

COMPARISON STUDY ON THE ROLE OF THE  
SECONDARY GUIDANCE COUNSELOR AS  
PERCEIVED BY HIGH SCHOOL SENIORS AND  
SECONDARY GUIDANCE COUNSELORS IN  
MONTGOMERY COUNTY, TENNESSEE

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Psychology

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by  
Carlette Jackson Hardin

May, 1979



## ABSTRACT

One hundred and sixty-two high school seniors and nine counselors served as subjects in this research which investigated students' and counselors' perceptions of the role of the secondary guidance counselor. Using a Q-sort approach, the students and counselors evaluated fifty items dealing with counselor duties. Correlations were computed to determine the difference in counselors' and students' perceptions of the actual and desired roles of the school counselor. Responses were redistributed to make comparison of counselors' and students' responses possible.

Results of this investigation indicate that there was a significant correlation between actual role and desired role as perceived by counselor and student. Results also indicate that the secondary counselor is perceived as an information giver, in the fields of educational, vocational, and occupational planning. While the student and counselor are not always in agreement on their perceptions of the role of the counselor, both groups indicate positive satisfaction with the role of the counselor.

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May, 1979



To the Graduate Council:

I am submitting herewith a Thesis written by Carlette Jackson Hardin entitled "Comparison Study on the Role of the Secondary Guidance Counselor as Perceived by High School Seniors and Secondary Guidance Counselors in Montgomery County, Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Psychology.

Garland E. Blair  
Major Professor

We have read this thesis and  
recommend its acceptance:

Elizabeth H. Stokes  
Second Committee Member

Lenora Rudolph  
Third Committee Member

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William H. Ellis  
Dean of the Graduate School

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## CHAPTER I

### INTRODUCTION AND

### REVIEW OF THE LITERATURE

For over fifty years the guidance movement has made a desperate search for a reason for its being. There has been controversy over the role of the guidance counselor since Parsons established the first guidance program in 1908 (Stern, 1965). Yet, a clear concept of the role and function of the secondary counselor still escapes the profession.

The push to find an adequate definition of counselor role started in 1960 at the White House Conference on Children and Youth. It was recommended at that conference that guidance and counseling programs be strengthened, expanded, and coordinated at all levels and that the role of the guidance counselor be clearly defined (Bentley, 1968).

C. Gilbert Wrenn has been instrumental in formulating and labeling the role of the counselor. He summed up his beliefs on the subject of the counselor's role when he said, "What you are speaks so loudly that I can't hear what you say," (Bentley, 1968). He stressed that the role of the counselor is not transmitted in words, but through actions. It was this belief that caused

him to do extensive research on what a counselor should do and what he actually did. He concluded that the guidance counselor's duties should be limited to the following four areas: (a) counseling with students, (b) consulting with parents, teachers, and administrators about the students, (c) studying the facts about the student population and interpreting this information to the school, and (d) coordinating counseling resources between the school and the community. Wrenn (1962) stated that all activities performed by the counselor other than the four listed should be eliminated. He also stressed that one-half to three-fourths of the counselor's time should deal with the first two activities. Emphasis was placed by Wrenn (1965) on the counselor's role as a team member with teachers, parents, and principal. The counselor's primary role and responsibility is to the students he serves, but he also has a responsibility to the community as well. Wrenn was especially concerned with teachers' and counselors' relationships (cited in Dinkmeyer, 1967). He observed that teachers should be encouraged to participate in determining the type of information they need about students. Teachers often need this information interpreted to them, and this is one of the most important functions of the counselor.



Above all, there must be mutual respect and mutual trust if the counselor is to maximize the teacher's effectiveness, and the teacher is to enhance the role of the counselor.

The American School Counselor Association (ASCA) study on the professional role of the school counselor grew out of the need for school counselors as members of an emerging profession to develop their appropriate role and function (Fitzgerald, 1965). In 1964, the American School Counselor Association set forth a statement in its Policy for Secondary Counselors which listed the functions of a secondary counselor (Shertzer and Stone, 1976). These ten functions were: (a) planning and development of the guidance program, (b) counseling, (c) pupil appraisal, (d) educational and occupational planning, (e) referral work, (f) placement, (g) parent help, (h) staff consulting, (i) local research, and (j) public relations. These functions have been the topic of much research, discussion, controversy, and confusion since that policy statement.

