

DIFFERENTIAL PERCEPTIONS OF COUNSELOR
TASKS AMONG FIVE SELECTED GROUPS

A Dissertation
Presented to
the Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
George Roberts, Jr.
May, 1973

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G. R.

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ABSTRACT

Statement of the Problem

The central purpose of this study was to investigate the relationships of perceptions of specific counselor tasks among parents, students, teachers, administrators, and counselors within a moderately large independent public school system in Texas. The basic premise underlying the investigation was that differences exist in the way significant others perceive the role and function of secondary school counselors and that these perceptual differences engender dissonance and contribute to role conflict on the part of the counselor.

Specifically, the study sought to: (a) confirm the existence of these perceptual differences, (b) determine the source of their origin and intensity, (c) assess the impact which certain personal attributes and background variables have on role perception, and (d) formulate recommendations which might be used as a basis for developing strategies to neutralize any deleterious effects and maximize any potential benefits deriving from differential perceptions.

Design of the Study

A representative sample composed of 234 parents, 262 students, 118 teachers, 21 administrators, and 11 counselors participated in this study.

Ten issues and eight hypotheses formed the basis for the research. The hypotheses may be summarized as follows:

There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the Counselor Task Inventory when grouped on the basis of: (a) age, (b) sex, (c) ethnic background, (d) size of school, (e) years of professional experience, (f) grade placement, (g) scholastic achievement, and (h) socio-economic status.

The data-gathering instrument -- the Counselor Task Inventory (CTI) -- consisted of three parts and was developed by the researcher specifically for the purposes of this research. In Part I, respondents were asked to supply certain demographic data. Part II consisted of ten statements designed to elicit degrees of agreement/disagreement with certain issues in counseling. In Part III, respondents were asked to react to twenty-five statements describing specific counselor tasks or activities on two levels -- ideal and actual -- by indicating the degree of emphasis they felt should be and was being given to these tasks by counselors.

Each of the eight hypotheses was tested ten times by means of multiple linear regression analysis and zero order correlation techniques.

Results of the Study

Some of the most significant results of the study were as follows: (1) all groups perceived previous teaching experience as an important requisite for counselor certification, (2) only counselors and administrators felt that routine clerical duties consumed too much of the counselor's time, (3) all groups concurred that most of the counselor's time should be spent working directly with students, (4) counselor functions were found to be differentially perceived by sex on six of ten criterion variables, (5) differences in perceptions associated with years of professional experience were found on nine of ten criterion variables, (6) differences associated with ethnic background were not found on any of the criterion variables, (7) smaller school size appeared to be positively correlated to more favorable perceptions of the ideal and actual emphasis being given counselor tasks.

Conclusions were drawn and recommendations applicable to the population were made. Several implications for future research in the area of counselor role and function were indicated.

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Chapter 1

Introduction

The subject of counselor role and function has been of continuing interest and concern to educators and others almost from the inception of organized guidance and counseling programs in the nation's public schools. This interest has generated a number of attitude and perception studies which have dealt in a variety of ways with various aspects of the problem of role definition. That these efforts have produced more questions than answers appears evident in the recurring proliferation of the topic in the literature and the continuing struggle of public school counselors to achieve satisfactory role identity.

Background of the Problem

Guidance services in public schools began to develop in the early 1920's. Since that time the random growth of school guidance and the conflicting demands placed upon counselors have led to confusion about its nature, purpose, and status (Khleif, 1965). Prior to the American School Counselor Association's Statement of Policy for Secondary School Counselors (APGA, 1964) there was little formal organizational direction to assist counselors in their quest for role identification and clarification.

Many other factors account for the disagreement and confusion which seems to emanate from the problem of role

definition. Foremost, perhaps, is the nature of the counseling process itself. Blocher (1963) elaborated on this point:

One of the most interesting, if disturbing, facets of the development of counseling and psychotherapy as fields of professional endeavor, has been the apparent mysticism which has accompanied the movement. Much of the history of change in counseling and psychotherapeutic theory and practice contains elements which closely parallel those dominating the evolution of religious movements... (p. 5).

Sprinthall and Tiedeman (1965) concurred in this analysis by characterizing counseling as "an inherently amorphous field" (p. 11).

Contributing to the dilemma also are such factors as (a) the differences in the theoretical and philosophical orientation of counselors, (b) the evolutionary status of the counseling profession, (c) the diverse goals of guidance and counseling based on situational needs and differences, and (d) limitations imposed by the allocation of resources as well as those imposed by tradition and policy.

There appears to be relatively little disagreement concerning the tools needed to do an effective job of counseling (Roeber, 1961). It appears rather obvious, however, that too little attention has been given to the importance of defining the job to be done in terms calculated to facilitate congruence between the counselor's perception of his role and the perceptions of the various groups with which he interacts.

While these observations might be construed as attempts to support those who magnify the many differences observable in the emphasis given to certain counselor functions, one is likely to find little in theory or practice to suggest that all counselors should be cast in the same mold or be expected to perform in singular fashion. Indeed, the nature and complexity of today's world require that counselors, as well as others, possess increasing flexibility and resourcefulness in order to meet the demands of a rapidly changing society.

Statement of the Problem

The central problem of this study was to conduct an investigation of the relationships of the perceptions of specific counselor tasks among five selected groups: parents, students, teachers, administrators, and counselors in the Brazosport Independent School District.

Specifically, this study sought empirical evidence and relevant data to support the following propositions:

1. Parents, students, teachers, administrators, and counselors differ in their perception of specific counselor tasks.
2. There is no correlation between counselors' perception of their tasks when grouped on the basis of certain variables and personal attributes.
3. There is a positive correlation between parents' and students' perceptions when compared on the

basis of certain variables and personal attributes.

4. There is a positive correlation between the perception of counselors and administrators with respect to their perception of the ideal emphasis which should be given to specific counselor tasks.
5. Counselors differ from administrators, teachers, parents, and students with respect to their perception of the actual emphasis being given to specific counselor tasks.
6. The perception of counselors, parents, and students are positively correlated with respect to their perception of certain issues related to counselor tasks.
7. The perceptions of counselors, parents, and students are negatively correlated to the perceptions of administrators and teachers with respect to specific issues related to counselor tasks.

As described below, hypotheses were inferred from these propositions and stated as a basis for research.

Need For The Study

The need to know inheres in the nature of the counseling profession. Implicit in this concept of knowing is the need for the counselor to know what is, as well as what should be. Carmical (1963), referring to role conflict, depicted the plight of the perplexed counselor succinctly: "..... The conflict of what he must do, with what he feels

he should do, has an effect on what he is doing" (p. 110). In this connection, Khleif (1966) observed that every occupant of a position in an organization has a "role-set", that is, people with whom he interacts have expectations about his function. It can be said that the role-set of the counselor consists of school administrators, teachers, students, and parents. Investigation and research related to how members of this role-set perceive the role and function of the counselor are needed not only to provide information concerning the status of the profession but also provide the impetus to bring about needed changes.

It is, perhaps, axiomatic to assert that any system, in order to remain viable, must have feedback; research properly designed and executed is considered a reliable mechanism for providing this feedback.

Moreover, the need for research in this problem area is accentuated by several recent developments affecting public education in general and the counseling profession in particular:

1. Emergence of the concept of accountability has extensive ramifications. This concept denotes that whoever is given a task to perform should be held responsible or accountable for the results of his performance (Wrightstone, 1971). It should be obvious that the counselor's evaluation, perhaps more than any other professional in public education, impinges upon the subjective opinions

and perceptions of others.

2. The concept of competency-based criteria for selection, certification, and retention of school personnel has the potential for gaining widespread acceptance within the ranks of educators and the general public. Implicit in this development is the need for periodic reassessment of the counseling function aided by research -- on a personnel and program basis.
3. The impending re-structure of the system for financing public education raises serious questions regarding the future ability and willingness of school districts to continue supporting programs which may be viewed as "non-essential" or those which lack community support -- financial or otherwise.
4. The mandate for interracial school and classroom environments which maximize intergroup acceptance and learning for all students has placed new expectations and responsibilities upon the counselor. Conceivably, this commitment might extend to the entire professional team, counselors, undoubtedly, can and do play a crucially important role in ameliorating or exacerbating the students' school environment.

There is also growing evidence to suggest that the counseling function in public schools has not yet achieved

sufficient stability or status to permit complacency or ignorance of negative public opinion. Brown (1963) underscored this point with comments he attributed to Edward Shoben, Jr.:

At the very time, then, that guidance commands the greatest public favor, it is also under public fire. At the moment of its greatest expansion, it can show little in the way of solid research to demonstrate its merits or its achievements....With the best of intentions (counseling) is rather dimly perceived by the public and the rest of the educational fraternity.... (p. 86).

Further indication of the relatively low status of guidance and counseling in Texas can be seen in part of the minimum standards for secondary schools which provide for a counselor-student ratio of one full-time counselor or equivalent for not more than 800 students in grades seven through twelve (Texas Education Agency, 1969). Many authorities have speculated that the ratio of students to counselors should be approximately 250 - 450 to one full-time counselor (Finley and Shertzner, 1967).

Design

The basic design of this study consisted of three related components: (a) instrumentation, (b) sampling procedures; and (c) data collection and analysis. Although each component is briefly outlined here, full treatment of this topic is reserved for Chapter 3.

Instrumentation

The Counselor Task Inventory (CTI), a three-part instrument, was constructed by the researcher to obtain

data from the sample population. Part I, the Personal Data Blank, consisted of eight items which were designed to obtain certain demographic data such as age, sex, educational attainment, occupation of main wage earner in the household and other data considered pertinent to the problem under study.

Part II, the Peripheral Issues Index, consisted of ten items designed to elicit varying degrees of agreement/disagreement with statements the researcher referred to as "peripheral issues" in the counseling profession.

Part III, the Counselor Task Index, consisted of a series of twenty-five statements describing specific counselor activities or tasks. Respondents were asked to react to these statements on the basis of their perception of the ideal emphasis which should be given to each of the tasks and the actual emphasis respondents felt was being given to these tasks by counselors in their respective schools.

Sample

Sources of data for this study consisted of five sampling units; parents, students, teachers, administrators, and counselors within the geographical limits of the Brazosport Independent School District.

A computer program was written and used to draw a representative random sample of students from each of the two high schools in the district. Parents or guardians of the students thus selected constituted the parent sample. All secondary counselors, high school teachers with one or

more years of local teaching experience, and administrators, as defined, were selected to participate in the study.

Data Collection and Analysis

The Counselor Task Inventory was administered to students during a regular school day at the activity/study hall period. Upon completion of the instruments, they were returned to the researcher. Students were requested to deliver identical instruments to their parents; parents, for purposes of anonymity were requested to return their completed instruments in pre-addressed, postage-paid envelopes through the U. S. Mail. Intra-district school mail channels were used in forwarding and collecting data from school personnel.

Computer programs for appropriate descriptive statistics with which to describe the populations were obtained for electronic processing of the input data. Significance was attributed when the .05 level of confidence was reached. As previously stated, Chapter III provides a fuller discussion of the design, its components, methods, and procedures.

