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SURVEY AND ANALYSIS OF THE EDUCATORS' ATTITUDES

TOWARD THE FORMATION OF A COUNSELING

PROGRAM IN COOK COUNTY SCHOOL

(TITLE)

DISTRICT 144

BY

Robert Pribyl

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 591

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1968

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

6 Aug 68  
DATE

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## CHAPTER I

### INTRODUCTION

When the public school system was first established and the elementary school idea came into being it was decided to have a single classroom teacher per grade. In this way the teacher was able to know each child and was able to meet most of his basic needs.<sup>1</sup> With this type of system the teacher became familiar with the students, as well as, with the parents. This then enabled the teacher to gain deeper insight into the desires and interests of his pupils. In the past, emotional problems were usually eliminated from the school quite early. If a problem existed the parents usually removed the child from the school. The child then sought some type of employment.

In many cases the present day elementary school is

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<sup>1</sup>Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (New York: Meredith Publishing Company, 1964), p. 239.

still on a single classroom teacher per grade basis.

Today's teacher tries to understand the individuals in his care, but his chances of success are more limited because society has become very complex and the standards of good counseling have risen beyond some teachers' capacities. To fill the gap between the teacher's good intentions and time limitations and demands of high quality pupil personnel services a relatively new kind of resource person has appeared; the school social worker.<sup>2</sup>

The conditions which fostered the appearance of the elementary school social worker have also been instrumental in the development of the elementary school counseling program.

The classroom teacher plays a vital role in the counseling program since he has direct contact with the individual pupils for a great part of the school day. In addition to this many districts do not have a structured counseling program. It then becomes the task of the teacher to assume the role of the counselor.

People, both young and old, are faced with problems. To have a problem is to be normal. To the growing child this is sometimes difficult to understand.

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<sup>2</sup>Louise Cook, "The Many Roles of the School Social Worker", NEA Journal, LVII (April, 1968), p. 31.

The growing up process makes constant demands on the child to identify, understand, make plans, reach solutions, and make adjustments in the mental, physical, social, and emotional areas of his daily life.<sup>3</sup>

Education has insisted for a long time that guidance services should be made available to all students from kindergarten to the completion of their educational training. Progress is now being made in this area due to: (1) Federal financial support to local elementary schools, (2) local educators, counselor educators, and parents who believe that professional assistance must be given the teacher in helping children at an early age to prevent the development of serious problems.<sup>4</sup>

#### Purpose Of The Study

The purpose of this paper was to survey the educators in School District 144 as to their opinions concerning the need for a counseling program in the district. Would a program of this type be of value to the students of District 144?

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<sup>3</sup>Harold Wright Bernard, C. Evans James, and Franklin Zeran, Guidance Services in Elementary Schools (New York: Chartwell House, Inc., 1954), pp. 4-5.

<sup>4</sup>Car M. Foster, "The Elementary School Counselor: How Perceived", Counselor Education and Supervision, VI (Winter, 1967), p. 102.

What do the educators feel is the role of an elementary school counselor?

#### Importance Of The Study

The public has placed a great deal of pressure upon the school for more effective education. According to Eckerson the elementary teacher will have to understand the whole child in order to provide a more effective education for that child. Thus, it will be necessary to have a greater understanding of learning theories and personality dynamics. Therefore, the role of the counselor is becoming more important in the elementary schools. The counselor assists teachers to become more competent behavioral scientists.<sup>5</sup>

To date there has been no summation of teacher attitudes toward the formation of a counseling program in the district. Nor has there been any type of elementary school counseling program proposed or any other study made in regard to a counseling program.

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<sup>5</sup>Louise Omwake Eckerson, "Realities Confronting Elementary School Guidance", Guidance and Personnel Journal, XLVI (December, 1967), p. 354.

## Definition Of Terms

1. Authoritarian--The term authoritarian shall be used in this paper to mean "the general position that a source of control and order external to the reasoned judgment of the individual and to common persuasion of free men, should prevail and settle human choices."<sup>6</sup>
2. Counseling Program--The counseling program is interpreted in this paper as a program consisting of a counselor or counselors who will assist the individual student in the process of his personal and social development.
3. Disciplinarian--A disciplinarian shall be the "one who administers discipline or enforces order, who demands and secures a high degree of conformity to rules of regulations or of submission to authority."<sup>7</sup>
4. Elementary School--The term elementary school shall be used to denote kindergarten through the sixth grade.
5. Elementary School Counselor--In this study the elementary school counselor will be a "specialist in child growth and development with a broadly based multidisciplinary background

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<sup>6</sup>Carter V. Good (ed.), Dictionary of Education (New York: Mc Graw-Hill Book Company, 1959), p. 50.

<sup>7</sup>Ibid., p. 176.

in the behavioral sciences and a high degree of competence in human relations. He has thorough knowledge of the elementary school program including curriculum, the learning process and school organization."<sup>8</sup>

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<sup>8</sup>Louise Omwake Eckerson, "Realities Confronting Elementary School Guidance", Personnel and Guidance Journal, XLVI (December, 1967), p. 353, citing ACES-ASC Report.

## CHAPTER II

### RELATED RESEARCH

Although many elementary school counseling programs are being developed, a number of research analysts state that sufficient studies in this field are lacking. C. Roy Mayer holds the theory that the elementary counselor works from knowledge gained from experience rather than from professional literature or research data. Mayer believes that there is little agreement among the experts in regard to the elementary school counselor's specific role or purpose.<sup>9</sup>

According to Mayer the counselor's main function in the elementary schools is to counsel students. The counselor helps the child develop by having him gain an understanding of himself and his environment.<sup>10</sup>

William H. Van Hoose and Catherine M. Vafakas prepared

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<sup>9</sup>C. Roy Mayer, "An Approach for Elementary School Counselors: Consultant or Counselor", School Counselor, XIV (March, 1967), p. 210.

<sup>10</sup>Ibid., p. 213.

a study on the status of guidance and counseling in the elementary schools. This study included the elementary school guidance and counseling programs in fifty states and four American territories. They found that the majority of elementary counselors had been classroom teachers. Over 70% of the programs were federally supported. Only fourteen states have certification requirements. These requirements were elementary teaching experience, child development courses, and a practicum with elementary school children.<sup>11</sup>

Van Hoose and Vafakas stress that the field is greatly unexplored and at this time most programs are experimental or operating without any type of state direction.<sup>12</sup> Louise Eckerson expresses the same feeling that elementary school guidance is favorable but cannot take hold or be successful if it follows under the direction of secondary school guidance. She feels that as elementary school guidance develops it should spur the junior high school and higher levels of guidance to face students' needs more realistically.<sup>13</sup>

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<sup>11</sup>William H. Van Hoose and Catherine M. Vafakas, "Status of Guidance and Counseling in Elementary Schools", Personnel and Guidance Journal, XLVI (February, 1968), pp.536-539.

<sup>12</sup>Ibid.

<sup>13</sup>Eckerson, op. cit., p. 354.



Educators and research people have, therefore, taken an interest in elementary school guidance. Some of their ideas for guidance programs and the role of counselors come from the classroom teachers themselves.