Counselors, themselves, often express confusion as to their role. Sweeney (1966) found that when counselors did not have a clear concept of their role, they tended to perform more clerical and administrative tasks than they did guidance or counseling functions. McClary

(1968) and Ofman (1967) found that if students see counselors performing duties of assistant principal or as an authority figure who handles discipline, that will become his role. Arbuckle (1968) agrees that a major disagreement about the counselor's role centers around the extent to which the counselor can perform the same functions and accept the same responsibilities as the teacher or administrator. Payne (cited in Arbuckle, 1968) said the minute the counselor becomes a disciplinarian, his effectiveness diminishes.

White and Market (1965) explained that to define the role of a counselor is not a simple matter because of the many variables that have to be considered. A counseling relationship is hard to define because it is a unique association between two individuals and depends on many variables. The counselee's pre-established opinions and feelings concerning the counseling act, the particular circumstances of the situations prompting the counseling conference, and the perceptions of the person from whom assistance will be sought, all determine the functioning of the counselor.

The counselor has the unique opportunity to have a one-to-one relationship with students, but Brough (1964) found that this role cannot be effective if the students

do not perceive the counselors as being any different from other adults with whom they are relating. With often as many as twelve hundred pupils per counselor, the face-to-face, one-to-one relationship is lost (Ofman, 1967).

Wolf (cited in Bigelow & Humphreys, 1967) stressed that students are the forgotten item when organization and administration of the guidance programs are considered. Therefore, students often have misconceptions about the role of the counselor. Studies show that they view him as best qualified in vocational and educational planning (McCreight, 1967; Tyler, 1961). Schmidt (1962) and Van Riper (1971) found that while students could easily identify with the counselor's role as an educational planner, they could not clearly envision the concept of the counselor as a person with whom to discuss personal problems.

In a study by Jensen (cited in Bentley, 1968) many students revealed that they were unaware that counseling was a major service offered by the counselors; and they perceived the counselor as an advisor, disciplinarian, an activity director, or a part time librarian. Counselors are expected to know about courses and curriculum and often spend their time serving as academic advisers (Shertzer & Stone, 1976). Leaverton (1976) found that



students feel the greatest help the counselor can give them is in scheduling and college information.

Who then gives the students help in personal problems? Gibsen (cited in McClary, 1968) found that pupils felt more comfortable being counseled by fellow pupils than by anyone else. This was also shown by Jensen (cited in Bentley, 1968) when he stated that while counselors were preferred over some other sources of help, students preferred to discuss personal problems with parents and peers.

One of the problems revealed in the studies conducted on students' perceptions is that the guidance program has never been adequately explained to the students who most need the services (Brough, 1964; McClary, 1968; Parry, 1974). In a study by Gibson (cited in McClary, 1968), one third of the pupils responded that the guidance program had not been described, explained, or outlined in any way in the three or four years they had been in secondary school. Brough (1964) stressed that it is important that the role of the counselor be taught at the junior high level. He suggested that counselors actually visit classrooms and explain their services. After this policy was in one school, the number of students seeking the counselor increased significantly.

With so many students confused about the role of the counselor, one wonders if the students even see a need for a counselor. However, Shertzer and Stone (1963) found that most students feel guidance programs add something of value to their schools. Gibson (cited in Shertzer and Stone, 1963) found that one-fourth of the students he interviewed had not been personally assisted by the counselor. Fifty-six percent were not sure of what the counselor did, and one-third had never had the guidance program explained, but all wanted it to continue and felt it was important.

McClary (1968) stated that studies indicating the strong influence of parents on their children implied that pupil personnel professions must coordinate and strengthen their contacts with parents if they are going to encourage the students to seek the counselor's help. Parents' perceptions of the counselor has a strong influence on students' perceptions. Yet, parents of students express confusion as to the counselor's role. Roemmick and Schmidt (1962) found that parents and students agree that the most important role of the counselor is to help in vocational and educational planning. They felt the counselor should be qualified in giving advice in college planning.

Teachers and administrators play an important part

(Rippie, Hanvey, & Parker, 1965). Yet, the teachers and administrators often expressed confusion about the counselors' role, and often based their perceptions on the counselor's own perceptions of his role. Again, the first role of the counselor, as perceived by teachers and administrators, was that of educational advisor. Counseling students with personal problems were rated as the least important role.

