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A Survey of the Duties of Counselors as seen

By Counselors and Administrators

(TITLE)

BY

Ernest E. Monk

B.S. in Ed., Eastern Illinois University, 1966

PLAN B PAPER

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I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
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CHAPTER I

INTRODUCTION

Guidance is gaining increasing support in the school systems. But yet, there is no real general agreement among counselors and others involved on what are considered the main specific duties of the counselor. The preparatory program prepares the new counselor for his role in the guidance program and the duties he is to perform. But when the counselor enters the school system, his ideas and the ideas of the administrator may only be remotely related.

There must be an understanding between the counselor and the administrator on what are the main duties of the counselor to have an effective guidance program. In a high school where the role of the counselor and the duties he is to perform are not clearly defined, conflict arises. Ivery and Robin state:

"Role conflict stemming from role definers is when there are situations in which legitimate role definer's disagree about the normative content of the role, e.g.: the principal thinks the counselor should supervise the study hall, the counselor does not feel this is his duty. Role conflict also arises because the multiplicity of roles an individual assumes. Some elements of separate role are incompatible. For example, in some systems an individual is expected to be a teacher or a clerk in addition to being a counselor. Situations arise in which the

individual cannot behave in such a manner as to meet the expectations associated with several roles."¹

Who is to define the duties of the counselor is also an issue of disagreement. Knapp and Denny state:

"If counselors are not well trained, if they have only a hazy notion of their function in the school, if they take no steps toward clarification of duties, it is doubtful if they will find any real assistance from the other members of their staff. Many a new counselor has discovered that unlike the new teacher who can receive guidance and support from another teacher, the new counselor must stand alone. Thus, if a real role definition is to evolve, the counselor must work to obtain it. The administrator may be expected to have the general knowledge of the goals of guidance and of the reason for having a guidance office in the school, but the counselor himself must work out the numerous specifics and constantly strive for the refinement of responsibilities which will give meaning and direction to his activities."²

In opposition to this, Sweeney states:

"The school administrators' assistance and support of the guidance services long have been recognized as a central factor in the establishment of an effective program. From their position as leaders of the educational program in the school, principals play a major part in defining the role of their counselor."³

¹Allen E. Ivery and Stanley S. Robin, "Role Theory, Role Conflict, and Counseling: A Conceptual Framework," Journal of Counseling Psychology, XIII (1966), pp. 29-34.

²Dale L. Knapp and Earl W. Denny, "The Counselor's Responsibility in Role Definition," Personnel and Guidance Journal, XLI (September, 1961), pp. 48-50.

³Thomas J. Sweeney, "The School Counselor as Perceived by School Counselors and Their Principals," Personnel and Guidance Journal, XLIV (April, 1966), 845.

Purpose

The purpose of this paper was to survey the views of counselors and administrators on what they felt were the most important duties of a counselor. The results may be helpful to a new counselor in preparing him for the duties that are considered important by practicing counselors and administrators and to give him a better concept of his role in the guidance program.

No other studies could be found that measured exactly the same things as this one. However, research was found that measured the administrators' feelings only and the counselors' feelings only. Also, the APGA and the ASCA guidelines were used to give their ideas on the duties of the counselor.

Related Research

In 1953, Hitchcock made a study which measured the feelings of counselors on what they felt were and were not their duties. The results were:

Of 986 counselors who now assist pupils who are failing school work, 41% do not feel it is their job.

Of 1,152 counselors who now assist pupils with occupational planning, 40% do not feel it is their job.

Of 1,154 counselors who now assist pupils with course planning, 40% do not feel it is their job.

Of 1,101 counselors who now assist teachers with pupils problems, 37% do not feel it is their job.

Of 893 counselors who now interpret test results to teachers, 33% do not feel it is their job.

Of 538 counselors who now refer cases to other counselors, 33% do not feel it is their job.

Of 499 counselors who now sit in on case conferences with other counselors, 29% do not feel it is their job.

Of 614 counselors who now serve on curriculum planning committees, 29% do not feel it is their job.

Of 875 counselors now counseling with parents of failing pupils, 34% do not feel it is their job.⁴

In the above study, 25 to 50 per cent of the counselors did not feel it was their duty to perform duties which are considered by many very important in a good guidance program.

From the administrators side, a study by McDougall and Reitan on the various duties of elementary counselors as seen by elementary principals revealed the following:

When asked about counseling individual students with personal and social problems, 83% answered very important, 15% answered important, and two per cent answered limited.

In answering the question about consulting with parents concerning their childrens problems, 79% answered very important, 18% answered important, and three per cent answered limited.

In answering the question about counseling individual students with academic and educational problems, 77% answered very important, 21% answered important, and two per cent answered limited.

In answering the question about counseling children with severe discipline problems, 74% answered very important, 16% answered important, and eight per cent answered limited, and two per cent answered not a function.

⁴William L. Hitchcock, "Counselors Feel They Should," Personnel and Guidance Journal, XXXII (October, 1953), pp. 72-74.

In answering the question about identifying students with special talents, 61% answered very important, 31% answered important, eight per cent answered limited, and eight per cent answered not a function.

In answering the question about assisting teachers in areas of testing and appraisal techniques, 54% answered very important, 38% answered important, seven per cent answered limited, and one per cent answered not a function.

In answering the question about planning a testing program, 44% answered very important, 39% answered important, 13% answered limited, and four per cent answered not a function.

In answering the question about administering the testing program, 35% answered very important, 41% answered important, 20% answered limited, and four per cent answered not a function.

In answering the question about organizing and carrying out orientation programs, 25% answered very important, 43% answered important, 29% answered limited, and three per cent answered not a function.

In answering the question about carrying out group guidance activities, 27% answered very important, 55% answered important, and 18% answered limited.

In answering the question about assisting in planning a curriculum, 18% answered very important, 44% answered important, 30% answered limited, and eight per cent answered not a function.

