

A NATIONAL SURVEY TO ANALYZE THE PREVAILING APPROACHES
TO ELEMENTARY SCHOOL GUIDANCE

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The problem of this study was to analyze the prevailing approaches to elementary school guidance in the United States. The purpose of this study was to explore the significant factors which influence the approaches to elementary school guidance in the fifty states. To carry out the purpose of this study, research hypotheses were formulated.

The related literature was divided into two sections: (1) early development of elementary school guidance, and (2) current status of elementary school guidance.

The questionnaire entitled "National Survey of Elementary School Counselors" was developed to study the characteristics of the nation's elementary school counselors as they related to the approaches to elementary school guidance.

The elementary counselors involved in this study were employed in the nation's elementary schools during the fall semester of 1970. Over 800 of the 1500-plus questionnaires were returned by late fall of 1970. Seven hundred and six of the questionnaires were found to be in usable form.

In the presentation and analysis of data, Chapter IV, the data are presented under three sections:

(1) characteristics describing the nation's elementary school counselors, (2) an examination of the individual hypotheses, and (3) additional findings. Tables are used to report the findings. Each research hypothesis is examined and statistical differences are reported on each hypothesis. Explanations are given.

An analysis of the data presented in this study revealed the following significant findings:

1. Elementary school counselors over forty years of age tend to be more developmental in the approach to elementary school guidance than do elementary school counselors forty years of age and under.

2. Elementary school counselors serving principals who prefer the counselor to work with all students tend to be more developmental in the approach to elementary school guidance than do elementary school counselors serving principals who prefer the counselor to work primarily with students with special problems.

3. Elementary school counselors serving teachers who prefer the counselor to work with all students tend to be more developmental in the approach to elementary school guidance than do elementary school counselors serving teachers who prefer the counselor to work with students with special problems.

The conclusions which follow were drawn on the basis of careful treatment and analysis of data collected to

ascertain the significant factors which influence the approaches to elementary school guidance.

1. Age is a significant factor concerning the approach to elementary school guidance.

2. The attitude of the principal is a significant factor concerning the approach the elementary counselor will follow in the school's guidance program.

3. The attitude of the teacher is a significant factor concerning the approach the elementary counselor will follow in the school's guidance program.

Based upon the review of research and findings of this study, the following recommendations are made:

1. School districts desiring to offer a developmental approach to elementary school guidance should give consideration to employing elementary school counselors over forty years of age.

2. School districts desiring to offer a developmental approach to elementary school guidance should establish such programs on campuses where principals and teachers prefer that the counselors work with all students rather than just those with special problems.

3. Preparation programs for elementary school principals and teachers should include instruction in elementary school guidance emphasizing the developmental approach.

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DISSERTATION

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CHAPTER I

INTRODUCTION

The future of elementary school guidance is now, and the direction of its course is presently being charted. The efforts made to study the needs of our schools, the adequacy of our programs, the sufficiency of our staffs, will determine what we do to systematize and enrich the services the child needs in this complicated and changing world (6).

There is only a small percentage of school systems across the country that employ counselors to work at the elementary level; the number currently employed at that level is inadequate to have effective programs. The effect of counselor-student ratio and work environment upon the role of the elementary school counselor is clearly evident. With student ratios quite large, the elementary school counselor has been required to work with problem cases and spend a large percentage of time in testing and in child study. This does not represent the work ideal of the elementary school counselor nor should current activities be mistakenly accepted as the total role of the school counselor in the elementary schools (9, p. 12).

Guidance at the elementary level should be a continuing process concerned with determining and providing for the

developmental needs of all pupils. This process should be carried out through a systematically planned program of services which is a vital part of the elementary school's organized effort to provide meaningful educational experiences appropriate to each child's need and level of development (2).

Statement of the Problem

The problem of this study was to analyze the prevailing approaches to elementary school guidance in the United States.

Purpose of the Study

The purpose of this study was to explore the significant factors which influence the approaches to elementary school guidance in the fifty states.

Hypotheses

I. Counselor age is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors under forty years of age will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors forty years of age and over will be more crisis-oriented than developmental in their approach to elementary school guidance.

II. The number of campuses served is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors serving not more than two campuses will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors serving more than two campuses will be more crisis-oriented than developmental in their approach to elementary school guidance.

III. Years of teaching experience is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors with less than ten years of teaching experience will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors with ten years or more of teaching experience will be more crisis-oriented than developmental in their approach to elementary school guidance.

IV. Level of teaching experience is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors with the majority of their teaching experience at the elementary level will be more developmental than

crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors with the majority of their teaching experience at the secondary level will be more crisis-oriented than developmental in their approach to elementary school guidance.

V. Counselor certification is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors who are fully certified will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors who are not fully certified will be more crisis-oriented than developmental in their approach to elementary school guidance.

VI. Student-counselor ratio is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors with student ratios of 600 and less will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors with student ratios exceeding 600 will be more crisis-oriented than developmental in their approach to elementary school guidance.

VII. Source of counselor salary is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of counselors salaried with state, local, and National Defense Education Act Title V-A funds (NDEA) will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors salaried with Elementary and Secondary Education Act Title I (ESEA) funds will be more crisis-oriented than developmental in their approach to elementary school guidance.

VIII. The attitude of the principal is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors serving principals who prefer that they work with all students will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary school counselors serving principals who prefer that they work with students with identified problems will be more crisis-oriented than developmental in their approach to elementary school guidance.

IX. Teacher attitude is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors working with teachers who prefer that they work with all students will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary school counselors working with teachers who prefer that they work with students with identified problems will be more crisis-oriented in their approach to elementary school guidance.

X. Counselor attitude is a significant factor concerning the approach to elementary school guidance.

A. A significantly greater percentage of elementary counselors who prefer working with all students will be more developmental than crisis-oriented in their approach to elementary school guidance.

B. A significantly greater percentage of elementary counselors who prefer working with students with identified problems will be more crisis-oriented than developmental in their approach to elementary school guidance.

Background and Significance

It is very apparent that interest in elementary school guidance and counseling is presently growing at an extremely rapid rate. This is evidenced by the numerous articles that have appeared in professional journals such as the Elementary

School Guidance and Counseling journal which first appeared in 1967, thus opening a new channel of communication in this field (3). Probably one of the reasons for this new interest is the recognition of the importance of early school years in the development of the child. The federal government has also helped increase this professional interest by making funds available for elementary school guidance at state and local levels for the training of elementary school counselors through the National Defense Education Act of 1958.

One of the major concerns of the contemporary guidance movement is the approach to elementary school guidance. Thus, there was a need to examine the guidance function in the elementary school in terms of the counselor's role. This study was concerned with the two major approaches to elementary school guidance, namely: developmental and crisis-oriented.

Most of the writers over the past few years have encouraged the developmental approach to elementary school guidance (3, 4, 7, 8, 11, 12, 13). Crisis-oriented guidance is not excluded; however, the focus is on normal elementary school children who constitute the overwhelming majority of the school population. Wrenn has stated, "The critical question is whether or not the elementary school will learn from the experience of the secondary school and build a counseling program which is not crisis-oriented" (13, p. 148).

Guidance in the elementary school has been defined by the membership of the Association for Counselor Education and Supervision and the American School Counselor Association through their joint committee for 1966 as ". . . a continuing process concerned with determining and providing for the developmental needs of all pupils" (2). The Texas Personnel and Guidance Association presented a position paper in 1969 which stated,

Many elementary guidance programs have been crisis-oriented in the beginning and are now able to cope with the immediate problems or are successful in making appropriate referrals. Hopefully the elementary counselors are beginning to be able to devote the bulk of their time and effort to developmental and preventive guidance which is felt to be much more productive (10).

The indications appear to be quite clear as to the recommended approach. If the stated hypotheses are accepted, this study will be significant in providing the leaders in the field with information concerning possible reasons for the approach indicated and implication for changes needed for bringing about the recommended approach.

Definition of Terms

For the purpose of this study, the following definitions have been formulated:

1. Elementary school guidance: public school guidance programs not extending above grade eight.

2. Crisis-oriented guidance: guidance emphasizing diagnostic study and remedial attention of atypical children. This approach involves the study of children, the diagnosis of problems, and procedures for dealing with children who have problems. This approach is a remedial-corrective effort (10).

3. Developmental guidance: focuses on the characteristic behaviors considered typical for the various ages or stages of development. This approach attempts to meet the needs and concerns of all children. The approach is a preventive-developmental effort (8).

4. Fully certified: All requirements have been completed for the counselor certification program of the state. This does not include temporary certification or special permits.

Limitations and Basic Assumptions of the Study

This study was subject to the various limitations associated with data collected by mailed questionnaires. It was assumed that adequate and valid data were secured through the instrument developed. It was further assumed that the subjects responded honestly to the instrument indicating their approach to elementary school guidance. It was also assumed that the data collected would reveal some definite pattern concerning the approach to elementary school guidance which would in turn serve as a guideline for improving elementary school guidance across the nation.

Instrument

A survey instrument was developed to gather the information for this study. The instrument was concerned with the three major areas for which the elementary counselor is responsible, as indicated in the statement prepared by the American Personnel and Guidance Association in 1969. The three areas of responsibility indicated are counseling, consultation, and coordination (1).

The activities performed under these three categories and the amount of time devoted to these activities served as the basis for determining whether the approach was crisis-oriented or developmental. The activities presented in the instrument to indicate whether the approach was developmental or crisis-oriented were taken from Herman J. Peters' "A Taxonomic Approach to Presenting the Elementary School Counselor's Functions" (8, pp. 267-271).

A panel of five experts from the Division of Counselor Education at North Texas State University evaluated the activities included in the instrument as to their validity in determining whether an approach was developmental or crisis-oriented. Each activity was judged by the panel as being acceptable, not acceptable, or uncertain. Each activity judged acceptable by a majority of the panel was included in the questionnaire.

