	(57)	Providing the students an opportunity to talk through their problem.	1.59
6.	(5)	Counselling with students concerning discrepancy between ambitions and abilities.	
	(23)	Providing college information.	1.64
7.	(27)	Assisting students with college plans.	1.67
8.	(16)	Counselling with potential dropouts.	1.71
9.	(68)	Counselling with students concerning learning difficulties.	1.74
10.	(63)	Planning career day programs.	1.76
12.	(6)	Providing scholarship information.	
	(33)	Providing occupational information.	1.77
15.	(13)	Assisting students in selecting high school courses.	
	(20)	Providing information about student to colleges at which the student has applied.	
	(59)	Counselling with students on their development of special abilities.	1.85
16.	(41)	Counselling with students concerning personal decisions.	1.86

RANK &	(ITEM)	STATEMENT	MEAN
18.	(50)	Organize the use of test results for faculty and administration.	
	(60)	Organizing school testing program.	1.88
19.	(24)	Conducting follow-up of new students to determine academic adjustment to school.	1.95
21.	(2)	Providing information concerning personal and social needs.	
	(43)	Conducting follow-up of new students to determine adjustment to school environment.	1.98
22.	(8)	Assisting students with vocational plans.	2.04
23.	(15)	Evaluating student's adjustment to school environment.	2.05
24.	(30)	Providing information on community referral resources.	2.06
27.	(22)	Providing information on economic conditions related to future employment and education.	
	(40)	Counselling Grade 8 students in the selection of high school courses.	
	(49)	Planning orientation activities for entering Grade 9 students.	2.07
28.	(3)	Planning orientation for students transferring from another high school.	2.08
29.	(21)	Providing information concerning study habits.	2.14
30	(48)	Arranging course transfers for students within the school.	2.21
31.	(29)	Identifying exceptional children.	2.22
32.	(53)	Evaluating student adjustment to curriculum choices.	2.23
34.	(10)	Assisting teachers in diagnosing learning difficulties of students.	
	(37)	Planning university night programs.	2.25

RANK & (ITEM)	STATEMENT	MEAN
35. (12)	Maintaining permanent accumulative records.	2.26
36. (25)	Sending and receiving transcripts to and from other high schools.	2.29
37. (54)	Planning case conferences involving parents and teachers.	2.34
38. (14)	Scheduling new students.	2.40
39. (38)	Conducting follow-up studies of dropouts.	2.47
40. (28)	Providing information about individual students to potential employers.	2.49

Category III The counsellor should share with other groups in planning and performing this function, but he does not share the primary responsibility for the function.

RANK & (ITEM)	STATEMENT	MEAN
41. (31)	Checking credits for graduation	2.56
42. (42)	Registering new students.	2.65
43. (17)	Conducting a study of a student's out-of-school experiences.	2.68
44. (32)	Conducting community surveys to determine occupational opportunities.	2.71
45. (64)	Writing letters of reference.	2.79
46. (65)	Conducting follow-up studies of graduates.	2.80
47. (39)	Evaluating effectiveness of school curriculum in meeting student's academic needs.	2.95
48. (56)	Co-ordinating remedial work for students.	2.98
49. (11)	Planning activities and programs for parents.	3.05
50. (58)	Teaching courses on occupations.	3.07

RANK & (ITEM)	STATEMENT	MEAN
51. (46)	Visiting homes to confer with parents.	3.08
52 (61)	Conducting follow-up studies to consider effectiveness of homework.	3.10
53. (7)	Placing students in permanent jobs.	3.11
55. (4)	Preparing handbook of school rules and policies for distribution.	
(52)	Scheduling students in classes.	3.14
56. (26)	Preparing school information for distribution to public communication media.	3.16
57. (66)	Administering the program for reporting pupil progress to parents.	3.31
58. (62)	Placing students in part-time and summer jobs.	3.34
59. (19)	Working with students who are delinquent in attendance.	3.38
60. (67)	Assisting students in the selection of extracurricular activities.	3.42

Category IV   The counsellor should serve as consultant in this function only upon request.

