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THE USE OF Q-SORT METHODOLOGY IN OBTAINING THE PERCEPTIONS OF SELECTED PUPIL PERSONNEL WORKERS REGARDING THE ROLE OF SCHOOL COUNSELORS

by

Walter Frank Westfall

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in the
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Doctoral Committee:

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TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS iv

LIST OF TABLES v

LIST OF APPENDICES x

Chapter

I. NATURE AND STATEMENT OF THE PROBLEM 1

Description of the Problem
Pertinency, Timeliness and Need for Study
Basic Assumptions and Hypotheses
Design of the Study
Limitations of the Study

II. REVIEW OF THE LITERATURE 23

Current Role of School Counselors as Reported by School Counselors
Current Role of School Counselors as Reported by Others
Ideal Role of School Counselors
Differences Between Actual Role and Ideal Role of School Counselors
Summary and Critique of Literature on Counselor Role
Q-methodology

III. Q-METHODOLOGY 55

Advantages
Limitations
Rationale for Q-design
Rationale and Procedure for Selection of Q-items

IV. DESCRIPTION OF THE SAMPLE 73

Distribution of Respondents
Personal Data Sheet
Characteristics of Respondents
Summary

(Table of Contents Continued)

Chapter		Page
V.	ANALYSIS OF DATA	106
	Hypothesis I	
	Sub-Hypothesis I-A	
	Sub-Hypothesis I-B	
	Sub-Hypothesis I-C	
	Collation of Specialty-Group Responses	
	Hypothesis II	
	Sub-Hypothesis II-A	
	Sub-Hypothesis II-B	
	Sub-Hypothesis II-C	
	Collation of Specialty-Group Responses	
	Hypothesis III	
	Sub-Hypothesis III-A	
	Sub-Hypothesis III-B	
	Sub-Hypothesis III-C	
	Collation of Specialty-Group Responses	
VI.	SUMMARY AND CONCLUSIONS	184
	Summary	
	Conclusions	
	Implications for Further Study	
APPENDICES		203
BIBLIOGRAPHY		307
ENCLOSURES		**Pocket**

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LIST OF TABLES

Table		Page
1.	Levels of Agreement Among Three Out of Four "Final Judges" as Measured by Kendall's Coefficient of Concordance	69
2.	Correlation of Functions Selected by "Checklist Judges" and by "Final Judges"	72
3.	Distribution of Respondents	75
4.	Teaching Experiences of School Counselors, School Diagnosticians, and Visiting Teachers	79
5.	Previous Experience as School Counselor	82
6.	Previous Experience as School Diagnostician	82
7.	Previous Experience as Visiting Teacher	83
8.	School Position Desired Ten Years from Now	85
9.	Person to Whom Pupil Personnel Worker is Primarily Responsible	89
10.	Number and Percent of Pupil Personnel Workers in Same Department	91
11.	Type of School Districts	93
12.	Academic Level of Pupils with Whom Pupil Personnel Staff Work	94
13.	Academic Training--Bachelor's Degree	95
14.	Academic Training--Master's Degree	96
15.	School Counselors' Rank and Mean Value of "Most Characteristic" Q-items for Their Actual Role Compared with School Diagnosticians' Perceptions of the Same Q-items	110
16.	School Counselors' Rank and Mean Value of "Least Characteristic" Q-items for Their Actual Role Compared with School Diagnosticians' Perceptions of the Same Q-items	111

(List of Tables Continued)

Table		Page
17.	School Diagnosticians' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Actual Role Compared with School Counselors' Perception of Same Q-items	112
18.	School Diagnosticians' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Actual Role Compared with School Counselors' Perception of Same Q-items	113
19.	School Counselors' Rank and Mean Value of "Most Characteristic" Q-items for Their Actual Role Compared with Visiting Teachers' Perception of Same Q-items	119
20.	School Counselors' Rank and Mean Value of "Least Characteristic" Q-items for Their Actual Role Compared with Visiting Teachers' Perceptions of Same Q-items	120
21.	Visiting Teachers' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Actual Role Compared with School Counselors' Perception of Same Q-items	121
22.	Visiting Teachers' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Actual Role Compared with School Counselors' Perception of Same Q-items	123
23.	School Diagnosticians' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Actual Role Compared with Visiting Teachers' Perception of Same Q-items	127
24.	School Diagnosticians' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Actual Role Compared with Visiting Teachers' Perception of Same Q-items	128
25.	Visiting Teachers' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Actual Role Compared with School Diagnosticians' Perception of Same Q-items	129
26.	Visiting Teachers' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Actual Role Compared with School Diagnosticians' Perception of Same Q-items	130

(List of Tables Continued)

Table		Page
27.	Comparison of School Counselors', School Diagnosticians' and Visiting Teachers' Perceptions of the "Most Characteristic" Q-items of the Actual Role of School Counselors	133
28.	Comparison of School Counselors', School Diagnosticians' and Visiting Teachers' Perceptions of the "Least Characteristic" Q-items of the Actual Role of School Counselors	134
29.	School Counselors' Rank and Mean Value of "Most Characteristic" Q-items for Their Ideal Role Compared with School Diagnosticians' Perception of Same Q-items.	136
30.	School Counselors' Rank and Mean Value of "Least Characteristic" Q-items for Their Ideal Role Compared with School Diagnosticians' Perception of Same Q-items.	137
31.	School Diagnosticians' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Ideal Role Compared with School Counselors' Perception of Same Q-items	139
32.	School Counselors' Rank and Mean Value of "Most Characteristic" Q-items for Their Ideal Role Compared with Visiting Teachers' Perception of Same Q-items . .	143
33.	School Counselors' Rank and Mean Value of "Least Characteristic" Q-items for Their Ideal Role Compared with Visiting Teachers' Perception of Same Q-items . .	144
34.	Visiting Teachers' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Ideal Role Compared with School Counselors' Perception of Same Q-items	145
35.	Visiting Teachers' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Ideal Role Compared with School Counselors' Perception of Same Q-items	146
36.	School Diagnosticians' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Ideal Role Compared with Visiting Teachers' Perception of Same Q-items	150
37.	School Diagnosticians' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Ideal Role Compared with Visiting Teachers' Perception of Same Q-items	151

Table		Page
38.	Visiting Teachers' Rank and Mean Value of "Most Characteristic" Q-items for School Counselors' Ideal Role Compared with School Diagnosticians' Perception of Same Q-items	152
39.	Visiting Teachers' Rank and Mean Value of "Least Characteristic" Q-items for School Counselors' Ideal Role Compared with School Diagnosticians' Perception of Same Q-items	153
40.	Comparison of School Counselors', School Diagnosticians' and Visiting Teachers' Perceptions of the "Most Characteristic" Q-items of the Ideal Role of School Counselors	156
41.	Comparison of School Counselors', School Diagnosticians' and Visiting Teachers' Perceptions of the "Least Characteristic" Q-items of the Ideal Role of School Counselors	157
42.	Rank and Mean Value of "Most Characteristic" Q-items of School Counselors' Actual Role Compared with Ideal Role as Perceived by School Counselors	160
43.	Rank and Mean Value of "Most Characteristic" Q-items of School Counselors' Ideal Role Compared with Actual Role as Perceived by School Counselors	161
44.	Rank and Mean Value of "Least Characteristic" Q-items of School Counselors' Actual Role Compared with Ideal Role as Perceived by School Counselors	163
45.	Rank and Mean Value of "Most Characteristic" Q-items of School Counselors' Actual Role Compared with Ideal Role as Perceived by Visiting Teachers	166
46.	Rank and Mean Value of "Most Characteristic" Q-items of School Counselors' Ideal Role Compared with Actual Role as Perceived by Visiting Teachers	167
47.	Rank and Mean Value of "Least Characteristic" Q-items of School Counselors' Actual Role Compared with Ideal Role as Perceived by Visiting Teachers	169
48.	Rank and Mean Value of "Least Characteristic" Q-items of School Counselors' Ideal Role Compared with Actual Role as Perceived by Visiting Teachers	170

(List of Tables Continued)

Table		Page
49.	Rank and Mean Value of "Most Characteristic" Q-items of School Counselors' Actual Role Compared with Ideal Role as Perceived by School Diagnosticians	174
50.	Rank and Mean Value of "Most Characteristic" Q-items of School Counselors' Ideal Role Compared with Actual Role as Perceived by School Diagnosticians	175
51.	Rank and Mean Value of "Least Characteristic" Q-items of School Counselors' Actual Role Compared with Ideal Role as Perceived by School Diagnosticians	177
52.	Rank and Mean Value of "Least Characteristic" Q-items of School Counselors' Ideal Role Compared with Actual Role as Perceived by School Diagnosticians	178
53.	"Most Characteristic" Q-items which Occur in Both Actual Role and Ideal Role Perceptions of School Counselors, Visiting Teachers and School Diagnosticians	182
54.	"Least Characteristic" Q-items which Occur in Both Actual Role and Ideal Role Perceptions of School Counselors, Visiting Teachers and School Diagnosticians	182

LIST OF APPENDICES

Appendix		Page
A.	Description of Q-sort Procedure	203
B.	Statistical Development of Q-Design	206
C.	Distribution of a Nine Section Q-sort with Forty-five Items	211
D.	Exhibit I Letter to Pupil Personnel Workers Requesting Their Participation as Judges	213
	Exhibit II Follow-up Letter to Pupil Personnel Workers Requesting Their Participation as Judges	216
E.	Exhibit I Letter which Accompanied Pupil Personnel Worker Function Checklist to Judges	218
	Exhibit II Checklist of 250 Pupil Personnel Worker Functions	220
F.	Distribution of Judges Who Agreed to Respond to Checklist on Pupil Personnel Worker Functions	231
G.	Distribution of Respondents to Checklist on Pupil Personnel Worker Functions	233
H.	Exhibit I "Specialty-Appropriate" Functions for School Counselors Ranked by "Final Judges	235
	Exhibit II "Specialty-Inappropriate" Functions for School Counselors Ranked by "Final Judges	238
	Exhibit III "Specialty-Appropriate" Functions for School Diagnosticians Ranked by "Final Judges	241
	Exhibit IV "Specialty-Inappropriate" Functions for School Diagnosticians Ranked by "Final Judges	244

(List of Appendices Continued)

Appendix		Page
	Exhibit V "Specialty-Appropriate" Functions for Visiting Teachers Ranked by "Final Judges"	247
	Exhibit VI "Specialty-Inappropriate" Functions for Visiting Teachers Ranked by "Final Judges	250
	Exhibit VII "Pupil Personnel Worker" Functions Ranked by "Final Judges"	253
I.	Q-items Selected for Pupil Personnel Worker Q-sort .	257
J.	Personal Data Sheet	261
K.	Tabulated Data from Responses to Personal Data Sheet.	270
L.	Comparison of School Counselors' and School Diagnosticians' Q-responses to the Actual Role of School Counselors	280
M.	Comparison of School Counselors' and Visiting Teachers' Q-responses to the Actual Role of School Counselors	283
N.	Comparison of School Diagnosticians' and Visiting Teachers' Q-responses to the Actual Role of School Counselors	286
O.	Comparison of School Counselors' and School Diagnosticians' Q-responses to the Ideal Role of School Counselors	289
P.	Comparison of School Counselors' and Visiting Teachers' Q-responses to the Ideal Role of School Counselors	292
Q.	Comparison of School Diagnosticians' and Visiting Teachers' Q-responses to the Ideal Role of School Counselors	295
R.	Comparison of School Counselors' Q-responses to the Actual Role and Ideal Role of School Counselors . .	298
S.	Comparison of Visiting Teachers' Q-responses to the Actual Role and Ideal Role of School Counselors . .	301
T.	Comparison of Schoòl Diagnosticians' Q-responses to the Actual Role and Ideal Role of School Counselors . .	304

CHAPTER 1

NATURE AND STATEMENT OF THE PROBLEM

In recent years the area of pupil personnel services has experienced an unprecedented and somewhat unanticipated upsurge in its development. This growth is reflected in the increase in the number of people in the field, in the diversification of responsibilities and duties of its personnel, and in the higher quality of functioning of the profession. Further evidence of this growth is demonstrated by the increased monies available to the field: by the emphasis upon research: by the effort to upgrade its current personnel: and by the establishment of increasingly higher requirements for incoming personnel. This phenomenon has been true not only for the country as a whole, but also, for the state of Michigan specifically.

Pupil personnel services, as we know them today, are a cumulative product of several academic as well as applied fields. Basically, these services are an administrative merger of those fields which strive to assist youth in their adjustment to the world. Their responsibilities tend to lie in that area of adjustive education not directly connected with teaching, per se: although they are intimately related to anything that effects, positively or negatively, the educational development of school youth.

Pupil personnel work is divided into various areas of functioning, with the following services most generally included: a) attendance, b) guidance, c) school health, d) school psychological work, and e) school social work (91).

This list reflects some of the diversity implicit in these services as well as historical antecedents of pupil personnel work. Pupil personnel services are indebted to the vocational guidance movement initiated by Parsons and were pushed forward immeasurably by the counseling theories of Williamson and Rogers. These services have also relied extensively upon intelligence tests, personality measurements, and achievement and aptitude tests developed by psychologists. Pupil personnel workers have derived much of their understanding of psychodynamics from psychiatry and authorities in the mental hygiene movement. These workers owe their intensive case study techniques to the field of social work and are highly indebted to educational practices and theories.

The unprecedented growth of guidance functions in the last several years has created gaps in our understanding of the functions of various pupil personnel workers. This growth has witnessed the advent of relatively new roles in guidance being developed. without a clear delineation as to who performs the functions of the role. The State of Michigan, Department of Public Instruction (DPI). has established duties for two of these workers (73) (79) (77): however, there is some question as to how faithfully these duties are adhered to by the various professional individuals and the respective school districts (9). Professional organizations have also attempted to provide some degree of structure to the functioning and preparation of their members in a school situation, but the degree of effectiveness of these recommendations is as yet unknown (1), (2), (4), (5), (6), (74), (78), (75), (76).

This study is primarily concerned with the perception of functions of school counselors by school counselors, school social workers and school psychological workers (especially school diagnosticians).

DESCRIPTION OF THE PROBLEM

Each group of pupil personnel specialists has a role to assume and a responsibility to fulfill which is independent of, yet closely related to, the functioning of other pupil personnel specialties. The close relationship which exists among these specialists is seemingly due to the nature of their common focus, i.e. facilitating the adjustment of the pupil.

All three pupil personnel areas have a commonality consisting of training in: mental hygience, counseling techniques, case study techniques, tests and measurements, educational theory and practices, child and adolescent growth including personality development, dynamics of human behavior, psychopathology, etc. In some instances all three specialists might be trained by the same university department and in other instances by three separate independent departments (or even different schools within the university, e.g. School of Education and School of Social Work).

Even in the academic preparation of a specialist an extensive overlap occurs in the learning of specific techniques. For instance, it is not unusual for a school psychological worker to take course work in counseling techniques: or for a visiting teacher to study in the area of vocational and occupational information: or for a counselor to elect course work in individual testing.

Considerable overlapping of functions also occurs among these specialists. At times all three specialists might see the same child in the same day or within a short period of time. Each specialist might see the child for the same, or for different reasons; however, each specialist carries with him techniques associated with his profession and presumably interprets his findings in terms of his professional orientation. In some instances, whatever differences of opinion might occur are easily resolved

and a cooperative spirit ensues: whereas in other instances, feelings of rivalry, competitiveness, and even hostility develop. It has been this writer's experience, as a former school social worker and school psychological worker, to have seen considerable confusion among these specialists as well as among teachers and counselors as to "who does what?" and "who should be referred to whom?". Sometimes, this very lack of structure has contributed to highly effective functioning; whereas, at other times, it has precipitated much confusion and ill-feeling among staff members.

Authorities in the school counseling field consider the counselor as the chief pupil personnel worker. They point out that if the size and policy of the district do not permit a full complement of pupil personnel workers, the counselor is usually assigned functions of other team members (63).

The advent of other members to the pupil personnel team has, in most instances, relieved the school counselor of some of his duties—especially, as they relate to problem cases. Pupils who are emotionally disturbed, mentally retarded, and who present serious learning difficulties are now referred to school social workers and school psychological workers. Presence of these other two pupil personnel specialists has not relieved the counselor of his responsibility toward these pupils. Rather, it has placed a different emphasis upon his approach to their problems.

Growth in psychological services in the schools from 1952 to 1963, as measured by membership in the Division of School Psychologists of the American Psychological Association, has been over 800 percent (63). This increase in membership has witnessed an expansion of the role of psychologists in schools as well. At one time school psychologists were relatively content to test and diagnose; however, in recent years they have been barraged with literature encouraging them to widen their activities by

becoming involved in curriculum developments by devoting time to reading and other types of learning problems, by engaging in research, by accepting a share of responsibility for all school children as well as for the "total child", and by becoming involved in educational and vocational plans of students. These functions are in addition to their more accepted role as specialists in dealing with children who have exceptional problems.

Expansion in these areas infringes, to a considerable extent, upon the traditional role of school counselors. Presumably, counselors gladly share some of these functions with other qualified educational specialists, yet also desire to guard those functions which are considered intrinsic to their own professional role. If school psychological workers aspire to an expanded role, then the question develops as to how they view those who also claim responsibility in similar areas.

An analogous situation exists in relationship to school social workers and school counselors. School social workers have relieved counselors of some of the intensive work required when working with a few pupils having serious (emotional) problems. School social workers have tended to focus their services on children at the elementary level, but more and more are beginning to work with pupils who have in the past been serviced by secondary school counselors. Acting as consultants to a school staff and parents on pupil problems, working with discipline cases and underachievers, making home calls and performing attendance duties are functions carried on by school social workers at the secondary school level — functions also carried on by many counselors.

In many instances, counselors are very willing to refer pupils to and/or collaborate with school social workers. In other instances, some counselors prefer to continue working with pupils who have emotional

problems without assistance of or coordination with social workers. At times, a school social worker crosses into areas of educational and vocational guidance — areas which have been often referred to as a counselor's responsibility.

A reverse situation is developing at the elementary level. There are, currently, very few school counselors in elementary schools: however, there has been a strong movement to place counselors at this level — especially since the National Defense Education Act of 1958. Much concern has developed among school social workers regarding this possibility. When a job description of an elementary school counselor is compared with that of a school social worker (as well as with a school psychological worker) many similarities are noted.

In essence, counselors, traditionally employed at the secondary level, are beginning to expand their role to the elementary schools, a level previously considered the domain of school social workers. On the other hand, school social workers, a newer type of guidance specialist who has been usually employed at the elementary level, have been infringing on functions often performed by counselors at the secondary level. As with school psychological workers, the question arises as to how school social workers perceive the role of their colleagues, the school counselors.

School counselors, themselves, lack agreement on many issues, such as what their functions are, how they are to function, what their emphasis is, and what situations they handle. They are beset with a conglomeration of duties and responsibilities that defy accurate description. This confusion becomes compounded by the variance which exists amongst counselors, even in the same school.

The manner in which these three educational specialist groups function is, to a large extent, dependent upon how they perceive their own roles, roles of their co-workers, and their roles in relationship to their co-workers. Therefore, the purposes of this study are (1) to determine how school counselors view their functions, (2) to determine how school social workers and school psychological workers view the functions of school counselors, and (3) to determine how the perceptions of school counselors, school social workers, and school psychological workers compare with one another regarding the functions of school counselors.

PERTINENCY, TIMELINESS AND NEED FOR STUDY

The growth spurt that pupil personnel work has experienced in the last few years can be expected to continue. It is highly unlikely that these services will diminish or revert to a static condition but rather will continue to be a dynamic and influential force within education. But, their effectiveness might be limited by a lack of role cohesion among workers and by confusion they generate among educators in general as well as in the community.

It is assumed that role confusion exists among pupil personnel specialists. If such is the case, one can only speculate as to the type and extent of confusion; for there is scant research reported which would support or refute this supposition. If these services are to become firmly imbedded within the framework of education, it is highly important that pupil personnel workers know who and what they are, and under what conditions and how they are to function. In essence, they must establish a role identity as a school counselor, as a school psychological worker, or as a school social

worker, under the tutelage of pupil personnel services: or, somehow they must combine their roles and become a "pupil personnel worker" without the distinction of being a school counselor, school psychological worker, or school social worker. Both of these prospects have been reflected in the literature, but no plan has been presented that is sufficiently forceful to over-ride arguments on either side of the issue.

Currently, pupil personnel services exist in a limbo that contains counselors who sometimes function as psychologists; psychologists who sometimes function as social workers, and social workers who question the expansion of counselors' roles. It is not very likely that iron-clad, omnipotent-like rules will ever be established, rules that clearly delineate all functions of these specialists, but it is imperative that we begin to search for basic factors which differentiate and/or unite these professionals.

Wrenn (98, p. 46) critically evaluates the status of pupil personnel services when he states:

> When one looks to the literature in the field of education for the objectives and procedures of personnel work, there appears to be no cement to bind the proposed objectives into a cohesive whole, no firm and consistent guide lines. There is unmistakably lacking any set of generally accepted value-oriented aims or scientifically based understandings of human nature. In short, student personnel work has philosophic and psychological foundations which have been only haltingly developed and are disturbingly incomplete.

Later he (98, p. 48) continues:

> Another reason for the paucity of careful psychological and philosophical thinking in this area is the scarcity of research specifically oriented to a personnel service mode. Designs for student personnel research are largely borrowed, not indigenous to the field. The research upon which the field depends is behavior research from developmental, educational, or clinical psychology, group research from sociology or group dynamics, and administrative models from business. This has high value, of course, but the literature is very short on student personnel research in which design and method grows out of the nature of the data involved.

In 1960, Dugan (20, p. 111) comments on the research conducted on the role of the counselor during the previous three years: "Counselors on the job and graduate faculties concerned with the preparation of counselors expressed growing concern that there should be clearer delineation of the functions and responsibilities of counselors". In discussing the results of the Harlington, Texas, study on roles of pupil personnel workers, Wotherspoon (97, p. 7) states that "there is a need for a clarification and establishment of more definitive areas of specific tasks for the counselor and the visiting teacher" and ". . . uncertainty has been voiced by the special service personnel themselves about their functions in the school structure and friction in a few instances among the specialists may be a reflection of this professional insecurity."

Lack of clarity in this area is highlighted by Roeber (65, p. 4) when he states:

> Some pupil personnel services, such as child accounting as well as medical and dental services are easily distinguishable from those of the school counselor. On the other hand, the distinction between the functions of the secondary school counselor, the school psychologist, and the school social worker, has remained unclear.

In 1963, Dugan (21, p. 98) again comments on the need for research in this field when he states "a deep responsibility lies with the profession and with school counselors themselves to clarify perceptions of professional functions and services for which counselors properly qualify".

When forecasting the role of the counselor, Wrenn states that (99, p. 144) "clearly, if both school psychologists and school counselors are on a staff the respective functions of each will have to be carefully delineated to prevent undesireable overlap". Authorities from the psychological group at the Thayer Conference (19, p. 25) reflect the degree of confusion in this area when they report: "There may be some question as

to whether guidance is a division of school psychology or school psychology is a division of guidance."

Rced and Stefflre (63, p. 160) express their concern about the dearth of research in this area by stating: "A critical problem largely unresearched and otherwise briefly treated is the position of pupil personnel services in the organization and management structure of the school."

According to Miller (54, p. 199) the role of the counselor cannot be defined in isolation from other professional guidance personnel: "Unless the roles of various personnel can be defined in terms of inter-relationships, we have little basis for effective action, however much we may talk about a 'team approach'".

Intensity of current interest about role relationships in this field is further evidenced by the appointment of committees and development of research projects to explore such relationships by the various professional organizations. For instance: Division 16 of the American Psychological Association (7) has established a committee to explore differences in functions of school psychological workers and school counselors: the American Personnel and Guidance Association (3) has completed a study on counselor role and function in 1965: four Regional Centers on Pupil Personnel Services have recently been established with a one and one-half million dollar grant to investigate how these services might be more effectively used and to explore their current status; and, in May, 1963, the State (Michigan) Guidance Committee (74) released a preliminary report on the role of the elementary school counselor with a finalized report expected in the near future.

It is anticipated that data derived from an exploratory investigation, as undertaken in this research study might be useful in a number of ways,

such as to university personnel responsible for the training of these specialists; to assist school counselors in developing more role cohesion; to assist school systems which are planning on establishing, modifying or expanding their pupil personnel services: to provide information which would serve as a springboard for a more clarifying and explanatory type of research: and also to raise possible courses of action not previously considered.

BASIC ASSUMPTIONS AND HYPOTHESES

The counseling movement was born in a time of transition. Its development has paralleled the changes which have occurred in American education and society. Its current state of flux is a manifestation of the many changes it has experienced in the past and of the various pressures exerted on it today. At various times, in its development, the importance of specific techniques and/or goals has been stressed. Just as the adolescent varies in his attitude and temperament in striving to attain maturity, so has emphases of school counseling fluctuated in its striving to attain professional maturity. One focus has always remained consistent — that of helping the individual to make a more effective adjustment to life. But, the ways, means, techniques, sub-goals and other devices utilized in the attainment of this broad objective have varied considerably.

Tests and measurement, non-directive counseling, the mental hygiene movement, vocational guidance, and other types of emphases, have experienced their moments of glory. Most of these have lingered on and have been incorporated into the overall guidance movement, some have had a withering death whereas others have continued to exercise a dynamic influence on the actual day-to-day functioning of a school counselor.

A counselor has been confronted with a myriad of foci which have been limitedly integrated into a professional orientation. In addition, he has been beset with expectations and demands of others, which have compounded his difficulties in establishing a professional role. Some counselors have accumulated such an assortment of duties that it is well nigh impossible to fulfill them. Novak (58) lists a few such duties excluding individual counseling:

-college placement
-job placement
-orientation
-group guidance
-evaluation of academic credits
-student honors and scholarships
-scheduling
-alumni relations
-in-service leadership
-supervision of student activities
-conferences with parents
-occupational information
-work with community agencies
-military guidance
-research
-keeping student records
-supervision of reading and remedial plans
-identification and placement of gifted
-identification and placement of slow learners
-preparation of case studies and reports
-part-time teaching (in some cases)
-administering discipline
-substitute teaching
-testing
-homeroom activities

All these roles and functions might be performed in part by some counselors and a limited number by other counselors. In still other situations, one or two of these functions might be emphasized to the exclusion of all others. Not only does the role of a counselor differ from system to system, from school to school, but sometimes the role also differs within the same school.

Many factors have been presented in the literature as causes of this diffusion in role: some maintain that demands of school administrators have prevented counselors from exercising professional functions; others claim that teachers' expectations of counselors are unrealistic; some state that the lack of communication between counselors and staff has interfered with a proper understanding of the role of counselors: still others feel that counselors are not sufficiently trained for the demands of their job; and some refer to the influence of "educational rigidity" and to an identification with education that is so strong that it stifles progress in the counseling area. This list could be extended as to why the counselors' role is believed to be so diffuse, but unfortunately, additional factors would also tend to raise more questions than they answer.

Counselors are perceived inconsistently not only by fellow staff members, such as teachers and administrators, but also by parents, pupils and by counselors themselves. The varied nature of their duties, regardless of the cause, generates a confused image as to "just what counselors do". At times, they might function as administrators by completing reports, developing class schedules and taking over the duties of administrators in their absence. At other times, they might function as executive clerks by spending considerable time checking records, scoring tests, recording test scores, maintaining attendance records and making out report cards. Under some conditions they administer disciplinary action to pupils and assume obviously authoritarian roles. In still other situations, they function as experts in problems relating to mental hygiene.

Even when counselors have the opportunity and training to function in a professional manner, the content of their counseling sessions varies and is open to much controversy. Some counselors willingly delve into the

personal ramifications of pupil problems whereas other counselors touch on this aspect only as it pertains to situations involving educational and/or vocational concern. The controversy of personal-social-emotional counseling versus educational-vocational counseling is not clearly delineated since aspects of each position are pertinent to the other. Many skilled counselors recognize the artificiality of such a distinction, yet the controversy continues.

The multiplicity of roles in which counselors engage is highlighted by the diverse ways in which counselors are perceived. No consistent role image is evoked that is common to all groups—or for that matter to any two groups. For example, some counselors see themselves expanding their role to include personal-social-emotional counseling type functions but the recipient of such functioning—the student, does not perceive the counselor as functioning in this manner. Some teachers do not expect counselors to be responsible for discipline, yet some pupils tend to view counselors as authority figures. Many administrators believe that information-giving is an important aspect of the counselors' role whereas a considerable number of counselors view this type of work as being of secondary importance. Some administrators de-emphasize the importance of counselors working in the personal problem area (of pupils), but many counselors stress its primacy. Some counselors see themselves as primarily performing clerical tasks, but many parents view them as being experts in educational and vocational planning.

It is hypothesized that school diagnosticians and visiting teachers are subject to the same confusion that besets teachers, administrators, pupils, parents and counselors and that it is generated by the multiple functions performed by counselors.

Notwithstanding a confused perspective of many functions performed by counselors, it is believed that there is general agreement as to what counselors should do. Professional groups, such as the American Personnel and Guidance Association and its division, the American School Counselors Association, have attempted to establish standards of preparation for counselors. The National Defense Educational Act of 1958 has established definite minimum requirements which must be met by counselors if federal reimbursement is to occur and specific objectives have been stated if a counseling program operates under the NDEA plan. – Highly respected authorities have generally agreed upon the appropriateness of certain functions. Surveys regarding the ideal functions of counselors have repeatedly shown general agreement as to what counselors should do.

School psychological workers and school social workers, also being pupil personnel specialists, presumably have access to the same type of professional literature as counselors. The literature implores counselors to function in a professional manner and in many instances provides specific guide lines upon which to base their functioning. Not only do these educational specialists have similar reading interests but their academic preparation overlaps to a considerable extent. In their academic preparation it is likely that each specialty group had opportunities to study the operations of other specialties and to develop an image of how each group should function.

It is hypothesized that the ideal role of school counselors is perceived in a consistent uniform manner by school psychological workers, school social workers, and school counselors because of these influences

Discrepancies between how counselors are currently functioning and how they should function are believed to be obvious. Counselors are seen performing a multitude of duties — many of which are alien to their

professional position as counselors. Furthermore, functions which school counselors and other pupil personnel believe should be performed, and which are considered intrinsic to the role of counselors, are not being performed.

Definitions

In Michigan, specific titles have been assigned by law or by common usage to certain pupil personnel specialists. The following definitions are applicable in this study:

The school counselor (SC) (1) assists students in understanding themselves in relation the world around them. He assists students in decision making and in reality testing of his decisions relative to his development and growth needs, progress in school, and vocational and educational plans. In furtherance of these objectives he also has contacts with parents, teachers, administrators and members of the community.

The visiting teacher (VT) (73), often called a school social worker, is specifically trained to work with those pupils who are having difficulty in personal and social adjustment in school and/or home. He offers assistance to the child, to his parents and to the school staff.

The school psychologist (SP) (31) is oriented and trained in both psychology and education. He employs psychological techniques to prevent, diagnose and remedy individual problem situations characterized by learning disabilities, or by aspects of psychological adjustment which affect adversely the performance of a pupil in a school setting.

The school diagnostician (SD) (77) is primarily responsible for the psychological study of pupils referred as mentally handicapped. He serves in a consultant capacity to the staff and assists teachers and others

to understand problems and behavior characteristics of mentally handicapped pupils. He may work with parents who find it difficult to accept their child's limitations.

The school psychological worker (SPW) is a generic term encompassing both the school psychologist and the school diagnostician.

In addition, the following terms will be used in relationship to the definition accompanying them:

Role. Neiman and Hughes (57) note that "role" is a vague, nebulous and non-definitive concept. They state that in the literature, this concept is often used without an author attempting to define or delimit the concept. Gross, Mason and McEachern (34), on the other hand, felt compelled to conceptualize the term and their definition has been used in this study:

> A role is a set of expectations: a set of evaluative standards applied to an incumbent of a particular position.[1]

Function. Gross, Mason and McEachern (34) have developed the term "role segmentation" which refers to an internal organization of (categorized) expectations. "Role segmentation" allows for description of a role through its parts — especially, as perceived by some person. The more familiar term of "function" appears to be analogous to this theoretical construct and is used in this study with the same meaning as the more technical term. In this study a Q-function refers to one of the 45 Q-items which has been responded to in the Q-sort.

Ideal. This term refers to that which is considered most desirable. In this study, it is frequently used with the other terms of "function" and "role".

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[1]The term "position" has been clarified to mean the location of a person in a system of social relationships; it indicates a person's relationship with a total social system and with other members of that system.

More specifically, it refers to those responses by school counselors, school diagnosticians, and visiting teachers in relationship to their perceptions of how school counselors should function as measured by the Q-sort instrument.

Actual. This term refers to that which is current and existent. In this study, it is often used with the terms "function" and "role"; and is used in opposition to the term "ideal". Specifically, it refers to how counselors, diagnosticians and visiting teachers view present functions of counselors, as measured by the Q-sort instrument.

Specialty-Appropriate. A function which has been deemed pertinent to a specific professional group and which may or may not be pertinent to other groups. These functions have been categorized into groups and are referred to as "Dimensions" (For example: School Counselor Special-Appropriate Dimension).

Specialty-Inappropriate. A function which has been deemed unsuitable to a specific professional group. These functions have been categorized into groups and are referred to as "Dimensions" (For example: School Counselor Specialty-Inappropriate Dimension).

HYPOTHESIS I

The Actual Role of School counselors is perceived in a dissimilar manner by certain pupil personnel workers.

Sub-Hypotheses I

I-A There is little relationship between how school counselors and school diagnosticians perceive the Actual Role of school counselors.

I-B There is little relationship between how school counselors and visiting teachers perceive the Actual Role of school counselors.

I-C There is little relationship between how school diagnosticians and visiting teachers perceive the Actual Role of school counselors.

HYPOTHESIS II

The Ideal Role of school counselors is perceived in a similar manner by certain pupil personnel workers.

Sub-Hypotheses II

II-A There is a high relationship between the perceptions of school counselors and school diagnosticians regarding the Ideal Role of school counselors.

II-B There is a high relationship between the perceptions of school counselors and visiting teachers regarding the Ideal Role of school counselors.

II-C There is a high relationship between the perceptions of school diagnosticians and visiting teachers regarding the Ideal Role of school counselors.

HYPOTHESIS III

Little relationship exists between the Actual Role and Ideal Role of school counselors as perceived by certain pupil personnel workers.

Sub-Hypotheses III

III-A There is little relationship between the Actual Role and Ideal Role of school counselors as perceived by school counselors.

III-B There is little relationship between the Actual Role and Ideal Role of school counselors as perceived by visiting teachers.

III-C There is little relationship between the Actual Role and Ideal Role of school counselors as perceived by school diagnosticians.

DESIGN OF THE STUDY

This investigation is concerned with school districts which employ all three types of pupil personnel workers: school counselors, school diagnosticians, and visiting teachers. In the State of Michigan, 58 school districts have been identified as employing all three of these guidance specialists between 1962 and 1964.

A Q-sort instrument, which has been developed especially for this research study, was presented to each person identified as a pupil personnel worker. This Q-sort is basically designed for use as a "pupil personnel worker" instrument. It encompasses functions appropriate to each specialty group and to all three types of specialists, as well as functions which are inappropriate to each specific pupil personnel specialty group.

Each respondent was requested to react to the Q-sort in terms of his perceptions of the Actual role and Ideal role of school counselors. Differences and similarities between the Actual and Ideal roles among the three specialty groups then became available for analysis.

A Personal Data Sheet has also been developed, in such a manner, as to facilitate a rapid response from each respondent. This checklist type questionnaire identifies some of the professional, educational and demographic variables characteristic of the respondents.

Data from the Pupil Personnel Worker Q-sort and the Personal Data Sheet have been submitted for tabulation by an IBM Electronic Computer 7090 and then subjected to statistical analysis.

LIMITATIONS OF THE STUDY

Devices used for obtaining the data (i.e. Q-sort and questionnaire) are self-reporting and observer-reporting type instruments which have been

developed for this research study. The Q-sort is a refined rating scale and suffers the deficiencies of being subject to the concern of the respondent regarding how others view his responses, the personal feelings of the respondent when they are so intense that they influence his responses, lack of assurance that a respondent will divulge his "true" perceptions, the personal whims of the respondent, and to the varying levels of sophistication among the respondents. The data from each respondent has the same value as every other respondent regardless of experience, education, skills, and type and size of school district in which he is employed.

The language of the instruments is of paramount importance and has been presented in as explicit a manner as the investigator is able to devise. Nevertheless, ambiguities and misconceptions can still occur, and the investigator might have one thing in mind which the respondent, though honestly, misinterprets. This hazard is increased by the manner in which the data are obtained — mailing. The material is forwarded and returned by mail which, to a great extent, prevents the respondent from clarifying any difficulties which might arise. Another hazard is the possibility that the respondent may not be sufficiently familiar with or knowledgeable about that which he is being asked to respond.

One of the major drawbacks in the utilization of these instruments is the length of time required for their completion. The number of items in the Q-sort is purposefully limited in order to avoid, as much as possible, the factors of fatigue and boredom. Theoretically, the greater the number of items in the Q-sort, the greater its reliability, but also, the greater the possibility of fatigue for the respondent. It is anticipated that the number of Q-items decided upon in this research study are sufficiently large to be reliable and sufficiently small to facilitate favorably motivated responses.

These instruments are as yet unproved except in terms of their more general applicability. Q-sorts and questionnaires have been utilized in innumerable research programs but the two instruments used in this research study are yet to be proven. No precise validity and reliability findings have been determined for the Pupil Personnel Q-sort and Personal Data Sheet although expert judge ratings have been obtained for the Q-sort and trial-runs were conducted on both instruments.

The sample is limited to those local school districts in the State of Michigan which employ all three pupil personnel specialists: school counselor, school diagnostician, and visiting teacher. School districts which employ only one or two of these specialties are not included. (To be employed in a school district, a visiting teacher and school diagnostician must be on an approved and/or reimbursable state program.)

Currently, there is much controversy as to whether the school diagnostician should be referred to as a psychologist or not. A recent state certification law (Michigan) has established levels of competency in psychology, but this law is not binding on diagnosticians. Although the term "diagnostician" has a specific meaning, as established by state school law, the role and function of a school diagnostician is open to much question at this time. This lack of role clarification might contribute to some difficulty, for respondents, when answering certain items on the Personal Data Sheet.

CHAPTER II

REVIEW OF LITERATURE

A survey of the literature reveals a plethora of articles written on counselor role as perceived by various groups, such as teachers, pupils, parents, and counselors: however, there is a decided lack of information about counselor role as perceived by school psychological workers and school social workers. Generally, the material tends to be of two types: that based on personal experiences and/or speculation by the "wisdom writers" (Wrenn's term) and that characterized by research of varying degrees of sophistication. Both types of writings are presented since each type appears to be highly influenced by the other and since a combination of both will develop a more comprehensive picture of the general thinking in this area.

CURRENT ROLE OF SCHOOL COUNSELORS AS REPORTED BY SCHOOL COUNSELORS

Literature relating to varied perceptions of school counselors are considered in this section. Lack of uniformity in regards to how school counselors are actually perceived demonstrates the degree of role confusion existant in this area. Miller (54) believes that counselors have widely divergent notions of their roles. He classifies counselors by their attitudes which in turn, he believes, determine to a great extent how each counselor functions. As examples he refers to some counselors as "professional prophets or crystalgazers" who seek to prepare their clients for situations

in the future: other counselors are referred to as "profession do-gooders" who use the counseling relationship as a substitute for motherhood: some counselors desire to shatter existing situations and then remold them— to their own satisfaction: and then he describes the counselors who are "nostalgic experts" who seek to solve the problems of youth from the reservoir of their own experiences.

Miller distinguishes between two types of roles which are applicable to school counselors. The first is institutional in nature where the school develops certain expectancies and sets boundaries for the individual. Defined roles for teachers and administrators have already been developed, but the counselor has not been on the educational scene long enough for any definite institutional expectancies to have crystallized about his. "The counselor's role differs greatly from school to school and from community to community, without the benefit of a strong core of institutional expectancies," (p. 199).

The second type of role definition is individual in nature and highly influenced by personality, needs and disposition of an individual counselor. Miller notes that the term "counselor" is such an unstructured, ambiguous stimulus that an individual has much room and freedom for his own projections. In addition to the aforementioned idiosyncratic types Miller believes that some counselors see themselves as specialists in occupational choice; some as disseminators of occupational information: some as consultants in educational planning; some as specialists in mental health; and still others see themselves as trouble-shooters for students with problems.

Clearly defined, unambiguous expectations are emphasized by Ivey (44) as being necessary for positive interaction among individuals. He proposed that counselors (college) who taught as well as counseled

their counselees were not as effective as counselors who did not teach. He believed this to be due to the lack of a clearly defined role for the teacher-counselor. His data were not sufficient to prove his point, but he did find that counselors who teach are able to function more effectively in areas of vocational and educational problems: whereas counselors who do not teach are more effective in the social-emotional areas.

Role confusion is suggested by Knapp and Denny (48, p. 48) when they note that a need for guidance and counseling service has received much support with little agreement existing as to the nature of the counselors' role in a school. The "counselor is frequently faced with a myriad of duties which he may consider only remotely related to his position or to his preparation." In addition, the counselor has expanded his emphasis on academic and vocational situations to include personal-social concerns. This expansion of role and the varied nature of duties have not contributed to role crystallization.

A similar theme is presented by Swann (86, p. 94) in her discussion of the expansion of guidance responsibilities in recent years, "In any one day a counselor may be asked to fill the roles of policymaker, disciplinarian, counselor, and teacher. Obviously he cannot be all of these persons and still retain his distinct identity as a counselor."

In his study of counseling services at Ohio State University, Thrush's (90, p. 189) conclusions are aligned with those of Knapp and Denny: "It was found that the agency point of view had changed from an emphasis on vocational counseling to an emphasis on counseling for personal adjustment even though the counselors worked with a variety of clients." Delving into the therapeutic aspects of adjustment seemed not only to have prestige value for counselors but also seemed to be worthwhile and valuable

in helping them to understand how a person makes vocational decisions and future plans. Changes are reported from an earlier preoccupation with vocational guidance and psychometric assessment to an integration of these emphases with a concern for individual personality organization and development.

Although Thrush's data refer to college counselors, Wrenn (100) believes that the results are applicable to high school counselors as well. To substantiate this belief, Wrenn cites the ASCA study which shows that counselors (high school) rank "counseling for occupations" in seventh place in a hierarchy of counselor functions, which is at the bottom of the list of professional counselor functions.

In commenting on the study by Thrush, Seeman (90) points out the value of this research because it helps to confirm what counselors have noted in the last decade, namely, a shift in emphasis from psychometric and distributive aspects of counseling to personal-emotional aspects. He construes the findings of this study to mean that counselors are changing their professional self-concepts; in the past they viewed themselves as helpers in vocational counseling, but, now tend to view themselves as helpers in a personal counseling process. Seeman (p. 190) proceeds a step beyond Thrush and others by stating that the present task of the counselor is to "understand and facilitate the client's goals, whatever they are" (italics mine).

The importance of counselors helping students to become better "problem solvers" is stressed by Sorenson (71). Focus is on problems which may interfere with classroom performance. Help is given to those students who need assistance in learning to deal with the everyday pressures and conflicts generated through interpersonal relations. A counselor helps

a student to decide what kind of person he wants to be, and how to achieve that goal. In addition, counselors are viewed, by Sorenson, as being experts on educational and vocational planning.

In a study on how 126 counselors in Ohio spend their time, Arnold (8) found that more time and effort are being given to attendance, tardiness, discipline, and school failure than are being given to counseling about vocational and educational plans and about personal, social and school problems.[1] He found that the amount of time being given to clerical work is approximately the same as that given to vocational and educational counseling.

Martyn (53, p. 441) was also interested in how counselors spend their time and conducted a time study with 35 counselors in 5 schools in California. His results indicate that counselors spend 43.1% to 80.7% of their time on clerical work.[2] He concludes that clerical work which must be performed is often forced upon them because of the lack of clerical help. The idea is also advanced that all clerical work currently performed by counselors may not be essential to effective functioning of guidance services, and that this is more likely to happen when a counselor's training

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[1]Rank order of time spent by 126 school counselors as reported by Arnold:

1. Attendance and tardiness
2. 5 Discipline problems and school failure
2. 5 Counseling on personal, social or school problems
4. Working or talking with individual teachers
5. Vocational and educational counseling

[2]Rankings of clerical duties of counselors as determined by Martyn

1. Keeping a record of attendance
2. Filling out tardy and absence slips
3. Checking absence excuses from home
4. Keeping and filing cumulative records
5. Registering, copying and handling report cards
6. Copying test and interview results onto cumulative record forms
7. Compiling and sending written communications to the home
8. Telephone answering that could be handled by others
9. Scheduling and registering for classes
10. Obtaining and preparing supplies

and abilities in guidance are weak. "He may purposefully keep himself busy with clerical work."

A recent study by the California State Department of Education (15) indicates that counselors spend their time in the following ways: counseling students, 39 percent; non-counseling duties, 38 percent; counseling parents, 11 percent, counseling with teachers, 10 percent: and liaison with the community, 2 percent.

Data in the ASCA study, reported by Wrenn (99, p. 140) are strikingly similar to that of Martyn. In explaining the results, Wrenn states that counselors are drawn from their counselor function in two ways: "(a) in performing guidance functions other than counseling: and (b) in doing clerical work, serving as advisors to clubs, assemblies, and social events, substituting for absent teachers and engaging in similar non-guidance activities."

In his interpretation of the data from the American School Counselor Association study (N = 242: consisting of a 10 percent random sampling of ASCA membership), Wrenn finds that from one-fourth to one-third of full-time counselors devote one-half or more to counseling students. Data from Project Talent (N = 768 counselors), also reported by Wrenn (99), reveal that only 15 percent of all counselors in the smaller schools devote half-time or more to counseling students as compared to 64 percent in larger schools. He determines that about one-fourth of counselors from both studies spend over a half of their time teaching, taking roll, homeroom duties, and administrative tasks. He concludes, from this data, that "The term 'guidance' becomes very fuzzy indeed." (p. 115)

The project Talent study provides information as to how the secondary counselor ranks his current functions. His rankings are as follows:

1. Counseling for college
2. Counseling for high school program
3. Administering tests
4. Teaching
5. Counseling for developing potential
6. Counseling for inadequate achievement
7. Counseling for occupations

"Counseling for college" is extremely high in frequency, twice as frequent as the next highest item, and eleven times as frequent as "counseling for developing potential": "counseling for occupations" ranks much lower than other areas of counseling.