The reliability of the questionnaire was obtained through a pilot study using fifty full-time elementary

school counselors in Texas. The questionnaire was administered two times at a two-week interval to the same individuals. On the second administration of the questionnaire the order of the items was changed. Only those categories that revealed an acceptable degree of reliability were included in the questionnaire.

Procedures for Collection and Analysis of Data

After the validity and reliability of the instrument were established, the questionnaire was mailed to a random sample of 1,519 of the nation's 4,000-plus elementary school counselors (Appendix A). The data were tabulated and illustrated by the use of tables.

Each of the ten hypotheses was tested by use of the formula for the significance of the difference between two percentages (5). Data gathered from the questionnaire items were used to test the ten stated hypotheses. The three sections of the questionnaire under the heading Guidance Functions, were used to divide the subjects into developmental or crisis-oriented groups. The groups were determined by analyzing the last page of the questionnaire. The two groups were analyzed as they related to the questionnaire items being considered and the hypotheses being tested. Conclusions, recommendations, and implications were presented on the basis of the data obtained.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Early Development of Elementary School Guidance

Elementary school guidance is probably considered the most recent member of the family of pupil personnel services in the public schools. Unlike the typical family addition, elementary school guidance struggles for its professional maturation in an atmosphere that impatiently questions its nature, goals, and contributions (16).

Faust points out, "While counselors have been working in elementary schools for decades, only recently, beginning in 1965-66, have they begun to emerge with an identity of their own and in relatively large numbers" (6, p. 161). He also makes note that the birth of modern elementary school counseling at about 1965 did not occur with a single individual nor in any one place.

Elementary school counseling is a relatively recent term, yet elementary school counseling programs can be traced to the early 1900's. The Boston public schools appointed a counselor-teacher for each of its elementary schools in 1909. There is some indication that the failure of this program may have been responsible, at least in part,

for the delayed emergence of elementary school counseling programs (4).

Although little had been written about the functions of counseling and guidance in the elementary school prior to 1960, there was some mention given the process more than a decade earlier. Jones pointed out in 1945, "The logical place for beginning organized guidance is the point at which the child enters school" (14, p. 287). To emphasize the importance of the need for elementary school guidance programs, Krugman stated in 1954, ". . . to begin guidance at the age of 14, as though life began then, is contrary to all we know about personality formation" (15, pp. 271-272).

In the later 1950's, a small number of investigators began reporting their findings with respect to guidance services existent in elementary schools. In 1960, articles and books began to appear in which varied opinions as to the desirable nature of such services were expressed (4).

Hill and Nitzschke seem to have been instrumental in developing concern in regard to the definition of the guidance function at the elementary school level. The two leaders surveyed 154 preparation programs in elementary school guidance in the United States from which conclusions were drawn concerning the quality of the preparation (13).

Other leaders in the field were continuing to define the role of the school counselor, making little or no distinction between the secondary and elementary school function

of the counselor. This tendency was probably encouraged by the passage of the National Defense Education Act of 1958. The act was designed to aid in the identification and encouragement of talented secondary school counselors, but not for the training of elementary school counselors. The 1965 extension of the National Defense Education Act seems to have greatly influenced the growth and development of elementary school guidance programs. Through this extension monies became available for the training of elementary school counselors (4).

Faust has detailed the major developments in the elementary school guidance movement. Three periods were identified for discussing the approaches to elementary school guidance: traditional, neotraditional, and developmental. Faust presents these three approaches as follows:

. . . Following the initial movement toward elementary school counseling (which perhaps occurred as early as the twenties) little developed for more than two decades. In fact, during the next forty years, until the birth of modern elementary school counseling, the counselor borrowed extensively from traditional secondary school guidance and school psychology. It was during the late fifties that significant shifts in emphasis began to appear in earnest. Traditional approaches began to give way to other considerations.

While the changes that occurred during the fifties were a departure from the traditionalist's roles, a considerable portion of the elementary school counselor's image continued to resemble that of the traditional counselor. . . . within a short time (by 1965) this part-traditionalist, part-someone-new was to contribute significantly to the birth of modern elementary school counseling.

The middle sixties found a new elementary school counselor, the developmentalist, fully emerged with an identity in his own right . . . (8, p. 1).

Elementary school guidance appears to presently be in the third period identified by Faust. Others in the field would probably disagree somewhat with the developments in elementary school guidance as presented by Faust.

Current Status of Elementary School Guidance

Authorities in the field of guidance have increasingly recommended counseling in the elementary school; however, the particular approach that would be appropriate for elementary school guidance is still questioned by some. The approach seems to fall into two definable categories: developmental, which is not always problem-oriented but focuses on the overall development of self-understanding and methods for solving the developmental tasks; and counseling for the modification of behavior and attitudes, which is often problem-oriented and which attempts to change a child's faulty and confused convictions, percepts, attitudes, and behavior. Although principles and processes may be similar, there may be differences in emphasis between the two approaches (5).

Peters (17) feels that the central goal of elementary school guidance should be developmental in nature, not remedial or therapeutic: that is, it is for those individuals in the classroom who have at least a fair degree of

psychological inner harmony. He points out that there are boys and girls who need remedial or therapeutic assistance, but this service should come from a specialist other than the school counselor. He further indicates that the argument that no other specialist is available in many of the schools does not give license to the elementary counselor to go beyond his competencies.

Contrary to the thinking of Peters and others, Bender states that "The continuing controversy in the field of elementary school guidance over the role and function of the elementary guidance worker may never be resolved" (2, p. 245). He reports that there is strong evidence that teachers, administrators, and elementary counselors see the elementary guidance worker primarily as a remedial, crisis-oriented counselor.

Byrne has noted that ". . . elementary school counselors are indeed found in frequent numbers to be copies of secondary school procedures, right down to the premise that they are to serve pupils in crisis, or just those who seek their help" (3, p. 351). The current trend, however, has been away from the crisis-centered approach traditionally practiced at the secondary level (3).

The approach urged by Faust is broader in scope than crisis-oriented approaches. He proposes an approach which ". . . is designed not so much to heal disordered, perplexed, unproductive children, but rather to assist other school

personnel in building a new world for children, in which disorder and disease have little opportunity to originate and flourish" (7).

The position of Van Hoose is ". . . that the elementary school counselor assists all boys and girls and that this assistance can best be described as developmental" (18, p. 12). He feels that the major concern should be the normal pupil with limited and indirect services for the seriously maladjusted child.

One writer (11) has noted that even those elementary school counselors who formerly taught at the elementary level are often indoctrinated in secondary models and procedures. The role of the elementary school counselor has been perceived by some as patching up problems. It appears that the role has been confused with that of school psychologists and social workers and because of this the elementary school counselor has worked primarily with deviant pupils.

Hill (11) proposes that the question needs to be answered concerning which children need the help of special service workers and whether the teacher is in a position to provide all the needed help. He offers the position that the answer depends in part upon whether "guidance" is seen as a preventive-developmental effort or as a remedial-corrective effort. Hill and Luckey have concluded that this major split in both the theory and the practice of elementary school guidance ". . . is a division which actually is

more the consequence of conditions in the schools and the problems of providing adequate staff than it is in the thinking of those who have developed theoretical bases upon which to build guidance services for the younger children" (12, p. 34). Several investigators have concluded that this diagnostic and remedial emphasis in the name of elementary school guidance is a result of teacher requests for help and a matter of who the available staff member may be who can provide this help. The elementary school counselor in many schools is therefore working with a relatively small number of children who have special problems. This situation arises because of a few simple, understandable conditions. "Teachers have problem children and they want help. The counselor is available, therefore, the counselor is a person who helps teachers with their problem children" (12, p. 144). It would seem that these conditions could be improved if the staff better understood what elementary school guidance is all about. Hill and Luckey have also cited numerous surveys as well as statements of professional organizations which indicate that in practice the school social worker and the school psychologist do serve mainly with the "difficult cases" and that the school counselor is fitted into this same mold in many schools. These authors conclude that this is the consequence, insofar as the school counselor is concerned, of two forces: "One is the pressure of understaffing which puts the counselor into the pattern of

crisis-oriented service. The other force is the carry-over to the counselor of the image of the other pupil personnel worker. Both are potent factors in setting the counselor's pattern of service" (12, p. 559).

Hill and Luckey offer the following lines of action for correcting the aforementioned situation:

1. The most obvious thing to do is to increase the number of school counselors and other pupil personnel workers in the elementary schools.

2. A related approach is to reduce class size. This will, it has commonly been found, tend to reduce the number of children with learning and adjustment difficulties simply because the teacher will be able to give these children more attention.

3. There can be an effort made to assign functions regarded as guidance functions to various members of the instructional staff.

4. There can, and needs to be, a variety of ways employed to encourage in-service education of all the staff in how to develop better and better programs of education for the children. In short, there is little use in urging that counselors have their functions defined in developmental and preventive terms unless the teaching and administrative staffs are also seeking in every way possible to adapt the educational program of the school to the real needs of children as developing human beings.

5. Finally, there must be a constant effort made to keep each school counselor's functions limited to those which can justifiably be viewed as appropriate to his preparation and competencies (12, pp. 560-561).

Developmental guidance is based on the regular order of progressive change in the developing child. "Developmental guidance focuses on the characteristic behaviors considered

typical for the various ages or stages of development" (17, p. 7).

