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ABSTRACT

This study investigated the roles and functions of elementary school counselors as reported by principals, counselors, teachers, and parents. The independent variables investigated were: position, district size, undergraduate major, schools with and without a counselor, age, gender, and years of experience. Tne instrument consisted of 38 items based upon the roles and functions of counselors delineated by the American School Counselor Association (ASCA). The scores from the five components and the composite of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The components were: counseling; consulting; developmental/career guidance; evaluation and assessment; and guidance program development, coordination and management. The composite comprised 38 items. The sample consisted of 318 subjects, including 44 principals, 28 counselors, 123 teachers, and 123 parents. Results supported the following hypotheses: (1) counselors rated counseling higher than principals; (2) respondents from larger districts rated developmental/career guidance higher than those from small districts; (3) respondents from schools with a counselor rated developmental/career guidance higher than those from schools without a counselor; and (4) respondents from schools with a counselor rated the composite higher than those from schools without a counselor. There were associations between undergraduate major and perceived counselor roles and functions; between age and perceived counselor roles and functions; between years of experience and perceived counselor roles and functions; and between gender and perceived counselor roles and functions. Interactions were also found among the variables tested. (LLL)

THE IMPORTANCE OF ROLES AND FUNCTIONS OF ELEMENTARY SCHOOL COUNSELORS AS PERCEIVED BY ADMINISTRATORS, COUNSELORS, TEACHERS, AND PARENTS

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

by

Marilynn K. Peaslee

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The Graduate Committee of Marilynn K. Peaslee hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of the researcher was to investigate the roles and functions of elementary school counselors as reported by principals, counselors, teachers, and parents. The independent variables investigated were: position, district size, undergraduate major, schools with and without a counselor, age, gender, and years of experience. The instrument consisted of 38 items based upon the roles and functions of counselors delineated by the ASCA (1990). The scores from the five components and composite of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The components were: Counseling; Consulting; Developmental/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; and Composite. The sample consisted of 318 subjects, including: 44 principals, 28 counselors, 123 teachers, and 123 parents. Five composite null hypotheses were tested. One hundred twenty-six comparisons plus 84 recurring comparisons were made using a three-way analysis of variance. Of the 42 main effects, 4 were statistically significant, and of the 84 interactions, 8 were statistically significant.

The results of the present study appeared to support the following generalizations:

1. counselors rated Counseling higher than principals,
2. respondents from larger districts (109-1837 enrollment) rated Developmental/Career Guidance higher than those from small districts (9-108 enrollment),
3. respondents from schools with a counselor rated Developmental/Career Guidance higher than those from schools without a counselor,
4. respondents from schools with a counselor rated Composite higher than

those from schools without a counselor,

5. an association between undergraduate major and perceived counselor roles and functions,

6. an association between age and perceived counselor roles and functions,

7. an association between years of experience and perceived counselor roles and functions,

8. an association between gender and perceived counselor roles and functions, and

9. interactions for undergraduate major and district size for the dependent variable Developmental/Career Guidance; district size and school counselor status for the dependent variable Consulting; undergraduate major and school counselor status for the dependent variable Counseling; district size and undergraduate major for the dependent variable Guidance Program Development, Coordination, and Management; age and years of experience for the dependet variable Counseling; age and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; gender and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; and age and years of experience for the dependent variable Composite.

Introduction

Role and Function of the School Counselor: An Overview

The American School Counselor Association (ASCA) has defined the role of the school counselor, updating the definition as necessary to meet the needs of the various publics the school counselor serves. The ASCA (1990) gave the following description of the counselor: "The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordinating" (p.10). Furthermore, the ASCA (1990) has identified the goals of school counselors in relation to each of their publics. These goals were designed to support a comprehensive developmental counseling program. A developmental approach enables counselors to (ASCA, 1990) "...help all students develop their educational, social, career, and personal strengths and to become responsible and productive citizens" (p. 10). Counselors assist students to understand themselves and others, develop communication skills which help establish and maintain healthier relationships, develop decision-making, problem-solving, and coping skills which may facilitate optimal educational, social and personal benefit from school experience.

Counselors assist parents by helping them learn about their child's growth, development, abilities, limitations, and progress in school. Parenting skills are also emphasized. Counselors encourage parents to provide an emotionally secure atmosphere at home and support the development of enhanced parent-student relationships.

Also, counselors assist teachers and administrators to better understand students and their behavior. Creating a positive learning climate, implementing

guidance activities leading to greater understanding of self and others, and meeting individual learning needs facilitates the functions of teachers and administrators. Counselors also conduct in-service seminars for professional development and personal growth.

In order to achieve the goals of counseling, the ASCA (1990) recognized the following basic interventions: Counseling, Consultation, and Coordination. Kaczkowski (1968) and Biggers (1977) identified counseling and consultation as roles that would most concern counselors. The results of a study by Kameen, Robinson, and Rotter (1985) concerning elementary and middle school counselors' perceptions of coordination activities, strongly indicated that "...systematic coordination of guidance programs is paramount to effective delivery services" (p. 102). In addition, the authors suggested that without increased coordination of activities, counseling and consulting functions could be primarily focused upon remediation and crisis intervention.

Counseling was defined by the ASCA (1990) as "...a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development" (p. 10). Counseling is conducted individually, in small groups, and in large group guidance meetings. Examples of types of specific counseling activities include classroom guidance, academic development, crisis intervention, and career counseling.

"Consultation is a cooperative process in which the counselor- consultant assists others to think through problems and to develop skills that make them more effective in working with students" (ASCA, 1990, p. 10). Consultation can take place in group conferences, in-service training, or individually. Strein and French

(1984) surveyed experts in the field of affective teacher consultation and noted that "Few professionals are in a better position than the school counselor to give on-the-spot aid to teachers dealing with students' emotional growth" (p. 343).

"Coordination is a leadership proce: .. .ch the counselor helps organize and manage a school's counseling program and related services" (ASCA, 1990, p. 10). Data collection, organizing special events with outside community resources, and disseminating information are examples of coordination activities.

"School counselors are prepared for their role through the study of interpersonal relationships and behavioral sciences in graduate education courses in accredited colleges and universities" (ASCA, 1990, p. 10). Personality and human development theories are stressed in counselor training due to the comprehensive developmental guidance model endorsed by the ASCA. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has described eight core areas for counselor training programs. They were: human growth and development, social and cultural foundations, helping relationships, groups, life-style and career development, appraisal, research and evaluation, and professional orientation (Rotter, 1990).

In 1963, Shertzer and Stone wrote: "It is contended that much of the current difficulty and confusion surrounding the school counselor's role stems from the contradictory and conflicting expectations of his various publics" (p. 687). The roles and functions of school counselors have been described by counselors, administrators, teachers, and parents. Viewpoints from each group will be discussed in the following pages.

How Elementary Counselors Viewed Their Roles and Functions

Counselors reported that their main functions revolved around counseling and

consultation activities (Biggers, 1977; Miller, 1988; Bonebrake & Borgers, 1984; Morse & Russell, 1988; Furlong, Atkinson, & Janoff, 1979). Coordination functions have also been ranked highly by counselors (Miller, 1988; Furlong et al., 1979; Kameen et al., 1985). Biggers (1977) reported in a nine-year follow-up study in Texas that counselors spent the greatest percentage of time performing the following functions: (1) group counseling (21.2), (2) consulting (18.2), and (3) counseling (17.3). In a study of counselors in excellent schools, Miller (1988) reported that elementary counselors rank ordered their top five roles as follows: (1) counseling and consulting, (2) coordinating, (3) professional development, (4) career assistance, and (5) organization. Counseling and consultation were also ranked one and two respectively by counselors in a study conducted by Bonebrake et al. (1984). Student assessment, parent consultant and evaluation of guidance completed the top five rankings.

Morse et al. (1988) and Furlong et al. (1979) conducted research to determine if counselors' actual roles and their ideal roles were congruent. Furlong et al. (1979) reported actual counselor roles ranked as follows: (1) counseling, (2) consultation, (3) pupil appraisal, (4) parent help, and (5) referral. Counselors ranked ideal roles similarly: (1) counseling, (2) consultation, (3) parent help, (4) change agent, (5) pupil appraisal, and (6) referral. Overall, the results indicated that counselors were congruent in regards to actual and ideal roles. However, the results of Morse et al. (1988) indicated that counselors' actual and ideal roles were not similar. Counselors reported that three of their five highest ranking actual functions involved consultation. Four and five involved individual counseling with students. Consultation with teachers ranked as their top ideal function. The other top four ideal functions involved group counseling. Considering that group

counseling was not ranked among the top five actual roles, the authors noted that the discrepancy may reflect a lack of coordination within their programs.

Specifically regarding coordination activities, Kameen et al. (1985) reported that counselors ranked coordination of classroom guidance, providing procedures for using counseling services, and coordinating student orientation as the most important. The authors maintained that "Conflict between what the counselor does and what the counselor considers appropriate exists for many elementary and middle school counselors" (p. 101).

Kameen et al. (1985) noted that age, gender, employment level, and years of experience affected the view counselors held concerning job functions.

Male counselors, counselors in middle schools, and experienced counselors are more likely to maintain educational records. Male counselors and middle school counselors coordinate more orientation activities than do respondents in other categories.

Coordination of career education is performed by younger counselors and counselors with fewer years of counseling experience but also by counselors with more teaching experience. Coordination of classroom guidance more often is reported by younger counselors and by elementary school counselors, whereas older counselors with more experience are more likely to conduct and place high priority on coordinating staffings.

Follow-up of students is ranked higher by middle school counselors and counselors with more experience than by inexperienced elementary school counselors. On the other hand, elementary school counselors are more likely to coordinate parent groups than are their middle school counterparts. Women, younger counselors, elementary school counselors, and more

experienced counselors are more likely to coordinate a guidance committee than are others. Elementary school counselors are more likely to have duties involving public relations. (p. 101)

How Administrators Viewed Elementary Counselors' Roles and Functions

Shertzer et al. (1963) reported from a review of literature that administrators contended counselors were in the role of "jack-of-all-trades." One principal indicated that "counselors were inadequately trained and virtually incompetent" (p. 689). Overall, counselors were expected to be active in administrative and instructional areas.

In a more recent study, Remley & Albright (1988) indicated that of 11 principals interviewed, 4 contended counselors were primarily administrators. Three other principals reported that a counselor's role should be balanced between counseling and administrative duties. "The remaining 4 middle school principals said that counselors would be much more effective if they were able to do more individual and group counseling with students and consultation with parents and teachers" (p. 294).

In a study conducted by Bonebrake et al. (1984), principals ranked the following roles in the top five: (1) individual counseling, (2) student assessment, (3) teacher consultant, (4) evaluation of guidance, and (5) parent consultant. Miller (1989) maintained that principals strongly supported 24 out of 28 identified counselor functions related to consultation, counseling, evaluation and assessment, and guidance program development, coordination, and management.

How Teachers Viewed Elementary Counselors' Roles and Functions

Teachers generally recognized the importance of elementary counselors (Valine, Higgins, & Hatcher, 1982; Remley et al. 1988) and supported the

counselor roles described by the ASCA (Miller, 1989; Wilgus & Shelley, 1988). However, when asked to identify the roles of elementary counselors, teachers indicated they were not performing necessary functions, or were uncertain what functions counselors performed (Shertzer et al., 1963; Valine et al., 1982; Remley et al., 1988).

Shertzer et al. (1963) wrote the following:

> What caricature may be drawn from teachers' perceptions of the counselor? Darley's forthright presentation of the attitudes of teachers provides a cutting five-fold description: (1) counselors are administrators and the nicest thing you can say about administrators is that they are a necessary evil which may be tolerated but better yet eradicated; (2) counselors provide ancillary services and are therefore expendable; (3) counselors coddle and pamper those who would, and perhaps should, flunk out; (4) the counselor's pseudo-Freudian, pseudo-psychometric jargon is the purest nonsense; and, (5) his pretense of confidentiality is merely a shield to hide behind when the welfare of the institution is involved or his activities challenged [5]. (p. 688)

In an eight-year follow-up study of teacher attitudes toward the role of counselors, Valine et al. (1982) reported that teachers did not question the need for counselors. However, 35% were undecided about the roles of counselors, and 26% viewed counselors as ineffective.

Similar results were reported from teacher interviews conducted by Remley et al. (1988). Teachers maintained counselors were needed, but were not performing the roles necessary to satisfy needs. They indicated that counselors spent too much time completing administrative functions.

