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ABSTRACT

The teacher and administrator perceptions of various aspects of guidance services were examined by means of a questionnaire given to 145 administrators and 863 teachers. The questionnaire contained 50 items based on counselors' rationale and their specific functions. The first 21 items were rated on a seven-point scale; in the remainder, the respondent checked those items from a list that he viewed as important in his school, and in improving guidance services. Means were calculated for the seven-point scale items, and frequencies tabulated for the other items. Teachers and administrators, teachers and department heads, and junior and senior high schools were compared. It was found that both teachers and administrators perceived the guidance services positively, although administrators were frequently more positive. Another significant difference appeared between senior and junior high school responses; however, both were positive. (Author)

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TEACHER AND ADMINISTRATOR OPINION
SURVEY OF GUIDANCE SERVICES IN
THE SECONDARY SCHOOLS

U.S. DEPARTMENT OF HEALTH,
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Introduction

All areas of the educational process need assessing and evaluating from time to time to see if the objectives of programs are being realized. The area of guidance is no exception. With the growing demand for guidance personnel in the Secondary Schools arising from such concerns as drug problems, the proliferation of courses offered in the High School certain questions were raised. First of all: what are the goals and objectives for counsellors? Secondly: are guidance personnel meeting the objectives in terms of the present needs of students, administration and teachers. It was felt that administration and teachers, as they should be directly involved with counsellors, must be polled to try and find their answers to the above questions.

First, a committee was formed to lay down the goals and objectives of guidance personnel in the Calgary Public Schools. Then, in the fall of 1970, work was begun on a teacher-administrator questionnaire to determine the extent to which objectives are being achieved. In the fall of 1971 the questionnaire was completed by a group of high school guidance department heads and central office guidance personnel. The proposed questionnaire was circulated to all secondary school counsellors for their consideration. The resulting revisions were incorporated in the questionnaire.

Description of Questionnaire and Study

The questionnaire, as used for this study, contained 50 items. (See Appendix A.) The items were set out in four parts, the first one being "Background Information". The first five questions here defined the position of the staff member in the system.

The second part presented 21 statements and asked the staff member to select, on a seven point scale, the response closest to his opinion regarding each item.

PART C presented 13 guidance functions and the respondent was asked to check those items felt to be the most important in his school.

PART D was structured similarly in that 11 suggested improvements in guidance services were listed and the respondent was asked to check those that would be the most important in improving the guidance services.

The questionnaire was so designed that the responses could be marked by the staff on the questionnaire. An attempt to preserve anonymity was made by not requiring the staff members name. The data was then key punched by the Data Processing staff.

The sample used in this study included 14 Senior High Schools and 27 Junior High Schools. With the permission of the Superintendents of Secondary Schools and the Division of Special Educational Services, the questionnaires were distributed to counsellors in these schools with instructions to ask their respective Administrators for permission to circulate the

questionnaire. The questionnaire was circulated in all 14 Senior High Schools with a response rate of approximately 70 per cent. Of 47 Junior High Schools 27 chosen to participate. The response rate being approximately 40 percent. There was considerable variation of response rate among schools, therefore, when comparing a school to the total population one must take into consideration the individual schools' response rate.

The analysis was done by computer using a program developed by the Calgary School Board Research Officer. The program prints means for each question (these are not always useful), the number who chose each response to each question, and the percentage of the total each of the numbers represent. The program also sorted sub samples on the basis of items from the Background Information section. The main divisions to be used in reporting the results will be among teachers, department heads and administration.

RESULTS

The following table derived from Part A - Background Information is presented for the purpose of indicating the sample composition.

It should be noted that the percentage in the undetermined category is very low. This is an indication of fairly valid results.

TABLE I

General Statistics of Background Information (Senior High Schools)

	<u>NUMBER</u>	<u>PERCENTAGE</u>
<u>Total number of subjects responding</u>	624	100.
Male	399	63.9
Female	215	34.5
Undetermined	10	1.6
 <u>Teaching Experience</u>		
1 Year or less	48	7.7
2 - 3 Years	228	36.5
4 - 5 Years	192	30.8
6 - 10 Years	92	14.7
11 plus Years	57	9.1
Undetermined	7	1.2
 <u>Time in Present School</u>		
1 Year or less	141	22.6
2 - 3 Years	228	36.5
4 - 5 Years	133	21.3
6 - 10 Years	85	13.6
11 plus Years	31	5.0
Undetermined	5	.8
 <u>Position</u>		
Teacher	520	82.2
Department Head	64	12.7
Administrator	32	1.9
Undetermined	8	1.2

TABLE I (Continued)

	<u>NUMBER</u>	<u>PERCENTAGE</u>
<u>Guidance Assignment</u>		
Have never done guidance	513	82.2
Have done guidance	79	12.7
Presently doing guidance	12	1.9
Undetermined	20	3.2

TABLE IV

General Statistics of Background Information (Junior High School).

	<u>NUMBER</u>	<u>PERCENTAGE</u>
<u>Total number of subjects responding</u>	399	100.
Male	220	55.
Female	174	44.
Undetermined	5	1.
 <u>Teaching Experience</u>		
1 Year or less	55	13.8
2 - 3 Years	169	42.4
4 - 5 Years	74	18.5
6 - 10 Years	60	15.0
11 plus Years	38	9.3
Undetermined	3	.8
 <u>Time in Present School</u>		
1 Year or less	147	36.8
2 - 3 Years	134	33.6
4 - 5 Years	67	16.8
6 - 10 Years	37	9.3
11 plus Years	8	2.0
Undetermined	6	1.5
 <u>Position</u>		
Teacher	343	86.0
Department Head	6	1.5
Administrator	43	10.8
Undetermined	7	2.7

Tables III - XXIII provide the results and interpretations of the responses to items 6 - 26 in Part B of the questionnaire. The following directions were provided for those answering Part B, "the statements that follow are to be answered by circling your response. Chose 4 only if you have, no opinion or don't know. To aid you in answering this questionnaire, the choices have been defined as follows:

1. Strongly disagree
2. Moderately disagree
3. Mildly disagree
4. No opinion or don't know
5. Mildly agree
6. Moderately agree
7. Strongly agree

The numbers in the tables are:

1. The mean of the item for each group of respondents based on the seven point scale.
2. Under this -- the standard deviation of the results. A large standard deviation indicates a big spread in responses. Similarly a small standard deviation indicates a clustering of responses near the mean. A mean of more than 4 indicates that a greater proportion of respondents were positive than were negative for the item.

The table heading is the statement that was rated by those who answered the questionnaire.

The hypothesis tested in each case was that there would be no difference between the means considered. A significance test of

differences between independent means was used to indicate those differences that would occur by chance in only 5 cases out of 100 (one star) and those that would occur by chance only once in 100 cases (two stars).

Basically only significant differences will be reported on. In some cases, where it seems that lack of significance is a worthwhile finding, comments will be made.

TABLE III

I understand what guidance services counsellors provide in this school

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>	
5.62	5.74	Sr.Hi	5.57	6.59	**	5.57	5.58
1.34	1.40		1.24	1.46		1.24	1.67
		Jr.Hi	5.60	6.70	**		
			1.45	.55			

* sig. at .05 level ($t \geq 1.96$)

** sig. at .01 level ($t \geq 2.58$)

Hypothesis: no differences

1. ANALYSIS: The responses to this item were generally positive with 91 percent of high school responses at 5 or above, with a mean of 5.62. In the Junior high school the responses were equally positive with a mean of 5.74. It should be noted however, that a significant difference exists between teacher and administrator surprisingly in both the Junior and Senior High Schools.

INTERPRETATION: This may be the result of closer contact between administrators and counsellors than between teachers and counsellors, or it may simply reflect the principal's obligation to understand the services provided by his staff.