Hypotheses

The research hypotheses tested in this investigation were as follows:

- H₁ There is a statistically significant difference between the mean scores of parents, students, teachers, administrators, and counselors with respect to their performance on the Counselor Task Inventory.

- H₂ There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to age.
- H₃ There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to sex.
- H₄ There is a statistically significant difference in the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to ethnic background.
- H₅ There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to size of school.
- H₆ There is a statistically significant difference between the mean scores of teachers, administrators, and counselors with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to years of professional experience.
- H₇ There is a statistically significant difference be-

tween the mean scores of classes of students with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped by grade assignment.

H₈ There is a statistically significant difference between the mean scores of groups of students with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped by level of scholastic achievement.

Definition of Terms

The following definitions shall be the meaning of the terms used in this study:

Administrator: A secondary school principal, assistant principal, supervisor, or other school official occupying a position of responsibility in direct line of authority to the school counselor.

Counselor: A qualified, certificated individual engaged in providing comprehensive guidance and counseling services in the public schools as opposed to one engaged in private practice.

Function: A specific set of tasks, activities, or techniques employed to accomplish predetermined goals and objectives.

Perception: Formalized expressions of attitudes, feelings, and beliefs which influence value judgments and impel human beings to action.

Peripheral issue: A positively formulated, unbiased

statement describing generally well-known attitudes, values, or beliefs which usually evokes categorical value judgments.

Role: A formalized set of goals and objectives which can usually be inferred from the tasks or activities associated with a particular profession or function.

Role conflict: "A function of incompatible expectations placed upon or held by the individual", Getzel and Guba as stated by Kerlinger (1964).

Scholastic achievement: An index of the mastery of school related learning experience as determined by grade point average and standardized test scores.

Socio-economic status: An index of an individual's economic and social class position as determined by Hollingshead's Index of Social Position (hollingshead & Redlich, 1958) and the College Students' Questionnaire (Educational Testing Service, 1969).

Tasks: The term "task" shall be synonymous with "function" for the purpose of this study.

Limitations of the Study

The major limitations of this study derived from the following factors and circumstances: (a) the scope of the study was restricted to one school district, (b) the nature of drawing random samples from a population with diverse characteristics increased the possibility that part of the sample would be unable or unwilling to complete the instrument, and (c) the objectives of the study made it essential that instruments completed by parents and students be identifiable

rather than anonymous.

These limitations decrease the appropriateness of generalization of the findings to the universe.

Organization of the Study

Organization of the written report generally adhered to the following format:

Chapter 1 included a statement of the problem with its background, need for investigation, design, hypotheses, definition of terms, and limitations of the study.

Chapter 2 was devoted to an intensive review of the literature related to the problem under study.

Chapter 3 gave a full account of the method of research procedure: instrumentation, description of the populations, techniques for data collection and analyses, hypotheses, and statistical procedures.

Chapter 4 presented an analysis and interpretations of the findings.

Chapter 5 was devoted to summary statements, conclusions based upon and supported by the findings, recommendations, and implications for further research.

Chapter 2

Review of Related Literature

The literature is replete with numerous studies which have dealt in a variety of ways with the subject of counselor role and function. Indeed, it is not unreasonable to assert that the topic can be discerned to some degree throughout the entire spectrum of counseling literature. Reviewing such a voluminous body of literature creates special problems of determining relevance, selection, and organization. In this chapter, however, the literature was reviewed within the framework of three major constructs: (a) role perception - some precedents, problems, and perspectives; (b) counselors' roles and sub-roles; and, (c) counselor tasks as perceived by parents, students, teachers, and administrators.

Role Perception: Precedents, Problems, and Perspectives

In seeking historical precedence and perspective for the guidance movement, it has been observed that its rudiments can be traced to the time of Plato and Aristotle. For many years, however, guidance in the education family was treated as a step-child and was not nurtured to its full potential. The guidance movement in the United States dates back only over half a century, and no other country has developed a broad program of pupil assistance like it (TEA, 1968).

Concomitant with the growth and development of guidance and counseling in the public schools have been increasing efforts on the part of counselors, counselor educators, supervisors, and others to achieve congruence between the counselor's perception of his role and the perception of his role by significant others with whom he interacts. The problem has commanded the attention and efforts of numerous researchers (Warman, 1960; Hitchcock, 1953; Schmidt, 1962; Sertzer & Stone, 1963; Darley, 1956; Ketterman, 1968; Muro & Revello, 1970; and others). Many attempts have been made to isolate and speculate on the causes and correlates of role definition and perception.

One view appears to hold that explanations for the adverse perceptions and misconceptions of counselor tasks lies in the varied forces which gave impetus to the rapid growth and development of the guidance movement. Moore and Gaier (1967) listed these influences as (a) equal opportunities for all and/or social mobility, and (b) national manpower needs. Harris (1967) enumerated 10 influences; most could be inferred from the above list including the influence of federal legislation, measurement standardization, notable individuals, and the mental hygiene movement. Glanz (1961) argued that the zeal arising out of the reform spirit and the revolt character of the personnel and guidance movement led to a patch-work pattern of organization and chance-determined role and function. Swann (1963) added to the aforementioned influences the factors of (a) the limitations

placed on small school budgets, and (b) the increase of specialties within the guidance field. Each of these influences appears to have been in ascendancy at one time or another and each has had a definite impact on the perception of counselor tasks. The nation's manpower needs of the late 1950's for example, led Shertzer and Stone (1963) to caution against allowing the mental health and welfare needs of the individual being relegated to a lesser position than manpower needs.

Dannenmaier (1965) in seeking answers to questions regarding differential perceptions of counselors by teachers and students investigated the effects of differential practices in employment of school counselors. He concluded that counselors do not appear to be differentially perceived or accepted on the basis of whether or not their workday consists solely of counseling duties or includes teaching assignments.

Support for the perception of counselor role as a function of self-discovery, self-understanding, and individual responsibility was evident in the writings of Robb (1966), Astor (1965), Knapp and Denny (1961), Shertzer and Stone (1963), and Wasson and Strowig (1965). Robb's thesis holds that unless the counselor realizes in his own life the full impact of the search for meaning and self-understanding, he will be unable to empathize adequately with the struggles of another human being who likewise seeks to realize his highest potential. Hindering self-discovery, he believed, were

problems of meaninglessness, alienation, and the loss of freedom. Such problems, if unresolved, result in a vacillating posture for the counselors and increases the chances for negative and distorted perception of his role.

In the same vein, Martin Astor (1965) observed that counselors frequently confuse role definition with professional self-understanding. He argued that professional self-understanding is the true path to defining counselor role in each unique situation. In Astor's opinion, perception of professional behavior as counselors will be determined by professional self-concept and not the other way around. Such a philosophical, existential frame of reference would avoid the conflict inherent in arbitrary, dualistic choice models: generalists or specialists, faculty or administration, and so on.

Shertzer and Stone (1963) underscored the importance of the counselors' professional responsibility, individual identity, and personal integrity in the fight against misunderstanding, misperception, and distortion in occupational role conflict. Shertzer and Stone contended that the counselor can not resolve the conflict until "he knows what he is, who he is, and where he hopes to go". Reliance on the traditional role of the counselor will not suffice, since the traditional role rapidly grows outmoded and ineffectual. An "other-directed", multiple identity based on interpretation of opinions from segments of the school counselors' publics leads into a blind maze of confusion. In this

context, therefore, it appears that occupational identity, like individual identity, is the responsibility of each counselor -- it is not to be found; it is to be created and achieved.

Knapp and Denny's (1961) analysis of the counselor's responsibility in role definition seemed to be consonant with the position stated above. They contended that the new counselor unlike the new teacher, must often stand alone in his quest for role identity and clarification of duties.

Closely related to the Knapp and Denny study was an investigation of counselor isolation and concomitant perceptions of Wisconsin secondary school counselors (Wasson and Strowig, 1965). Conditions of isolation and non-isolation were found to be related to counselors' expressed opinions as measured by a semantic differential. The greater similarity of isolates to teachers and/or administrators and of non-isolates to a professionally committed group of secondary counselors when contrasted with responses of teachers and/or administrators were correctly predicted. Wasson and Strowig concluded that sources of consensual validation did influence counselor role perception.

Arbuckle (1965) and Rousseve (1968) appear to be committed to similar notions of a high level of self-actualization and personal autonomy as crucial prerequisites for stability and congruence in the counselor's behavior and definition of his role. Arbuckle explained that the process of living and experiencing involved a great deal of personal

sharing and that the counselor himself must be one who sees himself as a free human being. Rousseve observed that in order to be perceived as one capable of giving this type of assistance, the counselor must not be "mortgaged" to the existing establishment.

Further review of the literature with respect to problems and perspectives revealed that some writers view role perception and role conception as a function of certain role determinates and/or role determiners (Bentley, 1968; Riese & Stoner, 1969; Herr & Cramer, 1965; and Farwell, 1961).

Bentley (1968) in commenting on role expectation and its impact upon perception of counselor function observed:

We carry with us from our early years a highly patterned set of expectations for others. Only recently are social scientists helping us to understand the influences of these pre-established expectations in our perception and evaluation of others. We tend to perceive and accept behaviors of others that conform to our expectations of them; we tend to ignore or condemn behaviors that do not conform (p. 178).

Herr and Cramer (1965) studied a group of counselor educators and a group of counselors in New York. The counselor educators believed that they themselves were the major role determiners. After themselves they (counselor educators) ranked the following: abilities of counselor; principal; school superintendent; and the guidance supervisor. The counselor group perceived role determiners much differently: (1) principal; (2) abilities of counselor; (3) guidance supervisor; (4) student, and (5) superintendent. Counselor

educators were ranked tenth out of 12 positions. Riese and Stoner (1969) considered it incumbent upon counselor educators to identify as clearly as possible the functions of school counselors and to establish realistic concepts of counselor roles.

Farwell (1961) argued that the school counselor who is committed to assisting each pupil in the struggle for self-understanding has his role already defined for him. While he viewed conceptual knowledge in career development, personality development, curriculum implementation, administrative protocol, and the evolving societal scene as essential determinants of an effective counselor role, the basic instrument for implementing and communicating the counselor's work is one's own person and personality.

Nash (1964) in a philosophic inquiry into factors impacting the determination of counseling role, isolated seven concepts which might need re-examination as attempts are being made to delineate and clarify counselor tasks: (1) the concept of prediction -- the notion that human behavior can be accurately predicted once we know all the variables involved; (2) conformity -- "behavioral engineering" designed to bring the student's behavior into line with established norms; (3) testing -- supposedly used as a means often used to dictate our ends; (4) efficiency -- is worshipped to the extent that it does not receive serious examination; (5) the concept of authority -- one of the paradoxes of freedom and authority is that knowledge of the

limits of our freedom increases our freedom; (6) values -- values are implicit in the counseling situation and cannot be concealed by merely refraining from saying certain words; (7) the concept of finitude -- a sense of humor; no attitude is more appropriate for a school counselor than one marked by an awareness of the finitude of his own knowledge and insight. In setting forth these seven concepts, Nash underscored the point that, if there is a single determiner of counselor role and function, it might very well be the counselor's own philosophy.

