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ABSTRACT

The purpose of this study was to investigate the role and function of the elementary school counselor. The independent variables investigated were student-counselor ratio; the number of buildings served by the counselor; district size; and the number of counselors working in the district. The dependent variables were the following subscales of a questionnaire regarding the role and function of the elementary school counselor: program development; counseling; consultation; coordination; public relations; testing; referral; enrichment and renewal; non-counseling activities; research; and program accountability. Four composite null hypotheses were tested on a sample of 169 practicing Kansas elementary school counselors using a three-way analysis of variance. The results appeared to support 19 generalizations, including the following: (1) elementary counselors that work in one building rate consultation as more essential to the counseling program than elementary counselors working in two buildings; (2) elementary counselors that work in a district size of 166-389 rate referral as more essential to the counseling program than elementary counselors working in a district size of 11-110; (3) elementary counselors that work in districts employing two or more counselors rate total score statistically higher than those who work in districts employing eight or more counselors; and (4) elementary counselors that work in three or more buildings rate total score statistically higher than those who work in two buildings. The appendixes include survey instruments, counselor function lists drawn from the literature, and data tables. (Contains 66 references.) (ABL)

THE ROLE AND FUNCTION OF THE ELEMENTARY SCHOOL COUNSELOR AS PERCEIVED BY ELEMENTARY SCHOOL COUNSELORS

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

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Abstract

The purpose of the researcher was to investigate the role and function of the elementary school counselor. The independent variable investigated were student to counselor ratio, the number of buildings served by the counselor, district size and the number of counselors working in the district. The dependent variables were the following subscales of a questionnaire regarding role and function of the elementary school counselor: Program Development, Counseling, Consultation, Coordination/Public Relations, Testing, Referral, Enrichment and Renewal, Non-counseling Activities/Auxiliary Aid, Research, Program Accountability and total score. Four composite null hypotheses were tested on a sample of 169 practicing Kansas elementary school counselors using three-way analysis of variance.

The statistical analysis consisted of 154 comparisons plus 154 reoccurring. Of the 154 comparisons, 23 were statistically significnt at the .05 level. Of the 23 statistically significant comparisons, 14 were for main effects and 9 were for interactions.

Introduction

The role and function of the school counselor at the elementary level has received a great deal of attention in the literature, yet there is the lack of a clear and concise comprehensive understanding of them (Bradley, 1978; Dury, 1984; Hohenshil & Humes, 1987; Moni & Myrick, 1976). Moni and Myrick (1976) reported, "the terms "guidance counselor" and "counselor" have been so often associated with the secondary schools that many people have had a difficult time understanding the role and function of an elementary school counselor" (p. 156). Atkinson, Furlong and Janoff (1979) contended that "after nearly three decades of research and discussion on the topic by the counseling profession, the secondary school counselor's role has been relatively well defined. The role of the elementary school counselor, however, has been evolving and developing" (p. 4). Shelley and Wilgus (1988) maintained "the counseling literature of the 1980's has emphasized the changing function of the counselor and attitudes toward the counselor's role" (p. 259). Morse and Russell (1988) stated, "in these days of shrinking budgets, counselors must carefully consider their role and the refinements and distinctions that are possible with careful study" (p. 54).

After an extensive search, this researcher was not able to find any research directly related to the dependent variables investigated. There was, however, an array of information pertaining to the dependent variables investigated. The related literature has been arranged according to the dependent variables.

Program Development

Kameen, Robinson, and Rotter (1985) presented results of a study pertaining to perceptions of elementary and middle school counselors actual and ideal role. A survey utilizing 20 items was distributed to elementary and middle school counselors in Florida and Maryland. (For a complete listing of the identified functions refer to Appendix D). Responses were rated on a 5-point Likert-type scale ranging from (1) "high priority" to (5) "low priority" under the categories:

> do counselors currently perform this activity? [actual function]; do counselors believe it is an activity that should be performed [ideal function; and the degree of importance attached to each activity [priority ranking]. (p. 97)

The results were reported by percentage indicating actual function, percentage indicating ideal function, and priority ranking. The results indicated that "conducting a needs assessment" was reported as the 4th priority, was an

actual function of 79% and an ideal function of 94% of the respondents. The item "utilization of a guidance counseling committee" was reported as the 11th priority, an actual function by 48% and as an ideal function by 83%. The study also revealed that women and younger counselors are more likely to utilize a guidance counseling committee. The researcher concluded that program development activities were given a high priority, but were not universally implemented by counselors.

Atkinson, Furlong and Janoff (1979) reported the results of a study pertaining to elementary counselors perceptions of their actual and ideal roles. The sample consisted of elementary counselors from California. (For a complete listing of the identified functions refer to Appendix E). The functions were placed in a rank order according to actual role (the amount of time actually spent in each function) and ideal role (the amount of time they would like to spend in each function). The results indicated a lack of congruence between actual and ideal role in the area of program development. Respondents reported that they would like to adjust their roles to spend more time in program development.

Miller (1988) reported that results of the study that was an effort to determine what roles counselors had in schools which had been recognized as "excellent" by the

United States Department of Education. The study was designed to profile counselors' actual roles of each group (elementary, middle, and secondary) and ascertain what roles were significantly different for each level. A 5 point Likert-type scale with ratings ranging from (1) "not important" to (5) "essential for the counseling program" was utilized. The original 34 items used for the instrument were grouped into 8 categories (for a complete listing of the identified categories refer to Appendix F). Elementary counselors ranked (program) "educational planning" 5th. The same item was ranked 5th by middle school counselors and 6th by secondary counselors.

Miller (1989) reported the results of a study pertaining to what elementary school principals, teachers, and parents perceived were the counseling functions in their school. A survey instrument listing 28 important counselor functions in 5 competency areas was distributed to a sample of participants from Minnesota (for a complete listing of the identified functions and competency areas refer to Appendix G). A 3 point Likert-type scale was utilized. The scale was depicted as: (1) "could be helpful" (2) "not needed" and (3) "uncertain". The percentage marking "could be helpful" was tabulated by group (principals, teachers, and parents) for each item and each category. The basis for interpretation was: 0% - 33%

"low support"; 34% - 66% "medium support"; and 67% - 100% "strong support." Principals gave a "high" level of support to program development, while teachers and parents gave a "medium" level of support.

In an article discussing counselor survival in the 1980's, Dury (1984) contended that program development must be considered as a key role of the school counselor. The author supported the formation of yearly and monthly goals and the establishment of objectives to reach these goals. The author also supported research and program accountability, hypothesizing that these areas were intertwined with program development--one function can not be effective without the other. This philosophy was supported by others (Bonebrake & Borges, 1984; Campbell & Robinson, 1990; Crabbs, 1984; Mickle-Askin & Wiggins, 1980; Miller, 1988; Miller, 1989; Morse & Russell, 1988).

Program Accountability

Program Accountability has received an ever increasing amount of attention in educational circles during recent years. Aubrey (1982) concluded that a lack of accountability activities by existing counselors threatens "... the very survival of guidance and counseling in the nations schools" (p. 52). Keelin (1977) noted "... there is mounting external pressure to become accountable" (p. 42). Bradley (1978) stated, "accountability is the mood of

the day" (p. 42). Loesch and Wheeler (1981) concluded that program accountability may become one of the most important activities in which future school counselors engage. As previously elaborated, numerous authors postulated that an association exists among program development, program accountability and research. Many authors have not given a clear definition for program accountability/research. The literature is also very unclear as to the level of support for program accountability/research as a school counselor function. Burck and Peterson (1975) contended that program accountability and research were two separate functions. Loesch and Wheeler (1981) supported this view stating that program evaluation and research were related, but they were in fact two different functions. These conclusions led the present researcher to deal with the two separately.

Burck and Peterson (1975) hypothesized that additional research would not aid in accountability, but what was needed was an evaluation of ongoing programs and efforts. They contended that an accountability approach based upon evaluation was more suitable than one based upon research because evaluation tended to be less structured and provided the necessary information relating directly to program goals and objectives. These authors went on to maintain that little effort was given to legitimate evaluation procedures/practices by the majority of

practicing school counselors. The reasons given for this lack of action were: (1) a lack of proper training by counselor education programs; (2) a lack of time due to high case loads; (3) a lack of proper program development (no clear goals and objectives); and (4) counselors feel threatened by accountability.

Miller (1989) found that principals and parents gave a "high" level of support for program assessment; however, the support was no higher than 77%. Teachers rated program assessment barely high enough to be out of the lowest range (34%). Crabbs (1984) reported in an article addressing accountability that counselors spent 7.4% of their time in program development and accountability activities.

Morse and Russell (1988) conducted a study designed to determine how elementary school counselors saw their role. The basis for the study was a questionnaire on which participants rated each item on an actual and ideal scale (the complete questionnaire was not made available). A 4 point Likert-type scale was used. Possible responses ranged from (0) "not at all" to (3) "very frequently." The researchers reported that evaluation was ranked very low as a function, and it is infrequently a part of the practicing counselors' role.

Furlong and Janoff (1979) promoted the utilization of a four component accountability model. The first three

components involved the collection of qualitative and simple quantitative data (qualitative-transactual data, qualitative product data, and quantitative-transactional data) which were perceived by the authors as a primary counselor function. Mozee (1972), however, contended that counselors conduct such accountability practices "... subjectively, haphazardly, fragmentarily, and perhaps defensively" (p. 286). Furlong and Janoff (1979) maintained that this was the result of poor training "... they [counselors] are usually required to take introductory research design and statistics courses while receiving no formal training in other evaluation procedures" (p. 227). Wilson (1985) postulated that counselors were reluctant to engage in program accountability because of a lack of time and limited knowledge of evaluation procedures.

Krumboltz (1974) contended that "... as long as counselors insist on being paid for their efforts, they have some obligation to report their accomplishments" (p. 639). Campbell (1990) reported that sharing accountability findings and administration and boards of education can foster increased understanding and support for the counseling program. Wiggins (1981) reported in his study of more than 100 schools across the United States and abroad that reporting accountability findings not only

increased understanding and support for the counseling program, but also solidified the counselor role and function.

Hayden and Pohlemann (1981) supported the notion that the counselor should keep a log of daily activities. At the end of each week a summary of the week's activities would be compiled. The authors contended that the information would serve as a basis for the justification of the counseling program, as well as to provide the basis for adjustments that could increase counselor productivity.

Research

In an article addressing planning and management Rye and Sparks (1991) contended that school counselors often received criticism because of "... a lack of sufficient evidence of effectiveness in the counseling program" (p. 263). They concluded that support for quality counseling services will be achieved only when counselors provide clear evidence of their effectiveness. Bradley (1978) contended that only through research will the necessary data be available to demonstrate to those outside the profession of the important contribution counseling makes. Kushel and Masih (1970) reported that all counselors should be involved in research, and neglect of research has been a glaring shortcoming in the counseling profession. Rotter (1990) concluded that elementary school counselors need to be "... specifically steeped in applied research and

evaluation techniques" (p. 187). Baldridge (1969, as cited in Remer, 1981) concluded that if counselors do not assume the responsibility of research, counseling can not be considered a profession. Remer (1981) contended that "... a person can not be a counselor, ethically or morally, without many of the skills and competencies involved in learning about research, statistics, and testing" (p. 567).

Carreiro and Schulz (1988) compiled information on the role and function of elementary school counselors in Canada. Ninety-seven elementary counselors were identified and asked to make a judgment of the amount of time they spent on 25 identified functions, and the value that they placed on each (for a complete listing of the identified activities refer to Appendix H). A 5 point Likert scale was utilized with (5) representing "well above average" and (1) "well below average." Correlated t-tests were calculated for each item. The item "I compile statistics and write reports" received a mean score of 2.91 (rank #8) under time spent and a mean of 2.754 (rank #20) under value, thus showing a significant mean difference between the time spent on the function and the value given.

Bonebrake and Borges (1984) completed a study of the role and function of middle and upper elementary school counselors as perceived by counselors and principals in Kansas. Both the counselors and principals were asked to

indicate the degree of emphasis that should be given to 15 counselor functions identified by the researchers (for a complete listing of identified functions refer to Appendix I). A 5 point Likert scale was used. The 15 tasks were categorized into four groups: counseling, consulting, coordination, and problem areas. Each item was placed in a rank order by the researchers based on the reported data. Research was ranked 11th by both counselors and administrators. Atkinson, Furlong and Janoff (1979) found that local research received the lowest mean ranking in reference to the amount of time actually spent. Local research also was given the lowest mean ranking among ideal functions.

Gelso (1979) found that faculty in the field predicted that less than half of their doctoral graduates in counseling psychology would engage in research following the completion of their dissertation, and they hypothesized that a dramatically lower percentage of masters level graduates would continue any research after completion of their thesis. Campbell and Robinson (1990) echoed the need for increased research productivity on the part of school counselors, but also recognized restrictions on counselor time and resources. They recommended a collaborative effort between counselors in the field and counselor educators, citing the strengths inherent in such a relationship. This,

along with additional emphasis on research in counselor training programs, were presented as a means for both counselors and counselor educators to fulfill their role and function related to research. They further concluded that concentration must be given to convincing the next generation of school counselors of the vital importance of research as a part of their role and function.

Public Relations

Drury (1984) reported that "comprehensive and effective counseling programs are in danger if counselors ignore the public relations aspect of their jobs" (p. 236). This author continued by speculating that a lack of visibility will lead to little "vocal support," and that a lack of such support can lead even "exemplary" school counseling programs to ruin. Rye and Sparks (1991) reported, "any program may be dictated by administrative needs if the basic philosophy and rationale for the program is not fully developed and understood by a community support system" (p. 263). O'Rouke and Worzbyt (1989) maintained that effective public relations were central to a successful counseling program, and thus a central function of the school counselor. Effective public relations can be translated through distributing an information packet, speaking to school and community groups, and utilization of a newsletter to keep the public

and school staff apprised of the status of the program (Crabbs, 1984; Dury, 1984; O'Rouke & Worzbyt, 1989; Rye & Sparks, 1991).

Kameen, Robinson, and Rotter (1985) found that "coordinates public relations" was ranked 11th and identified as an actual function by 48% and as an ideal function by 83%. Atkinson, Furlong and Janoff (1979) found that public relations was ranked 12th as an actual function and 11th as an ideal function.

Counseling

Shelley and Wilgus (1988) compiled information on the role and function of elementary school counselors in Oregon. Staff members at 7 elementary schools were asked to complete rank ordering of how they perceived school counselors actually spending their time and how they thought the counselors should spend their time. The rank ordering was based on 15 counselor activities identified by the researchers (for a complete listing of identified functions refer to Appendix J). The counselors were asked to keep a log to determine the amount of time they were engaged in each of the 15 functions. Logs were kept for one year and were broken into 15 minute time slots. The results indicated that counselors spent 31% of their time engaged in counseling activities (individual 19%, group 7%, and classroom guidance 5%). The 15 activities were placed

in a rank order based upon the time devoted to each, and these results were compared to those given by the staff. The staff ranked individual counseling 1st in both perception of actual function and ideal function. Counselors also devoted the largest percentage of time to individual counseling. Group counseling was ranked 2nd by the staff under perception of actual function and ideal function, but was 6th in the counselor's actual devotion of time. The staff ranked classroom guidance 8th under perception of actual function and 5th as an ideal function.

Classroom guidance received the 8th ranking in the amount of time actually spent by counselors. The researchers concluded group counseling did not meet either the perception nor expectations of the staff. The staff indicated a higher priority for classroom guidance than they perceived counselors doing, but time actually spent and perception of function were similar.

Biggers (1977) found slightly different results in a nine-year follow-up study of the role of the elementary school counselor in Texas. The subjects, practicing elementary school counselors, were asked to identify the amount of time that they devoted to each of th 17 counselor functions identified by the author (for a complete listing of the identified functions refer to Appendix K). The sample was divided into general elementary counselor,

special education counselor and Title I Counselor. The results compiled from the general elementary counselors revealed that they spent 17.3% of their time involved in individual counseling and 21.2% in group counseling (group counseling identified as group counseling and classroom guidance). The authors reported that group counseling had almost tripled in the amount of time counselors devoted to this area compared to the original study.

Partin (1990) conducted a study in Ohio that had three major objectives: (1) to identify the activities that school counselors saw as time wasters; (2) to identify the percentage of time counselors and their administrators believed they were spending on each of the primary job functions; and (3) identify the ideal amount of time counselors and their administrators would like to have spent in each function. The authors identified 9 functions (for a complete listing of identified functions refer to Appendix L). The results indicated that counselors perceived they spent 55% of their time engaged in counseling activities (individual 29%, group 11%, and guidance activities 15%). This activity was further divided, with 77.69% of the counseling time spent on personal/social counseling and 11.16% on educational counseling. Elementary counselors ideal distribution of time included 68.33% for counseling activities (individual 28.12%, group

16.9%, and guidance activities 23.2%). Building administrators perception of the ideal percentage of time for counseling activities was 63.62% (individual 31.97%, group 14.78%, and guidance activities 16.87%).

Mickle-Askin and Wiggins (1980) compared the percentage of time counselors designated as effectively and ineffectively spent involved in 6 functions identified by the researchers (for a complete listing of identified functions refer to Appendix M). The participant designations of effective and ineffective were determined by Wiggins during the previous study. The data utilized were self-reported by the identified counselors. No level (elementary-secondary) for the counselors involved was reported. The researchers determined that highly effective counselors spent 63% of their time in individual counseling and 9% in group counseling (72% of the total time was devoted to counseling). This compared to ineffective counselors who devoted 27% of their time to "individual counseling and 32% to group counseling (59% of the total time was devoted to counseling).