Peters, Shertzer, and Van Hoose offer the following developmental principles of guidance in the elementary school:

1. Guidance is needed by all boys and girls.
2. Guidance as a set of particularized functions of the school counselor focuses on those children who are at least adequate for regular classroom instruction and who can accentuate their developmental progress toward maturity.
3. Guidance is a process with key assistance during critical developmental periods and at integrative choice points.
4. Guidance emphasizes the maximum functioning of the potentialities which a child possesses.
5. The elementary school classroom teacher is a cofunctionary in the guidance process.
6. The elementary school counselor is a cofunctionary in the guidance process.
7. Awareness of the outer world and effective learning about it is a function of the child's growing awareness of himself. The teacher's principal duty is alerting the child to outer awareness of the world against a backdrop of the child's individuality. The elementary school counselor's duty is alerting the child to inner awareness of his individuality against a backdrop of the impinging environment.
8. Basic to implementation of the previous concepts is an organized guidance program with participation by teachers, administrators, and guidance trained elementary school counselors and articulated with home and subsequent school levels.
9. Developmental guidance assists the child in knowing, understanding, accepting, and improving one's self.
10. Developmental guidance is goal-centered.
11. Developmental guidance emphasizes choice-making.
12. Developmental guidance is future-oriented.

13. Developmental guidance provides periodic assessment of a pupil's progress as a total person.

14. Developmental guidance tends to get directional development rather than predictive ends.

15. Developmental guidance focuses on the individual in a changing culture.

16. Developmental guidance focuses on strengths.

17. Developmental guidance focuses on the encouragement process.

18. Developmental guidance is a continuing process of encounter and confrontation.

19. Developmental guidance is a rehearsal for action rather than a recovery of adequacy.

20. Developmental guidance is not limited only to work with the individual, but from the study of individuals seeks to identify and keep the positive reinforcing agents, change the negative ones, and allow choices for behavior in an open system (17, p. 10).

It is also possible to see the need for elementary school guidance through the experiential, sequential development of middle childhood as stated by Havighurst:

1. Learning physical skills necessary for ordinary games.

2. Building wholesome attitudes toward oneself as a growing organism.

3. Learning to get along with age-mates.

4. Learning an appropriate sex role.

5. Developing fundamental skills in reading, writing, and arithmetic.

6. Developing concepts necessary for everyday living.

7. Developing conscience, morality, and a scale of values.

8. Developing a responsibility for an independent self.

9. Developing responsible attitudes toward social groups and institutions (10, p. 15).

Dinkmeyer lists the following implications for developmental guidance:

1. Greater emphasis on the role of the teacher in guidance than is necessary at other levels of education.
2. Greater attention paid to the classroom atmosphere, which is an important influence on learning.
3. More individual appraisal and interpretation to pupils and their parents.
4. Procedures should be provided which enable the school to work more effectively with parents. The counselor must be trained as a human relations expert so that he can consult effectively with teachers, parents, and administrators.
5. The elementary school counselor should be recognized as a significant agent of change.
6. Experiences should be provided for the child to develop self-understanding.
7. Education should encourage uniqueness and individuality, which, in the past, it has attempted to minimize.
8. Guidance should be recognized not as a special service but as part of the total educational plan to be integrated into the curriculum (5, p. 4).

Until 1966 there had not been a nationwide survey of full-time elementary school counselors reported. In the spring of 1966, Greene asked the chief guidance officers in the fifty state departments of education to send him the names of the full-time counselors serving schools in their states whose work was with the children in grades kindergarten through six, seven, or eight. He received lists from thirty-six states. Three states reported that they had no elementary school counselors. Eleven states sent the names of school districts having elementary school counselors and their names were sought from the districts. The following is a breakdown of the counselors reported by states:

*Alabama	1	Montana	16
Alaska	0	Nebraska	5
**Arizona	4	Nevada	4
Arkansas	17	New Hampshire	9
**California	131	New Jersey	18
Colorado	8	*New Mexico	20
Connecticut	59	New York	521
Delaware	2	North Carolina	0
Florida	8	North Dakota	1
Georgia	13	Ohio	39
Hawaii	7	Oklahoma	0
Idaho	4	Oregon	23
Illinois	60	Pennsylvania	33
Indiana	27	Rhode Island	7
Iowa	4	South Carolina	6
*Kansas	27	South Dakota	12
Kentucky	10	**Tennessee	19
*Louisiana	6	Texas	51
Maine	7	Utah	7
*Maryland	64	Vermont	2
Massachusetts	88	Virginia	3
Michigan	21	*Washington	40
Minnesota	1	West Virginia	2
Mississippi	3	*Wisconsin	6
Missouri	27	Wyoming	5
		TOTAL	1448

*Lists provided by all districts.

**Lists from some districts. In these states it is doubtful that full-time elementary school counselors were found (9, p. 7).

Greene's inquiry was answered by 1,187 of the 1,448 elementary school counselors. Of these, 778 were full-time, certified, and serving in both primary and intermediate grades. The instruments sent to the 778 counselors by Greene were completed by 610. Sixty-five percent of these full-time counselors were women, their ages being between 30 and 45 in about half the cases. The 610 counselors served the following numbers of schools:

One school	54%
Two schools	20%
Three schools	7%
Four schools	6%
Five schools	13%

Pupil populations served were as follows:

0-249	less than 1%
250-749	24%
750-999	15%
1000-1499	29%
more than 1500	32%

Two-thirds of these schools had had full-time counselors less than four years.

Thirty-four percent indicated that this was their first year, and over 25 percent responded that they had been an elementary school counselor for five or more years.

Over 80 percent of the counselors indicated that they had not worked as a counselor in grades other than the elementary grades and 78 percent also reported that they had originally prepared to teach at the elementary level rather than at the secondary level.

One-half of the counselors reported that they had taught at the elementary level for eight or more years, and nearly 75 percent indicated that they had never taught in grades nine through twelve.

Concerning state certification, over three-fourths of the counselors indicated that they were certified. Over two-thirds of the counselors reported that their state did require certification for elementary school counselors and about half indicated that this certification did not differ

from that required for secondary school counselors. Almost one-fourth of the elementary school counselor requirements differed from the secondary school counselor requirements.

Greene used an inventory based upon that developed by Haines (1964). It was used twice with the sample of full-time, certified elementary school counselors. The counselors were first asked to report what they did at the primary and at the intermediate levels. The second report asked what they believed they ought to be doing more at each of these grade levels.

To summarize the findings of the inventory, it would appear that the most common functions of elementary school counselors are those of counseling and otherwise assisting individual children, working with parents, collaborating and consulting with teachers, performing referral services, and conducting certain kinds of child study activities. The functions they indicated that they would like to be performing more were in the same areas--counseling, staff consultation, referral work, child study, and especially parental consultation. To a lesser degree they reported that they would like to be doing more orientation activities, group work with children, and research.

The following implications would appear to be in order concerning the Greene study:

1. The counselors in the Greene survey were serving a distinct minority of American elementary schools.

2. The findings represented a step away from some of the developmental guidance approaches which seem to dominate the current literature.

3. The high pupil-to-counselor ratios unintentionally cultivate problem-centered approaches to elementary school guidance because teachers tend to place a high priority on requesting help with their problem children.

4. The inability of the counselor to perform the desired functions may be due to lack of time, which could be solved by employing more counselors or other types of supportive personnel.

5. There is good indication that the counselors and counselor educators are not strongly committed to one emphasis for elementary school guidance or they are undecided as to what the emphasis should be.

Van Hoose and Kurtz conducted a national survey to determine the status of guidance in the elementary school, 1968-69. The study sought answers to the following questions:

1. How many counselors are employed for the 1968-69 school year in elementary schools throughout the nation? How many are employed full-time, half-time, or less than half-time?

2. What are the major sources of financial support for elementary school counselors?

3. What is the professional background of persons employed as elementary school counselors?

4. What is the status of state standards and certification for elementary school guidance (19, pp. 381-382).

A questionnaire designed to secure answers to these questions was mailed to the state directors or supervisors of guidance in the fifty states, the four American territories, and the District of Columbia. Follow-up letters and telephone calls produced a 100 percent response. Three of the four territories had no elementary school counselors. The Virgin Islands and the fifty states provided the data for these findings:

1. A total of 6,041 counselors were identified as serving in elementary schools.

2. Seventy percent are employed full-time, 25 percent half-time or more, and 5 percent less than half-time.

3. The majority of elementary school counselors are supported in part by federal funds. Thirty-six percent are supported by monies from the local school system.

4. The majority of counselors in elementary schools are trained in guidance and counseling.

5. A trend toward requiring a master's degree in guidance was indicated.

6. Thirty-four states reported certification requirements for elementary school counselors. Eleven states certify counselors for grades K-12 with no specific requirements for elementary certification. (Thus twenty-three states appear to have certification standards developed specifically for counselors at the elementary level.)

The Van Hoose and Kurtz (19) study would appear to indicate that elementary school guidance is becoming an accepted aspect of elementary education. There has been rapid progress within the past decade. The number of programs supported by local monies would appear to provide some evidence of this movement, progress, and success.

There seems to be a real need at this time for effectively evaluating the current approaches to elementary school guidance. Batdorf and McDougall (1) have pointed out this need and have also identified some of the problems which make meaningful evaluation difficult. This seems to be a concern of many writers in the field.

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CHAPTER III

PROCEDURES

The chapter on procedures is divided into three sections. The first section relates the development of the survey instrument, "National Survey of Elementary School Counselors." The second section describes the collection of data and is followed by a third section in which the procedures for the analysis of data are described.

Procedure in the Development of the Survey Instrument: "National Survey of Elementary School Counselors"

The first section of the instrument consisted of twenty-five demographic items describing the respondents (Appendix A). Items 4, 5, 6, 7, 8, 9, 10, 22, 23, and 24 were used in testing the ten hypotheses stated in Chapter I.

The second section of the instrument, "Guidance Functions," was concerned with the three major areas for which the elementary counselor is responsible as indicated in the statement prepared by the American Personnel and Guidance Association in 1969. The three areas of responsibility indicated are counseling, consultation, and coordination (Appendix A).