The ASCA-study counselors rank "consulting with teachers and parents" far below counseling functions and only 30 percent of them spend two or more periods daily in this activity. Seventy percent of ASCA counselors indicate that they do group work with students at least one period per day; but more time is spent by both ASCA and Talent groups in program mechanics and clerical work than in group work.

Dugan's (21) thinking parallels that of Wrenn and Martyn when he discusses the minimal effectiveness of counseling in this decade. He considers it minimal because of the encroachment of many time-consuming activities and because of the lack of adequately prepared counselors who engage in individual counseling.

Results of Peters' (61) NDEA study of guidance practices in Ohio establish a heirarchy of guidance functions in that state. Ninety percent of counselors in junior and senior high schools in Ohio responded in 1960-61 to a sixteen page questionnaire about counseling processes (N = 960).

Peters interprets the results[3] as indicating that areas of counseling given most emphasis are those dealing primarily with matters of academic progress. "Understanding Self" is the one exception. Considerably less attention is given to exit interviews, school drop-outs, and job placement.

In relationship to other guidance activities, counseling is given top priority with testing a close second. Only token emphasis is given to group guidance, orientation, teacher guidance conferences, parent conferences, career days and college nights. Vocationally-oriented activities receive much less emphasis than educationally and/or "personally" oriented activities.

An unpopular viewpoint is advocated by Opstad (59, p. 41) when he recommends that counselors be involved in and take responsibility for discipline-type cases. He further strips the counselor of his specialized professional vestige when he states that since ". . . counselors are involved in learning: one of their roles is that of a teacher." A more professional approach regarding the problem of discipline by Williamson (95) recommends that counseling and discipline be fused—that discipline be administered from a counseling point of view, with rehabilitation the ultimate goal.

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[3]On a four point scale the following priority was established by Peters:

Type of Activity	Scale
Course Planning	3.3
Understanding Self	3.2
Course Programming	3.1
Educational Progress	3.0
Interpretation of Tests	3.0
College Selection	2.8
Maximizing One's Abilities	2.8
Scholarship Application	2.7
Job Opportunities	2.6
How to Study	2.6
Underachievement	2.6
Commendation	2.6
Attendance Problems	2.4
School Drop-outs	1.9
Overachiever	1.8
Exit Interviews	1.7

Welch (93, p. 334) believes that teachers use counselors as a disciplinary threat and that students view their counselor as another adult authority. The counselor tends to look at himself as a trouble-shooter, burdened with paper work and routine duties, while "he faces the incompatible demands placed upon him that he be accepting and authoritarian, a confidant and an informer, and an expert and a jack-of-all-trades".

Summary

Lack of a clearly defined role for school counselors is pointed out by these reports. Varied perceptions by counselors of their current role, have been presented with minimal homogeneity emerging. "Wisdom-writers" as well as "researchers" differ in their description of what counselors actually do while on the job. Considerable agreement does exist that the role of counselors lacks clarity and uniformity.

CURRENT ROLE OF SCHOOL COUNSELORS AS REPORTED BY OTHERS

Non-counselors are also lacking in agreement as to the role of school counselors. The following reports from the literature indicate diverse opinions regarding how counselors function. According to a study (N = 39) by Swann (86), teachers do not believe that counselors should administer discipline and that counselors are not responsible for "correcting behavior". She reports that teachers feel that providing vocational and educational information to students and parents is a major function of counselors whereas finding jobs for students is not. Less than one-half of the teachers feel that helping students with academic problems is a counselor responsibility. Teachers do not view the counselor as being responsible for academic counseling or for engaging in psychotherapy.

Many non-counselors, according to Hopfengardner, (42, p. 124), "perceive the activities within the confines of the counselor's office as ranging all the way from some mysterious hocus-pocus panacea facilitated by a couch, to a hodgepodge of menial clerical tasks which once burdened the classroom teacher". He considers it even more serious that, in many instances, counselors in the same school disagree regarding their role or are not confident as to their exact mission.

In a study of 408 students, Sagehorn (67) finds that:

> Only 27.5 percent favored counselor help in regards to educational plans whereas 37.5 percent favored teacher help in this area:
>
> 40 percent favored counselor help in the vocational area yet 38 percent rejected school help in this area:
>
> 24 percent accepted counselor help in the personal planning area (marriage, parents, etc.) but 65 percent rejected the help of the school people (teacher and/or counselor); and
>
> 24.2 percent favored counselor help in the social area (morality, boy-girl relationships) but 60 percent refused to select teachers or counselors as sources of help.

In a study of 9 schools involving 900 pupils, Grant (32) reports that students perceive a counselor as giving acceptable assistance in categories of vocational and educational planning (in contrast to Sagehorn's data) and that students do not see a counselor as able to give acceptable assistance in the personal-emotional area (in agreement with Sagehorn's data). Only 4 percent of the pupils consider a counselor a first choice with whom to discuss personal-emotional situations, as compared with 25-35 percent of the teachers and administrators who believe this is a counselor's role--and 56 percent of counselors who say that it is their role.

A study of 904 seniors in 12 high schools from three states reinforce Grant's findings. Gibson (28, p. 457) states that students prefer to be counseled regarding personal problems by their fellow-students; as a second choice they select their parents; school staff is the third choice. "Student

concepts of the roles counselors seem to serve in the school environment indicate that they see the counselor variously as one who is an administrator, a disciplinarian, an activity director, a part-time librarian, etc. In fact, interviews indicated that many students did not recognize the counseling function as a major duty of the secondary school guidance worker".

Evidence of a different nature was obtained by Hasting (35) in a study of 1000 eleventh grade pupils in 38 schools. Hastings learned that over 75 percent of the students had acquired the occupational information they possess from sources outside a counselor's office and outside the school as well. No significant difference among students is found between multi-counselor and no-counselor schools in regards to knowledge of occupational information. Further findings, contrary to other studies (Gibson, Swann, Grant), are that 33 percent to 66 percent of the students report going to a counselor to talk over plans and problems, and from 45 percent to 69 percent have contact with one-half or more of the teachers regarding pupil problems.

In a study of 107 high school juniors, Heilfron (36) reports that students feel that inadequate students need a great deal of help. It is not a bright but a poor student who needs counseling. This is in direct contrast with the Project Talent report on how counselors rank their functions. Heilfron concludes that students expect counselors to devote themselves to individuals who overtly exhibit their problems to the possible exclusion of students who need help in finding the best ways to use their resources.

Student perceptions of the counselor's role are also reported by Kerr (47). A sample of 1,350 college bound high school seniors in 33 school systems in the state of Iowa responded to a 14 item questionnaire. Kerr reports that students believe they have received the greatest assistance

from a counselor in the role of an information source, while "personal problems" is the area in which least help is received. Yet, students feel that, ideally, counselors should be primarily a person with whom to talk through problems and secondarily, a source of information; this finding differs from the findings of Sagehorn and Grant.

In a study of 182 administrators in California, Block (13) found that they rank duties of a counselor, in relationship to working with students, in the following order of importance:

1. Programming and courses of study
2. Individual counseling regarding emotional and adjustment problems
3. Clerical duties (e.g. record keeping)
4. Educational counseling
5. Vocational counseling
6. Administering and interpreting tests

Cortale (16) received a 96 percent reply using a questionnaire on the role of counselors in discipline from 50 principals in 28 school districts in New York. His data reveal that counselors do not handle discipline cases as part of their regular duties — as perceived by 91.7 percent of the administrators. Yet, a closer analysis of the data indicates that 75 percent of the administrators believe that teachers refer disciplinary cases to counselors. This differs from Swann's results which state that teachers believe that counselors should not be responsible for discipline. Cortale concludes that administrators do not want counselors to handle disciplinary problems but value their assistance in the prevention of similar behavior in the future.

School administrators are more secure, according to Stiller (85), if their counselors deal more with information-giving and with sub-administrative details rather than with personal-social-emotional adjustment situations. This is considered to be a limiting factor of the current role of the counselor by Stiller.

In their review of the literature as to how counselors are viewed by administrators, Schertzer and Stone (69) conclude that counselors are often perceived as clerks or quasi-administrators. Many administrators expect counselors to be involved in certain administrative and instructional areas such as curriculum planning, pupil attendance, schedule making, discipline, and substitute teaching.

Parents (N = 366) of high school students in a community in New York state were studied by Bergstein and Grant (10) regarding their perceptions of the counselors' role. They report that parents perceive counselors as functioning significantly (.01 level of confidence) more frequently in the areas of educational and vocational problems than in the areas of personal-social-emotional problems.

Evraiff (25) and Schmidt (68) present data contrary to the aforementioned reports. These investigators find some homogeneity regarding the current role of school counselors. Schmidt concludes, in his investigation of 48 principals and 48 counselors, that their perceptions of the actual role of counselors is, on the average, positive and significant. Generally, the counselors and principals agree on the responsibilities considered to be most like and least like counselors' roles. A survey study of the role of counselors in Michigan consisting of responses from 32 administrators, 100 teachers, 50 junior and 50 senior high students and their parents is reported by Evraiff. Respondents are in general agreement that counseling with students concerning school problems is the most important function of counselors. (Counseling regarding personal problems, planning future careers, programming, orientation and conferences with parents are also considered appropriate functions but considerably less agreement occurred among the groups as to the relative importance of each function).

Summary

When data from the writings on the actual role of school counselors are examined, much confusion and little organization emerge. Conclusions of some writers are similar whereas others are contradictory. No cohesive image of school counseling is manifested.

The one point on which most authors cited have agreed is that the school counselor is beset with such a myriad of duties that he is seriously hampered in an execution of his professional duties — whatever they might be. Some agreement appears regarding the educational-vocational area, but even this trend tends to be spotty and characterized by contradictions and inconsistencies. There is a tendency for counselors to view themselves as changing their orientation from an educational-vocational emphasis to a personal-social-emotional emphasis, but this trend is lacking uniformity and has not been accepted by non-counselors. Duties of a clerical nature are disclaimed by some counselors, admitted by other counselors, expected by some teachers, required by some administrators and yet decried by other administrators.

IDEAL ROLE OF SCHOOL COUNSELORS

Authors of some studies have not only reported interpretations of their data or of their experiences regarding the current role of counselors but have, in addition, presented opinions as to how counselors should function, i.e. the counselor's ideal role. The following reports from the literature indicate the level of agreement regarding ideal functions of school counselors.

The American School Counselor Association (4, p. 195), a division of the American Personnel and Guidance Association, in its tentative

statement of policy for secondary school counselors states that counselors should:

> Assist each pupil to meet the need to understand himself in relation to the social and psychological world in which he lives. This implies helping each pupil to understand his aptitudes, interests, attitudes, abilities, opportunities for self-fulfillment, and the interrelationships between these.

It is further recommended that counselors should fulfill their responsibilities by employing his professional competencies in two ways: (1) Counseling: and (2) Related Guidance Activities. Counseling is defined as "concerned with promoting the pupils' self-understanding and self-acceptance, facilitating personal decision-making and planning, and the resolving of special problems." (p. 198) "Related Guidance Services" should include: pupil appraisal, teacher consultation, parent conferences, research and liaison (with non-school resources as well as school services).

According to Landy (50), one of the most important concerns of the counselor should be to get teachers and administrators to think seriously about the effect of their actions on the personality development of pupils. He recommends that this be accomplished by leading faculty discussions, by establishing study groups and by using case discussions. The importance of the counselor acting in a consulting role for the improvement of instruction and curriculum development is also stressed.

In predicting the future image of school counselors, Malcom (52) believes that their time should be distributed as follows:

Counseling	40 percent
Consulting	30 percent
Research	30 percent

The counseling function should consist of two main categories: (1) vocational and educational testing and counseling leading to career planning, and (2) a form of "psychological first-aid" i.e. help with minor personal problems

and stop-gap assistance with deeper personality problems pending referral to other agencies. He envisioned more time devoted to counselor conferences and more referrals from faculty than is customary today. More provision should be made for extending counselor services to all pupils. Program-making and discipline should be designated as administrative responsibilities and the counselor, in relation to them, should be that of a consultant to the administration. Also included in the consulting function should be involvement in the articulation between schools and orientation programs. Ideal research functions should consist of group testing, follow-up studies, job-market surveys and sociological surveys.

Novak (58), a school administrator, states that scheduling, administering discipline and substitute teaching, should not be counselor functions. The counselor should be expected to counsel new students but not necessarily to perform mechanics of preparing a specific schedule for a pupil. There should be sufficient employment of reliable clerical help for record keeping and reporting. In any school setting the counselor should be freed to counsel the greater part of the time.

In conceptualizing the ingredients of the counselor's role, Hoyt (43) recommends three kinds of activities in which the counselor should engage: (1) Activities relating directly with pupils—one half time; (2) Activities relating with others contributing to the total guidance program—one third time; and (3) Assembling, studying, and interpreting data required for the successful completion of the aforementioned activities—one sixth time. He maintains that the school counselor should rely heavily on counseling interviews but should not depend exclusively on counseling as a means of helping students.

The professional job description of a school counselor, as recommended

by Wrenn (98), should specify that he perform four major functions: (1) counsel with students: (2) consult with teachers, administrators, and parents: (3) study the changing facts about the student population and interpret what is found to school committees and administrators; and (4) coordinate counseling resources in school and between school and community. Wrenn repeatedly emphasizes that counselors should work with all students in terms of developmental situations rather than in terms of crisis points or remediation of a few students. Providing educational and vocational information to students should be considered an important part of the counselor's job. He argues that counselors should not be expected to assume responsibility for: (1) discipline of students or (2) stimulation of chronic underachievers to a satisfactory level of performance. However, some teachers, administrators, and parents expect the counselor to perform these latter functions.

When counselors in the ASCA study were requested to indicate their preference of functions (through open-ended questions) 100 percent stated that counseling students should be considered basic to their role. All types of counseling (i.e. developmental, educational, vocational, personal, etc.) were included[4]. The same questionnaire to which ASCA counselors responded was also presented to a selected group (N = 32) of counselor-educators. They stated that the counselor should: (a) spend a considerable

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[4]Basic activities to be maintained in the future as reported by Wrenn:

1.	Counseling students	100
2.	Conferences with parents	45
3.	Test administration and interpretation	41
4.	Conferences with teachers	37
5.	Student group guidance	32
6.	Evaluation, follow-up, research	16
7.	Referrals to and contact with community agencies	16
*8.	Vocational information, collection and dissemination	12
9.	Involvement in curriculum development	8

portion of his daily time with students; (b) emphasize the educational-vocational aspect of counseling; (c) study changes in the students and in the culture (research); (d) consult more with teachers and administrators; (e) pay less attention to appraisal through testing; and (f) enter more actively into curriculum development.

Summary

Agreement among authors regarding the ideal role of counselors is far more uniform than those writings relating to the current role. There is no doubt that counseling on a one-to-one basis is the most desirable activity to be engaged in by counselors. Less agreement exists as to content and type of counseling situation. Some authorities maintain that vocational-educational emphases should be given high priority; others stress the importance of personal-social emphases, and still others claim that the "developmental point of view" should be emphasized. Few writers attempt to make atomistic distinctions among these emphases in counseling and most agree that they are so interwoven that all emphases should be considered in a professional counseling relationship.

The importance of research in the ideal role is repeatedly stressed—by both practioner and counselor-educator. Work with parents and teachers is considered a preferred function. Consultation is frequently mentioned as an ideal function of school counselors.

Placement is uniformly de-emphasized in the ideal functioning of counselors. Authorities and researchers are consistent in their disclaiming clerical duties, scoring tests, hall duties, instructing, and assisting in administrative tasks, as appropriate to the ideal counselor role.

DIFFERENCES BETWEEN ACTUAL ROLE AND IDEAL ROLE OF SCHOOL COUNSELORS

Differences between actual role and ideal role of school counselors are highlighted by a number of writers. Hitchcock (39), in reporting his findings on 1,282 counselors in 1,255 schools presents some interesting as well as disturbing data. He concludes that: counselors do not believe they should engage in activities involving duties of a clerical nature, e.g. scoring tests and recording test results, securing and filing occupational and educational information; counselors do not believe that they should perform administrative detail duties such as checking absentees, checking the halls and washrooms, and substituting for absent teachers: of 986 counselors who now assist pupils who are failing school work 41 percent do not feel it is their job: of 1,154 counselors who now assist pupils with course planning 40 percent do not feel it is their job; of 1,101 counselors who now assist teachers with pupils' problems 37 percent do not feel it is their job: 33 percent do not feel it is their job to interpret test results: 33 percent do not feel it is their job to refer cases to other counselors; 29 percent do not feel it is their job to serve on curriculum planning; and 34 percent do not feel it is their job to counsel with parents of failing pupils. Furthermore, a considerable number feel that it is not their duty to give out educational and occupational information.

In establishing the perimeter of counselor functioning Gardner states (27) that the counselor should not be a clerk and should spend no more than 5 percent of his time in administrative and clerical work. The counselor should not be a substitute teacher, an administrator, a source of evidence (he should not violate the confidence of the counselee), an IQ divulger, a disciplinarian, a teacher-therapist, a psychiatrist, a "political appointee"

(not a plum to be given for faithful service), a soothsayer nor a magician, a prescriber, a recluse "he should be available", or a teacher.

It is disturbing for Farwell (26) to see the counselor functioning as an administrator, instructor, tester, librarian, or a substitute teacher. He claims that the counselor should be committed primarily to counseling and should give at least two-thirds of his time to one-to-one counseling relationships. The other one-third of his time should be spent on child study and case study, on research and in consultation with the faculty.

In reporting on a diary of his counselor activities in a 2000-pupil high school, Gold (29) found that 46 percent of his time was spent on clerical type duties, making out student programs, copying grades, checking graduation requirements, etc. He maintains that most of these tasks could have been accomplished by a trained clerk. In the non-clerical areas, he spent 29 percent of his time making program changes for students and 25 percent of his time conferring with students, teachers, principals and parents. He determined that less than 2 percent of his time was directed toward helping students with personal problems. Although his data is pertinent only to himself, Gold believes it to be characteristic of many other counselors. Dissatisfaction with his current role becomes more accentuated when it is compared with the way he would like to spend his time. He states that the trained counselor should spend more time in counseling students and their parents, helping administrators with problem students, assisting in research, working with curriculum committees, providing in-service training of the staff, engaging in group-counseling, and interpreting test material to pupils, parents and teachers.

When comparing the actual amount of time with the ideal amount of time allocated by counselors (N = 39) to certain functions, Hollis and

Isaacson (40) found a somewhat erratic picture. In some areas there was agreement but in others a definite lack of agreement between actual and ideal amounts of time devoted to an activity. Relatively uniform agreement between actual-ideal occurred in the amount of time allocated to counseling, placement, evaluation, in-service education, community relations, and communication. Lack of agreement occurred between the actual-ideal amounts of time directed to informational service, testing, follow-up, research, budget, and acting as a resource person. Four areas of functioning are listed as ideal which do not occur in the actual list. This sample indicates that ideally it would like to allocate 20 percent of its time to follow-up, research, budget matters, and acting as a resource person: but no time is currently devoted to these areas of functioning. Forty percent of their time is actually spent in testing whereas they desire that only 10 percent of it be spent in this area.

An emphasis upon vocational-educational type counseling is begrudged by Shertzer and Stone (69) when such an emphasis limits personal-social-emotional type counseling. The authors note that counselors are seen as responsible for providing an appropriate number of workers to fill the jobs society needs. Counselors are expected to identify, cultivate, and place students with exceptional talent in critically needed professions. In so doing, the mental health and welfare of the individual are relegated to a lesser position than manpower needs. The authors believe that this expectation minimizes the relationship between personal adjustment and mental health to job satisfaction and productivity.

In forecasting the role of guidance in the 1970's, Dugan (21) compares the immediate need for, but ineffectiveness of, current counseling procedure. He stresses its importance now as well as predicting its even

greater importance in the next decade. The reader is left with little doubt that Dugan considers counseling, per se, to be an ideal function which has been only minimally attained by school counselors.

A study by Tennyson (87) of 152 certified guidance workers in the state of Missouri represented 95 percent of all counselors in the state who were certified. His study reveals that great variability exists in the time spent on guidance activities and how counselors believe they should spend their time. Counselors state that they currently spend about 22 percent of their time assisting the administration but believe they should only spend approximately 12 percent in this area. He comments that (p. 132):

> Since significance was established between the time spent and the time counselors felt they should spend on the occupational and educational information function, it would seem that if time were to be taken away from any activity these persons would prefer it to be in this area.

A significant finding from Tennyson's study is that counselors believe they should give more of their time to assisting with a school's research. Placement and follow-up activities are allocated a minimum amount of the counselors' time. Most of the counselors' time is devoted to counseling individuals with problems. Tennsyon concludes that there is closer agreement concerning how time should be spent than on how counselors currently spend it.

Wrenn (98) effectively points out how some of the confusion regarding the current role of the school counselor is due to his being a "generalist" as well as a "specialist". Some view him as only a generalist whereas others view him as only a specialist. Still others view him as vascillating between the two extremes. Wrenn indicates the necessity of the school counselor functioning in both capacities notwithstanding the confusion it might generate.

In commenting on the ASCA study reported by Wrenn, Reed and Stefflre (63) express their concern about self-perceptions of counselors as being too psychologically-oriented and not sufficiently vocationally-oriented. Twelve percent of the 380 counselors in the study list "collection and dissemination of vocational information" as a basis activity to be continued in the future. In making recommendations for future counselor preparation 54 percent of counselors in the study recommend more course work in psychology whereas 11 percent recommend more preparation in vocational information. Reed and Stefflre consider this significant since vocational orientation is frequently listed as one of the most important counselor functions.

Summary

A majority of these studies leave little doubt that there is an undesirable discrepancy between how counselors are currently functioning and how they would like to function. Counseling, research and consultation are preferred to the de-emphasis and/or exclusion of clerical tasks, administrative duties, and vocational-educational planning with students.

SUMMARY AND CRITIQUE OF LITERATURE RELATING TO COUNSELOR ROLE

Many functions are attributed to counselors but no function is consistently and uniformly viewed as the prime focus of current school counseling. Differences of opinion among groups (counselors, counselor-educators, administrators, teachers, parents, and pupils) are indicated as well as among individuals of each group as to the job of school counselors. The profusion of studies on how counselors view their own current functioning reflects so many variables that diverse, complex images of school counselors emerge.

Absolute uniformity regarding the ideal role of counselors is not reported in the literature but there is a certain consistency of opinion about the ideal role which is lacking in terms of the actual role. Opinion is fairly constant that counselors should counsel regarding vocational and educational plans; handle personal-social problems; minimize time alloted for clerical tasks; avoid administering discipline to pupils: act as consultants to administrators, teachers and parents: and engage in more research activities.

Considerable discrepancy between what the counselor is currently doing and what he should be doing is reported in the literature. The counselor is viewed as being hampered by many non-professional tasks which interfere with the proper employment of his skills. He devotes much time to activities which could be handled by less skillful individuals; because of this, the counselor is unable to utilize his training effectively. This discrepancy is most obvious when current activities such as clerical tasks, administrative duties, hall duties, etc. are compared with ideal activities involving counseling with pupils, research, and conferring with parents and school staff. The movement toward handling social-emotional-personal situations is strong and appears to be at the expense of an emphasis upon vocational-educational areas.

The lack of research data regarding how other pupil personnel workers view school counselors has necessitated the use of material involving the perceptions of other groups and the generalizing of these data to pupil personnel workers. The hazards of such a procedure are numerous but the lack of data requires this procedure.

The quality of the research and articles reported in this chapter reflect varying levels of refinement. Some are primarily speculative whereas

others are characterized by a high level of research finesse. Generally, research studies reported have lacked rigorous statistical controls and have relied upon an uncomplicated analysis of data. For instance, tests of significance were noted only in those studies which were conducted as part of doctoral dissertations or sponsored by a grant.

There is a striking lack of originality in the design of research and in instruments utilized in obtaining data. Questionnaires and checklists appear to be a research appendage to an inquiring counselor.

Closely related studies repeatedly occur in the literature with little attempt made to verify previous studies. Many investigations tend to be so pragmatic and "action-oriented" that little effort is being expended in attempting to validate previous work. This lack of scientific verifiability and need to focus on immediate specific situations does not facilitate establishment of a sound professional foundation.

Counseling, like any other field, is dependent upon the sage advice of its specialists. A need for experts to view the professional arena from a broad foreseeing perspective is of paramount importance. But, the advice becomes even more valuable when it is subjected to some type of test and analyzed in light of all pertinent factors. When advice remains only in the form of the written word and is not subjected to a "proof" then it begins to lose its merit. In many instances, the merit of the advice is yet to be fulfilled through research.

A few writers are disproportionately represented in the literature. The impact of these few individuals is immeasureable. It is unfortunate that in so many research investigations so few authorities are cited: and those who are cited appear again and again. Such a condition can hardly lead to enterprising and creative thinking.

Descriptive studies abound in the literature, whereas, studies relating to causative factors are seriously lacking. Perhaps this is related to the aforementioned pragmatic and utilitarian approach that is emphasized in the counseling journals.

Investigations emanating from universities have been characterized by a high level of research sophistication. The growing pains of the counseling profession is reflected by sources of its research information; the doctoral dissertation and the counselor educator. Notwithstanding important contributions these two groups are making to the counseling field, it is a precarious situation when a profession must rely so heavily upon such resources. The decided lack of studies by counseling practitioners and the quality of that which is reported by practitioners does not auger well for a dynamic involvement in the profession by those who have most contact with the student — the pupil personnel worker.

Q-METHODOLOGY

Historical Development

Mowrer (56) refers to a study by Burt and Davis in 1912 as the earliest use of what is now called the Q-technique. In its early stages it was referred to as "a method for correlating persons". In 1926, Thomson and Bailes (88) used the "correlation of persons" technique as a means of establishing the reliability of a test. In the 1920's the 1930's, Burt (14) continued his investigations with this technique and was one of the first to apply it to problems in education and vocational guidance. He assessed agreement among school and university examiners, estimated reliability of psychological observers, and analyzed the nature of temperamental and clinical types.

In 1935, Stephenson (83) published the article, "Correlating Persons Instead of Tests", in which he suggested the Q-sort technique as a method for making factor studies on a single (or on a few) individual(s). At about the same time that Stephenson's article appeared, an account by Thomson (89) was published in the British Journal of Psychology which also discussed the idea of correlation between persons using factor analysis. Stephenson and Thomson have been accorded the credit for first proposing that factor analysis be applied to correlation between persons, as it had already been applied to correlation between tests.

This technique for correlation between persons was labeled for the first time, by Stephenson, as the "Q" sign. Until 1936 this technique had been referred to generally as "correlation between persons", and variously as "P", "Inverse Factor Analysis", and "Obverse Factor Analysis". The "Q" sign was decided upon in order to distinguish the correlation between persons from the correlation between tests ("R").

The modification proposed by the 1936 Stephenson article made it possible to make factor studies on a single or on a few individuals, thereby bringing methods of correlation and factor analysis into a laboratory and clinic. He (83, p. 19) noted that:

> Whereas previously a large number of people were given a small number of tests, now we give a small number of people a large number of tests or test-items, or require a large number of responses from them.

Differences of opinion between Stephenson and Burt began to appear in the literature regarding independence of the Q-technique from the R-technique (correlation of tests). Burt was described as merely considering the Q-technique as a statistical tool, whereas Stephenson viewed this technique from a much broader frame of reference and believed it should have the prestige of a "methodology".

In 1953, Stephenson published The Study of Behavior: Q-Technique and Its Methodology (84). His stated objective in this book was to describe a way in which it would be possible for studies to be undertaken on single cases (a single person or a single group of interacting persons). He claimed that any person, in principle, could be made the subject of detailed factor and variance analysis. A way was described in which correlational techniques could be applied in an experimental manner, thereby making it more acceptable to a research investigator.

Mowrer questioned Stephenson's emphasis upon the Q-technique as being limited to the "correlation of persons" and the use of factor analysis as the sole means for interpretation. The value of these procedures was not doubted, but Mowrer would have rather expanded use of this technique to encompass other functions and other types of interpretation. In Psychotherapy, Theory, and Research, (56), published in 1953, Mowrer stated that the main characterizing element of the Q-method was its method of scaling and standardizing. In distinguishing this method from other similar procedures, he described use of the "R-technique" (correlating tests over persons), "P-technique" (correlating tests over occasions), and "Q-technique" (correlating occasions over tests). These methods had been developed in the 1940's and were considered progressive logical steps in an extension of the Q-technique.

Rogers (66) and his associates made extensive use of the Q-method in their studies of the outcome of psychotherapy. Certain hypotheses in regard to personality change through investigations of single cases were tested through this method. Rogers believed that the Q-sort technique opened up deep problems of personality dynamics to scientific study. His pioneering efforts in this field were reported in 1954 in Psychotherapy and Personality Change.

The Manual for Q-sort and Random Sets of Personal Concepts by Hilden (37) published in 1954, was an attempt to facilitate research with Q-sort techniques. The manual contained "random sets of personal concepts" and a method for determining stability of correlations obtained in Q-sorts. Hilden emphasized the importance of randomness in selection of items—a procedure which required a universe of terms. A procedure for calculating correlations and Fisher's Z coefficient was worked out in detail and presented in tables for easy reference by an investigator. These tables by Hilden have been repeatedly referred to in later studies by other investigators.

Block (12), in his monograph, The Q-sort Method in Personality Assessment and Psychiatric Research, published in 1961, implemented many of Stephenson's formulations. He reduced Stephenson's highly technical and theoretical propositions to a concrete tool to be used in an assessment of personality. He was primarily concerned with the Q-sort method as it applied to observer-evaulations, whereas in the past it had been extensively employed as a self-descriptive device. Block pointed out confusion generated by close association of the Q-sort method with factor analysis. He agreed with Mowrer that the method should stand in its own right as a valuable scaling technique and might or might not be related to factor analysis. He viewed it as being essentially a rating procedure which quantified observer-evaluations.

Cronbach (18) believed that the initially slow movement of this method as a research tool was also due to its relationship with factor analysis. Factor analysis requires extensive statistical computation and considerable skill in interpreting such data. Although electronic computing devices are more readily available for the computational aspect, skill,

finances, time, and necessary resources are still deterrents. More recent usage of the technique puts less emphasis on factor analysis.

This bare outline of the major developmental trends of the Q-sort method reflects the divergency of emphasis and the confusion of focus which characterized early investigators. Uses to which this method were applied were as varied as the creativity of an investigator. Yet, the Q-sort of today is remarkably uniform in its rationale.

Selection of Q-Items

Varied methods have been proposed for selecting Q-items, but no one procedure has been whole-heartedly accepted by all investigators. Each proposed method tends to have some characteristic which limits its effectiveness. Generally, a research investigator must determine which method is most appropriate in terms of its strengths, weaknesses and its relationship to the focus of the research design.

Stephenson (84) collected his items by three different methods. In his first method, a universe of intended coverage was defined and a list of variables enumerated which were deemed appropriate. These variables then became part of his Q-sort. This method was considered to be too lacking in scientific sophistication and could be too easily influenced by an investigator's bias. In his second method, a universe was defined and all operational statements related to the specific factor within the universe were collected. Random statements from this universe were then selected and served as Q-items. These Q-sorts were considered representative of the universe. Successive sampling from this universe could be readily achieved and thereby be reproduced by other investigators. This method has been used by other investigators as well — especially by Hilden. Objections to

this procedure arise from the unpredictability of a sample, i.e. a sample may not contain an aggregation of items appropriate for a Q-sort. There is no guarantee of representativeness even though the selection is random. Stephenson's third proposal involved a complex analysis of variance design. In this manner he specified the nature and number of items required to fill the positions in the Q-sort. This procedure has lacked acceptance by other research investigators.

Jackson and Bidwell (45) have recommended a less complex method for selecting Q-items. Their procedure requires an investigator to read extensively about the subject, observe the subject if possible, write out many statements, and ask (potential) respondents to submit statements. An investigator then selects items he considers most important and presents them to a panel of judges. Judges are expected to be "experts" in the specific field of inquiry. Judges are asked to classify items selected by an investigator to determine the degree of agreement. Ratings are then compared by Kendall's coefficient of concordance or intra-class correlation which would indicate the extent of agreement among the judges. The greater the degree of agreement among judges, the higher the presumed validity of a Q-instrument.

Block's (12) construction of a Q-sort was determined by his intended use of the instrument. He desired to assess personality and to codify personality formulations for research purposes. Initial statements were selected by an investigator in relationship to his own personal preferences. Each statement was then analyzed with assistance of other professional psychologists with respect to its clarity, importance, and implications as an item in a Q-sort. When a consensus had been reached regarding the acceptance of each item, accepted items were then presented to another group of judges

(psychologists). Each item was again submitted for discussion. Those items which were agreed upon were then subjected to experimental use. Psychologists and psychiatrists, using the Q-instrument with clients, reported their impressions which lead to three different revisions. A final revision incorporated the thinking not only of the author of the instrument but also of two panels of judges and innumerable other investigators who experimented with it.

CHAPTER III

Q-METHODOLOGY

In recent years the progress of knowledge has been assisted by the development of more refined instruments of measurement. In all fields of endeavor some method or technique must be utilized to answer questions relating to how-what-why. Whether it be the logic of a philosopher or an electronic microscope of a biologist, some tool, method, or technique is often a bridge between ignorance and knowledge. No method has yet been developed which is so potent that it can answer all questions in any one field—nor is there much likelihood that such a method or instrument will be developed. Notwithstanding an inability to attain the "perfect" method, the research specialist has continued to strive to improve his current methods and to develop new ones.

Behavioral and social sciences have not been immune to a need for effective tools and techniques. The need to know more about the organism, called man, has always been intense and remains unabated today. Many ways have been devised to try to improve man's understanding of man, but so many questions still remain unanswered that newer and more refined methods are constantly being proposed. Some of these methods have been sufficiently effective to weather the storm of scientific criticism and pragmatic perusal, whereas others have fallen prey to the vicissitudes of progress.

The Q-sort method is one of these techniques which has been developed to facilitate an understanding of man. To date, it has survived the trauma

of scientific skepticism and is gradually being entrenched in the realm of "scientific inquiry". Its position lacks the stability of being an "accepted technique", but it has grown beyond the embryonic stage of development. It now has strength to withstand criticism and flexibility to benefit from modification.

Because Q-methodology forms such an important part of this research project, it seems advisable to present its advantages, limitations, rationale, and the method used in developing the Q-instrument employed in this study. A description of Q-sort procedure and a more detailed presentation of the development of the Q-sort are located in Appendices A through I.

ADVANTAGES OF Q-METHODOLOGY

The Q-sort possesses such flexibility that it can be applied to almost any data—provided that all variables (Q-items) are measured on the same scale.

Cronbach (18) has pointed out some of the psychometric advantages of this method. For instance, it is highly penetrating in its approach to a situation: it avoids the undesirable situations whereby a respondent can say "Yes" to all the favorable items and "No" to all the unfavorable ones. The forced-choice nature of this instrument minimizes the "Don't Know" and "Can't Say" type of response. Since this type of response is minimized and a fairly definite position must be taken by a respondent, scores then become more comparable ("Don't Know" scores do not lend themselves to comparability as readily as "Yes" and "No" type responses). A related advantage is avoidance of response-sets, i.e. the tendency to respond to one item more frequently than other items.

Since every respondent is required to react to the same scale with the same items, differences which occur tend to be a reflection of the viewpoint of the respondent (attitude, personality factor, perception, etc.). Such differences or similarities can then be compared between groups, persons, or within a person himself.

This type of research instrument is readily lent to statistical application, and in many situations normal probability theory can be applied. When the nature of data is non-parametric, certain transformations can be made in order to apply more extensive statistical procedures (e.g. Fisher Z). Correlation coefficients can be easily applied and have special significance, since the statistical approach reinforces the basic rationale of the instrument. On the Q-sort, items at either extreme are considered of most importance and the middle items of less importance. Likewise, in product-moment correlations, end positions are also given the greatest weight with less value placed on mid-positions.

Although the respondent is rarely aware of it, he is theoretically reacting to every item in relationship to every other item in the distribution. In a sense, he is making a preference over other items whenever he selects an item.

Another advantage is that no standard (i.e. normative) is imposed upon a subject—he reacts in terms of his own perceptions and is compared in relationship to his own perceptions. An individual provides his own frame of reference. No normative judgments as to the amount of a given characteristic relative to some reference group are required but, instead, items are arranged in order of their degree of importance as perceived by a respondent (12) (51).

Q-methodology provides data which are "person-centered" and which can yet be quantified and analyzed in a variety of ways. It can be applied to an individual or to a group with equal ease. It provides a convenient means of objectifying impressions and formulations of respondents. In this way extent of agreement among people, in the way in which concepts are employed, can be assessed. It is this feature, according to Livson, which has greatly contributed to its wide acceptance among behavioral scientists.

When assessing advantages of a research technique, reliability of an instrument plays a most important part. Reliability of the Q-sort method has been investigated by various authors: Stephenson reported reliability at .80: Rogers and Dymond found a coefficient of reliability of .86: and Block reported studies of reliability that had coefficients of .93 to .97. These high coefficients are strongly indicative of the value of such a method of research.

One of the most practical advantages of Q-methodology is that large numbers of subjects are rarely necessary to find a relationship between the mean Q-values and some other factor ("Actual"—"Ideal", Respondent—Judges). Edwards (23) as well as Kenny (46) have observed that a small N gives almost the same results as a large N.

LIMITATION OF Q-METHODOLOGY

Deficiencies in the Q-sort method become most obvious when attention is directed toward selection of the Q-items. Selection of items is a particularly crucial problem, yet it is still rampant with controversy. Items must be selected which are not only representative, but which also convey a

uniform understanding. This is a difficult goal to achieve and many Q-sorts fall short of attaining it.

The "forced-choice" nature of a distribution has been repeatedly questioned: however, it has continued to be fundamental to its basic rationale. One argument against the forced-choice approach has been that it loses information which would be retained if an unforced Q-sort were employed. A "forced-choice" eliminates from consideration possible differences among items placed at the same Q-value. A negative reaction to the "forced-choice" type of distribution is sometimes evoked within a respondent because he is required to react in a specific way and is not allowed to express opinions other than those indicated on Q-items. It is possible that a respondent may not agree with some or any of the Q-items: yet he is forced to react to all of them.

Unfortunately, this technique does not involve any assumption about time or causation. Data regarding causation must be obtained by other methods. The rank-ordering technique is approached but incompletely. Rather, categories are defined where various items can be placed which are ordered relative to each other but within which further item discrimination cannot be made.

RATIONALE FOR Q-DESIGN

The Q-sort method as proposed by Stephenson, and later modified by Block, appears to be the most prevalent Q-type instrument currently in use. Various changes have been proposed, e.g., administration of Q-sorts to groups (55), a rectangular-type distribution (51), and an unforced design (92): but piercing through these proposed modifications a fairly consistent

picture of "Q-sortness" emerges. Characteristics which are subsequently described should not be considered absolute but, rather, a reflection of consensus of usage among many current investigators.

Intent of the Q-sort method is to assess similarities and differences among Q-item orderings. In order for comparisons to be made, the method must be uniform from one person (or group) to another, which necessitates use of a "forced type" Q-distribution. This requires Q-items be placed along a continuum with pre-determined sections. A respondent reacts in terms of pre-determined Q-items and places them within specified sections. The respondent can place any Q-item in any blank space. No more than one Q-item can be placed in a blank space although there may be several spaces within a section having the same value.

When the number of sections is fixed, then the number of discriminations in a Q-sort is dependent upon the shape of the distribution. In this study, 45 Q-items are placed in a fixed and specified distribution with each respondent reacting to the same design. It was deemed important that the Q-design approach a normal distribution in order that normal probability-type statistics would be applicable.[1] The Q-design selected for this project is bilaterally symmetrical, unimodal, bell shaped, and the values of the mean, mode, and median coincide (see Statistical Development of Q-design in Appendix B).

Most investigators in Q-sort methodology have agreed upon the necessity of the distribution being symmetrical and unimodal. In a unimodal distribution, there are many items in the middle categories of the continuum

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[1]Livson, Bloch, Stephenson, and others have noted the value of the Q-design being "normal" but others have asserted that the Q-design can be any non-bizarre shape. The shape is dependent upon the kinds of analyses proposed for the resulting data.

and few items in each of the two end categories. For most respondents the extreme judgments (e.g. Most Characteristic—Least Characteristic) are easiest to make: the discriminations in the middle portion of the continuum (e.g. "May or May Not Be Characteristic") are more difficult and less reliable. The middle placement of an item implies that it is less important than an end placement of an item.[2] All Q-items are compared with one another but fine discriminations are not involved for every Q-item. The number of positive Q-items (i.e. appropriate) must equal the number of negative Q-items (i.e. inappropriate).

This type of reasoning was applied to the Q-sort developed in this project in the following manner:

1. 45 Q-items are placed along a continuum with 45 predetermined spaces that approach a normal distribution. The 45 spaces have been sub-divided into 9 sections along the continuum (see Appendix C).

2. The continuum is (theoretically) divided into three main sections (Dimensions) for any one specialty group.
   a. Specialty-Appropriate (S-A) functions
   b. Pupil Personnel Worker (PPW) functions
   c. Specialty-Inappropriate (S-I) functions.

3. Each of the 3 Dimensions contain 15 Q-items for a total of 45 Q-items.

4. The Specialty-Appropriate (S-A) Dimension consists of three categories of 5 Q-items each:
   a. School Counselor (SC)
   b. School Diagnostician (SD)
   c. Visiting Teacher (VT)

   The Q-items for each category have been judged representative of that specific category and yet <u>not</u> representative of the other two categories. EXAMPLE: In the SC category the Q-items have been judged appropriate to SCs but not to SDs and VTs.

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[2]Block, in comparing a rectangular distribution with a symmetrical unimodal distribution, points out how the latter facilitates the sorting of the items since the discriminations in this type distribution would be fewer in number at each end point. In a rectangular distribution there would be as many end discriminations as there would be middle discriminations.

5. The Pupil Personnel Worker (PPW) Dimension consists of 15 Q-items which have been judged characteristic of all 3 groups. Each Q-item is an appropriate function for SCs, SDs, and VTs. EXAMPLE: "Confer with teachers to obtain information about pupils."

6. The Specialty-Inappropriate (S-I) Dimension consists of three categories of 5 Q-items each. Each S-I category has a counter-balancing effect on a S-A category.
   a. SD + VT (To balance the SC category)
   b. SC + VT (To balance the SD category)
   c. SC + SD (To balance the VT category)
   The SD + VT category consists of Q-items characteristic of SDs and VTs but not of SCs. Likewise, the SC + VT category contains Q-items representative of SCs and VTs but not of SDs.

In summary the Q-sort consists of 45 Q-items distributed accordingly:

1. Specialty-Appropriate Dimension (15 Q-items)
   a. SC category (5 Q-items)
   b. SD category (5 Q-items)
   c. VT category (5 Q-items)

2. Pupil Personnel Worker Dimension (15 Q-items)

3. Specialty-Inappropriate Dimension (15 Q-items)
   a. SD + VT category (5 Q-items)
   b. SC + VT category (5 Q-items)
   c. SC + SD category (5 Q-items)

RATIONALE AND PROCEDURE FOR SELECTION OF Q-ITEMS

Little uniformity exists among research specialists regarding selection of Q-items. Cronbach (18) notes that almost any set of statements could be the basis for a Q-sort, but also warns that selection of items makes a great difference in results that are obtained. Global homogeneous-type items would expect to result in high correlations, whereas specific idiosyncratic characteristics might result in low correlations. Mowrer (56) points out that society-bound or role-bound characteristics tend to insure results which would group or "factor" individuals into special roles, and that an investigator should be wary of such items, unless of course they conform to the focus of the research.

Some investigators (38) (55) (89) maintain that items should be a random sample from a universe — a universe which must be obtained and quantified. Other investigators (11) (49) (66) have relied upon the panel method for selecting items, and some have found that a combination of both procedures has proven fruitful. Still others (18) (41) (45) (66) have been satisfied with the procedure of arbitrarily selecting items from varied sources which appear pertinent to the intent of the investigation.

Jackson and Bidwell (45) note that in selecting items it is important to gather statements which are close to the symbolic processes of the subjects of the study — especially in regard to content and form of expression. The statements should seem natural or appropriate to the respondent, readily evoking responses relevant to the study and thereby contributing to the validity of the instrument.

The selection procedure of Q-items in this project was based on recommendations and findings of Goodling and Guthrie (30), Stephenson (84), Block (12), Cronbach (18), Mowrer (56), Embree (24), and Jackson and Bidwell (45). The following principles were adhered to as closely as possible although all Q-items did not meet all of these principles:

1. The Q-sort should be balanced with:
   a. Positive items
   b. Negative items
   c. Neutral items[1]

2. Statements being compared should have about the same average degree of desirability, over the entire population. If statements range from black to white, the sorts by different persons will be about the same and the method becomes insensitive.

3. Each statement should have substantial variance, in that different persons put it in different groups. The statements should have

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[1]This is a modification of Dr. Royal Embree's method of using "ambivalent" statements. This method allows for the practical consideration of neutral items which are similar to but yet different from both positive and negative items.

a maximum amount of inter-subject variability: this increases the Q-instrument's differentiating power.

4. The statements should have some logical similarity, but correlation among the statements is generally undesirable.

5. The statement should be a sample from a universe and must permit a comprehensive description of the factor being investigated.

6. Each statement should be written in a theoretical neutral form, i.e. the personal theoretical bias of the investigator should not be reflected in the Q-sort item. The statement should be phrased in a neutral manner and should not be evaluative: it should have neither strongly negative nor strongly positive terms attached to it.

7. Each statement should suggest a continuum rather than have either/or implications. The saliency of an item should be expressed by its placement rather than by its wording.

8. Each statement should express a single element. Double-barreled phrasing should be avoided. EXAMPLE: "Confers with pupils and parents regarding achievement".

9. Each statement should be conceptually independent of each other—even though the items might be functionally related. EXAMPLE: "Counsels with pupils regarding vocational and emotional problems".