Cole, Miller, Splittgerber, & Allen (1980) surveyed teachers from exemplary

middle schools and reported that they perceived counselors as being involved in personal work with students (94.4%), vocational counseling (61.2%), and the administration of discipline (41.7%). Recommendations reported by 45% of the teachers who responded to the survey included, "More counselors, family contacts, group counseling, and follow-up..." (p. 80).

Six percent of teachers indicated, in a study by Wittmer & Loesch (1975), that counselors should be involved in disciplining children and teaching classes. Two percent reported that counselors were over-involved in testing, and 21 percent believed that counselors were in a "privileged" position.

In a 1988 study by Wilgus et al. (1988), teachers identified their perceptions of a counselor's actual and ideal functions. Perceptions of actual counselor roles were ranked as follows: (1) individual counseling, (2) other (lunch duty, administrative duties, substitute teacher), (3) staff consultant, (4) guidance and counseling meetings, and (5) group counseling. Ideal counselor functions were ranked one through five respectively: individual counseling, group counseling, parent contact, staff consultant, and classroom programs.

Teachers strongly supported 24 of 28 counselor functions which were developed using the 1981 ASCA School Counselor Role Statement. The remaining four functions were endorsed with a medium level of support (Miller, 1989).

How Parents Viewed Elementary Counselors' Roles and Functions

Parents appeared to have conflicting opinions concerning the roles of counselors. "Some believed counselors should be more involved with the personal problems of students; others viewed this activity as inappropriate" (Remley et al., 1988, p. 294). Miller (1989) reported parents strongly supported 23 out of 28 counselor functions, but were uncertain about such functions as counseling staff,

individualizing instruction, explaining research, promoting social development, and guidance program planning activities.

Age, Gender, and Years Experience of Elementary Counselors

Researchers have obtained information in order to profile the "average" counselor. Biggers (1977), citing research conducted in 1967, noted counselors averaged 44.2 years of age, 78% were female, had 10.4 years of teaching experience, and 1.0 years counseling experience. Wittmer et al. (1975) wrote: "The average elementary school counselor was a 28-year-old female with a student load of 650" (p. 189). Biggers (1977) found that counselors averaged 39.5 years of age, 80.3% were female, and averaged 13.1 years teaching and 4.4 years counseling experience. Furlong et al. (1979) reported that the mean age of counselors was 44 years, 72% were female, averaged 8.5 years experience in elementary schools, and 89.3% held master's degrees. Morse et al. (1988) reported that counselors averaged 42 years of age, 62% were female, and their experience as counselors averaged 8.5 years.

Summary

The review of the literature indicated that there was confusion as to the roles and functions of elementary counselors. Counselors surveyed in previous studies reported counseling and consultation as important roles (Biggers, 1977; Miller, 1988; Bonebrake et al., 1984; Morse et al., 1988; Furlong et al., 1979). Coordination was also identified by counselors as an important function (Miller, 1988; Furlong et al., 1979; Kameen et al., 1985). Morse et al. (1988) and Furlong et al. (1979) conducted studies comparing counselors' actual and ideal roles. Furlong et al. (1979) indicated that counselors' actual and ideal roles were congruent. Morse et al. (1988) maintained that counselors' actual and ideal roles were not similar.

Administrators ranked counseling, student assessment, program evaluation, and consultation as important counselor functions (Bonebrake et al., 1984). Although administrators reported support for 24 out of 28 counselor functions based on the 1981 ASCA School Counselor Role Statement (Miller, 1989), Shertzer et al. (1963) and Remley et al. (1988) found that administrators identified administrative duties (a role not identified by the ASCA) as a role and function of elementary counselors.

Teachers supported counselor roles described by the ASCA (Miller, 1989; Wilgus et al., 1988), and generally recognized the importance of elementary counselors (Valine et al., 1982; Remley et al. 1988). However, research showed that teachers were uncertain what roles counselors performed, or counselors were not performing necessary functions (Shertzer et al., 1963; Valine et al., 1982; Remley et al., 1988).

Parents strongly supported 23 out of 28 counselor functions in a study conducted by Miller (1989), but were uncertain about the remaining 5 roles. Remley et al. (1988) reported that parents held conflicting opinions regarding the roles and functions of counselors.

Statement of the Problem

The purpose of the researcher was to investigate the roles and functions of elementary school counselors as reported by principals, counselors, teachers, and parents.

Importance of the Research

The elementary school counselors' roles and functions are not set (Biggers, 1977). The roles change as the needs of those counselors serve change. The review of literature indicated that the roles and functions of counselors' as perceived by

counselors, administrators, teachers, and parents continue to differ. This present research was important because the researcher found only one study had been conducted using the ASCA School Counselor Role Statement. The present study used the most current ASCA (1990) role statement.

The present study was important because it investigated variables which had not been researched previously. Specifically, the undergraduate degrees of counselors, administrators, and teachers, size of the school district, and comparisons between schools with and without a counselor were analyzed to determine if significant relationships existed.

The present research was also important because it provided information useful to educators, counselors, and administrators. Counselor educators could use this information to determine what roles practicing counselors view as important. The results may also point to the strengths and weaknesses of counselor education programs in terms of the importance placed on the varying counseling functions. The data could also be used to relate trends in the state to potential counselors. Counselors especially could benefit from this research. The data could provide statistical support for changing their program to meet current ASCA guidelines, discover what roles other counselors in the state considered important, and evaluate their own programs accordingly. Administrators could use these data to help evaluate their schools' guidance program and determine the potential of their school counselor. The data could help teachers better understand the roles and functions of counselors and utilize the counselors' services.

Composite Null Hypothesis

All hypotheses were tested at the .05 level.

(1) The differences among mean counselor roles and functions questionnaire

scores for principals, counselors, and teachers, according to position, district size, and undergraduate major of respondents will not be statistically significant.

(2) The differences among mean counselor roles and functions questionnaire scores for principals, counselors, teachers, and parents according to position, district size, and schools with and without a counselor will not be statistically significant.

(3) The differences among mean counselor roles and functions questionnaire scores for principals, counselors, and teachers, according to district size, undergraduate major of respondents, and schools with and without a counselor will not be statistically significant.

(4) The differences among mean counselor roles and functions questionnaire scores for principals, counselors, and teachers, according to undergraduate major of respondents, schools with and without a counselor, and position will not be statistically significant.

(5) The differences among mean counselor roles and functions questionnaire scores for principals, counselors, and teachers, according to age, gender and years of experience will not be statistically significant.

Definition of Variables

Independent Variables

All independent variables were self-reported.

Position--four levels;

1 counselor,

2 administrator,

3 teacher, and

4 parent.

District Size -- three levels of enrollment (based upon the calendar year 1990-1991);

1 5A and 6A 392-1837,

2 3A and 4A 109-385, and

3 1A and 2A 9-108.

Undergraduate major --levels to be determined post hoc -- three levels;

1 Level 1 (see Appendix A),

2 Level 2, and

3 Level 3.

Schools with and without a counselor--two levels;

1 schools with a counselor, and

2 schools without a counselor.

Age--levels to be determined post hoc -- three levels;

1 less than 40 years,

2 40 - 44 years, and

3 45 years or greater.

Gender--two levels;

1 male, and

2 female.

Years Experience--levels to be determined post hoc -- three levels;

1 0-5 years,

2 6-10 years, and

3 greater than 10 years.

Dependent Variables

The scores from the five components and the composite of the Counselor

Roles and Functions Questionnaire were employed as dependent variables. The components and possible scores were:

Counseling, 6 items (possible scores 6-42);

Consulting, 9 items (possible scores 9-63);

Developmental/Career Guidance, 11 items (possible scores 11-77);

Evaluation and Assessment, 6 items, (possible scores 6-42);

Guidance Program Development, Coordination, and Management, 6 items (possible scores 6-42); and

Composite, 38 items (possible scores 38-266).

Limitations

The results from the present study might have been affected by the following conditions:

1. Sample was limited to schools in one state.
2. The administrator from each school distributed copies of the questionnaires to a counselor, three teachers, and three parents of his or her choice.
3. Information was collected using a self-reporting instrument.

Delimitations

The following were not implemented:

1. No pilot test was conducted.
2. No validity study was conducted.
3. No reliability study was conducted.

Methodology

Setting

The setting for this study was public elementary schools in Kansas. The grade

classifications ranged from kindergarten through the eighth grade.

Subjects

One-hundred schools were randomly selected; 50 schools with an elementary counselor, and 50 schools without an elementary counselor (Kansas Department of Education, 1990). Packets were mailed to elementary principals containing a cover letter, 8 questionnaires, envelopes to enclose questionnaires, a self-addressed return label, and return postage. The principals were asked to select a counselor, three teachers and three parents of students whose children attended that school to complete the questionnaires. A postcard was sent to the principals 3 weeks after the initial mailing as a reminder to return the completed surveys.

The subjects were 44 principals, 28 counselors, 123 teachers, and 123 parents. The sample consisted of 68 males and 250 females. A total of 318 out of 800 questionnaires were completed. This resulted in a 40% return. Of the 100 schools sampled, there was a response of 54%.

Instrumentation

Miller (1989) wrote a questionnaire of 28 items pertaining to the importance of roles and functions of elementary counselors. The questionnaire was structured using categories from the Minnesota state license standard. The items were derived from Minnesota state license standards and the 1981 ASCA role statement. The following headings were included on the questionnaire: Developmental/Career Guidance, five items; Consulting, nine items; Counseling, six items; Evaluation and Assessment, three items; and Guidance Program Development, Coordination, and Management, five items. "The respondents were requested to mark each function by indicating whether or not they felt it "could be helpful," is "not needed," or is "uncertain" in strengthening the ongoing growth and development of children in

their school" (Miller, 1989, p. 79).

The questionnaire used for the study used the same five headings as Miller's (1989) plus composite. The researcher broke down and simplified the wording of items written by Miller (1989) to further delineate the importance of specific counselor functions. An additional item relating to the coordination of crisis intervention services was written by the researcher. The questionnaire included the following: Counseling, 6 items; Consulting, 9 items; Developmental/Career Guidance,11 items; Evaluation and Assessment, 6 items; and Guidance Program Development, Coordination, and Management, 6 items. Respondents were asked to rate each function on a continuum ranging from 1 -"Of No Importance" to 7 - "Very Important".

Neither Miller's (1989) instrument nor the modification used in the present study were submitted to standard validity or reliability procedures. However, items were reviewed by 4 high school teachers, 1 elementary teacher, a school secretary, an elementary principal, a school psychologist, and a specialist in agronomy.

A demographic information sheet, written by the researcher, was employed to help describe the subjects. The information also provided a source for some of the independent variables. The seven items included: position in school, gender, age, college undergraduate major, college undergraduate minor or emphasis, years of experience, district size, and did the school have an elementary counselor. The researcher completed the position in school and district size items before mailing the questionnaire.

Design

A status survey factoral design with pre-determined and post hoc groupings were employed. The following independent variables were investigated: position,

district size, undergraduate major of respondents, schools with and without a counselor, age, gender, and years of experience. The dependent variables were: Counseling, 6 items; Consulting, 9 items; Developmental/Career Guidance, 11 items; Evaluation and Assessment, 6 items; and Guidance Program Development, Coordination, and Management, 6 items. The following design was employed with each of the composite null hypotheses:

Composite null hypothesis number 1, a 4x3x3 factoral design,

Composite null hypothesis number 2, a 4x3x2 factoral design,

Composite null hypothesis number 3, a 3x3x2 factoral design,

Composite null hypothesis number 4, a 3x2x4 factoral design, and

Composite null hypothesis number 5, a 3x2x3 factoral design.

McMillan and Schumacher (1989) cited 10 basic threats to internal validity. The threats were dealt with in the following ways in the present study:

1. history--did not pertain because the present study was status survey,

2. selection--schools were randomly selected,

3. Statistical regression--did not pertain because the present study did not contain extreme subjects,

4. testing--did not pertain because the present study was status survey,

5. instrumentation--did not pertain because the present study was status survey,

6. mortality--all subjects who completed usable questionnaires were included in the present study,

7. maturation--did not pertain because the present study was status survey,

8. diffusion of treatment--did not pertain because the present study did not employ a treatment,

9. experimenter bias--there was no treatment employed; standard procedures were used for collecting data, and

10. statistical conclusion--two mathematical assumptions of the three-way analysis of variance were violated; the mathematical assumptions violated were subjects were not randomly identified, and there was not equal numbers in cells; the lack of equal number in cells was corrected for by using the general linear model, and the researcher did not project beyond the statistical procedures employed.