In either case the teachers seem less well informed than the administration regarding guidance services. Therefore, one could assume that because they are less knowledgeable they will make less use of the service.

RECOMMENDATION: Serious consideration should be given to investing more counsellor time in teacher counsellor communication.

TABLE IV

I make use of the information in the Guidance folders.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>			
4.50	4.83	**	Sr.Hi	4.34	6.75	**	4.54	4.73
1.91	1.80			1.88	.50			
			Jr.Hi	4.65	6.14	**		
				1.81	1.05			

* sig. at .05 level ($t \geq 1.96$)

** sig. at .01 level ($t \geq 2.58$)

Hypothesis: no differences

ANALYSIS: The secondary school responses were slightly positive with the Junior high school responses being significantly more

positive than the Senior High School. The administrators are significantly more positive than the teachers.

INTERPRETATION: The significant differences may be attributed to the size of the school, proximity of the records, and the different purposes for which the records are used.

RECOMMENDATION: Sufficient use is made of the records by teachers and administrators to indicate that they should be kept accurate, current and available. Therefore, it is a counsellor function to provide teachers and administrators with accurate information so they can use the folders effectively.

TABLE V

Counsellors help me to identify students who have special needs and problems.

<u>Sr. Hi - Jr. Hi</u>	<u>Sig.</u>	<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>	
4.51	5.21	**	Sr.Hi	4.37	6.50	**
1.92	1.77			1.93	.97	
			Jr.Hi	5.06	6.28	**
				1.81	.87	

* sig. at .05 level ($t \geq 1.96$)

** sig. at .01 level ($t \geq 2.58$)

Hypothesis: no differences

ANALYSIS: Although the Junior and Senior High School responses are positive, the Junior high is significantly higher than the high school. In both the Junior and the Senior high school the responses from the Administrators were significantly higher than those of the teachers.

INTERPRETATION: Communication among counsellors, teachers and administrators would appear to be greater in the Junior high schools because of the relatively small numbers on staff. However, it appears that the communication between counsellors and administrators is not affected significantly by the size of the school. The results of this item suggest that the larger the school the greater the need for counsellor communication with individual and groups of teachers.

TABLE VI

Counsellors help me to work with students who have special needs and problems

<u>Sr. Hi - Jr. Hi</u>	<u>Sig.</u>		<u>Teach. - Admin.</u>	<u>Sig.</u>		<u>Teach. - Dept. Head</u>	<u>Sig.</u>
4.44	4.93	**	4.30	6.25	**	4.30	4.44
2.01	1.87		1.98	1.64		1.98	1.98
		Sr.Hi					
		Jr.Hi	4.77	6.09	**		
			1.85	1.67			

* sig. at .05 level ($t \geq 1.96$)

** sig. at .01 level ($t \geq 2.58$)

Hypothesis: no differences

The analysis and discussion following table V is equally applicable to Table VI and could be interpreted as adding validity to the results in Table V.

TABLE VII

Counsellors assist me in the interpretation of psychological test data.

<u>Sr. Hi - Jr. Hi</u>	<u>Sig.</u>		<u>Teach. - Admin.</u>	<u>Sig.</u>		<u>Teach. - Dept. Head</u>	<u>Sig.</u>
3.30	4.23	**	3.27	5.41	**	3.15	3.27
1.93	1.92		1.85	2.11		1.85	1.94
		Sr.Hi					
		Jr.Hi	4.05	5.47	**		
			1.91	1.40			

* sig. at .05 level (t > 1.96)

** sig. at .01 level (t > 2.58)

Hypothesis: No differences

ANALYSIS: Although there is a significant difference between the Junior and Senior High School responses, the Senior high schools results are slightly negative and the Junior high school results are only slightly positive. In both the Junior and Senior high schools the administration is positive and significantly different from the teachers.

INTERPRETATION: It appears that those receiving the least assistance in the interpretation of psychological test data are the Senior high teachers. This finding is to be expected considering

the results of the two previous items relating to communication.

IMPLICATION: This lack of assistance on the part of counsellors likely results in misinterpretation of psychological test data.

RECOMMENDATION: It is recommended that extra staff in-service be conducted on psychological test interpretation by counsellors for administration and staff in the Junior and Senior high schools.

TABLE VIII

Counsellors provide me with educational and/or vocational information related to my subject area.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>
3.13	3.16	2.93	4.78 **	2.93	3.95 **
2.02	1.99	1.93	2.15	1.93	2.09
		3.04	3.70 *		
		1.96	2.02		

* sig. at .05 level ($t \geq 1.96$)

** sig. at .01 level ($t \geq 2.58$)

Hypothesis: no differences

ANALYSIS: The Junior and Senior high school results are very negative. There is a significant difference between teachers and administrators in the Senior high school. Senior high teachers are negative but the administrators are slightly positive. In the Junior high school although there is a significant difference between teachers and administrators, they are both negative. Senior high school Dept. Heads are significantly different from teachers, although there responses are also negative.

INTERPRETATION: Counsellors are apparently remiss in providing educational and vocational information, to teachers, related to their subject area.

IMPLICATION: That a means of distributing vocational and educational information to students "through teachers" is not being utilized. It is, therefore, possible that teachers are disseminating misinformation. An opportunity to provide teachers with a service is being lost, therefore, internal communication and service with teachers could be improved by placing more emphasis on this service.

RECOMMENDATION: It is recommended that a program of dissemination of vocational information to teachers be implemented.

TABLE IX

I am satisfied with the service I receive when referring a student to a counsellor.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>	
4.95	5.30	**	Sr.Hi	4.82	6.41	**
1.81	1.71			1.80	1.27	
			Jr.Hi	5.16	6.23	**
				1.75	1.14	

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Both the Junior and Senior high school responses to this item are positive, but the Junior high school response is significantly more positive than the Senior high school. Senior and Junior high school administrators both respond significantly more positively than the teachers.

INTERPRETATION: Although Junior and Senior high school teachers responded positively to this item, it appears from the results that they are not particularly satisfied with the service they receive when referring a student to a counsellor.

IMPLICATION: This would imply that the number of teacher referrals is not likely to significantly increase and therefore our effectiveness is limited.

RECOMMENDATION: Increased follow up with teachers who refer students might result in greater teacher satisfaction.

TABLE X

Counsellors discuss with me ways of improving the school's guidance services

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>
3.32	3.63	*	3.11	5.84	**	3.11	3.63
2.10	2.00		2.01	1.69		2.01	2.06
		Sr.Hi					
			3.33	5.58	**		
		Jr.Hi	1.93	1.42			

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Junior and Senior high teachers responded negatively to the item, whereas Junior and Senior high school administrators responded significantly more positive than teachers.

INTERPRETATION: It would appear reasonable that assessment and improvement of guidance services be discussed primarily with administrators.

IMPLICATION: It seems that counsellors should discuss with teachers the total guidance service not only for input but to increase teacher counsellor communication.

RECOMMENDATION: Increase teacher counsellor involvement in guidance activities.

TABLE XI

I discuss educational concerns with a counsellor.

<u>Sr. Hi - Jr. Hi</u>	<u>Sig.</u>	<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>
4.58	4.82 *	4.41	6.38 **	4.41	4.98 *
1.97	1.92	1.95	1.13	1.95	1.85
	Sr.Hi				
	Jr.Hi	4.63	6.19 **		
		1.94	.89		

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Junior and Senior high school staff respond positively to this item with significant differences between the Junior and Senior high schools and administrators and teachers. However, the administration and the Dept. Heads in Senior high responded more positively than the teachers, and the administration in Jr. high schools responded more positively than the Junior high teachers.

INTERPRETATION: It would appear that those who work more closely with the counsellors responded more positively. The investigators have some concern that this item was not sufficiently definitive, i.e., it does not define whose education problems are alluded to.

IMPLICATION: Counsellors impact will be greater on administration and Dept. Heads than on teachers.