Miller (1989) found that parents, teachers and administrators gave "strong support" as a group to 4 of the 6 items identified under the counseling function (Items 15, 16, 18, & 20; see Appendix G), but "medium" support to the other two items (items 17 & 18; see Appendix G). Jackson

and Peck (1976) reported that counselors spent 40.3% of their time in individual counseling. Miller (1988), in his study of counselor functions in excellent schools, found that counseling and consulting was ranked highest, and was ranked significantly higher by elementary counselors over the other groups. Kameen, Robinson, and Rotter (1985) found that "coordinates classroom guidance" was ranked first of their identified functions, indicated as an actual function by 92%, and perceived as an ideal function by 94%. Atkinson, Furlong, and Janoff (1979) reported counseling as the highest ranked actual and idea function. Bonebrake and Borges (1984) found that both counselors and principals ranked counseling as the top counselor function. Counselors ranked individual counseling first, group counseling seventh, and classroom guidance ninth. Principals ranked individual counseling first, group counseling eighth, and classroom guidance seventh.

Consultation

Dinkmeyer (1973) contended that the greatest potential for making a real difference resided in the role of the elementary school counselor as a consultant. This author concluded that it was this function that will keep elementary school counseling from falling into the shortcomings encountered by secondary counselors. The author also speculated that the consultative function will be

the primary focus of future elementary school counselors. Bundy and Poppen (1986) reported, "the rational for an elementary school counselor spending time with a teacher, parent, or other adult is based on the premise of strengthening the efficiency and impact of interventions and the prevention of certain kinds of behavior" (p. 215). The authors continued, maintaining "... if an adult applies the knowledge acquired through consultation to similar situations with children, then the counselors time has been used efficiently" (p. 215). This viewpoint was shared by others (Benoit, Butterworth, Komoto, & Mayer, 1983; Hohenshil & Humes, 1987; Rotter, 1990). Herbert (1985) contended that elementary counselors had an increased consultative function in working with the staff because students were with the same teacher all day. Bundy and Poppen (1986), based upon a review of the literature, concluded that consultation with teachers and parents have been shown to have significantly positive effects. The authors found that helping parents understand child development was a major contributing factor. They further summarized that practicing counselors should enlarge the consultative function as a part of the elementary counselor role.

Hatche and Higgins (1982) conducted a study that measured counselor role expectations as reported by teachers

in 1972 and again in 1980. Teachers were asked to respond true, false, or undecided to 15 statements. To the statement "the counselor, rather than the principal, is a resource person for problem children," 1980 responses were: true 56%, false 17% and undecided 27%. This compares to 1972 responses of true 38%, false 28% and undecided 34%. To the statement "the teacher thinks of the counselor first to discuss a child's emotional concerns," the 1980 sample responses were: true 79%, false 11% and undecided 10%. This compares to 1972 responses of true 46%, false 25% and undecided 29%.

Biggers (1977) found that general elementary counselors spent 19.2% of their time engaged in consultation (parents 6.2%, teachers 7.2% and principals 3.9%). Partin (1990) found that elementary counselors would ideally like to spend 13.02% of their time in consultation activities, and their principals would like them to spend 13.29% of their time in this function. Miller (1989) reported that principals, teachers and parents gave "strong support" for the consultation function. Mickle-Askin and Wiggins (1980) found that highly effective counselors spent 6% of their time in consultation, compared to only 1% for ineffective counselors. Kameen, Robinson, and Rotter (1985) indicated that the item "coordinates parent groups" received a priority rank of 11, indicated as an actual

function by 48% and an ideal function by 83%. Shelly and Wilgus (1988) reported that consultation consumed 25% of counselor's time (staff 14% and parents 11%). Teachers ranked parent contact 3rd, staff consultation 5th and parent education 12th under perception of counselor functions, and ranked parent contact 3rd, staff consultation 4th and parent education sixth under ideal functions. Atkinson, Furlong, and Janoff (1979) revealed that counselors ranked consultant 2nd in both actual and ideal function. Bonebrake and Borges (1984) found that counselors ranked teacher consultant 2nd and parent consultant 4th. Their principals ranked teacher consultant 3rd and parent consultant 5th.

Coordination

Chanow-Gruen and Doyle (1983) contended that the elementary counselor must conceptualize better ways to provide services to the majority of students. The authors reported, "the awareness of a need for more effective delivery modality has led to consideration of ways to involve other persons in the process" (p. 16). These authors advocated direct involvement of school staff and non-school personnel in the program, and supported efforts by counselors to organize and train these groups for such a purpose. Kornick (1984) hypothesized that "teachers, administrators and parents must become more involved in the

guidance process" (p. 247). Chanow-Gruen and Doyule (1983) supported teaching others, primarily students and teachers, to become involved in the program. Quinn (1977) advocated the development and implementation of peer tutoring and peer counseling programs. Bowman and Myrick (1983) supported peer programs contending that they were needed in all schools.

Atkinson, Froman, Mayton and Romeo (1977) supported the function of change agent as a part of the counselor role. Change Agent has been conceptualized by the present researcher, based upon a review of the literature, as "coordinate efforts to shape and reform the school's curriculum to more effectively meet the needs of students." Hartman (1988) contended that "school counselors, perhaps more than any other school personnel, have the opportunity to see the total picture of a school's curriculum and its effect on students and staff" (p. 377).

Atkinson, Froman, Mayton, and Romeo (1977) conducted a study designed to access the importance of the change agent function in comparison to 11 other identified functions (for a complete listing of the identified function refer to Appendix N). The instrument was distributed to students, parents, administrators, teachers, and counselors in four middle and three secondary schools. All groups perceived change agent as an appropriate school counselor function;

however, it received comparatively lower ratings. Further, this function received more support from students and parents than from administrators, teacher and/or counselors. Atkinson, Furlong and Janoff (1979) reported that elementary school counselors perceived change agent ranked as their 6th actual function, and 4th ranked ideal function of the 14 identified functions.

Partin (1990) found that counselors supported devoting 5.08% of their time to resource coordination as an ideal function. Principals advocated distributing 5.9% of the counselor's time to this function. Miller (1988) reported that coordination was ranked as the 2nd ideal function by elementary counselors, but was rated significantly higher by middle and secondary school counselors. Carreiro and Schulz (1988), in their study of elementary counselors in Canada, found that "I help organize and supervise programs in the school such as peer tutoring" was ranked 21st under time spent and 17th under value.

Testing

Loesch and Wittmer (1975) reported from their research into a comparison of elementary and secondary school teacher--counselor relationships that 24% of the secondary teachers viewed their counselors as spending too much time with testing. However, this study revealed that only 2% of elementary teachers viewed their counselors as devoting too

much time to this area. Biggers (1977) reported that general elementary counselors spent 9.5% of their time involved in testing (group 2.3% and individual 7.2%). This compares with special education counselors who spent 22.2% of their time involved in testing (group 1.1% and individual 21.0%). Partin (1990) revealed that elementary counselors would ideally like to spend 4.46% of their time in testing and appraisal. Principals perceived counselors should ideally spent 7.25% of their time in the area. Kameen, Robinson, and Rotter (1985) reported that "coordinates testing program" was given a priority rank of 9th, indicated as an actual function of 80% and perceived as an ideal function by 74%. Miller (1988) found that assessment was given a rank order of 7 by elementary counselors. The researcher also revealed that the "assessment factor was rated significantly higher by the secondary counselors when compared to the elementary school counselors" (p. 91). Shelly and Wilgus (1988) found that their sample of elementary counselors spent 7% of their time involved in testing (individual 4% and group 3%). This related to a rank of 10th for individual testing and 13th for group testing. Teacher's perception of counselor functions revealed a rank of 4th for individual testing and 10th for group testing. Teachers ideal rank was 8th for individual testing and 13th for group testing.

Kampwirth and Noble (1979) detailed the role of the elementary school counselor in relation to PL 94-142. The Education for all Handicapped Children bill, PL 94-142, required that every state must locate and provide educational services to all handicapped children in need of special services (Arena, 1978). Among the functions outlined were administering psychological and appropriate educational tests and other assessment procedures (Arena, 1978; Kampwirth & Noble, 1979). Hohenshil and Humes (1987) described this task more in terms of a pre-evaluation of students for possible referral on to the school psychologist. Atkinson, Furlong, and Janoff (1979) reported that screening was seen by counselors a their 8th ranked ideal role and 10th ranked actual role.

Referral

The issue of referral was addressed by Downing (1985, as cited by Bobele & Conran, 1988) in the following statement:

> Referrals are appropriately made when the problem a child is having is perceived as outside of the counselor's area of expertise, the interference of multiple relationships with the child or family is likely, or the client and the counselor have not been able to establish a working relationship (p. 193).

Bobele and Conran (1988) maintained that the coordination of referrals is a very important and growing function of school counselors. These authors contended that "as work load increases, the counselor is likely to find even more opportunities to make referrals to family therapists as well as other professionals" (p. 192). Downing (1981) addressed the desirability of a close working relationship between the family physician and the school counselor. McDaniel (1981) outlined the benefits of a close working relationship between clinical therapists and the school counselors, and maintained that a proper referral network was essential. Hohenshil and Humes (1987) maintained that it was a major function of the school counselor, school psychologist, and school social worker to make proper referrals to each other to relieve duplication of function and relieve pressure on time restraints.

Bonebrake and Borges (1984) reported that a sample of Kansas counselors ranked referral services 6th as an ideal function, and their principals ranked the same role 9th. Kameen, Robinson, and Rotter (1985) found that coordinates referrals received a priority rank of 17th, indicated as an actual function by 96%, and perceived as an ideal function by 98%. Shelley and Wilgus (1988) found that counselors spent 2% of their time on referrals, translating to a rank of 14th. Teachers under both perception of function and

ideal function, ranked referrals 9th. Atkinson, Furlong, and Janoff (1979) reported that referral was ranked 5th under actual function and 6th under ideal function.

Enrichment and Renewal

Rotter and Wilson (1979) contended that enrichment and self-renewal were congruent with the role of the school counselor, especially at the elementary level. The authors maintained "the role of the elementary school counselor is evolving, as reflected by the needs for specific, continuing professional enrichment activities" (p. 185). Remer (1981) postulated that the reading of research, evaluating it, and putting it into practice was a necessary function of every counselor. Support was given for taking part in continuous professional renewal activities such as taking college or university courses, attending workshops and seminars, and being a member of professional organizations (Bowman & Myrick, 1983; Rotter & Wilson, 1979).

Partin (1990) reported that elementary school counselors would ideally support devoting 5.12% of their time to professional development. Principals ideally supported counselor's utilization of 5.18% of their time in this function. Carreiro and Schulz (1988) reported that elementary counselors in Canada ranked the item "I attend

in-service programs as a participant" 7th under time spent on the activity, and 9th under value.

Non-Counseling Activities/Auxiliary Aid

Crabbs (1984) contended that counselors are confronted more and more to assume non-counseling duties into their role. Stickel (1990) labeled these functions as "sub-professional duties," and determined, based upon research findings, that sub-professional duties were a part of the counselor's role. The author further reported that both counselors and principals favored a reduction in this function by the counselor. Morse and Russell (1988) reported that the items "serves as substitutes in the absence of classroom teachers" and "ensure student safety by serving as lunchroom supervisor" were among the five lowest ranked activities by counselors as both actual and ideal functions. Hatcher and Higgins (1982) found that the statement "the counselor is thought of as an assistant principal" was marked as true by 11% of teachers surveyed, false by 82% and undecided by 7%. Loesch and Wittmer (1975) reported the percentage of teachers marking true to the statement counselors should have teaching duties along with their counseling assignment. Fifty-one percent of secondary teachers marked this statement as true, but only 6% of elementary teachers gave the same response. Bonebrake and Borges (1984) found counselor's ideal ranking

for functioning as principal was 12th, supervision of lunchroom 13th and teach non-guidance classes last at number 15. Principals gave similar rankings: supervision of lunchroom 12th, functioning as principal 13th and teach non-guidance classes 15th. Carreiro and Schulz (1988) reported that elementary counselors in Canada ranked the item "I have lunch-hour and playground duty" 15th under actual time and 20th under value. The item "I fill in for teachers in classrooms" was ranked 24th under actual time and 25th of 25 items under value.

The related literature reviewed clearly displayed strong support for counseling and consultation as being a part of the role and function of the elementary school counselor. The support for program development, program accountability, coordination, testing, referral, and enrichment and renewal was very solid. Research, public relations, and non-counseling activities/auxiliary aid received a mixed level of support.

Statement of the Problem

The purpose of the researcher was to investigate the role and function of the elementary school counselor.

Importance of the Research

A review of the related literature indicated a number of studies had been conducted pertaining to the various opinions as to the role and function of the elementary

school counselor. However, the literature reviewed contained few studies that comprehensively addressed the various functions of the elementary school counselor utilizing multiple independent variables. The literature also indicated that a lack of congruence among elementary counselors as to their role and function could force others to define the role and function, and/or lead the profession to the brink of elimination.

The results of the present study could be of utility to practitioners, principals and teachers. The information could be helpful to counselor educators as they evaluate and upgrade existing college/university programs. Administrators and teachers might use the information to learn more about the counselor's role and function and how to best utilize the counselor. The results of this study could be of maximum utility in helping counselors and counseling students learn more about their expected role and function.

The results of the present study provided information pertinent to the following questions:

(1) Is there an association between student to counselor ratio and the role and function of the elementary school counselor?

(2) Is there an association between the number of buildings served by the counselor and the role and function of the elementary school counselor?

(3) Is there an association between school district size and the role and function of the elementary school counselor?

(4) Is there an association between the number of elementary school counselors working in the district and the role and function of the elementary school counselor?

Composite Null Hypotheses

All null hypotheses were tested at the .05 level of significance.

(1) The differences among the mean attitude scores toward the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to student to counselor ratio, number of buildings served and district size will not be statistically significant.

(2) The differences among the mean attitude scores toward the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to student to counselor ratio, number of buildings served and number of elementary school counselors working in the district will not be statistically significant.

(3) The differences among the mean attitude scores toward the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to number of buildings served, district size and number of elementary school counselors working in the district will not be statistically significant.

(4) The differences among the mean attitude scores toward the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to student to counselor ratio, district size and number of elementary school counselors working in the district will not be statistically significant.

Definition of Variables

Independent Variables. All Independent Variables were based on self-reported information obtained from a demographic instrument. The following variables were investigated:

(1) student to counselor ratio - 4 levels - (determined post hoc):

level 1: less than 299/1,

level 2: 300-499/1,

level 3: 500-699/1; and

level 4: 700-over/1;

(2) number of buildings served by the counselor - 3 levels - (determined post hoc):

level 1: 1,

level 2: 2, and

level 3: 3 or more;

(3) district size - five levels - (determined post hoc):

(The classifications were based on enrollment in the 10th, 11th and 12th grades. Classification is determined each year on 9/20. The classifications utilized by this researcher were based on information distributed by the Kansas High School Activities Association on 10/20/90 (Doty, 1990).

level 1: 1A and 2A, enrollment of 11-110;

level 2: 3A, enrollment of 111-165;

level 3: 4A, enrollment of 166-389;

level 4: 5A, enrollment of 390-731;

level 5: 6A; enrollment of 732-1744;

(4) number of school counselors working in the district - 4 levels - (determined post hoc):

level 1: 1,

level 2: 2,

level 3: 3-7,

level 4: 8 or more.

Dependent Variables. Scores from the following components of the questionnaire were the dependent variables:

(1) Program Development, (5 items, possible points 5-25);

(2) Counseling, (7 items, possible points 7-35);

(3) Consultation, (6 items, possible points 6-30);

(4) Coordination, (4 items, possible points 4-20);

(5) Public Relations, (3 items, possible points 3-15);

(6) Testing, (4 items, possible points 4-20);

(7) Referral, (4 items, possible points 4-20);

(8) Enrichment and Renewal, (4 items, possible points 4-20);

(9) Non-counseling Activities/Auxiliary Aid, (6 items, possible points 6-30);

(10) Research, (4 items, possible points 4-20);

(11) Program Accountability, (4 items, possible points 4-20); and

(12) total score (51 items, possible points 51-255).

**Due to a mistake in the computation of data by Fort Hays State University, Coordination and Public Relations were combined into one component.

Limitations

The following may have affected the results of the present study:

(1) the sample was limited to Kansas;

(2) the sample was limited to counselors as reported by the Kansas State Department of Education;

(3) the sample was not random; and

(4) the information was obtained using a self reporting instrument.

Delimitations

The following were Delimitations:

(1) no pilot study was made of the instrument utilized for this study;

(2) no reliability studies were made for the instrument prior to this study; and

(3) no validity study was made of the instrument prior to this study.

Methodology

Setting

The setting for the present study was the state of Kansas. Richmond (1980) described Kansas in the following manner:

> Kansas is bounded by Nebraska on the north, Missouri on the east, Oklahoma on the south, and Colorado on the west. Physiographically Kansas is a fairly continuous plain. One-third of the population lives in areas classified as rural. Wichita, Kansas City and Topeka are the only cities with populations of

more than 100,000. Both agriculture and manufacturing contribute significantly to the state's economy. (p. 236)

The Kansas State Board of Education (1990) reported that for the school term 1989-90 there were 302 Unified School Districts in the state of Kansas serving 304,008 students in 996 attendance centers.

Subjects

The subjects for this study represented the population of elementary school counselors who served in Kansas during the 1990-91 school term as identified by the Kansas State Department of Education (N=262). Each of the subjects was sent a packet containing a cover letter, a demographic instrument, a questionnaire, and a self-addressed stamped envelope. Two-hundred sixty-two packets were distributed, one to each of the identified Kansas elementary school counselors. A total of 173 (66%) instruments were returned; of these, 169 (64.5%) were determined to be usable by the researcher.

Instruments

Two instruments were utilized for the present study. One was a demographic information instrument and the other a questionnaire entitled The Role of the Elementary School Counselor.