McMillan et al. (1989) cited two threats to external validity. These threats were dealt with in the present study as follows:

1. population external validity--subjects were not randomly identified; the results should be generalized to similar schools.

2. ecological external validity--the data were collected by standard procedures, and no treatment was administered.

Data Collecting Procedures

One hundred schools were randomly selected; 50 schools with an elementary counselor, and 50 schools without an elementary counselor. Packets were mailed to elementary principals containing a cover letter, 8 questionnaires, envelopes to enclose questionnaires, a self-addressed return label, and return postage. The principals were asked to select a counselor, three teachers, and three parents of students who attended the school to complete the questionnaires. Upon completion, the questionnaires were mailed back to the researcher. A total of 318 out of 800 questionnaires were completed. This resulted in a 40% return. Of the 100 schools sampled, there was a response of 54%.

Research Procedure

The following steps were implemented:

1. Research topic and instrument were selected;
2. Educational Resources Information Center search was conducted;
3. Collection of related literature;
4. Requested computer listing of all elementary counselors and elementary schools in Kansas from the Kansas State Department of Education;
5. Requested permission to use instrument from the author;
6. Composed the literature review;
7. Determined populations to be sampled;
8. Modified instrument for use in the present research;
9. Proposal was written;
10. Proposal was defended;
11. Data were collected and coded;
12. Data were analyzed by the computing center at Fort Hays State University;
13. A final report was written and defended; and
14. Final editing of the document.

Data Analysis

The following were compiled:

1. Appropriate descriptive statistics;
2. Three-way analysis of variance (general linear model);
3. Bonferron (Dunn) t test for means; and
4. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate the roles and functions of elementary school counselors as reported by principals, counselors, teachers, and parents. The independent variables investigated were: position, district size, undergraduate major, schools with and without a counselor, age, gender, and years of experience. The scores from the five components and the composite of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The components were: Counseling; Consulting; Developmental/Career Guidance; Evaluation and Assessment; Guidar ce Program Development, Coordination, and Management; and Composite. The following design was employed with each of the composite null hypotheses:

Composite null hypothesis number 1, a 4x3x3 factoral design,

Composite null hypothesis number 2, a 4x3x2 factoral design,

Composite null hypothesis number 3, a 3x3x2 factoral design,

Composite null hypothesis number 4, a 3x2x4 factoral design, and

Composite null hypothesis number 5, a 3x2x3 factoral design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among mean counselor roles and functions questionnaire scores for principals, counselors, and teachers according to position, district size, and undergraduate major of respondents would not be statistically significant. Table 1 contains information pertaining to composite null hypothesis number 1. The following were cited in Table 1: variables, sample sizes, means, standard deviations,

F values, and p levels.

Table 1

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Principals, Counselors, and Teachers According to Position, District Size, and Undergraduate Major Employing a Three-Way Analysis of Variance

Variable	n	M	s	F value	p level
		Counseling*			
position (A)					
principal	44	33.4[b]	4.74		
counselor	28	36.0[a]	4.24	3.61	.0292
teacher	123	33.9	4.43		
district size (B)					
9-108 enrollment	48	34.3	4.61		
109-385 enrollment	77	33.7	4.69	0.02	.9764
392-1827 enrollment	70	34.4	4.30		
undergraduate major (C)					
1**	147	34.2	4.57		
2	23	34.2	4.81	0.20	.8190
3	25	33.3	4.05		
Interactions					
A x B				0.90	.4648
A x C				0.84	.5006
B x C				0.19	.9455
A x B x C				0.65	.7144
		Consulting			
position (A)					
principal	44	50.1	7.24		
counselor	28	50.5	6.50	1.04	.3562
teacher	123	49.0	6.49		
district size (B)					
9-108 enrollment	48	48.8	7.14		
109-385 enrollment	77	49.6	6.65	1.90	.1527
392-1827 enrollment	70	49.8	6.39		
undergraduate major (C)					
1**	147	49.8	6.41		
2	23	50.1	7.28	1.04	.3541
3	25	47.2	7.36		

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
Interactions					
A x B				1.70	.1525
A x C				0.55	.6972
B x C				0.66	.6183
A x B x C				1.25	.2768
Developmental/Career Guidance					
position (A)					
principal	44	63.6	10.98		
counselor	28	67.6	9.34	1.81	.1673
teacher	123	62.6	9.77		
district size (B)					
9-108 enrollment	48	60.5 [d]	11.86		
109-385 enrollment	77	64.5 [e]	10.21	3.48	.0331
392-1827 enrollment	70	64.5 [e]	8.20		
undergraduate major (C)					
1**	147	64.3	8.85		
2	23	61.3	14.04	0.41	.6612
3	25	60.9	12.27		
Interactions					
A x B				1.23	.2999
A x C				0.44	.7818
B x C				2.74	.0303
A x B x C				0.90	.5044
Evaluation and Assessment					
position (A)					
principal	44	29.0	7.45		
counselor	28	30.1	5.80	0.37	.6889
teacher	123	28.5	6.42		
district size (B)					
9-108 enrollment	48	29.8	5.86		
109-385 enrollment	77	28.9	6.12	0.45	.6406
392-1827 enrollment	70	28.1	7.47		

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
undergraduate major (C)					
1**	147	28.7	6.71		
2	23	28.9	6.77	1.24	.2907
3	25	29.9	5.71		
Interactions					
A x B				0.76	.5499
A x C				0.05	.9956
B x C				1.22	.3046
A x B x C				0.38	.9135
Guidance Program Development, Coordination, and Management					
position (A)					
principal	44	32.9	5.83		
counselor	28	34.9	5.28	1.57	.2113
teacher	123	32.6	5.40		
district size (B)					
9-108 enrollment	48	32.1	5.70		
109-385 enrollment	77	33.3	5.29	2.34	.0995
392-1827 enrollment	70	33.3	5.63		
undergraduate major (C)					
1**	147	33.3	5.33		
2	23	32.2	6.64	0.05	.9509
3	25	32.0	5.46		
Interactions					
A x B				1.28	.2798
A x C				0.11	.9776
B x C				2.25	.0659
A x B x C				0.60	.7549
Composite					
position (A)					
principal	43	208.3	29.46		
counselor	28	219.1	25.61	2.26	.1077
teacher	114	206.7	24.70		

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
district size (B)					
9-108 enrollment	46	205.6	28.04		
109-385 enrollment	73	209.3	26.37	1.78	.1717
392-1827 enrollment	66	210.8	24.91		
undergraduate major (C)					
1**	139	210.5	24.52		
2	22	205.3	32.26	0.05	.9538
3	24	203.2	29.73		
Interactions					
A x B				0.16	.3307
A x C				0.18	.9497
B x C				1.65	.1633
A x B x C				1.01	.4244

*Larger scores indicate greater importance. The possible scores and theoretical means for each component were as follows: Counseling (6-42,24); Consulting (9-63,36); Developmental/Career Guidance (11-77,44); Evaluation and Assessment (6-42,24); Guidance Program Development, Coordination, and Management (6-42,24); and Composite (38-266,152).

**Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/ Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical Education, Elementary Education/Business Administration, Elementary Education/Psychology, and Elementary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/English, and Political Science; Level 3 included: Other.

[ab]Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

[de]Difference statistically significant at the .05 level according to Duncan's Multiple Range Test for means.

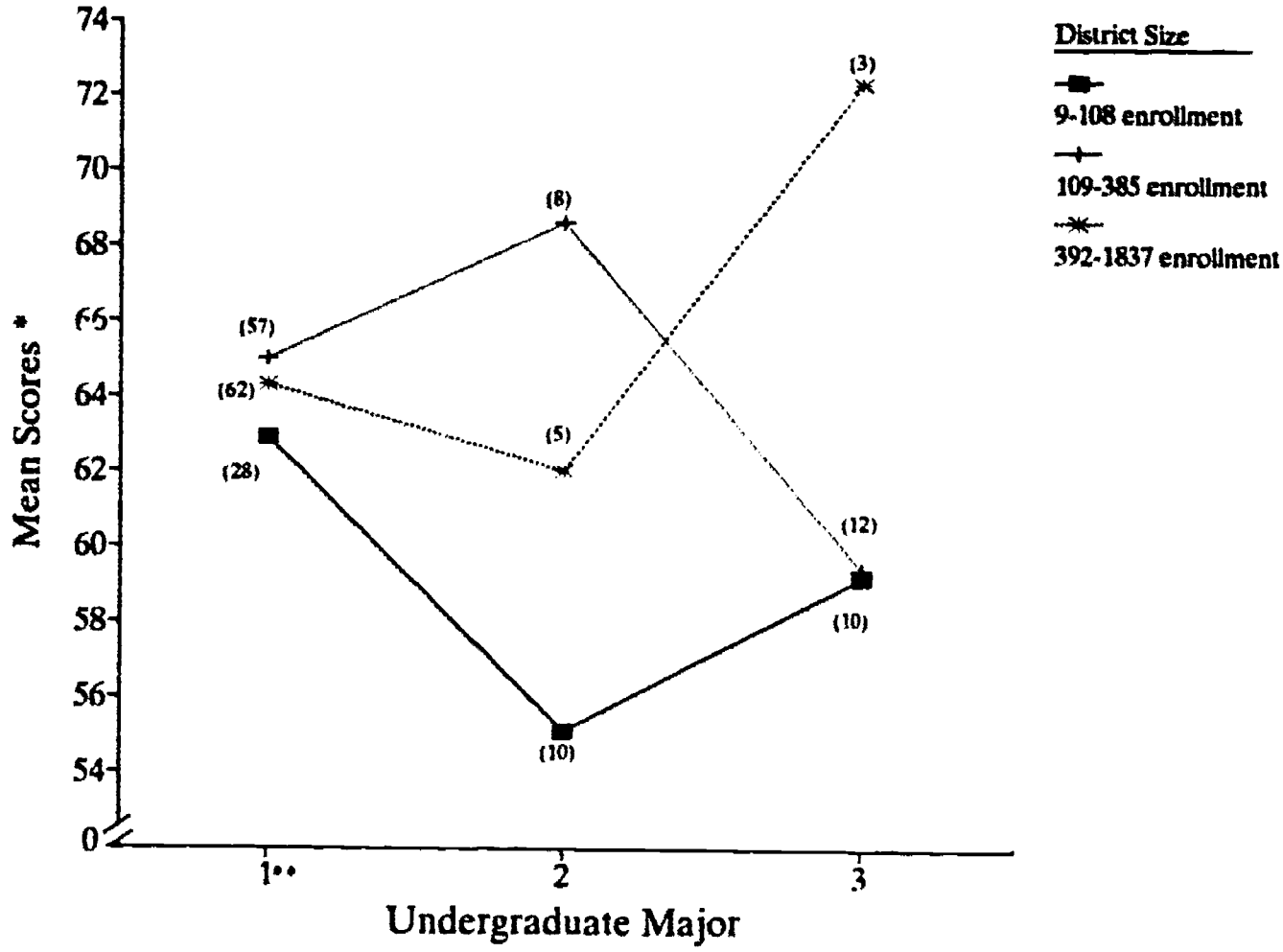
Three of the 42 p values were statistically significant at the .05 level, therefore, the null hypotheses for these comparisons were rejected. Two of the three significant comparisons were for main effects. The significant main effects were: position for the dependent variable Counseling, and district size for the dependent variable Developmental/Career Guidance. Results cited in Table 1 indicated the following for main effects: counselors rated Counseling significantly higher than principals, and respondents from districts with 109-385 enrollment and 392-1837 enrollment rated Developmental/Career Guidance higher than respondents from

school districts with 9-108 enrollment.

One of the significant comparisons was an interaction. The statistically significant interaction was between district size and undergraduate major for the dependent variable Developmental/Career Guidance. This interaction was depicted in a profile plot. Figure 1 contains mean Developmental/Career Guidance scores and curves for district size.

Figure 1

The Interaction Between Undergraduate Major and District Size for the Dependent Variable Developmental/Career Guidance



*Mean Developmental/Career Guidance Scores
**Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical Education, Elementary Education/Business Administration, Elementary Education/Psychology, and Elementary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/English, and Political Science; Level 3 included: Other.