A clear concept of role and function of the school guidance counselor is necessary for the professional identity of counselors and is important for counselor training programs (Mason, Arnold, & Hyman, 1975). Knowles and Shertzer (1965) found that most counselors were trained to be a specialist in a counseling setting and are hired to be a generalist in the total school setting. Individuals who define the counselor's role from a generalist position perceive the counselor as performing many diverse activities, while those who view the counselor as a specialist would markedly restrict his duties to that of individual and group counseling. Although many guidance workers, who ascribe to the generalist view, feel that counseling is at the heart of the counselor role, they feel personal counseling should occupy only a small percentage of the counselor's time



(Bigelow & Humphreys, 1967). Bauer (1968) and Boy (1962) suggested a separation of the generalist and specialist roles as a solution to the problem.

Ofman (1967) also found a discrepancy between training and actual practice. Counselors with master's degrees in counseling spend most of their time arranging programs for three hundred to fifteen hundred students.

It has been almost twenty years since the White House Conference on Children and Youth recommended a better understanding of the counseling role. All studies (Hill, 1964) seem to indicate that counselors are performing a wide variety of functions, that clarification of functions are needed, and that what they are now doing does not provide an adequate guide to what counselors should be doing.

The following research will determine the actual and desired role of the counselor as perceived by counselors and students. Data will be compiled to determine if there is a significant difference in the perceived role of the counselor and his desired role, as viewed by both counselors and students.

## CHAPTER II

### METHOD

The subjects of this study were 162 high school seniors and nine guidance counselors of three high schools in Montgomery County, Tennessee. The seniors surveyed represented a twenty percent sampling of all seniors in these high schools.

Since all seniors are required to take English, the study was conducted in the senior English classes. Fifteen males and ten females completed the questionnaire in an ungrouped English class at Montgomery Central High School. Twenty-six males and twenty-two females from three levels of English at Northwest High School were surveyed. At Clarksville High School, the survey was completed by forty-one males and forty-eight females in five English classes ranging from Advanced Placement to Vocational levels.

The survey instrument consisted of two parts. The first part was a listing of fifty duties of the counselor. These duties were divided into ten categories, one for each function described by the American School Counselor Association. Each category consisted of four appropriate roles and one inappropriate role. The forty appropriate

roles were selected from an original listing of 130 in Roemmich's study (1967). The ten inappropriate roles were selected from items listed by Boy and Pine (1968) as non-professional functions. No distinction was made on the survey listing as to the appropriateness of the duties. It was left to the students and counselors to decide how frequently a task was done and the desirability of that task.

The second part of the survey instrument used a Q-sort approach. The Q-sort was selected because it makes comparison in perceptions possible, helps identify functions that are generally clear and acceptable, and further identifies functions that need clarification (Johnson & Walz, 1967). The Q-sort can clearly identify where there is disagreement in perception of counselor functions by various groups. The manner in which the Q-sort was employed was to have each person arrange the duties in nine columns ranging from what the counselor never does to what he does most frequently. The subjects made this selection twice, once the way the duties are actually performed and once the way they wish the duties were performed. The number of duties placed in each column were 2,3,6,9,10,9,3,2 to simulate a normal curve (Schmidt, 1962).

The results of the two groupings of the items were then used to determine if a significant difference existed between the actual role and the desired role as perceived by students and counselors. Likewise, it was also determined if a significant difference existed between counselors' perceptions and students' perceptions.



## CHAPTER III

### RESULTS

Pearson Product Moment correlations were computed to determine the relationships between actual role and desired role of the counselor as perceived by counselors and students. Individual correlations between actual and desired roles as perceived by the counselor ranged from .266 to .793. The correlations between actual and desired role as perceived by counselors as a group was .625,  $p < .005$ . Individual correlations of students' perceptions of actual and desired role ranged from -.645 to .913. The correlation for students as a group was .522,  $p < .005$ .

Product Moment correlations were used to investigate the relationships between students' and counselors' perceptions of the actual role of the counselor. This correlation was .463,  $p < .005$ . The correlation between students' and counselors' perceptions of desired role was higher than that of actual role. The correlation was .600,  $p < .005$ .

The relationships between the views of the counselors as a group and students as a group were investigated by computing the mean rating of each item for both groups

and redistributing these means into a new scatterplot. Correlations were then computed from these distributions.

In Figure I are the 'redistributed items preferring to the actual role of the counselor as perceived by counselors and students. Both counselors and students agreed that the duty most frequently performed by the counselor was the scheduling of classes. The role of the guidance counselor as an information giver was very evident as five of the most frequent roles of the counselor was the giving of information about educational, vocational, and occupational planning. Also ranking among the most frequent duties actually performed by the counselor was checking seniors for graduation requirements. All of these roles were ranked by both counselors and students as being functions the counselor actually performed frequently.