In answering the question of administering discipline, eight per cent answered very important, 10% answered important, 23% answered limited, and 60% answered not a function.⁵

The American School Counselors Association statement of policy is included in order to give a national organization's views

⁵William P. McDougall and Henry M. Reitan, "The Elementary Counselor," Personnel and Guidance Journal, XLII (December, 1963), pp. 348-354.

7. Parent Help. In this it includes; interpreting the guidance and counseling services to the school, providing parents with information about the school policies and procedures, and assisting parents in developing realistic perceptions of their children's aptitudes, abilities, interests and attitudes.
8. Staff Counseling. In this it includes; helping students with special needs or problems; participating in in-service training programs, and assisting teachers in providing group guidance experiences for pupils.
9. Local Research. In this it includes; follow-up of graduates or pupils who have withdrawn, evaluation of the schools counseling and guidance services, and research in the educational and guidance needs of an individual.
10. Public Relation. In this it includes; participating in programs of civic organizations and civic groups, preparing or furnishing information for articles in school and community publications, and assisting in programs for presentation by radio or television.⁶

The APGA stated in its statement of policy . . . however, he should not be expected to perform tasks which are inconsistent with his professional role as a counselor or which are inappropriate for the social institution in which he works.⁷

The APGA and the ASCA were general in their statement of policies. They left it up to the individual to clearly define his duties. Individual defining of duties was indicated by the results of the studies by Hitchcock and by McDougall and Reitan.

⁶American School Counselors Association, "Statement of Policy," Personnel and Guidance Journal, XLII (October, 1963), pp. 72-74.

⁷American Personnel and Guidance Association, "Statement of Policy," Personnel and Guidance Journal, XLII (January, 1964) pp. 536-538.

Procedure Used

A questionnaire (Appendix C) was sent out to one hundred fifty counselors and one hundred fifty administrators throughout the state of Illinois.

The questionnaire contained twenty questions pertaining to the duties of a counselor. Each participant rated the questions either; very important, important, moderately important, limited, and not a function.

Each participant was asked to check whether they were counselors or administrators and the size of their school in the categories of below 300, 300 to 700, and above 700. This was done to evaluate the opinions of counselors and administrators of different size schools.

The questionnaire was sent out with a cover letter (Appendix A) if it was an administrator and (Appendix B) if it was a counselor. A stamped self-addressed envelope was sent with the questionnaire.

Limitation of Study

The study was limited to a sampling of administrators and counselors in Illinois. A table of random number was used and the names of the administrators and counselors taken from the Directory Supplement of Illinois Schools.⁸ The writer received a 77% return of the questionnaires. The writer feels that the small number of

⁸Illinois, Superintendent of Public Instruction, Directory Supplement of Illinois Schools, No. 173, 1965.

questionnaires sent out limits the study.

The interpretation of the questions may have different meaning for different people and this also limits the study.

CHAPTER II

RESULTS OF SURVEY

This chapter includes the results of each counselor's duty as answered in the survey and the results of each group.

Seventy-seven per cent of the questionnaires that were sent out were returned. The counselors returned 80% of the questionnaires and the administrators returned 75%. The writer could not determine the percentage of the response of the different size schools because no list of the schools that the questionnaire was sent to was kept.

Tables I through 20 summarize the per cent of response to the duties as asked on the questionnaire and give the results as answered by: (1) counselors and administrators combined, (2) counselors as a group, (3) administrators as a group, (4) counselors in schools below 300 pupils, (5) administrators in schools below 300 pupils, (6) counselors in schools between 300-700 pupils, (7) administrators in schools between 300-700 pupils, (8) counselors in schools above 700 pupils, (9) administrators in schools above 700 pupils.

TABLE 1
SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
COUNSELING STUDENTS WITH PERSONAL PROBLEMS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	70	18	06	06	00
Counselors	76	16	02	06	00
Administrators	63	20	11	06	00
Counselors below 300	63	20	05	12	00
Administrators below 300	66	27	02	05	00
Counselors from 300-700	77	19	00	03	00
Administrators from 300-700	58	17	17	08	00
Counselors above 700	85	10	00	04	00
Administrators above 700	67	12	15	06	00

Table 1 shows the percentage of the answers by all the groups concerning the statement counseling students with personal problems. Eighty-five per cent of the counselors in schools above 700 pupils answered this question very important. The lowest was the 58% answered by the administrators in schools from 300-700 pupils. Administrators in schools from 300-700 pupils also had the highest percentage, 25%, in the moderately important and limited categories. The counselors in schools of 300-700 pupils had the lowest percentage, three per cent in these categories. Counselors in schools between 300-700 pupils also had the highest total percentage, 96%, in combining the very important and important categories.

TABLE 3
 SUMMARIZATION OF THE PER CENT
 OF RESPONSE TO THE STATEMENT
 COUNSELING STUDENTS WITH DISCIPLINE PROBLEMS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	23	21	15	22	17
Counselors	33	18	11	21	16
Administrators	13	24	19	23	19
Counselors below 300	29	22	10	29	07
Administrators below 300	20	32	16	16	14
Counselors from 300-700	29	13	16	19	23
Administrators from 300-700	08	14	19	33	25
Counselors above 700	38	17	08	15	19
Administrators above 700	09	24	21	21	18

Table 3 shows the percentage of the answers by all groups concerning the statement counseling students with discipline problems. There seems to be no agreement by any of the groups concerning this statement. The range was seven per cent as not a function, as answered by the counselors in schools below 300 pupils, to 38% answered very important by the counselors in schools above 700 pupils. The counselors answered the combined categories of very important and important slightly over 50%. The administrators answered the same two categories with a 37% total.