The interaction between district size and undergraduate major for the dependent variable Developmental/Career Guidance was disordinal. The results

cited in Figure 1 indicated the following: participants from district size 1 (9-108 enrollment) in major 2 rated Developmental/Career Guidance numerically lower than any other group, and participants from district size 3 (392-1837 enrollment) in major 3 rated Developmental/Career Guidance numerically higher than any other group.

It was hypothesized in composite null hypothesis 2 that the differences among mean counselor roles and functions questionnaire scores for principals, counselors, teachers, and parents according to position, district size, and schools with and without a counselor would not be statistically significant. Table 2 contains information pertaining to composite null hypothesis number 2. The following were cited in Table 2: variables, sample sizes, means, standard deviations, F values and p levels.

Table 2

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Principals, Counselors, Teachers, and Parents According to Position, District Size, and Schools With and Without a Counselor Employing a Three-Way Analysis of Variance

Variable	n	M	s	F value	p level
		Counseling*			
position (A)					
principal	44	33.4	4.74		
counselor	28	36.0	4.24		
teacher	123	33.9	4.43	2.06	.1051
parent	123	33.2	6.03		
district size (B)					
9-108 enrollment	81	33.7	5.34		
109-385 enrollment	122	33.5	5.39	0.90	.4059
392-1837 enrollment	115	34.0	4.81		
school counselor status (D)					
schools with a counselor	210	34.0	4.88		
schools without a counselor	108	33.2	5.65	1.42	.2345
Interactions					
A x B				0.30	.9346
A x D				0.37	.6876
B x D				1.31	.2713
A x B x D				0.89	.4682
		Consulting			
position (A)					
principal	44	50.1	7.24		
counselor	28	50.5	6.50		
teacher	123	49.0	6.49	0.13	.9407
parent	123	49.2	9.33		
district size (B)					
9-108 enrollment	81	48.9	7.83		
109-385 enrollment	122	49.0	8.20	2.04	.1312
392-1837 enrollment	115	50.1	7.31		

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
school counselor status (D)					
schools with a counselor	210	49.7	7.78	2.11	.1475
schools without a counselor	108	48.7	7.80		
Interactions					
A x B				1.30	.2552
A x D				0.46	.6323
B x D				3.11	.0462
A x B x D				0.86	.4904
Developmental/Career Guidance					
position (A)					
principal	44	63.6	10.98	1.31	.2716
counselor	28	67.6	9.34		
teacher	123	62.6	9.77		
parent	123	60.7	12.05		
district size (B)					
9-108 enrollment	81	60.5	11.80		
109-385 enrollment	122	62.9	11.86	1.68	.1873
392-1837 enrollment	115	63.3	9.13		
school counselor status (D)					
schools with a counselor	210	64.5	9.79	24.04	.0001
schools without a counselor	108	58.4	12.00		
Interactions					
A x B				0.77	.5904
A x D				2.28	.1043
B x D				1.87	.1563
A x B x D				1.75	.1381
Evaluation and Assessment					
position (A)					
principal	44	29.0	7.45	2.33	.0746
counselor	28	30.1	5.80		
teacher	123	28.5	6.42		
parent	123	30.7	7.20		

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
district size (B)					
9-108 enrollment	81	31.2	5.70		
109-385 enrollment	122	29.1	6.65	2.47	.0863
392-1837 enrollment	115	28.8	7.66		
school counselor status (D)					
schools with a counselor	210	29.8	6.97	2.85	.0922
schools without a counselor	108	29.1	6.67		
Interactions					
A x B				0.78	.5851
A x D				1.22	.2965
B x D				1.54	.2154
A x B x D				0.83	.5048
Guidance Program Development, Coordination, and Management					
position (A)					
principal	44	32.9	5.83		
counselor	28	34.9	5.28	0.83	.4772
teacher	123	32.6	5.40		
parent	123	32.5	7.35		
district size (B)					
9-108 enrollment	81	32.7	5.76		
109-385 enrollment	122	32.3	6.74	2.14	.1190
392-1837 enrollment	115	33.5	6.10		
school counselor status (D)					
schools with a counselor	210	33.1	6.12	2.77	.0970
schools without a counselor	108	32.1	6.54		
Interactions					
A x B				1.96	.0707
A x D				0.70	.4960
B x D				1.23	.2939
A x B x D				0.47	.7610

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Composite			
position (A)					
principal	43	208.3	29.46		
counselor	28	219.1	25.61	0.69	.5600
teacher	114	206.7	24.70		
parent	117	206.8	37.03		
district size (B)					
9-108 enrollment	76	207.7	30.21		
109-385 enrollment	115	206.3	33.39	1.80	.1666
392-1837 enrollment	111	210.2	28.53		
school counselor status (D)					
schools with a counselor	201	211.3 [a]	29.13	8.13	.0047
schools without a counselor	101	201.7 [b]	33.16		
Interactions					
A x B				0.79	.5807
A x D				1.29	.2777
B x D				2.75	.0658
A x B x D				0.62	.6482

*Larger scores indicate greater importance. The possible scores and theoretical means for each component were as follows: Counseling (6-42,24); Consulting (9-63,36); Developmental/Career Guidance (11-77,44); Evaluation and Assessment (6-42,24); Guidance Program Development, Coordination, and Management (6-42,24); and Composite (38-266,152).

[a,b]Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

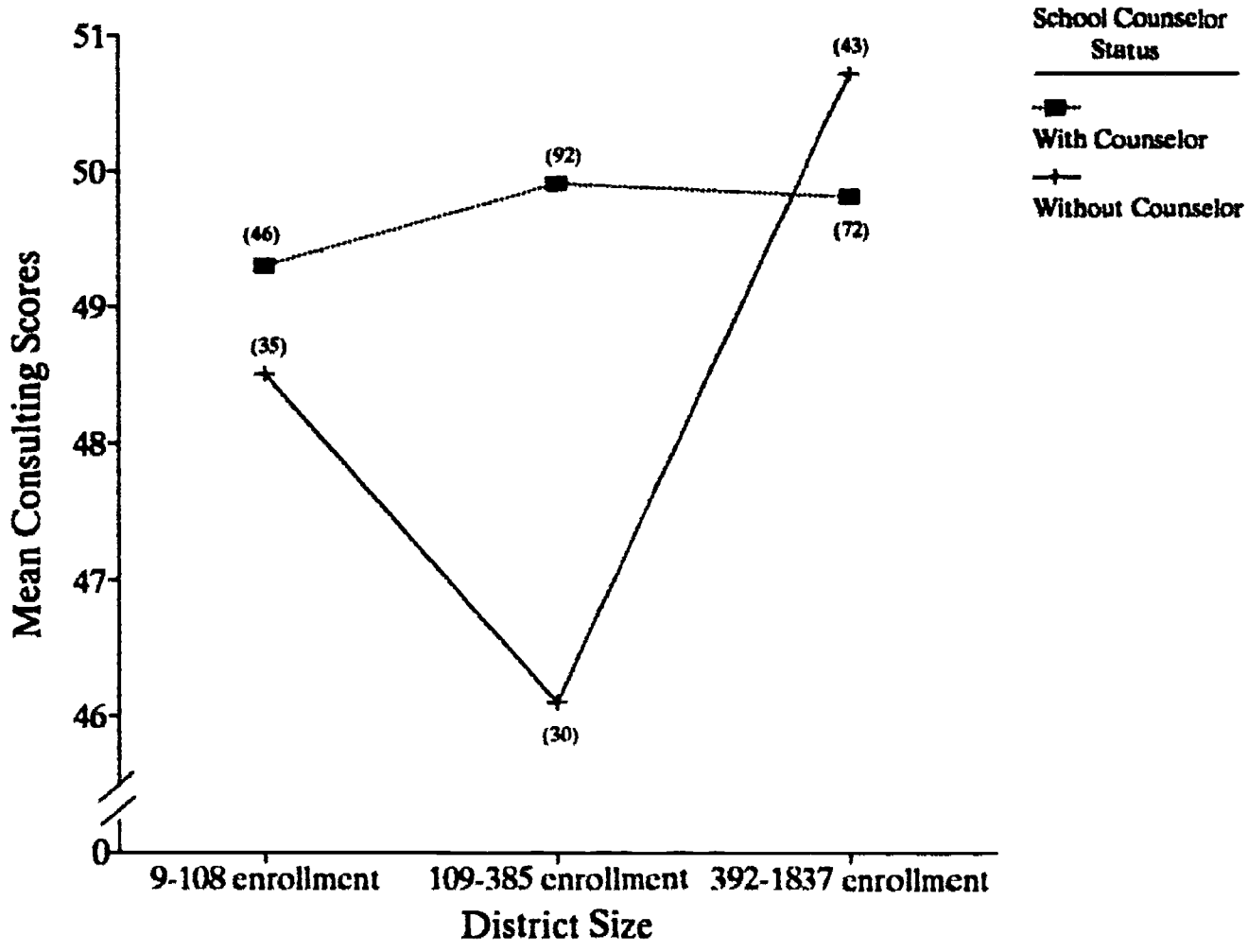
Three of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Two of the three significant comparisons were for main effects. The significant main effects were: school counselor status for the dependent variable Developmental/Career Guidance, and school counselor status for the dependent variable Composite. Results cited in Table 2 indicated the following for main effects: respondents from schools with a counselor rated Developmental/ Career Guidance significantly higher than respondents from schools without a counselor, and respondents from schools with a counselor rated Composite significantly higher than respondents from

schools without a counselor.

One of the three significant comparisons was an interaction. The statistically significant interaction was between district size and school counselor status for the dependent variable Consulting. This interaction was depicted in a profile plot. Figure 2 contains mean Consulting scores and curves for school counselor status.

Figure 2

The Interaction Between District Size and School Counselor Status for the Dependent Variable Consulting



The interaction between district size and school counselor status for the dependent variable Consulting was disordinal. The results cited in Figure 2 indicated the following: respondents from district size 2 schools (109-385 enrollment) without a counselor rated Consulting numerically lower than any other group, and respondents from district size 3 schools (392-1837 enrollment) without a counselor rated Consulting numerically higher than any other group.

It was hypothesized in composite null hypothesis 3 that the differences among

mean counselor roles and functions questionnaire scores for principals, counselors, and teachers according to district size, undergraduate major of respondents, and schools with and without a counselor would not be statistically significant. Table 3 contains information pertaining to composite null hypothesis number 3. The following were cited in Table 3: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 3

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Principals, Counselors, and Teachers According to District Size, Undergraduate Major of Respondents, and Schools With and Without a Counselor Employing a Three-Way Analysis of Variance

Variable	n	M	s	F value	p level
		Counseling*			
district size (B)					
9-108 enrollment	48	34.3	4.61		
109-385 enrollment	77	33.7	4.69	0.76	.4676
392-1837 enrollment	70	34.4	4.30		
undergraduate major (C)					
1**	147	34.2	4.57		
2	23	34.2	4.81	0.04	.9603
3	25	33.3	4.05		
school counselor status (D)					
schools with a counselor	133	34.3	4.29	2.33	.1285
schools without a counselor	62	33.6	5.00		
Interactions					
B x C				0.81	.5225
B x D				0.98	.3762
C x D				3.45	.0339
B x C x D				0.20	.8990
		Consulting			
district size (B)					
9-108 enrollment	48	48.8	7.14		
109-385 enrollment	77	49.6	6.54	0.36	.6961
392-1837 enrollment	70	49.8	6.39		
undergraduate major (C)					
1**	147	49.8	6.41		
2	23	50.1	7.28	0.48	.6215
3	25	47.2	7.36		
school counselor status (D)					
schools with a counselor	133	49.9	6.69	0.56	.4557
schools without a counselor	62	48.6	6.56		

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
Interactions					
B x C				1.31	.2672
B x D				0.53	.5923
C x D				1.36	.2598
B x C x D				0.34	.7999
Developmental/Career Guidance					
district size (B)					
9-108 enrollment	48	60.5	11.86		
109-385 enrollment	77	64.5	10.21	0.99	.3724
392-1837 enrollment	70	64.5	8.20		
undergraduate major (C)					
1**	147	64.3	8.85		
2	23	61.3	14.04	0.39	.6764
3	25	60.9	12.27		
school counselor status (D)					
schools with a counselor	133	65.8	8.38	11.53	.0008
schools without a counselor	62	58.6	11.66		
Interactions					
B x C				1.34	.2574
B x D				0.35	.7023
C x D				2.39	.0950
B x C x D				0.34	.7987
Evaluation and Assessment					
district size (B)					
9-108 enrollment	48	29.8	5.86		
109-385 enrollment	77	28.9	6.12	1.04	.3556
392-1837 enrollment	70	28.1	7.47		
undergraduate major (C)					
1**	147	28.7	6.71		
2	23	28.9	6.77	1.66	.1931
3	25	29.9	5.71		
school counselor status (D)					
schools with a counselor	133	29.2	6.64	0.62	.4328
schools without a counselor	62	28.1	6.43		