Items considered desirable roles of the counselor are shown in Figure II. Students and counselors indicated that the giving of information is a very desirable role. These were also ranked as the most frequent duties actually performed. However, both groups felt the counselors should be doing more counseling with students who have personal problems. Students and counselors also indicated that counselors should spend more time counseling students

regarding their potentials and limitations. Counseling the underachiever was another very desired task by both students and counselors. '

Counselors' perceptions as to their actual and desired roles are shown in Figure III. The counselors perceived the following as the duties most important for them to perform: (a) provide information services from colleges and universities, (b) assist students in personal problems, (c) provide occupational and vocational information upon request, (d) counsel students in educational, vocational, and occupational choice, (e) provide college information upon request, and (f) check seniors for graduation requirements. The duties considered not appropriate for the counselor to do were as follows:

(a) organize teachers and students to work ticket gates and concession booths during ballgames and other school functions, (b) perform the duties of a truant officer, (c) make home visitations, (d) administer and interpret psychological examinations to place students in special classes, and (e) tutor students in remedial subjects.

Four of the five above were included in the list of inappropriate duties as described by Boy and Pine (1968). The counselors indicated that performing clerical duties and class scheduling duties were two inappropriate roles

they were performing.

Students' perceptions of the actual and the desired role of the counselor are shown in Figure IV. Students perceived the following duties as the most important for counselors to perform: (a) provide college information upon request, (b) organize and control confidential material pertaining to the students, (c) write letters requesting educational, vocational, and occupational materials, (d) counsel students in educational, vocational, and occupational choice, (e) check seniors for graduation requirements, and (f) assist in preparation of job and college applications. Duties perceived as not appropriate for the counselor to perform are: (a) make home visitations, (b) perform the duties of a truant officer, (c) make referral to community agencies, (d) make referral to school agencies, and (e) interpret test scores to parents. Both students and counselors agreed that the most frequently performed duty of the counselor was the scheduling of classes. However, students and counselors were in disagreement over the amount of time that should be spent performing this duty.



## CHAPTER IV

### DISCUSSION

Studies have shown that some inappropriate duties of the counselor have become quite solidified as part of the high school counselor's role (Johnson & Walz, 1967). The present study found that the role most frequently performed by the counselors was that of class scheduling. However, the students ranked this role as a much more desired role than the counselors. The results of this study are consistent with research by Ofman (1967) and Leaverton (1976) that indicated that scheduling was the main function of the counselor.

The vocational guidance movement is the father of our modern guidance and counseling movement. Traditionally, this was information giving (Leaverton, 1976). The results of this study indicated that this seems the dominant role of the secondary counselor. Both counselors and students in this study perceived that vocational, educational, and occupational information giving was an important function of the counselor.

Several studies (Arbuckle, 1968; McClary, 1968; Ofman, 1967; Sweeney, 1966) discuss the counselor as a disciplinarian. Interestingly, the students in this

study indicated that the counselors should be disciplining more than they are currently doing. The counselors, however, were in complete 'disagreement with the students' perceptions.

The counselors indicated that they were performing more clerical duties than they should. Again, the students were in disagreement and indicated that the counselors should be doing more clerical duties.

There was a discrepancy between the perceptions of counselors and students in the area of personal counseling. The counselors indicated that this was being done frequently and should be done even more than it actually was. The students indicated that personal counseling was not done often and that it should be done frequently. The results of this study were in agreement with studies conducted by Schmidt (1962) and Van Riper (1971) which found that counselors were easily perceived as someone who did vocational and educational planning, but were not perceived as someone who helps with personal problems.

Organization and control of confidential material was of great concern to the student. The counselor saw this as an important function, but not as great a function as the student perceived it to be. The student was

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consistent throughout the study in their beliefs that information about them should not be released to outside sources. They did not feel the need for referral services in the community and the school. The students indicated that they did not want the counselor discussing matters pertaining to them with teachers, parents, or administrators.

The viewpoints of the students on testing brought interesting results. The students indicated that the administration of achievement test, interest inventories, personality test, and attitude inventories was an important function of the counselor. However, they felt the results of these tests should only be interpreted to the students taking the tests. Such information should not be interpreted to parents or teachers.