The activities performed under the three areas of responsibility of an elementary school counselor and the amount of time devoted to these activities served as the basis for determining whether the approach to elementary school guidance was more crisis-oriented or developmental. The activities presented in the instrument to indicate whether the approach was developmental or crisis-oriented were taken from Herman J. Peters' "A Taxonomic Approach to Presenting the Elementary School Counselor's Functions" (1, pp. 267-271).

The instrument was first presented in a tentative form to a group of elementary school counselors in the Dallas-Fort Worth, Texas area. The counselors were instructed to read the directions for completing the guidance functions section and respond to the scales indicating percentage of time spent under each category (counseling, consultation, and coordination). Upon completion of the instrument by the elementary school counselors, they were asked to give suggestions that might improve the clarity and organization of the instrument. A few minor changes were made in the instrument as suggested by the counselors. The revised form of the instrument was then submitted to five counselor educators from the Division of Counselor Education at North Texas State University. The five counselor educators were asked to evaluate the activities included in the instrument as to their validity in determining whether an approach to

elementary school guidance was more developmental or crisis-oriented. All five counselor educators agreed that the activities listed under each category (counseling, consultation, and coordination) would serve as a valid method for determining whether an approach was developmental or crisis-oriented.

Reliability of the questionnaire was established through a pilot study using fifty full-time elementary school counselors in Texas. The questionnaire was administered two times with a two-week interval between administrations to the same elementary school counselors. On the second administration of the questionnaire, the order of the items was changed. All categories in the questionnaire exhibited an acceptable degree of reliability and were therefore included in the questionnaire.

Procedures in Collection of Data

In the spring of 1970, a letter was sent to the director of guidance services in each of the fifty state departments of education requesting directories listing the names and addresses of all full-time elementary school counselors in the state. In those cases where such directories were not available, the state directors were asked to submit names and addresses of school districts in their states employing elementary school counselors. A follow-up letter was sent in May of 1970 to those state directors who failed

to respond to the first request. In those cases where state directories of elementary school counselors were not available, letters were mailed to those districts identified as having elementary school counselors to request names and addresses of full-time elementary school counselors in the district.

Only five states failed to respond in any way to the request. Three of the state directors indicated that there were no full-time elementary school counselors in their states. Thirty-eight of the state directors sent the names and addresses of the elementary school counselors in their states. Eight of the state directors identified school districts or counties with elementary school counselors. Names and addresses of the elementary counselors from these districts were requested. A second request was made when necessary.

Through the procedure described, a total of 3,038 names and addresses were collected for use in this study. From this list 1,519 names were randomly selected to be sent the questionnaire developed for this study (Appendix B).

Over 800 completed questionnaires were returned. After eliminating those from elementary counselors who were serving less than full-time, and those which were invalid, 706 of the questionnaires were found to be in satisfactory order. The responses on the questionnaires to be analyzed

were then transferred to computer worksheets and submitted to the Computer Center at North Texas State University.

Procedures for Analysis of Data

Automatic data processing by the Computer Center at North Texas State University was used for an analysis of the statistical data. Each of the ten hypotheses was tested by use of the formula for the significance of the difference between two percentages.

Data gathered from questionnaire items 4, 5, 6, 7, 8, 9, 10, 22, 23, and 24 were used to test the ten stated hypotheses. The three sections of the questionnaire under the heading, "Guidance Functions," were used to divide the subjects into developmental or crisis-oriented groups.

The groups were determined by analyzing the last page of the questionnaire. Those elementary counselors indicating the majority of their time being devoted to Type One activities, developmental, were coded as (1). The elementary counselors indicating the majority of their time being devoted to Type Two activities, crisis-oriented, were coded as (2). Where a majority of time did not exist, a zero (0) was coded (Appendix A).

The two groups were analyzed as they related to the questionnaire items being considered and the hypotheses being tested.

Through the procedures discussed, the 706 elementary school counselors included in the study were classified as indicated below:

<u>Classification</u>	<u>Number</u>	<u>Percentage</u>
Developmental	234	33
Crisis-Oriented	310	44
No Distinction	162	23

In summary, Chapter III described (1) the development of the questionnaire "National Survey of Elementary School Counselors," (2) the collection of data for elementary school counselors in the nation, and (3) the procedure for analysis of the data.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to explore the significant factors which influence the approaches to elementary school guidance. Data were utilized for 706 of the nation's elementary school counselors drawn from a list of counselors on a random basis. A list of states participating in the study and the number of counselors in those states is presented in Appendix B. The data gathered during this investigation are presented in Chapter IV under three sections: (1) Characteristics Describing the Nation's Elementary School Counselors, (2) An Examination of the Individual Hypotheses, and (3) Additional Findings.

The data for describing the characteristics of the elementary school counselors were collected as part of the survey instrument. Those characteristics related to the hypotheses are presented in section one of Chapter IV. The information gathered was transferred to computer worksheets and frequency distributions and percentages were calculated by the computer center at North Texas State University. In the analysis of data, tables were utilized to report the frequency distributions and percentages. Brief explanations were given to aid in understanding the tables and to expand the information contained in the tables.

Each research hypothesis is examined in section two of Chapter IV. Tables of results for the ten hypotheses were compiled. Findings, as shown by the statistical treatment of the data, are discussed.

In section three of Chapter IV, additional findings which are not directly related to the hypotheses are presented. The information provided in this section is for the purpose of helping educators get an overall view of the characteristics describing the elementary school counselors in the nation.

Characteristics Describing the Nation's Elementary School Counselors

Characteristics describing the nation's elementary school counselors in section one were taken from the survey instrument which was completed by 706 randomly selected subjects. The characteristics described in the following tables were obtained from the survey instrument items 4, 5, 6, 7, 8, 9, 10, 22, 23, and 24 (Appendix A). These are the ten characteristics used in testing the stated hypotheses and are presented in connection with the hypotheses in section two of this chapter. In presenting a description of the characteristics in this chapter, comparative reference will be made to the major study conducted by Greene (1) in 1966, since it is the only comparable study presently available.

Information relative to age of the nation's elementary school counselors is contained in Table I.

TABLE I
THE NUMBER AND PERCENTAGE OF ELEMENTARY SCHOOL
COUNSELORS CLASSIFIED BY AGE

Age	Number	Percentage*
25 and under	24	3
26-30	101	14
31-35	126	18
36-40	125	18
41-50	211	30
51-55	67	9
56-60	38	5
Over 60	14	2

*Rounded to nearest whole percent.

An examination of Table I shows that 30 percent of the elementary school counselors are between the ages of forty-one and fifty. The two classifications with the smallest percentage of elementary school counselors are those twenty-five and under, with 3 percent, and those over sixty, with 2 percent.

The 610 full-time elementary school counselors completing the Greene survey instrument in 1966 revealed that their ages were between thirty and forty-five in about half the cases (1). This present study indicates that more than half are between thirty-one and fifty years of age.

The responses of the elementary school counselors concerning the number of campuses they serve are presented in Table II.

TABLE II
THE NUMBER AND PERCENTAGE OF CAMPUSES SERVED BY
ELEMENTARY SCHOOL COUNSELORS

Campuses Served	Number	Percentage*
One	359	51
Two	172	24
Three	54	8
Four	40	6
Five	20	3
More than five	41	6
No response	20	3

*Rounded to nearest whole percent.

Fifty-one percent of the nation's elementary school counselors are serving one campus. Only 24 percent of the elementary school counselors are serving two campuses. The Greene study revealed very similar findings (1). Only 3 percent of the elementary school counselors are serving five campuses.

The data in Table III illustrate the responses of the elementary school counselors concerning their total number of years teaching experience prior to being assigned as a counselor.

As seen in Table III, 35 percent of the elementary school counselors completed between one and five years of teaching prior to being assigned as a counselor. Sixty-five percent went into counseling with less than ten years of

TABLE III

TOTAL NUMBER OF YEARS TEACHING EXPERIENCE PRIOR
TO BEING ASSIGNED AS A COUNSELOR

Years of Teaching Experience	Number	Percentage*
1-5	248	35
6-10	211	30
11-15	122	17
16-20	68	10
21-25	31	4
More than 25	22	3
No response	4	1

*Rounded to nearest whole percent.

teaching experience. Only 3 percent of the elementary school counselors completed more than twenty-five years of teaching prior to being assigned as a counselor.

Information relative to level of teaching experience of the elementary school counselors surveyed is presented in Table IV.

Seventy-six percent of the elementary school counselors had the majority of their teaching experience in grades one through eight. Twenty-two percent of the nation's elementary school counselors had the majority of their teaching experience in grades seven through twelve. Nearly 75 percent of the counselors in the Greene study indicated that they had never taught in grades nine through twelve (1).

TABLE IV
 MAJORITY OF TEACHING EXPERIENCE CLASSIFIED BY LEVELS

Level	Number	Percentage*
Grades 1-8	535	76
Grades 9-12	78	11
Grades 7-9	76	11
Other	1	0
No response	16	2

*Rounded to nearest whole percent.

The percentage of elementary school counselors fully certified was much higher than for those not fully certified. The data presented in Table V illustrates the responses concerning counselor certification status.

TABLE V
 ELEMENTARY SCHOOL COUNSELOR CERTIFICATION STATUS

Status	Number	Percentage*
Fully certified	609	86
Not fully certified	91	13
Other	2	0
No response	4	1

*Rounded to nearest whole percent.

Eighty-six percent of the nation's elementary school counselors are fully certified. Only 13 percent are not fully certified. It should be noted that at least one state does not have counselor certification. It should also be

noted that certification does not imply certification at the elementary level only. Over three-fourths of the counselors in the Greene study indicated that they were certified (1).

The data in Table VI illustrate the responses of the elementary school counselors regarding counselor-pupil ratio.