To have successful programs it is usually best to involve the school personnel and to gain acceptance of new ideas. One way to obtain teachers' opinions on innovations is to conduct a survey.

Boyles and Hearnerty ran a survey to determine if surveys are good tools. According to their results surveys usually lead to action and change. However, they can also lead to criticism and trouble. Most school administrators seldom regret the idea of the survey method.<sup>14</sup>

A study prepared by Duane Brown and Nolla Pruett presented the elementary teachers' views on guidance. Brown and Pruett listed seventy-one guidance functions which three thousand Indiana teachers were to rate. They were to rate: "(1) the extent to which each guidance function is needed and (2) indicate whom you feel should perform each of the guidance functions."<sup>15</sup>

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<sup>14</sup>Lyle E. Boyles and Frank Hearnerty, "Surveys Show Where Surveys Work", Nations Schools, LXXVII (April, 1966), p.74.

<sup>15</sup>Duane Brown and Nolla Pruett, "The Elementary Teacher Views Guidance", The School Counselor, XIV (March, 1967), p. 196.

The results indicated that the teachers felt the counselor should work with individual students, in small groups, and in guidance research. As to their own functions, teachers felt that their responsibility is to identify students' needs, make referrals, work with parents, and work with children with learning difficulties. For the most part the teachers did not feel that they were responsible for any type of counseling.<sup>16</sup>

The teachers also felt that the principals are to be responsible for the orientation and articulation of programs and that other school personnel should take care of miscellaneous parts of the program.<sup>17</sup>

Counselor educators and prospective counselors were surveyed concerning their opinion as to the primary responsibility of guidance functions in the elementary school. It was found that: (1) counselor educators were in greater harmony and were more definite in their opinions as to whom should perform guidance services than were the prospective counselors, (2) the prospective counselors were less likely to give other school personnel guidance related activities. They felt this

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<sup>16</sup> Ibid., pp. 195-203.

<sup>17</sup> Brown and Pruett, op. cit., pp. 195-203.

was their responsibility. (3) The counselor educators felt that the counselor should work with parents in helping the child adjust to school, whereas, the prospective counselors felt that this was the responsibility of the school. (4) Both agreed that there is a need for vocational information in elementary schools but they did not agree as to whom should perform this function.<sup>18</sup>

The counselor is not to be considered a "cure-all" for problems existing in the elementary schools and should be considered a member of the teaching staff, offering services when needed. The role of the counselor has not nor may it ever be achieved according to C. M. Foster. He states that it is difficult to standardize counseling at this time for there are not enough elementary counselors. School policies differ in various areas of the country when counselors are employed. Individual needs necessitate the modification of policies. Foster contends that the correct method of counseling comes only from experimentation and finally choosing those methods which best fulfill the needs of the area.<sup>19</sup>

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<sup>18</sup>Dale F. Nitzschke and Lawrence J. Sorohan, "Elementary School Guidance-Who Should Do What", Counselor Education and Supervision, VII (Fall, 1967), pp. 20-25.

<sup>19</sup>Foster, op. cit., pp. 102-107.

## CHAPTER III

### METHOD OF PROCEDURE

#### Description of the District

School District 144 is located about twenty miles south of Chicago and includes parts of Country Club Hills, Hazel Crest, Markham, and Oak Forest, Illinois.

The people who live in School District 144 come from all parts of the United States. The composition of the population is heavily professional and skilled worker personnel, most of them commuters to Chicago, Hammond, and other industrial concentrations of suburban Chicagoland.<sup>20</sup>

The district has been quite progressive to date and is growing quite rapidly. There are five elementary schools with a sixth to be completed in the fall of 1968. There is one junior high school. As Of April, 1968, the district had

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<sup>20</sup>Harold K. Tompkins, Superintendent, "This is School District 144" (No date or publisher given).

a total enrollment of 3,327 students; 2,595 in the elementary grades; and 732 in the junior high school.

In the elementary schools the classrooms are primarily self-contained. There is some experimenting, such as team teaching, within the schools. The specialists available to the classroom teachers are music teachers, speech therapists, and special education instructors. Superintendent Harold K. Tompkins stated, "Curriculum efforts of School District 144 are grounded in the belief that the educational program should work with the individual where he is ever expanding his growth expectancy."<sup>21</sup>

The junior high school is departmentalized with team teaching employed in the social science department. Other experimental projects, such as language labs, are in operation. For the past two years a rather extensive counseling program has been functioning in the junior high school. At the present time there are two male counselors--one is a counselor and one is a disciplinarian.

The program is developed on a teacher referral basis and students are encouraged to voluntarily seek the counseling services. Though the program is still relatively new, it has

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<sup>21</sup>Tompkins, Ibid.

been quite well received by the junior high school teachers, students, and parents.

The services of the South Suburban Cooperative are available to the district. Through this agency a student may be referred for testing and consultation.

#### Group Studied

School District 144 was selected because the writer is employed as a sixth grade teacher with the district. Also, in discussing a counseling program for elementary schools with the curriculum coordinator and junior high school counselors it was felt that a survey of the district would be valuable and was to have been a pilot study conducted by the junior high school counselor during the 1968-69 academic year.

The sample for this survey was made up of elementary and junior high school teachers, administrators, special education teachers, music teachers, librarians, and counselors. The instrument used in this study was a five point rating scale containing thirty-six items (Appendix A). These items dealt with: (1) the need for an elementary counselor and (2) the role of an elementary counselor.

#### Technique

The rating scales were approved by the administration.

They were then distributed throughout the district in May, 1968. A cover letter and a letter of instruction were also included. (Appendix A)

One hundred thirty-five forms were distributed and 82% or one hundred eleven forms were completed and returned. Table 1 shows the breakdown of the returns according to position held in the district. Personal phone calls were made in an attempt to receive delinquent forms. The completed surveys were sent to the Eastern Illinois University Testing Center for IBM tabulation.

TABLE I

COMPARISON OF NUMBER OF SURVEYS DISTRIBUTED AND  
NUMBER OF SURVEYS RETURNED

	Adm.	El.T.	Jr.Hi.T.	Couns.	Sp.Ed.	Music	Libr.	Total
Dis-trib-uted	8	85	27	2	6	6	2	136
Re-turned	9*	75	14	0	6	4	1	111**

\*Eight forms were sent to members of the administration. However, nine forms were returned with the identification of administration.  
\*\*Two forms were returned with no identification. Therefore, 109 forms were tabulated.

The methods of analysis used were the analysis of variance and percentages. When comparing responses with the analysis of variance method the .05 level was used throughout the study. Ten questions which were considered representative of the study were chosen as a basis for comparison of the responses between the administrators, teachers, counselors, and librarians. (Appendix A)



## CHAPTER IV

### RESULTS

Question one dealt with the necessity of having a counselor in the elementary school. Tables 2, 3, 4, and 5 show the response percentages according to school, position, years of experience in the district and total years experience.

The F ratios for each comparison in question one were found to be smaller than that required to show statistical differences.

Table 2 shows the majority of percentage responses indicate a need for a counselor in the elementary school. However, two elementary schools show low percentage ratings of 6 and 7 percent in the mild disagreement category and one elementary school indicates an eight percent strong disagreement response for the need of a counselor in the elementary school.