The demographic instrument was developed by the researcher in collaboration with Sherry Giebler and Karna Wieck, graduate students in counseling at Fort Hays State University. The major components were: (1) Personnel (4 items); (2) Education (3 items); (3) Professional (4 items); and Work Environment (5 items).

The questionnaire was designed utilizing the following operations:

(1) a preliminary review of the related literature by the researcher;

(2) delineation of 11 elementary counselor role and function categories, by the researcher, based upon a review of the related literature;

(3) division of the related literature, by the researcher, into the 11 established categories;

(4) formation of items for each category by the researcher, and Sherry Giebler, based upon the related literature;

(5) review and revision of the items by the researcher, Sherry Giebler and Karna Wieck;

(6) review of the questionnaire instrument by Dr. James Stansbury, professor in counseling at Fort Hays State University;

(7) final editing of the questionnaire instrument; and

(8) questionnaire instrument completed.

The questionnaire contained 51 items that were subgrouped into 11 components (see Appendix C). The components were as follows:

(1) Program Development: 5 items (Campbell & Robinson, 1990; Hamilton & Henley, 1982; Miller, 1988; O'Rouke & Worzbyt, 1989; Rye & Sparks, 1991).

(2) Counseling: 7 items (Biggers, 1977; Bonebrake & Borges, 1984; Carreiro & Schulz, 1988; Helms, Ibrahim & Thompson, 1983; Herbert, 1985; Hohenshil & Humes, 1987; Jackson & Peck, 1976; Kameen, Robinson & Rotter, 1985; Morse & Russell, 1988; O'Rouke & Worzbyt, 1989; Partin, 1990; Ritchie, 1989).

(3) Consultation: 6 items (Biggers, 1977; Bonebrake & Borges, 1984; Bundy & Poppen, 1986; Dinkmeyer, 1973; Franza, 1984; Hatcher & Higgins, 1982; Herbert, 1985; Kameen, Robinson & Rotter, 1985; Mickle-Askin & Wiggins, 1980; Miller, 1989; Partin, 1990; Quinn, 1977; Shelley & Wilgus, 1988).

(4) Coordination: 4 items (Atkinson, Froman, Mayton & Romeo, 1977; bowman & Myrick, 1983; Carreiro & Schulz, 1988; Chanow-Gruen & Doyle, 1983; Kornick, 1984).

(5) Public Relations: 3 items (Bonebrake & Borges, 1984; Dury, 1984; Kameen, Robinson & Rotter, 1985; O'Rouke & Worzbyt, 1989; Rye & Sparks, 1991).

(6) Testing: 4 items (Biggers, 1977; Bagnato, Hatch & Murphy, 1979; Helms, Ibrahim & Thompson, 1983; Hohenshil & Humes, 1987; Kameen, Robinson & Rotter, 1985; Kampwirth & Noble, 1979; Loesch & Wittmer, 1975; McGee & Sulliman, 1983; Partin, 1990; Shelley & Wilgus, 1988).

(7) Referral: 4 items (Bobele & Conran, 1988; Bonebrake & Borges, 1984; Herbert, 1985; Hohenshil & Humes, 1987; Kampwirth & Noble, 1979; Kameen, Robinson & Rotter, 1985; McDaniel, 1981; Shelley & Wilgus, 1988).

(8) Enrichment and Renewal: 4 items (Carreiro & Schulz, 1988; Partin, 1990; REmer, 1981; Rotter & Wilson, 1979).

(9) Non-counseling Activities/Auxiliary Aid: 6 items (Crabbs, 1984; Hatcher & Higgins, 1982; Loesch & Wittmer, 1975; Morse & Russell, 1988; Stickel, 1990).

(10) Research: 4 items (Bonebrake & Borges, 1984; Bradley, 1978; Burck & Peterson, 1975; Campbell & Robinson, 1990; Carreiro & Schulz, 1988; Loesch & Wheeler, 1981; Remer, 1981; Rotter, 1990).

(11) Program Accountability: 4 items (Boser, 1987; Burck & Peterson, 1975; Campbell & Robinson, 1990; Crabbs, 1984; Furlong & Janoff, 1979; Kameen, Robinson & Rotter, 1985; Loesch & Wheeler, 1981; Miller, 1988).

Design

A status survey factorial design with pregrouping and post hoc grouping was employed. The independent variables investigated were: (1) counselor to student ratio; (2) number of buildings served by the counselor; (3) district size; and (4) number of elementary counselors working in the district. The dependent variables were points from the following components: (1) Program Development; (2) Counseling; (3) Consultation; (4) Coordination; (5) Public Relations; (6) Testing; (7) Referral; (8) Enrichment and Renewal; (9) Non-counseling Activities/Auxiliary Aid; (10) Research; (11) Program Accountability; and (12) total score.

Four composite null hypotheses were tested. The design employed with each of the composite null hypothesis was as follows:

composite null hypothesis number 1: a 4x3x5 factorial design;

composite null hypothesis number 2: a 4x3x4 factorial design;

composite null hypothesis number 3: a 3x5x4 factorial design; and

composite null hypothesis number 4: a 4x5x4 factorial design.

Two sources (Campbell & Stanley, 1963; McMillan & Schumacher, 1989) addressed threats to internal validity which were dealt with in the following ways:

(1) history - did not pertain because the present study was status survey;

(2) maturation - did not pertain because the present study was status survey;

(3) testing - did not pertain because the present study was status survey;

(4) instrumentation - did not pertain because the present study was status survey;

(5) statistical regression - did not pertain to the present study because the subjects were not extreme;

(6) selection biases - all elementary counselors in Kansas, as identified by the Kansas State Department of Education, were given the opportunity to complete the survey instruments;

(7) experimental morality - all subjects who completed usable survey instruments were included in the present study;

(8) diffusion of treatment - did not pertain to the present study because no treatment was implemented;

(9) experimenter bias - all data were collected under the same instructions and no treatment was implemented;

(10) statistical conclusion - two mathematical assumptions of the three-way analysis of variance were violated (the sample was not random and the number of subjects in cells were not equal); the general linear model was employed to correct for lack of equal numbers in cells, and the researcher did not project interpretations beyond the statistics employed.

Two sources (Campbell & Stanley, 1963; McMillan & Schumacher, 1989) addressed threats to external validity which were dealt with in the following ways:

(1) population external validity - the sample was not random and the results should be generalized to similar groups or similar populations;

(2) ecological external validity - no treatment was implemented in the present study and data were collected under standard conditions.

Data Collecting Procedures

The Kansas State Department of Education was contacted and provided the researcher the names and addresses of the elementary school counselors serving in the state's schools during the 1990-91 school term. A total of 262 individuals were identified as elementary school counselors by the Kansas State Department of Education. Each of the subjects was sent a packet containing a cover letter (see Appendix A), a demographic information form (see Appendix B), a

questionnaire (see Appendix C), and a self-addressed stamped envelope. A total of 262 packets were distributed. A total of 173 (66%) instruments were returned, of these 169 (64.5%) were determined to be usable by the researcher.

After the completed inventories were returned, they were examined and coded. The results were analyzed by the mainframe computer in the Computer Center at Fort Hays State University.

Research Procedures

The researcher implemented the following operations in conducting the study:

(1) research topic selected;

(2) preliminary computer search conducted;

(3) preliminary review of related literature;

(4) research topic delineated more completely;

(5) computer search made;

(6) comprehensive review of related literature;

(7) instrument developed;

(8) data were collected;

(9) research proposal compiled;

(10) research proposal defended;

(11) research proposal accepted;

(12) data were analyzed;

(13) final research report written;

(14) research document defended;

(15) final editing of document;

(16) document completed; and,

(17) document accepted.

Data Analysis

The following were compiled:

(1) appropriate descriptive statistics,

(2) three-way analysis of variance (general linear model),

(3) Duncan's Multiple Range test for means, and

(4) Bonferroni (Duncan) t-test for means.

Results

The purpose of the researcher was to investigate the role and function of the elementary school counselor. The independent variables were student to counselor ratio, number of buildings served by the counselor, district size and the number of school counselors working in the district. The dependent variables were scores from the following instrument subscales of The Role of the Elementary School Counselor: Program Development, Counseling, Consultation, Coordination/Public Relations, Testing, Referral, Enrichment and Renewal, Non-counseling Activities/Auxiliary Aid, Research and total score. Four composite null hypotheses were tested. The design employed with each of the composite null hypotheses was as follows:

composite null hypothesis number 1: a 4x3x5 factorial design;

composite null hypothesis number 2: a 4x3x4 factorial design;

composite null hypothesis number 3: a 3x5x4 factorial design; and,

composite null hypothesis number 4: a 4x5x4 factorial design.

The content of 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 the mean attitude scores toward the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to student to counselor ratio, number of buildings served and district size will not be statistically significant. Information pertaining to composite null hypothesis number 1 was cited in Table 1. The following information was cited in Table 1: variables, sample sizes, means, standard deviations, F values and p levels.

Table 1

A Comparison of Mean Attitude Towards the Role and Function of the Elementary School Counselor Scores According to Student to Counselor Ratio, Number of Buildings Served and District Size Employing Three-Way Analysis of Variance

Variable	n	M*	S	F value	p level
		Program Development			
Student/Counselor Ratio (A)					
Less than 299/1	29	19.7	4.39		
300-499/1	54	21.2	3.31		
				0.29	.8297
500-699/1	50	20.6	3.27		
700-over/1	36	19.9	3.07		
Number of Buildings Served (B)					
1	70	31.2	3.71		
2	75	31.1	3.33	1.12	.3286
3 or more	24	31.9	2.83		
District Size (C)					
11-110	28	29.3	5.03		
111-165	28	32.1	2.92		
166-389	34	31.5	3.68	0.24	.9180
390-731	29	31.0	2.67		
732-1744	50	31.9	2.46		
		Interactions			
	A X B			0.10	.3280
	A X C			1.43	.1675
	B X C			0.77	.6336
	A X B X C			0.66	.7559

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Counseling			
Student/Counselor Ratio (A)					
Less than 299/1	29	29.6	5.86		
300-499/1	54	31.4	4.85	1.27	.2867
500-699/1	50	32.0	3.78		
700-over/1	36	31.4	3.26		
Number of Buildings Served (B)					
1	70	31.2	5.68		
2	75	31.1	3.50	1.12	.3280
3 or more	24	31.9	3.27		
District Size (C)					
11-110	28	29.3	7.36		
111-165	28	32.1	3.15		
166-389	34	31.5	3.22	0.24	.9180
390-731	29	31.0	3.76		
732-1744	50	31.9	3.89		
		Interactions			
	A X B			1.21	.3280
	A X C			1.43	.1675
	B X C			0.77	.6336
	A X B X C			0.66	.7559

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Consultation			
Student/Counselor Ratio (A)					
Less than 299/1	29	24.0	5.49		
300-499/1	54	25.1	4.29	0.21	.8904
500-699/1	50	24.3	3.62		
700-over/1	36	24.1	3.23		
Number of Buildings Served (B)					
1	70	25.6[a]			
2	75	23.2[b]	3.56	3.93	.0221
3 or more	24	25.1	4.12		
District Size (C)					
11-110	28	22.5	5.98		
111-165	28	25.1	4.07		
166-389	34	25.5	3.51	2.04	.0929
390-731	29	24.6	3.81		
732-1744	50	24.5	3.08		
		Interactions			
	A X B			0.77	.5947
	A X C			1.23	.2741
	B X C			1.29	.2549
	A X B X C			0.73	.6957

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Coordination/Public Relations			
Student/Counselor Ratio (A)					
Less than 299/1	29	22.7	7.00		
300-499/1	54	25.7	5.72	1.29	.2815
500-699/1	50	23.4	4.56		
700-over/1	36	24.0	4.43		
Number of Buildings Served (B)					
1	70	25.2[g]	5.75		
2	75	22.9[h]	5.36	3.80	.0250
3 or more	24	25.1[g]	4.23		
District Size (C)					
11-110	28	22.2	7.46		
111-165	28	25.1	5.43		
166-389	34	24.5	5.60	0.73	.5759
390-731	29	24.4	4.15		
732-1744	50	24.3	4.70		
		Interactions			
		A X B		0.21	.9727
		A X C		0.61	.8156
		B X C		0.54	.8207
		A X B X C		1.07	.3930

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Testing			
Student/Counselor Ratio (A)					
Less than 299/1	29	12.9	3.87		
300-499/1	54	12.8	3.54	0.92	.4347
500-699/1	50	12.3	4.70		
700-over/1	36	10.6	3.83		
Number of Buildings Served (B)					
1	70	13.0	4.21		
2	75	13.0	3.97	2.79	.0653
3 or more	24	11.2	3.48		
District Size (C)					
11-110	28	12.7	4.03		
111-165	28	13.3	3.66		
166-389	34	13.5	3.78	1.71	.1527
390-731	29	12.2	4.43		
732-1744	50	10.5	3.88		
		Interactions			
		A X B		0.41	.8733
		A X C		0.51	.8946
		B X C		0.74	.6534
		A X B X C		0.24	.9918

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Referral			
Student/Counselor Ratio (A)					
Less than 299/1	29	15.8	3.80		
300-499/1	54	15.2	3.74	1.75	.1609
500-699/1	50	14.5	3.70		
700-over/1	36	15.2	3.78		
Number of Buildings Served (B)					
1	70	15.0	4.16		
2	75	14.8	3.39	1.18	.3112
3 or more	24	16.5	3.30		
District Size (C)					
11-110	28	13.9[b]	4.24		
111-165	28	15.0	3.60		
166-389	34	15.7[a]	3.02	2.63	.0373
390-731	29	15.4	3.47		
732-1744	50	14.6	3.07		
	Interactions				
	A X B			0.36	.9035
	A X C			1.15	.3297
	B X C			1.00	.4417
	A X B X C			0.51	.8811

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
	Enrichment and Renewal				
Student/Counselor Ratio (A)					
Less than 299/1	29	15.8	4.20		
300-499/1	54	16.8	3.41	0.35	.7876
500-699/1	50	16.6	3.61		
700-over/1	36	16.0	3.06		
Number of Buildings Served (B)					
1	70	16.5	3.84		
2	75	16.0	3.51	1.54	.2187
3 or more	24	17.3	2.52		
District Size (C)					
11-110	28	15.0	4.70		
111-165	28	16.1	4.09		
166-389	34	16.7	3.75	0.61	.6597
390-731	29	16.3	2.66		
732-1744	50	17.1	2.50		
	Interactions				
	A X B			0.66	.6792
	A X C			0.32	.9797
	B X C			1.00	.4397
	A X B X C			0.16	.9986

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
Non-counseling Activities/Auxiliary Aid					
Student/Counselor Ratio (A)					
Less than 299/1	29	10.6[d]	4.55		
300-499/1	54	9.9	5.27	1.84	.0224
500-699/1	50	8.5[e]	3.00		
700-over/1	36	8.5[e]	3.33		
Number of Buildings Served (B)					
1	70	9.6	4.01		
2	75	8.6	3.19	1.84	.1624
3 or more	24	10.6	4.93		
District Size (C)					
11-110	28	12.6[a]	6.25		
111-165	28	9.4[b]	4.14		
166-389	34	8.9[b]	3.24	2.40	.0532
390-731	29	8.1[b]	2.70		
732-1744	50	8.4[b]	3.30		
Interactions					
A X B				2.07	.0612
A X C				1.65	.0938
B X C				1.52	.1566
A X B X C				1.55	.1291

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Research			
Student/Counselor Ratio (A)					
Less than 299/1	29	10.6	4.37		
300-499/1	54	11.1	4.30		
500-699/1	50	10.0	4.42	1.06	.3700
700-over/1	36	9.3	3.60		
Number of Buildings Served (B)					
1	70	11.1	4.26		
2	75	10.1	4.29	0.99	.3746
3 or more	24	9.7	3.78		
District Size (C)					
11-110	28	9.9	4.40		
111-165	28	10.9	4.00		
166-389	34	10.9	4.70	0.62	.6511
390-731	29	9.6	3.92		
732-1744	50	10.1	4.17		
		Interactions			
		A X B		0.38	.8922
		A X C		0.58	.8421
		B X C		0.34	.9499
		A X B X C		0.94	.5030

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Program Accountability			
Student/Counselor Ratio (A)					
Less than 299/1	29	14.7	4.40		
300-499/1	54	15.0	4.29	0.35	.7896
500-699/1	50	15.1	3.56		
700-over/1	36	15.5	3.36		
Number of Buildings Served (B)					
1	70	14.8	4.15		
2	75	15.1	3.83	1.42	.2463
3 or more	24	15.6	3.40		
District Size (C)					
11-110	28	13.6	4.17		
111-165	28	15.8	4.09		
166-389	34	15.2	4.46	1.92	.1113
390-731	29	15.3	3.40		
732-1744	50	15.3	3.42		
		Interactions			
		A X B		0.54	.7733
		A X C		0.81	.6340
		B X C		0.47	.8765
		A X B X C		0.55	.8507

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Total Score			
Student/Counselor Ratio (A)					
Less than 299/1	29	176.4	35.22		
300-499/1	54	184.1	25.64	0.76	.5189
500-699/1	50	177.4	24.10		
700-over/1	36	174.5	16.96		
Number of Buildings Served (B)					
1	70	170.1	37.87		
2	75	172.4[e]	22.33	3.71	.0272
3 or more	24	185.8[d]	20.99		
District Size (C)					
11-110	28	170.1	37.87		
111-165	28	183.3	23.65		
166-389	34	183.9	26.60	1.21	.3089
390-731	29	178.3	21.85		
732-1744	50	177.8	18.14		
		Interactions			
		A X B		0.17	.9843
		A X C		0.55	.8673
		B X C		0.69	.7027
		A X B X C		0.66	.7610

*The larger the value the more positive the attitude.
[ab]Differences statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.
[de]Differences statistically significant at the .05 level according to Duncan's Multiple Range test for means.
[gh]Differences statistically significant at the .05 level.