RECOMMENDATION: Counsellors should be available whenever possible, to discuss problems with staff. The item should be revised.

TABLE XII

Counsellors in this school maintain confidentiality.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>
5.89	6.03	Sr.Hi	5.82	6.69	**
1.52	1.60		1.51	1.07	
		Jr.Hi	5.93	6.77	**
			1.66	.52	*

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Teachers, administrators and high school department heads responded very positively to this item, with administration

INTERPRETATION: School staffs and administration respect the private relationship between the student, staff and counsellor.

IMPLICATION: Therefore more use may be made of the service.

RECOMMENDATION: That the counsellors maintain the present level of confidentiality in the schools.

TABLE XIII

Counsellors in this school show competence in their field.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>
5.47	5.73	*	5.40	6.34	**	5.40	5.59
1.61	1.67		1.59	1.31		1.59	1.74
			5.66	6.12			
			1.66	1.78			

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Secondary school administrators, Dept. Heads and teachers responded positively to this item. The Junior high school staffs were slightly more positive than the Senior high school. Senior high school administrators were much more positive than Senior high teachers.

INTERPRETATION: There is a consensus of opinion that counsellors are

competent in the secondary schools.

IMPLICATION: Therefore it is expected that intra professional relationships are of a positive nature.

RECOMMENDATION: That every effort be made to maintain the present level of confidence in the counsellor's competence.

TABLE XIV

Guidance Services are useful in this school.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>
5.51	5.74 *	5.49	6.28 **	5.49	5.31
1.59	1.53	1.53	1.58	1.53	1.85
		5.62	6.53 **		
		1.58	.898		

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

ANALYSIS: All members of the secondary school staff responded positively to this item. The Junior high school staff responded significantly more positive than Senior high school staffs. Junior and Senior high school administrators responded significantly higher than the teachers.

INTERPRETATION: Staff generally feel that counsellors are useful in the school.

IMPLICATION: Counselling will probably remain an integral part of secondary school staffs, therefore we need not be concerned about our existence but have to improve our service.

RECOMMENDATION: That we continue to improve our services.

TABLE XV

Guidance services fill the needs within this school.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>	
4.37	4.80	**	4.36	5.34	**	4.36	4.08
1.95	1.80		1.90	2.04		1.90	2.06
			4.68	5.67	**		
			1.83	1.39			

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: The Junior high staff responded more positively to this item than the Senior high staff, even though all results were positive. Junior and Senior high school administrators responded more positively than teachers.

INTERPRETATION: Administrators are in a better position to observe counsellors satisfying the needs within the total school than are teachers.

IMPLICATION: As principals are to some extent responsible for the allocation of staff it is imperative that they believe counsellors are filling the needs of the school.

RECOMMENDATION: Counsellors must constantly assess the guidance needs in order to maintain a satisfactory level of service.

TABLE XVI

Counsellors are available to staff for personal consultation.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>
5.21	5.31	5.17	5.94	5.17	5.20
1.75	1.80	1.76	1.73	1.76	1.53
		5.20	6.05		
		1.86	1.24		

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences.

ANALYSIS: Teachers, administrators and Dept. Heads all responded positively to this item. Junior and Senior high school administrators responded even more positively than did their staffs.

INTERPRETATION: There would appear to be a general understanding that administration and teachers may use the counselling services for their personal concerns.

IMPLICATIONS: Increasing numbers of staff members can be expected to use the counselling service resulting in more demands for counsellors time.

RECOMMENDATION: It is suggested that counsellors use professional discretion in providing personal counselling for staff.

TABLE XVII

Counsellors in this school are knowledgeable regarding educational information, e.g. courses, programs and prerequisites.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>	
5.22	5.73	**	5.17	6.00	*	5.17	5.20
1.92	1.47		1.87	2.03		1.87	2.10
			5.65	6.33	*		
			1.52	.769			

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Teachers, administrators and department heads all responded positively to this item. The Junior high staff responded significantly higher than the senior high staff and Junior and Senior high administrators were also significantly higher than their staffs.

INTERPRETATION: It appears that counsellors are well informed regarding educational information in their schools.

IMPLICATION: None

RECOMMENDATION: That educational information of a current and accurate nature continue to be produced and forwarded to the schools.

TABLE XVIII

Counsellors involve me in case consultation

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept.Head</u>	<u>Sig.</u>	
4.54	4.90	**	4.41	6.34	**	4.41	4.69
1.91	1.90		1.91	1.16		1.91	1.78
			4.75	6.14	**		
			1.95	.878			

* sig. at .05 level (t_{crit} = 1.96)

** sig. at .01 level (t_{crit} = 2.58)

Hypothesis: no differences

ANALYSIS: Junior and Senior high staffs were slightly positive in their response to this item. Junior and Senior high administrators responded significantly higher than their teachers.

INTERPRETATION: It appears that the size of the school and the proximity of administrator to counsellors affect communication.

IMPLICATION: Lack of communication between teachers and counsellors will result in poorer service to students and less support from teachers for the guidance services.

RECOMMENDATION: That every effort be made to involve teachers in case consultation.

TABLE XIX

Orientation to this school is provided by counsellors for new students

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>	
5.07	4.74	**	4.99	6.03	**	4.99	5.27
1.53	1.74		1.51	1.26		1.51	1.59
			4.64	5.44	**		
			1.75	1.61			

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: The Senior high school staff responded more positively to this item than did the Junior high school staff members. Teachers in both the Junior and Senior High school responded less favourably than did administrators in the secondary schools.

INTERPRETATION: Administration are more aware of the services counsellors are providing than are the teachers.

IMPLICATION: Teachers are not as likely to support services with which they are unfamiliar than they are to support services of which they are aware.

RECOMMENDATION: That teachers may be involved in the planning or implementation of orientation sessions.

TABLE XX

Counsellors help students who withdraw or transfer.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>
5.11	4.57	**	5.23	6.34	5.23	5.20
1.45	1.50	Sr.Hi	1.65	.852	1.65	1.48
		Jr.Hi	4.56	4.58		
			1.49	1.70		

* sig. at .05 level ($t = 1.96$)

** sig. at .01 level ($t = 2.58$)

Hypothesis: no differences

ANALYSIS: Senior high school staff responded more favourably than did teachers and administrators in the Junior high school. Senior high administrators responded more favourably than their teachers.

INTERPRETATION: Withdrawals and transfers are less frequent in the Junior high schools.

IMPLICATION: None

RECOMMENDATION: That counsellors continue to assist students who withdraw and transfer, and make teachers aware of it.

TABLE XXI

Counsellors conduct group sessions to assist students, e.g. study skills.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>		<u>Teach. - Admin.</u>	<u>Sig.</u>	<u>Teach. - Dept. Head</u>	<u>Sig.</u>	
5.26	5.47	*	5.23	6.06	*	5.23	5.16
1.67	1.67		1.65	1.50		1.65	1.75
		Sr.Hi					
			5.36	6.16	**		
		Jr.Hi	1.72	1.24			

* sig. at .05 level (t = 1.96)

** sig. at .01 level (t = 2.58)

Hypothesis: no differences

ANALYSIS: Teachers, administrators and department heads in the secondary schools all responded favourably to this item. Junior high school staff responses were only slightly more favourable. Administrators in both the Junior and Senior high schools were significantly more positive than their teachers.

INTERPRETATION: Secondary school staffs are becoming aware of more group work presently being done by counsellors.

IMPLICATION: This will increase teacher support for counsellors efforts in group work.

RECOMMENDATION: Counsellors should consider using teachers in a planning capacity or as co-leaders in their group work.