Caldwell (1970) and Toldson (1971) seemed to believe that misperception of counselor role can be counteracted by strategies involving communication and salesmanship. In the words of Caldwell:

The expertise of the counselor is more needed than ever, but as an agent of change he should emerge from the closet of his office and be in group counseling in contexts where student and faculty feelings are starting to ferment. This would require expanding his role to include collaborating with teachers to improve the psychological settings in their classrooms, conducting informal "rap sessions" with both faculty or students, and setting up opportunities for group guidance activities both in and out of the classroom (p. 271).

Toldson appeared to concur in evangelical tones:

We must become active in getting our information to those who can benefit from it. Like the door-to-door salesman, we must bring our product to our customers; if it is good enough, the customers will begin to come to us (p. 297).

Noble (1968) in speculating why counselors are perceived as "administering more and counseling less" isolated three factors which seem especially important: (1) Counse-

lors are currently drawn from a limited pool of human resources; (2) Their training is often inappropriate and inadequate; and (3) Administrators are the counselor's primary occupational reference group and they tend to reward administrative behavior more than they do counseling.

As Ashcraft (1966), Donnan (1968), and Pruett and Brown (1966) have found, counselors are often involved in duties that more logically classify them as junior administrators.

Counselors' Perceptions: Roles and Sub-Roles

Present trends toward development of a distinct core of occupational activities in guidance have been hampered by competing and often conflicting tasks imposed upon or assumed by the counselor (Khleif, 1966). Lortie (1965) maintained that there are at least three rather competitive activities in guidance: (a) being an administrator; (b) being an advocate; and, (c) being a therapist. These three activities, according to Lortie, have prevented a consensus on central services and skills in guidance and retarded its professionalization. Sprinthall and Tiedeman (1965) stated that essentially there are only two core activities in guidance. One is therapeutic counseling and the other is career development. Patterson (1967) took issue with this dichotomy by arguing that even in vocational or career development counseling there is an affective component which makes it therapeutic nonetheless. Speaking of the therapeutic nature of counseling, Kushel (1970) claimed that

much of the criticism leveled at the counseling profession serves a psychological need of the critic. This is especially true in those cases involving transference, selective retention, and misperception-overstatement.

Thus it would appear that a most crucial problem for the counseling profession lies in its efforts to communicate itself to other related groups and so establish some degree of professional identity. Paradoxically, however, the counselor, like Eve, has many faces. These faces can be seen in the many specialized roles and sub-roles into which counselors have been cast. Even a cursory review of the literature would confirm this contention.

On the one hand, school guidance is seen as trying to emancipate itself from its parental occupation - teaching (Khleiff, 1966). On the other hand, counselors are being viewed and encouraged to become curriculum development specialists (Ellison, 1968; Stern, 1965; Swan, 1966; Weeks, Sander & Miller, 1966; and Lair, 1968).

Brammer (1968) asserts that counselors are being called upon increasingly to function as psychological specialists in behavior change and their training has become firmly based in the psychological aspects of behavioral science. Support for the counseling psychologist model can be found among many writers in the field; among them Arbuckle (1965), Patterson (1967), Brigante, Haefner, and Woodson (1962), and Blocher, Tennyson, and Johnson (1963), Ivey and Weinstein (1970), Allport (1962).

Considerable attention has been given to the counselor as an applied behavioral scientist (Thorson, 1969; Landes, 1963; Blocher, 1963; Leacock, 1968; Bowman & Zimpfer, 1968). Each of these writers are in agreement that understanding the role of culture, as it affects attitudes and behavior, can be extremely useful to counselors in effecting communication across social barriers. Concepts of learning, motivation, normality and deviation are essential elements to understanding social relationships in a pluralistic society. These writers discussed social modeling in groups, systematic desensitization, and contingency management techniques as illustrative of how counselors can function as applied behavioral scientists.

Questions concerning the sub-role of the counselor as an effective agent of change have produced conflicting answers. Blocher (1966), for example, expressed serious doubts that the change agent model could become an appropriate and viable one for the typical counselor. Shoben (1962), on the other hand, held that the counselor should be a prime agent in the continuous reconstruction of the school.

In a review of counselor roles and sub-roles and their potential effect upon the perception of counselor tasks, the mental hygienist-therapist model should not be overlooked. Diamant, Todd, and Robinson (1965) took the position that school counselors can no longer afford to be frightened by psychoanalytic theory while neglecting the emotional need

of their students. After a two-year trial period of group therapy using school counselors in conjunction with a mental health clinic, they were encouraged by positive results for both counselors and students.

Ciavarella (1970), Jourard (1966), Berlin (1963), and others have accorded to the school counselor a leadership role in promoting the mental health point of view. As one writer observed: "There is little that the school teaches that is worth achieving if the price is a maladjusted youngster" (Ciavarella, 1970; p. 121).

Further diversification and fragmentation of the counselor role can be seen in the promulgation of the concept of the counselor as an ombudsman or student advocate (Ciavarella & Doolittle, 1970; Lortie, 1965). Ciavarella and Doolittle claimed a special urgency for the adoption of this model in view of the social upheaval and student unrest on many campuses throughout the nation. They foresaw the need for a go-between for students and the system and greater use of the strategies of encounter, confrontation, and self-renewal with blacks as a viable and relevant role for counselors within the new militance. The thrust of Lortie's (1965) argument in which he discussed the counselor as an administrator, advocate, or therapist, was the belief that counselors should select the function or functions they wish to serve and build a structure appropriate to it or to them.

Many other roles and sub-roles have been advocated for the counselor: (1) counselor-consultant (Ciavarella, 1970;

Fullmer & Bernard, 1972; Topetzes, 1966); (2) counselor-epistemologist (Schell & Daubner, 1969); (3) counselor-college advisor (Glanz, 1961; Kerr, 1963; Tiedeman, 1964); and (4) counselor-researcher (Cramer, Kerr, Morris & Fratz, 1970). The list of roles and sub-roles could be extended considerably. The purpose, however, is not to provide an exhaustive treatment of role diversification but rather to provide background and perspective to the problem of differential perception of counselor tasks.

In view of the tremendous range of competing and often conflicting counselor roles and sub-roles, it should not be surprising that role differentiation and clarification have been especially difficult for the counseling profession. Carey and Garris (1971) appeared pessimistic in their view that role differentiation would continue to plague the profession for some time to come. Chenault (1967) had similar misgivings when viewing the problem from a philosophic frame of reference -- the counselor as an agent of the individual or an agent of society? Such philosophic and value-laden questions such as individual or society, science versus religion, behaviorism versus phenomenology, and determinism versus freedom have added controversial dimensions to an already perplexing dilemma.

Arbuckle (1963) believed that such differences in role perception and role performance as alluded to above may be more apparent than real, since it is to an unknown degree a matter of emphasis, communication, and semantics rather

than true professional differences. He stated further that counselors are, and perhaps will continue to be, a very heterogeneous group of individuals.

Counselor Tasks as Perceived by Parents

The school counselor works with parents and patrons. He interprets, confers, counsels, and does research for their benefit and support. Public unawareness of the guidance program and its purposes is a cause for interference to its development (Finley & Shertzer, 1968).

Bane and Jencks (1972) contended that there is no evidence that professional educators know appreciably more about what is good for their children; it seems reasonable, therefore, that counselors and educators would involve parents in decisions concerning the kind of education and services they receive from the school. A considerable number of research studies have been designed to determine the perceptual sets parents have toward the role of the counselor.

Evraiff (1961) reported that parents ranked counselor duties in the following order: programming, handling school problems, counseling pupils on future careers, and counseling pupils on personal problems.

Bergstein and Grant (1961) conducted a study of approximately 200 sets of parents' perception of the role of school counselors at four different grade levels -- sixth, eighth, tenth, and twelfth. They found that parents at all four grade levels perceived school counselors to be more

helpful than their best family friends, more helpful than their school principals and more helpful with educational and vocational problems than with personal - emotional - social problems.

Perrone, Weiking, and Nagel (1965) asked three selected groups to rank the order in which they saw 14 different student types needing intensity of counseling service. Parents recommended more counseling than did their children for six of the fourteen student types. Parents favored more intensive counseling than either students or teachers when the three groups of respondents were compared.

Dunlop (1965) studied attitudes toward the counseling function among California counselors, administrators, parents, high school seniors, and counselor educators. Counselor duties were rated on a five degree response questionnaire in seven areas of responsibility. Parents and students expected the counselor to be an advice giver, while the other groups rejected this notion. All groups agreed on some counselor duties; there was wide disagreement on others.

A study dealing with the attitudes of parents toward personnel services and student adjustment was conducted in 21 North Dakota schools. Ten schools had guidance programs, fourteen schools had no guidance programs (Wigtil, Mungler, Brooks, & Flannery, 1966). Questionnaires were administered to parents of 272 high school seniors in an attempt to dis-

cover differences in perceptions between the two groups. While there was lack of significant differences on several items, overall responses seem to indicate a more positive attitude toward personnel services by parents in the "guidance schools".

Hugh Lytton's (1968) impression of parents' perception was that they viewed counselors as helpers with education and college planning but did not wish them to "meddle" with their children's psyche. This impression appeared consonant with Bergstein's and Grant's (1961) study previously cited. Whereas parents seemed quite satisfied with the help their children received in selecting courses, parents' main complaint was about misinformation and misleading advice regarding college opportunities and scholarship availability. Lytton noted that parents' perceptions seemed to mirror those of their children or vice versa.

Counselor Tasks as Perceived by Students

Since students are the direct recipients of counselor services, it would appear logical that their perceptions of counselor role would be meaningful.

Heilfron (1960) using an adaptation of Robinson's case descriptions asked students assigned to her as counselees to indicate the degree of counseling needed by students with various kinds of problems. Students felt that those who were bright and performing well in school did not need counseling; they felt that counseling should be reserved for those having marked character disorders.

Gibson's (1962) study of guidance services in 12 secondary schools in a three-state area found that more than 25 per cent of the students felt that counselors had not assisted them personally in any way. He also found that 56 per cent of the students responding indicated that they were not sure of the activities and purposes of their guidance program; one-third reported that their guidance program had not been described, explained, or outlined to them during their three to four year tenure in high school.

Heilfron (1964) in a follow-up to her 1960 study sought to ascertain whether the perceptions high school students have of the counselor can be changed by defining counselor role explicitly. Two groups of students were studied: the control group consisting of 107 students received no definition of counseling; the experimental group consisting of 132 students received role definition verbally in individual conferences. Her findings suggested that a simple and direct statement of the counselor's role may be successful in encouraging more students to avail themselves of counseling services.

A comparison of 240 referred and self-referred students and their perception of counselor role behavior was made by Pratte and Cole (1965). Subjects in this study came from four comparable schools and were divided equally into four groups according to sex and type of referral. Significant differences were found between school, sex, and type of referral. Findings of this particular study were equivocal

and needed further investigation.