RANK & (ITEM)	STATEMENT	MEAN
61. (55)	Preparing an analysis of grades given each year by faculty.	3.50
62. (35)	Evaluating effectiveness of extracurricular activities in meeting student needs.	3.52
63. (36)	Conduct work experience programs for students.	3.61
64. (47)	Teach classes of psychological and sociological nature e.g. Man and Society.	3.83
65. (44)	Conducting orientation conferences for new teachers.	3.85
66. (34)	Selecting and revising curriculum content.	3.86

RANK & (ITEM)	STATEMENT	MEAN
67. (18)	Making decisions concerning student disciplinary action.	3.88
68. (9)	Planning school assembly programs.	4.01
69. (70)	Teaching classes in sex and drug education.	4.44

Category V	The counsellor should have no direct responsibility for this function.	
70. (69)	Providing staff with information on School Administration Acts and Ministry of Education Regulations.	4.62

APPENDIX E

PERCENTAGE OF ADMINISTRATORS' AND COUNSELLORS'
RESPONSES TO COUNSELLOR FUNCTION INVENTORY
BY ITEMS AND CATEGORIES

APPENDIX E

PERCENTAGES OF ADMINISTRATORS' AND COUNSELLORS'

RESPONSES TO COUNSELLOR FUNCTION INVENTORY

BY ITEMS AND CATEGORIES

1 Personally Perform

2 Primary Responsibility but may not Personally Perform

3 Share with others but not share Primary Responsibility

4 Serve as Consultant only on request

5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
1	Counselling with students in evaluating personal assets and limitations	Admin.	67	16	15	0	1
		Cslr.	69	20	9	2	0
2	Providing information concerning personal and social needs	Admin.	39	30	27	3	1
		Cslr.	55	38	22	2	1
3	Planning orientation for students transferring from another high school	Admin.	27	43	24	6	0
		Cslr.	30	45	24	0	0
4	Preparing handbook of school rules and policies for distribution	Admin.	9	10	49	19	11
		Cslr.	4	6	55	23	11
5	Counselling with students concerning discrepancy between ambitions and abilities	Admin.	57	28	10	3	1
		Cslr.	72	20	6	1	0

1 Personally Perform
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3 Share with others but not share Primary Responsibility
4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
6	Providing scholarship information	Admin.	46	39	7	6	1
		Cslr.	37	44	16	3	0
7	Placing students in permanent jobs	Admin.	10	21	25	33	10
		Cslr.	1	8	45	35	8
8	Assisting students with vocational plans	Admin.	36	37	15	10	1
		Cslr.	53	31	14	2	0
9	Planning school assembly programs	Admin.	0	0	33	31	34
		Cslr.	1	0	23	42	34
10	Assisting teachers in diagnosing learning difficulties of students	Admin.	31	24	33	12	0
		Cslr.	32	25	32	8	2
11	Planning activities and programs for parents	Admin.	4	10	67	10	7
		Cslr.	4	17	50	24	5
12	Maintaining permanent accumulative records	Admin.	19	42	34	1	3
		Cslr.	11	43	32	7	6
13	Assisting students in selecting high school courses	Admin.	40	36	22	1	0
		Cslr.	46	39	15	1	0

1 Personally Perform
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4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
14	Scheduling new students	Admin.	24	30	34	6	6
		Cslr.	35	24	28	7	5
15	Evaluating student's adjustment to school environment	Admin.	27	42	30	1	0
		Cslr.	27	39	31	2	0
16	Counselling with potential dropouts	Admin.	51	30	16	3	0
		Cslr.	74	16	10	0	0
17	Conducting a study of a student's out-of-school experiences	Admin.	13	30	38	13	37
		Cslr.	4	17	41	19	18
18	Making decisions concerning student disciplinary action	Admin.	1	1	25	51	21
		Cslr.	1	2	16	59	22
19	Working with students who are delinquent in attendance	Admin.	1	10	45	34	9
		Cslr.	10	6	55	23	5
20	Providing information about student to colleges at which the student has applied	Admin.	51	24	16	7	1
		Cslr.	42	35	17	5	1
21	Providing information concerning study habits	Admin.	30	33	33	1	3
		Cslr.	29	34	29	7	0