TABLE XXII

Counsellors provide students with information regarding scholarships, bursaries, and other financial assistance.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>			
5.96	4.88	**	Sr.Hi	5.92	6.38	*	5.92	6.09
1.28	1.55			1.26	1.19			
			Jr.Hi	4.81	5.49	**		
				1.55	1.37			

* sig. at .05 level ($t \geq 1.96$)

** sig. at .01 level ($t \geq 2.58$)

Hypothesis: no differences

ANALYSIS: Senior high school staffs responded significantly higher to this item than Junior high school staffs. Senior high administration responded more favourably than their teachers. Junior high administration responded more favourably than their teachers.

INTERPRETATION: Most scholarships, bursaries and financial assistance pertain to Senior high school students.

IMPLICATION: None

RECOMMENDATION: That counsellors continue to provide current information on financial assistance.

TABLE XXIII

Student time spent in counselling is worthwhile.

<u>Sr. Hi</u> - <u>Jr. Hi</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Admin.</u>	<u>Sig.</u>	<u>Teach.</u> - <u>Dept. Head</u>	<u>Sig.</u>			
5.14	5.39	*	Sr.Hi	5.05	6.44	**	5.05	5.27
1.58	1.71			1.56	.827		1.56	1.679
			Jr.Hi	5.27	6.28	**		
				1.74	1.28			

* sig. at .05 level (t > 1.96)

** sig. at .01 level (t > 2.58)

Hypothesis: no differences

ANALYSIS: All secondary school staff members responded very positively to this item. Junior and Senior high school administrators are significantly more favourable towards guidance than are the teachers. The raw data related to this item indicates that only 10% of the Junior and Senior high school personnel do not feel that counselling is worthwhile.

INTERPRETATION: The great majority of secondary school staff personnel believe counselling to be worthwhile.

IMPLICATION: Secondary school staffs are generally supportive of the counselling time involved in the guidance function.

RECOMMENDATION: That guidance services to student be maintained at a high level of operation.

PART C - COUNSELLOR FUNCTION

ITEM NO.	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		ITEM
	T	A	T	A	
27	23	33	33	44	Orientation to this school.
28	64	67	50	50	Testing (aptitudes, interests, abilities).
29	65	74	67	88*	Secondary educational information (courses, credits, programs).
30	22	26	65	75	Post secondary educational information (requirements for universities, technical institutes, junior colleges, apprenticeships).
31	45	42	50	69*	Vocational information.
32	6	5	45	75*	Scholarships, bursaries and other financial assistance.
33	79	95*	61	91*	Personal and social counselling.
34	57	72*	44	59	Educational counselling, e.g. underachievers.
35	35	61*	27	50*	Parent-counsellor consultation.
36	29	54*	22	44*	Teacher-counsellor consultation.
37	15	63*	14	63*	Administrator-counsellor consultation.
38	5	7	6	9	Research specifically related to concerns within the school.
39	1	2	3	3	Others (please specify).

T - teacher

A - administrator

* - indicates statistical significance

The most important functions that counsellors are performing in the school as perceived by teachers and administrators. In analyzing the data some of the significant highlights are discussed here.

In the Junior high schools the teachers and administrators perceived personal and social counselling as the most important guidance function. The provision of Secondary Educational Information and Guidance Testing are seen as the second and third most important function in the Junior high schools. There is a significant difference between teachers and administrators response to items 35, 36 and 37. Administrators rank Parent Counsellor Consultation, Administrator-Counsellor Consultation and even teacher-counsellor consultation, significantly higher than do the teachers.

High school teachers and administrators rank, approximately equal, Secondary Educational Information, Post-Secondary Educational Information, and Personal and Social Counselling as the most important guidance functions. There is a significant difference between teacher and administrator responses on Items 32, 33 and 37, i.e. Scholarships, bursaries and other financial assistance, personal and social counselling, and Administrator-Counsellor Consultation.

The most significant difference in response between the Junior and Senior high schools are items 30 and 32, Post-Secondary Educational Information and Scholarships, Bursaries and other financial assistance. The Senior high schools responded much more positively to these items as one would expect, because they are primarily related to Senior high school students.

PART D. The following items which would most improve the guidance services in the school.

ITEM NO.	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		ITEM _____
	T	A	T	A	
40	20	35*	12	31*	Improved physical facilities.
41	33	49*	20	38*	More counselling time.
42	11*	5	10	6	Better qualified counsellors.
43	43	30	61	50	Better communication between teachers and counsellors.
44	35	35	24	31	Fewer clerical responsibilities for counsellors.
45	20	21	20	44*	More counsellor involvement in staff development.
46	17	28	18	25	More counsellor involvement in student activities.
47	11	21*	11	9	More counsellor involvement in the community.
48	45	35	51	50	More teacher involvement in counselling.
49	16	21	11	25*	More emphasis on group work.
50	2	2	4	3	Others (please specify).

T - teacher

A - administrator

* - indicates statistical significance

Junior and Senior high school teachers and administrators agree that better communication between teacher and counsellors and more teacher involvement in counselling would do most to improve the guidance services. In addition to this the Junior High Schools suggest more counselling time and fewer clerical responsibilities would result in a significant improvement in the total guidance services.

A P P E N D I X A

TEACHER
and
ADMINISTRATOR

GUIDANCE QUESTIONNAIRE

CALGARY SCHOOL BOARD
DIVISION OF SPECIAL EDUCATIONAL SERVICES
GUIDANCE DEPARTMENT
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Teacher and Administrator Guidance Questionnaire

The purpose of this questionnaire is to obtain your assessment of the guidance services within your school in order that we may serve you better in the future.

Circle the number of your answer.

SCHOOL _____

PART A: BACKGROUND INFORMATION

1. Sex
(1) Male (2) Female
2. Teaching Experience
(1) 1 year or less, (2) 2 - 5, (3) 6 - 10, (4) 11 - 20, (5) 21 or more.
3. Time in present school
(1) 1 year or less, (2) 2 - 3, (3) 4 - 5, (4) 6 - 10, (5) 11 or more.
4. Position
(1) Teacher (2) Department Head (3) Administrator
5. Guidance assignment
(1) have never done guidance
(2) have done guidance
(3) presently doing guidance

PART B:

The statements that follow are to be answered by circling your response. Choose 4 only if you have no opinion or don't know. To aid you in answering this questionnaire, the choices have been defined as follows:

- | | | |
|--------------------------|----------------|-----------------------|
| (1) Strongly disagree. | (4) No opinion | (5) Mildly agree. |
| (2) Moderately disagree. | or | (6) Moderately agree. |
| (3) Mildly disagree. | don't know. | (7) Strongly agree |
6. I understand what guidance services counsellors provide in this school.
1 2 3 4 5 6 7
 7. I make use of the information in the guidance folders.
1 2 3 4 5 6 7
 8. Counsellors help me to identify students who have special needs and problems.
1 2 3 4 5 6 7
 9. Counsellors help me to work with students who have special needs and problems.
1 2 3 4 5 6 7
 10. Counsellors assist me in the interpretation of psychological test data.
1 2 3 4 5 6 7

11. Counsellors provide me with educational and/or vocational information related to my subject area.
1 2 3 4 5 6 7
12. I am satisfied with the service I receive when referring a student to a counsellor.
1 2 3 4 5 6 7
13. Counsellors discuss with me ways of improving the school's guidance services.
1 2 3 4 5 6 7
14. I discuss educational concerns with a counsellor.
1 2 3 4 5 6 7
15. Counsellors in this school maintain confidentiality.
1 2 3 4 5 6 7
16. Counsellors in this school show competence in their field.
1 2 3 4 5 6 7
17. Guidance services are useful in this school.
1 2 3 4 5 6 7
18. Guidance services fill the needs within this school.
1 2 3 4 5 6 7
19. Counsellors are available to staff for personal consultation.
1 2 3 4 5 6 7
20. Counsellors in this school are knowledgeable regarding educational information e.g. courses, programs and prerequisites.
1 2 3 4 5 6 7
21. Counsellors involve me in case consultation.
1 2 3 4 5 6 7
22. Orientation to this school is provided by counsellors for new students.
1 2 3 4 5 6 7
23. Counsellors help students who withdraw or transfer.
1 2 3 4 5 6 7
24. Counsellors conduct group sessions to assist students, e.g. study skills.
1 2 3 4 5 6 7
25. Counsellors provide students with information regarding scholarships, bursaries, and other financial assistance.
1 2 3 4 5 6 7
26. Student time spent in counselling is worthwhile.
1 2 3 4 5 6 7

PART C - COUNSELLOR FUNCTION

Check the most important functions that counsellors are performing in this school.