10. Related but not equivalent statements might be included.
EXAMPLE: a) "Help teachers to understand pupils"
b) "Interpret pupil test scores to teachers"
Both items are related but not equivalent.

11. When dimensions are used, then the statements selected for each dimension should be an accurate portrayal of that dimension. (e.g. the School Diagnostician dimension should be an accurate description of school diagnosticians).

12. Each statement should be as free of ambiguity as possible.

13. The statement should neither be too general nor too specific. The focus of the research generally determines the degree of specificity required.

14. The statements should have a minimum amount of intra-subject variability: this increases the instrument's reliability.

In summary, each statement was selected on the basis of it meeting the following criteria: concise, clear, understandable, free from multiple

meanings, appropriately phrased, free from highly charged terms, relevant to the specified dimension, and representative of the factor being investigated.

Method For Obtaining Q-items in this Study

Aligned with the basic rationale proposed by Stephenson and later modified by Block and others, the Q-items in this research project were selected in three phases. The first phase consisted of defining the universe of functions which would be applicable to the focus of this study; the second phase consisted of a perusal of the professional literature and other sources which would elicit information about these functions: and the third phase was concerned with the practical problem of selecting the items for the Q-sort.

In the first phase considerable attention was given to determining the type of functions to be included. It was decided that functions should be limited to four main areas of professional activity:

1. School Counseling and Guidance
2. School Psychological Work
3. School Social Work
4. Pupil Personnel Work (as related to SC, SD, and VT).

It was very tempting to include other Pupil Personnel areas, such as school health, pupil accounting, special education, etc. but the inclusion of these other professional functions would have expanded the study beyond its prescribed focus, so, they were therefore omitted. Likewise, activities which are engaged in by educators not in the pupil personnel field but yet are appropriate to them, as well as to pupil personnel workers, were excluded as much as possible. This was not entirely possible since certain PPW functions were deemed sufficiently important to be retained notwithstanding their overlap into the broader educational field.

The second phase was a natural outgrowth of the first phase. The professional journals and books in the four aforementioned fields were

searched with the intent of gleaning from them whatever was suggestive of role and/or function. This writer's own personal practical experiences as a school psychological worker and school social worker as well as his experiences as a supervisor in the Counseling Laboratory at the University of Michigan were also drawn upon. Discussions with various university personnel and "practitioners" in the field added to the list of functions being compiled. Conferences with and research conducted by personnel from the State (Michigan) Department of Public Instruction contributed to the list of activities being selected. Over 400 functions were compiled. They were related to services of counselors, psychological workers, and social workers employed in public school settings. These 400 functions were reduced to 250 by deleting those which infrequently occurred, were lacking in professional acceptance, overlapped other more important functions, and appeared to be irrelevant to this study.

The third phase consisted of presenting these 250 items in the form of a checklist to university personnel and to "practitioners" in each of the three professional areas (See Appendix E). Fifty-five persons were requested (See Appendix D) to react to this checklist. Fifty-four persons agreed to react. (See Appendix F for table reflecting the distribution of those who agreed to respond by profession and by position.)

On the 250 item checklist each function could be responded to in terms of:

"NONE" (Function was not appropriate to any pupil personnel worker group)

"SC" (Function was appropriate to school counselors)

"SD" (Function was appropriate to school diagnosticians)

"VT" (Function was appropriate to school social workers)

The judge-respondent could respond to one category, or two categories or three categories. The responses were coded in the following manner:

1 = None
2 = SC
3 = SD
4 = VT
5 = SC + SD
6 = SC + VT
7 = SD + VT
8 = SC + SC + VT

Of the 54 individuals who had agreed to respond to the 250 item checklist, returns were obtained from 70 percent of the group: however 66 percent (N = 35) were sufficiently complete to be coded. Appendix G contains tables showing the number of respondents to the checklist and the distribution of respondents by specialty group.

These data were processed through electronic machine procedures (IBM). A frequency tabulation of each item (i.e. function) for the total group as well as for each of the three sub-groups was computed. Each item was then evaluated in terms of its "total group frequency", "sub-group frequency" and its balance among the groups.

"Final Judges"

Seventy-nine items were selected to be presented to a final panel of four judges. Each "final" judge had obtained his Ph.D. degree in one of the three areas being explored and each specialty area was represented by at least one judge. All final judges were full-time staff members at the University of Michigan.

Each final judge was presented with 7 lists totaling 79 functions from which he was requested to rank 45 of the functions plus 14 alternate functions (see Appendix H, Exhibits 1-7). An item was selected for final judging in relationship to one of the following categories:

1. Specialty-Appropriate Functions for School Counselors
2. Specialty-Inappropriate Functions for School Counselors
3. Specialty-Appropriate Functions for School Diagnosticians
4. Specialty-Inappropriate Functions for School Diagnosticians
5. Specialty-Appropriate Functions for Visiting Teachers
6. Specialty-Inappropriate Functions for Visiting Teachers
7. Appropriate Functions for Pupil Personnel Workers

A non-parametric method was used for determining the degree of agreement among the four final judges. The Kendall Coefficient of Concordance (W) was applied since it expresses the degree of association among variables when they are transformed into ranks, ascertains the overall agreement among sets of ranks, bears a linear relation to the average r taken over all the groups, and has been reported as being particularly useful in studies of interjudge reliability (105) (109).

Each of the four "final judges" were presented with the same data from the 250 item checklist, were given the same set of instructions, and responded independently (i.e. without contact with one another) to the data. In each instance, "final judges" were requested to rank functions in terms of their preference of the function as an item to be included in the Q-sort for pupil personnel workers.[1]

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[1]Consensual agreement among judges was determined in the following manner:

1. All items which had been ranked by all four judges were re-ranked in terms of the priority established by the judges.
2. The top 5 items were then selected as characteristic of that dimension.
3. When less than 5 items had been consensually ranked by all four judges, then those items which had the consensual rankings of three judges were used. These items were then re-ranked in terms of the priority established by the three judges.

This procedure was followed until each category had its appropriate number of items.

Table 1 reflects the level of agreement among three of the four "final judges".

TABLE 1

LEVELS OF AGREEMENT AMONG THREE OUT OF FOUR "FINAL" JUDGES AS MEASURED BY KENDALL'S COEFFICIENT OF CONCORDANCE

Dimension	W	Level of Significance
SC-A	1.00	.01
SC-I	.82	.05
SD-A	.62	NS
SD-I	.82	.01
VT-A	.62	NS
VT-I	.82	.05
PPW	.71	.01

Kendall's Coefficient of Concordance (60) (70) was computed with the following formula:

$$W = \frac{12S}{(k^2N)\,N^2-1)}$$

S = sum of squares of the observed deviations from the Mean of the sum of the ranks (Rj):

$$S = \Sigma\,(Rj - \frac{Rj}{N})^2$$

k = number of judges

N = number of items ranked

The coefficient of concordance has been described as being "an index of the divergence of the actual agreement shown in the data from the maximum possible (perfect) agreement." (70, p. 230) Accordingly, the degree of agreement among the judges is reflected by the degree of variance among the (sums of) ranks.

The null hypothesis is applied to W through the value of S. The distribution of S under the null hypothesis has been worked out (non-parametrically) and certain critical values have been tabled. All the dimensions, except PPW, were appropriate to this table. Because the PPW dimension had an N larger than 7, the following chi-square test was applied:

$$x^2 = k(N-1)W$$

$$df = N-1$$

k = number of judges

N = number of items ranked

W = coefficient of concordance (Kendall)

Considerable variation occurred in the W values for "final judges". Interestingly, there was a perfect correlation (positive) among 3 of the 4 judges regarding the School Counselor-Appropriate (SC-A) dimension. This was significant at the .01 level of confidence. Two dimensions (SD-A and VT-A) were somewhat lacking in a high level of agreement among the judges.

All dimensions except SD-A and VT-A were significant at the .05 level of confidence and three dimensions were, in addition, significant at the .01 level. The coefficients of concordance suggest that generally 3 of the 4 judges applied the same standard in ranking the functions in this study. There tended to be consensual agreement among judges as to which items should be included in the Q-sort but less agreement about the priority of selected items.

The 45 Q-items selected for this study by the judges are presented in Appendix I.

RELATIONSHIP BETWEEN THE RANKINGS OF "CHECKLIST JUDGES" AND "FINAL JUDGES"

The rankings of the four "Final Judges" as compared with the rankings of the 35 "Checklist Judges" are shown on Table 2. High correlation coefficients of individual categories as well as the mean $\underline{r}$ of .81 represent a close association between the two types of judges. These data indicate that both types of judges tended to agree regarding the relative rankings of the specific functions.

TABLE 2

CORRELATION OF FUNCTIONS SELECTED BY "CHECKLIST JUDGES" AND "FINAL JUDGES"

Category	r	Level of Significance
School Counselor-Appropriate (SC-A)	.70	.05
School Counselor-Inappropriate (SC-I)	.80	.05*
School Diagnostician-Appropriate (SD-A)	.71	.05
School Diagnostician-Inappropriate (SD-I)	.74	.05
Visiting Teacher-Appropriate (VT-A)	.82	.05*
Visiting Teacher-Inappropriate (VT-I)	.98	.05*
Pupil Personnel Worker (PPW)	.90	.05*
Mean Correlation ($\bar{r}$)	.81	

* also significant at the .01 level of significance

In computing the $\underline{r}$ of the various categories in Table 2, the following Spearman Rank Correlation Coefficient (rho) was applied:

$$r_s = 1 - \frac{6\Sigma d^2}{N^3-N}$$

d = difference between ranks of the two judge groups
N = number of ranked items

This formula was applicable to all categories except that relating to the Pupil Personnel Worker category. Since there were so many ties in the PPW rankings, the following correction formula was applied to this category:

$$r_s = \frac{\Sigma x^2 + \Sigma y^2 - \Sigma d^2}{2\sqrt{\Sigma x^2 \Sigma y^2}}$$

$$\Sigma x^2 = \frac{N^3 - N}{12} - \Sigma Tx \qquad \Sigma y^2 = \frac{N^3 - N}{12} - \Sigma Ty$$

$$Tx = \frac{t_3 - t}{12} \qquad Ty = \frac{t_3 - t}{12}$$

where t equals the number of observations tied at a given rank (70, p. 207).

Although normal probability theory would not be strictly applicable to these two samples (since the subjects were not all randomly selected), a test of significance was still applied in order to determine whether any trends were noted. The "Table of Critical Values of r's, The Spearman Rank Correlation Coefficient" developed by Olds (70, p. 284) was utilized as a quasi-significance test measure.

All categories were significant at the .05 level of confidence with four also significant at the .01 level. Notwithstanding the lack of normalty in this distribution, it might still be inferred that there is a close relationship between the rankings of the "Checklist Judges" and the "Final Judges."

CHAPTER IV

DESCRIPTION OF THE SAMPLE

The sample in this study consists of visiting teachers, school diagnosticians, and school counselors employed in the state of Michigan. Each respondent is expected to have had professional contact with all three types of pupil personnel workers: therefore, the sample includes only those local school districts which have had visiting teachers, school counselors, and school diagnosticians on their staff for at least three school semesters. It was deemed important that each pupil personnel worker have a minimum experiential factor of at least three semesters on a job as a pupil personnel worker and that each worker have a similar time in which to have had contact with other pupil personnel workers. Therefore, only those visiting teachers, school counselors, and school diagnosticians who were employed in September, 1962 (80) (82) (81) and who were still employed in a similar position in January, 1964, are included in this study.

County school systems are omitted since school counselors are rarely employed at this level. The City of Detroit is also omitted because it functions under separate educational legislation and its immense size, and because of its unique manner of employing pupil personnel workers.

Initially, fifty-eight school districts were identified as employing all three types of pupil personnel workers in September, 1962. The sample was reduced to fifty-three districts because potential respondents had changed employment, could not be contacted by mail, or had moved. In all instances these individuals could not be replaced by other sample respondents.

One representative of each specialty group was selected from each school district for a total of three pupil personnel representatives from each district. When there was more than one person in a specialty group in a school system, as was generally the case with school counselors, a table of random numbers was used to select one of the staff members. If a selected person was unavailable as a respondent and there was more than one potential respondent in that district, then an alternate was selected in a similarly random manner.

School counselors, to be selected for this sample, had to devote at least 2/3 of their school time as counselors as indicated in the 1962-63 Directory of Guidance Personnel published by the Department of Public Instruction. The percentage of senior high counselors to junior high counselors, as randomly selected for this study, is fairly well balanced (senior high counselors represented fifty-three percent and junior high counselors forty-seven percent), according to information in the Directory.

In order to be selected, visiting teachers and school diagnosticians had to be formally approved by the Department of Public Instruction (Michigan) and therefore were required to meet at least minimal requirements established by this agency. Visiting teachers were selected from the 1962-63 Directory of Visiting Teachers, and school diagnosticians were selected from the 1962-63 Directory of School Diagnosticians. Both directories are published by the Department of Public Instruction (Esther L. Belcher, Consultant, State of Michigan).

Distribution of Respondents

The fifty-three school districts comprising the sample consist of 159 potential respondents. Replies were received from 154 respondents

(97 percent). Of these 154 respondents, data from 150 respondents (94 percent) were sufficiently complete and accurate to be tabulated. Nine respondents (6 percent) were not tabulated because two school diagnosticians refused to complete the material because it was coded (concern about being identified); two school diagnosticians refused to complete the material because of insufficient knowledge regarding the role of school counselors; one school diagnostician completed the material incorrectly: one school diagnostician did not return the material because he claimed to be too busy: one visiting teacher completed the material incorrectly: two school counselors did not return material — no reason given.

Repeated follow-up procedures (letters, telephone calls, personal contacts, sending out duplicate materials, etc.) were employed to facilitate return of materials.

Complete materials were received from all three pupil personnel groups in 46 of the 53 school districts. Table 3 reflects the number and percentage of returns by specialty group.

TABLE 3

DISTRIBUTION OF RESPONDENTS

Specialty Group	Number of Respondents Who Returned Data	Percent of Respondents Who Returned Data	Number of Tabulated Respondents	Percent of Tabulated Respondents
School Diagnosticians	50	94%	47	89%
Visiting Teachers	53	100%	52	98%
School Counselors	51	96%	51	96%
Total	154	97%	150	94%

PERSONAL DATA SHEET

A Personal Data Sheet (PDS) was developed in order to obtain demographic information about respondents. The Personal Data Sheet was designed in such a manner as to expedite its completion by respondents as well as to facilitate tabulation of its contents for electronic computing procedures. (See Appendix J for sample copy.) The PDS consists of seventy-one items, and the final form is the product of several revisions. Trial runs on each revised PDS form were conducted on pupil personnel workers who were not part of the sample.

A PDS was mailed to each respondent along with Q-sort material. The material was then returned by mail to the investigator for coding and IBM processing. A Statistical Problem Oriented Syntactic Encoder electronic computer program was applied to the data. This program computed frequency distributions and percentages for each item on the PDS. The following material is a compilation of results from the Personal Data Sheets. These data were completed by individual respondents but are reported herein by specialty groups. (Appendix K contains a more detailed presentation of the data.)

CHARACTERISTICS OF RESPONDENTS

Age and Sex of Respondents

Since this investigation is of an exploratory nature and background information regarding pupil personnel workers in Michigan is so meager, basic variables, such as age and sex of the respondents, are described in this section.

Age

As a group, visiting teachers are older than school counselors or

diagnosticians with 53 percent of visiting teachers forty-six years of age or older. Only 11 percent of diagnosticians are forty-six years or older. The median age for school counselors and diagnosticians is thirty-eight whereas the median age for visiting teachers is forty-five.

Sex

Male workers outnumber female workers by almost two to one in the counselor and diagnostician groups. The opposite occurs among visiting teachers, with females outnumbering males by a margin of three to one.

Preferred Title

The title by which a professional person prefers to be called, to a great extent, reveals his attitude towards his position. When the title agrees with role expectations then role harmony, within the group, would not be unexpected but when the opposite occurs, role harmony becomes suspect. Responses to this item are described below.

Seventy-one percent of school counselors express satisfaction with the title of "school counselors", whereas 21 percent of school diagnosticians and 35 percent of visiting teachers desire to retain their titles. School diagnosticians show a preference for the title of "School Psychologist". Visiting teachers are less emphatic in their desire to claim the title of "school social worker." A considerable number of respondents (19 percent) indicate they have no preference in regards to a title for their respective positions.

Six percent of all respondents prefer an administrative-type title with school counselors outnumbering visiting teachers almost three to one in this preference. An item was coded "administrative" if the response suggested that the position required the exercising of authority over other

staff members. Such responses included titles, such as Director of Counseling, Director of Guidance, Counselor Coordinator, Director of Special Education, and Visiting Teacher Department Chairman.

Educational Experiences Prior to Pupil Personnel Work

Most pupil personnel workers bring with them an assortment of skills derived from varied experiences in the field of education. Skills (and attitudes) which are applied as pupil personnel workers are not determined solely by the respondents' experiences as pupil personnel workers, but also by their experiences prior to becoming pupil personnel workers. The frequency of occurrence and length of time in previous educational positions are described in this section.

Experience as Elementary Teacher (K-6)

Visiting teachers outnumber school counselors and school diagnosticians in experience at the elementary school level. Fifty-eight percent of visiting teachers report teaching experience, ranging from one to over ten years, at the elementary level. School counselors and school diagnosticians report that about 25 percent of each of their groups have had similar experiences at this level. Interestingly, 21 percent of visiting teachers have had ten or more years experience as an elementary teacher prior to their present position as a visiting teacher. (This suggests that visiting teachers carry with them a wealth of educational experience as well as attitudes and behavior characteristics of elementary teachers.)

Experience as Junior High Teacher (7-9)

A reverse situation occurs with visiting teachers and school counselors

in regards to experience as a junior high teacher. In this situation 64 percent of school counselors have taught as junior high teachers whereas only 37 percent of visiting teachers claim this experience. The same percentage of school diagnosticians (25 percent) claim experience as a junior high teacher as claim experience as an elementary teacher: only 4 percent of school diagnosticians report experience of more than four years in this area.

Experience as Senior High Teacher (10-12)

Sixty-eight percent of counselors report experience as a senior high teacher with 44 percent having had four years or more in this area. Almost 14 percent have had a teaching position at the high school level for ten years or longer. This contrasts with the school diagnostician group of 17 percent and visiting teacher group of 27 percent who have had experience as teachers in senior high schools.

TABLE 4

TEACHING EXPERIENCES OF SCHOOL COUNSELORS, SCHOOL DIAGNOSTICIANS, AND VISITING TEACHERS

TYPE OF EXPERIENCE	SCHOOL COUNSELOR	SCHOOL DIAGNOSTICIAN	VISITING TEACHERS
	Percent with Experience	Percent with Experience	Percent with Experience
ELEMENTARY SCHOOL	25%	25%	58%
JUNIOR HIGH SCHOOL	63%	25%	47%
SENIOR HIGH SCHOOL	68%	17%	27%

Table 4 compares the experience of the three groups at the various teaching levels. School counselors report the greatest experiential background

in the junior and senior high levels whereas visiting teachers report having had more experience at the elementary level. School counselors reflect an overall greater percentage of members with teaching experience than do school diagnosticians or visiting teachers. A possible reason for this difference is the state regulations for visiting teachers which state that a teaching certificate is one of the prerequisites for approval (although experience as a teacher is not so indicated). School diagnosticians can obtain approval by the Department of Public Instruction for their position, in addition to other requirements, by either being a member of the Michigan (or American) Psychological Association or completing the requirements for a teaching certificate. School diagnosticians and visiting teachers can, therefore, be approved for their positions without being employed as teachers, whereas counselors are generally employed as teachers initially and later "promoted" to the position of counselor.

Experience as Special Education Teacher

Almost 13 percent of school diagnosticians report previous experience as a teacher of special education as contrasted to 2 percent of school counselors and 8 percent of visiting teachers. Less than 8 percent of all respondents indicate previous experience in this area.

Experience as College Teacher

Nearly 28 percent of the school diagnostician group states that they have had college training experience with 12 percent reporting four or more years experience in this area. Almost 10 percent of school counselors and 8 percent of visiting teachers have taught college with the majority having taught three years or less.

Experience as Assistant-Principal

Eight percent (N=4) of school counselors and 6 percent (N=3) of visiting teachers state previous experience in an administrative capacity as assistant principal. Only 2 percent (N=1) of school diagnosticians report this experience.

Experience as Pupil Personnel Workers

The type and length of experience, as a pupil personnel worker, would be expected to contribute to a respondent's perception of a specific role within the field of pupil personnel services. The more varied experience a respondent has in pupil personnel work the greater the possibility for understanding several roles in the field, and the longer the length of experience the greater the opportunity for professional contacts with other pupil personnel workers and thereby possibly increasing awareness of the role of other pupil personnel workers.

Length of Time Employed in Present Position

As a group school diagnosticians have had less time on the job than either school counselors or visiting teachers: 53 percent of school diagnosticians have been employed in their position for three years or less. Relatively few school diagnosticians (14 percent) have been employed in their job for more than seven years whereas 54 percent of visiting teachers and 33 percent of school counselors have maintained the same position for seven years or longer.

Almost 75 percent of school counselors report no previous experience as a school counselor: this suggests that for these respondents, their perception of their role and function has been highly influenced by their one and only position as counselor.

TABLE 5

PREVIOUS EXPERIENCE AS SCHOOL COUNSELOR

SPECIALTY GROUP	YEARS NONE f	%	1-3 f	%	4-6 f	%	7-9 f	%	10+ f	%	Total f	%
School Counselors	38	74.51	5	9.80	1	1.96	3	5.88	4	7.84	51	100
School Diagnosticians	39	82.98	7	14.89	1	2.13	0	0.00	0	0.00	47	100
Visiting Teachers	48	92.31	3	5.77	0	0.00	1	1.92	0	0.00	52	100
Total	125	83.33	15	10.00	2	1.33	4	2.67	4	2.67	150	100

Seventeen percent of school diagnosticians report previous experience as a school counselor which suggests that about one out of six responding school diagnosticians should be intimately acquainted with the role of the counselor.

TABLE 6

PREVIOUS EXPERIENCE AS SCHOOL DIAGNOSTICIAN

SPECIALTY GROUP	YEARS NONE		1-3		4-6		7-9		10+		NR		Total	
School Counselors	51	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	51	100
School Diagnosticians	33	70.21	5	10.64	5	10.64	2	4.26	1	2.13	1	2.13	47	100
Visiting Teachers	51	98.08	1	1.92	0	0.00	0	0.00	0	0.00	0	0.00	52	100
Total	135	90.00	6	4.00	5	3.33	2	1.33	1	0.67	1	0.67	150	100

Table 6 indicates that almost 30 percent of school diagnosticians report previous experience as diagnosticians and 2 percent (N=1) of visiting teachers indicate previous work in this area. Previous experience of school diagnosticians as school diagnosticians compares favorably with previous experience of school counselors as school counselors.

TABLE 7

PREVIOUS EXPERIENCE AS VISITING TEACHER

SPECIALTY GROUP	YEARS NONE		1-3		4-6		7-9		10+		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
School Counselors	51	100.00	0	0.00	0	0.00	0	0.00	0	0.00	51	100
School Diagnosticians	47	100.00	0	0.00	0	0.00	0	0.00	0	0.00	47	100
Visiting Teacher	38	73.08	5	9.62	5	9.62	2	3.85	2	3.85	52	100
Total	136	90.67	5	3.33	5	3.33	2	1.33	2	1.33	150	100

Almost 27 percent of the visiting teacher group, as noted in Table 7, reports work as visiting teachers prior to their present visiting teacher position. No school counselors or school diagnosticians claim experience in this area. The previous experience of visiting teachers as visiting teachers also compares favorably with previous experience of school diagnosticians as school diagnosticians and school counselors as school counselors.

Vocational Aspirations

An indication of role satisfaction can be gleaned from comparison of respondents' current position with their aspirations for a position in the future. It would be expected that those who desire to remain in their current position are more satisfied with their role than those who desire to change. The desired direction for change can reflect evidence of the respondents' current attitudes. For example: school diagnosticians who aspire to become Directors of Pupil Personnel would be expected to be in the process of familiarizing themselves with all aspects of this field and not be concerned solely with their own role as school diagnosticians; and, therefore, would have developed certain attitudes toward the school counselors' role. The following material describes the vocational aspirations of the respondents.

According to Table 8, almost 57 percent of school counselors prefer to remain in some phase of counseling with students: an additional 20 percent aspire to the position of director of guidance. In total, 77 percent of the school counselor group plans to maintain an identification with counseling and guidance, per se. Fourteen percent of school counselors hope to move out of the school counselor area of work.

In comparison, 23 percent of school diagnosticians desire to maintain their current allegiance to school psychology: this percentage is more than doubled to 56 percent when those school diagnosticians are included who also hope to become a director of psychological services. The remaining 43 percent aspire to positions related to, yet distinct from, the position of school psychologist or school diagnostician.

Of the 47 school diagnostician respondents, one (2 percent) desires

TABLE 8

SCHOOL POSITION DESIRED TEN YEARS FROM NOW

DESIRED POSITION	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
Counselor (K-6)	0	0.00	1	2.13	0	0.00	1	0.67
Counselor (7-9)	6	11.76	0	0.00	1	1.92	7	4.67
Counselor (10-12)	14	27.45	0	0.00	0	0.00	14	9.33
Counselor (College)	9	17.65	0	0.00	0	0.00	9	6.00
School Psychologist	0	0.00	10	21.28	2	3.85	12	8.00
School Diagnostician	2	3.92	1	2.13	0	0.00	3	2.00
Visiting Teacher	0	0.00	0	0.00	18	34.62	18	12.00
College Teacher	3	5.88	10	21.28	3	5.77	16	10.67
Principal	5	9.80	0	0.00	0	0.00	5	3.33
Director of Guidance	10	19.61	2	4.26	1	1.92	13	8.67
Director of Psychological Services	0	0.00	11	23.40	0	0.00	11	7.33
Supervisor of Visiting Teachers	0	0.00	0	0.00	13	25.00	13	8.67
Director of Special Education	0	0.00	4	8.51	4	7.69	8	5.33
Director of Pupil Personnel Service	2	3.92	8	17.02	8	15.38	18	12.00
Other	0	0.00	0	0.00	1	1.92	1	0.67
No Response	0	0.00	0	0.00	1	1.92	1	0.67
Total	51	100.00	47	100.00	52	100.00	150	100.00

to remain a school diagnostician and ten (21 percent) state their desire to be school psychologists. Combining these two positions results in a total of 23 percent of the school diagnostician respondents who prefer to remain in the "front ranks" of school psychology. Fifty-three percent of the school diagnostician respondents prefer an administrative position within a Pupil Personnel Services framework, and 21 percent aspire to a college teaching position.

Almost 35 percent of visiting teachers plan to continue in their status as visiting teachers with an additional 25 percent hoping to become supervisors of visiting teachers, totaling 60 percent who wish to remain active in the visiting teacher area. Eight percent (N=4) of visiting teachers state their desire to move out of the visiting teacher field.

In noting group shifts, 2 percent of school diagnosticians (N=1) hope to become elementary counselors, and 2 percent of visiting teachers (N=1) hope to become junior high counselors. Although no school diagnosticians or school counselors indicated a desire to become visiting teachers, 4 percent (N=2) of visiting teachers aspire to be school psychologists: in addition, 4 percent (N=2) of school counselors desire to be school diagnosticians.

When the data are viewed in terms of administrative-type aspirations the following break-down becomes apparent:

> 33 percent of school counselors aspire to an administrative-type position
>
> 53 percent of school diagnosticians aspire to an administrative-type position
>
> 25 percent of visiting teachers aspire to an administrative-type position (if the position "Supervisor of Visiting Teachers" is interpreted as being administrative then the total becomes 50 percent).

About 45 percent of all three groups aspire to some administrative position and 11 percent to college teaching: the remaining 44 percent desire to remain in the "front ranks" of their professional specialty.

Salary Levels of Pupil Personnel Workers

Rarely do specialist groups in the field of education determine their own salary schedules, rather they tend to be established by administrators and boards of education. The salary earned by a professional group indicates, to a certain extent, the need for as well as the prestige and responsibilities attributed to a profession by others. Since salary levels and length of employment of pupil personnel workers are relatively unknown entities in the state of Michigan, salary comparisons among counselors, visiting teachers, diagnosticians, and teachers are herein described.

Salary

Almost the same percentage (36 percent) of each professional group is earning $7,999 or less per year with all groups earning $10,999 or less. A higher percentage of school diagnosticians (23 percent) than either school counselors or visiting teachers are earning a salary exceeding $9,000. This higher school diagnostician salary is in contrast to the years of experience reported by the three groups: 15 percent of school diagnosticians have been on the job more than six years whereas 33 percent of school counselors and 50 percent of visiting teachers have had more than six years of experience. This suggests that generally school diagnosticians are receiving a higher salary than visiting teachers or school counselors even though they have had less experience in their current professional positions. The higher salary for some school diagnosticians might be due to 11 percent

of school diagnosticians who are employed for twelve months; no visiting teachers or school counselors in this sample are employed on a twelve month basis.

Salary Comparisons with Teachers

The majority of school diagnostician and visiting teacher respondents reports salaries above the teacher's salary schedule, and, by comparison above the school counselor's salary schedule. For instance, 52 percent of school diagnosticians claim a salary of $500 or more above the teacher's salary whereas only 18 percent of school counselors make this claim.

Eighty-three percent of school diagnosticians are paid at a higher salary than the teachers in their respective school districts with 62 percent of the responding school diagnosticians earning up to $899 more than teachers per year.

Seventy-three percent of visiting teachers are paid above the teacher's salary schedule in their school districts with 67 percent of visiting teachers earning up to $899 per year more than teachers.

Forty-one percent of school counselors earn more than teacher's salary with 37 percent earning up to $899 per year more than teachers. The remaining 59 percent of school counselors report their salary schedule the same as teachers.

Length of Employment per School Year

The majority of each group specialty is employed for a ten month school year. Notable exceptions are 11 percent of school diagnosticians who work twelve months and 21 percent of all pupil personnel workers who are employed for ten and one-half months.

Administrative Structure

The type of administrative organization within a school facility can influence the degree of cohesion existent in a professional role. The administrator to whom a worker is responsible can determine, to a great extent, role expectations of that worker. Likewise, when different specialty groups are within the same department, interaction among the groups is facilitated, a condition which would possibly contribute to increased awareness of group roles by respective members.

TABLE 9

PERSON TO WHOM PUPIL PERSONNEL WORKER IS PRIMARILY RESPONSIBLE

PERSON TO WHOM RESPONSIBLE	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
Asst-Principal	5	9.80	0	0.00	0	0.00	5	3.33
Principal	36	70.59	0	0.00	1	1.92	37	24.67
Director of Guidance	6	11.76	0	0.00	0	0.00	6	4.00
Director of Psychological Services	0	0.00	6	12.77	2	3.85	8	5.33
Director of Special Services	0	0.00	4	8.51	6	11.54	10	6.67
Director of Special Education	0	0.00	12	25.33	13	25.00	25	16.67
Director of Pupil Personnel Services	3	5.88	9	19.15	13	25.00	25	16.67
Asst-Superintendent	1	1.96	7	14.89	12	23.08	20	13.33
Superintendent	0	0.00	9	19.15	5	9.62	14	9.33
Total	51	100.00	47	100.00	52	100.01	150	100.00

Table 9 indicates that 80 percent of school counselors state that they are primarily responsible to either the assistant-principal or principal of their building. This is in direct contrast to school diagnosticians who report no primary responsibility to a principal, and to the visiting teachers of whom only 1.92 percent (N=1) report primary responsibility to this school official.

On the other hand. 34 percent of school diagnosticians and 33 percent of visiting teachers claim the assistant-superintendent or superintendent as the person to whom they are primarily responsible.

It appears that the position. "Director of Guidance" is not as well entrenched as some of the other "Director" positions in the pupil personnel area. For example, only 12 percent of school counselors acknowledge a primary responsibility to this position whereas 26 percent of school diagnosticians and 25 percent of visiting teachers maintain a responsibility to the "Director of Special Education". One of the probable reasons for this difference is due to the principal's tendency to act as "Director of Guidance" as well as being chief administrative officer of the school building.

School counselors tend to be responsible to the same administrator (e.g. principal) to whom regular class-room teachers are also responsible: whereas visiting teachers and school diagnosticians tend to be responsible to administrators (e.g. Director of Pupil Personnel Services) not directly involved with the regular classroom teachers. Visiting teachers and school diagnosticians are most often responsible to an administrator with a clinical-type title (e.g. Director of Psychological Services) whereas school counselors are responsible to an administrator with an educational-type title.

In order for a school district to be selected for the sample, it was determined beforehand that the district had at least one each of the following;

visiting teachers, school diagnosticians, school counselors. Some interesting inconsistencies appeared when members of each group responded in terms of how many staff members in each specialty group were employed in their (i.e. the same) school district.

- 18 percent of school counselors report that no school diagnosticians are employed in their district. It is possible that the school diagnostician is perceived as a school psychologist since 54 percent of the school counselors report that they have school psychologists in their district.

- 54 percent of school counselors report a school psychologist whereas only 38 percent of the school diagnosticians and visiting teachers report such a worker in their district: yet the same school districts are represented in the sample.

- 17 percent of school diagnosticians did not respond to the item relating to the number of school psychologists in their district: (and 15 percent did not respond to the number of school diagnosticians in their district).

TABLE 10

NUMBER AND PERCENT OF PUPIL PERSONNEL WORKERS IN SAME DEPARTMENT

SAME DEPARTMENT	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
No	42	82.35	34	72.34	40	76.92	116	77.20
Yes	9	17.65	12	25.53	11	21.15	32	21.44
No Response	0	0.00	1	2.13	1	1.92	2	1.36
Total	51	100.00	47	100.00	52	99.99	150	100.00

Visiting teachers, school diagnosticians, and school counselors are in general agreement that their respective positions are not within the same administrative department (see Table 10). This coincides with the data

presented earlier which show that various groups are responsible to different types of administrators.

Eighty-one percent of school diagnosticians report they have one or more professional contacts a week with visiting teachers but only 33 percent of school counselors report a similar frequency of professional contact with visiting teachers regarding professional situations as infrequently as once a month and sometimes no contact at all.

Fifty-eight percent of visiting teachers report contact at least once a week with junior high counselors and 26 percent report such contact with senior high counselors. Fewer school diagnosticians (43 percent) than visiting teachers report such contact with junior high counselors and about the same percentage of school diagnosticians (28 percent) as visiting teachers (26 percent) report similar professional contact with senior high counselors.

Fifty-five percent of visiting teachers claim professional contact with school diagnosticians at least once a week; in addition, 28 percent of visiting teachers claim such contact with school psychologists. This contrasts with 10 percent of school counselors who claim at least once a week contact with school diagnosticians and 12 percent who claim such contact with school psychologists. It appears that visiting teachers confer with school psychological workers more often than do school counselors.

An interesting discrepancy occurs between visiting teachers and school diagnosticians regarding their responses to frequency of contact with each other. Eight-one percent of school diagnosticians report professional contacts with visiting teachers at least once a week whereas 55 percent of visiting teachers (plus 14 percent who also contact school psychologists) claim such contact with school diagnosticians.

School Districts and Pupils Serviced by Pupil Personnel Workers

Size and type of a school district as well as the age of "pupil-clients", can determine, within limitations, how a pupil personnel worker functions. Contacts with elementary school-age pupils in a small rural school district might differ considerably from contacts with secondary school-age pupils in a large urban school district and thereby influence the role of pupil personnel workers involved.

TABLE 11

TYPE OF SCHOOL DISTRICTS

TYPE	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
Urban	17	33.33	21	44.68	23	44.23	61	40.67
Suburban	33	64.71	26	55.32	27	51.92	86	57.33
Rural	1	1.96	0	0.00	2	3.85	3	2.00
Total	51	100.00	47	100.00	52	100.00	150	100.00

Very few rural school districts are represented in this sample; presumably because of the criterion used in selection — that each school district employ at least one of each of the specialties of visiting teacher, school counselor, and school diagnostician. Many rural districts apparently do not employ all three specialties.

The median number of pupils in all reported school districts approaches 10,000, with the 5,000 - 9,999 range occurring most often in all three groups. Twelve percent report a school population exceeding 25,000.

Academic Level of Pupils Serviced by Pupil Personnel Workers

Table 12 indicates that most visiting teachers (58 percent) concentrate their efforts at the elementary level with some (17 percent) working at both elementary and junior high levels. Twenty percent respond to referrals at all levels. In this sample, at least 95 percent of visiting teachers function at the elementary level.

TABLE 12

ACADEMIC LEVEL OF PUPILS WITH WHOM PUPIL PERSONNEL STAFF WORK

LEVEL	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
Elementary Only (K-6)	0	0.00	13	27.66	30	57.69	43	28.67
Junior High Only (7-9)	19	37.25	0	0.00	1	1.92	20	13.33
Senior High Only (10-12)	30	58.82	0	0.00	0	0.00	30	20.00
Both Elementary and Junior High	0	0.00	4	8.51	9	17.31	13	8.67
Both Junior High and Senior High	2	3.92	0	0.00	1	1.92	3	2.00
All Levels	0	0.00	29	61.70	10	19.23	39	26.00
No Response	0	0.00	1	2.13	1	1.92	2	1.33
Total	51	100.00	47	100.00	52	100.00	150	100.00

Counselors respond to a different school population. No counselor reports working at the elementary level whereas 100 percent of school counselors report working at either the junior high and/or senior high levels. Sixty-two percent of school diagnosticians function at all levels with 28 percent working at the elementary level only.

In general, visiting teachers tend to function at the elementary level, school counselors at the secondary level and school diagnosticians at all levels.

Educational Background of Respondents

The type and level of academic training workers have experienced can influence their perceptions of their own role as well as the role of others. It would be expected that the more closely aligned the worker's background is to other workers the more similar their perceptions. Types of degrees earned and year obtained by respondents are discussed in the ensuing paragraphs.

TABLE 13

ACADEMIC TRAINING - BACHELOR'S DEGREE

ACADEMIC FIELD	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
Natural Science (chemistry, biology, math, etc.)	6	11.76	3	6.38	3	5.77	12	8.00
Social Science (psychology, sociology, anthropology, etc.)	12	23.53	26	55.32	16	30.77	54	36.00
Humanities (English, language, art, philosophy, etc.)	5	9.80	3	6.38	3	5.77	11	7.33
Technical (engineering, nursing, architecture, etc.)	0	0.00	0	0.00	0	0.00	0	0.00
Business Administration (economics, accounting, etc.)	1	1.96	1	2.13	3	5.77	5	3.33
Education (elementary, secondary, etc.)	27	52.94	14	29.79	27	51.92	68	45.33
Total	51	100.00	47	100.00	52	100.00	150	100.00

The educational background of the three groups reflects some differences at the bachelor's degree level. Fifty-two percent of school diagnosticians obtained their degree in a Social Science area with 30 percent earning it in Education. School counselors and visiting teachers both showed a greater number of degrees (52 percent) earned in Education than in any other area. The Social Science area ranked second for both school counselors (24 percent) and visiting teachers (31 percent).

TABLE 14

ACADEMIC TRAINING - MASTER'S DEGREE

ACADEMIC FIELD	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
No Degree	2	3.92	1	2.13	1	1.92	4	2.67
Elementary Education	0	0.00	0	0.00	8	15.38	8	5.33
Secondary Education	9	17.65	1	2.13	2	3.85	12	8.00
Educational Administration	9	17.65	0	0.00	2	3.85	11	7.33
Counseling and Guidance	28	54.90	9	19.15	10	19.23	47	31.33
School Psychology	0	0.00	2	4.26	0	0.00	2	1.33
Educational Psychology	0	0.00	12	25.53	2	3.85	14	9.33
Clinical Psychology	0	0.00	17	36.17	1	1.92	18	12.00
Social Work	1	1.96	0	0.00	12	23.08	13	8.67
Special Education	0	0.00	1	2.13	8	15.38	9	6.00
Social Science	2	3.92	0	0.00	1	1.92	3	2.00
Psychology (Lib. Arts)	0	0.00	4	8.51	0	0.00	4	2.67
Visiting Teacher	0	0.00	0	0.00	4	7.69	4	2.67
Other	0	0.00	0	0.00	1	1.92	1	.67
Total	51	100.00	47	100.00	52	100.00	150	100.00

Master degrees in the field of Counseling and Guidance and Psychology account for over 57 percent of all respondents. The two fields are almost equally represented with school counselors obtaining most degrees in Counseling and Guidance and school diagnosticians earning most degrees in psychology. More master's degrees are earned by visiting teachers in Social Work (23 percent of visiting teachers) than in any other field. Among visiting teachers, degrees in Counseling and Guidance ranked second (19 percent of visiting teachers). Almost 98 percent of all respondents had completed at least a master's degree.

The type of master's degree earned by visiting teachers was not always clearly reported. This might be because some visiting teachers had already completed a master's degree and then returned to the university for additional academic work in the visiting teacher area without obtaining another degree. Also, the universities lack uniformity in terms of which department is responsible for the training of visiting teachers. The School of Social Work is always involved in the training of visiting teachers but the major department might be in Educational Psychology, Special Education, Counseling and Guidance or Social Work.

In degrees earned beyond the master's level, 13 percent of school diagnosticians report a specialist's degree and 17 percent report a doctoral degree. No school counselors or visiting teachers report having earned a doctoral degree; 2 percent of visiting teachers report a specialist's degree and no school counselors report a specialist's degree.

Year Bachelors Degree Obtained:

The bachelor's degree was obtained by 78 percent of school diagnosticians within the last 15 years (1949 +) whereas only 36 percent of

visiting teachers and 46 percent of school counselors earned their bachelor's degree within such a recent time. This suggests that school diagnosticians tend to be more recent products of the universities than either school counselors or visiting teachers.

Year Masters Degree Obtained:

Almost 98 percent of all respondents possess a master's degree with most degrees earned during the period between 1955 and 1957. Sixty-five percent of school counselors and school diagnosticians earned their master's degree since 1955 whereas only 45 percent of visiting teachers earned their master's degree during this time. This suggests that, for the most part, visiting teachers' graduate work is of an earlier vintage than school counselors' and school diagnosticians' graduate work.

Educational Aspirations:

Forty-one percent of school diagnosticians state they are currently working toward an advanced degree (11 percent on a specialist and 30 percent on a doctoral).

Almost 30 percent of school counselors are in the process of earning another degree with 14 percent seeking a specialist degree, 10 percent a doctoral and 6 percent a master's degree.

Fewer visiting teachers (20 percent) are working toward an advanced degree with 4 percent seeking a doctoral degree. (It should be noted that the Master's Degree of Social Work held by 23 percent of visiting teachers requires almost two full years of graduate work and is considered by some as equivalent to a Specialists degree).

Membership in Professional Organizations

Professional membership in organizations reflects the level of professional maturity as well as the professional interest of a person. Memberships by pupil personnel workers in the most prominent professional organizations are considered herein.

In terms of professional affiliation with national organizations school diagnosticians reflect more membership in the American Psychological Association (49 percent) than school counselors do in the American Personnel and Guidance Association (37 percent) or visiting teachers in the National Association of Social Workers (37 percent).

At the state level 62 percent of school diagnosticians are members of the Michigan Psychological Association* and 53 percent belong to the Michigan Society of School Psychologists. School counselors report 51 percent of their respondents as belonging to the Council of Michigan Guidance and Personnel Organizations. One hundred percent of visiting teachers report membership in the Michigan Visiting Teachers Association.

At the local level 96 percent of visiting teachers report that they are enrolled in a regional visiting teacher group whereas only 55 percent of school diagnosticians are enrolled in a local psychological association. Seventy-five percent of school counselors are members of a local chapter of counselors.

Interestingly, 11 percent of school diagnosticians report membership in the national counselors organization — American Personnel and Guidance Association.

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* In order to be fully approved by the Department of Public Instruction a school diagnostician must possess either a teaching certificate or be a member of the Michigan Psychological Association or American Psychological Association.

Forty-seven percent of school diagnosticians claim to be certified by the state of Michigan at various levels of psychological proficiency (Consulting Psychologist level = 21 percent: Psychologist level = 9 percent; Psychological Examiner level = 17 percent.) Ninety-four percent of school diagnosticians report they are approved by the Department of Public Instruction to function as school diagnosticians (Provisional approval = 11 percent; Full approval = 83 percent). All visiting teachers have received approval by the Department of Public Instruction to perform as visiting teachers with 98 percent claiming "full approval".

Approval as a "Professional Counselor" is voluntary and is conducted by the Michigan Council of Guidance and Personnel Organizations. Thirty-seven percent of school counselors and 9 percent of school diagnosticians report such approval.

SUMMARY

In order to obtain a more meaningful perspective of these results a composite picture of each specialty group is presented. Such a composite picture, of necessity, contains trends and generalities and must allow for exceptions. The following composites describe the "average" respondent in each specialty sample group used in this study.

Composite of School Counselor

Generally, the school counselor in this study might be viewed in the following way:

- He is male and about 38 years of age
- He is married and has 1 or 2 children

- He has been employed as a school counselor for the previous 5 years after having had 5 years of teaching experience at the secondary level

- He is planning to continue in a position of counselor

- He is earning about $8,000 for 10 months

- He is paid on the same salary schedule as teachers

- He is primarily responsible to the principal of his building

- He is employed in a school system which has:

    - 2 visiting teachers
    - no elementary (K-6) counselors
    - 5 junior high (7-9) counselors
    - 6 senior high (10-12) counselors
    - 1 school diagnostician
    - 1 school psychologist
    - no comprehensive centralized pupil personnel services department

- He has professional contact with the:

    - visiting teacher twice a month
    - junior high (7-9) counselor once a week
    - senior high (10-12) counselor daily
    - school diagnostician once a month
    - school psychologist once a month if one is employed by the school

- He is working in a suburban school district of 7,500 pupils

- He is working primarily with senior high level (10-12) pupils

- He has earned a:

    - bachelors degree in education in 1950
    - masters degree in counseling and guidance in 1955

- He is currently not working towards another degree but if he were it would be a specialist degree in Counseling and Guidance.