218

1 Personally Perform
2 Primary Responsibility but may not Personally Perform
3 Share with others but not share Primary Responsibility
4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
22	Providing information on economic conditions related to future employment and education	Admin.	40	21	31	6	1
		Cslr.	19	48	21	9	1
23	Providing college information	Admin.	55	30	12	1	1
		Cslr.	46	46	7	1	0
24	Conducting follow-up of new students to determine academic adjustment to school	Admin.	30	45	22	1	0
		Cslr.	53	23	23	0	0
25	Sending and receiving transcripts to and from other schools	Admin.	25	39	22	7	6
		Cslr.	10	46	21	7	16
26	Preparing school information for distribution to public communication media	Admin.	6	15	46	22	10
		Cslr.	1	7	41	38	14
27	Assisting students with college plans	Admin.	54	34	4	6	1
		Cslr.	65	28	5	2	0
28	Providing information about individual students to potential employers	Admin.	30	18	25	19	4
		Cslr.	29	19	29	19	2
29	Identifying exceptional children	Admin.	27	25	46	1	0
		Cslr.	11	24	54	8	1

219

1 Personally Perform
2 Primary Responsibility but may not Personally Perform
3 Share with others but not share Primary Responsibility
4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
30	Providing information on community referral resources	Admin.	27	45	21	6	0
		Cslr.	32	43	21	3	0
31	Checking credits for graduation	Admin.	18	31	36	6	9
		Cslr.	23	35	32	5	4
32	Conducting community surveys to determine occupational opportunities	Admin.	12	33	30	22	3
		Cslr.	5	24	40	22	9
33	Providing occupational information	Admin.	48	39	15	3	1
		Cslr.	45	50	5	0	0
34	Selecting and revising curriculum content	Admin.	0	3	33	39	25
		Cslr.	1	1	33	51	13
35	Evaluating effectiveness of extra curricular activities in meeting student needs	Admin.	1	4	45	39	10
		Cslr.	1	6	47	38	8
36	Conduct work experience programs for students	Admin.	0	7	40	36	16
		Cslr.	4	13	48	24	11
37	Planning university night programs	Admin.	42	22	16	7	12
		Cslr.	30	47	14	2	7

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4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
38	Conducting follow-up studies of dropouts	Admin.	19	42	18	13	7
		Cslr.	15	32	32	13	7
39	Evaluating effectiveness of school curriculum in meeting students' academic needs	Admin.	6	15	57	22	0
		Cslr.	3	10	61	20	2
40	Counselling Grade 8 students in the selection of high school courses	Admin.	37	27	28	6	1
		Cslr.	34	25	33	6	0
41	Counselling with students concerning personal decisions	Admin.	52	24	10	12	1
		Cslr.	72	22	4	1	0
42	Registering new students	Admin.	18	21	45	10	6
		Cslr.	24	22	29	16	9
43	Conducting follow-up of new students to determine adjustment to school environment	Admin.	25	55	16	1	1
		Cslr.	43	35	20	1	0
44	Conducting orientation conferences for new teachers	Admin.	3	3	30	34	30
		Cslr.	4	7	35	38	16
45	Counselling with students concerning academic failures	Admin.	55	31	12	1	0
		Cslr.	65	22	13	0	0

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4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
46	Visiting homes to confer with parents	Admin.	13	17	33	22	15
		Cslr.	20	11	25	29	14
47	Teach classes of psychological and sociological nature e.g. Man and Society	Admin.	9	6	24	15	46
		Cslr.	8	3	25	26	34
48	Arranging course transfers for students within the school	Admin.	31	27	30	9	1
		Cslr.	49	30	16	3	2
49	Planning orientation activities for entering Grade 9 students	Admin.	34	31	28	4	1
		Cslr.	39	39	20	3	0
50	Organize the use of test results for faculty and administration	Admin.	51	24	15	7	3
		Cslr.	31	32	19	11	6
51	Counselling with students in regard to educational and vocational plans	Admin.	57	31	9	3	0
		Cslr.	78	18	3	0	0
52	Scheduling students in classes	Admin.	6	15	46	24	9
		Cslr.	14	7	27	19	33
53	Evaluating student adjustment to curriculum choices	Admin.	16	45	37	1	0
		Cslr.	25	31	32	10	0