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
Interactions					
B x C				2.08	.0858
B x D				1.62	.2016
C x D				0.46	.6302
B x C x D				0.42	.7397
Guidance Program Development, Coordination, and Management					
district size (B)					
9-108 enrollment	48	32.1	5.70		
109-385 enrollment	77	33.3	5.29	0.37	.6916
392-1837 enrollment	70	33.3	5.63		
undergraduate major (C)					
1**	147	33.3	5.33		
2	23	32.2	6.64	0.25	.7821
3	25	32.0	5.46		
school counselor status (D)					
schools with a counselor	133	33.5	5.22	1.80	.1817
schools without a counselor	62	32.0	5.95		
Interactions					
B x C				3.14	.0160
B x D				0.41	.6660
C x D				1.68	.1893
B x C x D				1.05	.3716
Composite					
district size (B)					
9-108 enrollment	46	205.6	28.04		
109-385 enrollment	73	209.3	26.37	0.39	.6745
392-1837 enrollment	66	210.8	24.91		
undergraduate major (C)					
1**	139	210.5	24.52		
2	22	205.3	32.26	0.10	.9057
3	24	203.2	29.73		
school counselor status (D)					
schools with a counselor	128	212.8[a]	24.28	5.15	.0245
schools without a counselor	57	200.1[b]	28.44		

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
Interactions					
B x C				2.20	.0708
B x D				1.17	.3127
C x D				2.38	.0954
B x C x D				0.35	.7897

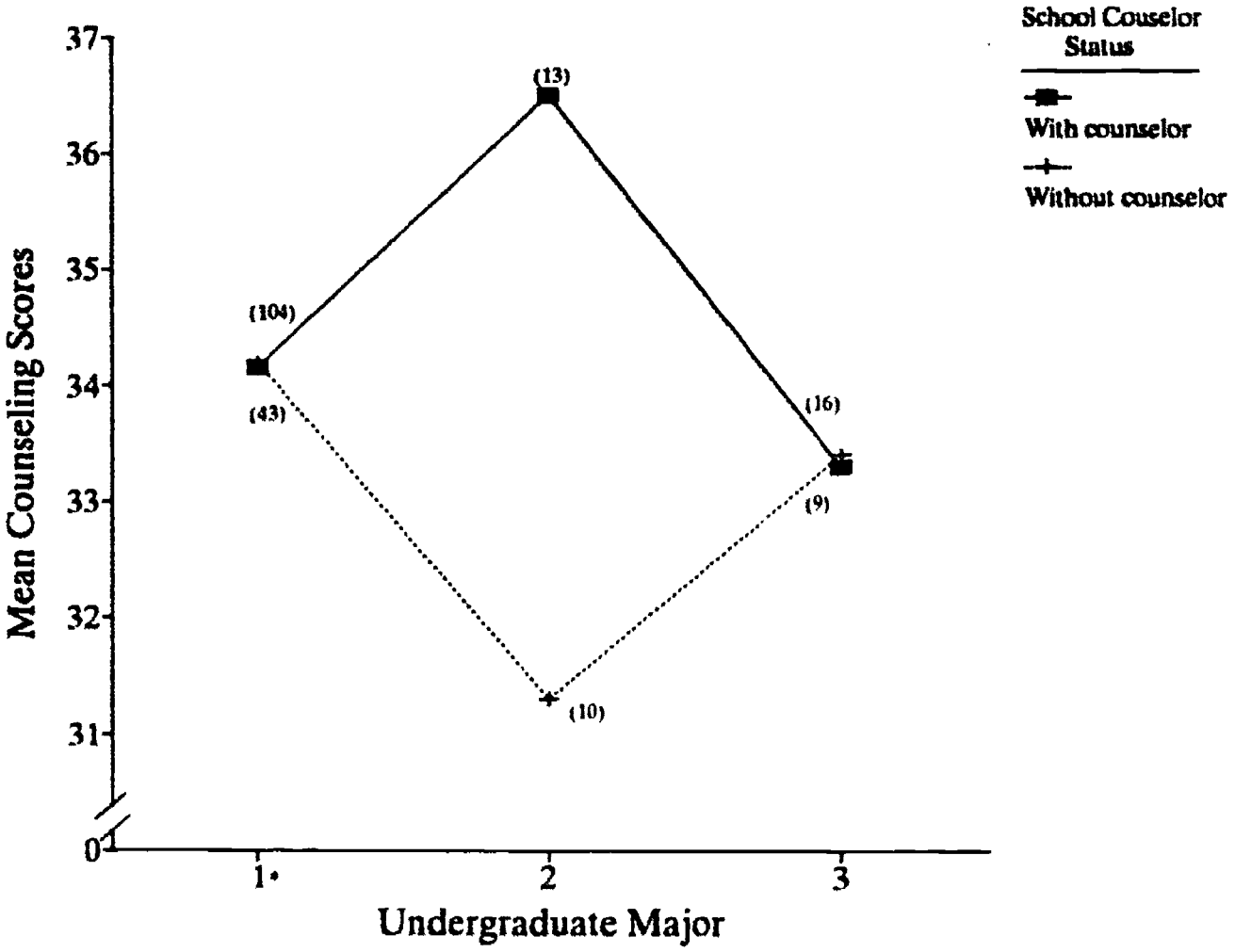
*Larger scores indicate greater importance. The possible scores and theoretical means for each component were as follows: Counseling (6-42,24); Consulting (9-63-36); Developmental/Career Guidance (11-77,44); Evaluation and Assessment (6-42,24); Guidance Program Development, Coordination, and Management (6-42,24); and Composite (38-266,152).
**Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/ Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical Education, Elementary Education/Business Administration, Elementary Education/Psychology, and Elementary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/English, and Political Science; Level 3 included: Other.
ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Four of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Two of the four significant comparisons were for main effects. The significant main effects were: school counselor status for the dependent variable Developmental/ Career Guidance (recurring, see Table 2), and school counselor status for the dependent variable Composite (recurring, see Table 2).

Two of the four significant comparisons were interactions. The statistically significant interactions were: undergraduate major and school counselor status for the dependent variable Counseling, and district size and undergraduate major for the dependent variable Guidance Program Development, Coordination, and Management. The interaction between undergraduate major and school counselor status for the dependent variable Counseling was depicted in a profile plot. Figure 3 contains mean Counseling scores and curves for school counselor status.

Figure 3

The Interaction Between Undergraduate Major and School Counselor Status for the Dependent Variable Counseling



*Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical Education, Elementary Education/Business Administration, Elementary Education/Psychology, and Elementary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/English, and Political Science; Level 3 included: Other.

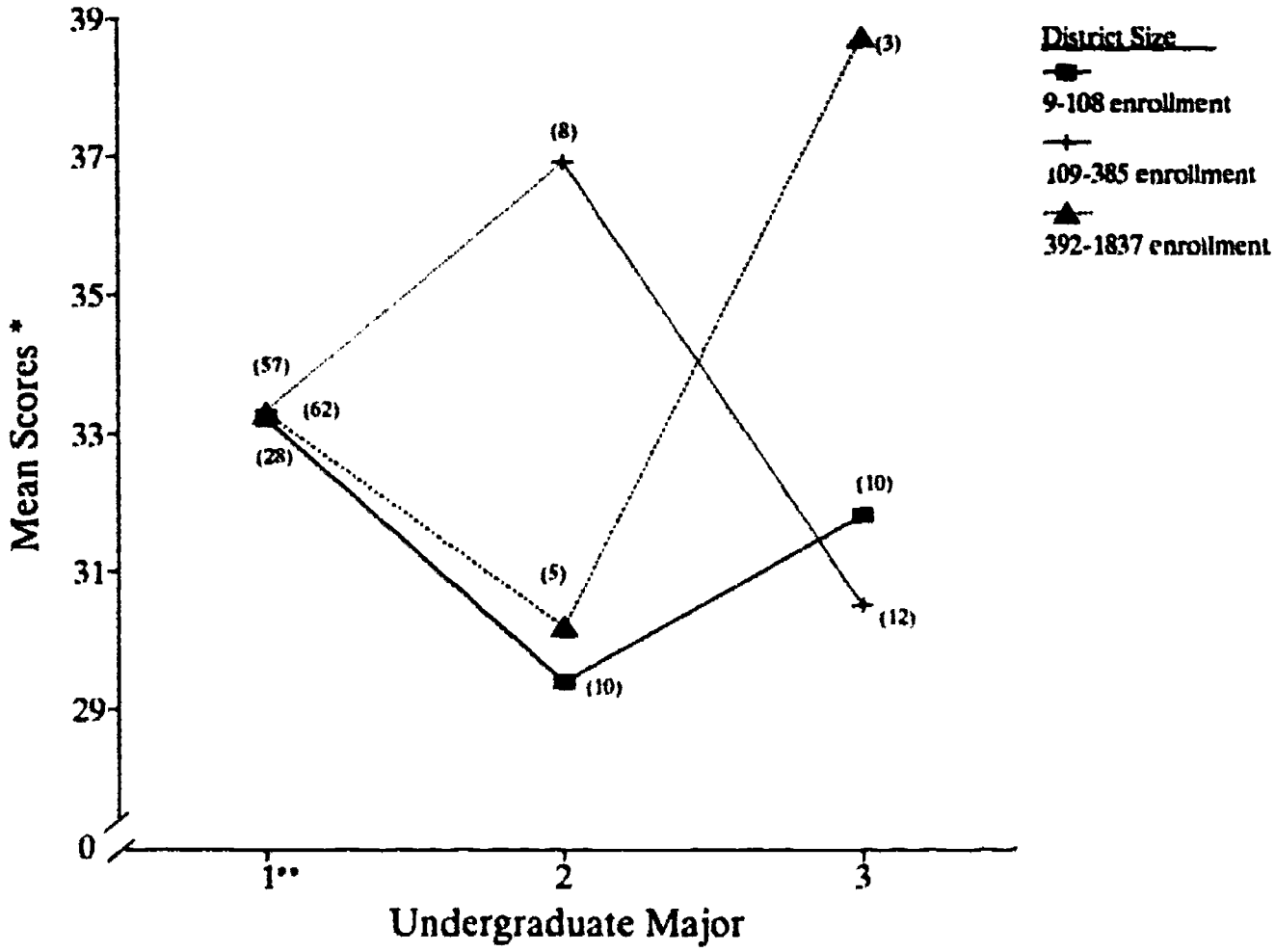
The interaction between district size and undergraduate major for the the dependent variable Counseling was disordinal. The results cited in Figure 3 indicated the following: respondents in major 2 from schools without a counselor rated Counseling numerically lower than any other group, and respondents in major

2 from schools with a counselor rated Counseling numerically higher than any other group.

The interaction between district size and undergraduate major for the dependent variable Guidance Program Development, Coordination, and Management was depicted in a profile plot. Figure 4 contains mean Guidance Program Development, Coordination, and Management scores and curves for district size.

Figure 4

The Interaction Between District Size and Undergraduate Major for the Dependent Variable Guidance Program Development, Coordination, and Management



*Mean Guidance Program Development, Coordination, and Management Scores
**Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical Education, Elementary Education/Business Administration, Elementary Education/Psychology, and Elementary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/English, and Political Science; Level 3 included: Other.

The interaction between district size and undergraduate major for the dependent variable Guidance Program Development, Coordination, and Management was disordinal. The results cited in Figure 4 indicated the following:

participants in major 2 from district size 1 (9-108 enrollment) rated Guidance Program Development, Coordination, and Management numerically lower than any other group, and participants in major 3 from district size 3 (392-1837 enrollment) rated Guidance Program Development, Coordination, and Management numerically higher than any other group.