TABLE VI
ELEMENTARY SCHOOL COUNSELOR-STUDENT RATIO

Ratio	Number	Percentage*
Less than 300	34	5
300-600	196	28
601-1,000	263	37
1,001-1,500	132	19
More than 1,500	80	11
No response	1	0

*Rounded to nearest whole percent.

An examination of Table VI shows that 5 percent of the nation's elementary school counselors are working with less than 300 students. Thirty-seven percent of the counselors are working with a ratio of 601 to 1,000, which is the largest category. It can also be seen that 11 percent are assigned more than 1,500 students.

The Greene study (1) reported 29 percent of the elementary counselors working with ratios of 1,000 to 1,499, which was the largest category. That study also reported 32 percent of the counselors with ratios of more than 1,500.

The salary source for elementary school counselors is illustrated in Table VII.

TABLE VII
SALARY SOURCE FOR ELEMENTARY SCHOOL COUNSELORS

Salary Source	Number	Percentage*
Local	303	43
State	33	5
NDEA V-A	4	1
Title I (ESEA)	147	21
State and Local	165	23
Other	45	6
No response	9	1

*Rounded to nearest whole percent.

As seen in Table VII, 43 percent of the elementary school counselors receive their salaries from local funds. Twenty-three percent are paid with combination state and local funds. Twenty-one percent are paid with Title I (ESEA) funds. Only 1 percent of the elementary school counselors receive their salaries from National Defense Education Act, Title V-A funds (NDEA).

The data in Table VIII illustrate the responses of the elementary school counselors concerning the principal's preference regarding the type of student the counselor serves.

The data in Table VIII reveal that 61 percent of the principals prefer that the elementary school counselor work with all students. Twenty-four percent of the principals

TABLE VIII

PRINCIPAL'S PREFERENCE REGARDING THE TYPE OF STUDENT
THE ELEMENTARY SCHOOL COUNSELOR SERVES

Principal's Preference	Number	Percentage*
All students	428	61
Students with special problems	172	24
No preference	79	11
No response	3	0

*Rounded to nearest whole percent.

prefer that the elementary school counselor work only with students with special problems and 11 percent indicated no preference regarding the matter.

The data in Table IX illustrate the responses of the elementary school counselors concerning the teacher's preference regarding the type of student the elementary school counselor serves.

TABLE IX

TEACHERS' PREFERENCE REGARDING THE TYPE OF STUDENT
THE ELEMENTARY SCHOOL COUNSELOR SERVES

Teachers' Preference	Number	Percentage*
All students	274	39
Students with special problems	350	50
No preference	79	11
No response	3	0

*Rounded to nearest whole percent.

As seen in Table IX, 50 percent of the elementary school teachers prefer that the elementary school counselor work with students with special problems. Thirty-nine percent of the elementary school teachers prefer that the elementary school counselor work with all students and 11 percent of the elementary school teachers are indicated as having no preference.

Information is provided in Table X regarding the elementary school counselors' preference concerning the type of student served.

TABLE X

THE ELEMENTARY SCHOOL COUNSELORS' PREFERENCE REGARDING THE TYPE OF STUDENTS TO BE SERVED

Counselors' Preference	Number	Percentage*
All students	568	80
Students with special problems	71	10
No preference	67	9

*Rounded to nearest whole percent.

As illustrated in Table X, 80 percent of the elementary school counselors prefer to work with all students. Only 10 percent of the counselors prefer to work with students with special problems. Nine percent indicated no preference regarding the type of student to be served.

An Examination of the Individual
Research Hypotheses

The null hypothesis was tested for each research hypothesis, with the level of significance for acceptance designated at .05.

Hypothesis I

According to Hypothesis I, counselor age is a significant factor concerning the counselor's approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors under forty years of age will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors forty years of age and over will be more crisis-oriented than developmental in their approach to elementary school guidance. Information relative to counselor age is presented in Table XI.

TABLE XI

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING
AGE AS A SIGNIFICANT FACTOR IN THE APPROACH TO
ELEMENTARY SCHOOL GUIDANCE

Age	Developmental N = 234	Crisis-Oriented N = 310	t	Level
40 and under	49%	57%	-2.02	.05
Over 40	51%	43%		

An examination of Table XI shows there was a significant difference between percentages for the two groups in the direction opposite that hypothesized: (A) Forty and under: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors forty years of age and under will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) Over forty: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of the elementary counselors over forty years of age will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis II

According to Hypothesis II, the number of campuses served is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors serving not more than two campuses will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors serving more than two campuses will be more crisis-oriented than developmental in their approach to elementary school guidance. Information relative to number of campuses served is presented in Table XII.

TABLE XII

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING
NUMBER OF CAMPUSES SERVED AS A SIGNIFICANT FACTOR IN
THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Number of Campuses	Developmental N = 227	Crisis-Oriented N = 301	t	Level
Not more than 2	78%	75%	0.89	N.S.
More than 2	22%	25%		

An examination of Table XII shows there was no significant difference between percentages for the two groups:

(A) Not more than two campuses: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary counselors serving not more than two campuses will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) More than two campuses: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors serving more than two campuses will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis III

According to Hypothesis III, years of teaching experience is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors with less than

ten years of teaching experience will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors with ten years or more of teaching experience will be more crisis-oriented than developmental in their approach to elementary school guidance. Information relative to years of teaching experience is presented in Table XIII.

TABLE XIII

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING YEARS OF TEACHING EXPERIENCE AS A SIGNIFICANT FACTOR IN THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Years of Teaching Experience	Developmental N = 233	Crisis-Oriented N = 308	t	Level
10 or less	62%	69%	-1.79	N.S.
More than 10	38%	31%		

An examination of Table XIII shows there was no significant difference between percentages for the two groups. (A) Ten or less: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary counselors with ten or less years of teaching experience will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) More than ten: The null hypothesis was accepted and the research hypothesis that a significantly greater

percentage of elementary school counselors with more than ten years teaching experience will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis IV

According to Hypothesis IV, level of teaching experience is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors with the majority of their teaching experience at the elementary level will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors with the majority of their teaching experience at the secondary level will be more crisis-oriented than developmental in their approach to elementary school guidance. Information relative to level of teaching experience is presented in Table XIV.

TABLE XIV

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING
LEVEL OF TEACHING EXPERIENCE AS A SIGNIFICANT FACTOR IN
THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Level of Teaching Experience	Developmental N = 231	Crisis-Oriented N = 301	t	Level
Elementary	79%	79%	0.01	N.S.
Secondary	21%	21%		

An examination of Table XIV shows there was no significant difference between percentages for the two groups.

(A) Elementary: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors with elementary school teaching experience will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) Secondary: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary counselors with secondary teaching experience will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis V

According to Hypothesis V, counselor certification is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors who are fully certified will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors who are not fully certified will be more crisis-oriented than developmental in their approach to elementary school guidance. Information regarding counselor certification is presented in Table XV.

An examination of Table XV shows that there was no significant difference between percentages for the two

TABLE XV

NUMBER, PERCENTAGES, t , AND LEVELS OF SIGNIFICANCE CONCERNING COUNSELOR CERTIFICATION AS A SIGNIFICANT FACTOR IN THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Counselor Certification	Developmental N = 230	Crisis-Oriented N = 308	t	Level
Fully Certified	85%	87%	-0.71	N.S.
Not Fully Certified	15%	13%		

groups. (A) Fully certified: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors who are fully certified will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) Not fully certified: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors who are not fully certified will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis VI

According to Hypothesis VI, student-counselor ratio is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors with student ratios of 600 and less will be more developmental than crisis-oriented in

their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors with student ratios exceeding 600 will be more crisis-oriented than developmental in their approach to elementary school guidance. Information concerning student-counselor ratios can be found in Table XVI.

TABLE XVI

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING STUDENT-COUNSELOR RATIO AS A SIGNIFICANT FACTOR IN THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Student-Counselor Ratio	Developmental N = 234	Crisis-Oriented N = 309	t	Level
600 or less	35%	31%	0.90	N.S.
More than 600	65%	69%		

An examination of Table XVI reveals that there was no significant difference between percentages for the two groups. (A) Six hundred or less: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors with student ratios of 600 or less will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) More than 600: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors with student ratios of more than 600 will be more

crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis VII

According to Hypothesis VII, source of counselor salary is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors salaried with state, local, and National Defense Education Act, Title V-A funds (NDEA) will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors salaried with Elementary and Secondary Education Act, Title I (ESEA) funds will be more crisis-oriented than developmental in their approach to elementary school guidance. Information relative to counselor salary can be found in Table XVII.

TABLE XVII

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING
SOURCE OF COUNSELOR SALARY AS A SIGNIFICANT FACTOR IN
THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Salary Source	Developmental N = 210	Crisis-Oriented N = 288	t	Level
State, local, and NDEA, V-A	76%	78%	-0.48	N.S.
ESEA, Title I	23%	22%		

An examination of Table XVII shows that there was no significant difference between percentages for the two groups. (A) State, local, and NDEA, V-A: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors salaried with state, local, and the National Defense Education Act, Title V-A funds will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) ESEA, Title I: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors salaried with Elementary and Secondary Education Act, Title I funds will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Hypothesis VIII

According to Hypothesis VIII, the attitude of the principal is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors serving principals who prefer that they work with all students will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors serving principals who prefer that they work with students with special problems

will be more crisis-oriented than developmental in their approach to elementary school guidance. Information relative to principal attitude can be found in Table XVIII.