TABLE 4

SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
COUNSELING STUDENTS WITH EDUCATIONAL PROBLEMS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	80	18	02	00	00
Counselors	83	15	02	00	00
Administrators	76	21	02	01	00
Counselors below 300	80	15	05	00	00
Administrators below 300	80	16	02	02	00
Counselors from 300-700	74	26	00	00	00
Administrators from 300-700	64	31	03	03	00
Counselors above 700	92	08	00	00	00
Administrators above 700	82	18	00	00	00

Table 4 shows the percentage of the answers by all the groups concerning the statement counseling students with educational problems. Ninety-two per cent of the counselors in the schools above 700 pupils answered this question very important. This was nine percentage points above the answers of any of the other groups. Administrators in schools of 300-700 pupils answered the lowest in the very important category with 64%. This was 10 percentage points below the answers of any of the other groups. The difference between the two extremes was 28 percentage points. Ninety-five per cent was the lowest percentage of any of the groups when we combine the categories of very important and important in answering this question.

TABLE 5
SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
COUNSELING STUDENTS WITH SOCIAL PROBLEMS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	54	28	13	05	00
Counselors	61	26	09	04	00
Administrators	46	31	16	06	00
Counselors below 300	59	24	12	05	00
Administrators below 300	55	33	09	03	00
Counselors from 300-700	52	35	10	03	00
Administrators from 300-700	42	22	25	11	00
Counselors above 700	69	21	06	04	00
Administrators above 700	39	39	15	06	00

Table 5 shows the percentage of answers by all groups to the statement counseling students with social problems. The counselors in the schools above 700 pupils answered the highest in the very important category with 69%. The administrators in the schools above 700 pupils answered this the lowest with 39%. Counselors as a whole answered this question 15 percentage points higher in the very important category than did the administrators. In combining the moderately important and limited categories, administrators in schools from 300-700 pupils answered the highest with 36% and counselors in schools above 700 pupils answered the lowest with 10%.

TABLE 6
SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
ADMINISTERING DISCIPLINE

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	01	01	04	13	80
Counselors	00	00	03	13	84
Administrators	02	01	06	14	75
Counselors below 300	00	00	00	15	85
Administrators below 300	02	00	02	16	77
Counselors from 300-700	00	03	06	13	77
Administrators from 300-700	00	00	08	11	81
Counselors above 700	00	00	02	10	88
Administrators above 700	03	03	09	15	67

Table 6 shows the percentage of answers by all groups concerning the statement administering discipline. The group as a whole, 80%, answered this as not a function. The biggest difference was between the counselors and administrators in schools above 700 pupils. Eighty-eight per cent of the counselors to only 67% of the administrators answered this as not a function. Only three per cent of all administrators and one per cent of all counselors answered this question either very important or important.

TABLE 7
 SUMMARIZATION OF THE PER CENT
 OF RESPONSE TO THE STATEMENT
 BEING A CLASS SPONSOR

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	02	06	15	31	45
Counselors	01	06	10	33	49
Administrators	01	07	21	29	41
Counselors below 300	00	12	12	41	34
Administrators below 300	00	09	14	34	41
Counselors from 300-700	03	03	16	19	58
Administrators from 300-700	03	08	19	22	47
Counselors above 700	00	02	04	35	56
Administrators above 700	00	03	30	30	33

Table 7 shows the percentage of answers by all groups concerning the statement being a class sponsor. All groups answered this question in the negative direction. All groups, except counselors in schools below 300 pupils, had their highest per cent in the not a function category. The highest in the not a function category was the 58% answered by the counselors in schools from 300-700 pupils. The lowest was the 33% answered by administrators in schools above 700 pupils. There was 12 percentage points difference in combining the limited and not a function categories of counselors, 82%, and administrators, 70%. But the administrators answered the category of moderately important 11 percentage points higher than the counselors.

TABLE 8
 SUMMARIZATION OF THE PER CENT
 OF RESPONSE TO THE STATEMENT
 CONDUCTING GROUP GUIDANCE ACTIVITIES

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	40	39	16	01	03
Counselors	31	40	20	03	05
Administrators	48	38	13	00	01
Counselors below 300	39	37	17	02	05
Administrators below 300	52	27	18	00	00
Counselors from 300-700	23	42	23	03	06
Administrators from 300-700	50	44	06	00	00
Counselors above 700	31	42	21	02	04
Administrators above 700	39	45	12	00	03

Table 8 shows the percentage of the answers by all groups concerning the statement conducting group guidance activities. Fifty-two per cent of the administrators in schools below 300 pupils felt this a very important function of the counselor. Only 23% of the counselors in schools from 300-700 pupils felt this was a very important function of the counselor. In combining the categories of very important and important, administrators in schools from 300-700 pupils had a combined total of 94%. The counselors in schools of 300-700 pupils had the lowest combined percentage of 65%. In combining these two categories, administrators had a total of 86% as compared to the 71% answered by the counselors.

TABLE 9

SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
TEACHING REMEDIAL READING

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	01	02	03	15	78
Counselors	01	02	04	09	83
Administrators	01	02	03	21	73
Counselors below 300	00	00	07	05	88
Administrators below 300	00	00	05	16	75
Counselors from 300-700	00	06	03	26	65
Administrators from 300-700	00	03	03	22	72
Counselors above 700	00	00	07	05	88
Administrators above 700	00	00	05	16	75

Table 9 shows the percentage of the answers by all groups concerning the statement teaching remedial reading. Over 65% of all groups felt this was not a function of the counselors. Ninety-one per cent of the groups answered either in the limited or not a function categories. Counselors and administrators as a group answered 93% to the combined categories of limited and not a function.

TABLE 10

SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
ASSISTING TEACHERS IN AREAS OF TESTING

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	27	41	15	13	03
Counselors	19	38	18	21	03
Administrators	36	44	12	04	03
Counselors below 300	15	46	20	17	02
Administrators below 300	50	36	07	02	02
Counselors from 300-700	23	42	13	19	03
Administrators from 300-700	33	58	06	00	03
Counselors above 700	21	29	19	25	04
Administrators above 700	18	36	24	12	03

Table 10 shows the percentage of the answers by all the groups concerning the statement assisting teachers in areas of testing. Fifty per cent of the administrators in schools below 300 pupils answered this question very important. Only 15% of the counselors in schools below 300 pupils answered this statement very important. In combining the categories of moderately important and limited, the counselors answered with a 39% compared to the 16% answered by the administrators. In these two categories, the counselors in schools above 700 pupils were high with 44% compared to a low of six per cent answered by administrators in schools from 300-700 pupils.