It was hypothesized in composite null hypothsis 4 that the differences among mean counselor roles and functions questionnaire scores for principals, counselors, and teachers according to undergraduate major of respondents, schools with and without a counselor, and position would not be statistically significant. Table 4 contains information pertaining to composite null hypothesis number 4. The following were cited in Table 4: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 4

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Principals, Counselors, and Teachers According to Undergraduate Majors of Respondents, Schools with and Without a Counselor, and Position Employing a Three-Way Analysis of Variance

Variable	n	M	s	F value	p level
		Counseling*			
undergraduate major (C)					
1**	147	34.2	4.57		
2	23	34.2	4.81	0.39	.6803
3	25	33.3	4.05		
school counselor status (D)					
schools with a counselor	133	34.3	4.29	0.09	.7589
schools without a counselor	62	33.6	5.00		
position (A)					
principal	44	33.4	4.74		
counselor	28	36.0	4.24	2.52	.0836
teacher	123	33.9	4.43		
Interactions					
C x D				0.68	.5080
C x A				0.20	.9355
D x A				1.74	.1890
C x D x A				0.93	.3967
		Consulting			
undergraduate major (C)					
1**	147	49.8	6.41		
2	23	50.1	7.28	1.77	.1730
3	25	47.2	7.36		
school counselor status (D)					
schools with a counselor	133	49.9	6.69	0.73	.3947
schools without a counselor	62	48.6	6.56		
position (A)					
principal	44	50.1	7.24		
counselor	28	50.5	6.50	0.55	.5780
teacher	123	49.0	6.49		

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
Interactions					
C x D				0.54	.5828
C x A				0.78	.5380
D x A				0.76	.3830
C x D x A				0.17	.8420
Developmental/Career Guidance					
undergraduate major (C)					
1**	147	64.3	8.85		
2	23	61.3	14.04	2.17	.1173
3	25	60.9	12.27		
school counselor status (D)					
schools with a counselor	133	65.8 a	8.38	12.87	.0004
schools without a counselor	62	58.6 b	11.66		
position (A)					
principal	44	63.6	10.98		
counselor	28	67.6	9.34	0.22	.8019
teacher	123	62.6	9.77		
Interactions					
C x D				0.83	.4372
C x A				0.61	.6561
D x A				1.54	.2160
C x D x A				0.12	.8851
Evaluation and Assessment					
undergraduate major (C)					
1**	147	28.7	6.71		
2	23	28.9	6.77	0.42	.6603
3	25	29.9	5.71		
school counselor status (D)					
schools with a counselor	133	29.2	6.64	0.84	.3605
schools without a counselor	62	28.1	6.43		
position (A)					
principal	44	29.0	7.45		
counselor	28	30.1	5.80	0.09	.9135
teacher	123	28.5	6.42		

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
Interactions					
C x D				0.14	.8664
C x A				0.25	.9097
D x A				0.77	.3820
C x D x A				0.53	.5918
Guidance Program Development, Coordination, and Management					
undergraduate major (C)					
1**	147	33.3	5.33		
2	23	32.2	6.64	0.90	.4067
3	25	32.0	5.46		
school counselor status (D)					
schools with a counselor	133	33.5	5.22	2.07	.1516
schools without a counselor	62	31.8	5.95		
position (A)					
principal	44	32.9	5.83		
counselor	28	34.9	5.28	0.55	.5797
teacher	123	32.6	5.40		
Interactions					
C x D				0.89	.4117
C x A				0.04	.9972
D x A				0.18	.6726
C x D x A				0.50	.6060
Composite					
undergraduate major (C)					
1**	139	210.5	24.52		
2	22	205.3	32.26	1.03	.3596
3	24	203.2	29.73		
school counselor status (D)					
schools with a counselor	128	212.8[a]	24.28	4.49	.0355
schools without a counselor	57	200.1[b]	28.44		
position (A)					
principal	43	208.3	29.46		
counselor	28	219.1	25.61	0.77	.4655
teacher	114	206.7	24.70		

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
Interactions					
C x D				0.41	.6646
C x A				0.15	.9632
D x A				1.28	.2597
C x D x A				0.28	.7538

*Larger scores indicate greater importance. The possible scores and theoretical means for each component were as follows: Counseling (6-42,24); Consulting (9-36,36); Developmental/Career Guidance (11-77,44); Evaluation and Assessment (6-42,24); Guidance Program Development, Coordination, and Management (6-42,24); and Composite (38-266,152).
**Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/ Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical [illegible]ation, Elementary Education/Business Administration, Elementary Education/Psychology, and [illegible]entary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/English, and Political Science; Level 3 included: Other.
a,b Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Two of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The two significant comparisons were for main effects. The main effects were: school counselor status for the dependent variable Developmental/Career Guidance (recurring, see Table 2), and school counselor status for the dependent variable Composite (recurring, see Table 2).

It was hypothesized in composite null hypothesis 5 that the differences among mean counselor roles and functions questionnaire scores for principals, counselors, and teachers according to age, gender, and years of experience would not be statistically significant. Table 5 contains information pertaining to composite null hypothesis number 5. The following were cited in Table 5: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 5

A Comparison of Mean Counselor Roles and Functions Questionnaire Scores for Principals, Counselors, and Teachers According to Age, Gender, and Years of Experience Employing A Three-Way Analysis of Variance

Variable	n	M	s	F value	p level
		Counseling*			
age (E)					
less than 40 years	91	34.4	4.37		
40 to 44 years	52	33.1	5.03	0.55	.5755
45 years or greater	52	34.4	4.21		
gender (F)					
male	55	33.1	4.78		
female	140	34.4	4.38	1.94	.1653
years of experience (G)					
0-5 years	55	34.8	4.38		
6-10 years	48	34.6	4.34	1.51	.2242
greater than 10 years	92	34.3	4.63		
Interactions					
E x F				1.89	.1540
E x G				2.84	.0258
F x G				0.02	.9844
E x F x G				0.74	.5675
		Consulting			
age (E)					
less than 40 years	91	49.6	6.75		
40 to 44 years	52	48.4	6.83	0.11	.8938
45 years or greater	52	50.3	6.33		
gender (F)					
male	55	49.0	6.88		
female	140	49.7	6.59	0.92	.3388
years of experience (G)					
0-5 years	55	50.0	7.33		
6-10 years	48	50.5	6.93	1.02	.3624
greater than 10 years	92	48.7	6.04		

(continued)

Table 5 (continued)

Variable	n	M	s	F value	p level
Interactions					
E x F				0.26	.7744
E x G				2.09	.0845
F x G				0.87	.4200
E x G x G				0.76	.5553
Developmental/Career Guidance					
age (E)					
less than 40 years	91	63.8	9.92		
40 to 44 years	52	62.8	9.85	0.46	.6326
45 years or greater	52	63.8	10.76		
gender (F)					
male	55	61.7	11.27	2.65	.1056
female	140	64.2	9.54		
years of experience (G)					
0-5 years	55	64.2	10.30		
6-10 years	48	63.2	10.32	0.11	.8964
greater than 10 years	92	63.3	9.94		
Interactions					
E x F				1.22	.2987
E x G				1.27	.2850
F x G				1.21	.3007
E x F x G				1.74	.1437
Evaluation and Assessment					
age (E)					
less than 40 years	91	28.5	6.82		
40 to 44 years	52	28.6	6.26	0.56	.5741
45 years or greater	52	29.8	6.48		
gender (F)					
male	55	29.3	5.73	0.01	.9027
female	140	28.7	6.89		
years of experience (G)					
0-5 years	55	29.4	6.26		
6-10 years	48	30.0	6.27	1.00	.3713
greater than 10 years	92	27.9	6.85		

(continued)

Table 5 (continued)

Variable	n	M	s	F value	p level
Interactions					
E x F				0.66	.5203
E x G				1.89	.1137
F x G				0.01	.9895
E x F x G				0.42	.7917
Guidance Program Development, Coordination, and Management					
age (E)					
less than 40 years	91	33.0	5.66		
40 to 44 years	52	32.9	5.13	1.15	.3181
45 years or greater	52	33.1	5.70		
gender (F)					
male	55	32.4	5.83		
female	140	33.2	5.38	2.21	.1392
years of experience (G)					
0-5 years	55	33.4	5.52		
6-10 years	48	33.7	5.22	0.32	.7297
greater than 10 years	92	32.4	5.65		
Interactions					
E x F				0.40	.6685
E x G				2.64	.0352
F x G				3.09	.0477
E x F x G				1.24	.2953
Composite					
age (E)					
less than 40 years	89	209.5	25.76		
40 to 44 years	50	205.2	26.07	0.42	.6576
45 years or greater	46	211.8	27.40		
gender (F)					
male	54	205.5	28.32		
female	131	210.3	25.29	1.96	.1631
years of experience (G)					
0-5 years	54	212.1	27.74		
6-10 years	45	211.6	24.37	0.37	.6899
greater than 10 years	86	205.6	26.08		

(continued)

Table 5 (continued)

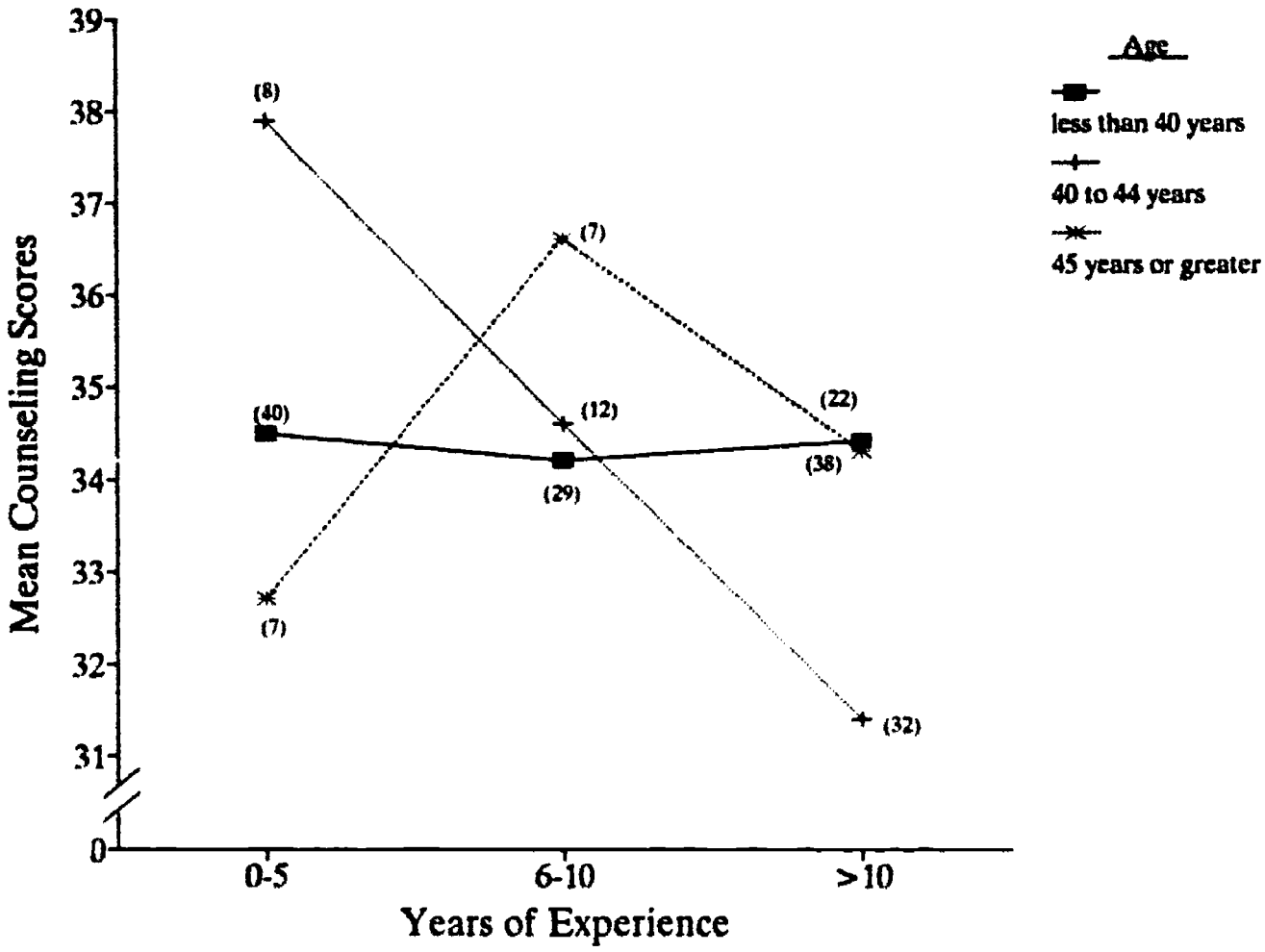
Variable	n	M	s	F value	p level
Interactions					
E x F				1.14	.3221
E x G				2.94	.0222
F x G				1.03	.3605
E x F x G				1.00	.4093

*Larger scores indicate greater importance. the possible scores and theoretical means for each component were as follows: Counseling (6-42,24); Consulting (9-63,36); Developmental/Career Guidance (11-77,44); Evaluation and Assessment (6-42,24); Guidance Program Development, Coordination, and Management (6-42,24); and Composite (38-266,152).