- He is a member of the state and local professional counselor associations but not of the national organization
- He has a secondary teaching certificate
- He prefers to be referred to as a "school counselor"

Composite of Visiting Teacher

The "average" visiting teacher in this study might be described in the following manner:

- She is female and about 44 years of age
- She is married with 1 or 2 children
- She has at least 6 years of experience as a visiting teacher after having had about 5 years experience as an elementary (K-6) teacher.
- She desires to continue in some aspect of visiting teacher work
- She earns at least $8,000 for 10 months
- She earns about $300 more than the teacher in her school district
- She is primarily responsible to the Director of Special Education (or to the Director of Pupil Personnel Services if such a department exists in the school)
- She works in a school district which employs:
  - 2 visiting teachers
  - no elementary counselors
  - 5 junior high school (7-9) counselors
  - 5 senior high (10-12) counselors
  - 1 school diagnostician
- She does not work in the same "department" with both school counselors and school diagnosticians

- She works in a situation whereby she has professional contact with:
    - other visiting teachers about once a week
    - no elementary counselors
    - junior high (7-9) counselors at least once a week
    - senior high (10-12) counselors about once a month
    - school diagnostician at least once a week and probably twice a week
    - school psychologists (if there is one in the district and the likelihood is that there is not) once a week
- She is employed in a suburban school district with an estimated school population of about 10,000
- She works primarily with pupils at the elementary (K-6) level
- She obtained a bachelors degree in education about 1944
- She obtained a masters degree in either counseling and guidance or social work about 1954
- She is not working towards a degree but if she were it would probably be in social work
- She is a member of the state and regional visiting teachers organization but not of the national social work association
- She is fully-approved by the Department of Public Instruction as a visiting teacher but not certified by the National Association of Social Workers as a social worker
- She has a teaching certificate at either the elementary level or secondary level
- She prefers to be referred to as a school social worker or as a visiting teacher

Composite of School Diagnostician

The "average" school diagnostician reflects the following composite picture:

- He is male and about 37 years of age

- He is married and has 2 or 3 children

- He has been employed as a school diagnostician three years or less

- His previous experience might have included a position as:

    - an elementary teacher
    - or a junior high teacher
    - or a senior high teacher
    - or a special education teacher
    - or a college teacher

  for three years or less

- He aspires to an administrative position within the framework of a Pupil Personnel Services department

- He is currently earning about $8,000 for 10 months

- His salary exceeds the teacher's salary in his school district by about $500

- He is primarily responsible to an administrator within the framework of Pupil Personnel Services or to the Asst-Superintendent or Superintendent

- He functions in a school system which employs:

    - 2 or 3 visiting teachers
    - no elementary counselors
    - 5 junior high (7-9) counselors
    - 5 or 6 senior high (10-12) counselors
    - 1 school diagnostician
    - 1 school psychologist (if any are employed)

- He does not work in the same "department" with school counselors and visiting teachers.

- He works in a school situation whereby he has contact with:

    - visiting teachers at least twice a week and often more frequently
    - no elementary counselors
    - junior high (7-9) counselors at least every two weeks and often as frequently as once a week
    - senior high (10-12) counselors twice a month

- He works in a suburban district with a school population of about 9,000

- He sees pupils at all school age levels but tends to concentrate at the elementary level

- He obtained his bachelors degree in the Social Science field about 1953

- He is not currently pursuing another degree but if he were it would probably be a doctorate in some area of psychology

- He is a member of the state and local associations of psychologists and may or may not be a member of the national association.

- He is fully-approved by the Department of Public Instruction as a school diagnostician and may or may not be certified by the state for private practice

- He prefers to be referred to as a "school psychologist"

CHAPTER V

ANALYSIS OF DATA

Data obtained from Q-sorts of the 150 respondents are considered in this chapter. The results are examined from the Actual and Ideal perspectives of school counselors, school diagnosticians, and visiting teachers. Two major statistical approaches are employed (tests of differences between means, and correlation coefficients) in the analysis and interpretation of data. The same procedure is employed for presenting data pertinent to all three hypotheses with the procedure more fully explained in the first hypothesis than in the remaining two hypotheses.

When the mean of each Q-item, by specialty-group, is placed in a rank position with the lowest Q-value at the left and highest Q-value at the right, and the rankings are placed along the Q-sort distribution of each specialty-group a "mean Q-sort" emerges which is representative of each specialty group. Using this procedure the following six representative or "mean Q-sort" types can be developed:

1. Counselors' perceptions of the Actual Role of counselors.
2. Counselors' perceptions of the Ideal Role of counselors.
3. Diagnosticians' perceptions of the Actual Role of counselors.
4. Diagnosticians' perceptions of the Ideal Role of counselors.
5. Visiting teachers' perceptions of the Actual Role of counselors.
6. Visiting teachers' perceptions of the Ideal Role of counselors.

The top ranked five Q-items, as perceived by each specialty-group, are compared with the same Q-items as perceived by each of the

other specialty-groups. This procedure is also followed for the lowest five ranked Q-items. The selection of these five (top and low) Q-items was a reasoned judgment based on the number of comparisons available for analysis. Comparison of all 45 Q-items by three specialty groups from two perspectives (Actual and Ideal) would be unduly burdensome. If only two or three Q-items were analyzed then much useful data might be omitted. For purposes of clarity and emphasis the top and low five Q-items are considered for analysis with the remaining Q-items presented when significant differences occur between the specialty-group means.

Furthermore in Q-methodology, Q-items placed in extreme "Most Characteristic" positions and extreme "Least Characteristic" positions assume particular importance. Consideration, therefore, has been given to the five "Most Characteristic" Q-items (Q-positions 1 and 2) and five "Least Characteristic" Q-items (Q-positions 8 and 9) in each group mean Q-sort. Such a procedure conforms to the rationale developed for this Pupil Personnel Q-Sort whereby five functions have been previously judged to be "appropriate" and five functions "inappropriate" to the role of each specialty group.

Two approaches are utilized in describing evidence accumulated for the hypotheses in this study. The first approach consists of an atomistic method whereby each of the three pupil personnel groups' perceptions of each of the 45 Q-items is compared with the other groups' perceptions of the same Q-item. A mean and standard deviation have been computed on each Q-item, by specialty-group. In addition, tests of significance[1] have

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[1]This is primarily an exploratory study with a relatively small sample size of approximately 50 in each group, therefore, the .05 level of significance has been adopted.

been applied to differences between paired Q-items of each specialty-group. Student's t distribution is useful for this purpose. Because the number of tests is sizeable, the significance levels may not be exact. For example, 1 test in 20 would be expected to be significant due to chance error.

The second approach views the data from a more comprehensive, global vantage whereby each Q-item is considered in relationship to its rank position and to every other Q-item in the Q-sort as well as to the Q-items in the other Q-sort being compared. This is accomplished by Pearson's "method of differences" formula for computing correlations[2] when means and variances are equal. This formula is widely used in Q-methodology since it emphasizes large differences and places less weight on small differences, which is usually desirable in Q-methodology. The following "method of differences" formula is equivalent to the "product moment method" yet is more convenient when applying Q-methodology (60, p. 141):

$$r = 1 - \frac{\Sigma D^2}{2 N \sigma^2}, \text{ when}$$

ΣD^2 = Sum of the square of the differences between each pair of ranks.

N = Number of paired items

σ^2 = Variance (Same Variance for both distributions)

Fisher Z is used to transpose r into a more usable statistic. Whenever a coefficient of correlation is some value other than zero, a distribution of correlations computed from samples drawn from the population

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[2]Some authorities, especially Block, question the use of r as a coefficient of correlation in Q-methodology. He prefers to consider r an "index of similarity" because, when using correlation coefficients in significance testing, the assumption is that any two distributions of Q-sorts taken at random will correlate zero, on the average, with each other. In a Q-sort, the coefficient of correlation is usually unknown and tends not to be zero.

is not normal. The farther away a population coefficient of correlation is from zero, in either positive or negative directions, the more skewed the sampling becomes. Fisher Z transforms a skewed distribution into an approximately normal distribution, thereby allowing use of parametric tests of significance.

HYPOTHESIS I

THE ACTUAL ROLE OF SCHOOL COUNSELORS IS PERCEIVED IN A DISSIMILAR MANNER BY CERTAIN PUPIL PERSONNEL WORKERS

Hypothesis I claims that there is little relationship between various specialty groups in regards to their views of current functioning of school counselors. A logical extension of this proposition is that there are considerable differences among groups. Both similarities and differences are considered in the evaluation of data pertinent to Hypothesis I.

Sub-Hypothesis I-A

There is Little Relationship Between How School Counselors and School Diagnosticians Perceive the Actual Role of School Counselors

Comparison of School Counselors' and School Diagnosticians' Perceptions of the Actual Role of School Counselors

Based on the five Q-items considered "Most Characteristic" of the Actual Role of counselors by counselors in Table 15, counselors view themselves as being actively involved in pupil-oriented tasks which often require a one-to-one relationship; "information-giving" and "information-getting" are perceived as central to their role.

TABLE 15

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR THEIR ACTUAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTIONS OF THE SAME Q-ITEMS

Q-Function	School Counselor Actual Role Rank	$\bar{X}$	σ	School Diagnostician Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational program with pupils (5)	1	1.88	1.03	1	1.62	1.01	1.28
Work on an individual basis with pupils who have been referred because of lack of motivation in class (14)	2	2.76	1.05	11	4.11	1.36	5.50**
Act as consultant to teachers regarding individual pupil problems (34)	3	2.86	1.04	9	4.00	1.18	5.07**
Provide teachers with appropriate information about pupils (33)	4	3.02	1.10	4	3.36	1.09	1.54
Maintain confidential records on pupils being seen on an individual basis (45)	5	3.12	1.58	10	4.06	1.51	3.02**

Degrees of Freedom = 96
* .05 level = 1.98
** .01 level = 2.63

Q-items 14, 34, and 45 are viewed in a significantly different manner by counselors and diagnosticians. Each of the Q-items which shows a significant difference is perceived as being more characteristic of counselors by counselors than by diagnosticians.

Counselors view themselves as being far more active, than diagnosticians view them, in working with pupils lacking motivation, acting as a consultant to teachers, and maintaining confidential records.

The five Q-items perceived as "Least Characteristic" of the Actual Role of school counselors by counselors are listed in Table 16. Counselors do not see themselves as being actively involved in clinical functions relating to pupils with exceptional problems.

TABLE 16

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR THEIR ACTUAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTIONS OF THE SAME Q-ITEMS

	School Counselor Actual Role			School Diagnostician Actual Role			t
Q-Function	Rank	$\bar{X}$	σ	Rank	$\bar{X}$	σ	Value
Evaluate pupil for possible brain damage (13)	45	7.67	1.24	44	8.09	.72	2.02*
Utilize play activities in assisting pupils with their problems (23)	44	7.25	1.09	41	7.11	.96	.71
Conduct research on academic achievement of pupils with IQ scores of 70 or lower (24)	43	6.86	.98	37	6.55	1.02	1.53*
Consultant to the program for the mentally retarded (15)	42	6.82	1.20	40	6.91	1.14	.39
Determine the number and type of pupils who constitute their caseload (40)	41	6.67	1.52	32	5.34	1.29	4.64**

Degrees of freedom = 96
* .05 level = 1.98
** .01 level = 2.63

Two Q-items have significant statistical differences with Q-item 40 having a wider variation than the others in rank positions. The importance of the difference in Q-item 13 is tempered by the similar rank positions. Counselors consider being involved in a determination of their caseload as being less characteristic of their role than do diagnosticians.

The five Q-items considered "Most Characteristic" of the Actual Role of school counselors by diagnosticians are shown in Table 17. Diagnosticians stress the importance of educational activity and place much emphasis upon that which relates to distributive guidance. Development of the pupil, with counselor assistance, is also emphasized by diagnosticians.

TABLE 17

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

	School Diagnostician Actual Role			School Counselor Actual Role			
Q-Function	Rank	$\bar{X}$	σ	Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	1.62	1.01	1	1.88	1.03	1.28
Confer with teachers to obtain appropriate information about pupils (31)	2	2.91	1.02	6	3.20	.98	1.39
Refer pupils with special problems and needs to appropriate specialists (38)	3	3.17	1.46	8	3.61	1.30	1.57
Provide teachers with appropriate information about pupils (33)	4	3.36	1.09	4	3.02	1.10	1.54
Confer with pupil regarding finances for college (1)	5	3.49	1.21	16	4.45	1.32	3.75**

df = 96 * .05 level = 1.98 ** .01 level = 2.63

One of the five Q-functions is viewed in a significantly dissimilar way. Q-item 1 is viewed as being more characteristic of the role of counselors by diagnosticians than by counselors. Although differences appear among the other Q-functions, they lack statistical significance.

The five Q-items viewed as being "Least Characteristic" of counselors by diagnosticians are listed in Table 18. Diagnosticians do not view counselors as engaging in clinical activities which require specific skills of play therapy and individual psychological testing. Evaluation of pathological conditions involving emotional disturbances and brain damage are likewise not considered characteristic of the counselors' role.

TABLE 18

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

	School Diagnostician Actual Role			School Counselor Actual Role			t
Q-Function	Rank	$\bar{X}$	σ	Rank	$\bar{X}$	σ	Value
Administer and interpret individual projective tests (19)	45	8.15	.93	40	6.43	1.91	5.58**
Evaluate pupil for possible brain damage (13)	44	8.09	.72	45	7.67	1.24	2.02*
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	43	7.45	.85	31	5.76	1.48	6.82*
Interpret results of individual psychological (IQ and/or projective) tests to parents (17)	41.5	7.11	1.29	27	5.59	1.84	4.74**
Utilize play activities in assisting pupils with their problems (23)	41.5	7.11	.96	44	7.25	1.09	.71

Degrees of freedom = 96 * .05 level = 1.98 ** .01 level = 2.63

Four of the five Q-items are significantly different. Three of these Q-items were previously selected by the "final judges" as appropriate solely for diagnosticians. Interestingly, diagnosticians, more so than do counselors, emphasize that these functions are not characteristic of counselors. Four significant Q-items are related, according to judges, to the role of school psychological workers. In each instance, diagnosticians place these Q-functions in a "Least Characteristic" area of the Q-distribution whereas counselors tend to place them in the "May or May Not be Characteristic" area. Diagnosticians tend to reflect "professional role possessiveness" regarding functions relating to psychological testing and diagnoses.

When each of the 45 perceptions of counselors are compared with each of the 45 perceptions of diagnosticians, 28 of the paired Q-item placements (62 percent) differ significantly at the .05 level (See Appendix L). Differences tend to be in degree rather than in content and analysis of the Q-item differences indicate that:

> Diagnosticians, more so than counselors, view counselors as involved in:
>
> - confering with pupils regarding college
> - interpreting group test results to the teaching staff
>
> Diagnosticians view counselors as being <u>less</u> involved (than counselors view themselves) in:
>
> - providing services for personality diagnosis of pupils
> - identifying pupils needing psychiatric treatment
> - evaluating pupils for placement in program for the emotionally disturbed
> - working with pupils referred because of feelings of depression
> - evaluating pupils for brain damage
> - administering and interpreting individual intelligence tests

- administering individual projective tests
- interpreting results of individual psychological test results to parents

Counselors, more so than diagnosticians, view themselves involved in:

- working with poorly motivated pupils
- working with pupils referred because of poor social adjustment
- working with pupils referred because of feelings of inferiority
- acting as consultants to teachers regarding individual pupil problems
- maintaining confidential records on pupils seen on individual basis
- working with parents regarding the progress of their child in school

Counselors view themselves as being less involved (than diagnosticians view counselors) in:

- maintaining contact with vocational training facilities
- maintaining contacts with employers
- exploring home situations of pupils often involved in fights
- confering with parents regarding excessive punishment of their child
- acting as consultant to parent teacher groups
- serving on community youth groups
- interpreting role of school to outside agencies
- providing child-welfare agencies with appropriate information about pupils
- screening pupils for placement in special education programs
- observing pupils in classroom at request of teacher
- determining pupils who constitute their caseload
- assisting in revision of cumulative record forms

Relationship Between School Counselors' and School Diagnosticians' Perceptions of the Actual Role of School Counselors

A Pearson correlation of .89 in obtained between perceptions of the School Counselors-Actual and School Diagnostician-Actual groups. When the r of .89 is transposed to a Z value it becomes 1.42. Because Z statistics are distributed along an approximately normal curve, confidence limits may be computed. The standard error of Z was obtained by the following formula (60, p. 215)

$$\sigma_{\bar{Z}} = \frac{1}{N - 3}, \text{ when } N = \text{Number of pairs}$$

$$\sigma_{\bar{Z}} = \frac{1}{45 - 3}$$

$$\sigma_{\bar{Z}} = .136$$

On the basis of Z = 1.42, .05 level = 2.02, and $\sigma_{\bar{Z}}$ = .136 the following interval estimate was computed:

$$1.42 - (2.02)(.136) < Z < 1.42 + (2.02)(.136)$$

$$1.42 - .275 < Z < 1.42 + .275$$

$$1.145 < Z < 1.695$$

When the confidence limits (.05 level) for Z were transformed back to r they became:

$$.816 < r < .934$$

The r of .89, with these computed intervals, suggests that the scatter around a regression line is not very great. It should be noted that the confidence limits are not symmetrical (i.e., equal amounts above and below the r) because high values of correlation tend to be skewed. The Fisher Z transformation takes into account this skewness and facilitates

the distribution's approach to normality. An r of .89 is between the intervals of .82 and .93 and therefore differs significantly from zero (.05 level).

Summary for Sub-Hypothesis I-A

Results of the correlation and Q-item difference methods are not as conflicting as a first glance might assume. It should be noted that r gives an indication of rank position as well as the magnitude of the difference between paired Q-items, whereas the Q-item difference approach considers only differences between pairs of Q-items. Furthermore, Pearson r emphasizes large differences more than small differences; "significant differences" determined by t-test apparently do not fall into the "large difference" category measured by the Pearson r.

In reconciling these two methods, it appears that although there are significant differences between some pairs of Q-items they are generally ranked in a similar manner, and both groups might be assumed to be using, for ranking at least, a homogeneous basis for their judgments.

Data pertinent to Sub-hypothesis I-A indicate that specific differences which exist are not of sufficient magnitude to detract from the overall similarity of the two specialty groups. Therefore, Sub-hypothesis I-A which states, "There is little relationship between how school counselors and school diagnosticians perceive the Actual Role of school counselors", lacks support in terms of a global correlation but is tenable in regards to comparisons between specific items.

Sub-Hypothesis I-B

There is Little Relationship Between How School Counselors And Visiting Teachers Perceive the Actual Role of School Counselors

Comparison of School Counselors' and Visiting Teachers' Perceptions of the Actual Role of School Counselors

A comparison of similarities and differences between perceptions of counselors and visiting teachers regarding the five "Most Characteristic" Q-functions of counselors are presented in Table 19. Q-item 5 is viewed as being the most characteristic Q-function of counselors. According to the panel of judges Q-item 14 was judged appropriate to both counselors and visiting teachers but not to diagnosticians. The remaining three Q-functions have been considered pertinent to the roles of counselors, visiting teachers and diagnosticians: but counselors in this study, stress the value of these Q-functions by placing them in the upper-most position in the heirarchy of current functions of counselors.

Significant differences between the two specialty groups occur on Q-items 14, 34, and 45. In each case, counselors consider these Q-functions as being more characteristic of their role than do visiting teachers. These same Q-items are also perceived significantly different by counselors and diagnosticians (See Table 15). As simarily described in Sub-Hypothesis I-A, counselors perceive themselves as being more involved, than visiting teachers perceive them, in working with pupils lacking motivation, acting as a consultant to teachers, and maintaining confidential records.

TABLE 19

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR THEIR ACTUAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Counselor Actual Role Rank	$\bar{X}$	σ	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	1.88	1.03	1	1.94	1.39	.25
Work on an individual basis with pupils who have been referred because of lack of motivation in class (14)	2	2.76	1.05	5	3.52	1.36	3.14**
Act as consultant to teachers regarding individual pupil problems (34)	3	2.66	1.04	6	3.54	1.23	3.01**
Provide teachers with appropriate information about pupils (33)	4	3.02	1.10	3	3.44	1.19	1.86
Maintain confidential records on pupils being seen on an individual basis (45)	5	3.12	1.58	16	4.42	1.83	3.87**

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

Counselors view the five Q-items listed in Table 20 as "Least Characteristic" of their Actual Role. Two of these Q-functions (13 and 15) had been adjudged as appropriate to diagnosticians and one (23) as appropriate to visiting teachers. Interestingly, Q-item 40 had been judged as appropriate to all three specialty groups, including counselors, but counselors in this study view it as not characteristic of their current role. Counselors do not view

themselves as engaging in activities of a highly clinical nature with pupils who have exceptional problems.

TABLE 20

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR THEIR ACTUAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTIONS OF SAME Q-ITEMS

Q-Function	School Counselor Actual Role Rank	$\bar{X}$	σ	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	7.67	1.24	45	7.94	1.19	1.15
Utilize play activities in assisting pupils with their problems (23)	44	7.25	1.09	43.5	7.21	1.24	.19
Conduct research on academic achievement of pupils with IQ scores of 70 or lower (24)	43	6.86	.98	40	6.52	1.31	1.51
Consultant to program for the mentally retarded (15)	42	6.82	1.20	43.5	7.21	.98	1.88
Determine the number and type of pupils who constitute their case load (40)	41	6.67	1.52	29	5.38	1.75	3.97**

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

No significant statistical differences appear in four of the five Q-items. The rank positions between the two groups relating to these four Q-items are similar. Q-item 40 is significantly different and this suggests that counselors view this function as less characteristic of their role than do visiting teachers.

A comparison of visiting teachers' perceptions of the "Most Characteristic" Q-functions with counselors' is reflected in Table 21. The salient positions of Q-items 5, 14 and 28 suggest that visiting teachers view counselors as primarily engaging in activities specifically related to the process of education; the remaining Q-items (31 and 33) could easily be interpreted from the same perspective. In all instances, focus is on the adjustment of the pupil. Q-items 28 and 14 are statistically significant. The other Q-items lack significant differences and are ranked in a similar manner, especially Q-items 5 and 33. Q-item 28 is stressed as a characteristic function by visiting teachers but not by counselors.

TABLE 21

VISITING TEACHERS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS ACTUAL COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

	Visiting Teacher Actual Role			School Counselor Actual Role			t
Q-Function	Rank	$\bar{X}$	σ	Rank	$\bar{X}$	σ	Value
Plan future educational programs with pupils (5)	1	1.94	1.39	1	1.88	1.03	.25
Confer with teachers to obtain appropriate information about pupils (31)	2	3.17	1.13	6	3.20	.98	.11
Provide teachers with appropriate information about pupils (33)	3	3.44	1.19	4	3.02	1.10	1.86
Provide services involving the educational diagnosis of pupils (28)	4.5	3.52	1.20	19	4.61	1.47	4.12**
Work on an individual basis with pupils who have been referred because of lack of motivation in class (14)	4.5	3.52	1.36	2	2.76	1.05	3.14**

Degrees of freedom = 101 * .05 level = 1.98 ** .01 level = 2.63

The five Q-items perceived by visiting teachers as "Least Characteristic" of the current role of counselors are listed in Table 22. Q-items 13, 15, and 19, according to the panel of "final judges", are "Specialty-Appropriate" functions for diagnosticians and are not pertinent to the counselors' role. Likewise, Q-item 23 had been judged to be a function specific to visiting teachers and Q-item 10 was previously designated as a "Specialty-Inappropriate" function for counselors. These perceptions of visiting teachers are in agreement with judgments of professional experts regarding functions which are not characteristic of the counselors' role.

Differences between the two groups in Table 22 lack statistical significance except for Q-item 10. This function is viewed as less characteristic of counselors by visiting teachers than by counselors. This suggests that visiting teachers see counselors as less involved in the evaluation and placement process of emotionally disturbed pupils than counselors see themselves.

Q-items 23 and 15 are tied for the rank position of 43.5, as viewed by visiting teachers. Three of these salient Q-items (13, 23, and 15) overlap into both visiting teachers' and school counselors' perceptions of Q-functions considered "Least Characteristic" of the Actual Role of school counselors.

TABLE 22

VISITING TEACHERS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

Q-Function	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	School Counselor Actual Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	7.94	1.19	45	7.67	1.24	1.15
Utilize play activities in assisting pupils with their problems (23)	43.5	7.21	1.24	44	7.25	1.09	.19
Consultant to program for the mentally retarded (15)	43.5	7.21	.98	42	6.82	1.20	1.81
Administer and interpret individual projective tests (19)	42	6.98	1.63	40	6.43	1.91	1.57
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	41	6.52	1.43	31	5.76	1.48	2.63**

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

Twenty of the 45 paired Q-items (44 percent) are significantly different at the .05 level (See Appendix **M**). Significant differences occur in the following areas:

Visiting teachers are more inclined than counselors to view counselors as being currently involved in:

- the school testing program
- diagnosing educational problems of pupils

- pupil-oriented vocational activities external to the school (but not to the extent that this behavior could be considered "characteristic" of the counselors' role)

Visiting teachers view counselors as being less involved, (than do counselors view themselves) in:

- evaluating pupils with emotional problems
- administering and interpreting individual IQ tests
- the school testing program
- refering parents to clinics to obtain assistance for their child

Counselors view themselves as being more involved (than do visiting teachers view counselors) in:

- working with pupils having personal-social-emotional problems
- assisting teachers with pupil problems

Counselors view themselves as being less involved (than do visiting teachers view counselors) in:

- exploring home situations of pupils
- community activities
- school committee work

These differences indicate that counselors view themselves, more so than do visiting teachers, as being involved in functions which are of a remediative nature and which are strongly associated with personal-social-emotional problem situations. Counselors see themselves as functioning more in a one-to-one relationship with pupils who have adjustive problems than do visiting teachers. Visiting teachers view counselors as performing in areas related to the educational-vocational development of pupils more so than counselors view themselves.

Relationship Between School Counselors' and Visiting Teachers' Perceptions of the Actual Role of School Counselors

The correlation coefficient between counselors and visiting teachers

is .94 as computed by the Pearson formula. When the r of .94 was transposed to a Z value it became 1.74. The standard error of Z is .136* and an interval estimate for a Z value of 1.74 at the .05 level is:

$$1.465 < Z < 2.015$$

When the Z values were transposed back to r values the fiducial limits became:

$$.90 < r < .97$$

At .05 level of confidence, it would be expected that the r of .94 would fall between the intervals of .90 and .97. The r of .94 is significantly different from zero and indicates a positive relationship between responses of counselor and visiting teacher groups.

Summary for Sub-Hypothesis I-B

Sub-hypothesis I-B, "There is little relationship between how school counselors and visiting teachers perceive the Actual Role of school counselors", is not supported. Most differences which occur between the two specialty-groups are in areas which are not stressed in Q-methodology (i.e. the middle ranges of the Q-sort). In general, counselors and visiting teachers tend to view the current role of counselors in a similar manner.

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* See Sub-Hypothesis I-A for computation relating to formula:

$$\sigma_Z = \frac{1}{N-3}$$

Sub-Hypothesis I-C

There is Little Relationship between how School Diagnosticians and Visiting Teachers Perceive the Actual Role of School Counselors

Comparison of School Diagnosticians' and Visiting Teachers' Perceptions of the Actual Role of School Counselors

Quantitative differences and rank positions of the five "Most Characteristic" Q-items for the Actual Role of counselors as viewed by diagnosticians and visiting teachers are presented in Table 23. Although Q-item 1 lacks a significant difference, its rank placement differs by four rank positions. Little statistically significant difference exists between Q-values except for Q-item 38. Diagnosticians view Q-function 38 ("Refer pupils with special problems and needs to appropriate specialists"), as significantly more characteristic of the Actual Role of counselors than do visiting teachers. It may be that visiting teachers have some reservations about counselors performing this duty since it is also considered an appropriate function for visiting teachers.

Three of the five salient Q-functions (Q-items 31, 38, and 33) perceived as "Most Characteristic" of school counselors by school diagnosticians have been previously judged as appropriate to all three pupil personnel groups; two Q-functions (Q-items 5 and 1) have been previously judged as appropriate to the role of counselors. In general, school diganosticians tend to agree with the panel of judges regarding the functions of school counselors.

TABLE 23

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Diagnostician Actual Role Rank	$\bar{X}$	σ	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	1.62	1.01	1	1.94	1.39	1.32
Confer with teachers to obtain appropriate information about pupils (31)	2	2.91	1.02	2	3.17	1.13	1.19
Refer pupils with special problems and needs to appropriate specialists (38)	3	3.17	1.46	11	3.98	1.57	2.65**
Provide teachers with appropriate information about pupils (33)	4	3.36	1.09	3	3.44	1.19	.35
Confer with pupil regarding finances necessary for college (1)	5	3.49	1.21	9	3.96	1.66	1.60

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

Q-items viewed as "Least Characteristic" of the Actual Role of counselors by diagnosticians are listed in Table 24. Differences between responses of diagnosticians and visiting teachers on Q-items 19, 10, and 17 are statistically significant. Two Q-functions (19 and 17) are considered appropriate to the role of diagnosticians since they pertain to individual psychological testing. Q-item 10 is related to a duty characteristic of school psychologists (a title and position to which many diagnosticians aspire). All three of these Q-items are considered to be less characteristic

of counselors by diagnosticians than by visiting teachers. Although statistically significant differences appear between three pairs of the two groups' perceptions, it should be noted that there is a relationship between their paired rank positions which detracts from the importance of the quantitative difference between Q-items.

TABLE 24

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

	School Diagnostician Actual Role			Visiting Teacher Actual Role			t
Q-Functions	Rank	$\bar{X}$	σ	Rank	$\bar{X}$	σ	Value
Administer and interpret individual projective tests (19)	45	8.15	.93	42	6.98	1.63	4.32**
Evaluate pupil for possible brain damage (13)	44	8.09	.72	45	7.94	1.19	.71
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	43	7.45	.85	41	6.52	1.43	3.86**
Interpret results of individual psychological (IQ and/or Projective) tests to parents (17)	41.5	7.11	1.29	38	6.19	1.39	3.39**
Utilize play activities in assisting pupils with their problems (23)	41.5	7.11	.96	44	7.21	1.24	.47

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

The "Most Characteristic" Q-functions of counselors from the visiting teachers' perspective are presented in Table 25. Q-items 28 and 14 have differences which are statistically different. Q-item 28 is viewed as significantly more characteristic of counselors by visiting teachers than by diagnosticians. Diagnosticians' reluctance to attribute a more characteristic value to this Q-function might be related to their belief that this activity is also aligned with their own professional role. In general, diagnosticians and visiting teachers agree to the "Most Characteristic" Q-functions of the Actual Role of counselors. The differences which exist are on Q-functions which are related to their own specialty-group role as well as to the counselor-group role.

TABLE 25

VISITING TEACHERS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTION OF SAME Q-ITEMS

Q-Functions	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	School Diagnostician Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	1.94	1.39	1	1.62	1.01	1.32
Confer with teachers to obtain appropriate information about pupils (31)	2	3.17	1.13	2	2.91	1.02	1.19
Provide teachers with appropriate information about pupils (33)	3	3.44	1.19	4	3.36	1.09	.35
Provide services involving the educational diagnosis of pupils (28)	4.5	3.52	1.20	16	4.30	1.63	2.73**
Work on an individual basis with pupils who have been referred because of lack of motivation in class (14)	4.5	3.52	1.36	11	4.11	1.36	2.14*

Degrees of freedom = 97 * .05 level = 1.98 ** .01 level = 2.63

Perceptions of visiting teachers are compared with those of diagnosticians regarding the "Least Characteristic" responses to the Actual Role of counselors in Table 26. Although Q-items 19 and 10 have differences which are statistically significant their rank positions are similar. These two Q-functions are more pertinent to the role of school psychological workers than to school counselors and would not be expected to be viewed as being characteristic of counselors.

TABLE 26

VISITING TEACHERS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTION OF SAME Q-ITEMS

Q-Functions	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	School Diagnostician Actual Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	7.94	1.19	44	8.09	.72	.71
Utilize play activities in assisting pupils with their problems (23)	43.5	7.21	1.24	41.5	7.11	.96	.47
Consultant to program for the mentally retarded (15)	43.5	7.21	.98	40	6.91	1.14	1.39
Administer and interpret individual projective tests (19)	42	6.98	1.63	45	8.15	.93	4.32**
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	41	6.52	1.43	43	7.45	.85	3.86**

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

Fourteen of the 45 paired Q-items (31 percent) are perceived in a statistically significant manner (See Appendix **N**). Differences in perceptions between diagnosticians and visiting teachers regarding the Actual Role of counselors occur in the following areas:

Visiting teachers, more so than diagnosticians, view counselors as being involved in:

- providing services regarding the educational and/or personality diagnosis of pupils
- working with pupils lacking motivation
- individual psychological testing functions

Diagnosticians, more so than visiting teachers, view counselors as being involved in:

- pupil-oriented activities relating to school drop-outs and behavior problems
- liaison-type functions with external agencies and the referral process

These differences indicate that each group tends to protect its own functions by attributing a "less than characteristic" Q-value ("role possessiveness") to a function when counselors are appraised in relationship to the specialty function. Diagnosticians assign low Q-values to testing and diagnostic functions and visiting teachers perform in a like manner when reacting to functions relating to casework activities and liaison work with agencies.

Relationship Between School Diagnosticians' and Visiting Teachers' Perception of the Actual Role of School Counselors

Overall relationship between perceptions of diagnosticians and visiting teachers is .96 as computed by the Pearson correlation formula. The r of .96 is equivalent to the Z value of 2.014. As indicated in Sub-hypothesis I-A, the standard error of **Z** is .136. The fiducial limits of Z, at the .05 level, are:

$$1.739 < Z < 2.289$$

which when transposed back to r become:

$$.940 < r < .978$$

The r of .96, significant at .05 level, indicates a positive relationship between responses of diagnosticians and visiting teachers regarding the Actual Role of counselors.

Summary for Sub-Hypothesis I-C

Sub-hypothesis I-C, "There is little relationship between how school diagnosticians and visiting teachers perceive the Actual Role of school counselors", is not supported. Perceptions of the salient Q-functions of diagnosticians and visiting teachers have similar rank positions which suggest that they view the Actual Role of counselors in a related manner.

COLLATION OF SPECIALTY GROUP RESPONSES

Each specialty-group has been compared with every other specialty-group in relationship to their perceptions of the Actual Role of school counselors. When data from the sub-hypotheses are collated a more comprehensive perspective develops regarding the major hypothesis. Hypothesis I, "The Actual Role of school counselors' is perceived in a dissimilar manner by certain pupil personnel workers", is not supported by this study.

The combination diagnostician-visiting teacher reflects the highest level of agreement, with the fewest differences, whereas, the counselor-diagnostician combination has the lowest level of agreement and the greatest number of differences. This suggests that non-counselors are in more agreement regarding counselor role than a combination which includes the perceptions of counselors (with diagnosticians or visiting teachers).

A comparison, by rank positions, of all three specialty-group perceptions of the five "Most Characteristic" Q items is shown in Table 27.

TABLE 27

COMPARISON OF SCHOOL COUNSELORS', SCHOOL DIAGNOSTICIANS' AND VISITING TEACHERS' PERCEPTIONS OF THE "MOST CHARACTERISTIC" Q-ITEMS OF THE ACTUAL ROLE OF SCHOOL COUNSELORS

	School Counselor Actual Role		School Diagnostician Actual Role		Visiting Teacher Actual Role	
Rank	Number of Q-item	$\bar{X}$	Number of Q-item	$\bar{X}$	Number of Q-item	$\bar{X}$
1	5	1.88	5	1.62	5	1.94
2	14	2.76	31	2.91	31	3.17
3	34	2.86	38	3.17	33	3.44
4	33	3.02	33	3.36	28	3.52
5	45	3.12	1	3.49	14	3.52

Pupil personnel workers agree, in general, that the following Q-functions are most characteristic of the current role of school counselors:

- plan future educational programs with pupils (5)
- provide teachers with appropriate information about pupils (33)
- work on an individual basis with pupils who have been referred because of lack of motivation in class (14)
- confer with teachers to obtain appropriate information about pupils (31)

Consensual agreement occurs regarding the distributive aspects of guidance: disseminating and obtaining of appropriate information by counselors is viewed as a salient part of the counselors' role. The adjustive aspects of guidance are also represented but in relationship to the educational development of the pupil.

Table 28 compares rankings of all three groups in regards to their perceptions of the "Least Characteristic" Q-functions of counselors.

TABLE 28

COMPARISON OF SCHOOL COUNSELORS', SCHOOL DIAGNOSTICIANS', AND VISITING TEACHERS' PERCEPTIONS OF THE "LEAST CHARACTERISTIC" Q-ITEMS OF THE ACTUAL ROLE OF SCHOOL COUNSELORS

	School Counselor Actual Role		School Diagnostician Actual Role		Visiting Teacher Actual Role	
Rank	Q-item	$\bar{X}$	Q-item	$\bar{X}$	Q-item	$\bar{X}$
45	13	7.67	19	8.15	13	7.94
44	23	7.25	13	8.09	23	7.21
43	24	6.86	10	7.45	15	7.21
42	15	6.82	17	7.11	19	6.98
41	40	6.67	23	7.11	10	6.52
					24	6.52

School counselors, school diagnosticians and visiting teachers are in general accord that school counselors do not currently engage in the following areas:

- evaluate pupil for possible brain damage (13)
- utilize play activities in assisting pupils with problems (23)
- conduct research on academic achievement of pupils with IQ scores of 70 or lower (24)
- act as consultant to program for the mentally retarded (15)
- administer and interpret individual projective tests (19)
- evaluate pupil for possible placement in program for the emotionally disturbed (10)

General agreement occurs regarding counselors neither utilizing specific clinical techniques of play therapy and individual psychological testing nor becoming intensively involved with mentally retarded or emotionally disturbed pupils.

HYPOTHESIS II

THE IDEAL ROLE OF SCHOOL COUNSELORS IS PERCEIVED IN A SIMILAR MANNER BY CERTAIN PUPIL PERSONNEL WORKERS

It is hypothesized that school counselors, school diagnosticians, and visiting teachers tend to view the Ideal Role of school counselors in a uniform manner and that few differences occur between each group in regards to specific functions in the extreme positions of "Most Characteristic and "Least Characteristic". The middle positions on the Q-sort would be expected to be subject to more variability because of the content of the Q-items and because of the "May or May Not be Characteristic" psychological set which facilitates responses of a less definitive nature.

Sub-Hypothesis II-A

There is a High Relationship Between Perceptions of School Counselors and School Diagnosticians Regarding the Ideal Role of School Counselors

Comparison of School Counselors' and School Diagnosticians' Perceptions of the Ideal Role of School Counselors

The five Q-items considered "Most Characteristic" of the Ideal Role of counselors by counselors and diagnosticians are shown in Table 29. Q-item 5 is selected as the major ideal function of counselors by both groups. The remaining four Q-items had been judged appropriate to all three specialty groups and not necessarily as specific to the role of counselors. Counselors

prefer these four Q-functions to be part of their own role notwithstanding their more general applicability to other professional groups. Counselors and diagnosticians tend to agree regarding rank placement of the "Most Characteristic" Q-items. No significant differences occur in the Q-values of these Q-items.

TABLE 29

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR THEIR IDEAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Counselor Ideal Role Rank	$\bar{X}$	σ	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.57	1.39	1	2.34	1.43	.80
Provide teachers with appropriate information about pupils (33)	2	2.94	.90	4	3.28	1.26	1.52
Act as consultant to teachers regarding individual pupil problems (34)	3	3.00	1.23	5	3.51	1.54	1.82
Confer with teachers to obtain appropriate information about pupils (31)	4	3.06	1.12	3	3.15	1.04	.41
Refer pupils with special problems and needs to appropriate specialists (38)	5	3.10	1.53	2	2.89	1.24	.72

Degrees of freedom = 96
* .05 level = 1.98
** .01 level = 2.63

The five Q-functions perceived as being "Least Characteristic" of the Ideal Role by counselors are listed in Table 30. The extreme rank positions indicate that counselors do not wish to be involved in school situations which

require specific clinical skills for assisting exceptional-type children. Q-items 15 and 40 are significantly different with Q-item 15 given a less characteristic value by counselors than by diagnosticians. Q-item 40 is given neutral response by diagnosticians but a definitely non-characteristic response by counselors.

TABLE 30

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR THEIR IDEAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Counselor Ideal Role Rank	$\bar{X}$	σ	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	7.53	1.39	44	7.96	.91	1.79
Consultant to program for the mentally retarded (15)	44	6.90	1.17	38	6.36	1.15	2.30*
Utilize play activities in assisting pupils with their problems (23)	43	6.80	1.39	39	6.45	1.21	1.35
Conduct research on academic achievement of pupils with IQ scores of 70 or lower (24)	42	6.61	1.17	37	6.23	1.22	1.55
Determine the number and type of pupils who constitute case load (40)	41	6.57	1.86	27	5.02	1.54	4.47**

Degree of freedom = 96
* .05 level = 1.98
** .01 level = 2.63

The "Least Characteristic" responses of diagnosticians are compared with the counselors' responses in Table 31. All these Q-functions relate to the role of school psychological workers and, interestingly, have been given as non-characteristic a value as the Q-sort will allow. It appears that when diagnosticians compare the Ideal Role of counselors in relationship to functions customarily accorded to psychological workers, diagnosticians exhibit "professional role possessiveness" toward their own functions.

TABLE 31

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	School Counselor Ideal Role Rank	$\bar{X}$	σ	t Value
Administer and interpret individual projective tests (19)	45	8.13	1.03	40	6.31	1.93	5.72**
Evaluate pupil for brain damage (13)	44	7.96	.91	45	7.53	1.39	1.79
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	43	7.13	1.06	37	5.96	1.44	4.54**
Interpret results of individual psychological (IQ) and/or prljective) test to parents (17)	42	6.98	1.48	38	6.08	1.83	2.66**
Provide services relating to the personality diagnosis of pupils (4)	41	6.91	1.27	30	5.71	1.47	4.34**

Degrees of freedom = 96
* .05 level = 1.98
** .01 level = 2.63

Four of the five Q-items, in Table 31, have a statistically significant difference. In every significant comparison diagnosticians attribute a less characteristic value to the Q-items than do counselors. Counselors exhibit little inclination to be involved in these significant Q-areas whereas diagnosticians are apparently adverse to counselors functioning in these activities.

When all mean Q-items of the counselor group are compared with all mean Q-items of the diagnostician group, 23 pairs (51 percent) have Q-values which are significantly different. (See appendix O).

Inspection of the paired Q-items lacking a statistical difference indicates that counselors and diagnosticians agree most in those areas relating to group testing of pupils and in regards to those activities which do not directly pertain to either group's area of functioning.

Significant differences among counselor and diagnostician responses occur in the following areas:

Counselors, more so than diagnosticians, believe that counselors should be active with pupils having personal-social-emotional problems

Counselors, more so than diagnosticians, believe counselors should be less involved in:

- programs for mentally retarded pupils
- exploring home situations of pupils
- community and public relation activities
- school committee work

Diagnosticians, more so than counselors, believe that counselors should be involved in:

- pupil-oriented vocational activities external to the school
- screening pupils for special education
- observation of pupils in classrooms

Diagnosticians, more so than counselors, believe counselors should be less involved in:

- diagnosing pupil personality problems
- administering and interpreting individual psychological (IQ and/or projective) tests

Relationship of School Counselors' Perceptions to School Diagnosticians' Perceptions of the Ideal Role of School Counselors

A correlation of .91 occurs with the application of the Pearson formula. This r has a Z value of 1.499. The standard error of Z is .136 which results in fiducial limits of:

$$1.224 < Z < 1.774$$

When the Z values are transposed back to r, the fiducial limits, at the .05 level are:

$$.841 < r < .942$$

The r of .91, significant at .05 level, indicates a close relationship between perceptions of counselors and diagnosticians regarding the Ideal Role of counselors.

Summary of Sub-Hypothesis II-A

School diagnosticians and school counselors agree that school counselors should ideally function in the following manner:

- Plan future educational programs with pupils
- Provide teachers with appropriate information about pupils
- Confer with teachers to obtain appropriate information about pupils
- Act as consultant to teachers regarding individual problems
- Refer pupils with special problems and needs to appropriate specialists

The function of "Plan future educational programs with pupils" has been previously judged appropriate to school counselors whereas the remaining functions have been judged appropriate to all three pupil personnel groups.

Less agreement occurs between counselors and diagnosticians when the most salient Q-functions which counselors should ideally avoid are considered. In general, both groups agree that, ideally counselors should not:

- Evaluate pupil for possible brain damage
- Utilize play activities in assisting pupils with their problems
- Administer and interpret individual projective tests

The function of "Utilize play activities in assisting pupils with their problems" has been previously judged appropriate to visiting teachers and the other two functions have been judged appropriate to school diagnosticians. In general, these perceptions agree with the panel of judges regarding what is not characteristic of school counselors.

Agreement in perceptions between the two specialty groups is reflected in Q-functions related to: activities involving the interpretation and coordination of group testing activities; counselors acting as consultants to teachers; and referral of pupils by counselors for appropriate assistance.

Counselors and diagnosticians do not wish counselors to be involved in school situations which require specific clinical skills for assisting the exceptional-type child. Counselors and diagnosticians tend to differ in those areas which are aligned with the role of diagnostician. Diagnosticians attribute a stronger negative valence to these functions than do counselors.

In general, the sub-hypothesis that there is a high relationship between perceptions of counselors and diagnosticians regarding the Ideal Role of counselors is supported by the evidence presented in this study, notwithstanding, the disparity which occurs among some of the specific functions.

Sub-Hypothesis II-B

There is a High Relationship Between Perceptions of School Counselors and Visiting Teachers Regarding the Ideal Role of School Counselors

Comparison of School Counselors' and Visiting Teachers' Perceptions of the Ideal Role of School Counselors

Similarities and differences between counselors' and visiting teachers' perceptions of the five "Most Characteristic" Q-items of the counselors' Ideal Role are presented in Table 32. The two groups tend to agree in the rank positions of the Q-items. The exception is Q-item 34 which has a significant difference between Q-values and a greater discrepancy between rank positions than the other Q-items. Counselors assign a high priority to this Q-function in their repertoire of ideal functions whereas visiting teachers would prefer it to be important but not to the extent envisioned by counselors.