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2 Primary Responsibility but may not Personally Perform
3 Share with others but not share Primary Responsibility
4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
54	Planning case conferences involving parents and teachers	Admin. Cslr.	31 28	18 24	34 34	13 11	1 0
55	Preparing an analysis of grades given each year by faculty	Admin. Cslr.	6 2	10 9	31 21	31 26	20 42
56	Co-ordinating remedial work for students	Admin. Cslr.	4 5	27 18	40 35	22 34	6 5
57	Providing the students an opportunity to talk through his problem	Admin. Cslr.	61 84	24 10	10 4	3 0	1 0
58	Teaching courses on occupations	Admin. Cslr.	16 14	28 31	10 29	21 11	24 14
59	Counselling with students on their development of special abilities	Admin. Cslr.	45 63	31 22	19 11	3 4	1 0
60	Organizing school testing program	Admin. Cslr.	46 38	28 35	18 16	6 7	1 3
61	Conducting follow-up studies to consider effectiveness of homework	Admin. Cslr.	3 9	21 19	46 34	22 24	7 13

1 Personally Perform
2 Primary Responsibility but may not Personally Perform
3 Share with others but not share Primary Responsibility
4 Serve as Consultant only on request
5 No Responsibility

NUMBER	ITEM	CATEGORIES:	01 %	02 %	03 %	04 %	05 %
62	Placing students in part-time and summer jobs	Admin.	6	16	31	30	16
		Cslr.	4	7	47	30	10
63	Planning career day programs	Admin.	48	36	9	7	0
		Cslr.	30	46	19	5	0
64	Writing letters of reference	Admin.	13	24	39	18	6
		Cslr.	44	19	26	8	3
65	Conducting follow-up studies of graduates	Admin.	15	25	31	21	7
		Cslr.	8	35	34	10	10
66	Administering the program for reporting pupil progress to parents	Admin.	3	15	48	16	17
		Cslr.	5	8	41	29	17
67	Assisting students in the selection of extra-curricular activities	Admin.	4	10	40	25	18
		Cslr.	13	11	31	39	6
68	Counselling with students concerning learning difficulties	Admin.	51	27	21	0	1
		Cslr.	65	19	15	2	0
69	Providing staff with information on School Administration Acts and Ministry of Education Regulations	Admin.	1	1	6	15	76
		Cslr.	2	1	10	16	71
70	Teaching classes in sex and drug education	Admin.	0	0	13	28	58
		Cslr.	2	4	30	33	29

APPENDIX F

TEN ITEMS WITH GREATEST AGREEMENT BETWEEN
PRINCIPALS AND COUNSELLORS ON THE
COUNSELLOR FUNCTION INVENTORY

APPENDIX F

<u>TEN ITEMS WITH GREATEST AGREEMENT BETWEEN</u>
<u>PRINCIPALS AND COUNSELLORS ON THE</u>
<u>COUNSELLOR FUNCTION INVENTORY</u>

RANK	MEAN DIFF	ITEM NO.	ITEM	CATEGORY	SERVICE AREA
1	.00	21	Providing information concerning study habits	Primary	Information
5	.01	23	Providing college information	Personal	Information
5	.01	42	Registering new students	Shared	Placement
5	.01	61	Conducting follow-up studies to consider effectiveness of homework	Shared	Follow-up
5	.01	62	Placing students in part-time, summer jobs	Shared	Placement
6	.02	65	Conducting follow-up studies of graduates	Shared	Follow-up
10	.03	15	Evaluating students' adjustment to school environment	Primary	Student Data
10	.03	20	Providing information about student to colleges at which student has applied	Primary	Information
10	.03	10	Assisting teachers in diagnosing learning difficulties of students	Primary	Student Data
10	.03	46	Visiting homes to confer with parents	Shared	Miscellaneous

N=67 Principals
N=96 Counsellors

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