TABLE 11

SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
PERFORMING CLERICAL DUTIES

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	01	03	15	44	35
Counselors	02	03	17	42	34
Administrators	00	03	13	47	36
Counselors below 300	03	03	22	46	24
Administrators below 300	00	00	14	48	36
Counselors from 300-700	00	06	19	48	19
Administrators from 300-700	00	00	11	50	39
Counselors above 700	02	00	10	33	52
Administrators above 700	00	09	12	42	30

Table 11 shows the percentage of the answers by all the groups concerning the statement performing clerical duties. The highest percentage was the 52% answered by the counselors in schools above 700 pupils in the not a function category. Only 19% of the counselors in schools between 300-700 pupils answered this statement as not a function. In combining the categories of limited and not a function, administrators answered with 83% compared to 76% answered by the counselors.

TABLE 12

SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
ASSISTING IN PLANNING THE CURRICULUM

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	27	44	20	07	01
Counselors	27	52	13	07	01
Administrators	27	36	27	08	01
Counselors below 300	34	42	17	07	00
Administrators below 300	32	32	23	09	00
Counselors from 300-700	16	58	16	06	03
Administrators from 300-700	19	36	31	11	00
Counselors above 700	27	56	08	06	02
Administrators above 700	27	39	27	03	03

Table 12 shows the percentage of the answers by all the groups concerning the statement assisting in planning the curriculum. Thirty-four per cent of the counselors in schools below 300 pupils felt this very important compared to only 16% of the counselors in schools of 300-700 pupils. Administrators in schools from 300-700 pupils were the most undecided about this question; 19% answered very important, 36% answered important, 31% answered moderately important, and 11% answered limited. Counselors in schools above 700 pupils seemed the most sure that it was a duty by answering the combined categories of very important and important with 83%.

TABLE 20

SUMMARIZATION OF THE PER CENT
OF RESPONSE TO THE STATEMENT
CONDUCTING AN ORIENTATION PROGRAM

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counselors and Administrators	41	41	11	03	01
Counselors	43	37	14	04	01
Administrators	38	46	08	03	02
Counselors below 300	49	29	17	02	00
Administrators below 300	41	34	09	05	05
Counselors from 300-700	35	42	13	03	03
Administrators from 300-700	39	50	08	03	00
Counselors above 700	42	40	13	05	00
Administrators above 700	33	55	06	00	00

Table 20 shows the percentage of the answers by all groups concerning the statement conducting an orientation program.

Counselors in all the different size schools answered this question higher in the moderately important category than did their respective administrators. Counselors in schools below 300 pupils the highest in this category with 17% and compared to a low of six per cent answered by administrators in schools above 700 pupils.

Tables 21 through 29 take each group; (1) counselors and administrators, (2) counselors, (3) administrators, (4) counselors in schools below 300 pupils, (5) administrators in schools below 300 pupils, (6) counselors in schools from 300-700 pupils, (7) administrators in schools from 300-700 pupils, (8) counselors in schools above 700 pupils, (9) administrators in schools above 700 pupils and give their response to the questionnaire.

Table 21 summarizes the response of the counselors and administrators combined. As a group, 80% answered the question of counseling students with educational problems very important. This was the largest percentage answered in the very important category. This was followed very closely, 77%, by counseling students with vocational problems. Administering discipline was the highest in the not a function category with 80%. This was followed by 78% feeling that teaching remedial reading and 73% feeling that organizing school parties were not a function.

Table 22 summarizes the response of the counselors. In the very important category, counseling students with educational problems ranked the highest with 83% and this was followed by counseling students with vocational problems with 82%. Administering discipline was considered not a function by 84% of the counselors. Also, 83% of the counselors felt that teaching remedial reading was not a function of the counselor.

TABLE 21

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF THE COUNSELORS
AND ADMINISTRATORS COMBINED

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	70	18	06	06	00
Counseling students with vocational problems	77	19	01	01	00
Counseling students with discipline problems	23	21	15	22	17
Counseling students with educational problems	80	18	02	00	00
Counseling students with social problems	54	28	13	05	00
Administering discipline	01	01	04	13	80
Being a class sponsor	01	06	15	31	45
Conducting group guidance activities	40	40	16	01	03
Teaching remedial reading	01	02	03	15	78
Assisting teachers in areas of testing	27	41	15	13	03
Performing clerical duties	01	03	15	44	35
Assisting in planning the curriculum	27	44	20	07	01
Providing occupational information	68	27	03	01	01
Identifying students with special talents	47	41	08	02	01
Organizing school parties	01	01	04	20	73
Consulting parents about their childrens problems	56	31	08	04	00
Teaching a class	02	06	07	32	51
Consulting teachers about childrens problems	58	31	08	02	01
Conducting a testing program	59	29	09	01	00
Conducting an orientation program	41	41	11	03	01

TABLE 22

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF ALL THE COUNSELORS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	76	16	02	07	00
Counseling students with vocational problems	82	14	01	03	00
Counseling students with discipline problems	33	18	11	21	16
Counseling students with educational problems	83	15	02	00	00
Counseling students with social problems	61	26	09	04	00
Administering discipline	00	00	03	13	84
Being a class sponsor	01	06	10	33	49
Conducting group guidance activities	32	40	20	03	05
Teaching remedial reading	01	02	04	09	83
Assisting teachers in areas of testing	19	38	18	21	03
Performing clerical duties	02	03	17	42	36
Assisting in planning the curriculum	27	52	13	06	02
Providing occupational information	65	28	06	01	00
Identifying students with special talents	46	41	09	03	01
Organizing school parties	02	02	04	19	73
Consulting parents about their childrens problems	52	36	08	04	00
Teaching a class	02	04	06	26	62
Consulting teachers about childrens problems	54	33	09	03	00
Conducting a testing program	53	31	13	03	00
Conducting an orientation program	43	37	14	04	01

Table 23 summarizes the response of the administrators. Like the counselors, administrators felt that counseling students with educational problems, 76%, and counseling students with vocational problems, 72%, were very important. They also felt that administering discipline, 76%, teaching remedial reading, 73%, and organizing school parties, 73%, were not a function of the school counselor.