Four of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The four significant comparisons were interactions. The statistically significant interactions were: age and years of experience for the dependent variable Counseling; age and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; gender and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; and age and years of experience for the dependent variable Composite. The interaction between age and years of experience for the dependent variable Counseling was depicted in a profile plot. Figure 5 contains mean Counseling scores and curves for age.

Figure 5

The Interaction Between Age and Years of Experience for the Dependent Variable Counseling



The interaction between age and years of experience for the dependent variable Counseling was disordinal. The results cited in Figure 5 indicated the following: participants 40 to 44 years of age with more than 10 years of experience rated Counseling numerically lower than any other group, and participants 40 to 44 years of age with 0-5 years of experience rated Counseling numerically higher than any other group.

The interaction between age and years of experience for the dependent

variable Guidance Program Development, Coordination, and Management was depicted in a profile plot. Figure 6 contains mean Guidance Program Development, Coordination, and Management scores and curves for age.

Figure 6

The Interaction Between Age and Years of Experience for the Dependent Variable Guidance Program Development, Coordination, and Management

*Mean Guidance Program Development, Coordination, and Management Scores

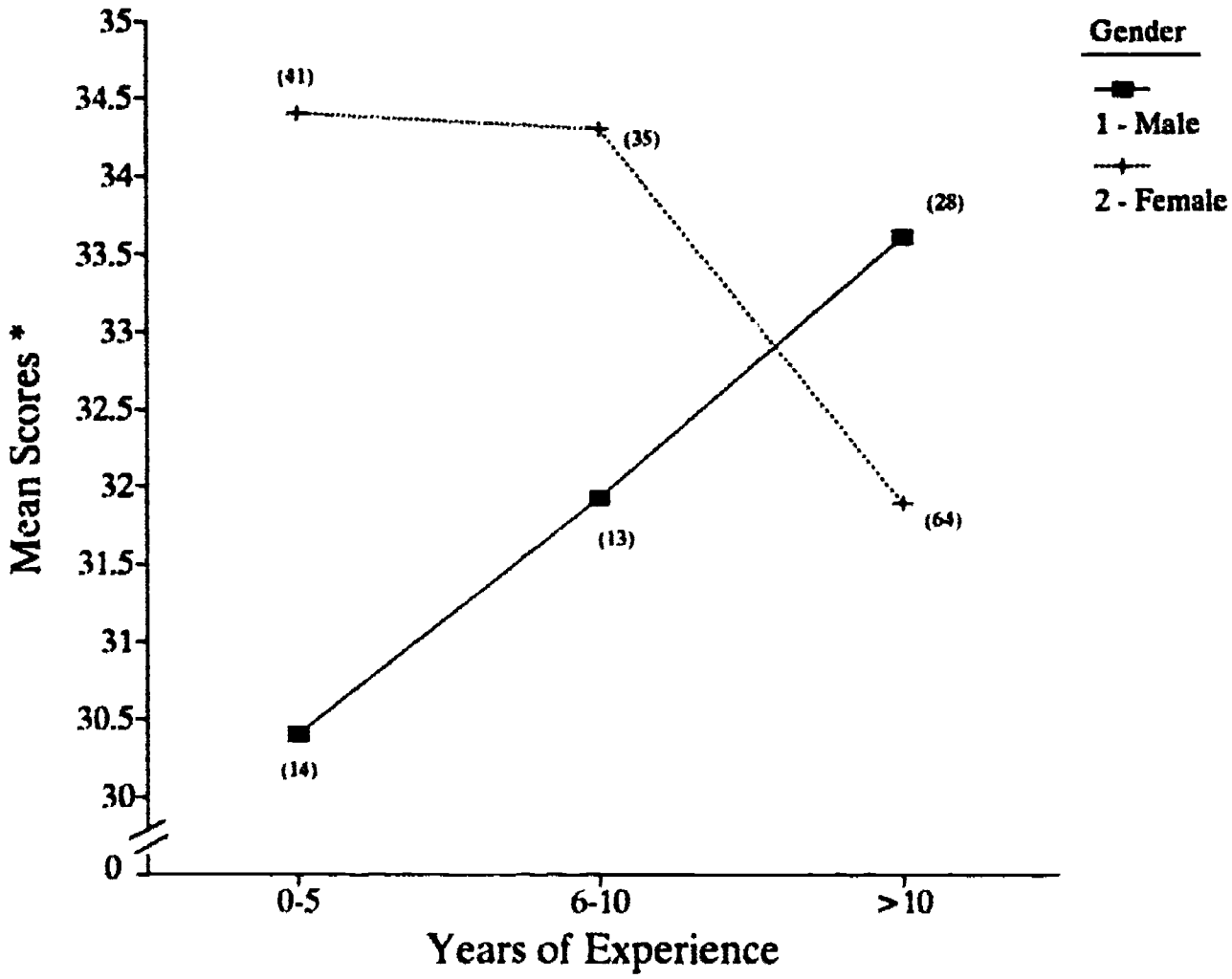
The interaction between age and years of experience for the dependent variable Guidance Program Development, Coordination, and Management was disordinal. The results cited in Figure 6 indicated the following: participants 45 years of age or greater with 0-5 years of experience rated Guidance Program Development, Coordination, and Management numerically lower than any other group, and participants 40 to 44 years of age with 0-5 years of experience rated

Guidance Program Development, Coordination, and Management numerically higher than any other group.

The interaction between gender and years of experience for the dependent variable Guidance Program Development, Coordination, and Management was depicted in a profile plot. Figure 7 contains mean Guidance Program Development, Coordination, and Management scores and curves for gender.

Figure 7

The Interaction Between Gender and Years of Experience for the Dependent Variable Guidance Program Development, Coordination, and Management



*Mean Guidance Program Development, Coordination, and Management Scores

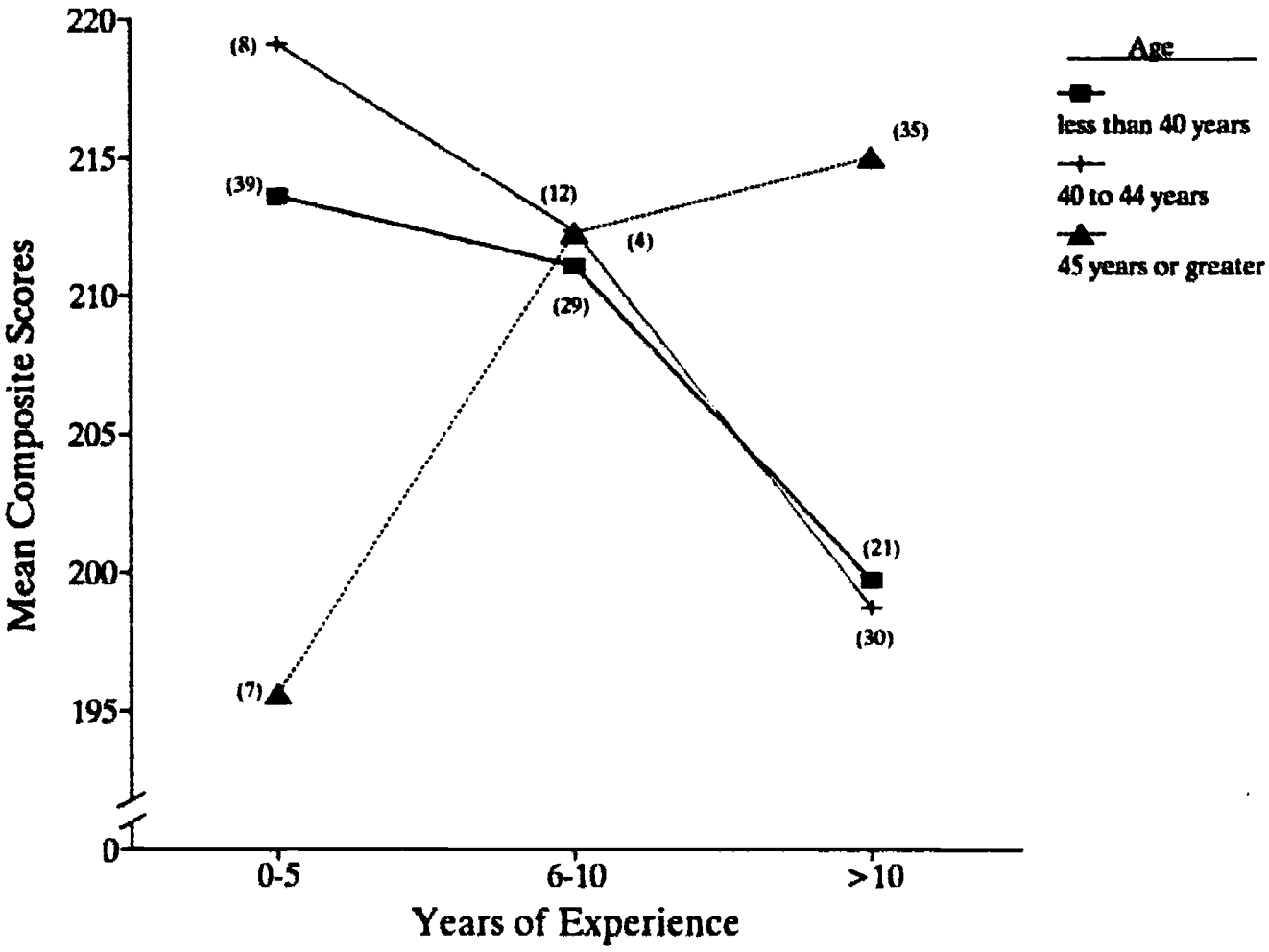
The interaction between age and years of experience for the dependent variable Guidance Program Development, Coordination, and Management was disordinal. The results cited in Figure 7 indicated the following: male participants with 0-5 years of experience rated Guidance Program Development, Coordination, and Management numerically lower than any other group, and female participants with 0-5 years of experience rated Guidance Program Development, Coordination,

and Management numerically higher than any other group.

The interaction between age and years of experience for the dependent variable Composite was depicted in a profile plot. Figure 8 contains mean Composite scores and curves for age.

Figure 8

The Interaction Between Age and Years of Experience for the Dependent Variable Composite



The interaction between age and years of experience for the dependent variable Composite was disordinal. The results cited in Figure 8 indicated the following: respondents 45 years of age or greater with 0-5 years of experience rated Composite numerically lower than any other group, and respondents 40 to 44 years of age with 0-5 years of experience rated Composite numerically higher than any other group.

Discussion

The purpose of the researcher was to investigate the roles and functions of elementary school counselors as reported by principals, counselors, teachers, and parents. The independent variables investigated were: position, district size, undergraduate major, schools with and without a counselor, age, gender, and years of experience. The scores from the five components and composite of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The components were: Counseling; Consulting; Developmental/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; and Composite. The sample consisted of 318 subjects, including: 44 principals, 28 counselors, 123 teachers, and 123 parents. Five composite null hypotheses were tested at the .05 level. One hundred twenty-six comparisons plus 84 recurring comparisons were made using a three-way analysis of variance.

Of the 126 comparisons, 42 were main effects and 84 were interactions. Of the 42 main effects, 4 were statistically significant at the .05 level. The 4 statistically significant main effects were as follows:

1. position for the dependent variable Counseling,
2. district size for the dependent variable Developmental/Career Guidance,
3. school counselor status for the dependent variable Developmental/Career Guidance, and
4. school counselor status for the dependent variable Composite.

The results pertaining to main effects indicated the following:

1. counselors rated Counseling higher than principals,
2. respondents from districts with 109-385 enrollment and 392-1837

enrollment rated Developmental/Career Guidance higher than respondents from districts with 9-108 enrollment,

3. respondents from schools with a counselor rated Developmental/Career Guidance higher than those from schools without a counselor, and

4. respondents from schools with a counselor rated Composite higher than those from schools without a counselor.