TABLE XVIII

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING THE ATTITUDE OF THE PRINCIPAL AS A SIGNIFICANT FACTOR IN THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Principal Attitude	Developmental N = 198	Crisis-Oriented N = 260	t	Level
Work with all students	78%	63%	3.30	.01
Work with students with special problems	22%	37%		

An examination of Table XVIII reveals that there was a significant difference between percentages for the two groups. (A) Work with all students: The null hypothesis was rejected and the research hypothesis that a significantly greater percentage of elementary school counselors serving principals who prefer that they work with all students will be more developmental than crisis-oriented in their approach to elementary school guidance was accepted. (B) Work with students with special problems: The null hypothesis was rejected and the research hypothesis that a significantly greater percentage of elementary school counselors serving principals who prefer that they work with students with special problems will be more crisis-oriented than

developmental in their approach to elementary school guidance was accepted.

Hypothesis IX

According to Hypothesis IX, teacher attitude is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors working with teachers who prefer that they work with all students will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors working with teachers who prefer that they work with students with special problems will be more crisis-oriented than developmental in their approach to elementary school guidance. Information concerning teacher attitude can be found in Table XIX.

TABLE XIX

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING THE ATTITUDE OF THE TEACHER AS A SIGNIFICANT FACTOR IN THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Teacher Attitude	Developmental N = 206	Crisis-Oriented N = 273	t	Level
Work with all students	48%	37%	2.41	.05
Work with students with special problems	52%	63%		

An examination of Table XIX reveals that there was a significant difference between percentages for the two groups. (A) Work with all students: The null hypothesis was rejected and the research hypothesis that a significantly greater percentage of elementary school counselors working with teachers who prefer that they work with all students will be more developmental than crisis-oriented in their approach to elementary school guidance was accepted.

(B) Work with students with special problems: The null hypothesis was rejected and the research hypothesis that a significantly greater percentage of elementary school counselors working with teachers who prefer that they work with students with special problems will be more crisis-oriented than developmental in their approach to elementary school guidance was accepted.

Hypothesis X

According to Hypothesis X, counselor attitude is a significant factor concerning the approach to elementary school guidance. (A) A significantly greater percentage of elementary school counselors who prefer working with all students will be more developmental than crisis-oriented in their approach to elementary school guidance. (B) A significantly greater percentage of elementary school counselors who prefer working with students with special problems will be more crisis-oriented than developmental in their approach to

elementary school guidance. Information concerning counselor attitude can be found in Table XX.

TABLE XX

NUMBER, PERCENTAGES, t , AND LEVEL OF SIGNIFICANCE CONCERNING THE ATTITUDE OF THE COUNSELOR AS A SIGNIFICANT FACTOR IN THE APPROACH TO ELEMENTARY SCHOOL GUIDANCE

Counselor Attitude	Developmental N = 218	Crisis-Oriented N = 271	t	Level
Work with all students	89%	88%	0.40	N.S.
Work with students with special problems	11%	12%		

An examination of Table XX shows that there was no significant difference between percentages for the two groups. (A) Work with all students: The null hypothesis was accepted and the research hypothesis that a significantly greater percentage of elementary school counselors who prefer working with all students will be more developmental than crisis-oriented in their approach to elementary school guidance was rejected. (B) Work with students with special problems: The null hypothesis that a significantly greater percentage of elementary school counselors who prefer working with students with special problems will be more crisis-oriented than developmental in their approach to elementary school guidance was rejected.

Additional Findings

This section presents information collected through the survey instrument which would appear to be of interest to educators in the field of elementary education and counselor education. The information presented is not directly related to the stated hypotheses.

The data in Table XXI illustrate the responses of the elementary school counselors concerning their assignment or position immediately prior to employment as an elementary school counselor.

TABLE XXI

ASSIGNMENT OR POSITION IMMEDIATELY PRIOR TO EMPLOYMENT AS
ELEMENTARY SCHOOL COUNSELOR

Assignment or Position	Number	Percentage*
Elementary Teacher (Grades 1-8)	486	69
Secondary Teacher (Grades 9-12)	66	9
Elementary Administrator	18	3
Secondary Administrator	3	0
Other	133	19

*Rounded to nearest whole percent.

An examination of Table XXI shows that 69 percent of the elementary school counselors were teaching at the elementary school level immediately prior to employment as an elementary school counselor. Only 9 percent of the elementary school counselors were teaching at the secondary level

immediately prior to employment as an elementary school counselor.

The data in Table XXII illustrates the responses of the elementary school counselors relating to the highest degree they hold.

TABLE XXII
HIGHEST DEGREE HELD BY ELEMENTARY SCHOOL COUNSELORS

Degree	Number	Percentage*
Bachelor's	61	9
Master's	636	90
Doctorate	5	1
No response	4	1

*Rounded to nearest whole percent.

The data in Table XXII reveal that 90 percent of the nation's elementary school counselors have attained a master's degree. Only 9 percent of the elementary school counselors are employed with the bachelor's degree. One percent of the nation's elementary school counselors have attained the doctorate.

Information relative to the grades served as an elementary school counselor is found in Table XXIII.

An examination of Table XXIII shows that 61 percent of the elementary school counselors are serving grades one through six. Twelve percent are serving grades one through eight and the remaining are serving some other combination.

TABLE XXIII
GRADES SERVED AS AN ELEMENTARY SCHOOL COUNSELOR

Grades	Number	Percentage*
1-6	434	61
1-8	86	12
1-3	12	2
4-6	10	1
4-8	5	1
6-8	24	3
Other	134	19
No response	1	0

*Rounded to nearest whole percent.

The omission of a category including kindergarten probably accounts for the 19 percent listed as other. Over 80 percent of the elementary school counselors in the Greene study (1) indicated that they had not worked as a counselor in grades other than the elementary school grades.

The data in Table XXIV illustrate the responses of the elementary school counselors regarding total years of counseling experience.

As seen in Table XXIV, 83 percent of the elementary school counselors have been employed as counselors between one and five years. Thirteen percent have served as counselors between six and ten years. Only 1 percent of the elementary school counselors have been employed as counselors between sixteen and twenty-five years.

TABLE XXIV
TOTAL YEARS OF EXPERIENCE AS A COUNSELOR

Years	Number	Percentage*
1-5	584	83
6-10	94	13
11-15	21	3
16-20	5	1
21-25	1	0
More than 25	0	0
No response	1	0

*Rounded to nearest whole percent.

The data in Table XXV illustrate the responses of the elementary school counselors concerning their level of experience as a counselor.

TABLE XXV
COUNSELOR EXPERIENCE CLASSIFIED BY LEVEL

Level	Number	Percentage*
Elementary	511	72
Junior High or Middle School	37	5
High School	5	1
Combination	150	21
Other	3	0

*Rounded to nearest whole percent.

The data in Table XXV reveal that 72 percent of the elementary school counselors have gained their experience as counselors at the elementary level. Five percent gained

their experience at the junior high or middle school level and 21 percent are experienced at a combination of levels. Only 1 percent of the elementary school counselors gained their experience as counselors at the high school level.

The data in Table XXVI illustrate the responses of the elementary school counselors relative to the number of elementary school counselors in the district.

TABLE XXVI
NUMBER OF ELEMENTARY SCHOOL COUNSELORS IN THE DISTRICT

Counselors	Number	Percentage*
1-5	377	53
6-10	108	15
11-15	58	8
16-20	37	5
21-25	13	2
More than 25	103	15
No response	10	1

*Rounded to nearest whole percent.

An examination of Table XXVI shows that 53 percent of the elementary school counselors are serving school districts which have between one and five elementary school counselors employed. Fifteen percent of the school districts employ more than twenty-five elementary school counselors.

The data in Table XXVII illustrate the responses of the elementary school counselors regarding the number of elementary school pupils in the district they serve.

TABLE XXVII

THE NUMBER AND PERCENTAGE OF ELEMENTARY SCHOOL COUNSELORS
RELATIVE TO THE NUMBER OF ELEMENTARY PUPILS IN THE
DISTRICT

Pupils	Number	Percentage*
Less than 600	21	3
600-1,000	64	9
1,001-1,500	63	9
1,501-2,000	55	8
2,001-2,500	44	6
More than 2,500	414	59
No response	45	6

*Rounded to nearest whole percent.

As illustrated in Table XXVII, 59 percent of the elementary school counselors are serving school districts which have more than 2,500 elementary school pupils. Only 3 percent of the elementary school counselors are serving school districts with less than 600 elementary school pupils.

The data in Table XXVIII illustrate the responses of the elementary school counselors concerning counselor salary for the 1969-70 school year.

An examination of Table XXVIII shows that 64 percent of the elementary school counselors received salaries between eight and twelve thousand dollars per year. One percent earned less than six thousand dollars and 6 percent received more than fourteen thousand dollars per year.

TABLE XXVIII

SALARY OF ELEMENTARY SCHOOL COUNSELORS FOR THE 1969-79
SCHOOL YEAR

Salary (\$)	Number	Percentage*
Less than 6,000	8	1
6,000-8,000	99	14
8,001-10,000	229	32
10,001-12,000	227	32
12,001-14,000	94	13
More than 14,000	45	6
No response	4	1

*Rounded to nearest whole percent.

The data in Table XXIX provide information concerning the number of months elementary school counselors are employed (1969-70).

TABLE XXIX

NUMBER AND PERCENTAGE OF ELEMENTARY SCHOOL COUNSELORS
RELATIVE TO NUMBER OF MONTHS EMPLOYED IN 1969-70
SCHOOL YEAR

Months	Number	Percentage*
9	229	32
10	402	57
11	45	6
12	26	4
No response	4	1

*Rounded in nearest whole percent.

As revealed in Table XXIX, 57 percent of the elementary school counselors are employed for ten months. Thirty-two percent are employed for nine months and 4 percent are employed on a twelve-month basis.

The following information of interest was also obtained through the survey instrument: (a) 63 percent of the 706 elementary school counselors were female; (b) 26 percent worked primarily with disadvantaged pupils under Title I of the Elementary and Secondary Education Act; and (c) 52 percent attended counselor education programs which had a planned program for the preparation of elementary school counselors.