Table 24 summarizes the response of the administrators in schools below 300 pupils. In the very important category, the administrators ranked counseling students with educational problems the highest with 80% and this was followed by conducting a testing program with 77%. They also felt that teaching remedial reading, administering discipline, and organizing school parties as not being a function of the school counselor.

Table 25 summarizes the response of the counselors in schools below 300 pupils. Counseling students with vocational problems was listed as very important by 83% of the counselors in this size school. They also listed counseling students with educational problems very high with 80% answering in the very important category. Remedial reading was considered by 88% of the counselors as not a function of the counselor. The counselors in answering the statement of counseling students with discipline problems were undecided. Their feelings ranged from 29% as being very important to 29% feeling that it was limited as a duty.

TABLE 23

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF ALL THE ADMINISTRATORS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	63	20	11	06	00
Counseling students with vocational problems	72	25	02	00	00
Counseling students with discipline problems	13	24	19	23	19
Counseling students with educational problems	76	21	02	01	00
Counseling students with social problems	46	31	16	06	00
Administering discipline	02	01	06	14	76
Being a class sponsor	01	07	21	29	41
Conducting group guidance activities	48	38	13	00	01
Teaching remedial reading	01	02	03	21	73
Assisting teachers in areas of testing	36	44	12	04	03
Performing clerical duties	00	03	13	47	36
Assisting in planning the curriculum	27	36	27	08	01
Providing occupational information	71	25	01	01	01
Identifying students with special talents	49	42	06	01	01
Organizing school parties	00	01	04	21	73
Consulting parents about their childrens problems	61	27	07	04	00
Teaching a class	03	09	09	38	40
Consulting teachers about childrens problems	61	29	06	02	00
Conducting a testing program	67	27	04	01	01
Conducting an orientation program	38	46	08	03	03

TABLE 24

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF THE ADMINISTRATORS
IN SCHOOLS BELOW 300 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	64	27	02	05	00
Counseling students with vocational problems	73	23	00	00	00
Counseling students with discipline problems	21	32	16	16	14
Counseling students with educational problems	80	16	03	00	00
Counseling students with social problems	55	32	09	03	00
Administering discipline	03	00	03	16	75
Being a class sponsor	00	09	14	34	41
Conducting group guidance activities	53	27	18	00	00
Teaching remedial reading	00	00	05	16	75
Assisting teachers in areas of testing	50	37	07	02	02
Performing clerical duties	00	00	14	48	37
Assisting in planning the curriculum	32	32	23	09	00
Providing occupational information	82	14	00	00	00
Identifying students with special talents	57	37	03	00	00
Organizing school parties	00	00	05	23	68
Consulting parents about their childrens problems	66	28	03	00	00
Teaching a class	00	12	12	48	28
Consulting teachers about childrens problems	68	23	05	00	00
Conducting a testing program	77	18	00	00	00
Conducting an orientation program	41	35	09	05	05

TABLE 25

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF THE COUNSELORS
IN SCHOOLS BELOW 300 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	63	20	05	12	00
Counseling students with vocational problems	83	15	00	02	00
Counseling students with discipline problems	29	22	10	29	09
Counseling students with educational problems	80	15	05	00	00
Counseling students with social problems	59	24	12	05	00
Administering discipline	00	00	00	15	85
Being a class sponsor	00	12	12	41	35
Conducting group guidance activities	39	37	17	02	05
Teaching remedial reading	00	00	07	05	88
Assisting teachers in areas of testing	15	46	20	17	02
Performing clerical duties	02	02	22	47	25
Assisting in planning the curriculum	34	41	17	07	00
Providing occupational information	66	29	05	00	00
Identifying students with special talents	37	46	07	10	00
Organizing school parties	00	05	02	34	59
Consulting parents about their childrens problems	37	54	07	02	00
Teaching a class	05	07	15	32	41
Consulting teachers about childrens problems	54	27	15	02	02
Conducting a testing program	51	34	15	00	00
Conducting an orientation program	49	29	17	02	02

Table 26 summarizes the responses of the administrators in schools between 300-700 pupils. Counseling students with vocational problems was considered very important by 78% of the administrators. One hundred per cent of the administrators ranked counseling students with vocational problems and conducting a testing program as either very important or important. Administering discipline was not considered a function of the counselor by 81% of the administrators.

Table 27 summarizes the response of the counselors in schools between 300-700 pupils. In combining the categories of very important and important, this group answered 100% to counseling students with educational problems and counseling students with vocational problems. They were also against teaching a class, organizing school parties, and administering discipline by answering 91% in combining the limited and not a function categories.

Table 28 summarizes the response of the administrators in schools above 700 pupils. Very important or important was made by 100% of the administrators when ranking counseling students with educational problems. Only nine per cent of the administrators felt that counseling students with discipline problems as very important as compared to 21% that felt it was not a function. Only 46% of the administrators felt that teaching a class was not a function of the counselors.

Table 29 summarizes the response of the counselors in schools above 700 pupils. A total of 100% of the counselors felt that counseling

students with educational problems as either very important or important with 92% feeling it was very important. The counselors, 98%, felt administering discipline was not a function or limited. They were also strongly opposed to teaching a class where 100% answered in the limited and not a function categories.