Question 1-A Counselor Is Necessary In The Elementary Schools.

TABLE 2

COMPARISON OF PERCENT RESPONSES FOR EACH SCHOOL

Response	Mc- Claughery	Markham Park	High- Lands	Potta- watomie	Canterbury Jr. H.S.	Canterbury
Strong Agreement	56	50	33	75	75	81
Mild Agreement	37	35	41	25	9	13
Neutral	0	7	16	0	14	0
Mild Dis- agreement	6	7	0	0	0	0
Strong Dis- agreement	0	0	8	0	0	0

TABLE 3

## COMPARISON OF PERCENT RESPONSES FOR POSITION HELD

Response	Amd.	Elem.T.	Jr.H.S.	Couns.	Sp.Ed.	Music	Librarians
Strong Agreement	83	55	71	0	66	66	0
Mild Agreement	16	31	7	0	33	0	100
Neutral	0	6	21	0	0	0	0
Mild Dis-agreement	0	1	0	0	0	33	0
Strong Dis-agreement	0	4	0	0	0	0	0

The percentage responses by position in Table 3 shows that a majority of the educators are in favor of elementary school counselors with an 83 percent response in the strong agreement category, and the music teachers display the highest response of 33 percent in the mild disagreement category.

Table 4 shows the responses by years in the district. Again, the majority are in favor of elementary school counselors. The strongest agreement is found in the 15-19 years category showing a 100 percent strong agreement response. In the 10-14 years category, 9 percent indicate strong disagreement for an elementary school counselor.

The response for total years experience in Table 5 also show the majority to be in favor of counselors in the elementary school. The strongest agreement is in the 20-24 years category with a hundred percent strong agreement response, and the lowest rating is found in the 15-19 year category with a 9 percent strong disagreement response.

TABLE 4

## COMPARISON OF PERCENT RESPONSES FOR YEARS IN DISTRICT

Response	1	2-4	5-9	10-14	15-19	2-24	25-
Strong Agreement	72	58	59	36	100	0	0
Mild Agreement	21	32	23	36	0	100	0
Neutral	0	9	9	18	0	0	0
Mild Dis-agreement	6	0	0	0	0	0	0
Strong Dis-agreement	0	0	6	9	0	0	0

TABLE 5

## COMPARISON OF PERCENT RESPONSES FOR TOTAL YEARS EXPERIENCE

Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	68	53	64	27	100	75
Mild Agreement	24	30	19	45	0	25
Neutral	2	15	9	9	0	0
Mild Dis-agreement	2	0	0	9	0	0
Strong Dis-Agreement	2	0	4	9	0	0

The purpose of question seven was to determine if an art instructor and a physical education instructor would be of greater value than a counselor. In District 144 neither art nor physical education specialists are employed in the elementary grades. The analysis of variance indicated that a statistical significant difference did not exist between any of the response comparisons. Tables 6, 7, 8, and 9 will show the response percentages according to school, position, years in district, and total years experience.

Question 7 - Other educational services such as physical education and art instructors are of a greater value to the student than a counselor.

TABLE 6

COMPARISON OF RESPONSE PERCENT ACCORDING TO SCHOOLS						
Response	McC.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong Agreement	25	14	13	45	0	14
Mild Agreement	6	42	13	20	16	14
Neutral	37	14	30	16	50	29
Mild Dis-agreement	12	14	21	4	16	25
Strong Dis-agreement	18	14	21	12	16	14

Table 6, and Tables 7 through 9, shows a division of opinion among the schools as to whether the counselor is of greater value or if other educational services such as physical education and art instructors would be of greater value to the student. Canterbury Elementary School expresses the greatest desire for a counselor with a total percentage response of 42 percent in favor of a counselor over other educational services. The junior high school also records a higher percentage response for a counselor as compared to the other schools.

In comparing percentages responses according to position, Table 7 shows that the special education teachers are the ones who most agree to the need of a counselor over other educational services. They have a response total of 66 percent in favor of the counselor over other services.

Table 8 shows that the educators who are in the district anywhere from 1 to 9 years are most in favor of counselors over other educational services. The educators who have been in the district 10 to 14 years are in favor of other educational services rather than the elementary school counselor.



TABLE 7

COMPARISON OF RESPONSE PERCENT FOR POSITION HELD							
Response	Adm.	Elem.T.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	0	24	14	0	16	33	100
Mild Agreement	8	21	21	0	0	0	0
Neutral	66	23	21	0	16	66	0
Mild Dis-agreement	16	12	28	0	33	0	0
Strong Dis-agreement	8	17	14	0	33	0	0

TABLE 8

COMPARISON OF RESPONSE PERCENT FOR YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	17	22	16	45	0	0	0
Mild Agreement	14	16	23	18	50	0	0
Neutral	32	25	23	36	0	100	0
Mild Dis-agreement	20	19	9	0	50	0	0
Strong Dis-agreement	14	16	26	0	0	0	0

Table 9 shows the percentage responses for total years experience. The percentages indicate that those who have a total of 1 to 4 years and 10 to 14 years experience are in favor of elementary school counselors. However, those with 15 or more years experience indicate a greater desire for other educational services as opposed to the need of an elementary school counselor.

TABLE 9

COMPARISON OF RESPONSE PERCENT FOR TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	17	11	29	45	0	25
Mild Agreement	17	30	4	9	50	25
Neutral	26	26	29	36	50	25
Mild Dis-agreement	19	17	9	9	0	0
Strong Dis-agreement	19	11	25	0	0	25

The purpose of question 8 was to determine if the educators felt that a counselor should be a certified practicing teacher before he assumes the role of counselor.

The F ratio of 11.623493 at the .05 level was obtained when comparing the responses of the elementary teachers to those

of the special education teachers. The required F is 3.96. Since the F is larger than that required it can be concluded that the variance is statistically significant. Table 10 will illustrate the analysis of variance between the responses of the two groups.

TABLE 10

SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR THE RESPONSES OF ELEMENTARY TEACHERS AND SPECIAL EDUCATION TEACHERS.

Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Elem.-Sp.Ed.	Between	13.481532	1	13.481532	11.623493
	Within	90.468468	78	1.159852	
	Total	103.950000	79		

When comparing the responses of the junior high school teachers to those of the special education teachers the F ratio of 11.454540 was obtained. Since the F required at the .05 level with df of 1 and 18 is 4.41 it can be concluded that a statistical significance exists between the two groups. Table 11 shows a summary of the analysis of variance of the groups.

TABLE 11

SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR THE RESPONSES  
OF JUNIOR HIGH TEACHERS AND SPECIAL EDUCATION TEACHERS

Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Jr. H.S.- Sp. Ed.	Between	11.666667	1	11.666667	11.45540
	Within	18.333333	18	1.018519	
	Total	30.000000	19		

Tables 12, 13, 14, and 15 will illustrate the response percentage for school, position, years in district, and total years experience in relation to question 8.

Question 8 - The counselor should be a certified practicing teacher before he assumes the role of counselor.