Six of the 77 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The significant comparisons were for main effects. The following main effects were statistically significant at the .05 level: 1) number of buildings served for the dependent variable Consultation; 2) number of buildings served for the dependent variable Coordination/Public Relations; 3) district size for the dependent variable Referral; 4) student to counselor ratio for the dependent variable Non-counseling Activities/ Auxiliary Aid; 5) district size for the dependent variable Non-counseling Activities/Auxiliary Aid; and, 6) number of buildings served for the dependent variable Total Score.

The results cited in Table 1 indicated the following for Main Effects:

1) elementary counselors who worked in one building rated Consultation statistically higher than those who worked in two buildings;
2) elementary counselors who worked in 1 and 3 or more buildings rated Coordination/Public Relations statistically higher than those who worked in 2 buildings;
3) elementary counselors who worked in a district size of 166-389 rated Referral statistically higher than those who worked in a district size of 11-110;

4) elementary counselors who worked with a student to counselor ratio of less than 299/1 rated Non-counseling Activities/Auxiliary Aid statistically higher than those who worked with a student to counselor ratio of 500-699/1 and 700-over/1;

5) elementary counselors who worked with a district size of 11-110 rated Non-counseling Activities/ Auxiliary Aid statistically higher than those who worked with a district size of 111-165, 166-389, 390-731 and 732-1744; and,

6) elementary counselors who worked in 3 or more buildings rated total score statistically higher than those who worked in two buildings.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean attitude scores towards the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to student to counselor ratio, number of buildings served and number of elementary school counselors working in the district will not be statistically significant. Information pertaining to composite null hypothesis number 2 was cited in Table 2. The following information was cited in Table 2: variables, sample size, means, standard deviations, F values and p levels.

Table 2

A Comparison of Mean Attitude Towards the Role and Function of the Elementary School Counselor Scores According to Student to Counselor Ratio, Number of Buildings Served and Number of Elementary School Counselors Counselors Working in the District

Variable	n	M*	S	F value	p level
		Program Development			
Student/Counselor Ratio (A)					
Less than 299/1	29	19.7	4.39		
300-499/1	54	21.2	3.31		
				0.61	.6125
500-699/1	50	20.6	3.27		
700-over/1	36	19.9	3.07		
Number of Buildings Served (B)					
1	70	21.2	3.71		
2	75	19.8	3.33	0.90	.4081
3 or more	24	20.6	2.83		
Number of Counselors Working in the District (D)					
1	54	19.2	4.05		
2	32	21.5	2.53		
				2.54	.0591
3-7	31	20.9	3.04		
8 or more	52	20.9	3.04		
		Interactions			
		A X B		0.32	.9250
		A X D		0.95	.4868
		B X D		0.42	.8637
		A X B X D		0.78	.6719

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Counseling			
Student/Counselor Ratio (A)					
Less than 299/1	29	29.6	5.86		
300-499/1	54	31.4	4.85		
500-699/1	50	32.0	3.78	0.33	.8049
700-over/1	36	31.4	3.26		
Number of Buildings Served (B)					
1	70	31.2	5.68		
2	75	31.1	3.50	0.04	.9620
3 or more	24	31.9	3.27		
Number of Counselors Working in the District (D)					
1	54	30.6	5.04		
2	32	32.2	2.99		
3-7	31	32.1	3.44	0.83	.4823
8 or more	52	30.9	5.12		
		Interactions			
	A X B			0.56	.7589
	A X D			0.92	.5117
	B X D			0.84	.5440
	A X B X D			1.54	.1199

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Consultation			
Student/Counselor Ratio (A)					
Less than 299/1	29	24.0	5.49		
300-499/1	54	25.1	4.29		
500-699/1	50	24.3	3.62	0.44	.7226
700-over/1	36	24.1	3.23		
Number of Buildings Served (B)					
1	70	25.6[a]	4.33		
2	75	23.2[b]	3.56	3.43	.0354
3 or more	24	25.1	4.12		
Number of Counselors Working in the District (D)					
1	54	21.1	4.44		
2	32	25.7	3.75		
3-7	31	24.5	.46	0.39	.7638
8 or more	52	23.6	4.16		
		Interactions			
		A X B		0.48	.8240
		A X D		1.41	.1908
		B X D		0.30	.9359
		A X B X D		0.47	.9295

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Coordination/Public Relations			
Student/Counselor Ratio (A)					
Less than 299/1	29	22.7	7.00		
300-499/1	54	25.7	5.72		
500-699/1	50	23.4	4.56	0.33	.8064
700-over/1	36	24.0	4.43		
Number of Buildings Served (B)					
1	70	25.2	5.75		
2	75	22.9	5.36	0.43	.6501
3 or more	24	25.1	4.23		
Number of Counselors Working in the District (D)					
1	54	23.2	6.23		
2	32	25.8	5.13		
3-7	31	24.5	5.58	0.74	.5290
8 or more	52	23.9	4.61		
	Interactions				
	A X B			1.20	.3132
	A X D			0.22	.9918
	B X D			1.38	.2265
	A X B X D			1.60	.1001

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Testing			
Student/Counselor Ratio (A)					
Less than 299/1	29	13.0	3.87		
300-499/1	54	12.8	3.54	0.85	.4695
500-699/1	50	12.3	4.70		
700-over/1	36	10.7	3.83		
Number of Buildings Served (B)					
1	70	13.0	4.21		
2	75	11.2	3.97	2.91	.0582
3 or more	24	13.0	3.48		
Number of Counselors Working in the District (D)					
1	54	13.3	3.68		
2	32	13.8[a]	3.74	3.05	.0310
3-7	31	12.2	4.09		
8 or more	52	10.2[b]	3.95		
		Interactions			
	A X B			0.53	.7811
	A X D			0.36	.9514
	B X D			0.15	.9894
	A X B X D			0.49	.9195

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Referral			
Student/Counselor Ratio (A)					
Less than 299/1	29	15.8	3.80		
300-499/1	54	15.2	3.74	0.47	.7646
500-699/1	50	14.5	3.70		
700-over/1	36	15.2	3.78		
Number of Buildings Served (B)					
1	70	15.0	4.16		
2	75	14.8	3.39	1.07	.3464
3 or more	24	16.5	3.30		
Number of Counselors Working in the District (D)					
1	54	14.7	3.42		
2	32	16.8	2.79	1.32	.2685
3-7	31	16.3	3.12		
8 or more	52	13.8	4.35		
		Interactions			
	A X B			0.71	.6432
	A X D			1.51	.1517
	B X D			0.63	.7069
	A X B X D			0.92	.5295

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Enrichment and Renewal			
Student/Counselor Ratio (A)					
Less than 299/1	29	15.8	4.20		
300-499/1	54	16.8	3.41	0.72	.5436
500-699/1	50	16.6	3.61		
700-over/1	36	16.0	3.06		
Number of Buildings Served (B)					
1	70	16.5	3.84		
2	75	16.0	3.51	1.99	.1409
3 or more	24	17.3	3.52		
Number of Counselors Working in the District (D)					
1	54	15.4	4.28		
2	32	16.9	2.99	0.64	.5906
3-7	31	17.4	3.26		
8 or more	52	16.4	2.94		
		Interactions			
	A X B			1.16	.3320
	A X D			0.43	.9141
	B X D			0.80	.5749
	A X B X D			0.74	.7142

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
Non-counseling Activities/Auxiliary Aid					
Student/Counselor Ratio (A)					
Less than 299/1	29	10.6	4.55		
300-499/1	54	9.9	5.27	1.84	.1406
500-699/1	50	8.5	3.00		
700-over/1	36	8.5	4.93		
Number of Buildings Served (B)					
1	70	9.6	4.81		
2	75	8.6	3.19	2.49	.0871
3 or more	24	10.6	4.93		
Number of Counselors Working in the District (D)					
1	54	10.2	3.99		
2	32	9.5	4.10	2.00	.1179
3-7	31	8.6	4.49		
8 or more	52	8.8	4.32		
	Interactions				
	A X B			1.60	.1533
	A X D			0.66	.7441
	B X D			0.86	.5266
	A X B X D			0.83	.6176

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Research			
Student/Counselor Ratio (A)					
Less than 299/1	29	10.6	4.37		
300-499/1	54	11.1	4.30		
500-699/1	50	10.0	4.42	0.87	.4599
700-over/1	36	9.3	3.60		
Number of Buildings Served (B)					
1	70	11.1	4.20		
2	75	9.7	4.29	0.73	.4843
3 or more	24	10.1	3.78		
Number of Counselors Working in the District (D)					
1	52	10.2	4.20		
2	32	10.6	4.91		
3-7	31	10.1	3.98	0.86	.4619
8 or more	52	10.3	4.08		
		Interactions			
	A X B			0.44	.8508
	A X D			0.49	.8760
	B X D			0.89	.5048
	A X B X D			1.14	.3319

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
	Program Accountability				
Student/Counselor Ratio (A)					
Less than 299/1	29	14.7	4.40		
300-499/1	54	15.0	4.29	0.22	.8814
500-699/1	50	15.1	3.56		
700-over/1	36	15.6	3.36		
Number of Buildings Served (B)					
1	70	14.8	4.15		
2	75	15.1	3.83	2.36	.0984
3 or more	24	15.6	3.40		
Number of Counselors Working in the District (D)					
1	54	15.1	4.24		
2	32	15.8	3.52	0.70	.5511
3-7	31	14.8	4.19		
8 or more	52	14.8	3.61		
	Interactions				
	A X B			1.34	.2445
	A X D			1.63	.1127
	B X D			0.66	.6837
	A X B X D			1.22	.2794

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Total Score			
Student/Counselor Ratio (A)					
Less than 299/1		176.4	35.22		
300-499/1		184.1	25.64	0.29	.8298
500-699/1		177.5	24.10		
700-over/1		174.5	16.69		
Number of Buildings Served (B)					
1		183.2	28.90		
2		172.4	22.33	2.03	.1350
3 or more		185.8	20.99		
Number of Counselors Working in the District (D)					
1		176.0	28.09		
2		188.4	24.60	1.03	.3823
3-7		182.4	22.50		
8 or more		173.6	23.96		
		Interactions			
		A X B		1.19	.3155
		A X D		0.72	.6872
		B X D		0.37	.8966
		A X B X D		1.33	.2092

*The larger the value the more positive the attitude.

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

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

[gh]Differences statistically significant at the .05 level.

Two of the 77 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The significant comparisons were for main effects. The following main effects were statistically significant at the .05 level: 1) number of buildings served for the dependent variable Consultation (reoccurring Table 1); and, 2) number of counselors working in the district for the dependent variable Testing.

The results cited in Table 2 indicated the following for Main Effects: "elementary counselors who worked in districts employing 2 elementary counselors rated Testing statistically higher than those who worked in districts employing 8 or more elementary counselors."

It was hypothesized in composite null hypothesis number 3 that the differences among the mean attitude scores towards the importance of the role and function of the elementary school counselor, as perceived by elementary school counselors, according to number of buildings served, district size and number of elementary school counselors working in the district will not be statistically significant. Information pertaining to composite null hypothesis number 3 was cited in Table 3. The following information was cited in Table 3: variables, sample sizes, means, standard deviations, F values and p levels.

Table 3

A Comparison of Mean Attitude Towards the Role and Function of the Elementary School Counselor Scores According to Number of Buildings Served, District Size and Number of Elementary School Counselors Working in the District

Variable	n	M*	S	F value	p level
		Program Development			
District Size (C)					
11-110	28	18.6	5.03		
111-165	28	20.4	2.92		
166-389	34	20.5	3.68	1.00	.4102
390-731	29	21.3	2.67		
732-1744	50	21.2	2.46		
Number of Buildings Served (B)					
1	70	21.2	3.71		
2	75	19.8	3.33	1.68	.1901
3 or more	24	20.6	2.83		
Number of Counselors Working in the District (D)					
1	54	19.2	4.05		
2	32	21.5	2.53		
				1.35	.2602
3-7	31	20.9	2.85		
8 or more	52	20.9	3.40		
		Interactions			
		C X B		1.19	.3115
		C X D		1.33	.2366
		B X D		1.60	.1526
		C X B X D		0.89	.5483

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Counseling			
District Size (C)					
11-110	28	29.1	7.36		
111-165	28	32.1	3.15		
166-389	34	31.5	3.32	0.72	.5806
390-731	29	31.0	3.76		
732-1744	50	31.9	3.89		
Number of Buildings Served (B)					
1	70	31.2	5.68		
2	75	31.1	3.50	0.23	.7938
3 or more	24	31.9	3.27		
Number of Counselors Working in the District (D)					
1	54	30.6	5.04		
2	32	32.2	2.99	0.60	.6178
3-7	31	32.0	3.44		
8 or more	52	30.9	5.12		
		Interactions			
		C X B		1.21	.2979
		C X D		0.51	.8465
		B X D		1.49	.1853
		C X B X D		1.59	.1102

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Consultation			
District Size (C)					
11-110	28	22.5[b]	5.98		
111-165	28	25.1	4.07		
166-389	34	25.5[a]	3.51	2.56	.0419
390-731	29	24.6	3.81		
732-1744	50	24.5	3.08		
Number of Buildings Served (B)					
1	70	25.6[a]	4.33		
2	75	23.2[b]	3.56	3.97	.0212
3 or more	24	25.1	4.12		
Number of Counselors Working in the District (D)					
1	54	24.1	4.44		
2	52	25.7	3.75	1.56	.2019
3-7	31	25.4	3.46		
8 or more	52	23.6	4.16		
		Interactions			
		C X B		1.30	.2519
		C X D		0.84	.5697
		B X D		1.48	.1905
		C X B X D		1.69	.0829

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Coordination/Public Relations			
District Size (C)					
11-110	28	22.2	7.46		
111-165	28	25.1	5.43		
166-389	34	24.5	5.60	0.57	.6820
390-731	39	24.4	4.15		
732-1744	50	24.3	4.70		
Number of Buildings Served (B)					
1	70	25.2	5.75		
2	75	22.9	5.36	1.11	.3343
3 or more	24	25.1	4.23		
Number of Counselors Working in the District (D)					
1	54	23.2	6.23		
2	32	25.8	5.13	1.22	.3044
3-7	31	24.5	5.58		
8 or more	52	23.9	4.61		
		Interactions			
		C X B		1.06	.3934
		C X D		0.47	.8749
		B X D		1.26	.2795
		C X B X D		0.91	.5296

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Testing			
District Size (C)					
11-110	28	12.7	4.03		
111-165	28	13.3	3.66		
166-389	34	13.5	3.78	0.69	.6011
390-731	29	12.1	4.48		
732-1744	50	10.5	3.88		
Number of Buildings Served (B)					
1	70	13.0	4.21		
2	75	11.2	3.98	2.60	.0582
3 or more	24	13.0	3.48		
Number of Counselors Working in the District (D)					
1	54	13.3	3.68		
2	32	13.8	3.74	1.36	.2589
3-7	31	12.2	4.09		
8 or more	52	10.2	3.95		
		Interactions			
	C X B			1.11	.3622
	C X D			1.15	.3374
	B X D			0.55	.7658
	C X B X D			0.74	.6969

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Referral			
District Size (C)					
11-110	28	13.9	4.24		
111-165	28	15.0	3.60		
166-389	34	16.7	3.02	2.12	.0824
390-731	29	15.4	3.47		
732-1744	50	14.6	3.87		
Number of Buildings Served (B)					
1	70	15.0	4.16		
2	75	14.8	3.39	1.63	.2004
3 or more	24	16.5	3.30		
Number of Counselors Working in the District (D)					
1	54	14.7	3.42		
2	32	16.8[a]	2.79		
3-7	31	16.3[a]	3.12	1.32	.0172
8 or more	52	13.8[b]	4.35		
		Interactions			
	C X B			1.15	.3380
	C X D			1.52	.1549
	B X D			1.17	.3259
	C X B X D			0.99	.4606

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Enrichment and Renewal			
District Size (C)					
11-110	28	14.9	4.70		
111-165	28	16.1	4.09		
166-389	34	16.7	3.75	0.90	.4687
390-731	29	16.3	2.66		
732-1744	50	17.1	2.50		
Number of Buildings Served (B)					
1	70	16.4	3.84		
2	75	16.0	3.51	0.70	.4991
3 or more	24	17.3	2.52		
Number of Counselors Working in the District (D)					
1	54	15.4	4.28		
2	32	16.9	2.99		
3-7	31	17.4	3.26	0.65	.5828
8 or more	52	16.4	2.94		
		Interactions			
	C X B			1.49	.1685
	C X D			0.73	.6628
	B X D			0.55	.7726
	C X B X D			1.03	.4281

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
Non-counseling Activities/Auxiliary Aid					
District Size (C)					
11-110	28	12.6[a]	6.25		
111-165	28	9.4[b]	4.14		
166-389	34	8.9[b]	3.24	7.28	.0001
390-731	29	8.4[b]	2.70		
732-1744	50	8.1[b]	3.30		
Number of Buildings Served (B)					
1	70	9.6	4.81		
2	75	8.6[b]	3.19	7.14	.0012
3 or more	24	10.6[a]	4.93		
Number of Counselors Working in the District (D)					
1	54	10.2	3.99		
2	32	9.5	4.10		
3-7	31	8.6	4.49	2.35	.0756
8 or more	52	8.8	4.32		
	Interactions				
	C X B			4.00	.0003
	C X D			2.08	.0428
	B X D			4.52	.0003
	C X B X D			3.02	.0013

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Research			
District Size (C)					
11-110	28	9.9	4.40		
111-165	28	10.9	4.00		
166-389	34	10.9	4.70	0.70	.5935
390-731	29	9.7	3.92		
732-1744	50	10.1	4.17		
Number of Buildings Served (B)					
1	70	11.1	4.26		
2	75	9.7	4.29	1.92	.1510
3 or more	24	10.1	3.78		
Number of Counselors Working in the District (D)					
1	54	10.2	4.20		
2	32	10.6	4.91	0.91	.4398
3-7	31	10.3	3.98		
8 or more	52	10.3	4.08		
		Interactions			
	C X B			0.43	.9019
	C X D			0.78	.6204
	B X D			1.18	.3235
	C X B X D			0.89	.5549

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Program Accountability			
District Size (C)					
11-110	28	13.6	4.17		
111-165	28	15.8	4.09		
166-389	34	15.2	4.46	1.40	.2368
390-731	29	15.3	3.40		
732-1744	50	15.3	3.42		
Number of Buildings Served (B)					
1	70	14.8	4.15		
2	75	15.1	3.83	0.48	.6217
3 or more	24	15.6	3.40		
Number of Counselors Working in the District (D)					
1	54	15.1	4.24		
2	32	15.8[g]	3.52		
3-7	31	14.8[h]	4.19	2.62	.0540
8 or more	52	14.8[h]	3.16		
		Interactions			
		C X B		1.10	.3654
		C X D		0.74	.6546
		B X D		0.74	.6146
		C X B X D		1.64	.0940

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Total Score			
District Size (C)					
11-110	28	170.1	37.87		
111-165	28	183.3	23.65		
166-389	34	183.9	26.60	0.82	.5175
390-731	29	178.3	21.85		
732-1744	50	177.8	18.14		
Number of Buildings Served (B)					
1	70	183.2	28.90		
2	75	172.4	22.33	2.90	.0587
3 or more	24	185.8	20.99		
Number of Counselors Working in the District (D)					
1	54	176.0	28.09		
2	32	188.4[a]	24.60	2.61	.0546
3-7	31	182.4	22.50		
8 or more	52	173.6[b]	23.96		
		Interactions			
		C X B		1.10	.3679
		C X D		1.17	.3254
		B X D		1.29	.2682
		C X B X D		1.16	.3217

*The larger the value the more positive the attitude.