TABLE 26

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF THE ADMINISTRATORS
IN SCHOOLS BETWEEN 300-700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	58	17	17	08	00
Counseling students with vocational problems	78	22	00	00	00
Counseling students with discipline problems	08	14	19	33	25
Counseling students with educational problems	64	30	03	03	00
Counseling students with social problems	42	22	25	11	00
Administering discipline	00	00	08	11	81
Being a class sponsor	03	08	19	22	48
Conducting group guidance activities	50	44	06	00	00
Teaching remedial reading	00	03	03	22	72
Assisting teachers in areas of testing	33	58	06	00	03
Performing clerical duties	00	00	11	50	39
Assisting in planning the curriculum	19	36	31	11	03
Providing occupational information	69	25	00	03	03
Identifying students with special talents	39	47	11	03	00
Organizing school parties	00	00	03	19	78
Consulting parents about their childrens problems	53	28	17	02	00
Teaching a class	06	00	11	31	52
Consulting teachers about childrens problems	56	25	11	08	00
Conducting a testing program	72	28	00	00	00
Conducting an orientation program	39	50	08	03	00

TABLE 28

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF THE ADMINISTRATORS
IN SCHOOLS ABOVE 700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	67	12	15	06	00
Counseling students with vocational problems	64	30	06	00	00
Counseling students with discipline problems	09	24	21	21	21
Counseling students with educational problems	82	18	00	00	00
Counseling students with social problems	39	39	16	06	00
Administering discipline	03	03	09	15	70
Being a class sponsor	00	03	00	30	66
Conducting group guidance activities	39	46	12	00	03
Teaching remedial reading	03	03	00	24	70
Assisting teachers in areas of testing	18	36	24	12	06
Performing clerical duties	00	09	12	43	36
Assisting in planning the curriculum	27	40	27	03	03
Providing occupational information	58	39	03	00	00
Identifying students with special talents	49	42	06	00	03
Organizing school parties	00	03	03	18	76
Consulting parents about their childrens problems	64	24	03	09	00
Teaching a class	03	15	03	33	46
Consulting teachers about childrens problems	58	39	12	00	06
Conducting a testing program	46	36	12	00	06
Conducting an orientation program	33	55	06	00	06

TABLE 29

SUMMARIZATION OF THE PER CENT
OF RESPONSE OF THE COUNSELORS
IN SCHOOLS ABOVE 700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	86	10	00	04	00
Counseling students with vocational problems	79	13	02	04	00
Counseling students with discipline problems	38	17	08	15	22
Counseling students with educational problems	92	08	00	00	00
Counseling students with social problems	69	21	06	04	00
Administering discipline	00	00	02	10	88
Being a class sponsor	00	02	04	35	56
Conducting group guidance activities	31	42	21	02	04
Teaching remedial reading	02	02	02	02	92
Assisting teachers in areas of testing	21	29	19	25	06
Performing clerical duties	02	00	11	33	54
Assisting in planning the curriculum	27	56	09	06	02
Providing occupational information	65	27	08	00	00
Identifying students with special talents	52	42	06	00	00
Organizing school parties	00	00	06	08	86
Consulting parents about their childrens problems	63	23	08	06	00
Teaching a class	00	00	00	21	79
Consulting teachers about childrens problems	58	39	06	05	02
Conducting a testing program	44	35	17	04	00
Conducting an orientation program	42	40	12	06	00

CHAPTER III

CONCLUSIONS, SUMMARY, AND RECOMMENDATIONS

Conclusions

The following conclusions can be made from this study:

- (1) It was generally agreed that counseling students with educational problems was a major duty of the counselor.
- (2) It was generally agreed that administering discipline was not a duty of the counselors.
- (3) There was no agreement among counselors and administrators as to whether counseling students with discipline problems was or was not a duty of the counselor.
- (4) The counselors and administrators expressed an attitude of disagreement as to whether teaching a class was or was not a duty of the counselor.
- (5) There was also expressed disagreement as to how important counseling students with social problems was in the duties of the counselor.

Summary

As was noted earlier, no definite conclusions can be made when comparing the writer's survey to that of related research because each was a different type of study. The writer would like to point out some similarities and differences.

In this study, over 80% of the counselors felt counseling students with educational problems was very important. In Hitchcock's study, only 40% of the counselors felt assisting pupils who were failing in course work and in helping in course planning, which are part of educational problems, was not their job. This was the biggest difference between the two studies.

In comparing this study and the study of McDougall and Reitan, the two studies seemed to be very similar. The statements were answered in the very important and not a function direction in both studies. The only differences were slightly higher or lower percentages in the responses. The only statement to show any major difference was the statement on counseling students with discipline problems. This study showed much disagreement, but in McDougall and Reitan's study, the administrators showed agreement in the very important category.

Recommendations

The writer would like to make the following recommendations concerning this study.

1. That local, state, and national professional agencies continue to coordinate their efforts in defining the specific duties of the counselors.
2. That the smaller schools be given more financial support so they can employ full time counselors and sufficient clerical help to release the counselor for more beneficial duties.
3. That counselors and administrators strive to specify the duties that the school's counselor is to perform.
4. That college guidance and administration programs strive to specify the duties of the counselor to new counselors and administrators.

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Appendix A

Dear Administrator,

I am a graduate student at Eastern Illinois University working towards a master's degree in guidance and counseling. I am conducting a survey comparing the expectations of a counselor in the guidance program as seen by the administrator and the counselor. It will be an integral part of my master's paper.

On the enclosed questionnaire, I would like your opinion concerning the importance of the different aspects of the guidance program. Please return the questionnaire in the stamped return envelope as soon as possible. If you would like to know the results of the survey, please put your name and address on the reverse side of the questionnaire.

Thank you very much for your time and cooperation.
Thank you.

Sincerely,

A solid black rectangular box redacting the signature of Ernie Monk.

Ernie Monk

encl.

Appendix B

Dear Counselor,

I am a graduate student at Eastern Illinois University working towards a master's degree in guidance and counseling. I am conducting a survey comparing the expectations of a counselor in the guidance program as seen by the administrator and the counselor. It will be an integral part of my master's paper.