TABLE 12

COMPARISON OF RESPONSE PERCENT OF SCHOOLS

Response	McC.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong Agreement	50	64	69	58	91	69
Mild Agreement	12	21	17	20	0	9
Neutral	12	7	13	4	8	14
Mild Dis-agreement	18	0	0	4	0	4
Strong Dis-agreement	6	7	0	12	0	0

Table 12 shows that the majority of schools agree that the counselor should be a certified practicing teacher. Pottawatomie School is in strongest agreement for 91 percent of the responses were in the strong agreement category. The McClaughry School has a majority in favor but also represents the school with the highest response in opposition to this question, for 24 percent are in disagreement to the question.

TABLE 13

PERCENT OF RESPONSE ACCORDING TO POSITION							
Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	66	67	71	0	16	100	100
Mild Agreement	16	16	7	0	16	0	0
Neutral	0	10	21	0	0	0	0
Mild Dis-agreement	8	0	0	0	66	0	0
Strong Dis-agreement	8	5	0	0	0	0	0

The responses according to position in Table 13 show that the majority are in agreement to the counselor being a certified practicing teacher. However, the Special Education teachers are in complete disagreement, for 66 percent of them feel he should not be a certified practicing teacher.

TABLE 14

PERCENT OF RESPONSE ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	64	61	69	63	100	100	0
Mild Agreement	17	12	9	27	0	0	0
Neutral	8	16	6	9	0	0	0
Mild Dis-agreement	2	6	6	0	0	0	0
Strong Dis-agreement	5	3	6	0	0	0	0

Table 14 shows the responses by years in the district. Again, the majority feel that the counselor should be a certified practicing teacher. Those with 5-9 years experience are in strongest disagreement, for 12 percent disagree with the idea of having the counselor be a certified practicing teacher.

TABLE 15

PERCENT OF RESPONSE ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	58	73	64	63	100	100
Mild Agreement	17	11	14	18	0	0
Neutral	13	7	9	9	0	0
Mild Dis-agreement	6	0	4	9	0	0
Strong Dis-agreement	4	7	4	0	0	0

The responses for the total years experience in Table 15 also show the majority to be in favor of the counselor being a certified practicing teacher. The strongest disagreement in this category is in the 1 to 4 year bracket for 10 percent were in opposition to the question.

Question 13 deals with the role of the counselor. Should he be free of regular scheduled classroom teaching? The F ratio of 22.683895 was obtained when comparing the responses of the elementary teachers to those of the junior high school teachers. The required F with degrees of freedom of 1 and 85 at the .05 level is 3.96. Since the F is larger than that required it can be concluded that the variance is statistically

significant. Table 16 will illustrate the analysis of variance between the responses of the two groups.

TABLE 16

SUMMARY OF ANALYSIS OF VARIANCE OF THE TWO GROUPS					
Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Elem- Jr.H.A.	Between	26.881210	1	26.881210	22.683895
	Within	100.727895	85	1.185035	
	Total	127.609195	86		

When comparing the responses of the elementary teachers to those of the music teachers the F ratio of 7.054874 was obtained. Since the F required at the .05 level with df of 1 and 74 is 3.98 it can be concluded that a difference exists between the two groups. Table 17 shows a summary of analysis of variance of the two groups.

TABLE 17

SUMMARY ANALYSIS OF VARIANCE BETWEEN THE TWO GROUPS					
Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F.
Elem-- Music	Between	8.359108	1	8.359108	7.054874
	Within	87.680366	74	1.184870	
	Total	96.039474	75		

In addition to the above two, a significant difference was found in comparing the responses of the junior high teachers to those of the special education teachers. An F ratio of



8.092349 was obtained. Using the .05 level and df of 1 and 18 the F required is 4.41. It can, therefore be concluded that a statistical difference exists. Table 18 will summarize the analysis of variance between the two groups.

TABLE 18

SUMMARY ANALYSIS OF VARIANCE BETWEEN THE TWO GROUPS					
Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F.
Jr. H.S.- Sp. Ed.	Between	11.335714	1	11.335714	8.092349
	Within	25.214286	18	1.400794	
	Total	36.550000	19		

Tables 19, 20, 21, and 22 will describe the percentages for the responses according to school, position, years of experience in the district, and total years experience.

TABLE 19

PERCENT OF RESPONSES ACCORDING TO SCHOOL						
Response	McC.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong agreement	62	30	78	62	66	50
Mild agreement	12	61	8	16	16	25
Neutral	12	0	8	16	8	14
Mild Dis-agreement	6	0	0	0	0	0
Strong Dis-agreement	6	7	4	4	8	9

Table 19 shows that the majority of percentage responses are in agreement that the counselor should be free of regular scheduled classroom teaching. However, all schools indicate a small percentage of strong disagreement. The Canterbury Elementary and Highlands Schools have a 4 percent strong disagreement response. McClaghry has 6 percent mild disagreement and 6 percent strong disagreement, and the Markham Park School has a 7 percent strong disagreement response. Pottawatomie School responds with 8 percent strong disagreement, and the junior high school has a 9 percent strong disagreement response.

TABLE 20

PERCENT OF RESPONSES ACCORDING TO POSITION

Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	58	62	50	0	66	33	100
Mild Agreement	8	22	35	0	16	0	0
Neutral	16	9	14	0	16	0	0
Mild Disagreement	0	0	0	0	0	33	0
Strong Disagreement	16	5	0	0	0	33	0

The percentage responses by position in Table 20 show that the majority of the educators are in agreement that the

counselor should not assume regular scheduled classroom teaching. However, the music teachers have a total of 66 percent responding in disagreement to this question.

TABLE 21

PERCENT OF RESPONSES ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	67	45	68	54	50	100	0
Mild Agreement	14	41	6	18	50	0	0
Neutral	8	9	17	9	0	0	0
Mild Dis-agreement	2	0	0	0	0	0	0
Strong Dis-agreement	5	3	6	18	0	0	0

Table 21 shows the responses by years in the district. Again, the majority are in favor of having the counselor free of regular classroom teaching.

The responses for total years experience in Table 22, also show the majority to be in favor of counselors not having regular scheduled classroom teaching. The strongest agreement is in the 20-24 year category with a 100 percent strong agreement response, and the lowest rating is found in the 15-19 year category with a response total of 18 percent in disagreement to the question.

TABLE 22

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	56	67	54	54	100	75
Mild Agreement	26	19	19	18	0	0
Neutral	13	3	14	9	0	25
Mild Dis-agreement	0	0	0	9	0	0
Strong Dis-agreement	4	7	9	9	0	0

In question 15 the role of the counselor was explored. Should the counselor be responsible for non-teaching duties such as bus, hall, and lunch? The F ratios in all comparisons were smaller than that required indicating that no statistical significance existed. Tables 23, 24, 25, and 26 illustrates the percentage for each school, position, years in the district, and total years experience.

Question 15 - The Counselor assists with non-teaching duties such as bus, lunch, and hall duty.