Brough (1965) investigated the sources of perceptions of the counselor role by administering a questionnaire to 631 eighth grade students in one junior high school. Responses were tallied and percentages calculated for boys and girls separately and as a total group. His findings suggested that students' perceptions derive from multiple and diverse sources. The single most important source was found to be that of actually talking with the counselor. Brough's findings gave added weight to Heilfron's premise that counselors can significantly change students' perception of counselor role through personal interviews.

Student perception of counselor role was investigated by Strowig and Sheets (1967). They used a semantic differential and a Thurstone-type rating scale of satisfaction with counseling to measure changes in the perceptions held by students regarding their counselor over a period of two years. During this time the large suburban high school that was the locale of the study changed from a system of deans who had both counseling and disciplinary duties to a system of counselors who did not discipline students. Non-parametric tests revealed that students perceived their counselors more negatively than they did their deans. The evidence suggested that discipline may not be the crucial variable in either student perception of counselors or student satisfaction with counseling.

Grande (1968) studied the attitudes of 29 experienced

secondary school counselors and 30 secondary school students -- both groups were participating in an NDEA/Upward Bound summer program. The instrument used in the study was the Barker Scale of Attitudes Toward School Guidance Programs (Form A). A differential pattern of endorsement of attitude items was found to exist between the two groups. The Upward Bound (student) group held somewhat negative attitudes toward counseling.

Haettenschwiller (1969) examined the style of role enactment expected of parents, teachers, and counselors along dimensions normally related to the personality variables of Empathy, Respect, Genuineness, and Concreteness. A questionnaire employing these dimensions was administered to 477 seniors in five high schools of different socio-economic strata. The only dimension which clearly distinguished among the five schools was Respect. Implication of this and other findings of the study must await further research into the exact nature of the differences discovered.

In an attempt to determine how students viewed guidance services in relation to assisting with vocational, educational, and personal-social type problems. Kennedy and Fredrickson (1969) conducted a survey of 284 high school juniors attending three comprehensive high schools in Massachusetts. Among the more significant findings of this study was that a majority of students felt that their counselor was the best single source of assistance in the vocational, educational area. One glaring exception in the

vocational area was that students perceived the counselor as being of little assistance in locating a part-time job for students.

In the most recent study reviewed in this category, Muro and Revello (1970) investigated counselor-student perceptions of the extent of performance of guidance services in 51 secondary schools in the state of Maine. Their subjects consisted of 81 full-time counselors and a 5 per cent sample of seniors (N = 399) in the schools where the counselors were employed. Students and counselors did not agree on the extent of performance for the majority of the services listed. Counselors tended to indicate far greater performance of these tasks than did the students.

Counselor Tasks as Perceived by Teachers

It is no secret that there is more than occasional discord in counselor-teacher relations. It is logical to assume that this discord is reflected in the teachers' perception of counselor tasks.

Darley (1956) suggested that teachers' misunderstanding of the counselor's role is prompted by the counselor's insistence that he is a professional performing a specialized function separate and distinct from teaching. Darley provided a five-fold description of the teachers' attitude toward counselors: (1) counselors are administrators and like administrators, they are a necessary evil which may be tolerated but better yet eradicated; (2) counselors provide ancillary services and are therefore expendable; (3) coun-

selors coddle and pamper those who would and perhaps should flunk out; (4) the counselor's pseudo-Freudian, pseudo-psychometric jargon is the purest nonsense; and, (5) his pretense of confidentiality is merely a shield to hide behind when the welfare of the institution is involved or his activities challenged.

Shertzer and Stone (1963) seemed to mitigate the hostility and venom in the above characterization with a direct quote they attribute to G. A. Pierson:

It is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For to admit that specialists are necessary is to imply that teachers have certain limitations which they are reluctant to face (p. 690).

So deep and serious has the cleavage between counselors and teachers become in some areas that a whole body of literature appears to be evolving dealing specifically with this topic. Friedland (1969) attempted to isolate underlying factors which account for teacher-counselor discord. At the top of his list was the frequent misunderstanding of counselor role followed by communication problems, and certain status symbols the counselor has which sets him apart from the teacher -- office, secretary, and other things.

Quinn (1969) in speculating on the causes of the lack of apparent harmony between teachers and counselors gave added support to the contentions of Darley and Friedland. Quinn believed that rapprochement is possible where dichotomy exists but he placed the major responsibility for

accomplishing this task on the counselor.

Sherman and Shapiro (1969) took issue with those writers who have claimed a serious rift between teachers and counselors was threatening to further divide and impair teachers perceptions of the counselor's role (Darley, 1956; Friedland, 1969; Quinn, 1969; Kushel, 1956; and others). Sherman and Shapiro, in an attempt to gain empirical evidence of the perception of the classroom teacher whose attitudes and feelings can do a great deal to facilitate or impede the counselor's work, conducted a survey among 440 teachers selected at random, 20 from each of 22 cooperating schools in the metropolitan area of New York. The results from the Teacher-Counselor Communication Inventory completed by the sample refuted the notion of serious difficulty in teacher-counselor relations. The study showed that counselors are regarded by teachers as likable, effective and important in the school. Only minimal dissatisfaction was reported.

Gibson (1965) attempted to study the school guidance program from the viewpoint of the classroom teacher. A questionnaire was developed especially for this project and administered to 208 secondary school teachers representing 18 schools in a four-state area. Among the relevant findings for purposes of this study were the following:

- (1) approximately 36 percent believed that the guidance program should be identified with the school administration;
- (2) thirty-seven percent said the direction of the program

should be the prime responsibility of the chief school administrator; (3) over one-third were not sure that guidance personnel needed special training; and (4) seventy-six percent of the teachers felt that counseling records should be available to all teachers.

Swann (1963) found evidence that teachers might feel threatened by having counselors observe students in the classroom. Other findings of a similar nature led her to conclude that counselors in the schools surveyed were not doing an effective job of defining their roles to teachers.

Dannenmaier (1965) surveyed effects arising from differential practices in employment of school counselors and concluded that counselors do not appear to be differentially accepted by teachers on a basis of whether or not they taught part-time or were employed as full-time counselors. However, his hypothesis that full-time counselors were more effective in counseling than were half-time counselors was supported by the study.

Amundson and Rosenblum (1968) sought to describe the ways in which the teacher viewed the role of the secondary school counselor. Over 300 teachers responded on a five point scale to an eight-item questionnaire. Comments, criticisms, and suggestions were also solicited. Data from the questionnaires were tabulated so that agreement and disagreement with the various statements could be analyzed. Findings were similar to those obtained by Russell and Willis (1964), and Rippee, Hanvey, and Parker (1965), namely, there

was widespread misunderstanding and misperception of the counselor's role; Amundson and Rosenblum found better basic understanding between the smaller high school teachers and their counselors than there was between the teachers and counselors in urban and metropolitan schools, a definite need for further clarification of counselor role was cited regardless of size of school.

Weeks, Sander, and Miller (1966) sought clarification and evidence as to the existence of unique educational functions of the school counselors, principals, and teachers in the secondary schools of Colorado. Respondents were asked to assign the most accurate rating possible according to their perception of each counselor function on a thirty-item instrument. Results of the study were described as indicating there was a unique function for the school counselor in the area of promoting self-knowledge, and making career-oriented choices. In the area of personal and social adjustment, the counselor was seen as a member of the educational team. Differences in the perceptions of counselors, teachers, and principals regarding the appropriate and unique roles of the counselor, although statistically significant, were found to be in degree, rather than in kind.

Counselor Tasks as Perceived by Administrators

The school counselor works with members of the administrative staff which includes the persons directly responsible for guidance. The school counselor is responsible for defining, interpreting, alerting, respecting, realizing,

briefing, and assisting in the decision making process of role definitions (Finley & Shertzer, 1968)

Thus it appears that the counselor should be expected to take the lead in interpreting his professional role to the administrator and not the other way around. As Arbuckle (1968) suggested, the professional school counselor as an expert in human communication and human behavior, should have no problem in providing this assistance to the school administrators. Arbuckle stressed that in performing this educational task the counselor has the support of position papers of the administrators' own professional organization; he further underscored the point that the counselor should be unequivocal in stating that he should not be expected to perform tasks inconsistent with his professional role.

Shertzer and Stone (1963) have cited a number of studies in which counselors were reportedly assigned to quasi-administrative and clerical duties; and in which many administrators expected their counselors to be active in instructional areas such as curriculum planning, pupil attendance, schedule making, discipline, substitute teaching and the like.

Many observers view such extraneous assignments as an expression of lack of confidence in the professional competence of the counselor. Shertzer and Stone (1963) argued that the fundamental issue is why counselors permit such a sequence of events to occur. To relegate an employee to the position of jack-of-all-trades and then condemn him for his failure to perform the unique services for which he was origi-

nally employed is grossly unfair and borders on deceitful hiring practices.

Dunlop (1968) suggested that part of the answer might be found in the evaluative process. The competence of counselors is traditionally assessed by administrators, who also determine which qualified and unqualified applicants will be admitted to practice and which practitioners will be retained, in addition to passing various other judgments about guidance services and the persons who perform them. Dunlop recommended that counselors in practice evaluate themselves and take an active part in the selection of new guidance personnel.

Arbuckle (1968) in presenting what he termed the administrative version of the counselor's role, cited several quotations from respected leaders in the administrative field: "I feel the less we emphasize the psychological, the psychiatric, and anything therapeutic, the better the feeling the students will have toward counseling" (Sexton, past president of the National Association of Secondary School Principals); "The minute that a counselor becomes a disciplinarian, his effectiveness diminishes; that may be true, but in the normal working day of the school he is usually expected to perform both services" (Payne, past president of the American Association of School Administrators); and from E. G. Williamson who is a dean of students, "We counselors....(our) authority must be perceived as benign, helpful, and caring", and "in disciplinary counseling

relationships."

Peters and Bathory (1968) suggested that part of the difficulty in administrator-counselor relationships may be due to: (1) the administrative staff's feeling that counselors have too much "inside" knowledge; (2) the confusion of principal autonomy; and (3) poor communication between the principal and the director of guidance.

Arbuckle (1968) claimed that the administrators' perception of the counselor's role appeared distorted to some degree by suspicion of things psychological and therapeutic.

Are counselors and administrators different in terms of personality and value systems? Tolerance for ambiguity, flexibility, ability to perceive self and others realistically, empathy, and emotional stability are considered desirable attributes for individuals who go into counseling. Drive for leadership, deference, order, and authoritarianism is frequently mentioned as traits characterizing administrators (Donnan & Harlan, 1968). Chenault and Seegars (1962), using the Leary Interpersonal System as technique, found that counselors and principals were both essentially dominant persons. Stefflre and Leafgren (1962) conducted a study which showed that counselors and administrators both ranked high on self-realization and altruism, and low on money and security. The most significant difference between the value structure of the two groups was the high evaluation placed on control by the administrators. Similar findings were corroborated by Sweeney (1966) who reported

that principals tended to see counselors as quasi-administrators and preferred more administrative type leadership among counselors.