TABLE 32

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR THEIR IDEAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Counselor Ideal Role Rank	$\bar{X}$	σ	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.57	1.39	1	2.10	1.39	1.73
Provide teachers with appropriate information about pupils (33)	2	2.94	.90	2	3.10	1.21	.74
Act as consultant to teachers regarding individual pupil problems (34)	3	3.00	1.23	7	3.71	1.47	2.66**
Confer with teachers to obtain appropriate information about pupils (31)	4	3.06	1.12	3	3.13	.99	.36
Refer pupils with special problems and needs to appropriate specialists (38)	5	3.10	1.53	4	3.15	1.33	.20

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

The five "Least Characteristic" Q-items of the Ideal Role, as perceived by counselors, are compared with the rank and Q-value of the same Q-items by visiting teachers in Table 33. Statistically, three Q-item pairs show significant differences. One of these Q-items (13) holds the same extreme rank position of 45 in both groups which lessens the importance of the quantitative difference between the Q-values.

TABLE 33

SCHOOL COUNSELORS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR THEIR IDEAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Counselor Ideal Role Rank	$\bar{X}$	σ	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage(13)	45	7.53	1.39	45	8.00	.91	2.04*
Consultant to program for the mentally retarded (15)	44	6.90	1.17	42	6.69	1.26	.87
Utilize play activities in assisting pupils with their problems (23)	43	6.80	1.39	43	6.94	1.26	.53
Conduct research on academic achievement of pupils with I.Q. scores of 70 or lower (24)	42	6.61	1.17	37	6.10	1.22	2.17*
Determine the number and type of pupils who constitute their caseload (40)	41	6.57	1.86	29	5.29	1.81	3.54**

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

Comparison of visiting teachers' perceptions of the "Most Characteristic" Q-items with counselors' perceptions of the same Q-items occur in Table 34. The fifth rank position is tied by Q-items 9 and 28 with equal mean Q-values of 3.50. Rank position 5 has the only Q-functions responded to in a significantly different manner by the two groups.

TABLE 34

VISITING TEACHERS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

Q-Function	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	School Counselor Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.10	1.39	1	2.57	1.39	1.73
Provide teachers with appropriate information about pupils (33)	2	3.10	1.21	2	2.94	.90	.74
Confer with teachers to obtain appropriate information about pupils (31)	3	3.13	.99	4	3.06	1.12	.36
Refer pupils with special problems and needs to appropriate specialists (38)	4	3.15	1.33	5	3.10	1.53	.20
Conduct exit-interviews with all drop-out pupils (9)	5.5	3.50	1.32	14	4.27	1.33	2.97**
Provide services involving the educational diagnosis of pupils (28)	5.5	3.50	1.81	13	4.25	1.65	2.21*

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

Q-items viewed as being "Least Characteristic" of the Ideal Role by visiting teachers are listed in Table 35. Although Q-item 13 has a significant difference, it also has the same extreme rank position of 45 in both specialty groups which detracts from the strength of the difference. The difference

regarding Q-item 19 is highly significant and is perceived by visiting teachers as less characteristic of counselors than by counselors.

TABLE 35

VISITING TEACHERS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC"Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH SCHOOL COUNSELORS' PERCEPTION OF SAME Q-ITEMS

Q-Function	Visiting Teachers Ideal Role Rank	$\bar{X}$	σ	School Counselors Ideal Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	8.00	.91	45	7.53	1.39	2.04*
Administer and interpret individual projective tests (19)	44	7.54	1.39	40	6.31	1.93	3.69**
Utilize play activities in assisting pupils with their problems (23)	43	6.94	1.26	43	6.80	1.39	.53
Consultant to program for the mentally retarded (15)	42	6.69	1.26	44	6.90	1.17	.87
Interpret results of individual psychological (I.Q. and/or projective) tests to parents (17)	41	6.54	1.29	38	6.08	1.83	1.48

Degrees of freedom = 101
* .05 level = 1.98
** .01 level = 2.63

When all 45 Q-items are compared, by groups, with one another, 25 Q-items (55 per cent) have significant differences at the .05 level (See Appendix P). A greater number of differences occur between Q-items in the middle ranges ("May or May Not be Characteristic") of the distribution than in the extreme ranges. As previously noted, such variability can be anticipated in the middle ranges.

Perceptions between counselors and visiting teachers regarding the Ideal Role of counselors differ significantly in the following areas:

Visiting teachers, more so than counselors, believe that counselors should be:

- active in developing vocational programs for pupils
- conferring with drop-out pupils
- active in school testing program
- involved in determining educational problems of pupils

Visiting teachers, more so than counselors, believe that counselors should not:

- administer and interpret individual psychological (IQ and projective) tests
- evaluate pupils with pathological symptoms

Counselors, more so than visiting teachers, believe that counselors should:

- work on an individual basis with pupils who have personal-social-emotional problems
- confer with teachers regarding individual pupil problems

Counselors, more so than visiting teachers, believe that counselors should not:

- be active in community activities
- conduct research on mentally handicapped pupils

Relationship Between School Counselors' and Visiting Teachers' Perceptions of the Ideal Role of School Counselors

When the Pearson correlation coefficient is applied to the School Counselor-Ideal and Visiting Teacher-Ideal groups an r of .92 is obtained which is equivalent to the Z value of 1.575. The standard error of Z is .136 and when applied results in the following fiducial limits:

$$1.300 < Z < 2.050$$

When Z values are transposed to r the fiducial limits, at the .05 level, become:

$$.862 < r < .968$$

At the .05 level of confidence the r of .92 falls between the intervals of .862 and .968. The significant r of .92 suggests a close relationship between responses of the School Counselor-Ideal and Visiting Teacher-Ideal groups.

Summary of Sub-Hypothesis II-B

The hypothesis that there is a high relationship between perceptions of school counselors and visiting teachers regarding the Ideal Role of school counselors, is supported. Both counselor and visiting teacher groups perceive the following Q-functions as characteristic of the Ideal Role of counselors:

- Plan future education programs with pupils
- Provide teachers with appropriate information about pupils
- Confer with teachers to obtain appropriate information about pupils
- Refer pupils with special problems and needs to appropriate specialists

Q-function 5 is generally acknowledged as a prime function of counselors and is so responded to in this study. It is consistently placed in the top-most position of counselor functions. The other three Q-functions are sufficiently general to be applied to other pupil personnel workers as well as to counselors.

The following Q-functions are perceived as not characteristic of the Ideal Role of counselors:

- Evaluate pupil for possible brain damage
- Consultant to program for the mentally retarded
- Utilize play activities in assisting pupils with their problems

These Q-functions have been previously judged to be appropriate to the role of other pupil personnel workers (Q-items 13 and 15 for diagnosticians and Q-items 23 for visiting teachers). Apparently, clinical activity with children who have severe problems is not viewed, by counselors and visiting teachers, as desirable for school counselors

Sub-Hypothesis II-C

There is a High Relationship Between Perceptions of School Diagnosticians and Visiting Teachers Regarding the Ideal Role of School Counselors

Comparison of School Diagnosticians' and Visiting Teachers' Perceptions of the Ideal Role of School Counselors

The five "Most Characteristic" Q-functions of the Ideal Role of counselors as viewed by diagnosticians are presented in Table 36. No statistical differences occur and the rank placements for the Q-items are reasonably similar.

Four of the five salient Q-functions (Q-items 38, 31, and 34) perceived as "Most Characteristic" have been previously judged appropriate to the role of all three pupil personnel groups; one Q-function has been previously judged appropriate to school counselors.

TABLE 36

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.34	1.43	1	2.10	1.39	.86
Refer pupils with special problems and needs to appropriate specialists (38)	2	2.89	1.24	4	3.15	1.33	1.00
Confer with teachers to obtain appropriate information about pupils (31)	3	3.15	1.04	3	3.13	.99	.07
Provide teachers with appropriate information about pupils (33)	4	3.28	1.26	2	3.10	1.21	.73
Act as consultant to teachers regarding individual pupil problems (34)	5	3.51	1.54	7	3.71	1.47	.66

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

The "Least Characteristic" Q-items, as perceived by diagnosticians and compared with visiting teachers' perceptions, are listed in Table 37. Three of the Q-responses reflect a difference that is significant. In Q-item 19, the difference is tempered by the close rank position of the Q-values.

TABLE 37

SCHOOL DIAGNOSTICIANS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH VISITING TEACHERS' PERCEPTION OF SAME Q-ITEMS

Q-Function	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	t Value
Administer and interpret individual projective tests (19)	45	8.13	1.03	44	7.54	1.39	2.37*
Evaluate pupil for possible brain damage (13)	44	7.96	.91	45	8.00	91	.23
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	43	7.13	1.06	40	6.52	1.26	2.59*
Interpret results of individual psychological (I.Q. and/or Projective) tests to parents (17)	42	6.98	1.48	41	6.54	1.29	1.58
Provide services relating to the personality diagnosis of pupils (4)	41	6.91	1.27	36	6.08	1.67	2.79**

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

The "Most Characteristic" responses of visiting teachers to the counselors' Ideal Role are reflected in Table 38. None of the listed Q-items has a statistically significant difference. Their rank positions and Q-values are relatively close.

TABLE 38

VISITING TEACHERS' RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTION OF SAME Q-ITEMS

Q-Function	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.10	1.39	1	2.34	1.43	.86
Provide teachers with appropriate information about pupils (33)	2	3.10	1.21	4	3.28	1.26	.73
Confer with teachers to obtain appropriate information about pupils (31)	3	3.13	.99	3	3.15	1.04	.07
Refer pupils with special problems and needs to appropriate specialists (38)	4	3.15	1.33	2	2.89	1.24	1.00
Conduct exit-interview with all drop-out pupils (9)	5.5	3.50	1.32	8	3.79	1.32	1.08
Provide services involving the educational diagnosos of pupils (28)	5.5	3.50	1.81	6	3.66	1.97	.42

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

The five "Least Characteristic" Q-functions of the Ideal Role of counselors as perceived by visiting teachers are reported in Table 39. Two Q-items are statistically significant. Q-item 19 has a similar rank position in both groups which detracts from the importance of the statistical difference.

TABLE 39

VISITING TEACHERS' RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS FOR SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH SCHOOL DIAGNOSTICIANS' PERCEPTION OF SAME Q-ITEMS

Q-Function	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	8.00	.91	44	7.96	91	.23
Administer and interpret individual projective tests (19)	44	7.54	1.39	45	8.13	1.03	2.37*
Utilize play activities in assisting pupils with their problems (23)	43	6.94	1.26	39	6.45	1.21	1.99*
Consultant to program for the mentally retarded (15)	42	6.69	1.26	38	6.36	1.15	1.36
Interpret results of individual psychological (I.Q. and/or Projective) tests to parents (17)	41	6.54	1.29	42	6.98	1.48	1.58

Degrees of freedom = 97
* .05 level = 1.98
** .01 level = 2.63

Five of the 45 Q-items (11 per cent) are statistically different at the .05 level. (See Appendix Q). The following Q-functions are perceived differently:

School diagnosticians, more so than visiting teachers, would like school counselors to be <u>less</u> involved in:

- providing personality diagnostic services to pupils
- evaluating pupils for placement in program for the emotionally disturbed

- community youth activities

Visiting teachers, more so than school diagnosticians, would like school counselors to be less involved in utilizing play activities in assisting pupils with their problems

Both diagnosticians and visiting teachers tend to be possessive of those Q-functions which would ordinarily be attributed to their own specialty role. In all differences relating to the diagnosticians' role, visiting teachers agree that these Q-functions should not be engaged in by counselors but not to the extent desired by diagnosticians.

Relationship of Visiting Teachers' Perceptions to the School Diagnosticians' Perceptions of the Ideal Role of School Counselors

Application of the Pearson formula results in a correlation coefficient of .99 which is equivalent to a Z value of 2.443. The following fiducial limits are obtained with the standard error of Z as .136.

$$2.168 < Z < 2.718$$

When the Z values are transposed to r the fiducial limits, at the .05 level, become:

$$.974 < r < .991$$

The r of .99, which has the above confidence interval at the .05 level, indicates a positive relationship between the perceptions of visiting teachers and school diagnosticians.

Summary of Sub-Hypothesis II-C

There is a close relationship between the perceptions of visiting teachers and diagnosticians regarding the Ideal Role of counselors which is evidenced by the high correlation between the two groups and the lack of many significant differences between paired Q-values. Sub-hypothesis II-C is supported by the data in this study.

Diagnosticians and visiting teachers view the following Q-functions, as being "Most Characteristic" of the Ideal Role of counselors

- Plan future educational programs with pupils
- Provide services involving the educational diagnosis of pupils
- Confer with teachers to obtain appropriate information about pupils
- Provide teachers with appropriate information about pupils
- Refer pupils with special problems and needs to appropriate specialists

Both groups view the "Least Characteristic" Q-items in a relatively uniform manner but agreement is not as extensive as in the "Most Characteristic" area. The following are perceived in a similar manner:

- Evaluate pupil for possible brain damage
- Consultant to program for the mentally retarded
- Interpret results of individual psychological (IQ and/or projective) tests to parents
- Administer and interpret individual projective tests

All these Q-functions are considered appropriate to the role of school psychological workers and involve extensive clinical skills. These perceptions are aligned with the judges' responses regarding that which is not characteristic of counselors.

COLLATION OF SPECIALTY GROUP RESPONSES

Hypothesis II, which states that the Ideal Role of school counselors is perceived in a similar manner by certain pupil personnel workers, is supported. Table 37 compares the "Most Characteristic" responses of all three groups to the Ideal Role of school counselors.

TABLE 40

COMPARISON OF SCHOOL COUNSELORS', SCHOOL DIAGNOSTICIANS' AND VISITING TEACHERS' PERCEPTIONS OF THE "MOST CHARACTERISTIC" Q-ITEMS OF THE IDEAL ROLE OF SCHOOL COUNSELORS

	School Counselors Ideal Role		School Diagnosticians Ideal Role		Visiting Teachers Ideal Role	
Rank	Number of Q-item	$\bar{X}$	Number of Q-item	$\bar{X}$	Number of Q-item	$\bar{X}$
1	5	2.57	5	2.34	5	2.10
2	33	2.94	38	2.89	33	3.10
3	34	3.00	31	3.15	31	3.13
4	31	3.06	33	3.28	38	3.15
5	38	3.10	34	3.51	9	3.50
					28	3.50

Ranked in order of importance, school counselors, school diagnosticians, and visiting teachers agree that school counselors should ideally:

- Plan future educational programs with pupils (5)
- Provide teachers with appropriate information about pupils (33)
- Confer with teachers to obtain appropriate information about pupils (31)
- Refer pupils with special problems and needs to appropriate specialists (38)
- Act as consultant to teachers regarding individual pupil problems (34)

Q-item 5 is uniformly viewed as the most salient ideal function of counselors. The remaining four Q-functions had been previously judged to be appropriate to the role of diagnosticians, visiting teachers, as well as school counselors. Yet, these Q-functions are perceived by all three groups as characteristic of the Ideal Role of school counselors. Confusion in role among these workers would not be unexpected in these overlapping areas.

The level of agreement among school counselors, school diagnosticians, and visiting teachers regarding the "Least Characteristic" Q-functions is shown in Table 38.

TABLE 38

COMPARISON OF SCHOOL COUNSELORS', SCHOOL DIAGNOSTICIANS', AND VISITING TEACHERS' PERCEPTIONS OF THE "LEAST CHARACTERISTIC" Q-ITEMS OF THE IDEAL ROLE OF SCHOOL COUNSELORS

	School Counselors Ideal Role		School Diagnosticians Ideal Role		Visiting Teachers Ideal Role	
Rank	Number of Q-Item	$\bar{X}$	Number of Q-Item	$\bar{X}$	Number of Q-Item	$\bar{X}$
45	13	7.53	19	8.13	13	8.00
44	15	6.90	13	7.96	19	7.54
43	23	6.80	10	7.13	23	6.94
42	24	6.61	17	6.98	15	6.69
41	40	6.57	4	6.91	17	6.54

General agreement (at least two of three groups) exists among school counselors, school diagnosticians, and visiting teachers that, ideally, school counselors should not:

- Evaluate pupils for possible brain damage (13)
- Act as consultants to programs for the mentally retarded (15)
- Utilize play activities in assisting pupils with their problems (23)
- Administer and interpret individual projective tests (19)
- Interpret results of individual psychological (IQ and/or projective) tests to parents (17)

These five Q-functions had been previously judged as appropriate functions of school diagnosticians or visiting teachers but not of school counselors. Perceptions of "practitioners" in the field agree with opinions of the panel of

judges regarding these Q-items. It is apparent that pupil personnel workers do not wish counselors to function in areas which are clinically oriented.

HYPOTHESIS III

LITTLE RELATIONSHIP EXISTS BETWEEN THE ACTUAL ROLE AND IDEAL ROLE OF SCHOOL COUNSELORS AS PERCEIVED BY CERTAIN PUPIL PERSONNEL WORKERS

This hypothesis is divided into three sub-hypotheses in order that data can be presented from the perspective of counselors, diagnosticians and visiting teachers. Within each sub-hypothesis, data are discussed in terms of the specialty-groups' perceptions of the most salient Q-items (i.e., "Most Characteristic" and "Least Characteristis"), a comparison of all Q-items, and the degree of correlation between perceptions.

The test of significance applied in this hypothesis is the Student-Fisher t-test for determining the difference of correlated means.* Because the number of tests is sizeable, the significance levels may not be exact, for instance, one test in 20 may be expected to be significant due to chance error.

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* $t = \frac{M_D}{\sqrt{\frac{\sum (D-M_D)^2}{N(N-1)}}}$ when: $df = N-1$

M_D = Mean of differences between paired items

D = Difference between paired items

N = Number of paired items

Sub-Hypothesis III-A

There is Little Relationship Between the Actual Role and Ideal Role of School Counselors as Perceived by School Counselors

"Most Characteristic" Perceptions of School Counselors by School Counselors

A comparison of Actual and Ideal perceptions of counselors regarding "Most Characteristic" Q-functions is shown in Table 42. Two of the five salient Q-items are perceived in a significantly different manner. The placement of Q-item 5 in the first rank position, in both specialty groups, detracts from the importance which might be placed on the differences in the quantitative values.

Planning future educational programs with pupils is perceived as the most salient function of school counselors from both the Actual Role and Ideal Role perspectives of school counselors.

Counselors perceive the function of working on an individual basis with pupils who have been referred because of lack of motivation in class as significantly more characteristic of their Actual Role than of their Ideal Role.

Differences in rank positions of the paired Q-items 5, 34, 33, and 45 do not exceed three positions and in some cases have identical positions.

TABLE 42

RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH IDEAL ROLE AS PERCEIVED BY SCHOOL COUNSELORS

Q-Function	School Counselor Actual Role Rank	$\bar{X}$	σ	School Counselor Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational program with pupils (5)	1	1.88	1.03	1	2.57	1.39	3.32**
Work on an individual basis with pupils who have been referred because of lack of motivation in class (14)	2	2.76	1.05	6	3.14	1.15	2.10*
Act as consultant to teachers regarding individual pupil problems (34)	3	2.86	1.04	3	3.00	1.23	.81
Provide teachers with appropriate information about pupils (33)	4	3.02	1.10	2	2.94	.90	.42
Maintain confidential records on pupils seen on an individual basis (45)	5	3.12	1.58	8	3.41	1.50	1.14

Degrees of freedom = 50
* .05 level = 2.008
** .01 level = 2.678

The Ideal perceptions of counselors are compared with their Actual perceptions regarding the "Most Characteristic" Q-items in Table 43. Q-items 5 and 38 reflect Q-value differences which are statistically different. The remaining Q-items are similar in rank position and Q-values with Q-item 5 placed in the first rank position in both groups.

TABLE 43

RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH ACTUAL ROLE AS PERCEIVED BY SCHOOL COUNSELORS

Q-Function	School Counselor Ideal Role Rank	$\bar{X}$	σ	School Counselor Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational program with pupils (5)	1	2.57	1.39	1	1.88	1.03	3.32**
Provide teachers with appropriate information about pupils (33)	2	2.94	.94	4	3.02	1.10	.42
Act as consultant to teachers regarding individual pupil problems (34)	3	3.00	1.23	3	2.86	1.04	.81
Confer with teachers to obtain appropriate information about pupils (31)	4	3.06	1.12	6	3.20	.98	.76
Refer pupils with special problems and needs to appropriate specialists (38)	5	3.10	1.53	8	3.61	1.29	2.34*

Degrees of freedom = 50
* .05 level = 2.008
** .01 level = 2.678

The data indicate the following Q-functions are perceived by counselors as characteristic of both the Actual and Ideal roles of counselors:

Q-ITEMS	Q-FUNCTIONS
5	Plan future educational programs with pupils.
34	Act as consultant to teachers regarding individual pupil problems.
33	Provide teachers with appropriate information about pupils.
45	Maintain confidential records of pupils seen on an individual basis.
31	Confer with teachers to obtain appropriate information about pupils.

Counselors, ideally as well as actually, see themselves as concentrating their efforts on pupil-oriented tasks. Counselors tend to view themselves as a "clearing-house" for information relating to pupils. Their prime focus remains constant—planning educational programs with pupils.

"Least Characteristic" Perceptions of School Counselors by School Counselors

A comparison of Actual and Ideal perceptions of counselors regarding "Least Characteristic functions is shown in Table 44. All Q-items in this table lack significant differences with the exception of Q-item 23 ("Utilize play activities in assisting pupils with their problems"). Rank locations of Q-item 23 differ by only one position, therefore, the importance of the difference is lessened.

Of these Q-functions perceived as "Least Characteristic" of school counselors one Q-function has been previously judged to be appropriate to visiting teachers (Q-item 23), two to school diagnosticians (Q-items 13 and 15), and one to pupil personnel workers in general (Q-item 40); one Q-function has been previously judged inappropriate to visiting teachers (Q-item 24).

The same Q-functions are perceived as "Least Characteristic" from both Actual and Ideal perspectives by counselors. These functions are viewed as not being appropriate to either their current role or ideal role. Counselors do not perceive themselves, neither currently nor in the ideal future, as utilizing specific clinical skills in working with children who have exceptional problems.

TABLE 44

RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH IDEAL ROLE AS PERCEIVED BY SCHOOL COUNSELORS

Q-Function	School Counselor Actual Role Rank	$\bar{X}$	σ	School Counselor Ideal Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	7.67	1.24	45	7.53	1.39	.83
Utilize play activities in assisting pupils with their problems (23)	44	7.25	1.09	43	6.80	1.39	2.54*
Conduct research on academic achievement of pupils with I.Q. scores of 70 or lower (24)	43	6.86	.98	42	6.61	1.17	1.36
Consultant to program for the mentally retarded (15)	42	6.82	1.20	44	6.90	1.17	.38
Determine the number and type of pupils who constitute their caseload (40)	41	6.67	1.52	41	6.57	1.86	.42

Degrees of freedom = 50
* .05 level = 2.008
** .01 level = 2.678

Comparison of School Counselors' Perceptions of the Actual and Ideal Role of School Counselors

When all Q-items of the SC-A group are compared with all Q-items of the SC-I group, twelve Q-items (27 per cent) are found to be significantly different from one another at the .05 level (See Appendix R). Most Q-items which have a significant difference are located in the "May or May Not be Characteristic" area of the Q-distribution. The most significant differences are:

Counselors would like to become more active in:

- conferring with teachers regarding pupils
- referring pupils for special assistance
- interpreting test results to teachers

Counselors would like to become more involved with:

- external vocational training facilities
- specific clinical skills used to assist pupils with problems
- parents in regards to disciplining their children

but not to the extent that this behavior would become "characteristic" of their role.

Counselors would like to become less involved with:

- pupils who present special problems
- pupils lacking motivation
- educational planning with pupils
- compiling and analyzing test results

Relationship Between School Counselors' Perceptions of the Actual and Ideal Role of School Counselors

The overall relationship between the two groups, as determined by the Pearson correlation formula, is .98 which has a Z value of 2.251. As previously computed, the standard error of Z is .136. The interval estimate then becomes:

$$1.976 < Z < 2.526$$

When the Z values are transposed back to r the interval estimate, at the .05 level becomes:

$$.962 < r < .986$$

It can be assumed that an r of .98 is between the interval of .962 and .978 at the .05 level of confidence and therefore differs from zero.

Summary of Sub-Hypothesis III-A

The high correlation between the two groups and the lack of many significant differences among the salient Q-items suggest that Sub-Hypothesis III-A is not supported by the data in this study. In fact, just the opposite occurs, with the Actual and Ideal roles being perceived in a similar and uniform manner by counselors.

Sub-Hypothesis III-B

There is Little Relationship Between the Actual Role and Ideal Role of School Counselors as Perceived by Visiting Teachers

"Most Characteristic" Perceptions of School Counselors by Visiting Teachers

Similarities and differences between perceptions of the Actual Role and Ideal Role by visiting teachers regarding "Most Characteristic" Q-items are reflected in Table 45. Q-item 5 ("Plan future educational programs with pupils") is perceived as the "Most Characteristic" Q-function of counselors from both the Actual Role and Ideal Role perspectives. All paired Q-items reflect relative agreement in Q-value and rank position except Q-item 14. Q-item 14 ("Work on individual basis with pupils who have been referred because of lack of motivation in class") is viewed by visiting teachers as significantly more characteristic of the counselors' Actual Role than of his Ideal Role.

TABLE 45

RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH IDEAL ROLE AS PERCEIVED BY VISITING TEACHERS

Q-Function	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	1.94	1.39	1	2.10	1.39	.84
Confer with teachers to obtain appropriate information about pupils (31)	2	3.17	1.13	3	3.13	.99	.24
Provide teachers with appropriate information about pupils (33)	3	3.44	1.19	2	3.10	1.21	1.88
Provide services involving the educational diagnosis of pupils (28)	4.5	3.52	1.20	5.5	3.50	1.81	.08
Work on an individual basis with pupils who have been referred because of lack of motivation in class (14)	4.5	3.52	1.36	13	4.27	1.55	3.27**

Degrees of freedom = 51
* .05 level = 2.008
** .01 level = 2.678

A comparison of visiting teachers' responses from the perspective of the Ideal Role is presented in Table 46. Q-items 9 and 28 are tied for the fifth rank position. Q-items 38 and 9 have Q-values which are statistically significant.

TABLE 46

RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH ACTUAL ROLE AS PERCEIVED BY VISITING TEACHERS

Q-Function	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.10	1.39	1	1.94	1.39	.84
Provide teachers with appropriate information about pupils (33)	2	3.10	1.21	3	3.44	1.20	1.88
Confer with teachers to obtain appropriate information about pupils (31)	3	3.13	.99	2	3.17	1.13	.24
Refer pupils with special problems and needs to appropriate specialists (38)	4	3.15	1.33	11	3.98	1.56	3.53**
Conduct exit-interviews with all drop-out pupils (9)	5.5	3.50	1.32	21	5.00	1.79	5.53**
Provide services involving the educational diagnosis of pupils (28)	5.5	3.50	1.81	4	3.52	1.20	.08

Degrees of freedom = 51
* .05 level = 2.008
** .01 level = 2.678

The following salient Q-functions are perceived by visiting teachers as being characteristic of both the Actual and Ideal roles of counselors:

NUMBER OF Q - ITEM	Q-FUNCTION
5	Plan future educational programs with pupils
31	Confer with teachers to obtain appropriate information about pupils
33	Provide teachers with appropriate information about pupils
28	Provide services involving the educational diagnosis of pupils

Providing services for the dissemination of information about pupils is central to visiting teachers' perceptions of the role of counselors. Considerable overlap occurs in visiting teacher perceptions of Actual Role and Ideal Role Q-functions. This suggests that, in terms of the Q-items presented, counselors tend to be currently functioning in areas which are considered as ideal by visiting teachers.

"Least Characteristic" Perceptions of School Counselors by Visiting Teachers

The most salient Q-items relating to functions not characteristic of either the Actual Role or Ideal Role, as viewed by visiting teachers, are shown in Table 47. Two Q-items have Q-values which are statistically different, but the similar rank positions of the members of each pair tempers the interpretations of the differences.

Of these Q-functions perceived as "Least Characteristic" of school counselors, one Q-function has been previously judged appropriate to visiting teachers (Q-item 23) and three Q-functions appropriate to school diagnosticians (Q-items 13, 15, and 19); one Q-function has been previously judged inappropriate to school counselors (Q-item 10).

TABLE 47

RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH IDEAL ROLE AS PERCEIVED BY VISITING TEACHERS

Q-Function	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	7.94	1.19	45	8.00	.91	.37
Utilize play activities in assisting pupils with their problems (23)	43.5	7.21	1.24	43	6.94	1.26	1.57
Consultant to program for the mentally retarded (15)	43.5	7.21	.98	42	6.69	1.26	2.97**
Administer and interpret individual projective tests (19)	42	6.98	1.63	44	7.54	1.39	2.89**
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	41	6.52	1.43	40	6.52	1.26	.00

Degrees of freedom = 51
* .05 level = 2.008
** .01 level = 2.678

A list of the "Least Characteristic" Ideal Q-items, by rank position, and mean Q-value, from the visiting teacher viewpoint, is included in Table 48. Two Q-items have significant differences but their similar rank positions detract from the importance of the difference.

TABLE 48

RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH ACTUAL ROLE AS PERCEIVED BY VISITING TEACHERS

Q-Function	Visiting Teacher Ideal Role Rank	$\bar{X}$	σ	Visiting Teacher Actual Role Rank	$\bar{X}$	σ	t Value
Evaluate pupil for possible brain damage (13)	45	8.00	91	45	7.94	1.19	.37
Administer and interpret individual projective tests (19)	44	7.54	1.39	42	6.98	1.63	2.89**
Utilize play activities in assisting pupils with their problems (23)	43	6.94	1.26	43.5	7.21	1.24	1.57
Consultant to program for the mentally retarded (15)	42	6.69	1.26	43.5	7.21	.98	2.97**
Interpret results of individual psychological (I.Q. and/or Projective) tests to parents (17)	41	6.54	1.29	38	6.19	1.39	1.90

Degrees of freedom = 51
* .05 level = 2.008
** .01 level = 2.678

The similarity between Tables 47 and 48 suggests that visiting teachers view counselors as currently avoiding tasks they should ideally avoid. In general, visiting teachers view the following Q-functions as "Least Characteristic" of both the Actual Role and Ideal Role of counselors:

NUMBER OF Q - ITEM	Q FUNCTION
13	Evaluate pupils for possible brain damage
23	Utilize play activities in assisting pupils with their problems
15	Consultant to program for the retarded
19	Administer and interpret individual projective tests
10	Evaluate pupil for possible placement in program for the emotionally disturbed
17	Interpret results of individual psychological (IQ and/or projective) tests to parents

Four of these Q-functions (13, 15, 17, and 19) had been judged to be appropriate to the role of diagnosticians. Of the other two Q-functions, one (23) had been judged appropriate to visiting teachers and the other (10) as inappropriate for counselors. These data harmonize well with the judges' ratings. Visiting teachers do not view counselors as utilizing intensive clinical skills or working with pupils with exceptional problems.

Comparison of Visiting Teachers' Perceptions of the Actual Role and Ideal Role of School Counselors

When all Actual Role Q-items are paired with all Ideal Role Q-items, 16 pairs are found to have a statistically significant difference at the .05 level, which accounts for 36 per cent of the 45 Q-items (See Appendix S). Paired items which are significantly different tend to be located in the more neutral zone of the Q-distribution ("May or May Not be Characteristic").

Significant differences appear in the visiting teachers' perceptions of the Actual Role and Ideal Role of counselors in the following areas:

Visiting teachers would like counselors to become more involved than they are currently, in:

- conferring with drop-out pupils
- community activities related to youth
- referring pupils to specialists for help
- observing pupils in classrooms
- screening pupils for placement in special programs

Visiting teachers would like counselors to become more involved with programs for the mentally retarded than they are currently; but not to the extent that this activity would be "characteristic" of their role.

Visiting teachers would like counselors to become less involved than they currently are in:

- working with pupils who have personal-social emotional problems
- the school testing program
- working with pupils who have social problems

Counselors are currently viewed as being rarely involved in administering and interpreting individual psychological (personality) tests; visiting teachers would like counselors to become even less involved in this area.

Relationship Between Visiting Teachers' Perceptions of the Actual Role and Ideal Role of School Counselors

The overall relationship between visiting teachers' responses to the Actual Role and Ideal Role, as computed by the Pearson correlation formula, is .98. In transposing the r to a Z value the .98 is equivalent to 2.185. The standard error of Z, which is .136, is applied to obtain the following interval estimate:

$$1.910 < Z < 2.460$$

When the Z values are transposed back to r, the interval estimate, at the .05 level, becomes:

$$.957 < r < .986$$

A correlation of .98 can be assumed to fall between .957 and .986 at the .05 level of confidence. This correlation therefore differs significantly from zero and is indicative of the relationship between perceptions of the Actual Role and Ideal Role of counselors by visiting teachers.

Summary of Sub Hypothesis III-B

Sub-Hypothesis III-B, "There is Little Relationship Between the Actual Role and Ideal Role of School Counselors as Perceived by Visiting Teachers," is not supported by the data in this study. On the contrary, there is evidence to suggest that relatively little difference exists between the Actual Role and Ideal Role of counselors as viewed by visiting teachers.

Visiting teachers tend to see counselors currently performing and avoiding functions which they believe should be performed and avoided.

Sub-Hypothesis III-C

There is Little Relationship Between the Actual Role and Ideal Role of School Counselors as Perceived by School Diagnosticians

"Most Characteristic" Perceptions of School Counselors by School Diagnosticians

The level of agreement between Actual and Ideal responses of diagnosticians is noted in Table 49. Q-items 5 and 1 show Q-values which are significantly different. The difference between the Q-values of the pairs in Q-item 5 is tempered by the same high rank position each holds. The difference in rank position within Q-item 1 exceeds all other differences in rank positions listed in the table.

TABLE 49

RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH IDEAL ROLE AS PERCEIVED BY SCHOOL DIAGNOSTICIANS

Q-Function	School Diagnostician Actual Role Rank	$\bar{X}$	σ	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	1.62	1.01	1	2.34	1.43	3.34**
Confer with teachers to obtain appropriate information about pupils (31)	2	2.91	1.02	3	3.15	1.04	1.24
Refer pupils with special problems and needs to appropriate specialists (38)	3	3.17	1.46	2	2.89	1.24	1.25
Provide teachers with appropriate information about pupils (33)	4	3.36	1.09	4	3.28	1.26	.38
Confer with pupil regarding finances necessary for college (1)	5	3.49	1.21	10.5	4.06	1.27	2.28*

Degrees of freedom = 46
* .05 level = 2.012
** .01 level = 2.685

Diagnosticians' responses to the "Most Characteristic" Q-items from the Ideal Role perspective are presented in Table 50. Q-item 5 reflects a significant difference in Q-values even though it is ranked in the top position in both the Actual and Ideal perspectives. Q-item 34, although not significantly different from a quantitative point of view, differs more in rank positions than other Q-items in the table.

TABLE 50

RANK AND MEAN VALUE OF "MOST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH ACTUAL ROLE AS PERCEIVED BY SCHOOL DIAGNOSTICIANS

Q Function	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	School Diagnostician Actual Role Rank	$\bar{X}$	σ	t Value
Plan future educational programs with pupils (5)	1	2.34	1.43	1	1.62	1.01	3.34**
Refer pupils with special problems and needs to appropriate specialists (38)	2	2.89	1.24	3	3.17	1.46	1.25
Confer with teachers to obtain appropriate information about pupils (31)	3	3.15	1.04	2	2.91	1.02	1.24
Provide teachers with appropriate information about pupils (33)	4	3.28	1.26	4	3.36	1.09	.38
Act as consultant to teachers regarding individual pupil problems (34)	5	3.51	1.54	9	4.00	1.18	1.94

Degrees of freedom = 46
* .05 level = 2.012
** .01 level = 2.685

Diagnosticians view the following salient Q-functions as occurring in both the Actual Role and Ideal Role of counselors:

NUMBER OF Q - ITEMS	Q-FUNCTIONS
5	Plan future educational programs with pupils
38	Refer pupils with special problems and needs to appropriate specialists

NUMBER OF Q - ITEMS	Q-FUNCTIONS
31	Confer with teachers to obtain appropriate information about pupils
33	Provide teachers with appropriate information about pupils

Pupil-oriented activities are viewed by diagnosticians as characteristic of what counselors are currently doing and what they should do. Educational planning with pupils is looked upon as being the most important Q-function currently, as well as, ideally. Interestingly, the Q-function of planning with pupils regarding college is ranked high as a current activity but is placed lower as an ideal activity.

"Least Characteristic" Perceptions of School Counselors by School Diagnosticians

A comparison of Actual and Ideal perceptions of diagnosticians regarding "Least Characteristic" Q-functions is shown in Table 51. The importance of the difference for Q-item 10 is limited by the identical rank placement of the Q-item in the Actual and Ideal roles. With the exception of Q-item 23, which has a statistically significant difference, the other Q-functions are relatively similar.

Of the five salient Q-functions perceived as "Least Characteristic" of school counselors, three Q-functions have been previously judged appropriate to school diagnosticians and one to visiting teachers; one Q-function has been previously judged inappropriate to the role of school counselors.

TABLE 51

RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' ACTUAL ROLE COMPARED WITH IDEAL ROLE AS PERCEIVED BY SCHOOL DIAGNOSTICIANS

Q-Function	School Diagnostician Actual Role Rank	$\bar{X}$	σ	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	t Value
Administer and interpret individual projective tests (19)	45	8.15	.93	45	8.13	1.03	.13
Evaluate pupil for possible brain damage (13)	44	8.09	.72	44	7.96	.91	.88
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	43	7.45	.85	43	7.13	1.05	2.47**
Interpret results of individual psychological (I.Q. and/or Projective) tests to parents (17)	41.5	7.11	1.29	42	6.98	1.48	.58
Utilize play activities in assisting pupils with their problems (23)	41.5	7.11	.96	39	6.45	1.21	4.01**

Degrees of freedom = 46
* .05 level = 2.012
** .01 level = 2.685

Comparisons of "Least Characteristic" Q-items of the Ideal Role, as perceived by diagnosticians, are listed in Table 52. The only Q-item (10) which has a significant difference is ranked in an identical manner from both perspectives, a condition that limits any interpretation of the difference.

TABLE 52

RANK AND MEAN VALUE OF "LEAST CHARACTERISTIC" Q-ITEMS OF SCHOOL COUNSELORS' IDEAL ROLE COMPARED WITH ACTUAL ROLE AS PERCEIVED BY SCHOOL DIAGNOSTICIANS

Q-Function	School Diagnostician Ideal Role Rank	$\bar{X}$	σ	School Diagnostician Actual Role Rank	$\bar{X}$	σ	t Value
Administer and interpret individual projective tests (19)	45	8.13	1.03	45	8.15	.93	.13
Evaluate pupil for possible brain damage (13)	44	7.96	.91	44	8.09	.72	.88
Evaluate pupil for possible placement in program for the emotionally disturbed (10)	43	7.13	1.05	43	7.45	.85	2.47**
Interpret results of individual psychological (I.Q. and/or Projective) tests to parents (17)	42	6.98	1.48	41.5	7.11	1.29	.58
Provide services relating to the personality diagnosis of pupils (4)	41	6.91	1.26	38	6.64	1.63	1.29

Degrees of freedom = 46
* .05 level = 2.012
** .01 level = 2.685

The following "Least Characteristic" Q-functions are perceived by school diagnosticians as occurring in both the Actual Role and Ideal Role of school counselors.

NUMBER OF Q - ITEMS	Q-FUNCTIONS
19	Administer and interpret individual projective tests
13	Evaluate pupil for possible brain damage
10	Evaluate pupil for possible placement in program for the emotionally disturbed.
17	Interpret results of individual psychological (IQ and/or projective) tests to parents.

There is agreement between how diagnosticians believe counselors are not functioning and should not function. Diagnosticians do not perceive counselors as engaging in clinical activities relating to pathological problems; and, they do not believe that counselors should engage in these functions.

Comparison of School Diagnosticians' Perceptions of the Actual Role and Ideal Role of School Counselors

When all Actual responses are paired with all Ideal responses, 13 of the 45 Q-items (29 per cent) are found to be significantly different at the .05 level (See Appendix T). Q-items which have significant differences tend to be located along the "May or May Not be Characteristic" part of the Q-distribution with few differences occurring at either of the extreme end positions.

Significant differences occur between the Actual Role and Ideal Role, as perceived by diagnosticians, in the following areas:

School diagnosticians would like school counselors to be more active, than they are currently, in:

- maintaining external vocational contacts
- diagnosing educational problems of pupils
- conferring with teachers about pupils

School diagnosticians view school counselors as being rarely involved in:

- evaluating emotionally disturbed pupils
- assisting pupils through play therapy
- programs for the mentally retarded

but, would like school counselors to become more involved in these areas than they are currently.

School diagnosticians would like school counselors to become less active, than they are currently, in:

- conferring with pupils regarding college
- working with pupils with special problems
- planning educational programs with pupils
- the school testing program
- forwarding pupil information to clinical agencies
- school committee work

Relationship Between School Diagnosticians' Perceptions of the Actual Role and Ideal Role of School Counselors

Overall correlation between the Actual Role and Ideal Role, as determined by the Pearson correlation formula, is $r = .98$. The r of .98 is equivalent to the Z value of 2.185. When the standard error of Z, (.136) is applied the following confidence limits occur:

$$1.910 < Z < 2.460$$

The Z values, when transposed back to r, become:

$$.957 < r < .986$$

At the .05 level of confidence the $\underline{r}$ of .98 can be expected to fall between .957 and .986 and is, therefore, significantly different from zero.

The few Q-items which differ significantly, especially in the salient positions of the Q-sort, and the high significant correlation evidence the close relationship between the perceptions of diagnosticians regarding the Actual and Ideal Roles of counselors.

Summary of Sub-Hypothesis III-C

The data in this study do not support the hypothesis that:

> There is little relationship between the Actual Role and Ideal Role of school counselors as perceived by school diagnosticians.

The opposite occurs. There are many functions which overlap into both the Actual Role and Ideal Role in rank positions as well as in Q-values.

Diagnosticians tend to view counselors as currently engaging in, as well as avoiding, those types of Q-activities which they believe counselors should engage in and avoid.

COLLATION OF SPECIALTY-GROUPS RESPONSES

Hypothesis III states that little relationship exists between the Actual Role and Ideal Role of counselors as perceived by certain pupil personnel workers. Conclusions derived from the sub-hypotheses do not support this supposition.

Overlapping perceptions, as shown in Table 53, suggest that pupil personnel workers generally agree that counselors are functioning in areas where they are expected to function.

TABLE 53

"MOST CHARACTERISTIC" Q-ITEMS WHICH OCCUR IN BOTH ACTUAL ROLE AND IDEAL ROLE PERCEPTIONS OF SCHOOL COUNSELORS, VISITING TEACHERS AND SCHOOL DIAGNOSTICIANS

Q-Items occurring in both SC-A and SC-I perceptions	Q-Items occurring in both VT-A and VT-I perceptions	Q-Items occurring in both SD-A and SD-I perceptions
5	5	5
34	31	38
33	33	31
45	28	33
31		

School counselors, school diagnosticians, and visiting teachers unanimously agree that the following Q-functions are of prime importance in the current functioning of counselors and should continue to be so considered:

- Plan future educational programs with pupils (5)
- Confer with teachers to obtain appropriate information about pupils (31)
- Provide teachers with appropriate information about pupils (33)

TABLE 54

"LEAST CHARACTERISTIC" Q-ITEMS WHICH OCCUR IN BOTH ACTUAL ROLE AND IDEAL ROLE PERCEPTIONS OF SCHOOL COUNSELORS, VISITING TEACHERS AND SCHOOL DIAGNOSTICIANS

Q-Items occurring in both SC-A and SC-I perceptions	Q-Items occurring in both VT-A and VT-I perceptions	Q-Items occurring in both SD-A and SD-I perceptions
13	13	19
24	23	13
15	15	10
40	19	17
	10	
	17	

General agreement is reflected in Table 54 regarding the "Least Characteristic" Q-items. Since the following Q-functions overlap in at least two of the three specialty groups it might be assumed that they generally are viewed as not currently characteristics of counselors and ideally should not become part of their role:

- Evaluate pupil for possible brain damage (13)
- Evaluate pupil for possible placement in program for the emotionally disturbed (10)
- Consultant to program for the mentally retarded (15)
- Interpret results of individual psychological (IQ and/or projective) tests to parents (17)

CHAPTER 6

SUMMARY AND CONCLUSIONS

SUMMARY

Presumed overlapping of functions and possibility of role confusion among counselors, diagnosticians, and visiting teachers prompted this study. The current role of counselors was presumed to be beset with so many duties that a diffuse image of counselors emerges. On the other hand, it was conjectured that the ideal role of school counselors is viewed in a consistent uniform manner by these pupil personnel workers because of the similar influences to which these groups have been exposed. Based on these rationales it was anticipated that a discrepancy exists between perceptions of the current and ideal roles of counselors.

To obtain perceptions of counselors, diagnosticians, and visiting teachers regarding current and ideal roles of counselors, a Q-sort instrument was developed. The Q-instrument used in this study is the result of a survey of the professional literature. This survey elicited over 400 functions which were condensed to 250 items and then presented to 37 "experts" in the pupil personnel field. Responses of "experts" were presented to a final panel of four judges who made the determination of 45 Q-items for the Q-sort.

The Q-sort and a Personal Data Sheet were mailed to 159 respondents, throughout the state of Michigan, of which 97 per cent returned the materials.

A composite picture of each specialty group was obtained through responses to the Personal Data Sheet. Demographic and professional differences and similarities among groups were thereby obtained.

Summary: Hypothesis I

Hypothesis I, "The Actual Role of school counselors is perceived in a dissimilar manner by certain pupil personnel workers," is not supported by this study. Considerable evidence is available to indicate the opposite of this proposition: there appears to be a positive overall relationship among counselors', diagnosticians' and visiting teachers' perceptions of the Actual Role of counselors notwithstanding specific differences which occur.

Results relating to this hypothesis indicate that counselors, diagnosticians and visiting teachers perceive counselors as concentrating their activities on: planning educational programs with pupils; providing teachers with information about pupils; working with pupils lacking motivation; and obtaining information about pupils from teachers.