CHAPTER BIBLIOGRAPHY

1. Greene, Kenneth L., George E. Hill, and D. F. Nitzschke, "The American Elementary School Counselor," Functions and Preparation of the Elementary School Counselor, Ohio, Pupil Services Series, 1968.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary review of the problem, purpose, procedures, and findings of this study, conclusions drawn from the findings, and recommendations generated by this research.

Summary

The problem of this study was to analyze the prevailing approaches to elementary school guidance in the United States. The purpose of this study was to explore the significant factors which influence the approaches to elementary school guidance in the fifty states. To carry out the purpose of this study, research hypotheses were formulated.

The related literature was divided into two sections:

- (1) early development of elementary school guidance, and
- (2) current status of elementary school guidance.

The questionnaire entitled "National Survey of Elementary School Counselors" was developed to study the characteristics of the nation's elementary school counselors as they related to the approaches to elementary school guidance. The questionnaire contained twenty-five items

(characteristics) that seemed to be significant regarding the approaches to elementary school guidance.

The elementary counselors involved in this study were employed in the nation's elementary schools during the fall semester of 1970. Only full-time elementary school counselors were included in the study.

Over 800 of the 1500-plus questionnaires were returned by late fall of 1970. Seven hundred and six of the questionnaires were found to be in usable form.

In the presentation and analysis of data, Chapter IV, the data were presented under three sections: (1) characteristics describing the nation's elementary school counselors, (2) an examination of the individual hypotheses, and (3) additional findings. Tables were used to report the findings. Brief explanations were given to aid in understanding the tables and to expand the information contained in the tables. Each research hypothesis was examined and statistical differences were reported on each hypothesis and explanations were given.

Findings

An analysis of the data presented in this study revealed the following findings:

1. There was a significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis I in the direction opposite that hypothesized.

Elementary school counselors over forty years of age tend to be more developmental in the approach to elementary school guidance than do elementary school counselors forty years of age and under. Elementary school counselors under forty years of age tend to be more crisis-oriented in the approach to elementary school guidance than do elementary school counselors over forty years of age.

2. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis II. Elementary school counselors serving not more than two campuses tend to be no more developmental in their approach to elementary school guidance than do elementary school counselors serving more than two campuses. Elementary school counselors serving more than two campuses tend to be no more crisis-oriented in the approach to elementary school guidance than do elementary school counselors serving not more than two campuses.

3. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis III. Elementary school counselors with ten or less years of teaching experience tend to be no more developmental in the approach to elementary school guidance than do elementary school counselors with more than ten years of teaching experience. Elementary school counselors with more than ten years of teaching experience tend to be no

more crisis-oriented in the approach to elementary school guidance than do elementary school counselors with ten or less years of teaching experience.

4. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis IV. Elementary school counselors with elementary teaching experience tend to be no more developmental in the approach to elementary school guidance than do elementary school counselors with secondary teaching experience. Elementary school counselors with secondary teaching experience tend to be no more crisis-oriented in the approach to elementary school guidance than do elementary school counselors with elementary teaching experience.

5. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis V. Fully certified elementary school counselors tend to be no more developmental in the approach to elementary school guidance than do uncertified elementary school counselors. Uncertified elementary school counselors tend to be no more crisis-oriented in the approach to elementary school guidance than do fully certified elementary school counselors.

6. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis VI. Elementary school counselors with ratios of 600 or less tend to be no more developmental in the

approach to elementary school guidance than do elementary school counselors with ratios of more than 600. Elementary school counselors with ratios of more than 600 tend to be no more crisis-oriented in the approach to elementary school guidance than do elementary school counselors with ratios of 600 or less.

7. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis VII. Elementary school counselors salaried with state, local, and NDEA, V-A funds tend to be no more developmental in the approach to elementary school guidance than do elementary school counselors salaried with ESEA, Title I funds. Elementary school counselors salaried with ESEA, Title I funds tend to be no more crisis-oriented in the approach to elementary school guidance than do elementary school counselors salaried with state, local, and NDEA, V-A funds.

8. There was a significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis VIII. Elementary school counselors serving principals who prefer the counselor to work with all students tend to be more developmental in the approach to elementary school guidance than do elementary school counselors serving principals who prefer the counselor to work primarily with students with special problems. Elementary school counselors serving principals who prefer the counselor to

work with students with special problems tend to be more crisis-oriented than do elementary school counselors serving principals who prefer the counselor to work with all students.

9. There was a significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis IX. Elementary school counselors serving teachers who prefer the counselor to work with all students tend to be more developmental in the approach to elementary school guidance than do elementary school counselors serving teachers who prefer the counselor to work with students with special problems. Elementary school counselors serving teachers who prefer the counselor to work with students with special problems tend to be more crisis-oriented in the approach to elementary school guidance than do elementary school counselors serving teachers who prefer the counselor to work with all students.

10. There was no significant difference between percentages for the developmental and crisis-oriented groups in Hypothesis X. Elementary school counselors with a preference toward working with all students tend to be no more developmental in the approach to elementary school guidance than do elementary school counselors with a preference toward working with students with special problems. Elementary school counselors with a preference toward working with students with special problems tend to be no more crisis-oriented

in the approach to elementary school guidance than do elementary school counselors with a preference toward working with all students.

Conclusions

Findings pertinent to assessing the significant factors which influence the approaches to elementary school guidance in the fifty states were revealed through the testing of ten hypotheses. All subjects involved in this study were employed as full-time elementary school counselors during the fall of 1970.

The conclusions which follow were drawn on the basis of careful treatment and analysis of data collected to ascertain the significant factors which influence the approaches to elementary school guidance.

1. It may be concluded that age is a significant factor concerning the approach to elementary school guidance. Elementary counselors over forty years of age are more developmental in the approach to elementary school guidance. Elementary school counselors forty years of age and under are more crisis-oriented in the approach to elementary school guidance.

2. It may be concluded that the number of campuses served is not a significant factor concerning the approach to elementary school guidance.

3. It may be concluded that years of teaching experience is not a significant factor concerning the approach to elementary school guidance.

4. It may be concluded that level of teaching experience is not a significant factor concerning the approach to elementary school guidance.

5. It may be concluded that counselor certification is not a significant factor concerning the approach to elementary school guidance.

6. It may be concluded that student-counselor ratio is not a significant factor concerning the approach to elementary school guidance.

7. It may be concluded that source of counselor salary is not a significant factor concerning the approach to elementary school guidance.

8. It may be concluded that the attitude of the principal is a significant factor concerning the approach the elementary counselor will follow in the school's guidance program.

9. It may be concluded that the attitude of the teacher is a significant factor concerning the approach the elementary counselor will follow in the school's guidance program.

10. It may be concluded that the counselor's attitude, regarding the type of student to be served, is not a significant factor concerning the approach to elementary school guidance.

Recommendations

This study provides information regarding the effects of certain factors which are believed to influence the approaches to elementary school guidance. Based upon the review of research and the findings of this study, the following recommendations are made:

1. It is recommended that school districts desiring to offer a developmental approach to elementary school guidance give consideration to employing elementary school counselors over forty years of age.

2. It is recommended that school districts desiring to offer a developmental approach to elementary school guidance establish such programs on campuses where principals prefer that the counselors work with all students rather than just those with special problems.

3. It is recommended that preparation programs for elementary school principals include instruction in elementary school guidance emphasizing the developmental approach.

4. It is recommended that school districts desiring to offer a developmental approach to elementary school guidance establish such programs on campuses where the majority of the teachers prefer that the counselors work with all students rather than just those with special problems.

5. It is recommended that teacher preparation programs include instruction in elementary school guidance emphasizing the developmental approach.

6. It is recommended that the establishment of new elementary school guidance programs include comprehensive orientation programs emphasizing the developmental approach.

7. It is recommended that a study be conducted to determine if elementary school counselors are more developmental in the approach to elementary school guidance when training has been received from a counselor education program designed specifically for the preparation of elementary school counselors.

8. It is recommended that a study be conducted to determine if the sex of the elementary school counselor is a significant factor concerning the approach to elementary school guidance.

APPENDIX A

September 1, 1970

Dear Elementary School Counselor:

The Guidance Division of your State Department of Education has provided your name and address to be included in this comprehensive, nation-wide survey of elementary school counselors. The results of the survey will be provided to your state Department when completed.

You are one of the 1500 elementary school counselors responding to the survey and the study will be significant only if each of you respond and return the information in the self-addressed, stamped envelope. Please respond at your very earliest convenience. Thank you and we wish you success in the most important position in elementary education today.