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

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

[gh]Differences statistically significant at the .05 level.

Eleven of the 77 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Seven of the 11 significant comparisons were for main effects. The following main effects were statistically significant at the .05 level: 1) district size for the dependent variable Consultation; 2) number of buildings served for the dependent variable Consultation (reoccurring, Table 1); 3) number of counselors working in the district for the dependent variable Referral; 4) district size for the dependent variable Non-counseling Activities/Auxiliary Aid (reoccurring, Table 1); 5) number of buildings served for the dependent variable Non-counseling Activities/Auxiliary Aid; 6) number of counselors working in the district for the dependent variable Program Accountability; and 7) number of counselors working in the district for the dependent variable total score.

The results cited in Table 3 indicated the following for Main Effects:

1) elementary counselors who worked in a district size of 166-389 rated Consultation statistically higher than those who worked in a district size of 11-110;
2) elementary counselors who worked in districts employing 2 and 3-7 counselors rated Referral

statistically higher than those who worked in districts that employed 8 or more counselors;

3) elementary counselors who worked in 3 or more buildings rated Non-counseling Activities/ Auxiliary Aid statistically higher than those who worked in 2 buildings;

4) elementary counselors who worked in districts employing 2 counselors rated Program Accountability statistically higher than those who worked in districts that employed 3-7 and 8 or more counselors; and,

5) elementary counselors who worked in districts employing 2 counselors rated total score statistically higher than those who worked in districts that employed 8 or more counselors.

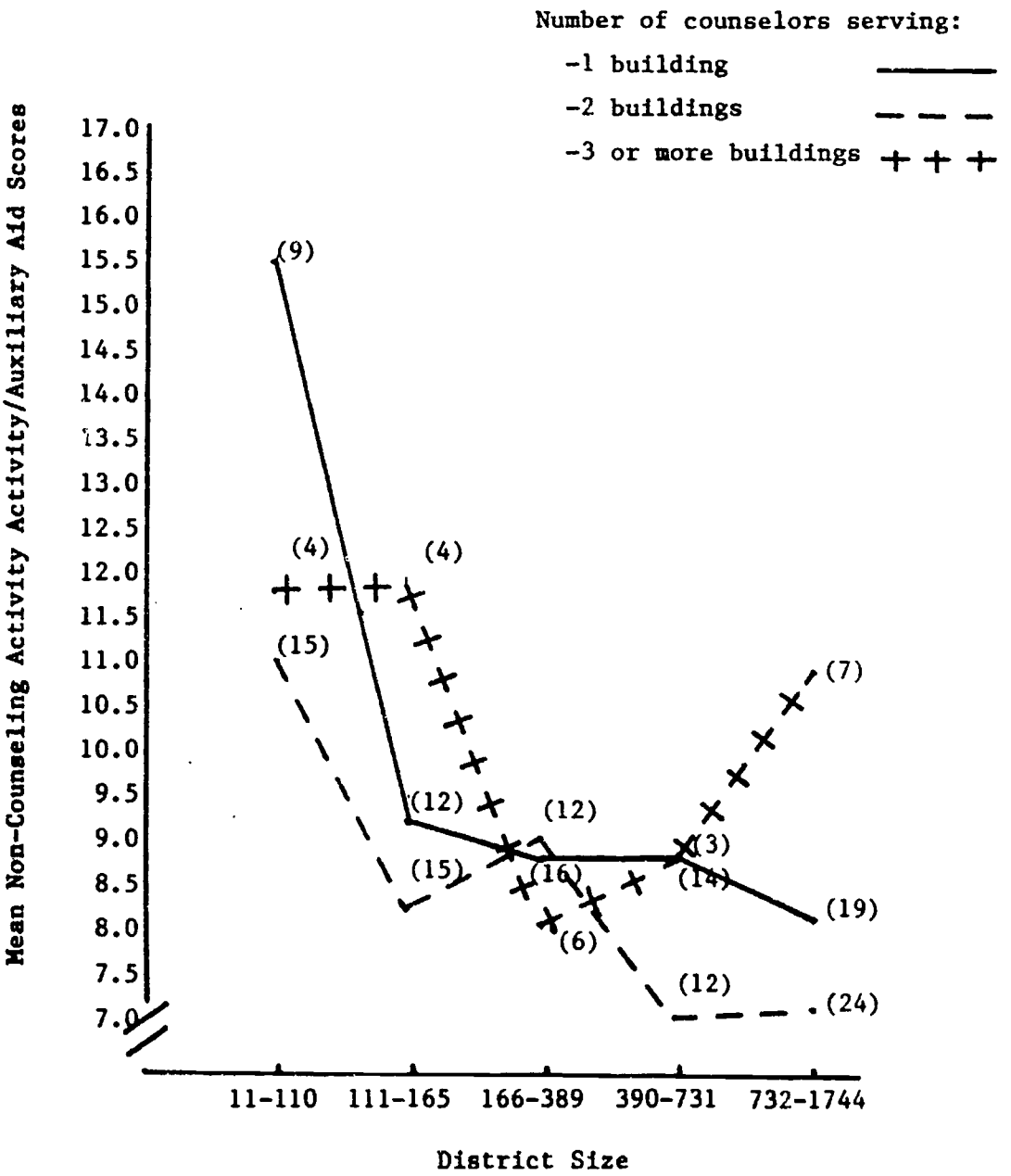
Four of the 11 significant comparisons were for interactions. The following Interactions were statistically significant at the .05 level: 1) district size and number of buildings served for the dependent variable Non-counseling Activities/Auxiliary Aid; 2) district size and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid; and, 4) district size, number of buildings served and number of counselors working in the

district for the dependent variable Non-counseling Activities/Auxiliary Aid.

The interaction between district size and number of buildings served for the dependent variable Non-counseling Activities/Auxiliary Aid was depicted in a profile plot. Figure 1 contains mean Non-Counseling Activities/Auxiliary Aid scores and curves for number of buildings served.

Figure 1

The Interaction for District Size and the Number of Buildings Served for the Dependent Variable Non-counseling Activities/Auxiliary Aid



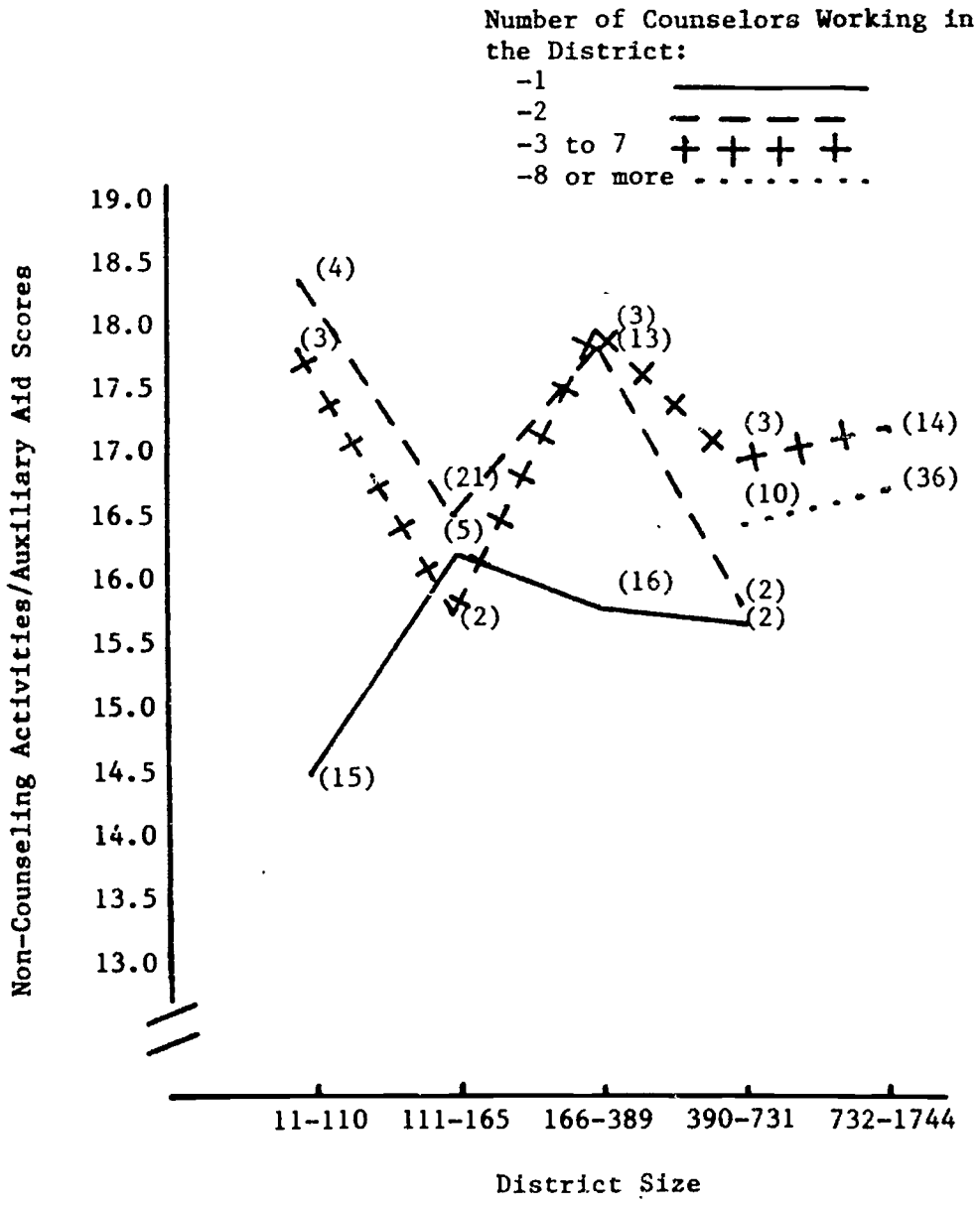
The interaction between district size and the number of buildings served for the dependent variable Non-counseling Activities/Auxiliary Aid was disordinal. The information cited in Figure 1 indicated the following:

1) counselors that worked in 1 building rated Non-counseling Activities/Auxiliary Aid numerically higher than any other group; and,
2) counselors that worked in 2 buildings from district size 390-731 rated Non-counseling Activities/Auxiliary Aid numerically lower than any other group.

The interaction between district size and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was depicted in a profile plot. Figure 2 contains mean Non-counseling Activities/Auxiliary Aid scores and curves for the number of counselors working in the district.

Figure 2

The Interaction for District Size and Number of Counselors Working in the District for the Dependent Variable Non-counseling Activities/Auxiliary Aid



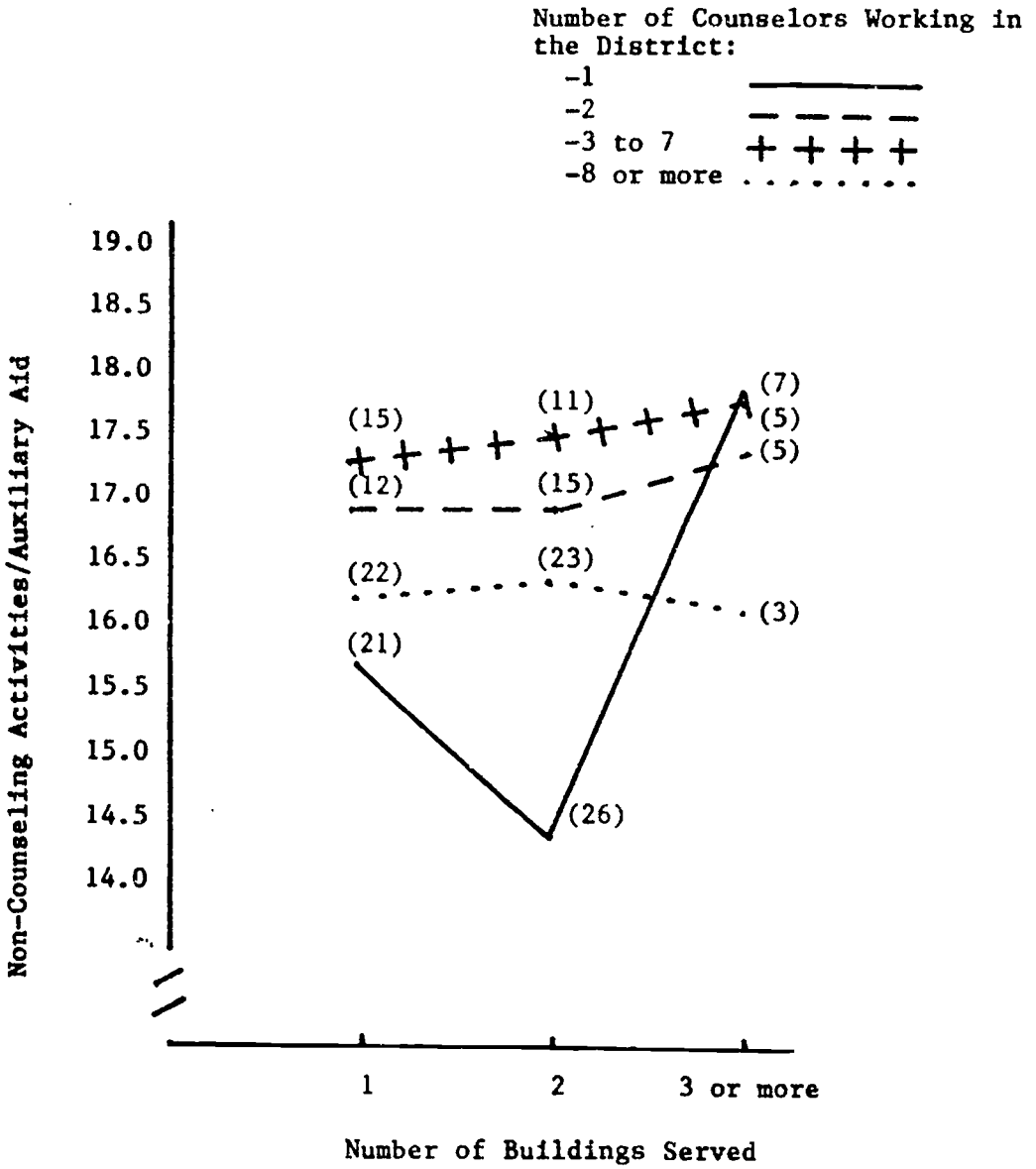
The interaction between district size and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was disordinal. The information cited in Figure 2 indicated the following:

1) counselors who worked in districts employing 2 counselors rated Non-counseling Activities/ Auxiliary Aid numerically higher than any other group; and
2) counselors who worked in districts employing 1 counselor rated Non-counseling Activities/ Auxiliary Aid numerically lower than any other group.

The interaction between the number of buildings served and the number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was depicted in a profile plot. Figure 3 contains mean Non-counseling Activities/Auxiliary Aid scores and curves for the number of counselors working in the district.

Figure 3

The Interaction Between the Number of Buildings Served and the Number of Counselors Working in the District for the Dependent Variable Non-counseling Activities/Auxiliary Aid



The interaction between the number of buildings served and the number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was disordinal. The information cited in Figure 3 indicated the following:

1) counselors who worked in districts employing 1 counselor serving 3 or more buildings rated Non-counseling Activities/Auxiliary Aid numerically higher than any other group; and,
2) counselors who worked in districts employing 1 counselor serving 2 buildings rated Non-counseling Activities/Auxiliary Aid numerically lower than any other group;

Due to sample size the interaction among district size, number of buildings served and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was too incomplete to depict a profile plot.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean attitude scores towards the role and function of the elementary school counselor, as perceived by elementary school counselors, according to student to counselor ratio, district size and number of elementary school counselors working in the district will not be statistically

significant. Information pertaining to composite null hypothesis number 4 was cited in Table 4. The following information was cited in Table 4: variables, sample sizes, means, standard deviations, F values and p levels.