These pupil personnel workers also agree that counselors are currently not engaged in: evaluating pupils for brain damage: utilizing play therapy with pupils: conducting research on pupils with low I.Q. scores: acting as consultants to programs for mentally retarded: administering and interpreting projective tests: and, evaluating emotionally disturbed pupils.

Notwithstanding the relationship which exists among pupil personnel workers' perceptions of the current role of counselors some specific exceptions do occur. The most notable differences are:

> School diagnosticians and visiting teachers currently view school counselors, more so than school counselors view themselves, as:
>
> - maintaining contact with vocational agencies external to the school
>
> - interpreting group test results to teaching staff

School diagnosticians and visiting teachers currently view school counselors, more so than school counselors view themselves, as being involved in:

- exploring home situations of pupils
- community youth functions
- determining their caseload
- school committee work on pupil records
- acting as consultant to PTA

but not to the extent that these functions could be considered "characteristic" of the school counselors' role.

School counselors and school diagnosticians currently view school counselors, more so than visiting teachers, as helping parents to obtain assistance for their child.

School counselors and visiting teachers currently view school counselors, more so than school diagnosticians, as being involved in the personality diagnosis of pupils; but not to the extent that this behavior could be considered "characteristic" of the school counselors' role.

Visiting teachers currently view school counselors, more so than school counselors and school diagnosticians, as diagnosing educational problems of pupils.

School counselors currently view school counselors, more so than school diagnosticians and visiting teachers, as:

- working with pupils lacking motivation
- working with pupils lacking social adjustment
- working with pupils having feelings of inferiority
- working with pupils having feelings of depression
- consulting with teachers regarding individual pupil problems
- maintaining confidential records on pupils seen on an individual basis

School diagnosticians currently view school counselors, more so than school counselors and visiting teachers, as:

- acting in a liaison capacity with clinical agencies
- observing pupils in classrooms

but not to the extent that this behavior could be considered "characteristic" of school counselors' role.

School diagnosticians currently view school counselors, more so than school counselors and visiting teachers, as being less involved in:

- administering and interpreting projective tests
- interpreting results of individual psychological tests to parents

School diagnosticians and visiting teachers currently view school counselors, more so than school counselors view themselves, as being less involved in:

- evaluating pupils for program for emotionally disturbed
- administering and interpreting individual IQ tests

with school diagnosticians being far more emphatic in these areas than visiting teachers.

Summary: Hypothesis II

Hypothesis II, "The Ideal Role of school counselors is perceived in a similar manner by certain pupil personnel workers," is sustained by results of this study. All three specialty groups agree that, ideally, counselors' prime consideration should be educational planning with pupils. Providing and obtaining appropriate information about pupils for teachers are also uniformly perceived as prime ideal functions of counselors. In general, agreement occurs regarding referral of some pupils to specialists and acting as consultants to teachers about individual pupil problems as ideal functions.

The specialty-groups are in general accord that counselors, ideally, should avoid clinical tasks involving play therapy, evaluation of pupils suspected of being emotionally disturbed or brain damaged, and individual psychological testing.

Some differences do occur among these pupil personnel workers notwithstanding the relationship among their perceptions of the Ideal Role.

But, as seen in the following, differences tend to be in degree rather than in content:

School diagnosticians and visiting teachers, more so than school counselors, believe school counselors should :

- maintain contact with vocational training facilities
- assist in decision making regarding placement of special education pupils
- be active in community youth activities

School diagnosticians and visiting teachers, more so than school counselors, believe school counselors should:

- explore home situation of pupil often involved in fights
- interpret role of school to outside agencies
- determine their caseload
- serve on school committee regarding pupil records
- act as consultant to PTA

but not to the extent that this behavior could be considered "characteristic" of the school counselors' role.

School counselors, more so than school diagnosticians and visiting teachers, believe school counselors should:

- work with pupils lacking motivation
- work with pupils who have a poor social adjustment
- work with pupils who feel inferior
- maintain confidential records on some pupils

School diagnosticians and visiting teachers believe school counselors should be <u>less</u> involved in:

- evaluating emotionally disturbed pupils
- administering and interpreting individual IQ and projective tests

- working with depressed pupils

than do school counselors.

School diagnosticians believe school counselors should be less involved in the personality diagnosis of pupils than do school counselors and visiting teachers.

Summary: Hypothesis III

Hypothesis III, "Little relationship exists between the Actual Role and Ideal Role of school counselors as perceived by certain pupil personnel workers," is not supported. The opposite is indicated since a high positive relationship between the perceptions is reflected in the results.

Counselors, diagnosticians, and visiting teachers unanimously agree that counselors are currently most involved with educational planning with pupils as well as providing and obtaining pupil information; and, ideally, counselors should continue to perform these prime functions.

In general, these specialty groups agree that counselors are neither currently involved in nor should they ideally become involved in: evaluating pupils suspected of being brain-damaged or emotionally disturbed: acting in a consultant capacity to programs for the mentally retarded: and interpreting results of individual psychological tests to parents.

Some differences between Actual Role and Ideal Role responses occur but, they tend to be differences in emphasis rather than conflicts in functioning, as the following indicate:

School counselors and visiting teachers believe school counselors should be more involved, than they are currently, in:

- referring pupils to specialists

- observing pupils in classrooms

School counselors and school diagnosticians believe school counselors should be more involved, than they are currently, in:

- conducting case conferences with teachers

- utilizing play therapy with pupils (but not to the extent that it would be considered "characteristic" of school counselors

Visiting teachers and school diagnosticians believe school counselors should be more involved, than they are currently, as consultants to programs for the mentally retarded; but not to the extent that it would be "characteristic" of the school counselors' role.

School counselors, visiting teachers, and school diagnosticians believe school counselors should be less involved, than they are currently, in:

- maintaining contact with vocational training facilities

- compiling and analyzing test results

School counselors and school diagnosticians believe school counselors should be less involved, than they are currently in planning educational programs with pupils.

School counselors and visiting teachers believe school counselors should be less involved, than they are currently in:

- working with pupils primarily on a referral basis

- working with pupils lacking motivation

Visiting teachers and school diagnosticians believe school counselors should be less involved, than they are currently, in coordinating the school group testing program.

In general, data in this study indicate that: (a) pupil personnel workers have similar perceptions regarding the current functions of school counselors; (b) pupil personnel workers have similar perceptions regarding the ideal functions of school counselors; and (c) the Actual Role and Ideal Role of school counselors are perceived in a similar manner by pupil personnel workers.

CONCLUSIONS

The findings of this investigation indicate that counselors, diagnosticians and visiting teachers, currently as well as ideally:

- view counselors involved in pupil-oriented tasks which often require a one-to-one relationship
- view "information-giving" and "information-getting" as central to the role of counselors
- stress the importance of educational-type activities for counselors and place much emphasis upon that which relates to distributive guidance
- view counselors as indirectly involved with pupil problems through referral to others and consultation with staff (rather than working with pupils individually)
- do not view counselors involved in clinical functions relating to pupils with exceptional problems
- do not view counselors engaging in clinical activities which require the specific skills of play therapy or individual psychological testing

This uniformity in perception suggests that school counselors (in Michigan) have developed a role image that is more stable than what is described in the professional literature. School counselors are currently functioning in areas of pupil personnel work in which they should ideally function and are avoiding areas which they should ideally avoid.

Some prime functions currently attributed to the role of counselors are assigned a lower value when viewed from an ideal perspective. Although the function of planning educational programs with pupils has been uniformly given the highest position within the hierarchy of counselor functions, ideally respondents prefer this function to be less significant. A similar

situation exists with functions relating to test analyses. Respondents ideally prefer these typical counselor functions to be de-emphasized.

Differences in perception among the groups suggest that diagnosticians and visiting teachers consider counselors as currently involved with the adjustive and distributive aspects of pupil development more so than counselors see themselves; whereas, counselors see themselves as working with the remediative aspects of pupil development more so than diagnosticians and visiting teachers see counselors.

The breach between what counselors believe they should do and what they are actually doing, so often ascribed to counselors, is not in evidence in this study. Based on Q-responses, it could be assumed that counselors are functioning in areas where they desire to function and are avoiding activities they wish to avoid. Diagnosticians and visiting teachers view the counselors' role in a similar manner.

These findings indicate that the confusion which supposedly surrounds school counselors is not present in the Q-perceptions of diagnosticians, visiting teachers or counselors. It should be recalled that the literature abounds with contradictory reports of pupils', teachers', parents', and administrators' viewpoints of counselors, but no investigations are reported regarding perceptions of pupil personnel workers (other than counselors). It may well be that previous investigations consisted of respondents who were relatively uninformed regarding the professional role of counselors and revealed their own confusion rather than a lack of cohesion in the role of counselors.

Another possible explanation for the uniform results in this investigation is that the sample might have consisted of respondents who are sophisticated in the area of counseling and guidance. For example; seventeen per cent of diagnosticians and eight per cent of visiting teachers

claim previous experience as counselors: twenty-one per cent of diagnosticians and seventeen per cent of visiting teachers aspire to be directors of guidance or of pupil personnel services: nineteen per cent of diagnosticians and of visiting teachers have advanced degrees in counseling and guidance: eleven per cent of diagnosticians report membership in the American Personnel and Guidance Association and nine per cent claim approval as a "Professional Counselor". It would be anticipated that these respondents are more knowledgable about duties and responsibilities of counselors than other types of respondents.

Unpleasant as it is, another explanation should be considered: that is, the possibility that the Q-items in this study are of such a nature that they elicit uniform responses. It might be that some Q-items are lacking in comprehensiveness or are too encompassing or lack validity and thereby tend to foster uniformity. Further experience with this instrument is necessary before an answer could be expected regarding such questions.

Schmidt (68) in his investigation as to how school administrators and counselors perceive the role of counselors reports data similar to the results of this study. Schmidt determined that counselors perceived their current role to encompass vocational and educational counseling, counseling pupils with personal and/or social problems, interpreting test results to individual pupils and conferring with teachers regarding pupil problems. Some of these Q-functions were not included in the present study but those Q-functions which overlapped in both studies were responded to in a strikingly similar manner. Almost identical responses occurred in Schmidt's study in regards to the salient actual and ideal functions of counselors, a finding which again parallels the data in this investigation.

The findings of this study also agree with those of Grant (33) in regards to the perception by pupils, teachers and administrators of counselors as being primarily involved in educational (and vocational) planning; and Evraiff (25) who found that parents view counselors as being mostly involved in educational (and vocational) programming; and Bergstein and Grant (10) who report that parents expect counselors to be most helpful in the areas of educational, personal (and vocational) problems: and Wrenn's report on Project Talent (99) in which counselors rank "counseling for college" and "counseling for high school programs" as the two most frequent functions of counselors: and Peters'(61) study which placed "course planning" in the top position of counselors' role. Although absolute duplication of this study with the aforementioned studies does not occur; sufficient similarity is present to warrant the assumption that educational planning with pupils is repeatedly accepted as a prime function of counselors.

Stiller (85) claims that administrators prefer counselors to function as dispensers of information. This compares positively with the respondents in this study who view counselors as a "clearing-house" of information.

Presumably, Wrenn (98) would be pleased with some of the responses of pupil personnel workers in this investigation since they parallel his recommendations that counselors should consult with staff on questions of pupil understanding and management. But, Wrenn would probably frown at the high priority assigned to counselors to work with pupils lacking motivation. He argues that this is not a responsibility of counselors.

There is a lack of agreement with reports in the literature which state that school counselors have shifted their emphases from the vocational-educational aspects of counseling to the personal-social-emotional problems of

youth. In this study, counselors, as well as diagnosticians and visiting teachers, view counselors' prime Q-function (Actual as well as Ideal) to be planning future educational programs with pupils with less stress placed on vocational-liaison type activities.

Differences occurring between this investigation and reports in the literature might be due to the nature of the sample in this study. Only counselors who also function with diagnosticians and visiting teachers are included. It is possible that the presence of these other two specialists facilitates school counselors being able to concentrate on educational planning and thereby free them from working more extensively with personal-social-emotional type problems. In Michigan, these problems might more likely be handled by visiting teachers and school diagnosticians rather than by school counselors. If these other two types of pupil personnel workers were not available, then it is possible that the duties of school counselors would be more varied. It might be assumed that the presence of school diagnosticians and visiting teachers on a staff contributes to cohesion within the counselors' role since their duties become more intensified in certain areas and less active in other areas. Further research in this area is needed before such a statement can be made with confidence.

But, a trend towards working with problem situations is noticeable by the priority assigned to Q-functions relating to counselors working with pupils lacking motivation, working with teachers regarding pupil problems, concern with pupils who present special problems, maintaining confidential records and working with pupils because of poor social adjustment. School counselors see themselves involved in personal-social-emotional areas significantly more so than school diagnosticians or visiting teachers see counselors

(as functioning in these areas). Yet, the other pupil personnel workers view school counselors as engaging in educational-vocational areas significantly more than counselors see themselves. It might be suspected that counselors are engaging in "psychological" problem areas more extensively than diagnosticians and visiting teachers are aware and that counselors have not remained in a professional niche of working solely with educational-vocational situations. It appears, as previously reported by Thrush (90) and Wrenn (100), that counselors are tending to foresake some of the vocational-oriented aspects of their profession in order to become more like "pigmy psychiatrists". But, it should be recalled, the function of educational planning apparently still reigns supreme.

The designation of "generalist" to school counselors has some merit even though the function of planning educational programs with pupils tends to be specific. The salient Q-functions of providing teachers with information about pupils and obtaining information from teachers about pupils are sufficiently broad in scope to include many diverse activities. Furthermore, such functioning does not distinguish counselors from any one of many other professionals operating in a school setting.

The tendency towards "professional role possessiveness" reflected by diagnosticians and visiting teachers on some of the Q-functions does not appear as blatant among counselors. Whereas, diagnosticians tend to guard their functions relating to testing and evaluation; and visiting teachers protect their functions relating to the referral process and working with behavioral problems, counselors remain steadfast in only one counselor area--planning educational programs with pupils. This raises the question as to whether the role of counselors is sufficiently well crystallized in other areas for counselors to claim professional possession.

Although clarity in counselors' role regarding the salient Q-functions is indicated by data in this study, some differences in role perception tend to occur when self expectations are compared with expectations by others. Conflict among pupil personnel groups is not the focus of this investigation although the possibility of such an occurrence is suggested and might be briefly considered. Counselors' tendency to place more emphases, than either diagnosticians or visiting teachers, upon personal-social-emotional problems of pupils raises the possibility of conflict among these workers. Visiting teachers consider problems of this nature to be within their domain notwithstanding the fact that such situations have been handled by counselors long before their entrance on the school scene. It is apparent that visiting teachers and school counselors have differing viewpoints regarding this area of functioning but to what extent is unknown. This difference between the two groups could serve as a stepping stone for further exploration in pupil personnel work.

From another perspective the possibility of conflict is suggested by the diagnosticians' and visiting teachers' belief that counselors should be more active in referring pupils with problems to specialists. Although the term "specialist" has not been defined in the Q-sort, it would be expected that diagnosticians and visiting teachers would be included within such a designation. It may be that these specialists believe counselors should refer more pupils to <u>them</u> than are currently referred by counselors and that counselors should not handle such cases themselves.

These findings suggest some practical implications for the functioning of counselors. For instance, it would behoove counselors to be wary of individual psychological testing activities if they desire to avoid conflict with school psychological workers. Likewise, activities involving evaluation

of pathological conditions of pupils would be expected to evoke a negative reaction from psychological workers.

It might be advisable for visiting teachers, counselors and diagnosticians to determine in which specific areas a specialty-group member:

- refers pupils
- obtains appropriate information on pupils
- provides appropriate information on pupils
- acts as consultant to teachers

to prevent unnecessary overlap in their dealing with teachers and pupils. Information which is appropriate for one specialty-group may not be appropriate for another group. Therefore, it would be advisable, for the specific group being considered, to be identified whenever these types of functions are being considered. Special efforts should be made by pupil personnel workers to keep communication open in these areas of functioning.

If counselors desire to work more extensively with personal-social-emotional problems, at the expense of some vocational-oriented activities, then further consideration might be given to the focus of their training and preparation by counselor educators. It is questionable whether counselor training programs provide adequate preparation for working with pupils reflecting emotional-social problems. On the other hand, the emphasis on counselors' training in preparing pupils for the world of work might be questioned if counselors are de-emphasing this type of activity. Questions arise as to whether counselors are utilizing their skills relating to occupations effectively and whether counselors are striving to apply techniques in which they have not been properly trained. These questions have been raised by others as well and still lack a satisfactory reply.

In terms of day-to-day functioning, it might be satisfying to counselors to know that there is uniform agreement among pupil personnel workers regarding their working with pupils in the area of educational planning. Security in their role might be enhanced by such knowledge. Professional prestige of counselors might accrue through awareness that they are not viewed as a "jack of all trades and master of none" by their fellow pupil personnel workers and that certain professional expectations have developed regarding the role of counselors.

This study indicates that certain functions (i.e., Q-items 5, 33, 14, 31) of school counselors are perceived in a consistent manner and that counselors function in professional areas which it is deemed necessary that they function. It should be noted that even though these pupil personnel workers perceive counselors in such a manner it does not mean that counselors actually, in practice, do function this way. This Q-sort is limited to 45 Q-functions and does not include all facets of the counselors' role. The findings of this study are dependent upon the specific Q-items in this pupil personnel worker Q-sort. It is likely that counselors function in areas other than those included in the Q-sort and that responses elicited through this instrument are not all-inclusive of the role of counselors.

The data reported herein pertains to groups and although standard deviations are indicated they do not describe how any one pupil personnel worker reacts to the role of school counselors. Caution should, therefore, be exercised whenever a single pupil personnel worker is being considered in relationship to these data. Furthermore, the findings pertain to counselors, diagnosticians, and visiting teachers in the state of Michigan and may or may not be applicable to other areas of the country, thus, any generalization should be made cautiously. When other situations are comparable to the

state of Michigan, then generalizations from these findings can be made with more confidence.

Q-methodology appears to be a fruitful method for obtaining perceptions of pupil personnel workers regarding the role of school counselors. Similarities, as well as differences, in role perception can be obtained through this procedure. To use only correlation coefficients for analysis of the data, as occurs so often in Q-methodology, would lead one to assume a greater relationship among the variables than actually exists. The complimentary use of tests of significance to measure differences between the group means focuses on paired Q-item differences and thereby identifies not only specific differences in perception but also the magnitude of the differences. Such differences could not be identified through the sole use of correlation coefficients. On the other hand, if only tests of significance are applied without use of correlation coefficients then an exaggerated impression can occur in regards to differences reflected in the Q-sort. Use of these two statistics facilitate a global as well as a specific perspective of that which is being investigated.

IMPLICATIONS FOR FURTHER STUDY

The respondents in this study consist of school counselors, school diagnosticians and visiting teachers. Although the focus might be limited to these types of pupil personnel workers, types of respondents are virtually unlimited. In using a Q-sort of this nature, the following types of respondents could be asked to react to the roles of counselors, diagnosticians, and/or visiting teachers:

parents
teachers
pupils

- drop-outs
- graduates
- underachievers
- "average pupils"

administrators
board of education members
university personnel
university students
external agency personnel

- employment agencies
- rehabilitation agencies
- boards of health
- guidance clinics
- police

Respondents were asked to focus on the role of school counselors only. The Q-sort instrument developed in this study might also be focused on the actual and ideal roles of school diagnosticians, visiting teachers, and school psychologists.

Each Q-item has been pre-selected by a panel of judges to conform to a specialty-group dimension. It was not the intent of this study to validate the selection of the Q-items as to whether they were pertinent to the dimension to which they were assigned. It might be profitable to explore whether other experts in the pupil personnel field would arrive at the same conclusions as the panel used in this study.

An analysis of the Q-sort data in relationship to the dimensions determined by the judges and responded to by "practitioners", might be considered. If such a procedure proved fruitful, then a standardization of the instrument with appropriate norms could be undertaken.

It would be interesting to investigate responses of staff from districts which employ only counselors, or only diagnosticians, or only visiting teachers (if any). A comparison of school districts which employ only

counselors with school districts which employ all three pupil personnel workers might be illuminating. Analyses of responses of staff from small versus large schools or urban versus rural districts could also be considered.

No attempt was made to determine whether a relationship exists between a respondent's background and his Q-responses. A factorial analysis involving these two areas might prove enlightening.

Role theorists might be interested in pursuing to what extent and for what reason a specialty-group reflects "professional role possessiveness" when functions characteristic of its role are being compared with other functions. For example, why do diagnosticians give a more uncharacteristic value to Q-functions relating to individual testing by counselors than do either counselors or visiting teachers?

Although cohesive tendencies in the counselors role, in regards to pupil personnel work functions, are indicated it does not pre-empt the possibility of conflict with other specialty-groups—which might be a fertile field for further inquiry.

APPENDIX A

Description of Q-sort Procedure

In the Q-sort method, a respondent is given a set of statements in which the number and content of statements have been previously determined. All respondents are given identical statements. Each statement is usually printed on a separate card.

A respondent is requested to sort items (i.e. statements) along a continuum that approaches a normal distribution. Items are arranged to characterize some person, the self, a group, "X" factor, etc., under study. Items are put in an order of representativeness: those "Most Like" "X" factor at one end of the continuum, and those "Most Unlike" at the other end. Items are placed by a respondent in a designated number of categories along the continuum (e.g. 1-9). Each category also has a predetermined number of positions for each characteristic being considered.

Placement of each item is recorded and a value is assigned to each item. The number of a category in which it is place is recorded as that item's value (Q-value). Usually, there are several Q-values of identical magnitude within each category. Each category has an assigned value (e.g. 1-9). All items within each category have the same value. The position within each category is not quantified. If there are six items in category three, for example, all six items have a Q-value of three. The design of a Q-sort generally resembles a normal distribution: there are fewer items at each end than in the center areas.

A respondent is entirely free to determine which items go into each of the categories. A respondent is also free to sort and re-sort the items as many times as he pleases until he is satisfied with the arrangement. A respondent must use only items presented to him and items must be placed in pre-determined positions along the continuum. He has freedom to choose which item should be placed in which blank space. When a

respondent is finished, all items have been placed in specific categories along the continuum.

Selection will be determined to a great extent by the "psychological set" that has been presented to a respondent by an investigator. Such an example might be:

> Using the statements on these cards, describe what you consider to be the ideal role of the school counselor. Place those statements which you consider to be most like him at one end, and those items which you consider to be least like him at the other end.

In this way a respondent will have an opportunity to reflect his opinions, feelings, beliefs, attitudes, etc., toward the specific factor (viz. counselors) in terms of a standardized procedure. All other respondents react with the same set of statements and to the same "psychological set". This allows each respondent a considerable amount of latitude in responding, and yet provides sufficient structure to allow for comparisons among individuals.

One further example regarding how the technique is used with just one person might be helpful. Given the same set of statements, the respondent is requested to react to two different "psychological sets". At one time he is asked to respond to what he considers to be the "Actual" role of the counselor, and then, afterward, what he considers to be the "Ideal" role of a counselor. Similarities and/or differences can then be subjected to statistical analysis and interpretation.

APPENDIX B

Statistical Development of Q-design

Various Q-designs were considered (e.g. platykurtic, rectangular, etc.) but the Q-design finally selected was constructed to conform to a normal probability model and then submitted to a chi-square "goodness of fit" test to check its normality.

A normal distribution was fitted to the proposed distribution of 45 Q-items and 9 sections in the following manner. The mean of the proposed Q-design ($\bar{X} = 5$) was subtracted from the observed frequency ("fo") of each section in the Q-design which elicited the value of x ($X - \bar{X} = x$). The value of x was divided by the standard deviation ($\sigma = 1.89$) of the proposed Q-design which resulted in the standard score value (z) of each section. The value of each z ($\frac{x}{\sigma}$) was then determined by reference to the "Y ordinate at $\frac{x}{\sigma}$" column of the table of "Areas and Ordinates of the Normal Curve in terms of $\frac{x}{\sigma}$" (22, p. 320).

The value obtained from this table (i.e. Y ordinate) for each section was adjusted in terms of the number of items (N = 45) in the Q-sort. This adjustment, according to Edwards (22, p. 142), is required because the table is based on a unit normal curve where N equals one and the σ equals one. The following formula was applied to adjust the Y ordinate to an N of 45:

$$k = \frac{iN}{\sigma}$$

$$k = \frac{(1)\ (45)}{1.89}$$

$$k = 23.81$$

k = the constant used to multiply the Y ordinate

i = the size of the interval: in this case it is 1

N = the number of cases in the distribution

The k value was then multiplied by each Y ordinate value which resulted in the expected frequency (fe) value of each section. All the "fe's" were rounded off to whole numbers except Sections 9 and 1 which were

already integers. The total expected frequency ("fe") was 43; two less than the total of 45 needed for the Q-sort. Edwards (p. 144) has noted that "fe" ("fe" = 43) generally tends to be less than the total N (N = 45) and that this discrepancy is of minor statistical importance. The two unaccounted for "fe's" were placed in Sections 8 and 2 (one each) thereby increasing both of these sections from three to four.[1]

DETERMINATION OF NORMAL Q-DISTRIBUTION

Section	$(X-\bar{X})$ x	$(\frac{X}{\sigma})$ z	Table B Y ordinate	(k)(Y)	Expected f (fe)	Modified Q-f
9	4	2.12	.0422	1.00	1	1
8	3	1.59	.1127	2.68	3 + 1	4
7	2	1.06	.2275	5.45	5	5
6	1	.53	.3467	8.25	8	8
5	0	.00	.3989	9.50	9	9
4	-1	.53	.3467	8.25	8	8
3	-2	1.06	.2275	5.45	5	5
2	-3	1.59	.1127	2.68	3 + 1	4
1	-4	2.12	.0422	1.00	1	1

$\bar{X} = 5$
$\sigma^2 = 3.56$
$\sigma = 1.89$

A chi-square test of "goodness of fit" was then applied to these data. The x^2 test provides a precise method for determining whether an observed set of frequencies ("fo") and those to be expected ("fe") on the basis of a normal distribution differ significantly or not. The 43

[1]Their placement in these sections conforms to the basic rationale of this Q-sort of having the two positions at each end total 5. This positioning parallels the 5 specialty-appropriate and 5 specialty-inappropriate items for each dimension, thereby allowing the same number of spaces at each end of the continuum as there are "appropriate" and "inappropriate" items. In a "perfect" Q-sort response the 5 specialty-appropriate items would be placed in the first 5 spaces (Sections 1 and 2) with one function being placed in the uppermost position—i.e. most salient position, Section 1. The 5 specialty-inappropriate functions would be placed in the 5 spaces allotted for Sections 8 and 9.

"rounded off" "fe's" computed in the previous table and the two added "f's" were then compared with the "exact" "fe's" (that were obtained from the product of (Y) and (k)). This "rounded off" distribution was then submitted to a "goodness of fit" test to determine its normality.

Chi-square was computed as reflected in the following Table.[2] The following formula

$$x^2 = \frac{(fo - fe)^2}{fe}$$

fo = observed frequency
fe = expected frequency

with 4 degrees of freedom was applied to the data.

df = N-1-m m = σ, x
df = 7-1-2
df = 4

Peatman (60, pp. 247, 261) has noted that when f is less than five for any item then it should be combined with other (adjacent) items to total at least five. Therefore, Sections 8 and 9 (4 + 1 = 5) were combined as well as Sections 1 and 2 (1 + 4 = 5) to total 5 each.

CHI-SQUARE "GOODNESS OF FIT" TEST APPLIED TO Q-DISTRIBUTION TO DETERMINE ITS NORMALITY

Section	fo	fe	(fo-fe)	$(fo-fe)^2$	$\frac{(fo-fe)^2}{fe}$
		1.00			
9+8	5(1+4)	3.68 2.68	1.32	1.74	.473
7	5	5.45	- .45	.20	.037
6	8	8.25	- .25	.06	.007
5	9	9.50	- .50	.25	.026
4	8	8.25	- .25	.06	.007
3	5	5.45	- .45	.20	.037
2+1	5(4+1)	3.68 2.68	1.32	1.74	.473
		1.00			
					1.060

N = 45
x^2 = 1.06 (at lower end at 10% level)

[2]For convenience the "rounded off" "fe's" were referred to as "fo" (observed frequency) and the "exact" "fe's" were referred to as "fe" (expected frequency) in the chi-square test.

The null hypothesis was not rejected at the .05 or .01 levels of confidence. Therefore, the hypothesis that there is no significant difference between the normal curve and the Q-sort curve can be accepted[3] with the resulting conclusion that the Q-sort distribution used in this study approaches a normal distribution.[4]

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[3]Peatman states that no discreet distribution can be exactly normal.

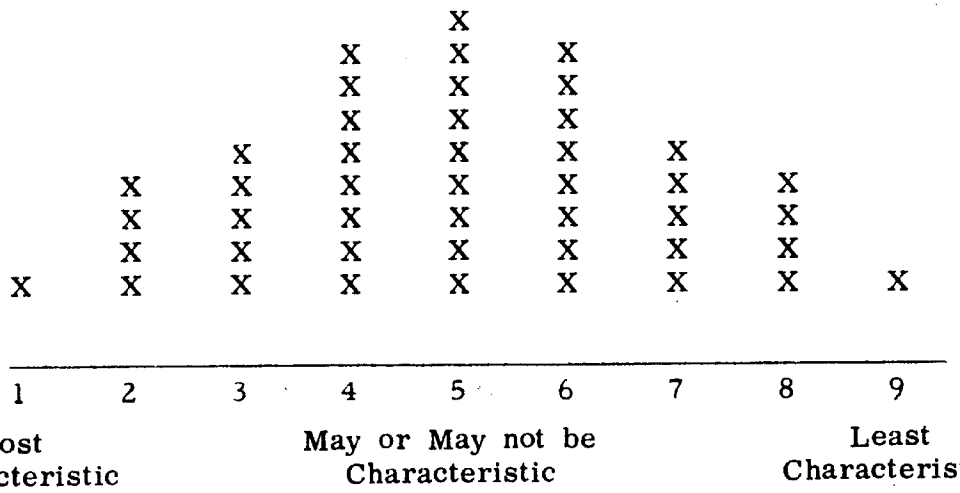
[4]The warning by Speigel regarding a "too good" agreement between the "fo" and "fe" values was considered. Although the x^2 was close to zero it did not fall within the danger zone of being less than x^2 .05 or x^2 .01.

APPENDIX C

Distribution of a Nine Section

Q-sort with Forty-five Items

$\bar{X} = 5$
$\sigma^2 = 3.56$
$\sigma = 1.89$



APPENDIX D

Exhibit I

Letter to Pupil Personnel Workers Requesting Their Participation as Judges

THE UNIVERSITY OF MICHIGAN
ANN ARBOR
School of Education

October 14, 1963

Mr. John Doe
Director of Pupil Services
Smith Public Schools
Smith, Michigan

Dear Mr. Doe:

Most likely you have questioned, as so many others have, just what are the roles of the various members of the pupil personnel services in the school. The roles of visiting teachers, school counselors, and school psychological workers (diagnosticians and psychologists) have been subject to much discussion but scant empirical evidence is available upon which a sound judgment can be made.

A research project is currently underway which seeks to identify and distinguish the roles of these three educational specialists. The value of this research will be determined, to a great extent, by the validity of the instrument used for obtaining the data. Therefore, you, as well as others from these three fields, are being requested to function as a "panel of judges" by responding to a checklist of functions regarding these pupil personnel workers. The data from the checklist would then serve as the basis for a more refined instrument.

The checklist would require only a few minutes to complete and the responses would be handled confidentially.

It would be greatly appreciated if you could take a few minutes from your busy day to respond to this checklist which, if you agree, would be mailed to you and then returned by mail to us. A pre-addressed stamped post card is enclosed for your comment.

Hoping that your answer will be "I agree" we remain,

Sincerely,

Edward C. Roeber, Ph.D
Professor of Education

ECR:wf

Walter F. Westfall

Post card accompanying letter

I _____do not agree _____agree to respond to a checklist of functions relating to pupil personnel services.

Dr. John Doe

APPENDIX D

Exhibit II

Follow-up Letter to Pupil Personnel Workers Requesting Their Participation as Judges

UNIVERSITY OF MICHIGAN

ANN ARBOR

School of Education

December 4, 1963

Mr. John Doe
Director of Pupil Personnel
Smith Public Schools
Smith, Michigan

Dear Mr. Doe:

Have you had an opportunity to glance at the checklist of functions relating to Pupil Personnel Workers yet? It is quite lengthy, isn't it! And some of the items do require discriminating judgments, don't they!

Your reaction, as a judge, to these items is very important. The data from this checklist will form the basis for a more refined research instrument (Q-sort) which will be presented to visiting teachers, school counselors and school diagnosticians throughout the state of Michigan.

Could you find some time in the near future to complete this list of functions and return the material to us?

Sincerely,

Edward C. Roeber, Ph.D.
Professor of Education

ECR:fw

Walter F. Westfall

APPENDIX E

Exhibit I

Letter Which Accompanied Pupil Personnel Worker Function Checklist to Judges

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR

Dear Fellow Educator:

Your willingness to act as a judge in the research project relating to the functions of pupil personnel workers is greatly appreciated.

On the enclosed form various functions have been listed. Three columns have been provided which refer to three different groups of pupil personnel workers: visiting teachers (VT), school counselors (SC), and school diagnosticians (SD). If you believe that a function is appropriate for one (or two or three) of these groups, please so indicate by placing a check mark (✓) in the appropriate column(s). As you respond to a function, please consider the group as a whole and not some isolated individual within the group.

You may mark as many columns as you believe appropriate to the specified function. If you believe that a function is not appropriate to any of these three groups of workers, then place a check mark in the "NONE" column. Every function should have at least one check mark.

A pre-addressed stamped envelope is enclosed for returning the material. We would like to take this opportunity to thank you in advance for your cooperation in this study.

Sincerely,

Edward C. Roeber, Ph.D.
Professor of Education

ECR:bkp

Walter F. Westfall

P.S. Any comments regarding the items in this checklist or the study would be welcomed.

220

APPENDIX E

Exhibit II

Checklist of 250 Pupil Personnel Worker Functions

CHECKLIST OF PUPIL PERSONNEL WORKER FUNCTIONS

DO YOU BELIEVE THAT THESE FUNCTIONS ARE ORDINARILY APPROPRIATE TO:

SCHOOL COUNSELORS (SC)
SCHOOL DIAGNOSTICIANS (SD)
VISITING TEACHERS (VT)
NONE OF THESE (NONE)

NONE	SC	SD	VT	
___	___	___	___	1. Administer and interpret individual intelligence tests
___	___	___	___	2. Administer and interpret individual projective tests
___	___	___	___	3. Administer and interpret interest inventories and/or aptitude tests
___	___	___	___	4. Coordinate career days program
___	___	___	___	5. Coordinate pupil orientation program
___	___	___	___	6. Assist administration with pupil problems
___	___	___	___	7. Responsible for general school research
___	___	___	___	8. Conduct follow-up studies on pupils who have left school (graduates and drop-outs)
___	___	___	___	9. Conduct research to identify common school problems
___	___	___	___	10. Member of committee established to revise cumulative record forms
___	___	___	___	11. Conduct research on academic achievement of pupils with IQ scores of 70 or lower
___	___	___	___	12. Member of screening committee which evaluates placement of pupils in special education programs
___	___	___	___	13. Coordinate the group testing program
___	___	___	___	14. Prepare vocational and educational information for "home room" classes
___	___	___	___	15. Keep school personnel informed of occupational trends
___	___	___	___	16. Consultant to program for the mentally retarded
___	___	___	___	17. Prepare data for state (DPI) reports on special education programs
___	___	___	___	18. Consultant to program for the gifted
___	___	___	___	19. Develop occupational information file
___	___	___	___	20. Responsible for order and discipline in hall, or lunchroom, or study room, etc.
___	___	___	___	21. Responsible for maintaining pupils' cumulative records
___	___	___	___	22. Carry on work of principal in his absence
___	___	___	___	23. Compile and analyze test results

NONE	SC	SD	VT		
___	___	___	___	24.	Conduct studies on ways to motivate under-achievers
___	___	___	___	25.	Teach job application techniques
___	___	___	___	26.	Handle medical excuses
___	___	___	___	27.	Conduct school's social and recreational events
___	___	___	___	28.	Discuss with parents plan for placement of their child in room for mentally retarded
___	___	___	___	29.	Provide police with appropriate information about pupil
___	___	___	___	30.	Provide child welfare agencies with appropriate information about pupils
___	___	___	___	31.	Arrange schedule for use of audio-visual equipment
___	___	___	___	32.	Consultant to remedial reading teacher
___	___	___	___	33.	Interpret group test results to teaching staff
___	___	___	___	34.	Visit other schools for purpose of articulation
___	___	___	___	35.	Evaluate pupil for possible placement in program for the emotionally disturbed
___	___	___	___	36.	Furnish pupil data to the receiving school when a pupil transfers
___	___	___	___	37.	Participate in the preparation of student handbook
___	___	___	___	38.	Confer with pupil, at the request of teacher, about his failure to complete a class assignment that day
___	___	___	___	39.	Evaluate pupil for possible brain damage
___	___	___	___	40.	Confer with pupil who is reluctant to go to gym
___	___	___	___	41.	Report unacceptable behavior of pupils to principal
___	___	___	___	42.	Conduct case study on pupil with severe language handicap (e.g. stuttering)
___	___	___	___	43.	Tutor failing pupil on individual basis
___	___	___	___	44.	Assist teaching staff in understanding physical development of pupils
___	___	___	___	45.	Confer with pupil repeatedly late for class
___	___	___	___	46.	Conduct exit-interviews with all drop-out pupils
___	___	___	___	47.	Teach mentally retarded pupils
___	___	___	___	48.	Confer with pupil regarding finances necessary for college
___	___	___	___	49.	Prepare report for principal on number of pupils failing math
___	___	___	___	50.	Provide teachers with information about pupils
___	___	___	___	51.	Confer with teachers to obtain information about pupils

NONE	SC	SD	VT		
___	___	___	___	52.	Conduct in-service training programs for teachers on group testing
___	___	___	___	53.	Help teachers diagnose problems affecting a class
___	___	___	___	54.	Take over teacher's class in her absence
___	___	___	___	55.	Confer with individual teachers about promotion and failure of certain pupils
___	___	___	___	56.	Assist teachers in incorporating occupational information into their classes
___	___	___	___	57.	Explain home conditions of certain pupils to teacher
___	___	___	___	58.	Suggest to teacher how to handle problem pupils
___	___	___	___	59.	Observe pupils in classroom when requested by teacher
___	___	___	___	60.	Act as consultant to teachers regarding individual pupil problems
___	___	___	___	61.	Assist teachers in understanding and implementing learning theories
___	___	___	___	62.	Confer with teachers regarding their personal problems which interfere with their work
___	___	___	___	63.	Help teachers to utilize effective group dynamics in classroom activities
___	___	___	___	64.	Help teachers develop their own insights and skills in working with pupils
___	___	___	___	65.	Help teachers in learning how to observe pupils and to enter significant data on cumulative records
___	___	___	___	66.	Hold group meetings with teachers to discuss common problems of pupils
___	___	___	___	67.	Interpret results of group tests to teachers
___	___	___	___	68.	Help teachers to identify pupil problems in early stages
___	___	___	___	69.	Ascertain the extent and quality of the relationship existing between a pupil and his teacher
___	___	___	___	70.	Assist teachers in developing more effective teaching techniques
___	___	___	___	71.	Keep staff informed of changing cultural patterns in the school and community
___	___	___	___	72.	Prepare written reports for teacher and/or principal of findings after individual case study on pupil
___	___	___	___	73.	Conduct case conferences with teachers
___	___	___	___	74.	Confer with parents whose children have adjustment problems
___	___	___	___	75.	Confer with parents concerning parent-child conflicts
___	___	___	___	76.	Discuss educational development of pupil with parents
___	___	___	___	77.	Confer with parents regarding non-admittance of their child to school because of low intelligence

NONE	SC	SD	VT		
___	___	___	___	78.	Obtain developmental history on pupil from parents
___	___	___	___	79.	Interpret pupil data (school achievement, test scores, behavior, etc.) to parents
___	___	___	___	80.	Act in a liason capacity between the home and school
___	___	___	___	81.	Confer with parents regarding placement of their child in program for the mentally retarded
___	___	___	___	82.	Discuss course planning of pupil with parents
___	___	___	___	83.	Routinely confer with parents of failing pupils
___	___	___	___	84.	Work with parents who are overly anxious regarding progress of their child in school
___	___	___	___	85.	Confer with parents whose children have learning difficulties
___	___	___	___	86.	Explain to parents what agencies and services are available and the necessary steps to be taken in securing help for their child
___	___	___	___	87.	Confer with parents regarding placement of their child in program for the emotionally disturbed
___	___	___	___	88.	Interpret test results to pupils
___	___	___	___	89.	Conduct thorough case study on problem pupils
___	___	___	___	90.	Routinely interview pupils who have been repeatedly absent
___	___	___	___	91.	Talk to school staff about "pupil personnel services"
___	___	___	___	92.	Participate in selection of teachers applying for position on teaching staff
___	___	___	___	93.	Refer pupils with special problems and needs to appropriate specialists
___	___	___	___	94.	Responsible for clerical tasks involving preparation of transcripts
___	___	___	___	95.	Coordinate efforts of school specialists (VT, nurse, counselor, diagnostician, speech therapist, etc.) working on a case
___	___	___	___	96.	Teach regular classes when teachers are absent
___	___	___	___	97.	Participate in curriculum planning for special education program
___	___	___	___	98.	Organize in-service teacher study courses in relevant psychological areas
___	___	___	___	99.	Maintain confidential records on pupils being seen on an individual basis
___	___	___	___	100.	Administer tests for purpose of classroom grouping
___	___	___	___	101.	Supervise the work of other pupil personnel workers
___	___	___	___	102.	Make a class study when the whole group needs to be analyzed
___	___	___	___	103.	Coordinate the general school program of mental health

NONE	SC	SD	VT		
___	___	___	___	104.	Set in motion legal processes designed to help the pupil (due to parental neglect, truancy, etc.)
___	___	___	___	105.	Recommend changes in the classroom milieu to facilitate the adjustment of certain pupils
___	___	___	___	106.	Gather normative data so as to learn to diagnose educational or personality maladjustment
___	___	___	___	107.	Responsible for special class placement of those pupils with serious mental, physical or emotional limitations
___	___	___	___	108.	Teach regular classes in addition to pupil personnel duties
___	___	___	___	109.	Study pupil characteristics and the changes taking place in the school population
___	___	___	___	110.	Confer with all pupils on a routine basis
___	___	___	___	111.	Plan schedule of classes with each pupil
___	___	___	___	112.	Assist pupils in understanding themselves in relation to their educational plans
___	___	___	___	113.	Evaluate pupil with severe reading problems
___	___	___	___	114.	Confer with pupil about being placed in special education program
___	___	___	___	115.	Plan future educational programs with pupils
___	___	___	___	116.	Routinely responsible for disciplining pupils
___	___	___	___	117.	Acquaint pupils with available educational and vocational opportunities
___	___	___	___	118.	Utilize group process in assisting pupils with developmental-type problems
___	___	___	___	119.	Utilize play activities in assisting pupils with their problems
___	___	___	___	120.	Arrange for enriched program for gifted pupils
___	___	___	___	121.	Identify pupils who should be placed in special programs (retarded, gifted, etc.)
___	___	___	___	122.	Concerned primarily with pupils who present special problems
___	___	___	___	123.	Identify pupils needing psychiatric treatment
___	___	___	___	124.	Interview pupils new to the school
___	___	___	___	125.	Interview pupils who are well adjusted and proceeding at the expected rate through school
___	___	___	___	126.	Estimate the ability and willingness of the pupil to solve his problems
___	___	___	___	127.	Provide services involving the educational diagnosis of pupils
___	___	___	___	128.	Provide services regarding the educational remediation of pupils
___	___	___	___	129.	Provide services relating to the personality diagnosis of pupils
___	___	___	___	130.	Provide services involving the personality remediation of pupils

NONE	SC	SD	VT		
___	___	___	___	131.	Conduct group pupil orientation programs
___	___	___	___	132.	Assist in the educational and occupational planning of pupils who have left school (drop-outs and graduates)
___	___	___	___	133.	Serve as resource person to administration on personnel policies
___	___	___	___	134.	Evaluate mental health aspects of administrative practices and teaching methods
___	___	___	___	135.	Determine the number and type of pupils who constitute their caseload
___	___	___	___	136.	Work with individuals primarily on a referral basis
___	___	___	___	137.	Arrange trips to industrial plants, colleges, etc.
___	___	___	___	138.	Maintain contact with employers and community placement agencies
___	___	___	___	139.	Interpret role of mental health program in school to the community
___	___	___	___	140.	Identify mental health hazards in the community
___	___	___	___	141.	Provide colleges with appropriate information about pupils
___	___	___	___	142.	Serve on civic committee on youth
___	___	___	___	143.	Prepare informational releases (to public) about pupils
___	___	___	___	144.	Supply appropriate information about pupils to employers
___	___	___	___	145.	Act in a liason capacity between community agencies and the school
___	___	___	___	146.	Provide pupil data to authorized community agencies upon request (e.g. police, juvenile court, child guidance clinic, etc.)
___	___	___	___	147.	Interpret role of school to outside agencies
___	___	___	___	148.	Conduct community occupational surveys
___	___	___	___	149.	Serve as speaker, resource person or leader in mental health discussions in community
___	___	___	___	150.	Maintain contact with trade and apprentice training facilities
___	___	___	___	151.	Keep informed regarding military obligations and opportunities
___	___	___	___	152.	Hold scheduled conferences with mother who is rejecting her child
___	___	___	___	153.	Explore home situation of pupil often involved in fights
___	___	___	___	154.	Furnish information about scholarship opportunities to pupils
___	___	___	___	155.	Confer with parents regarding their child's failure in school
___	___	___	___	156.	Function as an authority figure toward parents
___	___	___	___	157.	Recommend pupil for medical examination because of dizzy spells

NONE	SC	SD	VT		
___	___	___	___	158.	Confer with parents regarding referral of their child to hearing clinic
___	___	___	___	159.	Contact Salvation Army to help destitute family
___	___	___	___	160.	Confer with parents regarding poor condition of their child's teeth
___	___	___	___	161.	Inform parents how their quarreling upsets their child
___	___	___	___	162.	Conduct case study of pupils with a severe reading problem
___	___	___	___	163.	Speak before local Optimist Club on "Emotional problems that interfere with learning"
___	___	___	___	164.	Confer with pupil about his placement in program for the mentally retarded
___	___	___	___	165.	Compile and analyze group test data for use by school administration
___	___	___	___	166.	Record test results in pupil folders
___	___	___	___	167.	Confer with pupils regarding moral and religious problems
___	___	___	___	168.	Help pupils to find part-time jobs
___	___	___	___	169.	Confer with pupils regarding finances necessary for college
___	___	___	___	170.	Discuss school regulations with pupils
___	___	___	___	171.	Conduct research on effectiveness of reading program in the school
___	___	___	___	172.	Prepare and/or give out report cards
___	___	___	___	173.	Teach regular class on "Adjustment and Development" to pupils
___	___	___	___	174.	Interpret pupil personnel services to community through speeches
___	___	___	___	175.	Conduct survey of recreational facilities in community
___	___	___	___	176.	Confer with parents regarding family problems
___	___	___	___	177.	Arrange group counseling sessions for parents with similar problems
___	___	___	___	178.	Confer with parents regarding referral of their child to a psychiatric clinic
___	___	___	___	179.	Visit home to determine why pupil has not been attending school
___	___	___	___	180.	Sit in on parent-teacher conferences
___	___	___	___	181.	Interview parents at time of pupil registration
___	___	___	___	182.	Supervise teachers in use of cumulative records
___	___	___	___	183.	Confer with teacher whose expectations of pupils are unrealistic
___	___	___	___	184.	Evaluate performance of teachers at request of school administration
___	___	___	___	185.	Work with individual teachers to develop their counseling skills

NONE	SC	SD	VT		
___	___	___	___	186.	Act as adviser to student council
___	___	___	___	187.	Formulate plans for the organization and operation of the school guidance program
___	___	___	___	188.	Conduct study on the influence of gang activity in the school
___	___	___	___	189.	Responsible for compiling daily attendance reports
___	___	___	___	190.	Develop local norms for standardized tests
___	___	___	___	191.	Consultant to program for the physically handicapped
___	___	___	___	192.	Confer with principal about how to develop more school spirit among pupils
___	___	___	___	193.	Assign specific duties to teachers
___	___	___	___	194.	Confer with principal about low teacher morale
___	___	___	___	195.	Conduct study on problems relating to juvenile delinquency in the community
___	___	___	___	196.	Report delinquent behavior of pupil to police
___	___	___	___	197.	Administer IQ test to blind pupils
___	___	___	___	198.	Administer and interpret Rorschach on pupils referred for evaluation
___	___	___	___	199.	Contact Health Department regarding unsanitary home conditions of pupil
___	___	___	___	200.	Confer with parents regarding their excessive punishment of their child
___	___	___	___	201.	Arrange pupil conferences with college personnel
___	___	___	___	202.	Group pupils by abilities for placement in specific classes
___	___	___	___	203.	Collect and distribute information concerning careers, training opportunities and educational institutions
___	___	___	___	204.	Help parents to understand their role in the development of mental health in pupils
___	___	___	___	205.	Inform parents of school regulations
___	___	___	___	206.	Consultant to parent-teacher groups
___	___	___	___	207.	Make recommendations regarding the suspension of pupils from school
___	___	___	___	208.	Evaluate pupils referred for placement in special programs (retarded, gifted, etc.)
___	___	___	___	209.	Provide intensive treatment of emotionally disturbed pupils
___	___	___	___	210.	Interview pupils dropping out of school
___	___	___	___	211.	Provide scholarship information on colleges to pupils
___	___	___	___	212.	Assist pupils in time of crisis

NONE	SC	SD	VT		
___	___	___	___	213.	Plan special study program for pupils unable to attend school
___	___	___	___	214.	Interpret results of individual psychological (IQ and/or Projective) tests to parents
___	___	___	___	215.	Confer with consulting school psychiatrist regarding pupil who is emotionally disturbed
___	___	___	___	216.	Assist pupils in making application for employment and/or further training
					Work on a scheduled individual basis with pupils who have been referred because of:
___	___	___	___	217.	Truancy
___	___	___	___	218.	Poor social adjustment
___	___	___	___	219.	Lack of motivation in class
___	___	___	___	220.	Above average IQ but failing in school
___	___	___	___	221.	Feelings of inferiority
___	___	___	___	222.	Intense need to excel in all areas
___	___	___	___	223.	Frequent violation of school regulations
___	___	___	___	224.	Feelings of depression
___	___	___	___	225.	His vocational choice is strenuously objected to by his parents
___	___	___	___	226.	Parental neglect
___	___	___	___	227.	Excessive fears
___	___	___	___	228.	Extreme restlessness
___	___	___	___	229.	Aggressive and hostile behavior
___	___	___	___	230.	Timidity
___	___	___	___	231.	Lack of friends
___	___	___	___	232.	Excessive seeking of approval
___	___	___	___	233.	Physical complaints without an organic basis
___	___	___	___	234.	Tics
___	___	___	___	235.	Cheating
___	___	___	___	236.	Impoverished home conditions
___	___	___	___	237.	Excessive phantasy
___	___	___	___	238.	Intense pressure on pupil from parents to achieve
___	___	___	___	239.	Extreme difficulty in making decisions

NONE	SC	SD	VT		
					Work on a scheduled individual basis with pupils who have been referred because of:
___	___	___	___	240.	Level of aspiration too high for his abilities
___	___	___	___	241.	Overdependency
___	___	___	___	242.	Improper sexual behavior
___	___	___	___	243.	Excessive gossiping
___	___	___	___	244.	Concern about boy-girl relationships
___	___	___	___	245.	Lack of interest in school
___	___	___	___	246.	Feelings of inadequacy
___	___	___	___	247.	Repeated stealing episodes
___	___	___	___	248.	Withdrawal tendencies
___	___	___	___	249.	Fear of school
___	___	___	___	250.	Reluctance to recite in class

APPENDIX F

Distribution of Judges Who Agreed to Respond to Checklist on Pupil Personnel Worker Functions

Specialty	Academic	Practitioner	Academic & Practitioner	Total
School Counselors	11*	8		19
School Diagnosticians	4	10	4	18
School Social Workers	7	9		16**
Total	22	27	4	53

* Three of these respondents are also connected with the SD academic program

** Eight of the school social worker respondents had attained a Master's degree in Social Work. The remaining school social worker respondents' academic degrees were in other fields although all were fully approved by the state of Michigan as Visiting Teachers or as VT-educators.