- 27. Orientation to this school.
 - 28. Testing (aptitudes, interests, abilities).
 - 29. Secondary educational information (courses, credits, programs).
 - 30. Post secondary educational information (requirements for universities, technical institutes, junior colleges, apprenticeships).
 - 31. Vocational information.
 - 32. Scholarships, bursaries and other financial assistance.
 - 33. Personal and social counselling.
 - 34. Educational counselling, e.g. underachievers.
 - 35. Parent-counsellor consultation.
 - 36. Teacher-counsellor consultation.
 - 37. Administrator-counsellor consultation.
 - 38. Research specifically related to concerns within the school.
 - 39. Others (please specify).
-
-
-

PART D - IMPROVEMENT OF SERVICES

Check the following items which would most improve the guidance services in this school.

- 40. Improved physical facilities.
 - 41. More counselling time.
 - 42. Better qualified counsellors.
 - 43. Better communication between teachers and counsellors.
 - 44. Fewer clerical responsibilities for counsellors.
 - 45. More counsellor involvement in staff development.
 - 46. More counsellor involvement in student activities.
 - 47. More counsellor involvement in the community.
 - 48. More teacher involvement in counselling.
 - 49. More emphasis on group work.
 - 50. Others (please specify).
-
-
-

A P P E N D I X B

INDIVIDUAL
CODED
HIGH SCHOOL RATINGS

School	Total	4	14	12	9	8	13	5	7	11	1	3	10	2	6
Item	n = 624	n = 47	n = 37	n = 51	n = 26	n = 60	n = 44	n = 67	n = 51	n = 54	n = 31	n = 40	n = 52	n = 40	n = 24
6	5.62 1.34	5.53 1.31	5.70 1.37	5.61 1.10	5.73 1.22	5.77 1.14	5.91 1.25	5.22* 1.38	5.67 1.07	6.04* .66	5.26 1.66	5.77 1.67	5.87 1.12	5.05* 1.77	5.42 1.68
7	4.50 1.91	4.62 1.90	4.22 1.89	4.59 1.94	4.19 1.96	4.92 1.65	4.16 1.99	4.31 1.97	4.25 1.85	4.93 1.50	4.10 2.05	4.02 2.32	5.10* 1.71	4.50 2.11	4.67 1.84
8	4.51 1.92	4.66 1.91	4.73 1.76	4.43 2.05	5.35 1.59	4.20 1.75	5.43 1.46	3.25** 1.97	4.01 1.68	5.50** 1.35	4.16 2.14	5.63** 1.56	4.60 1.71	3.20** 2.06	3.96 2.13
9	4.44 2.01	4.60 1.96	4.81 1.84	4.25 2.06	5.23* 1.78	4.20 1.80	5.30** 1.64	3.09** 1.99	4.73 1.79	5.37** 1.53	3.87 2.10	5.35** 1.91	4.46 1.85	3.60** 1.96	3.75 2.20
10	3.30 1.93	3.09 2.03	3.03 1.96	4.31** 1.89	3.73 1.85	3.17 1.84	3.32 1.90	2.40** 1.69	3.06 1.56	4.27** 1.67	3.16 1.81	3.57 1.98	3.10 1.88	3.10 2.02	3.25 2.20
11	3.13 2.02	2.57 1.87	3.03 2.07	2.43* 1.92	4.35** 1.90	3.00 1.90	4.23** 1.96	2.18** 1.57	3.18 1.82	3.83* 1.91	3.16 2.01	4.15** 1.87	3.23 1.98	2.35** 2.00	3.21 2.14
12	4.95 1.81	4.91 1.94	5.49 1.22	4.06** 1.76	5.31 1.70	4.87 1.65	5.59* 1.45	3.91** 1.99	4.94 1.77	5.78 1.34	4.81 1.74	6.02** 1.38	4.90 1.73	4.32* 2.04	5.21 1.52
13	3.32 2.10	3.23 2.21	3.54 2.13	2.71* 1.85	4.54** 1.69	3.25 1.90	5.48** 1.58	2.36** 1.74	3.80 2.08	3.56 1.90	3.19 1.90	3.80 2.20	2.92 1.95	1.90** 1.62	3.00 2.16
14	4.58 1.97	4.81 1.94	4.89 1.97	3.82** 1.91	5.88** 1.31	4.50 1.95	5.57** 1.26	3.91* 1.95	4.84 1.95	4.70 1.81	3.77 2.07	5.42* 1.48	4.77 1.79	3.47** 2.14	4.42 2.06
15	5.89 1.52	5.94 1.50	6.03 1.65	5.59 1.51	6.15 1.13	6.10 1.23	6.34* 1.36	5.22** 1.90	5.88 1.23	6.33* .90	5.58 1.58	6.10 1.81	6.37** .87	5.15** 1.83	5.75 1.53
16	5.47 1.61	5.62 1.72	5.84 1.34	4.86* 1.79	6.08* 1.29	5.60 1.41	6.57** .89	4.33** 1.68	5.35 1.36	5.98* .91	5.32 1.42	6.07** 1.88	5.62 1.02	4.52** 2.09	5.75 1.42
17	5.51 1.59	5.49 1.74	5.84 1.44	4.92** 1.72	5.77 1.42	5.60 1.38	6.36** .90	4.34** 1.88	5.31 1.63	6.09* 1.15	5.45 1.04	6.21** 1.54	5.77 .95	5.00** 1.89	5.75 1.19
18	4.37 1.95	2.11** 2.65	5.19 1.27	3.94 1.57	4.69 1.74	4.52 1.75	5.25** 1.73	3.45** 1.63	4.73 1.49	5.17** 1.39	4.13 1.69	5.55** 1.73	4.62 1.77	3.85 1.93	4.92 1.38
19	5.21 1.75	4.79 2.19	5.59 1.65	4.88 1.85	5.58 1.21	5.17 1.42	5.77* 1.46	4.43** 1.96	5.35 1.53	5.56 1.54	5.39 1.51	5.45 1.54	5.42 1.68	4.85 2.04	5.38 1.70
20	5.22 1.92	2.07** 2.71	5.65 1.23	4.80 2.07	5.50 1.80	5.53 1.27	6.14** 1.12	4.37** 1.93	5.51 1.44	5.89* .95	5.57 1.41	6.20** 1.38	5.81* 1.17	4.88 1.70	6.25** .87
21	4.54 1.91	4.81 1.82	4.51 1.85	4.18 2.00	5.23* 1.39	4.45 1.83	5.05 1.78	3.75** 1.93	4.57 1.87	5.24** 1.34	3.58 2.02	5.80** 1.58	4.85 1.72	3.47** 2.04	4.38 1.77
22	5.07 1.53	4.38** 1.57	5.51* 1.20	5.29 1.68	5.46 1.08	5.67** 1.12	5.98** 1.15	4.40** 1.29	4.82 1.35	5.48 1.19	4.35 1.51	5.65* 1.69	4.63* 1.41	4.22** 2.05	5.33 1.21
23	5.11 1.45	5.77** 1.32	5.54 1.38	4.78** 1.22	5.77* 1.08	4.85 1.61	5.82** 1.54	4.22** 1.51	5.04 1.15	5.20 1.22	4.68 1.42	5.72** 1.48	4.88 1.28	4.95 1.39	5.29 1.13
24	5.26 1.67	6.40** 1.23	6.19** 1.33	5.35 1.38	4.19** 1.30	5.98** 1.23	5.16 1.56	4.24** 1.56	5.82* 1.00	4.07** 1.40	5.77 1.62	6.27** 1.71	4.46** 1.55	5.88* 1.58	3.83 1.46
25	5.96 1.28	5.79 1.41	6.19* 1.00	6.02 1.18	5.85 1.02	6.18 .82	5.95 1.53	5.22** 1.38	6.18 .96	6.17 .83	5.87 1.54	6.20 1.41	6.19 .90	5.72 1.93	6.04 1.06
26	5.14 1.58	5.11 1.82	5.08 1.68	4.80 1.52	5.35 1.35	5.05 1.29	5.70* 1.34	4.01** 1.66	5.29 1.49	5.83** 1.21	5.03 1.30	5.85** 1.44	5.10 1.34	5.05 1.98	5.33 1.31
27	33	11**	30	39	42	50**	52**	30	18*	44	16	50*	14*	28	42
28	50	45	46	59	35	60	39	61	26**	54	52	40	58	50	63
29	67	47**	76	69	73	77	59	57	67	78	58	73	67	68	75
30	65	38**	78	63	46	57	75	54	69	78	65	78	73	70	75
31	51	43	52	47	46	52	61	39	47	61	48	65	42	65	67
32	47	23**	54	49	27	57	41	39	53	52	55	48	57	55	58
33	62	68	78	43**	73	50	89**	37**	78*	67	48	78	58	58	58
34	44	66**	32	39	50	35	52	28*	49	39	39	73**	42	53	29