Of the 84 interactions, 8 were statistically significant at the .05 level. The following interactions were statistically significant:

1. undergraduate major and district size for the dependent variable Developmental/Career Guidance;

2. district size and school counselor status for the dependent variable Consulting;

3. undergraduate major and school counselor status for the dependent variable Counseling;

4. district size and undergraduate major for the dependent variable Guidance Program Development, Coordination, and Management;

5. age and years of experience for the dependent variable Counseling;

6. age and years of experience for the dependent variable Guidance Program Development, Coordination, and Management;

7. gender and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; and

8. age and years of experience for the dependent variable Composite.

The present researcher did not use the same design nor make comparisons similar to those in the related literature; therefore, direct comparisons cannot be made. However, the researcher would like to comment on several of the findings.

The results of the present study indicated that principals, counselors, teachers and parents rated the roles and functions of elementary counselors higher than the theoretical means for each of the components; therefore, supporting the roles and functions of the elementary counselor as endorsed by the ASCA (1990). Miller (1989) reported that principals, teachers, and parents supported the roles and functions of the elementary counselor as depicted by the instrument used in the present study. In the opinion of the researcher, the results of the present study supported Miller's finding. Respondents from schools with a counselor rated both Developmental/Career Guidance and Composite higher than those from schools without a counselor. It is the researcher's opinion that those who have worked with elementary school counselors value the roles and functions depicted in the questionnaire more because of their first-hand experiences with counselors. Whether this is due to satisfaction or disatisfaction with the actual counselor roles and functions being performed is unknown. Respondents from schools without a counselor and an enrollment of 392-1837 rated the function of Consulting numerically higher than any other group. In the opinion of the researcher, large class loads in these schools leave little time for attention to the problems of individual students. Perhaps these respondents perceived the elementary school counselor, in the role of a consultant, as a resource person who could enhance the classroom learning environment.

The results of the present study appeared to support the following generalizations:

1. counselors rated Counseling higher than principals,

2. respondents from larger districts (109-1837) rated Developmental/Career Guidance higher than those from small districts (9-108),

3. respondents from schools with a counselor rated Developmental/Career Guidance higher than those from schools without a counselor,

4. respondents from schools with a counselor rated Composite higher than those from schools without a counselor,

5. an association between undergraduate major and perceived counselor roles and functions,

6. an association between age and perceived counselor roles and functions,

7. an association between years of experience and perceived counselor roles and functions,

8. an association between gender and perceived counselor roles and functions, and

9. interactions for undergraduate major and district size for the dependent variable Developmental/Career Guidance; district size and school counselor status for the dependent variable Consulting; undergraduate major and school counselor status for the dependent variable Counseling; district size and undergraduate major for the dependent variable Guidance Program Development, Coordination, and Management; age and years of experience for the dependent variable Counseling; age and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; gender and years of experience for the dependent variable Guidance Program Development, Coordination, and Management; and age and years of experience for the dependent variable Composite.

The results of the present study appeared to support the following recommendations:

1. the study be replicated with a larger random sample,

2. the study be replicated with questionnaires being sent directly to subjects,

3. the study be replicated to include items on the questionnaire pertaining to administrative and disciplinary roles (roles not endorsed by the ASCA), to determine perceived importance, and

4. the study be replicated in more than one state.

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Appendix A

Footnote

Footnote

Level 1 included: Elementary Education, Elementary Education/German, Elementary Education/Early Childhood Education, Education, Elementary Education/Music, Elementary Education/Home Economics Education, Christian Elementary Education, Elementary Education/Physical Education, Elementary Education/Business Administration, Elementary Education/Psychology, and Elementary Education/Special Education; Level 2 included: Psychology, Biology, Science, Social Studies, English, History, Biological Sciences, Social Sciences/ English, and Political Science; Level 3 included: Other.

Appendix B

Letter to G. Dean Miller

March 14, 1991

Mr. G. Dean Miller
622 North Third Street
Lincoln Square
Stillwater, MN 55082

Dear Mr. Miller:

I am a graduate student completing a master's degree in counseling at Fort Hays State University, Hays, Kansas. Currently, I am working on my thesis: The Roles and Functions of Elementary Counselors.

I obtained a copy of your article, "What Roles and Functions Do Elementary School Counselors Have?", from the October 1989, Elementary School Guidance & Counseling journal. I would like permission to use your survey instrument which listed 28 elementary school counselor functions. I would also ask your permission to alter the survey items as necessary to meet the needs of my research.

Thank you for your time and consideration.

Sincerely,

Marilynn K. Peaslee

109 North Third
Stockton, KS 67669

Appendix C

Letter of Permission from G. Dean Miller

Dr. G. Dean Miller Licensed Consulting Psychologist
Lincoln Square 622 North Third Street Stillwater, MN 55082 (612) 439-3679

April 2, 1991

Dear Mrs. Pearlee,

Sorry I am late with your request as I forgot him- previous deadlines are for sending out questionnaires.

You may use the instrument for your study as requested with the condition that you provide appropriate source credit. You may select items as needed for your purpose, however, any deletion of the items should be noted on your test in a general way. I did vary the wording in the items slightly to better match the present sample.

Good Luck,

J. Dean Miller

Appendix D

Letter of Introduction

April 13, 1991

Dear Principal:

My name is Marilynn Peaslee, and I am a graduate student at Fort Hays State University. I am writing a thesis as a partial requirement for a master's degree in counseling. In order to complete the research, I am requesting your assistance to obtain the pertinent data.

The topic of the thesis is the roles and functions of elementary counselors as perceived by administrators, counselors, teachers, and parents. The names of schools chosen for the study were selected by a randomized computer selection. The results of the questionnaires cannot be traced back to individual schools or to any one person. The final study will be published and a copy placed in the Fort Hays State University Library. Therefore, the highest level of confidentiality will be observed.

Would you please distribute a copy of the questionnaire marked "counselor" to your school counselor (if you have one), the copies marked "teacher" to three teachers, the copies marked "parents" to three parents of students who attend your school, and complete the copy marked "principal" yourself.

Being a teacher, I realize these questionnaires are arriving at a busy time of the year, and I do apologize for this. I would appreciate your taking the time to distribute, complete the surveys, and return them in the same manila envelope by May 1, 1991. I have enclosed a return label and the proper postage to affix on the original manila envelope. Thank you for your time and consideration in filling out and returning the questionnaires.

Sincerely,

Marilynn K. Peaslee

Appendix E

Demographic Questionnaire and Instructions

My name is Marilynn Peaslee, and I am a graduate student at Fort Hays State University. I am writing a thesis as a partial requirement for a master's degree in counseling. To complete the research, I am requesting your assistance to obtain the pertinent data.

The purpose of this study is to investigate the importance of an elementary school counselor's roles and functions as perceived by principals, counselors, teachers, and parents. The names of schools chosen for the study were selected by a randomized computer selection. The results of the questionnaires cannot be traced back to individual schools or to any one person. The final study will be published and a copy placed in the Fort Hays State University Library. Therefore, the highest level of confidentiality will be observed.

Demographic Information

Questions 1-3: Please place a check next to one item in each question which describes you. Question 1 has already been marked.

1. Position in school
_____ Principal
_____ Counselor
_____ Teacher
_____ Parent

2. Gender
_____ Male
_____ Female

3. Age
_____ 18 or less
_____ 19 to 24
_____ 25 to 29
_____ 30 to 34
_____ 35 to 39
_____ 40 to 44
_____ 45 to 49
_____ 50 to 54
_____ 55 to 59
_____ 60 or greater

The next four questions are for Principals, Counselors, and Teachers only.

4. College Undergraduate Major _____

5. College Undergraduate Minor or Emphasis _____

6. Years of Experience in: (answer all that apply to you)

_____ Teaching _____ Counseling _____ Administrating

7. School Status: (check one)
_____ School has an elementary counselor
_____ School does not have an elementary counselor

8. District Size _____

DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

Please rate each statement according to its importance for elementary counselors in strengthening the ongoing growth and development of children in your school. A rating of 7 denotes "Very Important", and 1 denotes "Of No Importance." Please rate each statement. Please give only one rating per statement. Indicate your response by circling the appropriate rating.

Appendix F

Questionnaire

Please mark all statements. Please give only one rating per statement. Page 1

	Very Important						Of No Importance
COUNSELING							
1. Meet with a student to address a developmental need (e.g., social skills or decision making).	7	6	5	4	3	2	1
2. Meet with a student to help resolve or remediate a problem (e.g., family stress or peer conflict).	7	6	5	4	3	2	1
3. Help a student with learning problems.	7	6	5	4	3	2	1
4. Work with a family to meet a student's developmental needs or help with a problem.	7	6	5	4	3	2	1
5. Counsel a staff member regarding a school issue which is personal.	7	6	5	4	3	2	1
6. Facilitate a small counseling group to help resolve or remediate conflict.	7	6	5	4	3	2	1
CONSULTING							
7. Assist teachers with the development of alternative learning approaches where appropriate.	7	6	5	4	3	2	1
8. Lead parenting groups to develop effective parenting style.	7	6	5	4	3	2	1
9. Help parent(s) understand students' developmental characterics and their supportive role in learning.	7	6	5	4	3	2	1
10. Confer with a teacher regarding any student who causes disruption in the classroom.	7	6	5	4	3	2	1
11. Help the teacher individualize classroom instruction to meet special needs as outlined in an Individual Education Plan (IEP).	7	6	5	4	3	2	1
12. Plan and/or conduct training programs for teachers regarding the guidance role in the classroom.	7	6	5	4	3	2	1
13. Serve as a staff resource in planning instructional programs in the areas that deal with interpersonal relations, emotional aspects, school attitudes, and the learning atmosphere of the school.	7	6	5	4	3	2	1
14. Refer parents and/or teachers with a particular concern to other school professionals or community agencies that might be more appropriate.	7	6	5	4	3	2	1
15. Explain studies of child development, school achievement, and school effectiveness to teachers and parents.	7	6	5	4	3	2	1
DEVELOPMENTAL/CAREER GUIDANCE							
16. Work with a small or large class group to promote physical awareness of self and others.	7	6	5	4	3	2	1
17. Work with a small or large class group to promote social awareness of self and others.	7	6	5	4	3	2	1
18. Work with a small or large class group to promote emotional awareness of self and others.	7	6	5	4	3	2	1

(Continued on Back Side)

Please mark all statements. Please give only one rating per statement. Page 2

	Very Important						Of No Importance
19. Conduct a small group or classroom activity to develop ways of expressing one's feelings with others.	7	6	5	4	3	2	1
20. Conduct a small group or classroom activity to develop listening skills to improve relations with others.	7	6	5	4	3	2	1
21. Conduct a small group or classroom activity to develop skills to make friends.	7	6	5	4	3	2	1
22. Promote, through group discussion, decision-making without undue pressure from peers.	7	6	5	4	3	2	1
23. Promote, through group discussion, awareness of value judgments without undue pressure from peers.	7	6	5	4	3	2	1
24. Assist a classroom group to understand the relationship between personal qualities, education, and the world of work.	7	6	5	4	3	2	1
25. Promote social development through classroom guidance activities, peer counseling, and tutoring of peers.	7	6	5	4	3	2	1
26. Promote social development through school and community volunteer services.	7	6	5	4	3	2	1
EVALUATION AND ASSESSMENT							
27. Assist student(s) to use academic and test information appropriately.	7	6	5	4	3	2	1
28. Assist parent(s) to use academic and test information appropriately.	7	6	5	4	3	2	1
29. Use inventories and/or informal observations to assess students' developmental needs and maturity (moral reasoning, ego development, and social development).	7	6	5	4	3	2	1
30. Plan and conduct research on student characteristics.	7	6	5	4	3	2	1
31. Plan and conduct research to determine student needs within the school.	7	6	5	4	3	2	1
32. Plan and conduct research on guidance program evaluation.	7	6	5	4	3	2	1
GUIDANCE PROGRAM DEVELOPMENT, COORDINATION, AND MANAGEMENT							
33. Formulate guidance and counseling goals or policies with a guidance committee.	7	6	5	4	3	2	1
34. Organize a systematic school plan to facilitate structured guidance sessions to assist students with mastery of developmental tasks of childhood.	7	6	5	4	3	2	1
35. Participate in staff meetings regarding guidance issues.	7	6	5	4	3	2	1
36. Interpret the guidance program to others (e.g., giving talks or preparing news articles).	7	6	5	4	3	2	1
37. Coordinate and interpret other pupil support services.	7	6	5	4	3	2	1
38. Coordinate crisis intervention services with school personnel and community resources.	7	6	5	4	3	2	1