On the enclosed questionnaire, I would like your opinion concerning the importance of the different aspects of the guidance program. Please return the questionnaire in the stamped return envelope as soon as possible. If you would like to know the results of the survey, please put your name and address on the reverse side of the questionnaire.

Thank you very much for your time and cooperation.
Thank you.

Sincerely,

A solid black rectangular box redacting the signature of the sender.

Ernie Monk

encl.

Appendix C

Please indicate how important you feel each of the following is in the work of the counselor.

Using a #2 pencil, mark the spaces to the right of the red numbers that correspond to the question, using the categories as follows:

==== very impt.
==== impt.
==== moderately impt.
==== limited
==== not a function

Table with 10 columns (0-9) and 10 rows for marking responses. Includes a downward arrow on the left and the text 'IDENTIFICATION NUMBER' at the top.

- 1 Counseling students with personal problems
2 '' '' '' vocational problems
3 '' '' '' discipline problems
4 '' '' '' educational problems
5 '' '' '' social problems
6 Administering discipline
7 Being a class sponsor
8 Conducting group guidance activities
9 Teaching remedial reading
10 Assisting teachers in areas of testing
11 Performing clerical duties
12 Assisting in planning the curriculum
13 Providing occupational information
14 Identifying students with special talents
15 Organizing school parties
16 Consulting parents about their childrens problems.
17 Teaching a class
18 Consulting teachers about childrens problems
19 Conducting a testing program
20 Conducting an orientation program

Vertical column of 40 rows, each starting with a number (1-40) followed by a series of dashes for marking.

Check with X

Position you hold
Counselor _____ Principal _____

Enrollment of school
Below 300 _____ 300-700 _____ Above 700 _____

Appendix D

TALLY OF QUESTIONNAIRES FOR
ADMINISTRATORS AND COUNSELORS COMBINED

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	162	42	14	15	0
Counseling students with vocational problems	179	45	3	3	0
Counseling students with discipline problems	54	48	34	51	40
Counseling students with educational problems	185	42	4	1	0
Counseling students with social problems	125	66	29	12	0
Administering discipline	2	2	10	31	185
Being a class sponsor	2	15	35	73	105
Conducting group guidance activities	92	91	38	3	7
Teaching remedial reading	2	4	8	34	182
Assisting teachers in areas of testing	63	95	34	30	7
Performing clerical duties	2	6	34	103	81
Assisting in planning the curriculum	62	102	46	17	3
Providing occupational information	158	62	8	2	1
Identifying students with special talents	110	96	18	5	2
Organizing school parties	2	3	9	47	169
Consulting parents about their childrens problems	131	73	18	9	0
Teaching a class	5	15	17	74	119
Consulting teachers about childrens problems	134	71	18	5	0
Conducting a testing program	138	67	20	3	1
Conducting an orientation program	94	95	26	8	3

Appendix E

TALLY OF QUESTIONNAIRES FOR ADMINISTRATORS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	71	22	12	7	0
Counseling students with vocational problems	81	28	2	0	0
Counseling students with discipline problems	15	27	21	26	21
Counseling students with educational problems	85	24	2	1	0
Counseling students with social problems	52	35	18	7	0
Administering discipline	2	1	7	16	84
Being a class sponsor	1	8	23	33	46
Conducting group guidance activities	54	43	14	0	1
Teaching remedial reading	1	2	3	23	82
Assisting teachers in areas of testing	40	49	13	5	3
Performing clerical duties	0	3	14	53	40
Assisting in planning the curriculum	30	40	30	9	1
Providing occupational information	80	28	1	1	1
Identifying students with special talents	55	47	7	1	1
Organizing school parties	0	1	4	23	82
Consulting parents about their childrens problems	69	30	8	4	0
Teaching a class	3	10	10	43	45
Consulting teachers about childrens problems	69	32	7	2	0
Conducting a testing program	75	30	4	0	1
Conducting an orientation program	43	51	9	3	2

Appendix F

TALLY OF QUESTIONNAIRES FOR COUNSELORS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	91	19	2	8	0
Counseling students with vocational problems	98	17	1	3	0
Counseling students with discipline problems	39	21	13	25	19
Counseling students with educational problems	100	18	2	0	0
Counseling students with social problems	73	31	11	5	0
Administering discipline	0	1	3	15	101
Being a class sponsor	1	7	12	40	59
Conducting group guidance activities	38	48	24	3	6
Teaching remedial reading	1	2	5	11	100
Assisting teachers in areas of testing	23	46	21	25	4
Performing clerical duties	2	3	20	50	41
Assisting in planning the curriculum	32	62	16	8	2
Providing occupational information	78	34	7	1	0
Identifying students with special talents	55	49	11	4	1
Organizing school parties	2	2	5	24	87
Consulting parents about their childrens problems	62	43	10	5	0
Teaching a class	2	5	7	31	74
Consulting teachers about childrens problems	65	39	11	3	0
Conducting a testing program	63	37	16	3	0
Conducting an orientation program	51	44	17	5	1

Appendix G

TALLY OF QUESTIONNAIRES FOR ADMINISTRATORS
IN SCHOOLS BELOW 300 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	28	12	1	2	0
Counseling students with vocational problems	32	10	0	0	0
Counseling students with discipline problems	9	14	7	7	6
Counseling students with educational problems	35	7	1	0	0
Counseling students with social problems	24	14	4	1	0
Administering discipline	1	0	1	7	33
Being a class sponsor	0	4	6	15	18
Conducting group guidance activities	23	12	8	0	0
Teaching remedial reading	0	0	2	7	33
Assisting teachers in areas of testing	22	16	3	1	1
Performing clerical duties	0	0	6	21	16
Assisting in planning the curriculum	14	14	10	4	0
Providing occupational information	36	6	0	0	0
Identifying students with special talents	25	16	1	0	0
Organizing school parties	0	0	2	10	30
Consulting parents about their childrens problems	29	12	1	0	0
Teaching a class	0	5	5	21	12
Consulting teachers about childrens problems	30	10	2	0	0
Conducting a testing program	34	8	0	0	0
Conducting an orientation program	18	15	4	2	2