	1.97	1.94	1.97	1.91	1.31	1.95	1.26	1.95	1.95	1.81	2.07	1.95	1.75	2.14	1.76
15	5.89	5.94	6.03	5.59	6.15	6.10	6.34*	5.22**	5.88	6.33*	5.58	6.10	6.32**	5.11**	5.75
	1.52	1.50	1.65	1.51	1.13	1.23	1.36	1.90	1.23	.90	1.58	1.81	.87	1.63	1.53
16	5.47	5.62	5.84	4.86*	6.08*	5.60	6.52**	4.33**	5.35	5.98*	5.32	6.07**	5.62	4.52**	5.75
	1.61	1.72	1.34	1.79	1.29	1.41	.89	1.68	1.36	.91	1.47	1.88	1.02	2.09	1.47
17	5.51	5.49	5.84	4.92**	5.77	5.60	6.36**	4.34**	5.31	5.09*	5.45	6.21**	5.77	5.00**	5.75
	1.59	1.74	1.44	1.72	1.42	1.38	.90	1.88	1.63	1.15	1.04	1.54	.95	1.89	1.19
18	4.37	2.11**	5.19	3.94	4.69	4.52	5.25**	3.45**	4.73	5.17**	4.13	5.55**	4.62	3.85	4.92
	1.95	2.65	1.27	1.57	1.74	1.75	1.73	1.63	1.49	1.39	1.69	1.73	1.77	1.93	1.38
19	5.21	4.79	5.59	4.88	5.58	5.17	5.77*	4.43**	5.35	5.56	5.39	5.45	5.42	4.85	5.38
	1.75	2.19	1.65	1.89	1.21	1.42	1.46	1.96	1.53	1.54	1.51	1.54	1.68	2.04	1.70
20	5.22	2.09**	5.65	4.80	5.50	5.53	6.14**	4.37**	5.51	5.80*	5.52	6.20**	5.81*	4.68	6.25**
	1.92	2.71	1.23	1.07	1.80	1.27	1.12	1.93	1.44	.95	1.41	1.38	1.17	1.70	.87
21	4.54	4.81	4.51	4.18	5.23*	4.45	5.05	3.75**	4.57	5.24**	3.58	5.80**	4.85	3.40**	4.38
	1.91	1.82	1.85	2.00	1.39	1.83	1.78	1.93	1.87	1.34	2.02	1.58	1.72	2.04	1.77
22	5.07	4.38**	5.51*	5.29	5.46	5.67**	5.98**	4.40**	4.82	5.48	4.35	5.65*	4.63*	4.22**	5.33
	1.53	1.57	1.20	1.68	1.08	1.12	1.15	1.29	1.35	1.19	1.51	1.69	1.41	2.05	1.21
23	5.11	5.77**	5.54	4.78**	5.77*	4.85	5.82**	4.22**	5.04	5.20	4.68	5.72**	4.88	4.95	5.29
	1.45	1.32	1.38	1.22	1.08	1.61	1.54	1.51	1.15	1.22	1.42	1.48	1.28	1.39	1.13
24	5.26	6.40**	6.19**	5.35	4.19**	5.98**	5.16	4.24**	5.82*	4.00**	5.77	6.27**	4.46**	5.83*	3.83
	1.67	1.23	1.33	1.38	1.30	1.23	1.56	1.56	1.00	1.40	1.62	1.71	1.55	1.58	1.46
25	5.96	5.79	6.19*	6.02	5.85	6.18	5.95	5.22**	6.18	6.17	5.87	6.20	6.19	5.72	6.04
	1.28	1.41	1.00	1.18	1.02	.82	1.53	1.38	.96	.83	1.54	1.41	.90	1.93	1.06
26	5.14	5.11	5.08	4.80	5.35	5.05	5.70*	4.01**	5.29	5.83**	5.03	5.85**	5.10	5.05	5.33
	1.58	1.82	1.68	1.52	1.35	1.24	1.34	1.66	1.49	1.11	1.30	1.44	1.34	1.98	1.31
27	33	11**	30	39	42	50**	52**	30	18*	44	16	50*	14*	28	42
28	50	45	46	59	35	60	39	61	26**	54	52	40	58	50	63
29	67	47**	76	69	73	77	59	57	67	78	58	73	67	68	75
30	65	38**	78	63	46	57	75	54	69	78	65	78	73	70	75
31	51	43	52	47	46	52	61	39	47	61	48	65	42	65	67
32	47	23**	54	49	27	57	41	39	53	52	55	48	52	55	58
33	62	68	78	43**	73	50	89**	37**	78*	67	48	78	58	58	58
34	44	66**	32	39	50	35	52	28*	49	39	39	73**	42	53	29
35	29	19	32	24	31	18	41	18	24	41	19	42	42	23	33
36	24	32	22	22	27	15	41**	15	26	35	10	33	14	20	29
37	18	13	8	6*	23	17	23	18	6*	26	26	28	12	25	33*
38	6	9	3	8	12	2	14	5	6	7	3	13	4	8	4
39	3	2	3	4	0	5	5	2	0	6	0	3	0	5	0
40	15	13	3*	8	23	10	25	3*	10	7	3	20	48**	33**	4
41	22	17	16	20	31	25	34	12	26	26	10	28	33	20	17
42	9	0*	8	16	12	7	2	33**	14	4	7	3	4	3	8
43	61	60	62	83**	39	78*	97	73	63	41*	71	18**	50	68	75
44	25	11*	30	29	19	30	16	31	22	24	7*	30	42*	25	21
45	22	21	24	24	51	20	30	18	10	24	26	13	27	28	33
46	20	13	27	29	15	20	11	18	24	20	36	8	23	5*	42*
47	11	13	11	16	8	8	11	12	8	17	23	8	12	5	13
48	51	64	62	65	34	38	32	42	52	32*	52	20**	62	55	50
49	13	13	19	12	12	17	7	6	18	9	3	13	23	8	25
50	4	2	3	18**	0	3	2	2	6	6	3	3	0	8	4

A P P E N D I X C

INDIVIDUAL

CODED

JUNIOR HIGH SCHOOL RATINGS

APPENDIX D

Teacher and Administrator Responses to Items 39 and 50

COMMENTS FOR 39 - GUIDANCE QUESTIONNAIRE

I have no ideas as to whether or not some of the above are even attempted, so I do not feel adequately qualified to judge.