A growing number of researchers (Filbeck, 1965; Guthrie, 1970; Fotiu, 1962; Kaftan, 1967; and others) appear to support the position that for most situations, counselors and principals are in general agreement in their perception of counselor tasks and the approach which counselors should employ. Where differences do occur, they appear to be related to differential sources of anxiety with principals favoring controlling, authoritarian approaches in the interest of expediency and institutional well-being.

Hart and Prince (1970) came to quite different conclusions as a result of their study with 164 secondary school principals in Utah and six counselor educators representing different sections of the country. Their findings indicated that principals hold some role expectations which are considerably different from the ideal role as defined by research and taught by counselor educators. Disagreement existed on such basic issues as confidentiality, clerical responsibilities, non-related counseling functions, and total adjustment counseling. In short, they viewed the conflict as real and suggested that expecting principals to acquire the appropriate perception of counselor role through counselor training somewhere in his academic experience is not likely to produce significant agreement.

Summary

In this chapter, the review of literature was accomplished within the framework of three major topical areas: (a) counselor role perception in general, (b) counselors' roles and sub-roles, and (c) counselor tasks as perceived by parents, students, teachers, and administrators.

The primary focus in the first area was on isolating and examining those influences, forces, and precedents which impacted the growth and development of the guidance and counseling movement in the United States; additionally, to provide an intensive review of significant studies which reported proven practices and new perspectives for role concept, role performance, and role perception.

In the section dealing with counselor roles and sub-roles, an effort was made to report those studies which have been successful in conceptualizing the role of the counselor not as a jack-of-all-trades, but as a professional capable of performing unique and specialized tasks in the educational arena while maintaining his professional integrity.

Finally, the review sought to bring into clear focus those salient issues and factors which impact the perception of counselor tasks from the unique vantage point of parents, students, teachers, and administrators with whom the counselor interacts.

Chapter 3

Design for the Study

The design and procedures used in this study were devised to analyze and test relationships of perceptions of specific counselor tasks among parents, students, teachers, administrators, and counselors within a large public school system. Seven propositions were postulated in delineating the central problem under study; from these propositions, eight hypotheses were inferred and stated as a basis for the research. This chapter has described the population from which the sample units were drawn, instrumentation, data collection procedures, and the data processing techniques employed in the study.

Sample Design

Description of the Population

Sources of data for this study consisted of five sampling units: parents, students, teachers, administrators, and counselors from within the Brazosport Independent School District. The district, with a population of approximately 50,000 people, is located in Brazoria county, fifty miles to the south of Houston and forty miles to the west of Galveston. The district is composed of three principal cities -- Freeport, Lake Jackson, and Clute. Outlying areas such as Lake Barbara, Richwood, Surfside, Oyster Creek, and Jones Creek account for nearly one-fourth of its total population.

Brazosport is basically an industrial community. Here, however, agriculture, construction, commercial fishing, ocean shipping, recreational facilities, and commerce assist in solidifying a most stable economy. Based on a tax assessment ratio of 65 percent of market value, property valuation in the district was calculated at 447 million dollars for the 1972-73 school year.

Two high schools, three intermediate schools, a special education division, an area vocational school, and ten elementary schools have a combined enrollment of slightly under 11,000 scholastics, as described in Appendix G. The ethnic composition of the two high schools is predominantly white. Brazosport High School, the older and smaller of the two high schools, has a minority population of 23 percent -- of which 12 percent is Mexican-American and 11 percent black. Brazoswood High School is 95 percent white, 3.5 percent Mexican American, and approximately 1.5 percent black.

The district employs 558 teachers; of these, 173 have earned the Master's degree. A majority of the 385 with Bachelor degrees have also done graduate work and a majority of those holding master degrees have done some post-graduate study. Another distinctive feature of the district is the Diagnostic Center which offers the services of educational diagnosticians, psychometrists, speech and hearing therapists, remedial reading experts, a part-time psychiatrist-consultant, and special education counselors skilled in providing services to children with learning disabilities.

Sampling Techniques

The design devised for this study envisioned the use of descriptive and inferential statistics for the analysis of data. One of the assumptions underlying the logic of certain inferential statistical models is random sampling (Williams, 1968). Accordingly, a computer program was written such that when applied to the population as a whole, each unit in the population had an equal chance of being selected.

A ten percent representative sample was considered adequate for the student and parent populations. The method used to obtain these samples involved a four-step procedure: (1) ten pieces of paper of equal size, consistency, and weight were assigned one of ten numbers ranging from 1 to 10; (2) these pieces were then tossed into the air and allowed to fall to the floor; (3) the researcher then indiscriminately retrieved one of these pieces and noted its number -- 8, in this instance; and (4) the computer program (Appendix H) was written such that when applied to a master card file of all students enrolled in grades 9 through 12, the first seven names were omitted, the eighth name was printed and so was each tenth name thereafter. Included on the computer print out were the following demographic data: (a) student number; (b) student name; (c) grade level; (d) sex; (e) ethnic group; (f) birthdate; (g) date of entry; and (h) name, address, and telephone number of parents or legal guardians.

Thus, a ten percent representative sample of students was drawn from both high schools in the district -- Brazosport (N = 109), and Brazoswood (N = 202). Parents of these same students constituted the sampling unit for parents.

All certificated high school teachers, counselors, and principals, with one or more years of local experience and who were employed in the Brazosport system as of February 7, 1973, were selected to participate in the study (N = 146). Additionally, counselors and principals in the district's three intermediate schools (N = 12) and six central administrative staff members who were in supervisory or line relationship to secondary school counselors were selected to participate in the study. The total composition of the sample was calculated as 804 and was distributed as depicted in Table I.

Representation for each of the population variables under study was checked with the latest census data and school records and was considered adequate for the purposes of this study. It should be noted that the sampling unit for parents represents more than a ten percent sample inasmuch as no corrections or adjustments were made for parents in the population with more than one student enrolled in high school.

Instrumentation

Instrumentation of the study involved the development and construction of a single inventory especially designed for the population under study. The development of such an

TABLE 1
Sampling Units and Percent of Response by School and Professional Assignment
N = 804

Sampling Units	Brazosport			Brazoswood			Intermediate Schools			Central Staff			Totals		
	N	R	%	N	R	%	N	R	%	N	R	%	N	R	%
Parents	109	91	83	202	143	71	0			0			311	234	75
Students	109	98	89	202	166	82							311	264	85
Teachers	56	44	79	90	74	82							146	118	81
Administrators	4	4	100	4	4	100	7	7	100	6	6	100	21	21	100
Counselors	5	4	80	5	5	100	5	2	40	0	0		15	11	73
TOTAL	283	241	85	503	392	78	12	9	75	6	6	100	804	648	81

N = Number in sample

R = Respondents

% = Percent of category responding

instrument required that special consideration be given to these factors: (a) the extent of knowledge and information concerning counselor tasks possessed by the potential respondents; (b) the existence of widely varying educational and reading levels among the population; (c) the advantages of brevity without sacrificing coverage and purpose; (d) simplicity of directions and ease of response; and (e) potential sensitivity of respondents to certain identifying data.

Consideration was given to the above factors. Accordingly, the following procedures were adhered to. An attempt was made to state counselor tasks in as clear and concise a manner as possible. Difficulty of vocabulary employed in the instrument was restricted to approximate eighth grade level according to the Lorge-Thorndike Word List. The number of items were limited to 43 (an additional scale employed on the last 25 items increased the total to 68). Completion of the instrument required an average of 15 minutes. Items considered to be potentially offensive to prospective respondents were avoided.

The Counselor Task Inventory (CTI), a three page, three-part instrument was constructed by the researcher to be used in collecting data from the sample population. Part I, the Personal Data Blank, consisted of eight items. These items were designed to obtain certain demographic data such as age, sex, level of educational attainment, occupation and education of main wage earner in the household, years of

professional experience and other data considered relevant to the problem under study (Appendix A).

Part II, the Peripheral Issues Index, consisted of ten items designed to elicit varying degrees of agreement or disagreement with controversial statements pertaining to the work of secondary school counselors. The ten issues used were selected by the researcher on the basis of their frequency of occurrence in the literature and their relevancy and compatibility to the problem under study.

Part III, the Counselor Task Index, consisted of a series of twenty-five statements which described specific counselor activities or tasks. Items for Part III were primarily drawn from four sources: (a) the Counselor Function Inventory, developed and subjected to rigorous validation procedures by Shumake and Oelke (1967); (b) Statement of Policy for Secondary School Counselors (APGA, 1964); (c) Revised State Plan for Guidance, Counseling, and Testing (TEA, 1969); and (d) Guidance and Counseling Handbook (BISD, 1965). A variety of sources influenced the format, categorization, and design of the Counselor Task Inventory (Carmical & Calvin, 1967; Weeks, 1966; Fujinaka & Stone, 1971, and Roberts, 1971). The twenty-five items in Part III of the CTI were equally divided into five categories, thus producing a balanced block design, for ease of response and statistical treatment. These twenty-five items described guidance services and the methods used in providing these services (counselor tasks). For example, five statements for

each of the following areas of guidance services were included: (a) Pupil Appraisal and Information; (b) Individual and Group Counseling; (c) Referral and Placement; (d) Consultation with Staff, Parents, and Community; and (e) Research and Program Development. Respondents evaluated these services on ten scales -- five "ideal" and five "actual". Category designations were not included on the inventory itself in order to avoid unduly influencing potential bias and response set on the part of respondents.

Instrument Validation

Content validity of the CTI was confirmed by field tests and the independent judgment of a panel of counselor educators, secondary school principals, and secondary school counselors in accordance with guidelines and procedures outlined in Hill and Kerber (1967) and Kerlinger (1964). Hill and Kerber stated that content validity implies that a data-gathering instrument is specifically related to the characteristics for which it was designed. Kerlinger observed that content validation is basically judgmental.

Specifically, the following procedures were followed in the validation process. A validation instrument (Appendix C) was constructed by the researcher. The final rough draft of the CTI was administered to two groups of graduate students enrolled in counselor education courses at the University of Houston in January, 1973 (N = 34). Secondly, the validation form was administered; both were completed without apparent difficulty and returned to the researcher.

In a similar manner, four counselor educators, two secondary school principals, and three secondary school counselors completed the CTI and the validation instrument. Results of these field tests and the independent judgment of the panel were evaluated and suggestions for improvement noted. One typographical error and minor revisions in two of the items were considered necessary and were made. Accordingly, the CTI was judged valid for the purposes and intent of this study.

Method of Data Collection and Processing

Data Collection

Sources of data for this study included 804 subjects as described in Table 1, page 47. The initial procedure involved in collecting data from these subjects entailed securing an adequate number of instruments, letters of transmittal (Appendices D & E), notices to students (Appendix F), address labels, envelopes, and preparing them for distribution to the various sample units -- parents, students, teachers, administrators, and counselors.