The results of this study indicated that counselors and students perceived the main function of the counselor to be that of information giver. While some of these duties are somewhat psychological in nature, none seem the direct responsibility of someone with training in psychology. The guidance counselor in today's schools may be an educator using some psychological principles, but he is not a psychologist in an educational setting.

The counselors in this study perceived most of

the duties they are now performing to be desirable.

However, they stressed that more time should be spent counseling students regarding personal matters.

Functions such as performing clerical duties, scheduling classes, and writing job and college applications were perceived as inappropriate duties.



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## APPENDIX A: FIGURES

Figure 1 - Composite of Perceptions of Actual  
Role by Students and Counselors

COMPOSITE OF PERCEPTIONS OF ACTUAL  
ROLE BY STUDENTS AND COUNSELORS

PERCEPTIONS OF ACTUAL ROLE BY STUDENTS

			Duties Done Rarely			Duties Done Often			Duties Done Frequently		
			1	2	3	4	5	6	7	8	9
PERCEPTIONS OF ACTUAL ROLE BY COUNSELORS	Duties done frequently	9									30
		8			5				49		
		7				9	3		13 14	12 19	11
PERCEPTIONS OF ACTUAL ROLE BY STUDENTS	Duties done often	6		1 21			17 6 29 16 28	26 37		2	
		5			8 23	7		46 47 38 48 45	4		
		4	10		18 32	42 31 22 24 34	27 41 39			44	
	Duties done rarely	3				25 35	43	36			
		2		33	20			40			
		1	15					50			

Figure 2 - Composite of Perceptions of Desired  
Role by Students and Counselors



COMPOSITE OF PERCEPTIONS OF DESIRED  
ROLE BY STUDENTS AND COUNSELORS

PERCEPTIONS OF DESIRED ROLE BY STUDENTS

PERCEPTIONS OF DESIRED ROLE BY COUNSELORS									
Duties Done Rarely			Duties Done Often			Duties Done Frequently			
1	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
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Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5	6	7	8	9	
Duties done rarely	2	3	4	5					

Figure 3 - Composite of Counselors' Responses  
on Counselor Role Questionnaire

COMPOSITE OF COUNSELORS' RESPONSES  
ON COUNSELOR ROLE QUESTIONNAIRE

DUTIES AS ACTUALLY PERFORMED BY THE COUNSELOR

COUNSELOR DUTIES AS I WISH THEY WERE PERFORMED

			Duties done rarely			Duties done often			Duties done frequently		
			1	2	3	4	5	6	7	8	9
Duties done frequently	9								9		
	8								13	49	
	7						7	6	11		
								16	19		
Duties done often	6					31	4	28 2 17 21 26 37			
	5			43	34 18 27 42	48 23 38	1 29	3			
	4		32 35 36	24 41 44	46 22 45	47	14				
Duties done rarely	3		33 20	25	39					5	30
	2	15	40								
	1	50			10						

Figure 4 - Composite of Students' Responses  
on Counselor Role Questionnaire



COMPOSITE OF STUDENTS' RESPONSES  
ON COUNSELOR ROLE QUESTIONNAIRE

DUTIES AS ACTUALLY PERFORMED BY THE COUNSELOR

			Duties Done Rarely			Duties Done Often			Duties Done Frequently		
			1	2	3	4	5	6	7	8	9
Duties done frequently	9								4	2	
	8						6			12	11
	7				9	7	3		13 14	19	
Duties done often	6			1	8		27 16 28 17 29				30
	5				18 5 20	22	43	38 36	44 49		
	4	10			31 24 42 25	41	47 37 45 46				
Duties done rarely	3				32	34	39	40 48 50			
	2			21	23	35					
	1	15		33							

COUNSELOR DUTIES AS I WISH THEY WERE PERFORMED

## APPENDIX B: SURVEY INSTRUMENTS

## SURVEY DIRECTIONS

NOTE: Please do not mark on the survey booklet. Answers will be placed on the answer sheet only.

You are being asked to participate in a survey of students' and counselors' perceptions of the duties of the guidance counselor. We are interested in what you see as the duties that your counselor performs and also what duties you would like to have him perform.

Please look at the separate answer sheet provided. Your name is not requested for this sheet. Since the directions for this survey are rather complicated, please read along silently as your instructor explains the following directions. Do not begin until you are instructed to do so.

Please notice the next three pages of this survey. You will see fifty duties commonly performed by guidance counselors. Your counselors may or may not perform all of these duties. You may feel that some of these duties are inappropriate for counselors to do. Please read each duty carefully (item 1 - 50) as you will be asked to rate each item two ways.