APPENDIX G

Distribution of Respondents to Checklist on Pupil Personnel Worker Functions

	PPW F	PPW %	SC F	SC %	SD F	SD %	VT F	VT %
Agreed to respond	54	100	19	36	18	34	16	30
Checklists returned	37	70						
Checklists returned and scored	35	66	16	84	11	61	8	50

Distribution of Respondents
By Specialty Group

Total number of respondents = 35

46% (16) of respondents = SC
31% (11) of respondents = SD
23% (8) of respondents = VT
100% (35)

APPENDIX H

Exhibit I

"Specialty-Appropriate" Functions for School Counselors

Ranked by "Final Judges"

SELECTED "SPECIALTY-APPROPRIATE" FUNCTIONS FOR SCHOOL COUNSELORS

Please rank 5 functions (plus 2 alternate functions) from the "Specialty-Appropriate — SC list which you consider to be the most appropriate to School Counselors and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

Rank	Item Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

"SPECIALTY-APPROPRIATE" FUNCTIONS FOR SCHOOL COUNSELORS

Item Number	Function	Percent of respondents who reacted to item as a "pure" function of SCs			
		PPW N=35	SC N=16	SD N=11	VT N=8
48	Confer with pupil regarding finances necessary for college	100	100	100	100
150	Maintain contact with trade and apprentice training facilities	97	100	91	100
56	Assist teachers in incorporating occupational information into their classes	97	100	100	88
115	Plan future educational programs with pupils	94	100	91	88
82	Discuss course planning of pupil with parents	89	100	73	88
138	Maintain contact with employers and community placement agencies	86	94	82	75
132	Assist in the educational and occupational planning of pupils who have left school (drop-outs and graduates)	86	88	91	75
46	Conduct exit-interviews with all drop-out pupils	77	100	82	38
112	Assist pupils in understanding themselves in relation to their educational plans	74	85	73	50
118	Utilize group process in assisting pupils with developmental-type problems	48	44	64	38

EXPLANATION: On item number 138; 86 percent of the total respondents (N=35) perceived this function as being appropriate only to SCs; 94 percent of SCs; (N=16) considered this function appropriate only to SCs: 82 percent (N=11) of SDs viewed this function as being appropriate only to SCs; and 75 percent (N=8) of VTs marked this function as being appropriate only to SCs..

APPENDIX H

Exhibit II

"Specialty-Inappropriate" Functions for School Counselors

Ranked by "Final Judges"

SELECTED "SPECIALTY-INAPPROPRIATE" FUNCTIONS FOR SCHOOL COUNSELORS

Please rank 5 functions (plus 2 alternate functions) from the "Specialty-Inappropriate" — SC list which you consider to be the most inappropriate to School Counselors and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

Rank	Item Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

"SPECIALTY-INAPPROPRIATE" (SD, VT, SD+VT) FUNCTIONS FOR SCHOOL COUNSELORS

Item Number	Function	Appropriate to SD f	Appropriate to VT f	Appropriate to SD+VT f	Total f N=35	Total percent N=35
122	Concerned primarily with pupils who present special problems	2	12	18	32	91
136	Work with individuals primarily on a referral basis	1	6	21	28	80
17	Prepare data for state (DPI) reports on special education programs	12	4	8	24	69
129	Provide services relating to the personality diagnosis of pupils	13	4	6	23	66
123	Identify pupils needing psychiatric treatment	5	5	12	22	63
87	Confer with parents regarding placement of their child in program for the emotionally disturbed	2	7	11	20	57
35	Evaluate pupil for possible placement in program for the emotionally disturbed	4	4	12	20	57
162	Conduct case study on pupil with a severe reading problem	9	4	6	19	54
42	Conduct case study on pupil with a severe language handicap (e.g. stuttering)	5	5	6	16	46

EXPLANATION: Item number 122 was marked as a SD function by 2 respondents; as a VT function by 12 respondents and as a function of both SD and VT by 18 respondents. A total of 32 respondents (91 percent of all respondents) perceived this function as being appropriate to SDs, VTs, or both (but not appropriate to SCs).

APPENDIX H

Exhibit III

"Specialty-Appropriate" Functions for School Diagnosticians

Ranked by "Final Judges"

SELECTED "SPECIALTY-APPROPRIATE" FUNCTIONS FOR SCHOOL DIAGNOSTICIANS

Please rank 5 functions (plus 2 alternate functions) from the "Specialty-Appropriate"— SD list which you consider to be the most appropriate to School Diagnosticians and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

Rank	Item Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

"SPECIALTY-APPROPRIATE" FUNCTIONS FOR SCHOOL DIAGNOSTICIANS

Item Number	Function	Percent of respondents who reacted to item as a "pure" function of SD			
		PPW N=35	SC N=16	SD N=11	VT N=8
1	Administer and interpret individual intelligence tests	74	50	91	100
16	Consultant to program for the mentally retarded	66	75	82	50
39	Evaluate pupil for possible brain damage	63	69	82	38
2	Administer and interpret individual projective tests	57	63	55	50
113	Evaluate pupil with severe reading problems	57	56	73	38
77	Confer with parents regarding non-admittance of their child to school because of low intelligence	57	50	73	50
208	Evaluate pupils referred for placement in special programs (retarded, gifted, etc.)	54	44	64	63
214	Interpret results of individual psychological (IQ and/or Projective) tests to parents	51	38	73	54
81	Confer with parents regarding placement of their child in program for the mentally retarded	49	44	64	38

APPENDIX H

Exhibit IV

"Specialty-Inappropriate" Functions for School Diagnosticians

Ranked by "Final Judges"

SELECTED "SPECIALTY-INAPPROPRIATE" FUNCTIONS FOR SCHOOL DIAGNOSTICIANS

Please rank 5 functions (plus 2 alternate functions) from the "Specialty-Inappropriate" - SD list which you consider to be the most inappropriate to School Diagnosticians and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

Rank	Item Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

"SPECIALTY-INAPPROPRIATE" (SC, VT, SC+VT) FUNCTIONS FOR SCHOOL DIAGNOSTICIANS

Item Number	Function	Appropriate to SC f	Appropriate to VT f	Appropriate to SC+VT f	Total f N=35	Total percent N=35
244	Work on an individual basis with pupils who have been referred because of concern about boy-girl relationships	9	8	15	32	91
219	Work on an individual basis with pupils who have been referred because of lack of motivation in class	8	8	15	31	89
218	Work on an individual basis with pupils who have been referred because of poor social adjustment	3	13	14	30	86
221	Work on an individual basis with pupils who have been referred because of feelings of inferiority	5	12	13	30	86
222	Work on an individual basis with pupils who have been referred because of intense need to excel in all areas	7	11	12	30	86
230	Work on an individual basis with pupils who have been referred because of timidity	5	14	11	30	86
245	Work on an individual basis with pupils who have been referred because of lack of interest in school	8	6	16	30	86
40	Confer with pupil who is reluctant to go to gym	14	1	14	29	83
45	Confer with pupil repeatedly late for class	15	2	10	27	77
84	Work with parents who are overly anxious regarding the progress of their child in school	11	4	11	26	74
159	Contact Salvation Army to help destitute family	3	12	11	26	74

EXPLANATION: Item number 244 was marked as a SC function by 9 respondents; as a VT function by 8 respondents; and as a function of both SC and VT by 15 respondents. A total of 32 respondents (91 percent of all respondents) perceived this function as being appropriate to SCs, VTs, or both (but not appropriate to SDs).

APPENDIX H

Exhibit V

"Specialty-Appropriate" Functions for Visiting Teachers

Ranked by "Final Judges"

SELECTED "SPECIALTY-APPROPRIATE" FUNCTIONS FOR VISITING TEACHERS

Please rank 5 functions (plus 2 alternate functions) from the "Specialty-Appropriate"— VT list which you consider to be the most appropriate to Visiting Teachers and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

Rank	Item Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

"SPECIALTY-APPROPRIATE" FUNCTIONS FOR VISITING TEACHERS

Item Number	Function	Percent of respondents who reacted to item as a "pure" function of VTs			
		PPW N=35	SC N=16	SD N=11	VT N=8
153	Explore home situation of pupil often involved in fights	66	69	64	63
152	Hold scheduled conferences with mother who is rejecting her child	60	44	55	100
119	Utilize play activities in assisting pupils with their problems	51	25	55	100
224	Work on individual basis with pupils who have been referred because of feelings of depression	48	25	45	100
80	Act in a liaison capacity between the home and school	46	44	45	50
200	Confer with parents regarding their excessive punishment of their child	46	46	36	63
226	Work on individual basis with pupils who have been referred because of parental neglect	46	38	27	88
176	Confer with parents regarding family problems	43	38	45	50
229	Work on individual basis with pupils who have been referred because of aggressive and hostile behavior	43	13	55	88

APPENDIX H

Exhibit VI

"Specialty-Inappropriate" Functions for Visiting Teachers

Ranked by "Final Judges"

SELECTED "SPECIALTY-INAPPROPRIATE" FUNCTIONS FOR VISITING TEACHERS

Please rank 5 functions (plus 2 alternate functions) from the "Specialty-Inappropriate" — VT list which you consider to be the most inappropriate to Visiting Teachers and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

Rank	Item Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

"SPECIALTY-INAPPROPRIATE" (SD, SC, SD+SC) FUNCTIONS FOR VISITING TEACHERS

Item Number	Function	Appropriate to SC f	Appropriate to SD f	Appropriate to SC+SD f	Total f N=35	Total percent N=35
33	Interpret group test results to teaching staff	16	8	11	35	100
23	Compile and analyze test results	7	10	16	33	94
127	Provide services involving the educational diagnosis of pupils	8	8	15	31	89
13	Coordinate the group testing program	16	8	7	31	89
100	Administer tests for purpose of classroom grouping	16	10	4	30	86
11	Conduct research on academic achievement of pupils with IQ scores of 70 or lower	2	14	12	28	80
109	Study pupil characteristics and the changes taking place in the school population	12	3	6	21	60
61	Assist teachers in understanding and implementing learning theories	2	10	8	20	57
202	Group pupils by abilities for placement in specific classes	8	4	7	19	54
18	Consultant to program for the gifted	3	6	10	19	54

APPENDIX H

Exhibit VII

"Pupil Personnel Worker" Functions Ranked by "Final Judges"

SELECTED PUPIL PERSONNEL WORKER FUNCTIONS

Please rank 15 functions (plus 2 alternate functions) from the Pupil Personnel Worker Function list which you consider to be the most appropriate to all three groups (SC, SD, VT) and could be effectively used as items on a Q-sort relating to Pupil Personnel Workers.

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

PUPIL PERSONNEL WORKER FUNCTIONS

Item Number	Function	Percent of respondents who reacted to item as appropriate to all three groups (SC, SD, VT) PPW N=35	SC N=16	SD N=11	VT N=8
51	Confer with teachers to obtain information about pupils	94	88	100	100
142	Serve on civic committee on youth	83	75	91	88
50	Provide teachers with information about pupils	74	69	91	63
60	Act as consultant to teachers regarding individual pupil problems	69	75	82	38
73	Conduct case conferences with teachers	66	69	82	38
206	Consultant to parent-teacher groups	66	75	55	75
30	Provide child welfare-agencies with appropriate information about pupils	66	69	73	50
12	Member of screening committee which evaluate placement of pupils in special education programs	63	63	82	50
93	Refer pupils with special problems and needs to appropriate specialists	63	56	82	50
74	Confer with parents whose children have adjustment problems	60	63	82	25
147	Interpret role of school to outside agencies	60	44	91	50
135	Determine the number and type of pupils who constitute their caseload	57	75	36	50

PUPIL PERSONNEL WORKER FUNCTIONS (continued)

Item Number	Function	PPW N=35	SC N=16	SD N=11	VT N=8
10	Member of committee established to revise cumulative record forms	57	63	55	50
59	Observe pupils in classroom when requested by teacher				
91	Talk to school staff about "pupil personnel services"	54	44	73	50
86	Explain to parents what agencies and services are available and the necessary steps to be taken in securing help for their child	51	50	64	38
99	Maintain confidential records on pupils being seen on an individual basis	51	63	45	38
55	Confer with individual teachers about promotion and failure of certain pupils	48	44	73	38
85	Confer with parents whose children have learning difficulties	48	50	45	50
105	Recommend changes in the classroom milieu to facilitate the adjustment of certain pupils	48	50	55	38

APPENDIX I

Q-items Selected for Pupil Personnel Worker Q-sort

PUPIL PERSONNEL WORKER Q-SORT

SPECIALTY-APPROPRIATE FUNCTIONS

School Counselors

1. Confer with pupil regarding finances necessary for college
3. Maintain contact with trade and apprentice training facilities
5. Plan future educational programs with pupil
7. Maintain contact with employers and community placement agencies
9. Conduct exit-interviews with all drop-out pupils

School Diagnosticians

11. Administer and interpret individual intelligence tests
13. Evaluate pupil for possible brain damage
15. Consultant to program for the mentally retarded
17. Interpret results of individual psychological (IQ and/or Projective) tests to parents
19. Administer and interpret individual projective tests

Visiting Teachers

21. Hold scheduled conferences with mother who is rejecting her child
23. Utilize play activities in assisting pupils with their problems
25. Work on an individual basis with pupils who have been referred because of feelings of depression
27. Explore home situation of pupil often involved in fights
29. Confer with parents regarding their excessive punishment of their child

PUPIL PERSONNEL WORKER Q-SORT

SPECIALTY-INAPPROPRIATE FUNCTIONS

School Counselors

2. Concerned primarily with pupils who present special problems

4. Provide services relating to the personality diagnosis of pupils

6. Identify pupils needing psychiatric treatment

8. Work with individuals primarily on a referral basis

10. Evaluate pupil for possible placement in program for the emotionally disturbed

School Diagnosticians

12. Work on an individual basis with pupils who have been referred because of concern about boy-girl relationships

14. Work on an individual basis with pupils who have been referred because of lack of motivation in class

16. Work on an individual basis with pupils who have been referred because of poor social adjustment

18. Work on an individual basis with pupils who have been referred because of feelings of inferiority

20. Work with parents who are overly anxious regarding the progress of their child in school

Visiting Teachers

22. Interpret group test results to teaching staff

24. Conduct research on academic achievement of pupils with IQ scores of 70 or lower

26. Coordinate the group testing program

28. Provide services involving the educational diagnosis of pupils

30. Compile and analyze test results

PUPIL PERSONNEL WORKER Q-SORT

PUPIL PERSONNEL WORKER FUNCTIONS

31. Confer with teachers to obtain appropriate information about pupils
32. Serve on civic committee on youth
33. Provide teachers with appropriate information about pupils
34. Act as consultant to teachers regarding individual pupil problems
35. Conduct case conferences with teachers
36. Provide child welfare-agencies with appropriate information about pupils
37. Member of screening committee which evaluates placement of pupils in special education programs
38. Refer pupils with special problems and needs to appropriate specialists
39. Interpret role of school to outside agencies
40. Determine the number and type of pupils who constitute their caseload
41. Member of committee established to revise cummulative record forms
42. Observe pupils in classroom when requested by teacher
43. Consultant to parent-teacher groups
44. Explain to parents what agencies and services are available and the necessary steps to be taken in securing help for their child
45. Maintain confidential records on pupils seen on an individual basis

APPENDIX J

PERSONAL DATA SHEET

PERSONAL DATA SHEET

INSTRUCTIONS: The following information is requested for the purpose of determining whether the background of the respondents is related to their perception of the role of school counselors. This material, as well as your reactions to the school counselor's role, will be handled in a confidential manner.

The items on this Personal Data Sheet have been set-up for IBM processing and might appear to be quite extensive and time consuming. Actually, only a check mark (✓) in the appropriate category is required as an answer for most items, which should expedite your completion of this material in just a few minutes.

1. PERSONAL DATA SHEET

PLEASE PLACE A CHECK MARK (✓) IN THE APPROPRIATE CATEGORY:

2. AGE:
(1) ___ 21-25
(2) ___ 26-30
(3) ___ 31-35
(4) ___ 36-40
(5) ___ 41-45
(6) ___ 46-50
(7) ___ 51-55
(8) ___ 56-60
(9) ___ 61+

3. SEX: (1) ___ Male (2) ___ Female

4. MARITAL STATUS: (1) ___ Married (2) ___ Divorced (3) ___ Single

5. NUMBER OF CHILDREN:
(1) ___ None
(2) ___ 1-2
(3) ___ 3-4
(4) ___ 5-6
(5) ___ 7+

6. WHAT IS YOUR OFFICIAL POSITION IN YOUR SCHOOL SYSTEM(S) ?
(1) ___ School Counselor
(2) ___ School Diagnostician
(3) ___ Visiting Teacher

7. BY WHAT TITLE DO YOU PREFER TO BE CALLED?

_____

8. HOW LONG HAVE YOU BEEN EMPLOYED IN YOUR PRESENT POSITION?
(1) ___ Less than one year
(2) ___ 1-3 years
(3) ___ 4-6 years
(4) ___ 7-9 years
(5) ___ 10-12 years
(6) ___ 13-15 years
(7) ___ 16-18 years
(8) ___ 19+ years

PLACE A CHECK MARK IN THE APPROPRIATE COLUMNS TO INDICATE YOUR PREVIOUS EXPERIENCE IN THE FOLLOWING SCHOOL POSITIONS. DO NOT INCLUDE YOUR PRESENT POSITION. (IF THE POSITION WAS PART-TIME INDICATE THE FRACTION OF TIME PER DAY SPENT IN THE POSITION)

School Position	(1) None	(2) 1-3 years	(3) 4-6 years	(4) 7-9 years	(5) 10+ years
9. Elementary Teacher (K-6)					
10. Junior High Teacher (7-9)					
11. Senior High Teacher (10-12)					
12. Special Education Teacher					
13. College Teacher					
14. School Counselor					
15. School Diagnostician					
16. Visiting Teacher					
17. Assistant-Principal					
18. Other (Specify:_____)					

19. ASSUMING THAT YOU WILL STILL BE WORKING, CHECK THE SCHOOL POSITION YOU
20. WOULD LIKE TO HAVE 10 YEARS FROM NOW:

(11) ___School Counselor (K-6)
(12) ___School Counselor (7-9)
(13) ___School Counselor (10-12)
(14) ___College Counselor
(15) ___School Psychologist
(16) ___School Diagnostician
(17) ___Visiting Teacher
(18) ___College Teacher
(19) ___Principal
(21) ___Director of Guidance
(22) ___Director of Psychological Services
(23) ___Supervisor of Visiting Teachers
(24) ___Director of Special Education
(25) ___Director of Pupil Personnel Services
(26) ___Other (Specify:_____)

21. CHECK THE CATEGORY WHICH INDICATES YOUR CURRENT SCHOOL SALARY:

(1) ___5000-5999
(2) ___6000-6999
(3) ___7000-7999
(4) ___8000-8999
(5) ___9000-9999
(6) ___10,000-10,999
(7) ___11,000-11,999
(8) ___12,000-12,999
(9) ___13,000+

22. ARE YOU USUALLY EMPLOYED BY THE SCHOOL SYSTEM(S) FOR:
(The same standard should be applied when responding to #21 and #22)

(1) ___10 months
(2) ___10 1/2 months
(3) ___11 months
(4) ___11 1/2 months
(5) ___12 months
(6) ___Other (Specify:_____)

23. IS THE SALARY SCHEDULE FOR YOUR SPECIALIST GROUP (i.e. counselor, diagnostician or VT) HIGHER THAN THE TEACHER'S SALARY SCHEDULE IN YOUR SCHOOL SYSTEM(S)?

(1) ___No

If "Yes" how much higher? (Estimate difference in salary at the maximum level):

(2) ___Less than $100
(3) ___$100-299
(4) ___$300-499
(5) ___$500-699
(6) ___$700-899
(7) ___$900-1099
(8) ___$1100-1299
(9) ___$1300+

24. CHECK THE POSITION OF THE PERSON TO WHOM YOU ARE PRIMARILY RESPONSIBLE:
(check one): (i.e. your supervisor's title)

(1) ___Asst-principal
(2) ___Principal
(3) ___Director of Guidance
(4) ___Director of Psychological Services
(5) ___Supervisor of Visiting Teachers
(6) ___Director of Special Education
(7) ___Director of Pupil Personnel Services
(8) ___Asst-Superintendent
(Specify title:_____)
(9) ___Other
(Specify title:_____)

ESTIMATE THE NUMBER OF PERSONNEL IN EACH OF THE FOLLOWING POSITIONS IN YOUR SCHOOL SYSTEM(S) (INCLUDING YOURSELF) BY PLACING A CHECK MARK IN THE APPROPRIATE COLUMNS

Position	(1) None	(2) 1	(3) 2	(4) 3	(5) 4	(6) 5	(7) 6	(8) 7	(9) 8+
	Number of Personnel								
25. Visiting Teacher									
26. (K-6) Counselor									
27. (7-9) Counselor									
28. (10-12) Counselor									
29. School Diagnostician									
30. School Psychologist									

31. IN YOUR SCHOOL DISTRICT(S) ARE THE SCHOOL COUNSELORS, SCHOOL DIAGNOSTICIANS, AND VISITING TEACHERS IN THE SAME "DEPARTMENT"?
(1)___No
(2)___Yes

THE DEGREE OF CONTACT WHICH PUPIL PERSONNEL WORKERS HAVE WITH ONE ANOTHER VARIES. GENERALLY, HOW MUCH PROFESSIONAL CONTACT HAVE YOU HAD WITH THE FOLLOWING WORKERS IN THE LAST TWO YEARS? ESTIMATE THE FREQUENCY OF CONTACK BY PLACING A CHECK MARK IN THE APPROPRIATE COLUMN.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		Frequency of Professional Contact						
Position	No such position in my district	Daily	Twice a week	Once a week	Twice a month	Once a month	Less often	No contact
32. Visiting Teacher								
33. (K-6) Counselor								
34. (7-9) Counselor								
35. (10-12) Counselor								
36. School Diagnostician								
37. School Psychologist								

38. WOULD YOU CLASSIFY YOUR SCHOOL DISTRICT(S) AS BEING PRIMARILY:
(1)___Urban
(2)___Suburban
(3)___Rural

39. ESTIMATE THE NUMBER OF PUPILS IN YOUR SCHOOL DISTRICT(S):
(1)___Less than 2500
(2)___2500-4999
(3)___5000-9999
(4)___10,000-14,999
(5)___15,000-19,999
(6)___20,000-24,999
(7)___25,000-34,999
(8)___35,000-49,999
(9)___50,000+

40. DO YOU WORK PRIMARILY WITH PUPILS AT THE (check one):
(1)___Elementary level only (K-6)
(2)___Junior High level only (7-9)
(3)___Senior High level only (10-12)
(4)___Both Elementary and Junior High levels
(5)___Both Junior High and Senior High levels
(6)___All Levels
(7)___Other (Specify:_____)

41. IN WHAT FIELD DID YOU OBTAIN YOUR BACHELOR'S DEGREE?
(1)___I do not have a bachelor's degree
(2)___Natural Science (e.g. chemistry, biology, math, etc.)
(3)___Social Science (e.g. psychology, sociology, anthropology, etc.)
(4)___Humanities (e.g. English, languages, art, philosophy, etc.)
(5)___Technical (e.g. engineering, nursing, architecture, etc.)
(6)___Business Administration (e.g. economics, accounting, etc.)
(7)___Education (e.g. elementary, secondary, etc.)
(8)___Other (Specify:_____)

42. IN WHAT FIELD DID YOU OBTAIN YOUR MASTER'S DEGREE?

43.
(11) ___ I do not have a master's degree
(12) ___ Elementary Education
(13) ___ Secondary Education
(14) ___ Educational Administration
(15) ___ Counseling and Guidance
(16) ___ School Psychology
(17) ___ Educational Psychology
(18) ___ Clinical Psychology
(19) ___ Social Work
(21) ___ Special Education
(22) ___ Other (Specify: _____)

44. IN WHAT FIELD DID YOU OBTAIN YOUR SPECIALIST'S DEGREE (6 year program) ?

45.
(11) ___ I do not have a specialist's degree
(12) ___ Elementary Education
(13) ___ Secondary Education
(14) ___ Educational Administration
(15) ___ Counseling and Guidance
(16) ___ School Psychology
(17) ___ Educational Psychology
(18) ___ Clinical Psychology
(19) ___ Social Work
(21) ___ Special Education
(22) ___ Other (Specify: _____)

46. IN WHAT FIELD DID YOU OBTAIN YOUR DOCTORAL DEGREE?

47.
(11) ___ I do not have a doctoral degree
(12) ___ Elementary Education
(13) ___ Secondary Education
(14) ___ Educational Administration
(15) ___ Counseling and Guidance
(16) ___ School Psychology
(17) ___ Educational Psychology
(18) ___ Clinical Psychology
(19) ___ Social Work
(21) ___ Special Education
(22) ___ Other (Specify: _____)

48. IN WHAT YEAR DID YOU OBTAIN YOUR BACHELOR'S DEGREE?

(1) ___ I do not have a bachelor's degree
(2) ___ 1961-1963
(3) ___ 1958-1960
(4) ___ 1955-1957
(5) ___ 1952-1954
(6) ___ 1949-1951
(7) ___ 1946-1948
(8) ___ 1943-1945
(9) ___ 1942 or before

49. IN WHAT YEAR DID YOU OBTAIN YOUR MASTER'S DEGREE?

(1) ___ I do not have a master's degree
(2) ___ 1961-1963
(3) ___ 1958-1960
(4) ___ 1955-1957
(5) ___ 1952-1954
(6) ___ 1949-1951
(7) ___ 1946-1948
(8) ___ 1943-1945
(9) ___ 1942 or before

50. IN WHAT YEAR DID YOU OBTAIN YOUR SPECIALIST'S DEGREE?

(1) ___ I do not have a specialist's degree
(2) ___ 1961-1963
(3) ___ 1958-1960
(4) ___ 1955-1957
(5) ___ 1952-1954
(6) ___ 1949-1951
(7) ___ 1946-1948
(8) ___ 1943-1945
(9) ___ 1942 or before

51. IN WHAT YEAR DID YOU OBTAIN YOUR DOCTORAL DEGREE?
(1)___I do not have a doctoral degree
(2)___1961-1963
(3)___1958-1960
(4)___1955-1957
(5)___1952-1954
(6)___1949-1951
(7)___1946-1948
(8)___1943-1945
(9)___1942 or before

52. ARE YOU CURRENTLY WORKING TOWARD A DEGREE?
(1)___No
If "Yes" what degree are you working toward?
(2)___Bachelor
(3)___Master
(4)___Specialist
(5)___Doctoral
(6)___Other (Specify:_____)

53. WHAT SPECIALIZED AREA WOULD YOUR DEGREE BE IN?
(1)___I am not working toward a degree
I am working toward a degree in:
(2)___Counseling and Guidance
(3)___Educational Psychology
(4)___School Psychology
(5)___Clinical Psychology
(6)___Psychology and Education
(7)___Special Education
(8)___Social Work
(9)___Other (Specify:_____)

ARE YOU A MEMBER OF THE FOLLOWING ORGANIZATIONS?

54. APGA (American Personnel and Guidance Association)
(1)___No
(2)___Yes

55. COUNCIL OF MICHIGAN GUIDANCE AND PERSONNEL ORGANIZATIONS
(1)___No
(2)___Yes

56. LOCAL CHAPTER OR ASSOCIATION OF COUNSELORS
(1)___No
(2)___Yes

57. APA (American Psychological Association)
(1)___No
(2)___Yes

58. MPA (Michigan Psychological Association)
(1)___No
(2)___Yes

59. MSSP (Michigan Society of School Psychologists)
(1)___No
(2)___Yes

60. LOCAL CHAPTER OR ASSOCIATION OF PSYCHOLOGISTS
(1)___No
(2)___Yes

61. NASW (National Association of Social Workers)
(1)___No
(2)___Yes

62. MVTA (Michigan Visiting Teachers Association)
(1)___No
(2)___Yes

63. LOCAL CHAPTER OR REGIONAL GROUP OF VISITING TEACHERS
(1)___No
(2)___Yes

ARE YOU CERTIFIED, LICENSED, OR APPROVED AS A:

64. CONSULTING PSYCHOLOGIST
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified or licensed you
_____

65. PSYCHOLOGIST
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified or licensed you
_____

66. PSYCHOLOGICAL EXAMINER
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified or licensed you
_____

67. SCHOOL DIAGNOSTICIAN
(1)___No
(2)___Yes-provisional approval
(3)___Yes-full approval
If "Yes" specify the organization or state which approved you
_____

68. VISITING TEACHER
(1)___No
(2)___Yes-provisional approval
(3)___Yes-full approval
If "Yes" specify the organization or state which approved you
_____

69. SOCIAL WORKER
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified, licensed or approved you _____

70. PROFESSIONAL COUNSELOR
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified, licensed or approved you _____

71. ELEMENTARY TEACHER
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified, licensed or approved you _____

72. SECONDARY TEACHER
(1)___No
(2)___Yes
If "Yes" specify the organization or state which certified, licensed or approved you _____

APPENDIX K

Tabulated Data From

Responses to

Personal Data Sheet

AGE OF RESPONDENTS

SPECIALTY GROUP	YEARS 21-25		26-30		31-35		36-40		41-45		46-50		51-55		56-60		61+		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
School Counselors	0	0	3	5.88	7	13.73	16	31.37	7	13.73	6	11.76	6	11.76	5	9.80	1	1.96	51	100
School Diagnosticians	1	2.13	10	21.28	10	21.28	13	27.66	8	17.02	2	4.26	0	0.00	2	4.26	1	2.13	47	100
Visiting Teachers	0		0		2	3.85	11	21.15	8	15.38	5	9.62	13	25.00	7	13.46	2	3.85	52	100
Total	3	.67	15	10.00	21	14.00	40	26.67	23	15.33	13	8.67	19	12.67	14	9.33	4	2.67	150	100

SEX OF RESPONDENTS

SPECIALTY GROUP	MALE		FEMALE		TOTAL	
	f	%	f	%	f	%
School Counselors	33	64.71	18	35.29	51	100.00
School Diagnosticians	31	65.96	16	34.04	47	100.00
Visiting Teachers	14	26.92	38	73.08	52	100.00
Total	14		72		150	
Mean		52.00		48.00		100.00

MARITAL STATUS

SPECIALTY GROUP	Married		Divorced		Single		No Response		Total	
	f	%	f	%	f	%	f	%	f	%
School Counselors	41	80.39	1	1.96	9	17.65	0	0	51	100
School Diagnosticians	37	78.72	4	8.51	6	12.77	0	0	47	100
Visiting Teachers	37	71.15	5	9.62	9	17.31	1	1.92	52	100
Total	115		10		24		1		150	100
Mean		76.67		6.67		16.00		1.64		100

NUMBER OF CHILDREN

SPECIALTY GROUP	NONE*		1-2		3-4		5-6		7 +		N R		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
School Counselors	13	25.49	20	39.22	12	23.53	4	7.84	1	1.96	1	1.96	51	100.00
School Diagnosticians	14	29.79	14	29.79	15	31.91	3	6.38	0	0	1	2.13	47	100.00
Visiting Teachers	17	32.69	21	40.38	10	19.23	3	5.77	0	0	1	1.92	52	100.00
Total	44		55		37		10		1		3		150	
Mean		29.32		36.46		24.89		6.63		.65		2.00		100.00

* Includes single respondents

RESPONSES TO QUESTION:

"BY WHAT TITLE DO YOU PREFER TO BE CALLED?"

Specialty Group	School Counselor		Administrative Title		School Diagnostician		School Psychologist		Visiting Teacher		School Social Worker		No Preference		Other		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
School Counselor	36	70.59	5	9.80	0	0.00	0	0.00	0	0.00	0	0.00	9	17.65	1	1.96	51	100.00
School Diagnostician	0	0.00	2	4.26	20	21.28	26	55.32	0	0.00	0	0.00	9	19.15	0	0.00	47	100.00
Visiting Teacher	1	1.92	2	3.85	0	0.00	0	0.00	18	34.62	20	38.46	10	19.23	1	1.92	52	100.00
Total	37		9		10		26		18		20		28		2		150	
Mean		24.17		5.97		7.09		18.44		11.54		12.82		18.67		1.29		100.00

LENGTH OF EMPLOYMENT PER SCHOOL YEAR

MONTHS EMPLOYED	School Counselors		School Diagnosticians		Visiting Teachers		Total	
	f	%	f	%	f	%	f	%
10 Months	34	66.67	23	48.94	38	73.08	95	63.33
10-1/2 Months	15	29.41	10	21.28	7	13.46	32	21.33
11 Months	2	3.92	9	19.15	7	13.46	18	12.00
11-1/2 Months	0	0.00	0	0.00	0	0.00	0	0.00
12 Months	0	0.00	5	10.64	0	0.00	5	3.33
Other	0	0.00	0	1.00	0	0.00	0	0.00
Total	51	100.00	47	100.01	52	100.00	150	99.99

PUPIL PERSONNEL WORKER SALARY VS TEACHER SALARY

PPW Salary Differential	School Counselor		School Diagnostician		Visiting Teacher		Total	
	f	%	f	%	f	%	f	%
Same	30	58.82	8	17.02	14	26.92	52	34.67
- $ 100 Higher	0	0.00	0	0.00	0	0.00	0	0.00
$ 100 - $ 299 Higher	3	5.88	5	10.64	11	21.15	19	12.67
$ 300 - $ 499	8	15.69	9	19.15	12	23.08	29	19.33
$ 500 - $ 699	5	9.80	9	19.15	10	19.23	24	16.00
$ 700 - $ 899	3	5.88	6	12.77	2	3.85	11	7.33
$ 900 - $1099	1	1.96	2	4.26	2	3.85	5	3.33
$1100 - $1299	0	0.00	3	6.38	0	0.00	3	2.00
$1300+	1	1.96	5	10.64	1	1.92	7	4.67
Total	51	100.00	47	100.00	52	100.00	150	100.00

NUMBER OF PUPILS IN DISTRICT

NUMBER OF PUPILS	School Counselors		School Diagnosticians		Visiting Teachers		Total	
	f	%	f	%	f	%	f	%
- 2,500	3	5.88	0	0.00	0	0.00	3	2.00
2,500 - 4,999	4	7.84	5	10.64	9	17.31	18	12.00
5,000 - 9,999	20	39.22	17	36.17	17	32.69	54	36.00
10,000 - 14,999	9	17.65	15	31.91	13	25.00	37	24.67
15,000 - 19,999	6	11.76	4	8.51	4	7.69	14	9.33
20,000 - 24,999	5	9.80	3	6.38	2	3.85	10	6.67
25,000 - 34,999	2	3.92	2	4.26	4	7.69	8	5.33
35,000 - 49,999	0	0.00	1	2.13	1	1.92	2	1.33
50,000	1	1.96	0	0.00	1	1.92	2	1.33
No Response	1	1.96	0	0.00	1	1.92	1	1.33
Total	51	100.00	47	100.00	52	100.00	150	100.00

YEAR BACHELORS DEGREE OBTAINED

YEAR	School Counselors		School Diagnosticians		Visiting Teachers		Total	
	f	%	f	%	f	%	f	%
1961-63	0	0.00	0	0.00	2	3.85	2	1.33
1958-60	1	1.96	6	12.77	2	3.85	9	6.00
1955-57	6	11.76	8	17.02	2	3.85	16	10.67
1952-54	9	17.65	11	23.40	6	11.54	26	17.33
1949-51	8	15.69	12	25.53	7	13.46	27	18.00
1946-48	6	11.76	4	8.51	6	11.54	16	10.67
1943-45	4	7.84	1	2.13	4	7.69	9	6.00
1942 or before	17	33.33	5	10.64	23	44.23	45	30.00
Total	51	100.00	47	100.00	52	100.00	150	100.00

YEAR MASTERS DEGREE OBTAINED

Year	School Counselors		School Diagnosticians		Visiting Teachers		Total	
	f	%	f	%	f	%	f	%
No Degree	2	3.92	1	2.13	2	3.85	5	3.33
1961-63	8	15.69	9	19.15	8	15.38	25	16.67
1958-60	12	23.53	11	23.40	6	11.54	29	19.33
1955-57	13	25.49	11	23.40	9	17.31	33	22.00
1952-54	6	11.76	9	19.15	8	15.38	23	15.33
1949-51	3	5.88	2	4.26	5	9.62	10	6.67
1946-48	2	3.92	1	2.13	6	11.54	9	6.00
1943-45	1	1.96	1	2.13	3	5.77	5	3.33
1942 or before	4	7.84	2	4.26	5	9.62	11	7.33
Total	51	100.00	47	100.00	52	100.00	150	100.00

APPENDIX L

Comparison of School Counselors' And School Diagnosticians' Q-responses To the Actual Role of School Counselors

Number of Q-item	School Counselor Actual Role (N=51) $\bar{X}$	σ	School Diagnostician Actual Role (N=47) $\bar{X}$	σ	t* value
1	4.45	1.32	3.49	1.21	3.75
2	3.76	2.16	3.68	1.87	.20
3	6.00	1.37	4.77	1.32	4.53
4	5.63	1.41	6.64	1.63	3.28
5	1.88	1.03	1.62	1.01	1.28
6	5.29	1.71	6.26	1.54	2.91
7	5.55	1.35	4.81	1.26	2.80
8	4.55	2.06	4.91	2.01	.89
9	4.45	1.94	4.15	1.43	.87
10	5.76	1.48	7.45	.85	6.82
11	5.04	1.83	6.87	1.33	5.63
12	4.35	1.13	4.55	1.25	.83
13	7.67	1.24	8.09	.72	2.02
14	2.76	1.05	4.11	1.36	5.50
15	6.82	1.20	6.91	1.14	.39
16	3.45	1.12	4.23	1.62	2.80
17	5.59	1.81	7.11	1.29	4.74
18	4.29	.99	5.02	1.36	3.05
19	6.43	1.91	8.15	.93	5.58
20	4.10	1.25	4.98	1.21	3.54
21	6.12	1.13	6.13	.88	.05
22	4.90	1.55	3.94	1.33	3.30

Number of Q-item	School Counselor Actual Role (N=51) $\bar{X}$	σ	School Diagnostician Actual Role (N=47) $\bar{X}$	σ	t* value
23	7.25	1 09	7.11	.96	.71
24	6.86	.98	6.55	1.02	1.53
25	4.90	1.36	5.74	1.36	3.07
26	4.31	1.64	3.83	1.70	1.43
27	6.22	1.10	4.98	1.17	5.39
28	4.61	1.47	4.30	1.63	.99
29	6.29	1.14	5.49	.83	3.97
30	4.65	1.28	4.11	1.68	1.80
31	3.20	.98	2.91	1.02	1.39
32	5.90	1.27	5.13	1.08	3.24
33	3.02	1.10	3.36	1.09	1.54
34	2.86	1.04	4.00	1.18	5.07
35	4.25	1.31	4.23	1.16	.08
36	5.20	1.10	4.55	1.10	2.90
37	5.67	1.47	4.70	1.69	3.02
38	3.61	1.30	3.17	1.46	1.57
39	5.78	.99	5.06	1.05	3.50
40	6.67	1.52	5.34	1.29	4.64
41	5.96	1.50	4.40	1.30	5.48
42	5.65	1.56	4.70	1.10	3.44
43	5.90	1.33	4.94	.94	4.12
44	4.41	.90	4.30	1.23	.53
45	3.12	1.58	4.06	1.51	3.02

df = 96
.05 Level = 1.98
.01 Level = 2.63

APPENDIX M

Comparison of School Counselors' And Visiting Teachers' Q-responses To the Actual Role of School Counselors