Study group work.

I feel I cannot answer the above section.

Administrative duties.

Scheduling classes.

Help students with timetable.

This is so open ended, ill defined and nebulous, I fail to see any value in it.

They perform all these well, which are most important?

Building programs for students.

I really cannot generalize - I simply do not know.

A very poor question. All functions should be important. The amount of time spent at a function does not determine importance.

Guide student government, lead student activities such as cheer leaders, etc.

Behaviour problems.

Most questions are answered ideally, I am certain counsellors do not have time to do all they wish.

Due to a lack of contact, informal or formal, with our department, any attempt to make decisions regarding them is nil.

Study courses.

Promotion lists.

Group counselling.

A great deal of very useful counselling which involves, but goes beyond personal counselling: That which goes to the heart of family problems which influence students to such a degree.

Generally do not know about above.

This is a "guess" actually, for I have no way of knowing what they are actually doing or accomplishing.

There is no possibility of myself knowing what are the major functions of guidance in this school!

Establish good trust and rapport with students.

Work with potential drop-outs. Staff development programs.

Setting individual student programs.

I do not feel qualified to "rate" the "most important" functions.

What are you referring to here, functions which I consider important for counsellors, or those which in fact are performed?

Student placement in programs suitable to their individual skills.

Activities aimed at improving teacher-student relationships (small group sessions of teachers).

Working out timetables.

Programming.

Guidance philosophy.

Class list summary of useful information (eg. one parent deceased, accelerated, etc.)

Provide a "shoulder to cry on" for students who have gripes about teachers or parents. They (the counsellors) invariably side with students against teachers.

Scheduling classes.

Timetabling.

Counsellors tend to spend too much time in timetabling routines that appear to be within the capabilities of clerks.

I do not feel that much is being done.

It all depends on the specific case, does it not?

Counsellors have too many administrative duties, some of which could be done by secretarial help. Cuts down on time for other functions.

Giving kids a chance to talk.

Timetabling.

I think the counselling people in our school are exceptional in the interest they take in the students - even to always attending all the various school functions and activities.

Act as a "buffer" or an "advocate" of the individual student with regard to institutional policies and/or regulations.

The most important function depends upon the individual need of individuals.

Extreme maladjusted students (those who verge on emotionally disturbed are seldom removed from the school. Counsellors say there is no educational facilities for them. Year after year this need continues - yet no facilities seem forthcoming inspite of the need. Counsellors and teachers spend too great a time attempting to aid maladjusts. The normal people are those responsible for world action. Our time in the public school should be directed to the normal individual in his training for world action.

Many of these are interrelated.

Student help to new students is very good. Always let you know what is going on.

Student groups for students not doing well.

Guidance is understaffed - in the school; support services.

I am completely in accord with the guidance situation in this school.

Exposing incompetent parents, helping children with home and school problems, available to discuss and aid teachers in helping children socially and emotionally.

Functions should involve actual teaching to find out what the teaching situation is like.

Teacher training in matters of empathy and confrontation.

Do not know what they do - besides perhaps one interview with some student.

COMMENTS FOR 50 - GUIDANCE QUESTIONNAIRE

43. Pertains specifically to vocational areas.

The concept of "teacher counsellor" should be explored to leave counsellors more time for students with problems.

Programming seems to be a primary function here, does this not make counsellors programmers and not counsellors?

No timetabling.

More counsellors are necessary if the Guidance Department is to provide greatly improved services.

A much better guidance counsellor/student ratio would give the most improvement by far.

A booklet that introduces the goals and services of the Counselling Department to new teachers would be valuable.

After a student has been referred to the counsellor, possibly quicker interaction with the teacher concerned would be beneficial.

More counsellors.

Sessions on psychology of the adolescent would be helpful.

Less time spent with specific students with minor problems.
More time spent with teacher-referred students.

Most of these questions are difficult to answer with an agree or disagree.

- (a) Counselling should be restricted to educational-vocational counselling.
- (b) Counsellors should not experiment as much with personal counselling. They are not psychologists, and often damage more than they cure. Teachers lose too much valuable teaching time because of students discussing personal problems. The homeroom teacher would often be better suited for discussing a student's personal problems, since he knows the student much better.
- (c) Staff relations are sometimes endangered when counsellors entertain and discuss all kinds of complaints about other teachers before a student has even talked to the teacher concerned. It does not seem to be ethical for students to talk behind a teacher's back to the counsellor without informing that teacher first.

Counsellors should be teaching one course in each semester (also be given a spare but no coffee breaks.)

There should be more counsellors.

They should organize career days.

They should be more knowledgeable about vocational services.

Counsellors should each be required to teach at least one class per semester.

Counsellors should be involved in teaching situation on a part-time basis.

Counsellors should teach at least one class per semester to keep in touch with teaching and students' attitudes.

Correct and adequate information on course content, course prerequisites and entrance requirements for institutions beyond high schools.

There is no place in guidance for people with a missionary outlook on their jobs, and who would like to be thought of as "kindly" - perhaps there should be a drastic age cut-off in selecting counsellors, or permitting them to continue as such.

A more honest (realistic) approach to the students position and ability.

Orient.

Less work with "social problems" and more vocational guidance.

More concentration on vocational and course guidance, rather than Ann Lander's problems - which require specially trained people.

Knowledge for financial assistance arranging timetables for students' needs.

Get out of timetables.

Instead of calling students out of class at the convenience of the counsellor with no prior notification, appointment slips should be put into the teachers' mail boxes at the beginning of the day for every student to be called out.

Better information on course content and course requirements both in school and post-secondary and vocational.

Better awareness of student problems for the teacher. It is not enough to be told that we are to remain flexible with a student's attendance, attitude, etc. because he "has a problem" and not to be told anything else.

How about a staggered shift for the Guidance Department, i.e. 11:00 a.m. to 6:00 p.m.? Then there would not be so much interference with classroom work. If the students really wanted or needed Guidance, they would appear on their own time.

More counsellors.

Outline functions of Guidance.

Our school seems just fine.

Teacher awareness of counsellor difficulties.

More effective treatment or action taken by visiting teachers.

More counsellors.

More counsellors - we only have one. It is nearly impossible for one counsellor to do all that is demanded for several hundred students - not to mention teachers and community.

Adequate follow-up of problem cases by Central Office.

No doubt well trained, whole, warm people can help many kids - but no counsellor can relate to the number and range of kids who need some help. 48 Would seem to need development.

An additional counsellor would improve the team's effectiveness by reducing individual load.

Satisfied with the job the counsellors are doing.

Set aside one day each year for 10, 11 and 12's to meet and talk with businessmen. (Seminars in classrooms for students to select areas of interest.)

Provide more information on future vocational and academic needs. Provide information on studying (individual).

Get a Registrar to perform a Registrar's tasks! There is a dreadful shortage on counselling time available to the counsellors.

Counsellors are not registrars - number 44 above cannot be stressed enough.

More guidance people involved with teaching.

I am very satisfied with the work our counsellors are now doing.

I find this questionnaire to be too ambiguous to be useful. Do not particularly like being asked to assess competence of my colleagues.

More counsellors.

Our situation requires people who are very specialized to handle some of our student problems. Our counsellors do a tremendous job with the many problems with which they are faced.

More counsellors.

An additional counsellor or perhaps two additional and improved physical facilities.

Can really say about these, as far as I know, they are all doing a satisfactory job.

More time spent explaining programs to all students (but mainly to new students); more orientation time for Grade 10 students.