Dr. Byron W. Medler
Mr. Jack D. Mayo
North Texas State University

NATIONAL SURVEY OF ELEMENTARY SCHOOL COUNSELORS

1. State _____.
2. School District _____.
3. Sex:
- ____ 1. Male
- ____ 2. Female
4. Age:
- | | |
|----------------------|-----------------|
| ____ 1. 25 and under | ____ 5. 41-50 |
| ____ 2. 26-30 | ____ 6. 51-55 |
| ____ 3. 31-35 | ____ 7. 56-60 |
| ____ 4. 36-40 | ____ 8. over 60 |
5. Number of campuses served by you:
- | | |
|---------|---------------------|
| ____ 1. | ____ 4. |
| ____ 2. | ____ 5. |
| ____ 3. | ____ 6. more than 5 |
6. Total number of years teaching experience prior to being assigned as a counselor:
- | | |
|---------------|----------------------|
| ____ 1. 1-5 | ____ 4. 16-20 |
| ____ 2. 6-10 | ____ 5. 21-25 |
| ____ 3. 11-15 | ____ 6. more than 25 |
7. Majority of teaching experience at which level:
- | | |
|---------------------|--------------------|
| ____ 1. Grades 1-8 | ____ 3. Grades 7-9 |
| ____ 2. Grades 9-12 | |

8. Counselor Certification Status:
1. Fully certified
2. Not fully certified
9. The counselor-pupil ratio for you is:
1. Less than 300 4. 1001-1500
2. 300-600 5. more than 1500
3. 601-1000
10. Your source of salary is:
1. Local 4. Title I (ESEA)
2. State 5. State and local
3. NDEA 6. Other _____
11. Assignment or position immediately prior to employment as elementary school counselor:
1. Elementary Teacher (1-8)
2. Secondary Teacher (9-12)
3. Elementary Administrator (1-8)
4. Secondary Administrator (9-12)
5. Other _____
12. Highest degree you hold:
1. Bachelors 3. Doctorate
2. Masters
13. Employed as an elementary school counselor:
1. Full-time
2. Less than full-time

14. Grades you serve as an elementary counselor:
(Nearest arrangement)

- | | |
|---------------------------------|---|
| <input type="checkbox"/> 1. 1-6 | <input type="checkbox"/> 5. 4-8 |
| <input type="checkbox"/> 2. 1-8 | <input type="checkbox"/> 6. 6-8 |
| <input type="checkbox"/> 3. 1-3 | <input type="checkbox"/> 7. Other _____ |
| <input type="checkbox"/> 4. 4-6 | |

15. Total years of counseling experience:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> 1. 1-5 | <input type="checkbox"/> 4. 16-20 |
| <input type="checkbox"/> 2. 6-10 | <input type="checkbox"/> 5. 21-25 |
| <input type="checkbox"/> 3. 11-15 | <input type="checkbox"/> 6. More than 25 |

16. Experience as a counselor:

- | |
|--|
| <input type="checkbox"/> 1. Elementary level |
| <input type="checkbox"/> 2. Junior High or Middle School level |
| <input type="checkbox"/> 3. High school level |

17. Number of elementary school counselors in your district:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> 1. 1-5 | <input type="checkbox"/> 4. 16-20 |
| <input type="checkbox"/> 2. 6-10 | <input type="checkbox"/> 5. 21-25 |
| <input type="checkbox"/> 3. 11-15 | <input type="checkbox"/> 6. More than 25 |

18. Number of elementary school pupils in your district:

- | | |
|---|--|
| <input type="checkbox"/> 1. Less than 600 | <input type="checkbox"/> 4. 1501-2000 |
| <input type="checkbox"/> 2. 600-1000 | <input type="checkbox"/> 5. 2001-2500 |
| <input type="checkbox"/> 3. 1001-1500 | <input type="checkbox"/> 6. More than 2500 |

19. Do you work primarily with disadvantaged pupils under Title I of Elementary and Secondary Education Act (ESEA) ?

- | | |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> 1. yes | <input type="checkbox"/> 2. no |
|---------------------------------|--------------------------------|

20. Approximate counseling salary for 1969-70:

- | | |
|--|--|
| <input type="checkbox"/> 1. Less than \$6000 | <input type="checkbox"/> 4. \$10,001-\$12,000 |
| <input type="checkbox"/> 2. \$6000-\$8000 | <input type="checkbox"/> 5. \$12,001-\$14,000 |
| <input type="checkbox"/> 3. \$8001-\$10,000 | <input type="checkbox"/> 6. More than \$14,000 |

21. Number of months employed during 1969-70:

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1. 9 months | <input type="checkbox"/> 3. 11 months |
| <input type="checkbox"/> 2. 10 months | <input type="checkbox"/> 4. 12 months |

22. Do the principals you serve prefer that you work with all students, or students with special problems?

- 1. All students
- 2. Students with special problems
- 3. No preference

23. Do the teachers you serve prefer that you work with all students or students with special problems?

- 1. All students
- 2. Students with special problems
- 3. No preference

24. Do you prefer to work with all students, or students with special problems?

- 1. All students
- 2. Students with special problems
- 3. No preference

25. Did the counselor education program where you received your training have a planned program for the preparation of elementary school counselors?

- 1. yes
- 2. no

INSTRUCTIONS FOR COMPLETING THE
GUIDANCE FUNCTIONS SECTION

Please read through the guidance functions section briefly before responding to each section. The activities listed under each function are to serve as examples and not as a complete list of all possible activities. You will notice that only one number from 1-10 will need to be circled for each of the five sections.

Example: If you feel that you devote approximately 30 to 39 per cent of your time to the kinds of activities listed under Coordination, you should circle the four (4) which represents that per cent of time on the scale as indicated below:

1	2	3	4	5	6	7	8	9	10
1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

After you have responded to the five sections, please transfer the number from each section you have circled to the last page. These five numbers you transferred should add to a total score of 10.

Please use a pencil so that changes can be made easily.

GUIDANCE FUNCTIONS

I. Coordination

A. Types of Activities

1. Scheduling of group and individual counseling and consultation.
2. Maintaining records of counseling and consultation contacts.
3. Organizing and maintaining a pupil appraisal program including standardized testing.
4. In-service with faculty.
5. Orientation activities.
6. Coordinating information with other pupil personnel services.
7. Other activities not classified as counseling or consulting.

Circle the number below which most closely represents the total per cent of time for the past school year you devoted to the kinds of activities listed above as coordination.

1	2	3	4	5	6	7	8	9	10
1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

(Per cent of Time)

II. Counseling

A. Type One Individual and Group Counseling Activities

1. Assist the pupil in thinking of school as positive experience.
2. Assist the pupil in becoming aware of his mental abilities as he progresses in learning.
3. Assist the pupil in the development of foundations for a self-reliant, maturing self concept.
4. Assist the pupil in the development of respect for himself as a member of society.
5. Assist the pupil in the development of understanding others.
6. Assist the pupil in the development of learning to cooperate with others and still maintain his own individuality.
7. Assist the pupil in setting goals for learning.

Circle the number below which most closely represents the total per cent of time of the school year you devoted to the kinds of activities listed above as Type One Individual and Group Counseling Activities.

1	2	3	4	5	6	7	8	9	10
1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

(Per cent of Time)

B. Type Two Individual and Group Counseling Activities

1. Assist the pupil with problems of under-achievement.
2. Assist the pupil with problems of failing.
3. Assist the pupil with problems of peer relationships.
4. Assist the pupil with problems of pupil-family conflict.
5. Assist the pupil with problems of teacher-pupil relationships.
6. Assist the pupil with problems related to development of self concept.
7. Assist the pupil with problems related to conflict between self values and society.

Circle the number which most closely represents the total per cent of time of the past school year you devoted to the kinds of activities listed above as Type Two Individual and Group Counseling Activities.

1	2	3	4	5	6	7	8	9	10
1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

(Per cent of Time)

III. Consultation

A. Type One Consultation Activities

1. Assist teachers in identifying individual differences.
2. Assist teachers in developing an awareness of common characteristics of groups of pupils.
3. Assist administrators in developing an awareness of pupil characteristics as an aid in planning for learning.
4. Assist administrators in developing an awareness of pupil attitudes toward learning and school.
5. Assist parents in developing realistic goals with respect to the educational potentialities of their children.
6. Assist teachers in promoting positive mental health concepts and procedures in the classroom.
7. Assist parents in developing understandings of normal behavior and the psychological needs of children.

Circle the number which most closely represents the total per cent of time of the past school year you devoted to the kinds of activities listed above as Type One Consultation Activities.

1	2	3	4	5	6	7	8	9	10
1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

(Per cent of Time)

B. Type Two Consultation Activities

1. Assist teachers in their search for causes of pupils failing to meet their academic potential.
2. Assist teachers in the discovery and utilization of school and community resources to meet the learning needs of pupils with special learning difficulties, pupils with exceptional learning ability, etc.
3. Assist teachers in providing a classroom climate conducive to those students with current personality problems.
4. Assist teachers in the identification and referral of pupils with personality problems.
5. Assist parents of pupils with personality problems.
6. Assist other pupil personnel workers in carrying out procedures designed for pupils in need of personality growth.
7. Assist community agencies and institutions in helping pupils with personality problems.

Circle the number which most closely represents the total per cent of time of the school year you devoted to the kinds of activities listed above as Type Two Consultation Activities.

1	2	3	4	5	6	7	8	9	10
1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

(Per cent of Time)

Complete Back Page

PLEASE COMPLETE

TOTALS (The numbers circled)

I. Coordination	_____
II. Counseling	
A. Type One	_____
B. Type Two	_____
III. Consultation	
A. Type One	_____
B. Type Two	_____
 TOTAL (Should equal 10)	 _____

APPENDIX E

ELEMENTARY SCHOOL COUNSELORS
REPORTED BY STATES

<u>States</u>	<u>Number of Counselors in State</u>	<u>Number of Counselors Included in Study</u>
Alabama	16	3
Arizona	11	2
Arkansas	29	6
Colorado	28	13
Connecticut	98	26
Delaware	29	4
Florida	185	55
Georgia	75	14
Hawaii	38	12
Idaho	10	0
Illinois	69	22
Indiana	102	15
Iowa	50	15
Kansas	47	11
Kentucky	201	48
Louisiana	93	27
Maine	22	5
Maryland	84	29

<u>States</u>	<u>Number of Counselors in State</u>	<u>Number of Counselors Included in Study</u>
Massachusetts	60	23
Michigan	76	11
Minnesota	15	3
Mississippi	15	0
Missouri	56	25
Montana	11	1
Nebraska	7	1
New Hampshire	35	12
New Jersey	19	6
New Mexico	21	5
New York	250	49
North Dakota	11	2
Ohio	208	51
Oklahoma	36	7
Oregon	129	32
Rhode Island	76	18
South Carolina	111	7
South Dakota	8	4
Texas	299	71
Utah	10	3
Virginia	59	17
Washington	124	43
West Virginia	201	5
Wyoming	14	3

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