Appendix H

TALLY OF QUESTIONNAIRES FOR COUNSELORS
IN SCHOOLS BELOW 300 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	26	8	2	5	0
Counseling students with vocational problems	34	6	0	1	0
Counseling students with discipline problems	12	9	4	12	3
Counseling students with educational problems	33	6	2	0	0
Counseling students with social problems	24	10	5	2	0
Administering discipline	0	0	0	6	35
Being a class sponsor	0	5	5	17	14
Conducting group guidance activities	16	15	7	1	2
Teaching remedial reading	0	0	3	2	36
Assisting teachers in areas of testing	6	19	8	7	1
Performing clerical duties	1	1	9	19	10
Assisting in planning the curriculum	14	17	7	3	0
Providing occupational information	27	12	2	0	0
Identifying students with special talents	15	19	3	4	0
Organizing school parties	0	2	1	14	24
Consulting parents about their childrens problems	15	22	3	1	0
Teaching a class	2	3	6	13	17
Consulting teachers about childrens problems	22	11	6	1	0
Conducting a testing program	21	14	6	0	0
Conducting an orientation program	20	12	7	1	0

Appendix I

TALLY OF QUESTIONNAIRES FOR ADMINISTRATORS
IN SCHOOLS BETWEEN 300-700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	21	6	6	3	0
Counseling students with vocational problems	28	8	0	0	0
Counseling students with discipline problems	3	5	7	12	9
Counseling students with educational problems	23	11	1	1	0
Counseling students with social problems	15	8	9	4	0
Administering discipline	0	0	3	4	29
Being a class sponsor	1	3	7	8	17
Conducting group guidance activities	18	16	2	0	0
Teaching remedial reading	0	1	1	8	26
Assisting teachers in areas of testing	12	21	2	0	1
Performing clerical duties	0	0	4	18	14
Assisting in planning the curriculum	7	13	11	4	0
Providing occupational information	25	9	0	1	1
Identifying students with special talents	14	17	4	1	0
Organizing school parties	0	0	1	7	27
Consulting parents about their childrens problems	19	10	6	1	0
Teaching a class	2	0	4	11	18
Consulting teachers about childrens problems	20	9	4	2	0
Conducting a testing program	26	10	0	0	0
Conducting an orientation program	14	18	3	1	0

Appendix J

TALLY OF QUESTIONNAIRES FOR COUNSELORS
IN SCHOOLS BETWEEN 300-700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	24	6	0	1	0
Counseling students with vocational problems	26	5	0	0	0
Counseling students with discipline problems	9	4	5	6	7
Counseling students with educational problems	23	8	0	0	0
Counseling students with social problems	16	11	3	1	0
Administering discipline	0	1	2	4	24
Being a class sponsor	1	1	5	6	18
Conducting group guidance activities	7	13	7	1	2
Teaching remedial reading	0	2	1	8	20
Assisting teachers in areas of testing	7	13	4	6	1
Performing clerical duties	0	2	6	15	6
Assisting in planning the curriculum	5	18	5	2	1
Providing occupational information	20	9	1	1	0
Identifying students with special talents	15	10	5	0	1
Organizing school parties	2	0	1	6	22
Consulting parents about their childrens problems	17	10	3	1	0
Teaching a class	0	2	1	8	19
Consulting teachers about childrens problems	15	14	2	0	0
Conducting a testing program	21	6	2	1	0
Conducting an orientation program	11	13	4	1	1

Appendix K

TALLY OF QUESTIONNAIRES FOR ADMINISTRATORS
IN SCHOOLS ABOVE 700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	22	4	5	2	0
Counseling students with vocational problems	21	10	2	0	0
Counseling students with discipline problems	3	8	7	7	6
Counseling students with educational problems	27	6	0	0	0
Counseling students with social problems	13	13	5	2	0
Administering discipline	1	1	3	5	22
Being a class sponsor	0	1	10	10	11
Conducting group guidance activities	13	15	4	0	1
Teaching remedial reading	1	1	0	8	23
Assisting teachers in areas of testing	6	12	8	4	1
Performing clerical duties	0	3	4	14	10
Assisting in planning the curriculum	9	13	9	1	1
Providing occupational information	19	13	1	0	0
Identifying students with special talents	16	14	2	0	1
Organizing school parties	0	1	1	6	25
Consulting parents about their childrens problems	21	8	1	3	0
Teaching a class	1	5	1	11	15
Consulting teachers about childrens problems	19	13	1	0	0
Conducting a testing program	15	12	4	0	1
Conducting an orientation program	11	18	2	0	0

Appendix L

TALLY OF QUESTIONNAIRES FOR COUNSELORS
IN SCHOOLS ABOVE 700 PUPILS

	Very Impt.	Impt.	Mod. Impt.	Ltd.	Not a Function
Counseling students with personal problems	41	5	0	2	0
Counseling students with vocational problems	38	6	1	2	0
Counseling students with discipline problems	18	8	4	7	9
Counseling students with educational problems	44	4	0	0	0
Counseling students with social problems	33	10	3	2	0
Administering discipline	0	0	1	5	42
Being a class sponsor	0	1	2	17	27
Conducting group guidance activities	15	20	10	1	2
Teaching remedial reading	1	0	1	1	44
Assisting teachers in areas of testing	10	14	9	12	2
Performing clerical duties	1	0	5	16	25
Assisting in planning the curriculum	13	27	4	3	1
Providing occupational information	31	13	4	0	0
Identifying students with special talents	25	20	3	0	0
Organizing school parties	0	0	3	4	41
Consulting parents about their childrens problems	30	11	4	3	0
Teaching a class	0	0	0	10	38
Consulting teachers about childrens problems	28	14	3	2	0
Conducting a testing program	21	17	8	2	0
Conducting an orientation program	20	19	6	3	0

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