TABLE 23

PERCENT OF RESPONSES ACCORDING TO SCHOOLS						
Response	McC.	Mark.Pk.	Cant.	High.	Pott.	J.H.S.
Strong Agreement	0	21	21	29	16	9
Mild Agreement	25	35	4	12	8	34
Neutral	12	21	8	41	33	25
Mild Dis-agreement	6	7	13	0	16	9
Strong Dis-agreement	56	14	52	16	25	19

Table 23 shows mixed feelings as to whether the counselor should assist with non-teaching duties such as bus, lunch and hall duty. McClaughry and Canterbury Elementary are the only schools that feel he should not perform these duties. The Markham Park School feels he should and the remaining schools are divided in their opinions.

The percentage responses by position in Table 24 show that the special education teachers feel quite strongly that the counselor should not assume non-teaching duties. The administrators are in 49 percent agreement that the counselor should assume non-teaching duties.

TABLE 24

PERCENT OF RESPONSES ACCORDING TO POSITIONS							
Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	16	21	7	0	0	0	0
Mild Agreement	33	15	28	0	16	33	0
Neutral	16	23	28	0	0	66	100
Mild Dis-agreement	0	6	14	0	33	0	0
Strong Dis-agreement	33	32	21	0	50	0	0

TABLE 25

PERCENT OF RESPONSES ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	11	32	9	9	0	100	0
Mild Agreement	14	19	23	27	0	0	0
Neutral	20	22	19	45	50	0	0
Mild Dis-agreement	14	9	3	0	0	0	0
Strong Dis-agreement	38	16	43	18	50	0	0

Table 25 shows the responses by years in the district. The educators with one year experience express 42 percent disagreement to the question. Also, those with 5 to 9 years experience have a 50 percent disagreement response.

TABLE 26

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	17	23	19	9	0	0
Mild Agreement	15	15	14	36	50	50
Neutral	19	30	25	36	0	0
Mild Dis-agreement	17	3	0	0	0	0
Strong Dis-agreement	30	26	39	18	50	50

The responses for total years experience in Table 26 show mixed feelings in response to the question. However, those with 1 to 4 years experience feel quite strong that the counselor should not assume these duties, for they have a 47 percent disagreement response. The educators' with 20-24 years experience have a 50 percent disagreement response to the fifteen.

Question 19 dealt with teacher referral in a counseling program. An F ratio of 13.207799 was obtained when comparing the responses of the elementary teachers with those of the junior high teachers. The required F for significance at the .05 level with degrees of freedom of 1 and 83 is 3.96. Since the F is larger than that required it can be concluded that the

variance is statistically significant. Table 27 shows a summary of the analysis of variance of the two groups.

TABLE 27

SUMMARY OF ANALYSIS OF VARIANCE OF RESPONSES BETWEEN THE TWO GROUPS

Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Elem.-	Between	20.156527	1	20.156527	13.207799
Jr. H.S.	Within	126.667002	83	1.536108	
	Total	146.823529	84		

When comparing the responses of the elementary teachers and those of the special education teachers the F ratio of 4.162474 was obtained. Since the F required at the .05 level with df of 1 and 75 is 3.96 it can be concluded that difference exists between the two groups. Table 28 summarizes the analysis of variance.

TABLE 28

SUMMARY OF ANALYSIS OF VARIANCE OF RESPONSES BETWEEN THE TWO GROUPS

Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F.
Elem.-	Between	6.677154	1	6.677154	4.162474
Sp.Ed.	Within	120.309859	75	1.604131	
	Total	126.987013	76		

Tables 29, 30, 31, and 32 illustrates the percentages for each school, position, experience in the district, and total years experience.



Question 19 - The counseling program is based strictly on teacher referral.

TABLE 29

PERCENT OF RESPONSES ACCORDING TO SCHOOL						
Response	McC.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong Agreement	13	14	21	16	0	0
Mild Agreement	26	28	17	33	25	4
Neutral	3	14	21	12	25	9
Mild Dis-agreement	46	35	21	16	41	39
Strong Dis-agreement	6	7	17	20	8	44

Table 29 shows the majority of schools feel that the counseling program should not be based strictly on teacher referral. However, the Canterbury Elementary School expresses mixed opinion and the Highlands School responds with 49 percent agreement that the counseling program be based strictly on teacher referral. The Junior High School is quite strongly opposed to having a program based solely on teacher referral.

TABLE 30

PERCENT OF RESPONSES ACCORDING TO POSITION							
Response	Elem.	Jr.H.S.	Adm.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	15	0	16	0	0	0	0
Mild Agreement	29	7	8	0	0	33	0
Neutral	15	7	8	0	33	0	100
Mild Dis-agreement	27	42	33	0	33	66	0
Strong Dis-agreement	12	42	33	0	33	0	0

The percentage response by position in Table 30 shows that the junior high school teachers are definitely opposed to teacher referral, for 84 percent respond in disagreement to the question. The elementary teachers response is in 44 percent agreement to having a teacher referral plan. The other position responses are in opposition to having the program based only upon teacher referral.

TABLE 31

PERCENT OF RESPONSES ACCORDING TO YEARS IN THE DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25
Strong Agreement	8	6	13	27	50	0	0
Mild Agreement	26	25	13	27	0	0	0
Neutral	11	32	6	0	0	0	0
Mild Dis-agreement	35	22	31	36	50	100	0
Strong Dis-agreement	17	12	34	9	0	0	0

Table 31 shows the responses by years in the district. The majority are in favor of not having the program based only on teacher referral. However, the 15 to 19 year educators are split, for 50 percent are in strong agreement and 50 percent are in mild disagreement to the question.

The responses for total years experience in Table 32 show mixed opinion in responding to this question. Only the 25 years educators are in majority agreement of having the program based on teacher referral.

TABLE 32

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25
Strong Agreement	8	11	21	9	0	25
Mild Agreement	23	23	21	18	0	25
Neutral	19	15	10	0	0	25
Mild Dis-agreement	32	34	10	63	50	0
Strong Dis-agreement	15	15	36	9	50	25

Question twenty-three was concerned with the role of the counselor. When a problem exists the students as well as the parents will be interviewed. The F ratios of the comparisons of all the responses were smaller than that required at the .05 level indicating that there was no statistical significance in the answers. Tables 33, 34, 35, and 36 illustrate the percentages for each school, position, years in the district, and total years experience.

Question 23 - When a problem exists the student as well as the parents will be interviewed.

TABLE 33

PERCENT OF RESPONSES ACCORDING TO SCHOOL						
Response	McC.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong Agreement	68	57	73	70	91	64
Mild Agreement	12	28	17	20	8	29
Neutral	0	7	4	4	0	4
Mild Dis-agreement	0	0	4	4	0	0
Strong Dis-agreement	0	7	0	0	0	0

Table 33 shows that the majority of percentage responses are in agreement of having the student as well as the parents interviewed when a problem exists. However, the Markham Park School shows a 7 percent strong disagreement response, To this question. The Canterbury Elementary School and the junior high school show a 4 percent mild disagreement response.

The percentage responses according to position in Table 34 show that a majority of the educators are definitely in favor of having both parents and student interviewed. Only the elementary teachers show any negative sign. They responded with 3 percent disagreement to the question.

TABLE 34

PERCENT OF RESPONSES ACCORDING TO POSITION							
Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	66	73	64	0	50	100	0
Mild Agreement	8	19	35	0	33	0	100
Neutral	25	2	0	0	16	0	0
Mild Dis-agreement	0	2	0	0	0	0	0
Strong Dis-agreement	0	1	0	0	0	0	0

Table 35 shows the responses by years in the district. Again, the majority are in favor of both student and parent being interviewed.