Table 4

A Comparison of Mean Attitude Towards the Role and Function of the Elementary School Counselor Scores According to Student to Counselor Ratio, District Size and Number of Elementary School Counselors Working in the District

Variable	n	M*	S	F value	p level
		Program Development			
District Size (C)					
11-110	28	18.4	5.03		
111-165	28	20.4	2.92		
166-389	34	20.5	3.68	0.76	.5503
390-731	29	21.3	2.67		
732-1744	50	21.2	2.46		
Student/Counselor Ratio (A)					
Less than 299/1	29	19.7	4.05		
300-499/1	54	21.2	2.53		
				0.66	.5771
500-699/1	50	20.6	2.85		
700-over/1	36	19.9	3.40		
Number of Counselors Working in the District (D)					
1	54	19.2	4.39		
2	32	21.5	3.31		
				1.03	.3819
3-7	31	20.9	3.27		
8 or more	52	20.9	3.07		
		Interactions			
	C X A			0.86	.5816
	C X D			0.89	.5264
	A X D			0.96	.4805
	C X A X D			0.87	.5183

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Counseling			
District Size (C)					
11-110	28	29.3	7.36		
111-165	28	32.1	3.15		
166-389	34	31.5	3.32	0.01	.9997
390-731	29	31.0	3.76		
732-1744	50	31.9	3.89		
Student/Counselor Ratio (A)					
Less than 299/1	29	29.6[h]	5.04		
300-499/1	54	31.4	2.99	3.23	.0248
500-699/1	50	32.0[g]	3.44		
700-over/1	36	31.4	5.12		
Number of Counselors Working in the District (D)					
1	54	30.6	5.86		
2	32	32.2	4.85	2.22	
3-7	31	32.1	3.78		
8 or more	52	30.9	3.26		
		Interactions			
		C X A		2.46	.0081
		C X D		1.30	.2508
		A X D		1.02	.4250
		C X A X D		0.53	.7852

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Consultation			
District Size (C)					
11-110	28	22.5	5.98		
111-165	28	25.1	4.07		
166-389	34	25.5	3.51	1.15	.3344
390-731	29	24.6	3.81		
732-1744	50	24.5	3.08		
Student/Counselor Ratio (A)					
Less than 299/1	29	24.0	4.44		
300-499/1	54	25.1	3.75	0.28	.8422
500-699/1	50	24.3	4.16		
700-over/1	36	24.1	4.16		
Number of Counselors Working in the District (D)					
1	54	24.1	5.49		
2	32	25.7	4.24	2.02	.1149
3-7	31	25.4	3.46		
8 or more	52	23.6	3.23		
	Interactions				
	C X A			1.60	.1059
	C X D			1.41	.2004
	A X D			1.23	.2843
	C X A X D			1.07	.3851

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Coordination/Public Relations			
District Size (C)					
11-110	28	22.2	7.46		
111-165	28	25.1	5.43		
166-389	34	24.5	5.60	0.09	.9841
390-731	29	24.4	4.15		
732-1744	50	24.3	4.70		
Student/Counselor Ratio (A)					
Less than 299/1	29	22.7	6.23		
300-499/1	54	25.7	5.13	1.07	.3649
500-699/1	50	23.4	5.58		
700-over/1	36	24.0	4.61		
Number of Counselors Working in the District (D)					
1	54	23.2	7.00		
2	32	25.8	5.72	1.18	.3218
3-7	31	24.5	4.56		
8 or more	52	23.9	4.43		
	Interactions				
	C X A			1.58	.1121
	C X D			0.93	.4904
	A X D			0.77	.6488
	C X A X D			0.55	.7660

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Testing			
District Size (C)					
11-110	28	12.7	4.03		
111-165	28	13.3	3.66		
166-389	34	13.5	3.78	1.36	.2506
390-731	29	12.2	4.43		
732-1744	50	10 5	3.89		
Student/Counselor Ratio (A)					
Less than 299/1	29	13.0	3.68		
300-499/1	54	12.8	3.74	0.97	.4081
500-699/1	50	12.3	4.09		
700-over/1	36	10.7	3.95		
Number of Counselors Working in the District (D)					
1	54	13.3	3.87		
2	32	13.8	3.54	0.76	.5214
3-7	31	12.2	4.70		
8 or more	52	10.2	3.83		
	Interactions				
	C X A			0.76	.6748
	C X D			1.26	.2694
	A X D			0.98	.4569
	C X A X D			1.80	.1046

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Referral			
District Size (C)					
11-110	28	13.9	4.24		
111-165	28	15.0	3.60		
166-389	34	16.7	3.02	2.14	.0796
390-731	29	15.4	3.47		
732-1744	50	14.6	3.87		
Student/Counselor Ratio (A)					
Less than 299/1	29	15.8[g]	3.42		
300-499/1	54	15.2	2.79	2.94	.0356
500-699/1	50	14.5[h]	3.12		
700-over/1	36	15.2	4.35		
Number of Counselors Working in the District (D)					
1	54	14.7[h]	3.80		
2	32	16.8[g]	3.74	3.97	.0097
3-7	31	16.3[g]	3.70		
8 or more	52	13.8	3.78		
	Interactions				
	C X A			2.13	.0225
	C X D			2.42	.0181
	A X D			1.43	.1809
	C X A X D			1.33	.2478

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Enrichment and Renewal			
District Size (C)					
11-110	28	15.4	4.70		
111-165	28	16.1	4.09		
166-389	34	16.7	3.75	0.02	.9994
390-731	29	16.3	2.66		
732-1744	50	17.1	2.50		
Student/Counselor Ratio (A)					
Less than 299/1	29	15.8	4.28		
300-499/1	54	16.8	2.99	0.93	.4267
500-699/1	50	16.6	3.26		
700-over/1	36	16.0	2.94		
Number of Counselors Working in the District (D)					
1	54	15.4	4.20		
2	32	16.9	3.41	1.56	.2033
3-7	31	17.4	3.61		
8 or more	52	16.4	3.06		
		Interactions			
	C X A			1.83	.0551
	C X D			0.98	.4572
	A X D			0.85	.5730
	C X A X D			1.02	.4165

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
Non-counseling Activities/Auxiliary Aid					
District Size (C)					
11-110	28	12.6[a]	6.25		
111-165	28	9.4[b]	4.14		
166-389	34	8.9[b]	3.24	6.78	.0001
390-731	29	8.2[b]	2.70		
732-1744	50	8.4[b]	3.30		
Student/Counselor Ratio (A)					
Less than 299/1	29	10.6	3.99		
300-499/1	54	9.9	4.10	0.99	.3980
500-699/1	50	8.5	4.49		
700 over/1	36	8.6	4.32		
Number of Counselors Working in the District (D)					
1	54	10.2	4.55		
2	32	9.5	5.27	0.22	.8823
3-7	31	8.6	3.00		
8 or more	52	8.8	3.33		
	Interactions				
	C X A			3.24	.0007
	C X A			1.62	.1267
	A X D			1.51	.1505
	C X A X D			2.45	.0286

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Research			
District Size (C)					
11-110	28	9.9	4.40		
111-165	26	10.9	4.00		
166-389	34	10.9	4.70	0.95	.4403
390-731	29	9.7	3.92		
732-1744	50	10.1	4.17		
Student/Counselor Ratio (A)					
Less than 299/1	29	10.6	4.20		
300-499/1	54	11.1	4.91	0.08	.9686
500-699/1	50	10.0	3.89		
700-over/1	36	9.3	4.08		
Number of Counselors Working in the District (D)					
1	54	10.2	4.37		
2	32	10.6	4.40	0.82	.4870
3-7	31	10.3	4.42		
8 or more	52	10.3	3.60		
		Interactions			
	C X A			1.25	.2643
	C X D			1.92	.0623
	A X D			0.68	.7286
	C X A X D			0.98	.4413

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Program Accountability			
District Size (C)					
11-110	28	13.6	4.17		
111-165	28	15.8	4.09		
166-389	34	15.2	4.46	0.64	.6334
390-731	29	15.3	3.40		
732-1744	50	15.3	3.42		
Student/Counselor Ratio (A)					
Less than 299/1	29	14.7	4.24		
300-499/1	54	15.0	3.52	0.78	.5089
500-699/1	50	15.1	4.19		
700-over/1	36	15.5	3.61		
Number of Counselors Working in the District (D)					
1	54	15.1	4.40		
2	32	15.8	4.29	2.18	.0938
3-7	31	14.8	3.56		
8 or more	52	14.8	3.36		
		Interactions			
	C X A			1.22	.2817
	C X D			0.69	.7011
	A X D			1.05	.4016
	C X A X D			0.73	.6239

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Total Score			
District Size (C)					
11-110	28	170.1	37.87		
111-165	28	183.3	23.65		
166-389	34	183.9	26.60	0.38	.8232
390-731	29	178.3	21.85		
732-1744	50	177.8	18.14		
Student/Counselor Ratio (A)					
Less than 299/1	29	176.4	28.09		
300-499/1	54	184.1	24.60		
500-699/1	50	177.4	23.96	0.91	.4273
700-over/1	36	174.5	23.96		
Number of Counselors Working in the District (D)					
1	54	176.0	35.22		
2	32	188.4	25.64		
3-7	31	182.4	24.10	2.45	.0666
8 or more	52	173.6	16.69		
		Interactions			
		C X A		1.71	.0787
		C X D		1.73	.0986
		A X D		1.01	.4320
		C X A X D		1.12	.3556

*The larger the value the more positive the attitude.

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

de Differences statistically significant at the .05 level according to Duncan's Multiple Range test for means.

gh Differences statistically significant at the .05 level.

Nine of the 77 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Four of the 9 significant comparisons were for main effects. The following main effects were statistically significant: 1) student to counselor ratio for the dependent variable Counseling; 2) student to counselor ratio for the dependent variable Referral; 3) number of counselors working in the district for the dependent variable Referral (reoccurring, Table 3); and, 4) district size for the dependent variable Non-counseling Activities/Auxiliary Aid (reoccurring, Table 1).

The results cited in Table 4 indicated the following for Main Effects:

1) elementary counselors who worked with a student to counselor ratio of 500-699/1 rated Counseling statistically higher than those who worked with a student to counselor ratio of less than 299/1;
2) elementary counselors who worked with a student to counselor ratio of less than 299/1 rated Referral statistically higher than those who worked with a student to counselor ratio of 500-699/1;

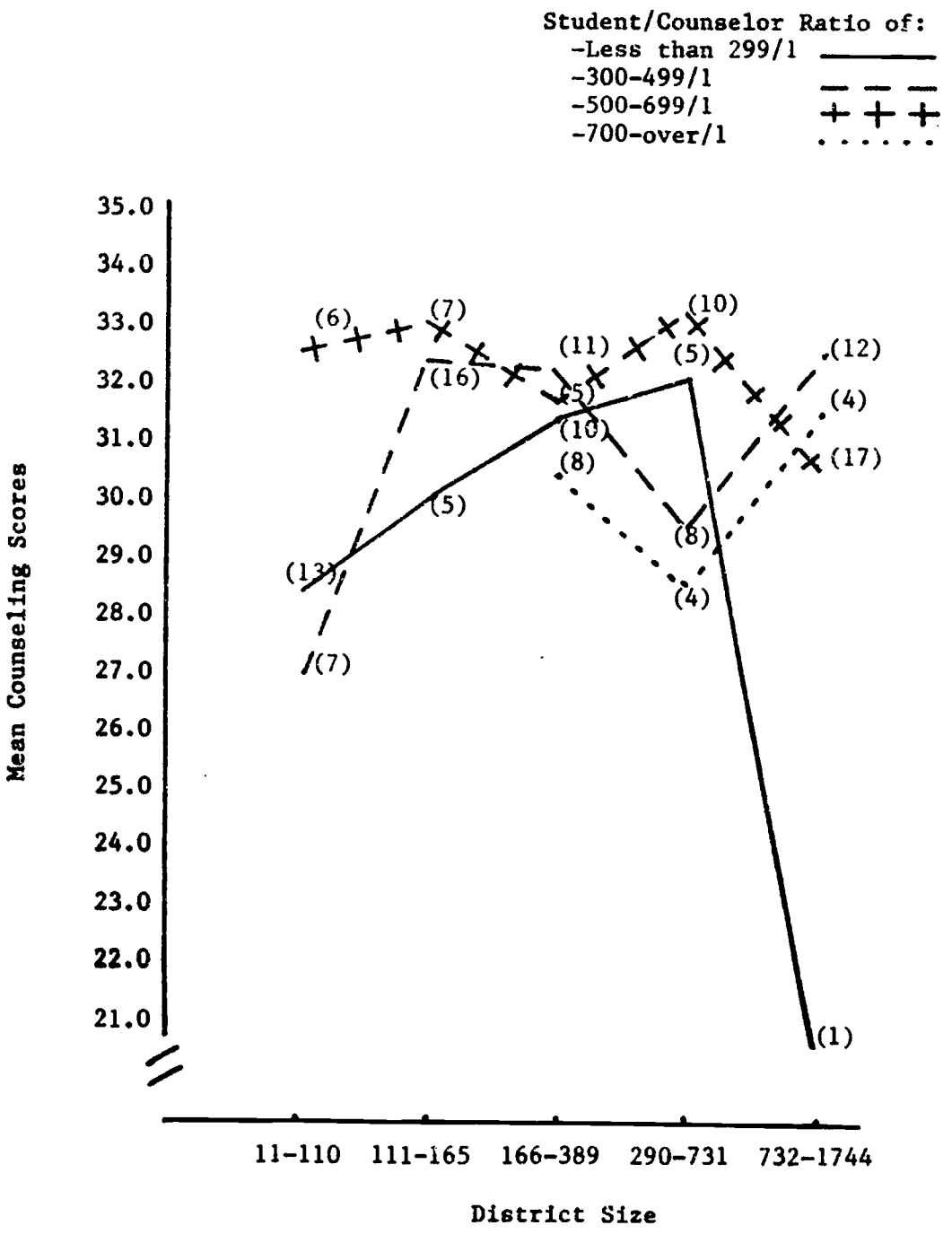
Five of the 9 significant comparisons were for interactions. The following interactions were statistically significant at the .05 level: 1) district size and student to counselor ratio for the dependent

variable Counseling; 2) district size and student to counselor ratio for the dependent variable Referral; 3) district size and number of counselors working in the district for the dependent variable Referral; 4) district size and student to counselor ratio for the dependent variable Non-counseling Activities/Auxiliary Aid; and, 5) district size, student to counselor ratio and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid.

The interaction between district size and student to counselor ratio for the dependent variable Counseling is depicted in a profile plot. Figure 4 contains mean Counseling scores and curves for student to counselor ratio.

Figure 4

The Interaction for District Size and Student to Counselor Ratio for the Dependent Variable Counseling



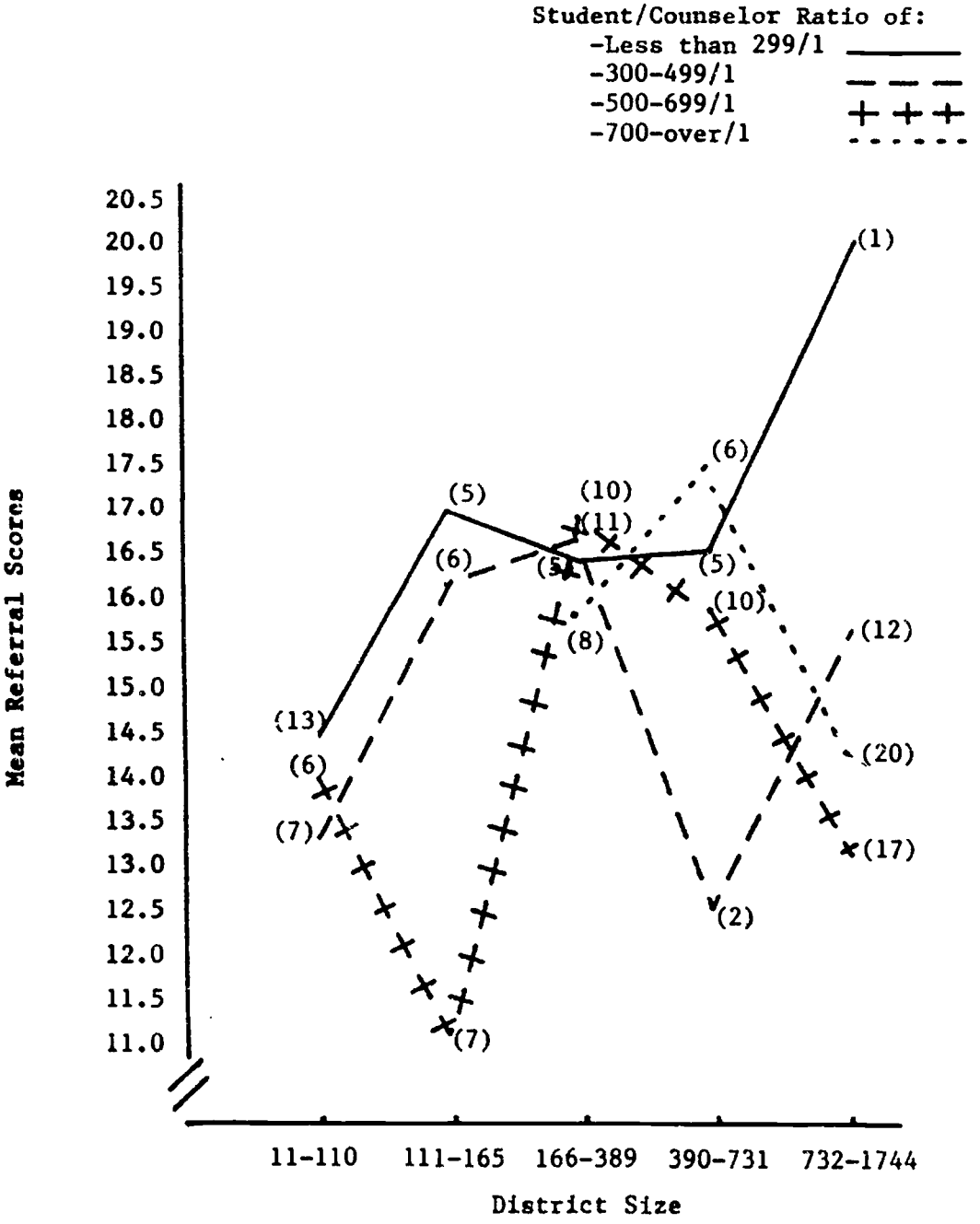
The interaction between district size and student to counselor ratio for the dependent variable Counseling was disordinal. The information cited in Figure 4 indicated the following:

1) counselors that worked with a student to counselor ratio of 500-699/1 rated Counseling numerically higher than any other group; and,
2) counselors that worked with a student to counselor ratio of less than 299/1 rated Counseling numerically lower than any other group.