I think it would be very helpful if counsellors were more aware about the programs being taught and what is occurring in the classroom - not in the remote technical sense provided by handbooks, nor in the one-sided viewpoints expressed by students in counselling sessions, but in the personal sense of understanding that comes with participation. Perhaps counsellors ought to teach classes periodically, or at least visit classes often. In any event, if counsellors are going to advise students, whether it be in program selection or in personal classroom problems, they ought to be as aware as possible of the existant situations pertaining. I am fairly certain that counsellors suffer from a loss of perspective and to the extent that this is true, to the same extent are they reduced in effectiveness.

Do not baby the students, they are adults, let them act like adults.

Better selection of counsellors - hard working, empathetic and aware of others.

NOTE: Part A, Part C and Part D: These are difficult to consider as individual counsellors are doing an excellent job, others an average job and others a poor job in various areas.

The type of people we get in guidance - we have no one the girls can really turn to in the case of personal concerns and problems. This is important in a school of this size.

More counsellors.

We are satisfied with the present set up.

More psychology information available to teachers or eliminate Psychology Department and spend the money on clerical staff and more counsellors.

Give more attention to the abilities and attitudes conducive to success in the various courses available to the students.

Tighter control on when students have visits, i.e. use their spare or at least limit absences of important classes.

My opinion is that our guidance staff is highly qualified, devoted, and very conscientious. They are doing a very fine job for us, ~~_____~~

More counsellors.

I think full-time counsellors would help. Right now people are in two areas, such as counselling and P.E., and the latter demands too much time.

While realizing the necessity for confidential interviews with students, I feel that we could all benefit from more mutual consultation.

More "social" communication with other teachers, i.e. we should meet more often in an informal atmosphere.

Counsellors tend to be "ultra" secretive about student problems. I often refer students to guidance services but seldom, if ever, have seen them refer a problem to a teacher or an appropriate department head. A large high school staff could be a "real" resource for the Guidance Department.

Counsellors have started to use group counselling for study skills and other problem areas -- very good!

A list of goals and expected outcomes for a year. Concrete specific aims are needed. Most important of all - easy access to guidance folders and information.

More counsellors plus a psychologist (for a school this size).

A complete program that would inform staff and students as to the functions that can and should be performed by the Guidance Department; i.e., counselling (personal and social); consultative (staff and students); a counsellor is purportedly a human relations man. He should fulfill that role.

That teachers be made aware of the stand taken by counsellors and this in detail, not in broad generalizations.

More counsellors - a male.

One counsellor is not sufficient for a school of 500+ students.

Good vocational guidance.

Students generally regard "guidance" as a waste of time. Time should be given to teachers to handle guidance problems with students they have established rapport with.

More work with students on personal level.

Broader work experience background for counselling for vocational and business careers, etc. How does one counsel wisely for a career when one has only experience in the field of education or summer jobs?

Better management of counselling services to make them more effective.

Getting teachers (especially new) to realize that the kids are of greater importance than the subject - to teach kids not subjects, attitudes not facts.

More of any of these are obviously going to be beneficial.

Students have sometimes expressed a need for counselling re personal problems of a non-academic nature. If the counsellors had time for this, I think it would be a real asset.

Guidance people should teach.

More departments to be involved in orientation of new students.
Seems to be a questionnaire designed by counsellors when presence of classroom teachers and their opinions might be valuable in order to set up the questionnaire.

Questions are ambiguous, misleading and in my mind, a waste of time.

More attention needed to development of "Specific General School Procedures" to "Identify" and "Assist" failing students, gross underachievers, etc. as soon as possible in the fall so that remedial action can be of some use. Study skills course!

More understanding of vocational areas to place students according to interest and ability in vocational training areas.

Easier access to professional support for jobs counsellors are already trying to do! Professional support services supposedly available from Central Office are almost impossible to get when required.

A system similar to Churchill in Lethbridge would be better.

Additional study group sessions.

Showing more concern for teachers' opinions and teacher information on students.

Our counselling situation is, on paper, very good. We have well qualified people who do nothing else and a relatively high counsellor to student ratio. But even the counsellors seem to concede that their effectiveness is limited. It is very difficult to say what the school would be like without them. They do try to help. I think that their presence indicates to students that machinery exists to help them - that the "system" cares, and I believe it is important that students have this impression.

1. There should be research into the "culture" of this community.
2. Counsellors should be more visible in the school, eg. talking to classes.

More counsellors, less clerical work, and a closer liaison between student and counsellor.

Up-to-date vocational information and guidance.

Assistance in social consultation, specifically ways to combat peer group pressures.

Counsellors who are not the students' teachers as well.

Counsellors have become "programmers" rather than counsellors - they need at least part-time clerical assistance.

More counsellors - too many problem children for two counsellors to cope with and work with individually.

Full-time counsellors.

Establish a separate vocational/counselling section so that it will not interfere with the main task indicated in Part C.

Counsellors conduct regular course in areas of specialty, i.e. psychology, sociology, economics, health, so students can be effectively instructed in the very areas guidance is concerned with.

A very poorly written questionnaire, makes little sense.

Spend more time working with underachievers. Counsellors should teach classes to get to know students and their problems, especially in junior high.

Better communication between counsellors and parents and students.

Counsellors should be available out of class time, perhaps on rota system, mornings, noon, after school.

43. We rarely get information re any referral - over-secretiveness is as useless as no guidance. Teachers can have "empathy" if "clued in" to special cases.

Particular directions for students to guide them in the most worthwhile subject areas - not always just for credits.

Counsellors should be invited to attend classes in the vocational-business area to find out first-hand what the courses offer.

Greater concern of the administration. Closer liaison with respective departments. Pointing out course requirement and chances of success.

To properly assess each question and give a valued judgement is difficult at times.

I would like to see the students use their spares for guidance purposes if need be, rather than take time out from their weakest subjects (anything to get away from physics, math or whatever).

There is a credibility gap between teaching staff and counsellor.

Leave the programming to the individual departments and then you could concentrate on real counselling.

Too many "others" (eg. withdrawal employment ___ health ___ other ___.)

Case conferences.

The counsellors should teach at least one period a day.

More classroom involvement, perhaps by teaching a course - psychology, sociology, etc.

Allowing the various subject departments to make recommendations and suggestions.

Some system of getting to know the students, i.e. counsellors should teach the courses in psychology, etc. that are now pawned off on disinterested and unqualified people.

Classroom teachers have a much closer relationship to the students and should do most of the guidance. They should have mimeo information regarding universities and colleges. Serious problems could be referred to the counsellor.

As they say, there is always room for improvement. My responses are not a joke. The best counselling involves close contact on a personal basis. This does not allow a neat slotting of opinions or of students. Elimination of linear thinking of the type this questionnaire displays would be the greatest improvement guidance counsellors, administrators and teachers could make.

Comment above really applies here. Need more time for communication between teacher and counsellor re special problems of particular students, also guidance to teachers as to best way to handle these students.

Must understand kids and have their own best interests at heart.

Counsellors with qualifications in other than academic areas.

More counsellors: Expecting only three people to provide an adequate service to 1,000 students is too much. They do the fine job they do only through great personal effort.

If money were no objective . . . then 40, 41, 44, 49.
Otherwise, very satisfactory!

Why not give each teacher one period each day to counsel with his own students both as the need arises and routinely. The Guidance Department could still function in the area of tests, records, severe cases of neurosis, etc. The informal contact between student and teacher should prove invaluable.

Counsellors ~~are~~ are sincere, capable individuals earnestly trying to do their best. I personally find their work commendable. New quarters and facilities in 1972-73 should greatly assist.

More counsellors to handle personal/social problems.

Need better facilities - like sound-proof offices and could use more counselling time.

51. If low ability students need services, there are inadequate facilities for them.
52. More learning assistance centres are also needed.
53. More aid for disturbed students would ease a heavy class load.