Students and parents. Memoranda to students advising them of their selection to participate in the study, as well as the date, time, and place for them to report were distributed through regularly scheduled classes. When the students were assembled, the researcher reiterated the nature and purpose of this project and their involvement in it. Two envelopes were then distributed to each participant. One envelope -- addressed to the student -- contained a

copy of the CTI on which data identifying the student had been placed. The other envelope -- addressed to the student's parents -- contained a copy of the CTI, a letter requesting their cooperation in the study, and a pre-addressed, postage-paid envelope for return of the completed inventory through the U. S. Mail. Students were requested to complete their copy of the inventory and leave it with the researcher before leaving the auditorium. They were also urged to deliver the envelope addressed to their parents and assume responsibility for its completion and return the following day.

On the following day, the same procedure was reiterated at the second high school. Preliminary tabulation of the two administrations showed 68 percent completion at Brazosport, and 72 percent completion at Brazoswood. The remainder of the student and parent inventories were individually distributed with appropriate instructions at the activity/study hall period during the next three days.

Professional school personnel. Intra-district mail channels were used in forwarding and collecting the data from selected professional school personnel. Unlike students and parents, the responses of school personnel could not be individually identified.

Data Processing

The distribution and administration of the CTI was followed by a series of data processing procedures designed to ascertain the percentages of responses returned and to

initiate appropriate follow-up procedures.

Tabulation of responses. Contingency tables for each sample unit were constructed and cumulative totals recorded. One week after initial distribution of the inventories, approximately 75 percent of the students' and professional school groups' inventories had been returned; approximately 45 percent of the parents' inventories had been returned.

Follow-up procedures. A note was sent through the school mail to each student who was identified as not having returned the CTI (Appendix F). A telephone call was made to parents who had not responded by the end of a ten-day period. Moderately marked increases in the volume of returns was noted a few days following telephone calls to parents. An estimated 60 percent of the parents contacted by telephone completed and returned the inventories. Consideration was given to selective replacement of those individuals in the parent and student samples who did not reply. This idea was rejected on the grounds of the time element and the possibility of introducing bias in the sample population.

The percentage of response at the end of a three-week period had reached the level described in Table 2, page 54. Also described in Table 2 was the distribution of certain demographic variables existent in the sample population.

TABLE 2

Number and Per Cent of Respondents by
Selected Demographic Characteristics
(N = 638)

Variable	Brazosport Attendance Area (N = 252)										Total	
	Parent		Student		Teacher		Admin.		Couns.			
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Sex</u>												
Male	39	15	67	27	31	12	4	2	3	1	144	57
Female	62	25	28	11	13	5	2	1	3	1	108	43
<u>Age</u>												
Under 21	3	1	95	38							98	39
21 - 35	5	2			24	10	1		2	1	29	12
36 - 49	79	31			12	5	3	1	2	1	91	36
50 - 64	13	5			8	3	2	1	2	1	21	8
Over 64	0	0										
<u>Ethnic</u>												
Anglo-Am.	75	30	83	33	40	16	5	2	6	2	209	83
Mex-Am.	13	5	4	2	1	0					18	7
Afro-Am.	5	2	4	2	2	1	1	0			12	5
Orient-Am.	3	1									3	1
Other	4	2	4	2	3	1		1			11	6
<u>Occup. class</u>												
Professional	15	5			44	18	6	2	6	2	71	28
Managerial	7	3									7	3
Skilled/Cler	29	12									29	12
Semi-Skilled	35	14									35	14
Unskilled	14	6									14	6
<u>Educ. level</u>												
PhD/Master	18	6			20	8	6	2	6	2	50	19
Bachelor	6	2			23	9					29	12
Part College	12	5			1	0					13	6
High School	31	12									31	12
Below H.S.	33	13									33	13
<u>Prof. exp.</u>												
1 - 5					15	6					15	6
6 - 10					13	5			3	1	16	6
11 - 15					4	2	3	1	1	0	8	3
16 - 20					6	2					6	2
21 - +					6	2	3	1	2	1	11	4

Note: Numbers and percentages based on attendance area.

TABLE 2 - Continued

Variable	Brazoswood Attendance Area (N = 386)											
	Parent		Student		Teacher		Admin.		Couns.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Sex</u>												
Male	53	14	84	22	36	9	8	2	3	1	184	48
Female	78	20	82	21	38	10	2	1	2	1	202	52
<u>Age</u>												
Under 21	3	1	166	43							169	44
21 - 35	10	3			41	11			1		52	13
36 - 49	96	25			26	7	7	3	3	1	132	34
50 - 64	22	6			7	2	3	1	1		33	9
65 - +												
<u>Ethnic</u>												
Anglo-Am.	118	31	147	38	73	19	10	3	5	1	353	91
Mex-Am.	4	1	2	1	1						7	2
Afro-Am.	4	1	1								5	1
Orient-Am.	4	1	6	2							10	3
Other			10	3							10	3
<u>Occup. class</u>												
Professional	43	11			74	19	10	3	5	1	132	34
Managerial	5	1									5	1
Skilled/Cler	51	13									51	13
Semi-Skilled	29	8									29	8
Unskilled	3	1									3	1
<u>Educ. level</u>												
Ph.D/Master	21	5			27	7	10	3	5	1	63	16
Bachelor	31	8			47	12					78	20
Part College	15	4									15	4
High School	44	11									44	11
Below H.S.	20	5									20	5
<u>Prof. exper.</u>												
1 - 5					27	7					27	7
6 - 10					20	5			1		21	5
11 - 15					11	3			2	1	13	4
16 - 20					6	2	3	1	1		10	3
21 - +					10	3	7	2	1		18	5

Note: Numbers and percentages based on attendance area.

Preparation, assessment, and treatment of the data.

One of the factors given prime consideration in the development of the data-gathering instrument (CTI) was the desirability of incorporating simplicity in directions and ease of response. This feature was accomplished by directing respondents to simply check, note, or circle numbers on the CTI which best represented their response to the various items. Upon return of the completed instrument, the researcher recorded the responses for each reply on Type C answer sheets which had the capability of being optically scanned electronically (Appendix B).

The answer sheets were subsequently matched and verified by visual inspection. Only a few cases were noted wherein identifying data or answers were omitted or incorrectly coded. Those replies which were substantially incomplete were excluded from the study. In those cases where instruments were substantially complete and usable, no attempt was made to obtain or supply missing data.

The answer sheets were then electronically scanned (OpScan 100); each answer sheet yielded 20 scores -- one for each scale on the CTI. The possible range of scores, on each of the first ten scales (Peripheral Issues Index) was from one to five; the range on each of the next ten scales (Counselor Task Index) was from five to 25. From this scoring, magnetic tapes were encoded with scoring data and data processing cards were punched for the Univac 1108 Computer.

Computer programs for appropriate descriptive statistics were obtained and applied to the input data. Accordingly, frequency distributions, percentages of response, mean scores, standard deviations, and variances were computed for the total sample and for each of the variables under study. Pearson's Product Moment (r) was used to assess the magnitude and direction of the relationships which were hypothesized to exist between and among the variables. Multiple correlation (R) programs were used to ascertain how certain personal attributes and background variables correlated to performance on the CTI. Pearson's r 's were subsequently compared to Fisher's z 's and F ratios were computed for testing the significance of difference between the means. Each of the eight hypotheses outlined in Chapter 1 was converted to its null form and subjected to appropriate tests of significance. Significance was attributed at or above the .05 level of confidence when reached.

Stratification of the Population

A significant dimension of this study was concerned with differences hypothesized to exist between and among the various groups according to certain social, economic, and educational variables existent in the population. Schema were devised and systematic procedures were followed in order that those variables suspected of contributing to significant differences in perception would be isolated and subjected to statistical treatment.

Table 3, page 58, summarized the distribution of the

TABLE 3
Distribution of Student
Population by Level of Scholastic Achievement

Attendance Area	Brazosport (N = 109)								Brazoswood (N = 202)							
Scholastic Achievement Level	I		II		III		Total		I		II		III		Total	
Number and Per Cent	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Grade 09</u>																
White	7	6	14	13	3	3	24	22	11	5	34	16	9	4	53	26
Non-white	1	1	5	5	2	2	8	7			1	1			1	1
<u>Grade 10</u>																
White	9	8	8	7	9	8	26	24	15	7	37	18	5	2	57	28
Non-white			2	2	1	1	3	3			1	1			1	1
<u>Grade 11</u>																
White	7	6	8	7	3	3	18	17	19	9	24	12	3	1	46	23
Non-white			4	4	2	2	6	6	1	1	1	1			2	1
<u>Grade 12</u>																
White	7	6	10	9	2	2	19	17	9	4	30	15	1	1	40	20
Non-white			3	3	2	2	5	5			1		1	1	2	1
Total	31	28	54	50	24	22	109	100	55	27	128	63	19	9	202	100

Note: Percentages are rounded to the nearest whole number.

TABLE 4
Distribution of Parent/Student
Population by Socio-Economic Status

School	Brazosport (N = 109)								Brazoswood (N = 202)							
Socio-Economic Level	High		Mid		Low		Total		High		Mid		Low		Total	
Number and Percent	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Grade 09</u>																
White	1	1	17	6	7	6	25	23	17	8	28	14	8	4	53	26
Non-white			2		5	5	7	6					1		1	1
<u>Grade 10</u>																
White	1	1	20	18	5	5	26	24	18	9	33	16	5	2	56	28
Non-white					3	3	3	3					2	1	2	1
<u>Grade 11</u>																
White	7	8	11	10	3	3	21	19	9	4	29	14	8	4	46	23
Non-white			2	2	5	5	7	6			1	1	1	1	2	1
<u>Grade 12</u>																
White	5	5	8	7	3	3	16	15	16	8	21	10	3	1	40	20
Non-white			2	2	2	2	4	4					2	1	2	1
Total	14	13	62	59	33	30	109	100	60	30	110	55	30	15	202	100

Note: Numbers based on student sample; percentages are rounded to the nearest whole number.

student population according to placement in ability/achievement groups or levels. Guidelines for procedures which were followed in grouping students according to ability and scholastic achievement were described in Appendix J.

Table 4, page 59 , depicted the distribution of the parent and student populations according to socio-economic status. Classification of individuals into high, middle, and low socio-economic strata was based on a modification of Hollingshead's (1958) Index of Social Position, as described in Appendix I.

Summary

The design and procedures used in this study were devised to facilitate the collection, processing, and analysis of input data. Central to the design was the development, validation, and utilization of the Counselor Task Inventory (CTI), a forty-three item, twenty scale instrument for collecting data from a representative sample of parents, students, teachers, administrators, and counselors concerning their perception of designated counselor tasks. Of 804 individuals randomly selected to participate in the study, usable replies were received from 648 or approximately 80 percent.

Computer programs for appropriate descriptive statistics were written and used to describe the population and to distribute the normative data collected from the returns according to certain social, economic, and educational variables found in the population. Additionally, a series of

correlation programs was used as a basis for interpretation and analysis of the data which follows in Chapter 4.

Chapter 4

Analysis and Interpretation of Data

The central purpose of this study was to investigate the relationships of perception of parents, students, teachers, counselors, and administrators to specific counselor tasks.