The interaction between district size and student to counselor ratio for the dependent variable Referral was depicted in a profile plot. Figure 5 contains mean Referral scores and curves for student to counselor ratio.

Figure 5

The Interaction for District Size and Student to Counselor Ratio for the Dependent Variable Referral



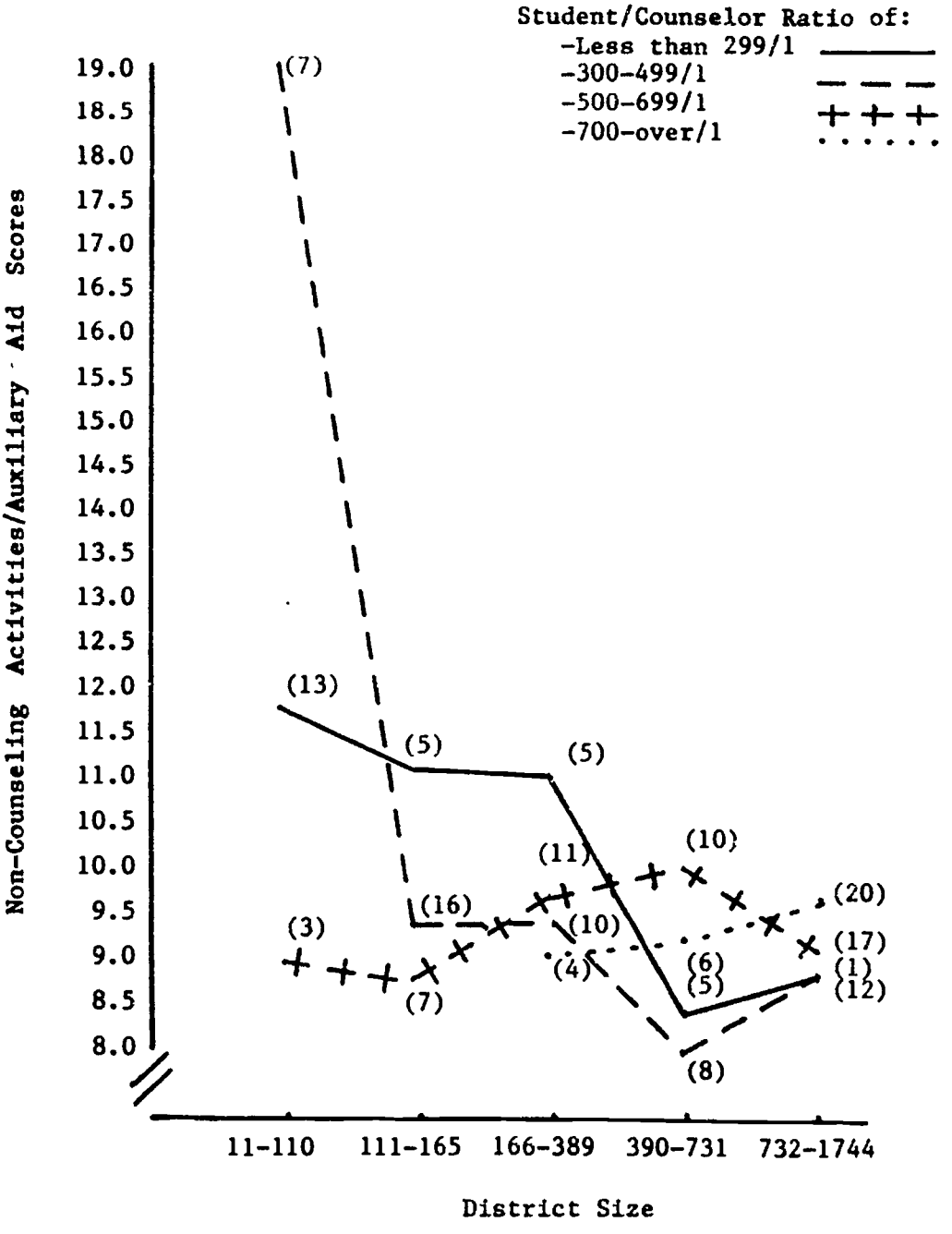
The interaction between district size and student to counselor ratio for the dependent variable Referral was disordinal. The information cited in Figure 5 indicated the following:

1) counselors who worked with a student to counselor ratio of less than 299/1 rated Referral numerically higher than any other group; and,
2) counselors that worked with a student to counselor ratio of 500-699/1 rated Referral numerically lower than any other group.

The interaction between district size and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was depicted in a profile plot. Figure 6 contains mean Referral scores and curves for the number of counselors working in the district.

Figure 6

The Interaction for District Size and Student to Counselor Ratio for the Dependent Variable Non-counseling Activities/Auxiliary Aid



The interaction between district size and number of counselors working in the district for the dependent variable Referral was disordinal. The information cited in Figure 6 indicated the following:

1) counselors who worked in a district employing 3-7 counselors rated Referral numerically higher than any other group; and,
2) counselors who worked in a district employing 8 or more counselors rated referral numerically lower than any other group.

Due to sample size the interaction between district size and student to counselor ratio for the dependent variable Non-counseling Activities/Auxiliary Aid was too incomplete to depict a profile plot.

The interaction between district size and student to counselor ratio for the dependent variable Non-counseling Activities/Auxiliary Aid was disordinal. The information cited in Figure 7 indicated the following:

1) counselors who worked with a student to counselor ratio of 300-499/1 rated Non-counseling Activities/Auxiliary Aid numerically higher than any other group; and,
2) counselors who worked with a student to counselor ratio of 700-over/1 rated Non-counseling

Activities/Auxiliary Aid lower than any other group.

Due to sample size the interaction among district size, student to counselor ratio and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid was too incomplete to depict a profile plot.

Discussion

Summary

The purpose of the researcher was to investigate the role and function of the elementary school counselor. The independent variable investigated were student to counselor ratio, the number of buildings served by the counselor, district size and the number of counselors working in the district. The dependent variables were the following subscales of the questionnaire The Role and Function of the Elementary School Counselor: Program Development, Counseling, Consultation, Coordination/Public Relations, Testing, Referral, Enrichment and Renewal, Non-counseling Activities/Auxiliary Aid, Research, Program Accountability and total score. Four composite null hypotheses were tested on a sample of 169 practicing Kansas elementary school counselors using three-way analysis of variance.

The statistical analysis consisted of 154 comparisons plus 154 reoccurring. Of the 154 comparisons, 23 were

statistically significant comparisons, 14 were for main effects and 9 were for interactions. The 14 statistically significant main effects were for the following:

1) number of buildings served for the dependent variable Consultation;

2) number of buildings served for the dependent variable Coordination;

3) district size for the dependent variable Referral;

4) student to counselor ratio for the dependent variable Non-counseling Activities/Auxiliary Aid;

5) district size for the dependent variable Non-counseling Activities/Auxiliary Aid;

6) number of buildings served for the dependent variable Total Score;

7) number of counselors working in the district for the dependent variable Testing;

8) district size for the dependent variable Consultation;

9) number of counselors working in the district for the dependent variable Referral;

10) number of buildings served for the dependent variable Non-counseling Activities/Auxiliary Aid;

11) number of counselors working in the district for the dependent variable Program Accountability;

12) number of counselors working in the district for the dependent variable Total Score;

13) student to counselor ratio for the dependent variable Counseling; and

14) student to counselor ratio for the dependent variable Referral.

The results for the statistically significant main effects indicated the following:

1) elementary counselors who worked in 1 building rated Consultation statistically higher than those who worked in 2 buildings;

2) elementary counselors who worked in 1 and 3 or more buildings rated Coordination/Public Relations statistically higher than those who worked in 2 buildings;

3) elementary counselors who worked in a district size of 166-389 rated Referral statistically higher than those who worked in a district size of 11-110;

4) elementary counselors who worked with a student to counselor ratio of less than 299/1 rated Non-counseling Activities/Auxiliary Aid statistically higher than those who worked with a student to counselor ratio of 500-699/1 and 700-over/1;

5) elementary counselors who worked in a district size of 11-110 rated Non-counseling Activities/Auxiliary Aid

statistically higher than those who worked in a district size of 111-165, 166-389, 390-731, and 732-1744;

6) elementary counselors who worked in 3 or more buildings rated total score statistically higher than those who worked in 2 buildings;

7) elementary counselors who worked in districts employing 2 elementary counselors rated Testing statistically higher than those who worked in districts employing 8 or more elementary counselors;

8) elementary counselors who worked in a district size of 166-389 rated Consultation statistically higher than those who worked in a district size of 11-110;

9) elementary counselors who worked in districts employing 2 and 3-7 counselors rated Referral statistically higher than those who worked in districts employing 8 or more counselors;

10) elementary counselors who worked in 3 or more buildings rated Non-counseling Activities/Auxiliary Aid higher than those who worked in 2 buildings;

11) elementary counselors who worked in districts employing 2 counselors rated Program Accountability statistically higher than those who worked in districts that employed 3-7 and 8 or more counselors;

12) elementary counselors who worked in districts employing 2 counselors rated total score statistically

higher than those who worked in districts that employed 8 or more counselors;

13) elementary counselors who worked with a student to counselor ratio of 500-699/1 rated Counseling statistically higher than those who worked with a student to counselor ratio of less than 299/1; and,

14) elementary counselors who worked with a student to counselor ratio of less than 299/1 rated Referral statistically higher than those who worked with a student to counselor ratio of 500-699/1.

The 9 statistically significant interactions were the following:

1) district size and number of buildings served for the dependent variable Non-counseling Activities/Auxiliary Aid;

2) district size and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid;

3) number of buildings served and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid;

4) district size, number of buildings served and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid;

5) district size and student to counselor ratio for the dependent variable Counseling;

6) district size and student to counselor ratio for the dependent variable Referral;

7) district size and number of counselors working in the district for the dependent variable Referral;

8) district size and student to counselor ratio for the dependent variable Non-counseling Activities/Auxiliary Aid; and,

9) district size, student to counselor ratio and number of counselors working in the district for the dependent variable Non-counseling Activities/Auxiliary Aid.

Generalizations

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

1) elementary counselors that work in 1 building rate Consultation as more essential to the counseling program than elementary counselors working in two buildings;

2) elementary counselors that work in a district size of 166-389 rate Consultation as more essential to the counseling program than elementary counselors working in a district size of 11-110;

3) elementary counselors that work in 1 and 3 or more buildings rate Coordination/Public Relations as more

essential to the counseling program than elementary counselors working in 2 buildings;

4) elementary counselors that work for districts employing 2 elementary counselors rate Testing as more essential to the counseling program than elementary counselors working for districts that employ 8 or more elementary counselors;

5) elementary counselors that work in a district size of 166-389 rate Referral as more essential to the counseling program than elementary counselors working in a district size of 11-110;

6) elementary counselors that work for districts employing 2 and 3-7 counselors rate Referral as more essential to the counseling program than elementary counselors working for districts that employ 8 or more counselors;

7) elementary counselors that work with a student to counselor ratio of less than 299/1 rate Non-counseling Activities/Auxiliary Aid as more essential to the counseling program than elementary counselors working with a student to counselor ratio of 500-699/1 and 700-over/1;

8) elementary counselors that work in a district size of 11-110 rate Non-counseling Activities/Auxiliary Aid as more essential to the counseling program than elementary counselors that work in any other district size.

9) elementary counselors that work in districts employing 2 counselors rate Program Accountability as more essential to the counseling program than elementary counselors who work for districts that employ 3-7 and 8 or more elementary counselors;

10) elementary counselors that work in districts employing 2 counselors rate total score statistically higher than those who work in districts employing 8 or more;

11) elementary counselors that work in 3 or more buildings rate total score statistically higher than those who work in 2 buildings;

12) an interaction between district size and student to counselor ratio for Counseling;

13) an interaction between district size and student to counselor ratio for Referral;

14) an interaction between district size and number of buildings served for Non-counseling Activities/Auxiliary Aid;

15) an interaction between district size and number of counselors working in the district for Non-counseling Activities/Auxiliary Aid;

16) an interaction between number of buildings served and number of counselors working in the district for Non-counseling Activities/Auxiliary Aid;

17) an interaction between district size and student to counselor ratio for Non-counseling Activities/Auxiliary Aid;

18) an interaction among district size, number of buildings served and number of counselors working in the district for Non-counseling Activities/Auxiliary Aid; and,

19) an interaction among district size, student to counselor ratio and number of counselors working in the district for Non-counseling Activities/Auxiliary Aid.

Recommendations

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

1) the study should be replicated;

2) the study should e replicated with a sample population of elementary counselors in various geographic areas;

3) the study should be replicated utilizing a random sample; and,

4) the study should be replicated utilizing other independent variables.

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Appendix A

Letter to Participants

Fort Hays State University

600 Park Street Hays, KS 67601-4099 (913) 628-4000

May 21, 1991

Dear Elementary Counselor:

In order to complete graduate degrees in counseling at Fort Hays State University, we are compiling data to complete theses. The thesis topic is the role and function of the elementary counselor. The names of the schools and elementary counselors were obtained from the Kansas State Department of Education. In no way can a survey be traced to any school or person. Confidentiality will be maintained. Copies of the theses will be placed in Forsyth Library.

As an elementary counselor, would you please fill out the demographic information and questionnaire in their entirety. The amount of time to complete the enclosed forms should take approximately nine minutes. The purpose for the detailed demographic information is so that all three of us may utilize the information. Following this procedure, you will only need to complete one questionnaire. The importance of completing and returning the demographic information and questionnaire is increased since the data are being utilized for at least three research documents.

As students, we realize how busy the end of the school year is; however, we would greatly appreciate you returning the demographic information and questionnaire in the enclosed envelope by June 4, 1991. We thank you for your consideration in completing and returning the enclosed forms as soon as possible.

Sincerely,

Randy Josserand
Sherry Giebler
Kama Wieck

Enclosures

Appendix B

Demographic Instrument

DEMOGRAPHIC INFORMATION

INSTRUCTIONS: For the information you provide to be of maximum usefulness, **each item must be answered.** PLEASE complete all 16 items and give only one response per item, unless otherwise stated.

PERSONAL

1. GENDER: _____Male _____Female

2. AGE:
_____Younger than 25 _____26-30
_____31-35 _____36-40
_____41-45 _____46-50
_____51-55 _____56-60
_____61 and older

3. MARITAL STATUS:
_____Single _____Married
_____Separated _____Divorced
_____Widowed _____Other (please specify)
_____

4. Number of Children:
_____None _____One
_____Two _____Three
_____Four _____More than four

EDUCATION

5. Undergraduate Major: (i.e. Elementary, English, Music, etc.)
Please Specify:_____

6. Completed Masters Degree in **Counseling:**
_____Yes _____No

7. Date formal counselor education was/will be completed:
_____Before 1965 _____1966-1970
_____1971-1975 _____1976-1980
_____1981-1985 _____1986-1990
_____After 1990

PROFESSIONAL

8. Previous teaching experience:
_____Elementary _____Middle School
_____High School _____College or University
_____Other (please specify):_____
***NOTE:** Mark as many as pertain

9. Years of teaching experience: _____

10. Years of counseling experience: _____

11. Counseling experience at other levels:

_____None _____Middle School
_____High School _____College / University
_____Other (Please specify):_____

***NOTE:** Mark as many as pertain

WORK ENVIRONMENT

12.. Your Student / Counselor Ratio

_____less than 100/1 _____100-199/1
_____200-299/1 _____300-399/1
_____400-499/1 _____500-599/1
_____600-699/1 _____700 and over/1

13. Number of buildings you serve:

_____One _____Two
_____Three _____More than Three

14. District Classification:

_____1-A _____2-A
_____3-A _____4-A
_____5-A _____6-A

15. Number of Elementary Counselors in your district (including yourself): _____One _____Two
_____Three _____Four
_____Five _____Six
_____Seven _____more than Seven

16. Do you have an office:

_____Yes _____No

Appendix C

Questionnaire Instrument

THE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

Please rate each statement according to it's importance for ELEMENTARY SCHOOL COUNSELING. A rating of 5 denotes essential for the counseling program and 1 denotes no importance. Please mark all statements. Please give only one rating per statement. Indicate your response by circling the appropriate rating.