Number of Q-item	School Counselor Actual Role (N=51) $\bar{X}$	σ	Visiting Teacher Actual Role (N=52) $\bar{X}$	σ	t* value
1	4.45	1.32	3.96	1.66	1.21
2	3.76	2.16	4.08	1.90	.78
3	6.00	1.37	4.62	1.54	4.82
4	5.63	1.41	5.73	1.56	.35
5	1.88	1.03	1.94	1.39	.25
6	5.29	1.71	5.77	1.41	1.54
7	5.55	1.35	4.62	1.59	3.22
8	4.55	2.06	5.12	1.99	1.42
9	4.45	1.94	5.00	1.79	1.49
10	5.76	1.48	6.52	1.43	2.63
11	5.04	1.83	6.13	1.96	2.93
12	4.35	1.13	4.23	1.23	.52
13	7.67	1.24	7.94	1.19	1.15
14	2.76	1.05	3.52	1.36	3.14
15	6.82	1.20	7.21	.98	1.81
16	3.45	1.12	4.06	1.47	2.35
17	5.59	1.81	6.19	1.39	1.90
18	4.29	.99	5.04	1.48	3.00
19	6.43	1.91	6.98	1.63	1.57
20	4.10	1.25	4.54	1.23	1.80
21	6.12	1.13	6.37	1.21	1.08
22	4.90	1.55	3.96	1.41	3.22

Number of Q-item	School Counselor Actual Role (N=51) $\bar{X}$	σ	Visiting Teacher Actual Role (N=52) $\bar{X}$	σ	t* value
23	7.25	1.09	7.21	1.24	.19
24	6.86	.98	6.52	1.31	1.51
25	4.90	1.36	5.54	1.49	2.26
26	4.31	1.64	3.63	1.75	2.03
27	6.22	1.10	5.63	1.22	2.53
28	4.61	1.47	3.52	1.20	4.12
29	6.29	1.14	5.87	1.14	1.91
30	4.65	1.28	3.77	1.68	2.99
31	3.20	.98	3.17	1.13	.11
32	5.90	1.27	5.02	1.36	3.40
33	3.02	1.10	3.44	1.19	1.86
34	2.86	1.04	3.54	1.23	3.01
35	4.25	1.31	4.31	1.39	.20
36	5.20	1.10	5.10	1.11	.46
37	5.67	1.47	5.25	1.71	1.33
38	3.61	1.30	3.98	1.57	1.32
39	5.78	.99	5.42	1.42	1.50
40	6.67	1.52	5.38	1.75	3.97
41	5.96	1.50	5.15	1.39	2.83
42	5.65	1.56	5.48	1.29	.59
43	5.90	1.33	5.23	1.15	2.74
44	4.41	.90	4.87	1.19	2.18
45	3.12	1.58	4.42	1.83	3.87

* df = 101
.05 Level = 1.98
.01 Level = 2.63

APPENDIX N

Comparison of School Diagnosticians' And Visiting Teachers' Q-responses To the Actual Role of School Counselors

Number of Q-item	School Diagnostician Actual Role (N=47) $\bar{X}$	σ	Visiting Teacher Actual Role (N=52) $\bar{X}$	σ	t* value
1	3.49	1.21	3.96	1.66	1.60
2	3.68	1.87	4.08	1.90	1.05
3	4.77	1.32	4.62	1.54	.52
4	6.64	1.63	5.73	1.56	2.83
5	1.62	1.01	1.94	1.39	1.32
6	6.26	1.54	5.77	1.41	1.64
7	4.81	1.26	4.62	1.59	.67
8	4.91	2.01	5.12	1.99	.50
9	4.15	1.43	5.00	1.79	2.59
10	7.45	.85	6.52	1.43	3.86
11	6.87	1.33	6.13	1.96	2.17
12	4.55	1.25	4.23	1.23	1.29
13	8.09	.72	7.94	1.19	.71
14	4.11	1.36	3.52	1.36	2.14
15	6.91	1.14	7.21	.98	1.39
16	4.23	1.62	4.06	1.47	.57
17	7.11	1.29	6.19	1.39	3.39
18	5.02	1.36	5.04	1.48	.06
19	8.15	.93	6.98	1.63	4.32
20	4.98	1.21	4.54	1.23	1.80
21	6.13	.88	6.39	1.21	1.11
22	3.94	1.33	3.96	1.41	.09

Number of Q-item	School Diagnostician Actual Role (N=47) $\bar{X}$	σ	Visiting Teacher Actual Role (N=52) $\bar{X}$	σ	t* value
23	7.11	.96	7.21	1.24	.47
24	6.55	1.02	6.52	1.31	.14
25	5.74	1.36	5.54	1.49	.72
26	3.83	1.70	3.63	1.75	.56
27	4.98	1.17	5.63	1.22	2.72
28	4.30	1.63	3.52	1.20	2.73
29	5.49	.83	5.87	1.14	1.86
30	4.11	1.68	3.77	1.68	1.00
31	2.91	1.02	3.17	1.13	1.19
32	5.13	1.08	5.02	1.36	.44
33	3.36	1.09	3.44	1.19	.35
34	4.00	1.18	3.54	1.23	1.90
35	4.23	1.16	4.31	1.39	.28
36	4.55	1.10	5.10	1.11	2.44
37	4.70	1.69	5.25	1.71	1.60
38	3.17	1.46	3.98	1.57	2.65
39	5.06	1.05	5.42	1.42	1.42
40	5.34	1.29	5.38	1.75	.14
41	4.40	1.30	5.15	1.39	2.76
42	4.70	1.10	5.48	1.29	3.21
43	4.49	.94	5.23	1.15	1.39
44	4.30	1.23	4.87	1.19	2.33
45	4.06	1.51	4.42	1.83	1.06

* df = 98
.05 Level = 1.98
.01 Level = 2.63

APPENDIX O

Comparison of School Counselors' And School Diagnosticians' Q-responses To the Ideal Role of School Counselors

Number of Q-item	School Counselor Ideal Role (N=51) $\bar{X}$	σ	School Diagnostician Ideal Role (N=47) $\bar{X}$	σ	t* value
1	4.65	1.29	4.06	1.28	1.59
2	4.41	2.15	4.89	1.95	1.16
3	5.22	1.39	4.28	1.53	3.19
4	5.71	1.47	6.91	1.27	4.34
5	2.57	1.39	2.34	1.43	.80
6	5.35	1.95	6.15	1.65	2.17
7	5.63	1.39	4.06	1.47	5.43
8	5.65	2.21	5.15	1.82	1.21
9	4.27	1.33	3.79	1.32	1.82
10	5.96	1.44	7.13	1.06	4.54
11	5.00	1.82	6.85	1.59	5.34
12	4.16	1.46	4.53	1.25	1.36
13	7.53	1.39	7.96	.91	1.79
14	3.14	1.15	3.87	1.38	2.88
15	6.90	1.17	6.36	1.17	2.30
16	3.22	1.14	4.23	1.59	3.67
17	6.08	1.83	6.98	1.48	2.66
18	4.22	1.39	5.15	1.57	3.12
19	6.31	1.93	8.13	1.03	5.72
20	4.14	1.04	4.74	1.37	2.48
21	5.86	1.31	6.23	1.24	1.44
22	4.41	1.44	4.09	1.35	1.15

Number of Q-item	School Counselor Ideal Role (N=51) $\bar{X}$	σ	School Diagnostician Ideal Role (N=47) $\bar{X}$	σ	t* value
23	6.80	1.39	6.45	1.21	1.35
24	6.61	1.17	6.23	1.22	1.55
25	4.82	1.72	5.96	1.57	3.40
26	4.86	1.71	4.40	1.58	1.37
27	5.92	1.20	5.36	1.15	2.36
28	4.25	1.65	3.66	1.97	1.63
29	5.84	1.12	5.47	1.02	1.73
30	5.20	1.40	4.85	1.63	1.13
31	3.06	1.12	3.15	1.04	.41
32	5.92	1.28	5.15	1.00	3.31
33	2.94	.90	3.28	1.26	1.52
34	3.00	1.23	3.51	1.54	1.82
35	3.84	1.36	3.77	1.43	.27
36	5.22	.97	5.02	.97	1.00
37	5.45	1.24	4.77	1.46	2.51
38	3.10	1.53	2.89	1.24	.72
39	5.80	1.58	5.19	1.23	2.13
40	6.57	1.86	5.02	1.54	4.47
41	6.19	1.60	4.98	1.33	4.40
42	5.20	1.17	4.57	1.36	2.43
43	5.82	1.48	4.85	1.00	3.78
44	4.41	1.28	4.15	1.29	1.01
45	3.41	1.50	4.30	1.37	3.05

* df = 96
.05 Level = 1.98
.01 Level = 2.63

APPENDIX P

Comparison of School Counselors' And Visiting Teachers' Q-responses To the Ideal Role of School Counselors

Number of Q-item	School Counselor Ideal Role (N=51) $\bar{X}$	σ	Visiting Teacher Ideal Role (N=52) $\bar{X}$	σ	t* value
1	4.65	1.29	4.21	1.68	1.47
2	4.41	2.15	5.06	2.25	1.49
3	5.22	1.39	4.33	1.41	3.22
4	5.71	1.47	6.08	1.67	1.20
5	2.57	1.39	2.10	1.39	1.73
6	5.35	1.95	6.02	1.88	1.76
7	5.63	1.39	4.35	1.49	4.51
8	5.65	2.21	5.77	1.65	.32
9	4.27	1.33	3.50	1.32	2.97
10	5.96	1.44	6.52	1.26	2.09
11	5.00	1.82	6.42	1.64	4.17
12	4.16	1.46	4.69	1.28	1.98
13	7.53	1.39	8.00	.91	2.04
14	3.14	1.15	4.27	1.55	4.21
15	6.90	1.17	6.69	1.26	.87
16	3.22	1.14	4.75	1.52	5.79
17	6.08	1.83	6.54	1.29	1.48
18	4.22	1.39	5.44	1.50	4.30
19	6.31	1.93	7.54	1.39	3.69
20	4.14	1.04	4.54	1.28	1.75
21	5.86	1.31	6.31	1.28	1.74
22	4.41	1.44	4.08	1.41	1.19

Number of Q-item	School Counselor Ideal Role (N=51) $\bar{X}$	σ	Visiting Teacher Ideal Role (N=52) $\bar{X}$	σ	t* value
23	6.80	1.39	6.94	1.26	.53
24	6.61	1.17	6.10	1.22	2.17
25	4.82	1.72	6.04	1.55	3.78
26	4.86	1.71	4.17	1.64	2.09
27	5.92	1.20	5.44	1.26	1.98
28	4.25	1.65	3.50	1.81	2.21
29	5.84	1.12	5.81	1.01	.17
30	5.20	1.40	4.42	1.68	2.53
31	3.06	1.12	3.13	.99	.36
32	5.92	1.28	4.65	1.23	5.12
33	2.94	.90	3.10	1.21	.74
34	3.00	1.23	3.71	1.47	2.66
35	3.84	1.36	4.04	1.31	.74
36	5.22	.97	5.06	1.18	.74
37	5.45	1.24	4.81	1.55	2.33
38	3.10	1.53	3.15	1.33	.20
39	5.80	1.58	5.23	1.20	2.08
40	6.57	1.86	5.29	1.81	3.54
41	6.29	1.60	4.87	1.43	4.78
42	5.20	1.17	4.92	1.34	1.10
43	5.82	1.48	4.85	1.24	3.63
44	4.41	1.28	4.62	1.29	.80
45	3.41	1.50	4.04	1.58	2.06

* df = 101
.05 Level = 1.98
.01 Level = 2.63

APPENDIX Q

Comparison of School Diagnosticians' And Visiting Teachers' Q-responses To the Ideal Role of School Counselors

Number of Q-item	School Diagnostician Ideal Role ($\bar{X}$)	(σ)	Visiting Teacher Ideal Role ($\bar{X}$)	(σ)	t* value
	(N=47)		(N=52)		
1	4.06	1.28	4.21	1.68	.49
2	4.89	1.95	5.06	2.25	.39
3	4.28	1.53	4.33	1.41	.17
4	6.91	1.27	6.08	1.67	2.79
5	2.34	1.43	2.10	1.39	.86
6	6.15	1.65	6.01	1.88	.36
7	4.06	1.47	4.35	1.49	.95
8	5.15	1.82	5.77	1.65	1.78
9	3.79	1.32	3.50	1.32	1.08
10	7.13	1.16	6.52	1.26	2.59
11	6.85	1.59	6.42	1.64	1.32
12	4.53	1.25	4.69	1.28	.63
13	7.95	.91	8.00	.91	.23
14	3.87	1.38	4.27	1.55	1.34
15	6.36	1.17	6.69	1.26	1.36
16	4.23	1.59	4.75	1.52	1.65
17	6.98	1.48	6.54	1.29	1.58
18	5.15	1.57	5.44	1.50	.95
19	8.13	1.03	7.54	1.39	2.37
20	4.74	1.37	4.54	1.28	.77
21	6.23	1.24	6.31	1.28	.29
22	4.09	1.35	4.08	1.41	.03

Number of Q-item	School Diagnostician Ideal Role ($\bar{X}$)	(σ)	Visiting Teacher Ideal Role ($\bar{X}$)	(σ)	t* value
		(N=47)		(N=52)	
23	6.45	1.21	6.94	1.26	1.99
24	6.23	1.22	6.10	1.22	.56
25	5.96	1.57	6.04	1.55	.26
26	4.40	1.58	4.17	1.64	.71
27	5.26	1.15	5.44	1.26	.33
28	3.66	1.97	3.50	1.81	.42
29	5.47	1.02	5.81	1.01	1.66
30	4.85	1.63	4.42	1.68	1.28
31	3.15	1.04	3.13	.99	.07
32	5.15	1.00	4.65	1.23	2.18
33	3.28	1.26	3.10	1.21	.73
34	3.51	1.54	3.71	1.47	.66
35	3.77	1.43	4.04	1.31	.99
36	5.02	.97	5.06	1.18	.17
37	4.77	1.46	4.81	1.55	.14
38	2.89	1.24	3.15	1.33	1.00
39	5.19	1.23	5.12	1.20	.16
40	5.02	1.54	5.29	1.81	.79
41	4.98	1.33	4.87	1.43	.41
42	4.57	1.36	4.92	1.34	1.28
43	4.85	1.00	4.85	1.24	.02
44	4.15	1.29	4.62	1.29	1.80
45	4.30	1.37	4.04	1.58	.87

* df = 97
.05 Level = 1.98
.01 Level = 2.63

APPENDIX R

Comparison of School Counselors' Q-responses to the Actual Role And Ideal Role of School Counselors

Number of Q-item	School Counselor Actual Role (N=51) $\bar{X}$	School Counselor Actual Role (N=51) σ	School Counselor Ideal Role (N=51) $\bar{X}$	School Counselor Ideal Role (N=51) σ	t* value
1	4.45	1.32	4.65	1.29	1.17
2	3.76	2.16	4.41	2.15	2.18
3	6.00	1.37	5.22	1.39	4.47
4	5.63	1.41	5.71	1.47	.39
5	1.88	1.03	2.57	1.39	3.32
6	5.29	1.71	5.35	1.95	.24
7	5.55	1.35	5.63	1.39	.39
8	4.55	2.06	5.65	2.21	4.15
9	4.45	1.94	4.27	1.33	.66
10	5.76	1.48	5.96	1.44	.85
11	5.04	1.83	5.00	1.82	.17
12	4.35	1.13	4.16	1.46	.98
13	7.67	1.24	7.53	1.39	.83
14	2.76	1.05	3.14	1.15	2.10
15	6.82	1.20	6.90	1.17	.38
16	3.45	1.12	3.22	1.14	1.23
17	5.59	1.81	6.08	1.83	1.71
18	4.29	.99	4.22	1.39	.37
19	6.43	1.91	6.31	1.93	.53
20	4.10	1.25	4.14	1.04	.18
21	6.12	1.13	5.86	1.31	1.33
22	4.90	1.55	4.41	1.44	2.44

Number of Q-item	School Counselor Actual Role (N=51) $\bar{X}$	σ	School Counselor Ideal Role (N=51) $\bar{X}$	σ	t* value
23	7.25	1.09	6.80	1.39	2.54
24	6.86	.98	6.61	1.17	1.36
25	4.90	1.36	4.82	1.72	.40
26	4.31	1.64	4.86	1.71	1.89
27	6.22	1.10	5.72	1.20	1.58
28	4.61	1.47	4.25	1.65	1.77
29	6.29	1.14	5.84	1.12	2.71
30	4.65	1.28	5.20	1.40	2.79
31	3.20	.98	3.06	1.12	.76
32	5.90	1.27	5.92	1.28	.09
33	3.02	1.10	2.74	.90	.42
34	2.86	1.04	3.00	1.23	.81
35	4.25	1.31	3.84	1.36	2.41
36	5.20	1.10	5.22	.77	.11
37	5.67	1.47	5.45	1.24	1.05
38	3.61	1.30	3.10	1.53	2.34
39	5.78	.99	5.80	1.58	.10
40	6.67	1.52	6.57	1.86	.42
41	5.96	1.50	6.29	1.60	1.50
42	5.65	1.56	5.20	1.17	2.11
43	5.90	1.33	5.82	1.48	.32
44	4.41	.90	4.41	1.28	.00
45	3.12	1.58	3.41	1.50	1.14

* df = 50
.05 Level = 2.008
.01 Level = 2.678

APPENDIX S

Comparison of Visiting Teachers' Q-responses to the Actual Role And Ideal Role of School Counselors

Number of Q-item	Visiting Teacher Actual Role ($\bar{X}$)	Visiting Teacher Actual Role (σ) (N=52)	Visiting Teacher Ideal Role ($\bar{X}$)	Visiting Teacher Ideal Role (σ) (N=52)	t* value
1	3.96	1.66	4.21	1.68	1.30
2	4.08	1.90	5.06	2.25	2.62
3	4.62	1.54	4.33	1.41	1.40
4	5.73	1.56	6.08	1.67	1.38
5	1.94	1.39	2.10	1.39	.84
6	5.77	1.41	6.02	1.88	1.02
7	4.62	1.59	4.35	1.49	1.29
8	5.12	1.99	5.77	1.65	2.53
9	5.00	1.79	3.50	1.32	5.53
10	6.52	1.43	6.52	1.26	.00
11	6.13	1.96	6.42	1.64	1.39
12	4.23	1.23	4.69	1.28	2.18
13	7.94	1.19	8.00	.91	.37
14	3.52	1.36	4.27	1.55	3.27
15	7.21	.98	6.69	1.26	2.97
16	4.06	1.47	4.75	1.52	2.41
17	6.19	1.39	6.54	1.29	1.90
18	5.04	1.48	5.44	1.50	1.61
19	6.98	1.63	7.54	1.39	2.89
20	4.54	1.23	4.54	1.28	.00
21	6.37	1.21	6.31	1.28	.25
22	3.96	1.41	4.08	1.41	.52

Number of Q-item	Visiting Teacher Actual Role ($\bar{X}$)	(σ)	Visiting Teacher Ideal Role ($\bar{X}$)	(σ)	t* value
22	3.96	1.41	4.08	1.41	.52
23	7.21	1.24	6.74	1.26	1.57
24	6.52	1.31	6.10	1.22	2.75
25	5.54	1.49	6.04	1.55	2.00
26	3.63	1.75	4.17	1.64	2.37
27	5.63	1.22	5.44	126	1.09
28	3.52	1.20	3.50	1.81	.08
29	5.87	1.14	5.81	1.01	.33
30	3.77	1.68	4.42	1.68	2.72
31	3.17	1.13	3.13	.79	.24
32	5.02	1.36	4.65	1.53	2.01
33	3.44	1.19	3.10	1.21	1.88
34	3.54	1.23	3.71	1.47	.86
35	4.31	1.39	4.04	1.31	1.20
36	5.10	1.11	5.06	1.18	.21
37	5.25	1.71	4.81	1.55	2.16
38	3.98	1.57	3.15	1.33	3.53
39	5.42	1.42	5.23	1.50	.99
40	5.38	1.75	5.29	1.81	.42
41	5.15	1.39	4.87	1.43	1.56
42	5.48	1.29	4.92	1.34	2.40
43	5.23	1.15	4.85	1.24	1.76
44	4.87	1.19	4.62	1.29	1.36
45	4.42	1.83	4.04	1.58	1.47

* df = 51
.05 Level = 2.008
.01 Level = 2.678

APPENDIX T

Comparison of School Diagnosticians' Q-responses to the Actual Role And Ideal Role of School Counselors

Number of Q-item	School Diagnostician Actual Role (N=47) $\bar{X}$	σ	School Diagnostician Ideal Role (N=47) $\bar{X}$	σ	t* value
1	3.49	1.21	4.06	1.28	2.28
2	3.68	1.87	4.89	1.95	3.58
3	4.77	1.32	4.28	1.53	1.94
4	6.64	1.63	6.91	1.27	1.29
5	1.62	1.01	2.34	1.43	3.34
6	6.26	1.54	6.15	1.65	.46
7	4.81	1.26	4.06	1.47	3.10
8	4.91	2.01	5.15	1.82	.78
9	4.15	1.43	3.79	1.32	1.44
10	7.45	.85	7.13	1.06	2.47
11	6.87	1.33	6.85	1.59	.10
12	4.55	1.25	4.53	1.25	.10
13	8.09	.72	7.96	.91	.88
14	4.11	1.36	3.87	1.38	.92
15	6.91	1.14	6.36	1.17	2.78
16	4.23	1.62	4.23	1.59	.00
17	7.11	1.29	6.98	1.48	.58
18	5.02	1.36	5.15	1.57	.55
19	8.15	.93	8.13	1.03	.13
20	4.98	1.21	4.74	1.37	.98
21	6.13	.88	6.23	1.24	.54
22	3.94	1.33	4.09	1.35	.63

Number of Q-item	School Diagnostician Actual Role (N=47) $\bar{X}$	σ	School Diagnostician Ideal Role (N=47) $\bar{X}$	σ	t* value
23	7.11	.96	6.45	1.21	4.01
24	6.55	1.02	6.23	1.22	1.60
25	5.74	1.36	5.96	1.57	.82
26	3.83	1.70	4.40	1.58	2.31
27	4.98	1.17	5.36	1.15	1.89
28	4.30	1.63	3.66	1.97	2.17
29	5.49	.83	5.47	1.02	.12
30	4.11	1.68	4.85	1.63	3.48
31	2.91	1.02	3.15	1.04	1.24
32	5.13	1.08	5.15	1.00	.11
33	3.36	1.09	3.28	1.26	.38
34	4.00	1.18	3.51	1.54	1.94
35	4.13	1.16	3.77	1.43	2.16
36	4.55	1.10	5.02	.97	2.65
37	4.70	1.69	4.77	1.46	.36
38	3.17	1.46	2.89	1.24	1.25
39	5.06	1.05	5.19	1.23	.75
40	5.34	1.29	5.02	1.54	1.51
41	4.40	1.30	4.98	1.33	2.51
42	4.70	1.10	4.57	1.36	.56
43	4.94	.94	4.85	1.00	.50
44	4.30	1.23	4.15	1.29	.63
45	4.06	1.51	4.30	1.37	1.00

* df = 46
.05 Level = 2.012
.01 Level = 2.685

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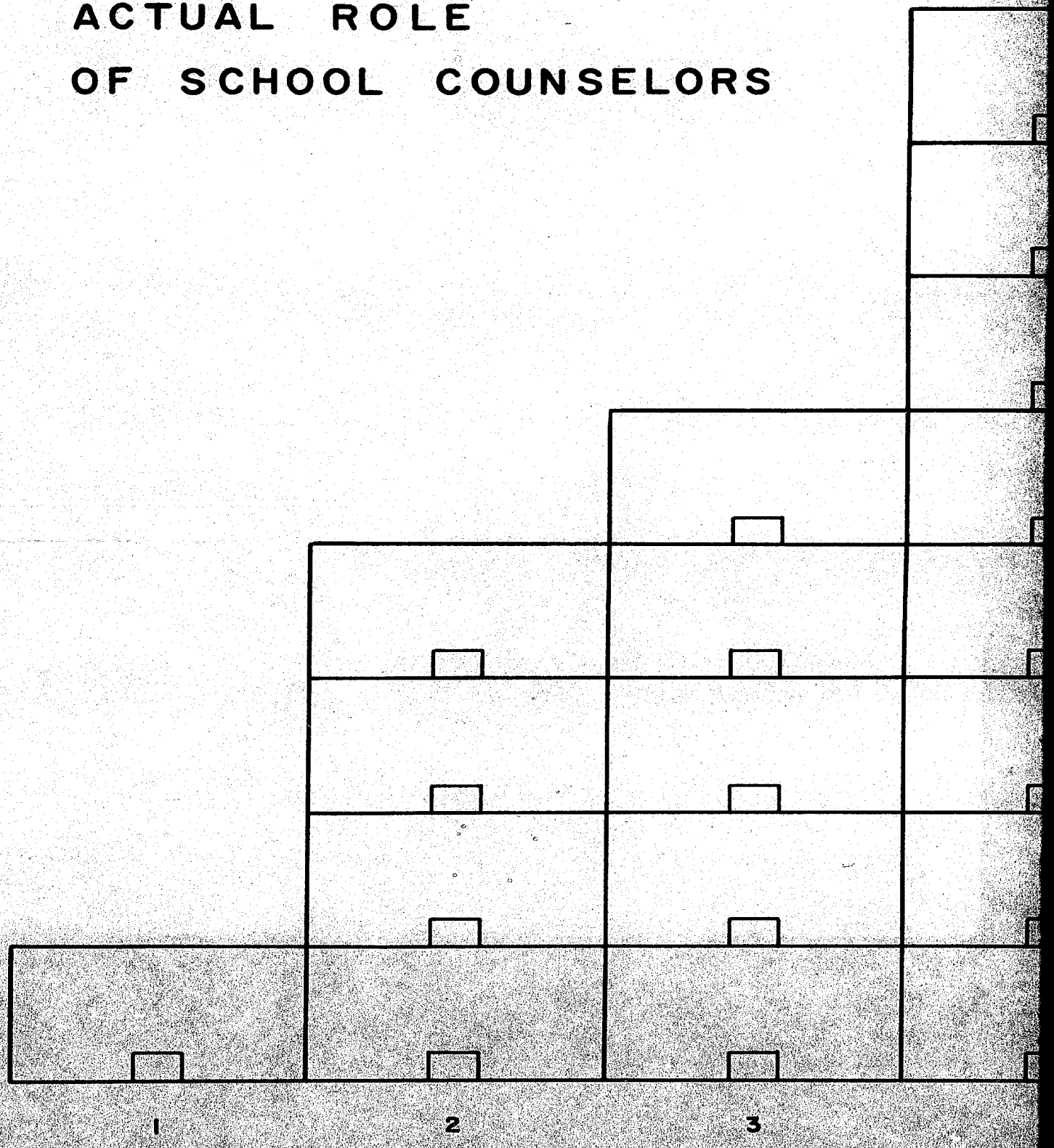
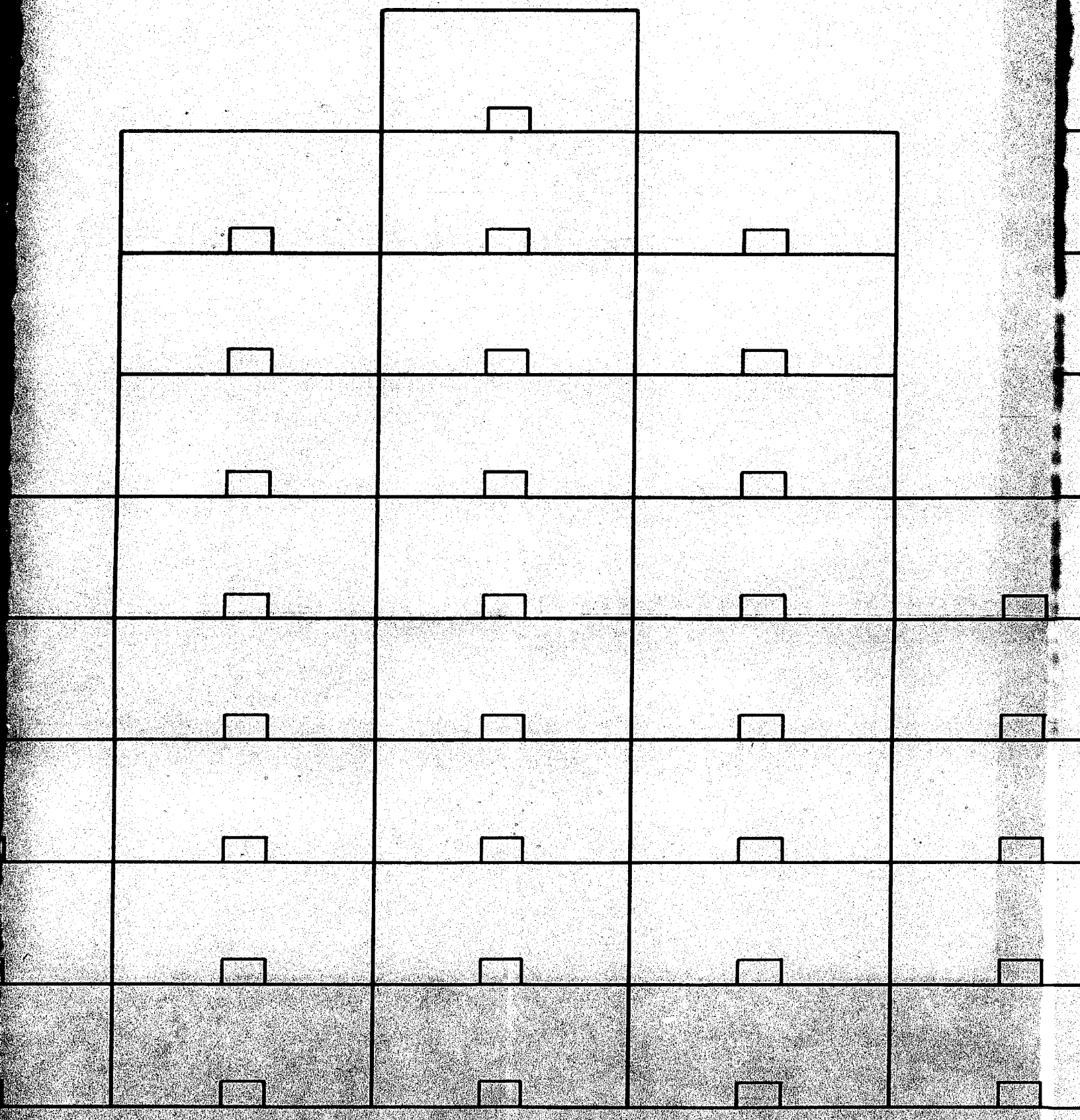
ACTUAL ROLE OF SCHOOL COUNSELORS



MOST CHARACTERISTIC
OF SCHOOL COUNSELORS



MAY OR MAY NOT BE CHARACTERISTIC

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6

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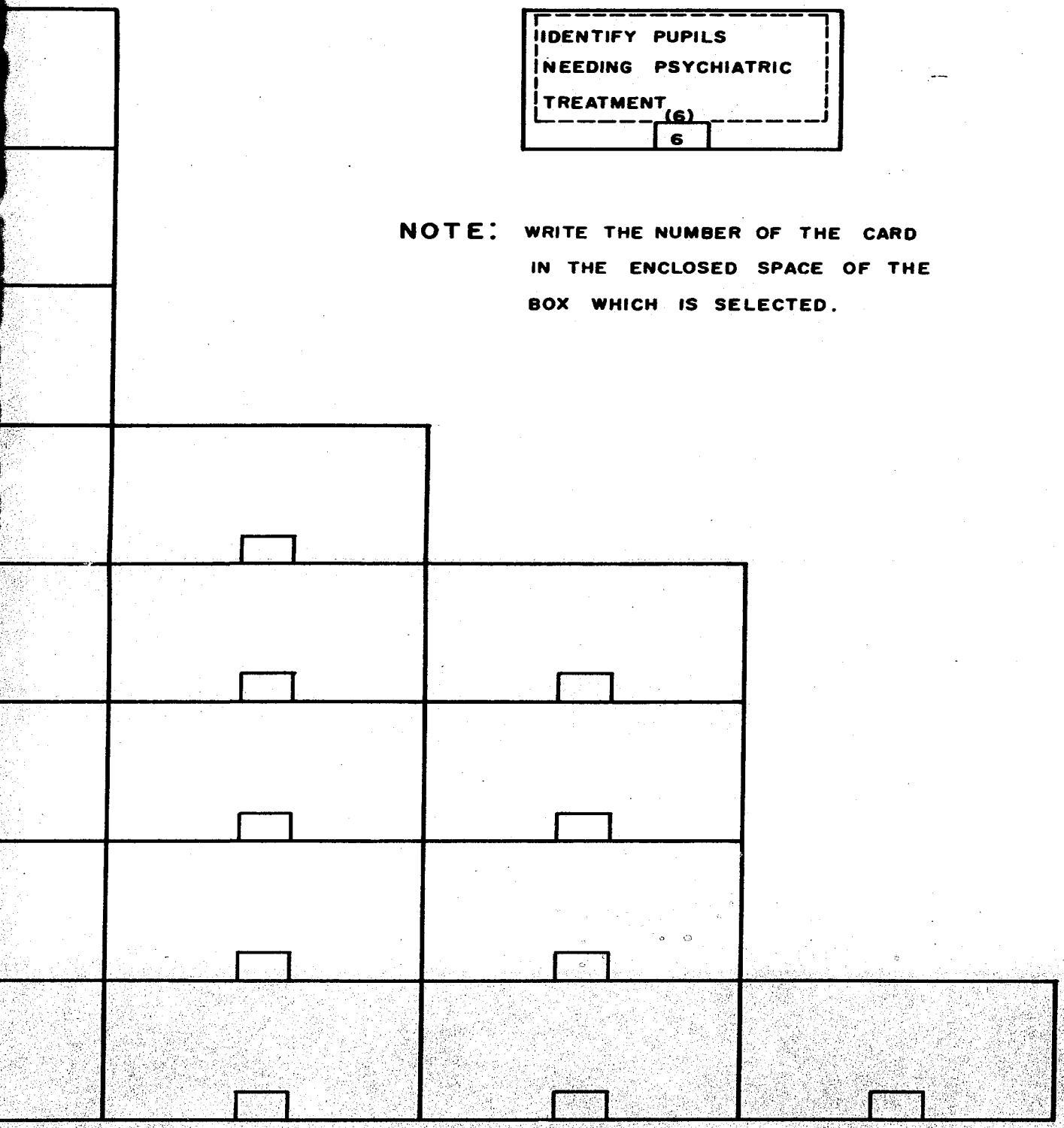
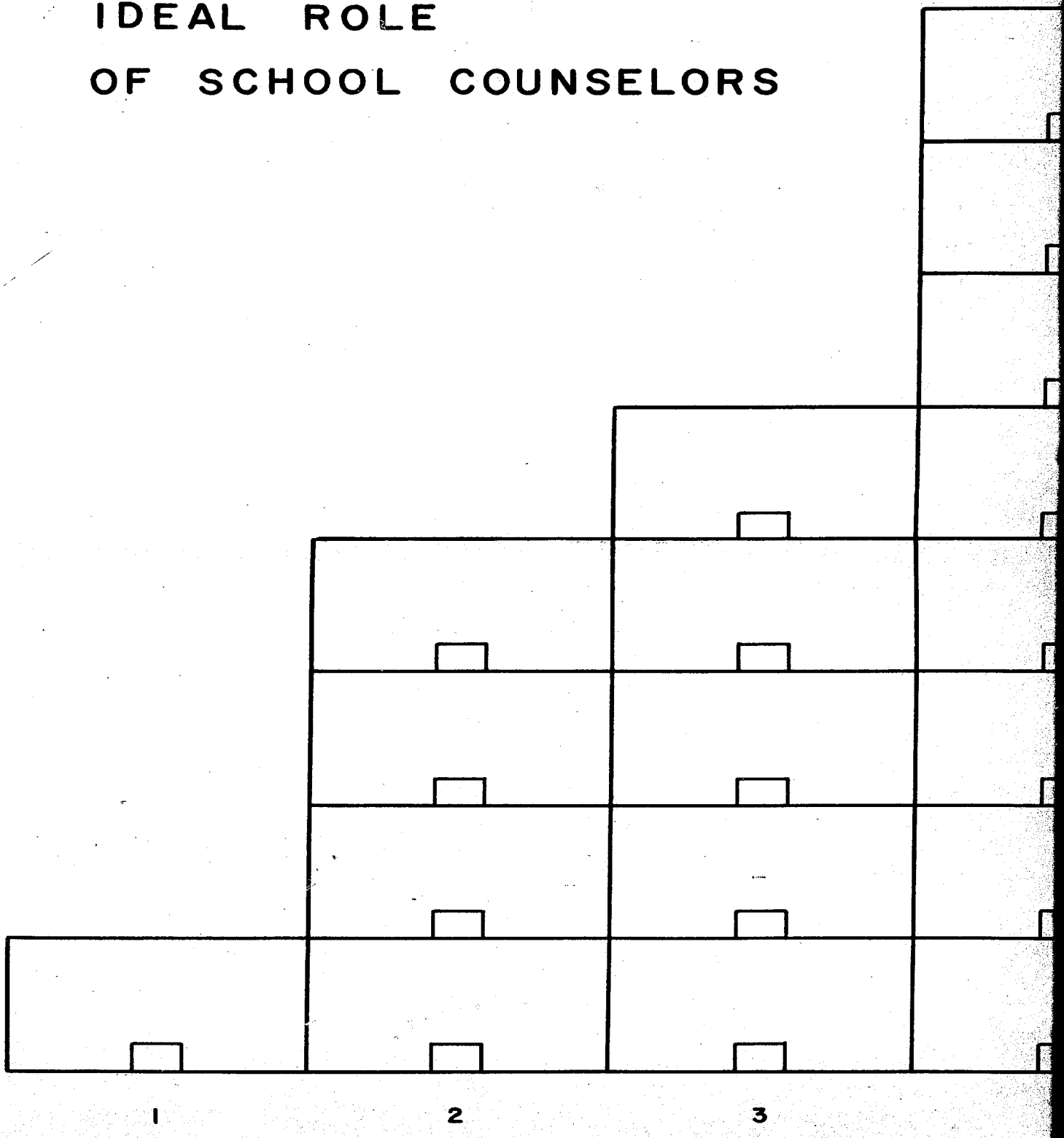
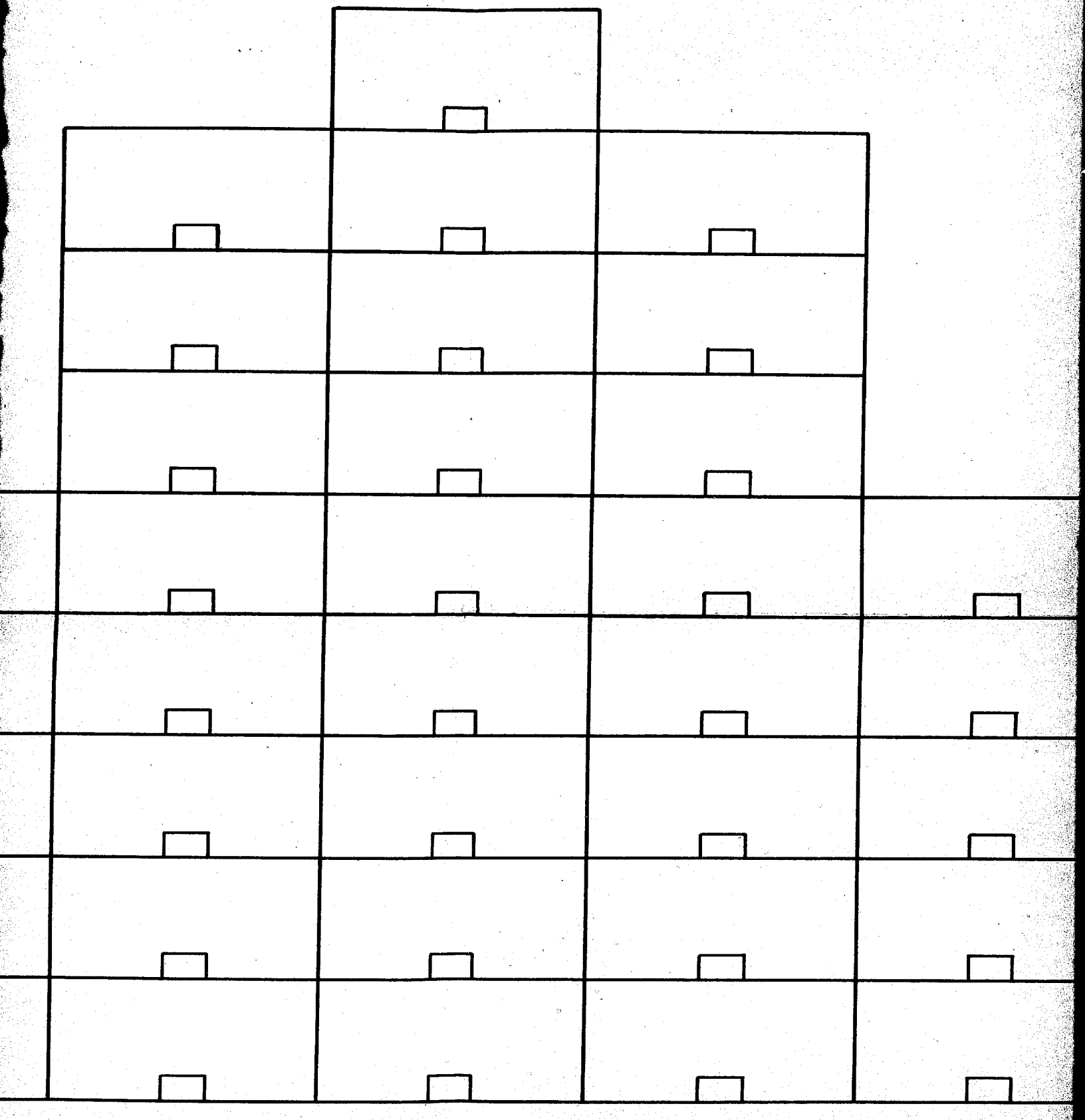


LEAST CHARACTERISTIC OF SCHOOL COUNSELORS

IDEAL ROLE OF SCHOOL COUNSELORS



MOST CHARACTERISTIC
OF SCHOOL COUNSELORS

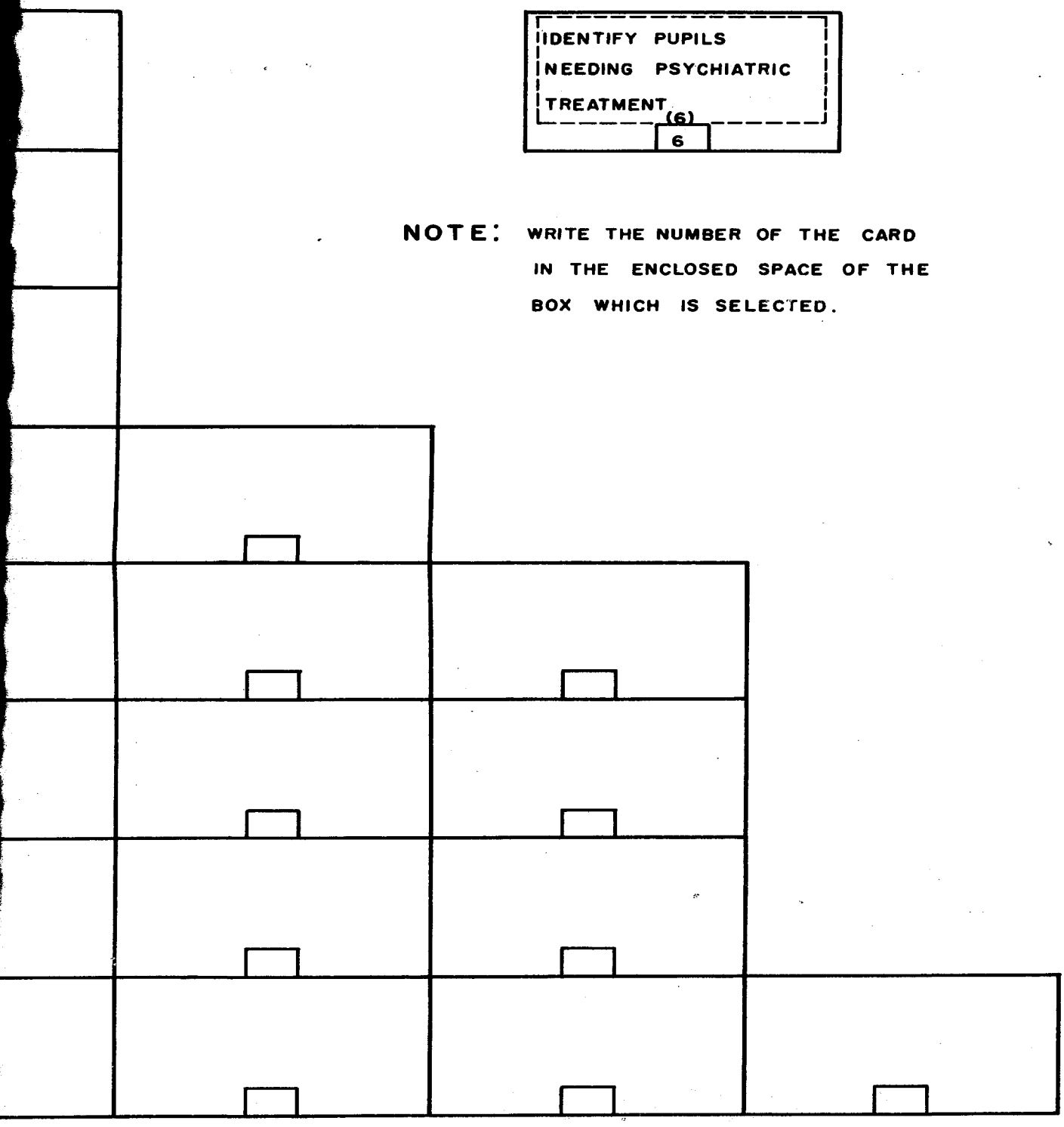


MAY OR MAY NOT BE CHARACTERISTIC

IDENTIFY PUPILS
NEEDING PSYCHIATRIC
TREATMENT (6)

6

NOTE: WRITE THE NUMBER OF THE CARD IN THE ENCLOSED SPACE OF THE BOX WHICH IS SELECTED.



7 8 9

LEAST CHARACTERISTIC
OF SCHOOL COUNSELORS