TABLE 35

PERCENT OF RESPONSES ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	58	77	73	72	100	100	0
Mild Agreement	23	19	19	27	0	0	0
Neutral	11	0	6	0	0	0	0
Mild Dis-agreement	2	3	0	0	0	0	0
Strong Dis-agreement	2	0	0	0	0	0	0

TABLE 36

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	63	73	79	63	100	100
Mild Agreement	23	23	14	27	0	0
Neutral	8	3	0	9	0	0
Mild Dis-agreement	2	0	4	0	0	0
StrongDis-agreement	2	0	0	0	0	0

Table 36 responses for total years experience also show a definite agreement to the question. The only negative responses are in the 1 to 4 year category and the 10 to 14 year category for they both have a 4 percent disagreement response to the question.

Should a counselor handle teacher-pupil problems? Since all the comparisons of the responses were below the F ratio at the .05 level no statistical significance was found. Tables 37,38,39, and 40 illustrate the response percentages in relation to question 25.

Question 25 - The counselor will handle teacher-pupil problem.

TABLE 37

PERCENT OF RESPONSES ACCORDING TO SCHOOL						
Response	Mc.C.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong Agreement	62	14	65	29	72	34
Mild Agreement	12	64	13	45	9	50
Neutral	18	0	13	16	9	9
Mild Dis-agreement	6	7	4	4	9	4
Strong Dis-agreement	0	14	4	4	0	0

Table 37 shows that the majority of percentage responses indicate that the counselor should handle teacher-pupil problems. All six schools show some negative responses to the question. McClaghry responds with a 6 percent disagreement; Markham Park with a 21 percent disagreement; Canterbury with an 8 percent disagreement; the Highlands with an 8 percent disagreement; Pottawatomie with 9 percent disagreement; and the junior high with 4 percent disagreement.

The percentage responses by position in Table 38 show that the majority of educators were in favor of the counselor handling the teacher-pupil problems. The group in strongest disagreement to this are the elementary teachers with a 10 percent disagreement response.



TABLE 38

PERCENT OF RESPONSES ACCORDING TO POSITION							
Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	41	44	42	0	66	66	0
Mild Agreement	33	31	42	0	16	33	100
Neutral	16	12	7	0	16	0	0
Mild Dis-agreement	0	6	7	0	0	0	0
Strong Dis-agreement	8	4	0	0	0	0	0

TABLE 39

PERCENT OF RESPONSES ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	42	45	50	45	0	100	0
Mild Agreement	36	35	29	27	50	0	0
Neutral	15	12	9	0	50	0	0
Mild Dis-agreement	3	3	3	27	0	0	0
Strong Dis-agreement	3	3	6	0	0	0	0

Table 39 shows the responses by years in the district. Again, the majority are in agreement with the question. However, those in the 10 to 14 year category have a 27 percent disagreement response.

TABLE 40

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	41	57	42	27	50	75
Mild Agreement	32	26	36	54	50	0
Neutral	17	11	5	0	0	25
Mild Dis-agreement	4	3	5	18	0	0
Strong Dis-agreement	4	0	10	0	0	0

The responses for total years experience in Table 40 also show the majority to be in favor of counselors handling teacher-pupil problems. The strongest agreement is in the 20-24 category with a 100 percent agreement response, and those in the 15 to 19 year category are in strongest disagreement with an 18 percent disagreement response.

Question twenty-seven also dealt with the role of the counselor and was concerned as to whether or not he should handle discipline problems. When comparing the responses of the elementary teachers to those of the junior high teachers,

the F ratio of 7.892117 was obtained. Since the F required at the .05 level with df of 1 and 84 is 3.96, it can be concluded that a statistical difference exists between the two groups. Table 41 shows a summary of the analysis of variance.

TABLE 41

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN RESPONSES OF TWO GROUPS

Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Elem.- Jr. H.S.	Between	13.405984	1	13.405984	7.892117
	Within	142.687039	84	1.698655	
	Total	156.093023	85		

When the responses of the junior high school teachers and the special education teachers were compared, an F ratio of 4.635193 was obtained. The F required at the .05 level with df of 1 and 17 is 4.45. Therefore, the conclusion can be drawn that a difference exists between the two groups. Table 42 gives a summary of the analysis of variance.

TABLE 42

SUMMARY OF ANALYSIS OF VARIANCE OF RESPONSES OF TWO GROUPS

Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Jr. H.S.- Sp. Ed.	Between	5.344804	1	5.344804	4.635193
	Within	19.602564	17	1.153092	
	Total	24.947368	18		

A significant difference was found between the responses of the music teachers and the junior high teachers. An F ratio of 5.953488 was obtained. The F required at the .05 level with df of 1 and 14 is 4.60. A statistical significance is present. Table 43 shows the analysis of variance between these two groups.

TABLE 43

<u>SUMMARY OF ANALYSIS OF VARIANCE OF RESPONSES BETWEEN TWO GROUPS</u>					
<u>Position</u>	<u>Source of Variance</u>	<u>Sum of Sq.</u>	<u>df</u>	<u>Mean Sq.</u>	<u>F.</u>
Music- Jr.H.S.	Between	6.564102	1	6.564102	5.953488
	Within	15.435898	14	1.102564	
	Total	22.000000	15		

Tables 44, 45, 46, and 47 illustrate the response percentages for the school, position, years in district and total years experience in relation to question 27.

Question 27 - The counselor will handle discipline.

TABLE 44

<u>PERCENT OF RESPONSES ACCORDING TO SCHOOL</u>						
<u>Response</u>	<u>Mc.C.</u>	<u>Mark.Pk.</u>	<u>Cant.</u>	<u>High.</u>	<u>Pott.</u>	<u>Jr.H.S.</u>
Strong Agreement	18	7	8	8	41	5
Mild Agreement	25	28	21	8	8	5
Neutral	37	14	21	33	25	15
Mild Dis-agreement	12	28	21	20	8	21
Strong Dis-agreement	6	21	26	29	16	52

Table 44 shows a division of opinion among the schools as to whether the counselor should handle discipline. The junior high school is in strongest disagreement with the question for 73 percent feel that he should not handle discipline. Both the Highlands School and Markham Park School have a 49 percent response that the counselor should not handle discipline. Pottawatomie school tends to feel the counselor should handle discipline, for 49 percent are in agreement with the question. This is also true of McClaughey School for 43 percent of them are in favor of the counselor handling discipline.

TABLE 45

PERCENT OF RESPONSES ACCORDING TO POSITION							
Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	25	15	0	0	0	0	0
Mild Agreement	16	13	7	0	33	66	0
Neutral	8	28	15	0	33	0	100
Mild Dis-agreement	16	20	15	0	16	33	0
Strong Dis-agreement	33	21	61	0	16	0	0

The percentage responses by position in Table 45 show that the majority of junior high school teachers are opposed to the counselor handling discipline problems, for 76 percent

are in disagreement with question twenty-seven. The administrators rank second to the junior high, for 49 percent of them are in disagreement with the question. However, 43 percent of the administrators are in favor of the counselor handling discipline problems.