Please turn to the answer sheet. Notice across the top of the sheet is written, "Duties as actually

performed by the counselor." Along the side is written, "Counselor duties as I wish they were performed." As you read each duty, you are to judge how each duty is actually performed and how each duty should be performed.

Look at how the answer sheet is divided. Across the top and along the side, the sheet is divided into three categories; duties done rarely, duties done often, and duties done most frequently. If a duty is never performed by a counselor you would place the number of that duty in column one. If a duty is done regularly by the counselor, but is not his primary task, put that duty in column five. If this is a duty the counselor performs each day or several times during the day, it should be placed in column nine.

Since there could possibly be a discrepancy between what the counselor actually does and what you wish he did, it is often necessary to find the place where the duties meet. If a counselor never referred a student, but you felt he should do this regularly, then you would write the number of that duty in the blank where 1 and 5 intersect.

Notice along the right hand side and the bottom of the sheet are written numbers 2,3,6,9,10,6,3,2. This is the maximum duties allowed in each row or column.



When two duties have been placed in row one, it is filled to capacity. When ten duties are placed in row five, it is filled to capacity. You may find it necessary to move a duty to another slot, if you desire to place an additional one in that place. You may erase and rearrange your numbers.

If you do not understand a duty or have any questions, please ask the instructor. Your help is appreciated.

## FIFTY DUTIES OF THE GUIDANCE COUNSELOR

1. Development of the goals of the guidance program
2. Organize and control confidential material pertaining to the students
3. Coordinate different aspects of the guidance program
4. Write letters requesting educational, vocational, and occupational materials
5. Perform clerical duties necessary in the guidance department
6. Counsel students regarding his potentials and limitations
7. Counsel the underachiever
8. Counsel the potential drop-out
9. Assist students in personal problems
10. Counsel students regarding rule infractions and disciplines the students if necessary
11. Provide college information upon request
12. Counsel students in educational, vocational, and occupational choice
13. Provide occupational and vocational information upon request
14. Assist in preparation of job and college applications
15. Perform the duties of a truant officer
16. Administer group achievement test, interest inventories, personality and attitude inventories to the students
17. Evaluate and interpret the information from the above test to the students
18. Evaluate and interpret behavior through interviews, personal observation, and information on the student's cumulative record

19. Check seniors for graduation requirements
20. Administer and interpret psychological examinations to place students in special classes
21. Make referral to community agencies such as Harriett Cohn Mental Health Center, Montgomery County Public Health Office, and Department of Human Services
22. Participate in conference with resource persons
23. Make referral to school agencies such as school psychologist, school nurses, and school social worker
24. Develop a listing of referral sources to be used by the school
25. Tutor students in remedial subjects
26. Assist students in school program selection
27. Assign students to special classes
28. Provide information about program offered by the school
29. Evaluate transcripts of new students
30. Perform class scheduling duties
31. Counsel with parents regarding student's problems
32. Interpret test scores to parents
33. Make home visitation
34. Explain programs provided for their student and seek parent's cooperation
35. Provide activities for students' and parents' involvement
36. Interpret the guidance program to school personnel through inservice and faculty meetings
37. Engage in conferences with teachers about a student

38. Participate in school curriculum planning and development
39. Organize and serve as chairman of school guidance committee
40. Maintain school attendance records
41. Conduct research to evaluate effectiveness of guidance program
42. Conduct follow up studies of all former students, whether graduates or drop-outs
43. Conduct community survey for job opportunities for students
44. Conduct studies comparing academic achievement with either college or vocational success
45. Conduct research on teaching methods used in the school
46. Interpret the guidance and counseling program to the community
47. Conduct group orientation sessions
48. Organize a career day program involving business and educational institutions
49. Provide information services from colleges and universities
50. Organize teachers and students to work ticket gates and concession booths during ballgames and other school functions



## ANSWER SHEET

Name of School \_\_\_\_\_

Sex \_\_\_\_\_

## DUTIES AS ACTUALLY PERFORMED BY THE COUNSELOR

	Duties done rarely			Duties done often			Duties done frequently			
	1	2	3	4	5	6	7	8	9	
Duties done frequently										2
										3
										6
Duties done often										9
										10
										9
Duties done rarely										6
										3
										2
	2	3	6	9	10	9	6	3	2	

COUNSELOR DUTIES AS I WISH THEY WERE PERFORMED