5 - ESSENTIAL
1 - NO IMPORTANCE

PROGRAM DEVELOPMENT

5	4	3	2	1	1. Utilize a Guidance Counseling Committee, representing various segments of the school and community for program development.
5	4	3	2	1	2. Develop objectives and goals for the guidance and counseling program.
5	4	3	2	1	3. Plan strategies to meet program objectives and goals.
5	4	3	2	1	4. Conduct needs assessment.
5	4	3	2	1	5. Revise the program as needed.

COUNSELING

5	4	3	2	1	6. Provide individual counseling for personal problems/concerns.
5	4	3	2	1	7. Provide individual counseling for educational problems/concerns.
5	4	3	2	1	8. Provide group counseling for personal problems/concerns.
5	4	3	2	1	9. Provide group counseling for educational problems/concerns.
5	4	3	2	1	10. Implement guidance activities in the classroom which will promote social development.
5	4	3	2	1	11. Implement guidance activities in the classroom which will promote personal development.
5	4	3	2	1	12. Implement guidance activities in the classroom which will promote cognitive development.

CONSULTATION

5	4	3	2	1	13. Describe studies of child development to parents.
5	4	3	2	1	14. Describe and interpret standardized test results.
5	4	3	2	1	15. Consult with staff members regarding student academic development.
5	4	3	2	1	16. Consult with staff members regarding student social development.
5	4	3	2	1	17. Consult with staff members regarding student emotional development.
5	4	3	2	1	18. Individual and group conferences with parents.

5 - ESSENTIAL
1 - NO IMPORTANCE

COORDINATION

5 4 3 2 1 19. Coordinate efforts to shape and reform the school's curriculum to more effectively meet the needs of students.

5 4 3 2 1 20. Organize and train school staff to be involved in the program.

5 4 3 2 1 21. Organize and train non-school staff to be involved in the program.

5 4 3 2 1 22. Organize and supervise programs in the school such as peer tutoring, peer listening, etc.

PUBLIC RELATIONS

5 4 3 2 1 23. Make presentations to community groups to explain the counseling program.

5 4 3 2 1 24. Interpret the counseling program and services to parents and community groups through use of a welcome letter and information packet.

5 4 3 2 1 25. Keep school staff, parents, and community groups appraised of the current status of the guidance program through the use of newsletters and presentations.

TESTING

5 4 3 2 1 26. Coordinate standardized testing.

5 4 3 2 1 27. Pre-evaluation of students for special education referral.

5 4 3 2 1 28. Keep records of student test results and academic progress.

5 4 3 2 1 29. Use inventories to assess students' developmental needs.

REFERRAL

5 4 3 2 1 30. Coordinate referrals of students to other specialists in the school.

5 4 3 2 1 31. Coordinate referrals of students to specialists and/or agencies in the community/area.

5 4 3 2 1 32. Coordinate referrals of families to other specialists in the school

5 4 3 2 1 33. Coordinate referrals of families to specialists and/or agencies in the community/area.

ENRICHMENT AND RENEWAL

5 4 3 2 1 34. Be an active member of professional counselor organizations, such as the American Association for Counseling and Development, the American School Counselor Association, etc.

5 - ESSENTIAL
1 - NO IMPORTANCE

5	4	3	2	1	35. Take part in continuing professional enrichment activities, such as attending workshops, conferences, etc.
5	4	3	2	1	36. Obtain additional graduate hours in counseling from an accredited university.
5	4	3	2	1	37. Read professional journals and related sources.

NON-COUNSELING ACTIVITIES / AUXILIARY AID

5	4	3	2	1	38. Supervise lunchroom and/or playground.
5	4	3	2	1	39. Teach non-counseling related classes.
5	4	3	2	1	40. Serve as a substitute teacher.
5	4	3	2	1	41. Function in an administrative role during the temporary absence of a school administrator.
5	4	3	2	1	42. Coaching at the high school or middle school level.
5	4	3	2	1	43. Sponsorship at the high school or middle school level.

RESEARCH

5	4	3	2	1	44. Conduct statistically based research pertaining to the effectiveness of guidance activities.
5	4	3	2	1	45. Conduct statistically based research pertaining to the effectiveness of counseling activities.
5	4	3	2	1	46. Conduct research pertaining to counseling issues.
5	4	3	2	1	47. Conduct institutional research for the administration.

PROGRAM ACCOUNTABILITY

5	4	3	2	1	48. Collect data pertaining to the number of students seen on an individual and small group basis.
5	4	3	2	1	49. Collect data pertaining to the purposes of individual and small group sessions.
5	4	3	2	1	50. Maintain a log of daily activities.
5	4	3	2	1	51. Report program accountability findings to administration and/or board of education.

Appendix D

(Functions as Identified by Kameen, Robinson, and Rotter, 1985)

(functions as identified by Kameen, Robinson, and Rotter, 1985)

Coordinates classroom guidance

Provides procedures for using counseling services

Coordinates students orientation

Conducts needs assessment

Develops and explains procedures for managing comprehensive school guidance programs

Coordinates specially determined services for students

Coordinates career education

Coordinates public relations

Coordinates testing programs

Gathers and maintains educational, occupational, and personal-social information

Coordinates guidance committee

Coordinates parent groups

Coordinates preschool and in school screening

Coordinates teacher inservice

Coordinates placement of exceptional students

Coordinates educational records

Coordinates referrals

Coordinates out-service programs

Conducts follow-up studies

Coordinates leisure activities

Appendix E

(Functions as identified by Atkinson, Furlong and Janoff, 1979)

(functions as identified by Atkinson, Furlong, and Janoff, 1979)

(1) Program planning

(2) Counseling

(3) Career development

(4) Pupil appraisal

(5) Referral

(6) Change agent

(7) Parent help

(8) Consultant

(9) Ombudsman

(10) Disciplinarian

(11) Public relations

(12) Local research

(13) Curriculum planning

(14) Screening

Appendix F

(Functions as identified by Miller, 1988)

(functions as identified by Miller, 1988)

(1) Counseling and consulting

(2) Coordinating

(3) Professional Development

(4) Career Assistance

(5) Organization

(6) Educational Planning

(7) Assessment

(8) Discipline

Appendix G

(Functions as identified by Miller, 1989)

(functions as identified by Miller, 1989)

Developmental/Career Guidance

(1) Work with a small or large class group to promote physical, social, and emotional awareness of self and others as part of healthy development.

(2) Conduct a small group or classroom activity to develop interpersonal relationships with others, particularly in expressing one's feelings, listening to others, and making friends.

(3) Promote, through group discussion, decision making and awareness of value judgments without undue pressure from peers.

(4) Assist a classroom group to understand the relationship between personal qualities, education, and the world of work.

(5) Promote social development through classroom guidance activities, peer counseling, tutoring of peers, or school and community volunteer services.

Consulting

(6) Assist teachers with the development of alternative learning approaches where appropriate.

(7) Lead parenting groups to develop effective parenting style.

(8) Help parent(s) understand students' developmental characteristics and their supportive role in learning.

(9) Confer with a teacher regarding any student who presents some concern about classroom environment.

(10) Help the teacher individualize classroom instruction to meet special needs as with the Individual Education Plan (IEP).

(11) Plan and/or conduct training programs for teachers regarding their guidance role in the classroom.

(12) 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.

(13) Refer parents and/or teachers to other school professionals or community agencies that might he more appropriate with a particular concern.

(14) Explain studies of child development, school achievement, and school effectiveness to teachers and parents.

Counseling

(15) Meet with a student to address a developmental need (e.g., social skills or decision making).

(16) Meet with a student to help resolve or remediate a problem (e.g., family stress or peer conflict).

(17) Help a student with learning problems.

(18) Work with a family to meet a student's developmental needs or help with a problem.

(19) Counsel a staff member regarding a personal school issue.

(20) Facilitate a small counseling group to help resolve or remediate a conflict.

Evaluation and Assessment

(21) Assist students(s) or parent(s)_to use academic and test information appropriately.

(22) Use inventories and/or informal observations to assess students' developmental needs and maturity (moral reasoning, ego development, and social development).

(23) Plan and conduct research on student characteristics, needs assessment, and guidance program evaluation.

Guidance Program Development, Coordination, and Management

(24) Formulate guidance and counseling goals or policies with a guidance committee.

(25) Organize a systematic school plan to facilitate structures guidance sessions to assist students with mastery of developmental tasks of childhood.

(26) Participate in staff meetings regarding guidance issues.

(27) Interpret the guidance program to others (e.g., giving talks or preparing news articles).

(28) Coordinate and interpret other pupil support services.

Appendix H

(Functions as identified by Carreiro & Schulz, 1988)

(functions as identified by Carreiro and Schulz, 1988)

(1) I go to meeting with the support workers' team.
(2) I meet with individual school clinicians.
(3) I arrange for resource persons from the community to speak to groups of students.
(4) I meet with individual children.
(5) I observe individual children in a classroom.
(6) I visit classrooms to be seen and be known.
(7) I attend in-service programs as a participant.
(8) I meet with counselors from other schools.
(9) I meet with the school principal.
(10) I attend staff meetings.
(11) I consult with teachers.
(12) I counsel teachers.
(13) I meet with parents.
(14) I meet with parents, children and other school workers jointly.
(15) I have lunch-hour and playground duty.
(16) I compile statistics and write reports.
(17) I work on curriculum revision committees.
(18) I fill in for teachers in classrooms.
(19) I help students with some of their projects.
(20) I make presentations to staff on special topics. (e.g. child abuse).
(21) I make presentations to groups of children on special topics. (e.g. drug abuse).
(22) I am involved in various school activities such as the Christmas concert.
(23) I lead groups for children.
(24) I help organize and supervise programs in the school such as peer tutoring.
(25) I work with parents in their homes.

Appendix I

(Functions as identified by Bonebrake and Borges, 1984)

(functions as identified by Bonebrake and Borgers, 1984)

(1) Individual counseling

(2) Teacher consultant

(3) Student assessment

(4) Parent consultant

(5) Evaluation of guidance

(6) Referral services

(7) Group Counseling

(8) Career education

(9) Classroom guidance

(10) Scheduling

(11) Research

(12) Functioning as principal

(13) Supervision of lunchroom

(14) Discipline

(15) Teach nonguidance classes

Appendix J

(Functions as identified by Shelley & Wilgus, 1988)

(functions as identified by Shelley and Wilgus, 1988)

(1) Parent discussion

(2) Guidance and counseling-oriented meetings

(3) Nonguidance and counseling-oriented meetings

(4) Individual counseling

(5) Group counseling

(6) Classroom programs

(7) Recognition programs

(8) Staff consultation

(9) Individual testing

(10) Group testing

(11) Staff development

(12) Referrals

(13) Classroom observation

(14) Parent contact

(15) Other

Appendix K

(Functions as identified by Biggers, 1977)

(functions as identified by Biggers, 1977)

Planning

Counseling

Group Counseling

Consulting (total)
- with Parents
- with Teachers
- with Principals

Testing (total)
- Group
- Individual

Inservice

Classroom Observation

Orientation

Case Conferences

Home Visitation

Clerical/Nonguidance

Miscellaneous

Appendix L

(Functions as identified by Partin, 1990)

(functions as identified by Partin, 1990)

(1) Testing, appraisal

(2) Guidance activities

(3) Individual counseling

(4) Group counseling

(5) Professional development

(6) Consultation

(7) Resource coordination

(8) Administrative and clerical

(9) Other, non-guidance activities

Appendix M

(Functions as identified by Micle-Askin and Wiggins, 1980)

(functions as identified by Mickle-Askin and Wiggins, 1980)

Individual Counseling
- Specific Emphases Within Activity:
  - Career Work
  - Personal-social
  - Academic
  - Next level of schooling
  - Testing and reporting
  - Referral counseling for discipline or interpersonal conflict
  - Other

Group counseling guidance
- Specific Emphases Within Activity:
  - Career
  - Personal-social
  - Academic
  - Next level of schooling
  - Testing and reporting
  - Referral work for discipline or interpersonal conflict
  - Other

Consultation
- Specific Emphases Within Activity:
  - Teachers
  - Parents
  - Administrators
  - Others

Follow-up

Placements
- Specific Emphases within Activity:
  - Educational
  - Job-related

Clerical Duties

Appendix N

(Functions as identified by Atkinson, Froman, Romeo, and Mayton, 1977)

(functions as identified by Atkinson, Froman, Romeo, and Mayton, 1977)

(1) Program planning

(2) Counseling

(3) Pupil appraisal

(4) Educational and occupational planning

(5) Referral

(6) Change agent

(7) Parent help

(8) Staff consulting

(9) Ombudsman

(10) Public relations

(11) Placement

(12) Local research

Appendix O

Demographic Information

Demographic Information

The following demographic information was obtained:

(1) Counselor to student ratio:

17.2% less than 299/1

32.0% 300-499/1

30.0% 500-699/1

20.8% 700-over/1

(2) Number of buildings served by the counselor:

41.4% 1

44.4% 2

14.2% 3 or more

(3) District classification:

16.6% 1A-2A

16.6% 3A

20.1% 4A

17.2% 5A

29.5% 6A

(4) Number of counselors working in the district:

32.0% 1

19.9% 2

18.3 3-7

30.7% more than 7

(5) Gender:

26.0% Male

74.0% Female

(6) Age:

10.0% younger than 31

15.0% 31-35

24.9% 36-40

19.5% 41-45

12.4% 46-50

18.2% 51 and over

(7) Date counselor education was/will be completed:

24.3% before 1975

18.9% 1976-1980

19.5% 1981-1985

37.2% 1986-present

Appendix P

(Cronbock Alpha Reliability Coefficients by Component for the Role of the Elementary School Counselor Instrument)

Cronbock Alpha Reliability Coefficients by Component for the Role of the Elementary School Counselor Instrument

Component	Item Numbers	Alpha Coefficient
Program Development	1-5	.84
Counseling	6-12	.86
Consultation	13-18	.81
Coordination/Public Relations	19-25	.85
Testing	26-29	.78
Referral	30-33	.88
Enrichment and Renewal	34-37	.84
Non-counseling Activities/ Auxiliary Aid	38-43	.84
Research	44-47	.90
Program Accountability	48-51	.86

Appendix Q

(Correlation Coefficients Among Components for the Role of the Elementary School Counselor Instrument)

Correlation Coefficients Among Components for the Role of the Elementary School Counselor Instrument

Component	1	2	3	4	5	6	7	8	9	10	
1	1.00										
2	.68**	1.00									
3	.67**	.61**	1.00								
4	.80**	.59**	.57**	1.00							
5	.80**	.56**	.56**	.56**	1.00						
6	.46**	.09	.08	.32**	.18**	1.00					
7	.64**	.29**	.28**	.52**	.38**	.45**	1.00				
8	.73**	.67**	.55**	.55**	.61**	.10	.35**	1.00			
9	.12	-.21**	-.21**	-.01	-.09	-.28	.12	-.13	1.00		
10	.71**	.34**	.34**	.48**	.55**	.29**	.29**	.42**	.11	1.00	
11	.59**	.35**	.31**	.36**	.47**	.05*	.32**	.49**	.19**	.48**	1.00

1 - Total Score
2 - Program Development
3 - Counseling
4 - Consultation
5 - Coordination/Public Relations
6 - Testing
7 - Referral
8 - Enrichment and Renewal
9 - Non-counseling Activities/Auxiliary Aid
10 - Research
11 - Program Accountability

Appendix R

(Item Correlation with Total for the Role of the Elementary School Counselor Instrument)

Item Correlation with Total for the Role of the Elementary School Counselor Instrument

Item Number	Correlation Coefficient
Program Development	
1	.42**
2	.52**
3	.57**
4	.59**
5	.62**
Counseling	
6	.48**
7	.44**
8	.50**
9	.52**
10	.48**
11	.51**
12	.55**
Consultation	
13	.63**
14	.47**
15	.60**
16	.66**
17	.64**
18	.55**
Coordination/Public Relations	
19	.51**
20	.61**
21	.54**
22	.55**
23	.63**
24	.59**
25	.59**
Testing	
26	.29**
27	.36**
28	.29**
29	.53**

(continued)

(continued)

Item Number	Correlation Coefficient
Referral	
30	.52**
31	.58**
32	.59**
33	.53**
Enrichment and Renewal	
34	.63**
35	.56**
36	.63**
37	.67**
Non-counseling Activities/Auxiliary Aid	
38	.18*
39	-.06
40	-.04
41	.14
42	.08
43	.12
Research	
44	.66**
45	.67**
46	.66**
47	.47**
Program Accountability	
48	.55**
49	.57**
50	.35**
51	.52**

*Significance Level of .05
**Significance Level of .01

Appendix S

(Item Correlation with Total for Components for the Role of the Elementary School Counselor Instrument)

Item Correlation with Total for Components of the Role of the Elementary School Counselor Instrument

Item Number	Correlation Coefficient
Program Development	
1	.67**
2	.85**
3	.86**
4	.82**
5	.77**
Counseling	
6	.62**
7	.62**
8	.72**
9	.74**
10	.82**
11	.83**
12	.81**
Consultation	
13	.75**
14	.62**
15	.81**
16	.81**
17	.78**
18	.68**
Coordination/Public Relations	
19	.58**
20	.77**
21	.72**
22	.72**
23	.78**
24	.72**
25	.78**
Testing	
26	.82**
27	.79**
28	.87**
29	.69**

(continued)

(continued)

Item Number	Correlation Coefficient
Referral	
30	.86**
31	.87**
32	.89**
33	.83**
Enrichment and Renewal	
34	.84**
35	.76**
36	.87**
37	.85**
Non-counseling Activities/Auxiliary Aid	
38	-.02
39	-.24**
40	-.15
41	-.02
42	-.09
43	-.08
Research	
44	.93**
45	.95**
46	.88**
47	.73**
Program Accountability	
48	.89**
49	.91**
50	.79**
51	.80**

*Significance Level of .05
**Significance Level of .01