TABLE 46

PERCENT OF RESPONSES ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	11	6	13	27	0	100	0
Mild Agreement	8	26	3	45	0	0	0
Neutral	38	26	9	18	50	0	0
Mild Dis-Agreement	11	16	36	0	50	0	0
Strong Dis-agreement	29	23	36	9	0	0	0

Table 46 shows response by years in the district. Those in the 5-9 year category feel the counselor should not be a disciplinarian for 72 percent oppose the idea. The 20-24 year category is in strongest agreement of the counselor handling discipline problems. They have a 100 percent strong agreement return.

TABLE 47

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	8	11	19	9	0	50
Mild Agreement	13	15	0	45	100	0
Neutral	37	11	29	0	0	25
Mild Dis-agreement	13	34	14	27	0	0
Strong Dis-agreement	26	26	34	18	0	25

The responses for total years experience in Table 47 shows that the 5 to 9 year category had a 60 percent disagreement rating for question twenty-seven. However, the 25 year category has a 100 percent strong agreement response in favor of the counselor being a disciplinarian.

Question 34 was: After a child has been tested enough insight is not given to the classroom teacher as the solution of the problem. Comparisons of the responses of administrators and those of elementary teachers showed an F ratio of 10.929176. Since the F required at the .05 level with df of 1 and 82 is 3.96 it can be concluded that a significant difference exists between the groups. Table 48 shows a summary of the analysis of variance.

TABLE 48

SUMMARY OF ANALYSIS OF VARIANCE OF RESPONSES BETWEEN TWO GROUPS					
Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Admin.- Elem.	Between	9.722223	1	9.722223	10.929176
	Within	72.944444	82	.889566	
	Total	82.666667	83		

When comparing the responses of the elementary teachers to those of the special education teachers the F ratio of 5.729229 was obtained. The F required at the .05 level with df of 1 and 76 is 3.96. The conclusion is reached that there is a statistical difference. Table 49 illustrates a summary of the analysis of variance.

TABLE 49

SUMMARY OF ANALYSIS OF VARIANCE OF RESPONSES BETWEEN TWO GROUPS					
Position	Source of Variance	Sum of Sq.	df	Mean Sq.	F
Elem.- Sp. Ed.	Between	5.235043	1	5.235043	5.729229
	Within	69.444444	76	.913743	
	Total	74.679487	77		

The remaining four tables will show the response in percentage for the schools, positions, years in district, and total years experience.

Question 34 - After a child has been tested enough insight is not given to the classroom teacher as to the solution of the problem.



TABLE 50

PERCENT OF RESPONSES ACCORDING TO SCHOOL						
Response	McC.	Mark.Pk.	Cant.	High.	Pott.	Jr.H.S.
Strong Agreement	25	42	69	66	83	4
Mild Agreement	31	35	13	25	16	59
Neutral	18	14	4	8	0	25
Mild Dis-agreement	18	7	8	0	0	9
Strong Dis-agreement	6	0	4	0	0	0

Table 50 shows that the majority of percentage responses indicate that the classroom teacher does not get enough insight as to the solution of students problems after they have been tested. McClaghry School has the strongest disagreement to the question, for they had a total disagreement response of 24 percent.

Table 51, the percentage responses by position, shows that the majority of the educators are in agreement to the question. However, the special education teachers are in strongest disagreement for they respond with a 33 percent mild disagreement response. The Librarians and elementary teachers feel the strongest about the question for 100 percent of the librarians feel not enough information is given, and 86 percent of the elementary teachers feel that not enough information is

given to them.

TABLE 51

PERCENT OF RESPONSES ACCORDING TO POSITION							
Response	Adm.	Elem.	Jr.H.S.	Couns.	Sp.Ed.	Music	Libr.
Strong Agreement	8	67	0	0	33	33	100
Mild Agreement	58	19	64	0	16	33	0
Neutral	16	8	21	0	16	33	0
Mild Dis-agreement	8	4	14	0	33	0	0
Strong Dis-agreement	8	1	0	0	0	0	0

Table 52 shows the responses by years in the district. Again, the majority are in agreement that the classroom teacher does not get enough information. The educators in the first year category have the lowest disagreement response of 16 per cent.

TABLE 52

PERCENT OF RESPONSES ACCORDING TO YEARS IN DISTRICT							
Response	1	2-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	38	58	50	45	50	100	0
Mild Agreement	26	25	36	36	50	0	0
Neutral	17	6	9	9	0	0	0'
Mild Dis-agreement	11	9	9	9	0	0	0
Strong Dis-agreement	5	0	0	0	0	0	0

The responses for total years experience in Table 53 show the majority to be in agreement with question thirty-four. The 1-4 year category shows the strongest disagreement again with a 14 percent disagreement response. The 20-24 year category has the highest agreement level of 100 percent.

TABLE 53

PERCENT OF RESPONSES ACCORDING TO TOTAL YEARS EXPERIENCE						
Response	1-4	5-9	10-14	15-19	20-24	25-
Strong Agreement	47	61	50	27	0	50
Mild Agreement	23	30	19	54	100	50
Neutral	13	3	25	9	0	0
Mild Dis-agreement	10	3	4	9	0	0
Strong Dis-agreement	4	0	0	0	0	0

## CHAPTER V

### CONCLUSION

In summarizing the results of this survey it can be concluded that the educators of District 144 feel a counseling program would be of value to the elementary students and personnel of the district. It was felt that counselors were needed throughout the entire school system. However, the responses indicated there was a greater need in the junior high school and intermediate levels rather than in the primary grades.

The junior high school faculty expressed the need for a school counselor rather than other professional services, such as art and physical education instructors, which are already provided in the junior high. However, these services do not prevail in the elementary schools. It was at this level that they seemed to be divided in their opinions as to the need for a counselor versus the need for other educational services.

As to the role of the counselor, the majority of those surveyed felt that he should be free of classroom teaching and

other classroom duties. However, there was a strong feeling that the counselor be a certified practicing teacher and that he offer constructive criticism to teachers when problems exist. As far as non-teaching duties such as bus, lunch, and hall duty the opinions were mixed.

As to whether the counseling program should be based solely upon teacher referral again a difference of opinion was found. Some felt that teacher referral should be the basis for the counseling program and others were in opposition to this procedure.

According to the results of this survey it was felt that the counselor should interview parents along with students in problem cases and also handle teacher-pupil problems. There was a definite feeling of agreement that he should assume both of these roles. However, in the area of discipline there were differing opinions.

The educators also expressed strong agreement that the teachers do not get enough information as to the solution of problems after students have been tested. This would indicate that the teachers would like to know professional ways in which to help a student with emotional or social problems. This relates back to question sixteen where teachers expressed a desire for helpful criticism from the counselor.

An overall picture of the survey has been given. Upon closer observation it was found that the administrators, teachers, and librarians differed significantly in their responses in several areas.

The elementary teachers and junior high school teachers were in strong agreement that the counselor should be a certified practicing teacher. However, this differed from the opinions' of the special education teachers who seemed to feel that this was not of major importance. The reasoning for this could possibly be that they consider the counselor a specialist in this field as they are in theirs and that they themselves do not have regular classroom experience.