This chapter was devoted to analysis and interpretation of findings generated by statistical treatment of respondents' scores on the Counselor Task Inventory. In order to achieve comprehensiveness and economy in reporting the findings, this chapter was organized under headings which generally corresponded to categories on the CTI. Thus, each of the ten scales on the Peripheral Issues Index (Part II) and each of the ten scales on the Counselor Task Index (Part III) were analyzed with respect to perceptions of the five groups in the population and relative to the propositions, issues, and hypotheses promulgated in the study.

Specifically, the analysis sought evidence of consensual validation of the propositions and issues posited in the study and whether the results of the study supported decisions to accept or reject the hypotheses at the adopted level of confidence.

Perceptions of Peripheral Issues

Scores reflecting the perceptions of respondents in each sub-sample relative to the ten issues posed in this study were subjected to descriptive statistics, graphed in tabular form and presented in Tables 5 and 6 on the following pages.

Each issue was analyzed in light of its percentage of acceptance or rejection among and between groups. Interpretation of the findings was limited to generalizations based on empirical observations and reflective elaboration supported by the data and logic.

Analysis of Findings by Issue

Issue 1: Teaching experience should be a requirement for counselor certification.

A high degree of concurrence was found among all groups with reference to this issue. As depicted in Table 6, the lowest percent of concurrence was found among students (69%) and the highest among teachers (94%). Of particular interest was the counselors' (82%) support of this issue in view of the strong sentiment and concerted efforts among counselor educators, counselor trainees, and related groups to delete this requirement from certification standards.

Issue 2: Counselors should be expected to assist in resolving difficult pupil-teacher relationships.

TABLE 5
Means and Standard Deviations on Peripheral
Issues Scales of the CTI by Groups

Group Item*		Parents (N = 234)		Students (N = 262)		Teachers (N = 118)		Counselors (N = 11)		Administrators (N = 21)		Group Item*	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	(9)	1.97	1.01	2.22	.93	1.31	.70	1.64	.77	1.52	.85	(9)	1
2	(10)	1.72	.81	1.95	.84	2.03	.97	1.64	.64	2.05	1.05	(10)	2
3	(11)	2.64	1.29	3.10	1.19	2.50	1.36	.00	.95	3.05	1.13	(11)	3
4	(12)	1.81	.80	2.18	.92	1.69	.95	1.27	.62	1.38	.58	(12)	4
5	(13)	2.49	1.09	3.13	1.14	2.75	1.13	1.36	.64	2.71	1.24	(13)	5
6	(14)	3.48	1.21	3.70	1.22	3.61	1.12	3.91	1.00	3.33	1.08	(14)	6
7	(15)	3.34	1.19	3.74	1.13	3.19	1.07	3.82	1.11	3.52	.96	(15)	7
8	(16)	1.73	.86	2.09	.96	2.03	.88	1.36	.64	2.10	.92	(16)	8
9	(17)	2.16	.97	2.17	.81	2.54	1.13	1.64	.64	2.52	1.18	(17)	9
10	(18)	2.32	1.03	2.27	1.10	2.66	1.06	2.48	.78	2.67	.99	(18)	10

* Numbers in parentheses correspond to item numbers on the CTI.

TABLE 6

Percentages of Groups Who Agreed, Disagreed or Were
Undecided on Peripheral Issues of the CTI*

Groups	Parents (N=234)			Students (N=262)			Teachers (N=118)			Counselors (N=11)			Administrators (N=21)		
Scale**	A	D	U	A	D	U	A	D	U	A	D	U	A	D	U
1 (9)	75	11	14	69	11	19	94	3	3	82	0	18	76	5	10
2 (10)	89	4	7	79	5	16	71	8	22	91	0	9	76	10	14
3 (11)	57	31	12	36	42	22	52	30	19	9	73	18	33	38	29
4 (12)	85	4	11	70	10	21	82	6	11	91	0	10	95	0	5
5 (13)	47	17	37	26	39	35	39	28	33	91	0	10	88	24	38
6 (14)	24	62	14	19	66	15	19	57	24	9	64	27	19	52	29
7 (15)	24	54	23	15	64	21	26	42	31	9	46	46	10	52	38
8 (16)	85	3	12	68	8	24	70	3	27	91	0	9	72	10	19
9 (17)	52	11	17	70	5	26	56	20	25	91	0	9	48	14	38
10 (18)	59	13	28	73	16	21	42	25	34	55	9	36	43	24	33

A = Agreed; D = Disagreed; U = Undecided

*Omitted responses were counted as undecided (omitted responses did not account for more than 3.0 per cent for any group).

**Numbers in parentheses correspond to numbers on the CTI.

Parents, students, and teachers were unequivocal in their confirmation of this issue. The teacher and administrator groups expressed little disagreement with the issue but registered a comparatively high per cent of ambivalence--22% and 14% respectively. The percentage of concurrence in each group, however, might be construed as a vote of confidence in the counselors' professional judgment and expertise.

Issue 3: Counselors should be expected to assist teachers and administrators in enforcing the school's dress and grooming code.

Although parents (56%) and teachers (52%) were the only groups which perceived this function as appropriate for the counselor, none of the other groups, except counselors, rejected the idea unequivocally. Thus it would appear that a considerable number of individuals perceive the counselor in an authoritative role. Parents and students might reasonably be viewed as seeking an advocate instead of an adversary in extending the counselor's function to this area. Conceivably, counselors who do not conform to the expectation of assisting in this area might be viewed as shirking their responsibilities or coddling students.

Issue 4: Counselors maintain close effective working relationship with teachers and administrators.

Unanimous agreement was found among all groups on this issue as stated. The largest per cent of disagreement (10%) was noted among students. These findings suggested that the animosity, rivalry, and antagonism reportedly existing among these groups in some areas, were not evident in the present

population.

Issue 5: Clerical duties, educational programming--changing schedules, class sectioning, balancing class size and related work consume too much of the counselor's time.

Consensual validation of this issue was found among counselors (90%) and administrators (88%). Approximately one-third of all parents, students, and teachers were undecided on this issue. The remaining two-thirds of these groups were about equally split between positions of agreement and disagreement. It might be conjectured that although counselors and administrators perceive these functions as too time-consuming they have not been able to find or implement alternative solutions.

Issue 6: Counselors' sex is a factor which influences their effectiveness.

The percentages among the five groups which rejected this issue were somewhat similar. No group registered under 52% disagreement (administrators) or over 24% agreement (parents). It was evident from inspection of Table 6, however, that a considerable number of respondents in each group held ambivalent feelings concerning the importance of the counselor's sex.

Issue 7: Counselors' ethnic background or race is a factor which influences their effectiveness.

Parents (54%), students (64%), and administrators (52%) rejected the notion that race is an important factor in counselor effectiveness. Interestingly, teachers and

counselors were undecided on the impact of the counselor's race on clients.

Issue 8: Most of the counselor's time should be spent working in direct contact with students.

Consensual validation of this issue was found among all groups. It was interesting to note, however, that about one-fourth of the student and teacher groups were undecided concerning the merits of this position.

Issue 9: Counselor aides should be employed to perform some of the routine, clerical tasks presently performed by counselors.

Administrators were the only group who registered less than fifty percent approval of this issue. Only 9.1 percent of the counselors disagreed with the statement as compared to approximately 25 percent students, teachers, and administrators.

Issue 10: Counselors and students have difficulty getting to see each other during the school day.

Students (73%), parents (59%), and counselors (55%) tended to support the notion that there are obstacles impeding contact between counselors and students. The percentages of teachers and administrators were similar in rejecting the issue.

Thus, an analysis of the respondents' reaction to the issues posed in this study revealed unanimity in the perceptions of all groups with respect to six of the ten issues (Issues 1, 2, 4, 6, 7, and 8). A majority of the groups favored Issues 9 and 10, while a majority rejected Issues 3

and 5.

Perceptions of Counselor Tasks

Central to the design of this study were the five categories of the Counselor Task Index -- each composed of five items or statements representing a task or function performed by counselors. Respondents reacted to items in each category on two scales -- "ideal" and "actual". Thus, ten scales were created which yielded ten sets of scores. The main thrust of this chapter was directed toward analyzing the differences which existed between the mean scores of the five groups. In pursuing this objective, both descriptive and inferential statistics were applied to the numeric data derived from these scales.

Descriptive Analysis

Tables 7 (Mean and Standard Deviation Scores on the CTI by Groups), 8 (Means, Standard Deviations, and Variances of the CTI by Total Sample), and 9 (Perceived Level of Emphasis on Ideal and Actual Scales of the CTI by Groups) are presented on the following three pages.

The perceived level of emphasis for each scale on the CTI was determined according to the following range of scores:

1 - 10	High (H)
11 - 15	Middle (M)
16 - 25	Low (L)

TABLE 7
Mean and Standard Deviation Scores
On Counselor Tasks Index Scales by Groups

Group	Parents (N = 234)		Students (N = 262)		Teachers (N = 118)		Counselors (N = 11)		Administrators (N = 21)		Group
Item*	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	Item
11	9.72	3.26	10.97	3.42	9.41	2.52	7.82	2.29	8.90	2.64	11
12	13.04	3.50	12.85	3.26	12.78	2.78	13.36	2.90	12.67	2.55	12
13	8.56	3.56	10.69	3.88	8.50	2.51	.36	1.30	8.90	3.12	13
14	14.10	4.39	13.61	3.79	14.74	3.25	12.36	3.67	14.29	3.55	14
15	10.44	3.77	11.39	3.84	10.44	3.05	8.73	2.73	11.71	3.74	15
16	14.01	3.97	13.39	3.54	13.85	2.95	12.00	1.65	13.29	2.62	16
17	11.22	4.47	12.37	3.40	11.83	3.32	8.64	2.46	10.71	3.25	17
18	14.81	4.66	14.99	3.73	17.40	3.70	16.09	2.91	16.24	3.13	18
19	11.29	4.39	11.65	3.45	12.01	3.60	9.73	4.00	11.33	4.59	19
20	14.72	4.74	14.27	4.00	16.90	4.04	16.64	3.05	15.14	3.97	20

*Odd numbers = "ideal" scales
Even numbers = "actual" scales

TABLE 8
Means Standard Deviations and Variances
On Ideal and Actual Scales of the CTI
(N = 648)

Ideal Scales					Actual Scales			
Scale	Scale No.	Mean	Standard Deviation	Variance	Scale No.	Mean	Standard Deviation	Variance
Pupil Appraisal and Information	11	(10.14)	(3.29)	(10.79)	12	12.90	(3.26)	(10.65)
		10.11	3.29	10.85		12.89	3.28	10.79
Individual and Group Counseling	13	(9.41)	(3.69)	(13.63)	14	(13.99)	(3.96)	(15.64)
		9.38	3.69	13.63		13.98	3.98	15.88
Referral and Placement	15	(10.83)	(3.71)	(13.73)	16	13.68	(3.59)	(12.89)
		10.83	3.73	13.91		13.65	3.61	13.05
Consultation with Parents, Staff and Community	17	(11.75)	(3.86)	(14.92)	18	(15.41)	(4.19)	(17.57)
		11.72	3.88	15.05		15.39	4.22	17.82
Research and Program Development	19	(11.54)	(3.91)	(15.27)	20	(14.98)	(4.40)	(19.34)
		11.53	3.92	15.42		14.96	4.42	19.54