In determining the role of the counselor the music teachers felt he should not be free of regular scheduled classroom teaching. However, the elementary and special education teachers felt the counselor should be free of classroom teaching. Since the music teachers move from class to class, they do not have the association a classroom teacher has with one class. The classroom teacher must make out grades, observation forms, conference forms, test summaries, and referral forms as does the special education instructor. In this manner they would tend to feel that the counselor should be free to counsel students rather than be obligated for part of the day

with a regularly assigned class.

In determining whether the counselees should be appointed solely on a teacher referral basis, the elementary teachers were more evenly distributed in their opinions. However, the special education teachers and the junior high teachers felt that clients should not be sent only on a teacher referral basis. Since the junior high already has a counseling program, this could have influenced their thinking, for at the present time their program is geared toward teacher referral and student request.

The counselor's role as a disciplinarian was strongly opposed by the junior high teachers, whereas, the special education and music teachers felt he should assume this role. The opinions of the elementary teachers were evenly distributed. The junior high program is structured so that one of the counselors works only on counseling students while the other counselor tends to work with disciplinary problems. The elementary teachers would tend to be varied in their responses for they would feel the person in charge of a situation should handle any problems that may arise.

As to the follow up after testing, it was found that the elementary classroom teacher expressed the need for more information than is usually given.



The elementary teachers would probably feel quite strongly about this since they must refer all cases to the South Suburban Cooperative. The junior high school faculty, however, has counselors within the school to confer with whenever possible.

The counselor is needed in the elementary schools. Authorities, such as Eckerson, Aubrey, and Mayer all stress the importance of guidance in our schools and especially in our elementary schools.

The role the counselor assumes depends upon the school district. However, the results of this survey tend to agree with authorities in the field of counseling. The counselor should be free of regularly scheduled classroom instruction.

In the opinion of this writer the counselor must not be a disciplinarian for if students are to place their confidence in him, he must be a person who is easy to talk to and an interested listener. He should not represent another authority figure.

The counseling program in the elementary school should be for all students and not geared to only those with learning, social or emotional problems.

According to Roger Aubrey, "The increased expansion of counseling services at the elementary school level has had few critics, for the services are long overdue and desperately needed".<sup>22</sup>

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<sup>22</sup>Roger Aubrey, "The Legitimacy of Elementary School Counselors: Some Unresolved Issues and Conflicts", Personnel and Guidance Journal, XLVI (Dec., 1967), p. 355.

## APPENDIX A

May, 1968

Dear Educator:

We realize the importance of trying to develop each child individually. However, with class sizes constantly growing and subject matter constantly increasing it seems almost impossible to give individual attention to the children.

I realize that there are numerous demands being placed upon you at this time of the year. However, will you please take a few minutes to fill out the following survey concerning the role of a counselor in our school.

In this survey the term elementary will be used to denote grades K through six. A counseling program shall consist of a counselor or counselors who will assist the individual in the process of his personal and social development.

STATISTICS OF DISTRICT 144

<u>School</u>	<u>Enrollment*</u>
McClaghry	335
Markham Park	426
Canterbury	718
Highlands	723
Pottawatomie	393
	2595
Canterbury Junior High	732
Total	3327

\*According to the latest available statistics

Robert J. Pribyl

## INSTRUCTIONS:

Do not mark on this ditto. Put all marks on the IBM Sheet. Use a No. 2 pencil.

## IDENTIFICATION GRID

## A. First line for school

1-McClaughry	4-Highlands
2-Markham Park	5-Pottawatomie
3-Canterbury	6-Canterbury Junior High

## B. Second line for position held

1-Administrator	4-Counselor
2-Elementary teacher	5-Special Ed. Teacher
3-Junior High teacher	6-Music teachers
	7-Librarians

## C. Third line for years taught in district

1-1 year	5-15-19 years
2-2-4 years	6-20-24 years
3-5-9 years	7-25 years or more
4-10-14 years	

## D. Fourth line for total years experience

1-1-4 years	4-15-19 years
2-5-9 years	5-20-24 years
3-10-14 years	6-25 or more

No other identification information is required.

Please rate each statement in the survey by blackening the appropriate number.

1-strong agreement  
 2-mild agreement  
 3-neutral  
 4-mild disagreement  
 5-strong disagreement

1-strong agreement      2-mild agreement      3-neutral  
 4-mild disagreement      5-strong disagreement

1. A counselor is necessary in the elementary school.
2. One counselor is needed for each building.
3. Two counselors are sufficient for a counseling program (enrollment-2,595).
4. A counselor is needed in the primary grades (K-3).
5. A counselor is needed in the intermediate grades (4-6).
6. A counselor is needed in the junior high school.
7. Other educational services such as physical education and art instructors are of a greater value to the students than a counselor.
8. The counselor should be a certified practicing teacher before he assumes the role of a counselor.
9. The counselor should be drawn from the regular teaching staff of the district in which he is employed.
10. One of the counselor's roles is to serve as a teacher substitute when needed.
11. The counselor will serve as a resource person in the school.
12. The counselor is a disciplinarian.
13. The counselor is free of regular scheduled classroom teaching.
14. The counselor is the judge in disciplinary cases.
15. The counselor assists with non-teaching duties such as bus, lunch, and hall duty.
16. A counselor's responsibility is to give constructive criticism to the teacher of problem students.
17. The achievement and I.Q. testing program is handled by the counselor under administrative direction.
18. The counselor's role in relation to the student is one of an authoritarian.
19. The counseling program is based strictly on teacher referral.
20. The counselor is available to any and all students.
21. When a child has been referred and individually tested the results will be made known to the teacher.
22. When a child has been referred and individually tested the results will be interpreted to the parents.
23. When a problem exists the student as well as the parents will be interviewed.
24. The counselor will handle parent-child problems.
25. The counselor will handle teacher-pupil problems.
26. The counselor will handle pupils' personal problems.
27. The counselor will handle discipline.
28. The counselor will handle underachievers.
29. The counselor will handle overachievers.
30. The counselor will handle emotional problems

31. The counselor will handle child learning difficulties
32. The counselor will handle mentally retarded.
33. Too much time elapses between the referral and the actual testing.
- 34, After a child has been tested enough insight is not given to the classroom teacher as to the solution of the problem.
35. A guidance program will be beneficial to the teachers of District 144.
36. A guidance program will be beneficial to the students of District 145.

## TEN QUESTIONS UPON WHICH THE STATISTICAL ANALYSES WERE MADE

1. A counselor is necessary in the elementary schools.
7. Other educational services such as physical education and art instructors are of a greater value to the students than a counselor.
8. The counselor should be a certified practicing teacher before he assumes the role of a counselor.
13. The counselor is free of regular scheduled classroom teaching.
15. The counselor assists with non-teaching duties such as bus, lunch, and hall duty.
19. The counseling program is based strictly on teacher referral.
23. When a problem exists the student as well as the parents will be involved.
25. The counselor will handle teacher-pupil problems.
27. The counselor will handle discipline.
34. After a child has been tested enough insight is not given to the classroom teacher as to the solution of the problem.



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