N = 648 - 10 incomplete; numbers in parentheses are based on N = 638

TABLE 9
Perceived Level of Emphasis on Ideal
and Actual Scales of the CTI by Groups
and Percentages

Group	Parents (N=234)			Students (N=262)			Teachers (N=118)			Counselors (N=11)			Administrators (N=11)		
Level ²	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Scale															
11	65	29	6	48	42	11	64	36	0	82	18	0	76	24	0
12	24	51	24	22	59	20	19	66	14	9	55	36	19	67	14
13	78	16	6	54	32	14	82	17	1	100	0	0	72	29	0
14	21	44	36	21	47	32	8	53	38	27	55	18	14	48	38
15	49	43	8	47	40	13	8	53	38	73	27	0	43	48	10
16	16	48	36	22	49	29	53	42	4	18	82	0	14	67	19
17	44	44	13	32	48	19	12	58	30	82	18	0	43	48	10
18	13	42	45	13	38	49	38	50	1	0	36	63	0	48	53
19	44	40	16	37	50	13	3	27	70	64	27	9	43	33	24
20	15	39	46	16	47	37	35	48	16	0	46	55	10	38	52

Note: Odd numbered scales represent "ideal" emphasis; even numbered scales represent "actual" emphasis.
H = High M = Middle L = Low.

In order to permit easy comparison of the groups' perceptions of ideal emphasis and actual emphasis, the scales in Tables 7, 8, and 9 were presented in pairs, "Ideal" and "Actual" for each of the following categories: (11-12) Pupil appraisal and information; (13-14) Individual and Group Counseling; (15-16) Referral and Placement; (17-18) Consulting with parents, staff, and community; and, (19-20) Research and Program Development. As expected, the ideal scales in all categories tended to receive higher rankings than the actual scales. As depicted in Table 9, each category of counselor tasks was perceived by all groups as appropriate functions of counselors. Moreover, counselors were perceived as performing these tasks at a relatively high level. Notable exceptions to this general trend were observed among counselors' and administrators' perception of the consultative and research and program development functions; over fifty percent of the counselors and administrators perceived counselors as giving low emphasis to these activities.

Tests of the Hypotheses

Each research hypothesis stated in Chapter 1 was tested in its null form by means of appropriate statistics described below. Hypothesis 1 was stated as follows:

There is a statistically significant difference between the mean scores of parents, students, teachers, counselors, and administrators with respect to their performance on the Counselor Task Inventory.

The null hypothesis (H_0) under test was that the mean scores representing each group in the sample came from the same or identical populations and did not differ among themselves. Zero order correlational techniques were selected to test the null hypothesis. Table PP (Appendix L, page 171) presented the correlation values by group for each of the variables under study. According to Guilford (1965) r values of .09 and .12 are significant for 2 and 500 degrees of freedom at the .05 and .01 levels respectively.

Significant differences were noted among the scores of parents, students, teachers, and counselors with respect to their perception of the ideal emphasis which should be given to the pupil appraisal and information function.

Significant differences were also found among parents, students, and teachers with respect to their perceptions of the ideal emphasis which should be given to individual and group counseling.

Teachers were significantly different ($r = .09$) at the .05 level of confidence from other groups in their perception of the actual emphasis given to individual and group counseling.

Students were significantly different ($r = .13$) at the .01 level of confidence from other groups in their perceptions of the actual emphasis given to referral and placement.

The perceptions of parents, students, and counselors were significantly different at or above the .05 level

(r values: .11, .14, .11 respectively) from the perceptions of teachers and administrators' view of the ideal emphasis which should be placed on the consultation function.

The perceptions of parents ($r = .11$) and teachers ($r = .23$) were significantly different at the .05 and .01 levels respectively from the perceptions of other groups with respect to the actual scale of Consultation with Parents, Staff, and Community.

Perceptions of the actual emphasis being given to the research and program development function by parents ($r = .13$) and students ($r = .21$) were significantly different at the .01 level of confidence from the perceptions of teachers, counselors, and administrators.

Thus, a decision to reject H_{01} was supported. This allowed acceptance of the alternative hypothesis that there are differences in the mean scores of parents, students, teachers, counselors, and administrators.

Hypotheses 2, 3, 4, 5, and 6 were tested by means of a regression analysis program. A word about regression analysis as used in this study might be advisable here. Regression analysis can be used in a way comparable to analysis of variance (Bottenberg & Ward, 1963). While a correlation coefficient is not a true proportion, r^2 is a proportion. It is the proportion of variance in a dependent variable accounted for with an independent variable. The same condition holds for R^2 . Thus, two correlation coefficients (R or r) can be compared using an F-ratio (a ratio of two

variances). This analysis system has been used here in the following treatment of data. When an hypothesis involved more than one independent variable, two correlation coefficients were computed: one contained all independent variables of the hypothesis, and the other omitted one or more variables depending on the logic of the hypothesis. The coefficient produced by all independent variables was a "full model", while the coefficient from fewer independent variables was a "restricted model". Comparison of a particular full model with a particular restricted model through an F-ratio was used to test the hypothesis from which the full and restricted models were generated.

In order to avoid the monotony of superfluous repetition, and to achieve greater economy in reporting the findings, the following specifications were set forth as being applicable to each of the following regression analyses performed: (a) the term "significant" as used in this study refers to statistical significance; (b) correlation coefficients, r^2 's, were obtained by squaring the appropriate r value found in the correlation matrix, Appendix L, page 173 (c) binary variables were obtained from tables in Appendix K; (d) administrators were excluded from the binary variables in keeping with the logic of the statistical model employed; (e) hypotheses were tested in their null form; (f) subsequent to initial introduction of a scale, it was referred to in abbreviated form; and (g) differences, unless otherwise noted, referred to differences in perception.

Due to the nature of the statistical program employed in this study (each hypothesis was subjected to ten tests), the results of the tests of hypotheses have been summarized for the convenience of the reader and presented in tabular form, Table 10, page 97.

Perceptions Associated With Age

Hypotheses 2, as stated in Chapter 1, was as follows:

H₂: There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to age.

A multiple regression analysis was made of the Pupil Appraisal and Information category -- Ideal Scale, in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors (Appendix K). The R was .23, significant beyond the .01 level. The R^2 (.0523) was used to form an F-ratio with the r^2 (.0339), obtained by squaring the indicated value in the correlation matrix, (Appendix L), between age alone with the Pupil Appraisal and Information category -- Ideal Scale. With 4 and 633 degrees of freedom, the F of 1.545 was not significant at the .05 level. Thus, H₂ was not supported. For this ideal counselor role, there were no differences by group that were associated with age.

A multiple regression analysis was made of PAI-AS in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors.

The R was .04, insignificant at the .05 level. Hence, no other calculations were performed since the total amount of variance accounted for was no more than chance allowed.

A multiple regression analysis was made of Individual and Group Counseling Ideal Scale (IGC-IS) in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .30 significant beyond the .01 level. The R^2 (.0912) was used to form an F-ratio with r^2 (.0625) between age alone with IGC-IS. With 4 and 633 degrees of freedom, the F of 1.459 was not significant at the .05 level of confidence. Therefore, H_1 was not supported. For this counselor task, there were no differences by group that were associated with age.

A multiple regression analysis was made of IGC-AS in which age was combined with the binary variables of parent, student, teacher, and counselor. The R was .12, insignificant at the .05 level. Hence, no other calculations were performed for this function since the total amount of variance accounted for was no more than chance allowed.

A multiple regression analysis was made of Referral and Placement - Ideal Scale (RP-IS) in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .15, significant at the .01 level of confidence. The R^2 (.0235) was used to form an F-ratio with r^2 (.0106) between age alone with RP-IS. With 4 and 633 degrees of freedom, the F of 2.215 was not significant at the .05 level. Therefore, H_2

was not supported. There were no differences by group associated with age for this particular counselor function.

A multiple regression analysis was made of RP-AS in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .11, insignificant at the .05 level. Hence, no other calculations were performed for this function since the total amount of variance accounted for was no more than chance allowed. There were no differences by group associated with age for this particular function.

A multiple regression analysis was made of Consultation with Parents, Staff and Community - Ideal Scale (CPSC-IS) in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .18, significant beyond the .01 level. The R^2 (.0307) was used to form an F -ratio with r^2 (.0154) between age alone with CPSC-IS. With 4 and 633 degrees of freedom, the F of 1.997 was not significant at the .05 level. Therefore, H_2 was not supported. There were no differences by group associated with age for this counselor function.

A multiple regression analysis was made of CPSC-AS in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .23, significant beyond the .01 level. The R^2 (.0537) was used to form an F -ratio with r^2 (.0029) between age alone with CPSC-AS. With 4 and 633 degrees of freedom, the F of 18.416 was significant at the .01 level of confidence.

Thus, a decision to reject H_{02} was supported. This permitted acceptance of the alternative hypothesis that there are differences in perception by group associated with age for this particular counselor role.

A multiple regression analysis was made of Research and Program Development - Ideal Scale (RPD-IS) in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .23, significant beyond the .01 level. The R^2 (.0537) was used to form an F -ratio with r^2 (.0049) between age alone with RPD-IS. With 4 and 633 degrees of freedom, the F of 10.959 was significant at the .01 level of confidence. Thus, H_{02} was rejected. This permitted acceptance of the alternative hypothesis that there are differences in perception by group associated with age for this counselor role.

A multiple regression analysis was made of RPD-AS in which age was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .22, significant beyond the .01 level. The R^2 (.0503) was used to form an F -ratio with r^2 (.0049) between age alone with RPD-AS. With 4 and 633 degrees of freedom, the F of 10.265 was significant at the .01 level. Thus, a decision to reject the null hypothesis (H_{02}) was supported. For this counselor role, there are differences in perception by group that were associated with age.

Perceptions Associated With Sex

H_3 : There is a statistically signifi-

cant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to sex.

A multiple regression analysis was made of PAI-IS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .26, significant beyond the .01 level. The R^2 (.0701) was used to form an F-ratio with the r^2 (.0222) between sex alone with the PAI-IS. With 4 and 633 degrees of freedom, the F of 3.116 was significant at the .01 level. Thus, H_{03} was rejected. For this ideal counselor role, there were differences by group associated with sex.

A multiple regression analysis was made of the PAI-AS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .05, insignificant at the .05 level. Therefore, no other calculations were made for this function since the total amount of variance accounted for was no more than chance allowed.

A multiple regression analysis was made of the IGC-IS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .31, significant at the .01 level. The R^2 (.0950) was used to form an F-ratio with the r^2 (.0088) between sex alone and the IGC-IS. With 4 and 633 degrees of freedom, the F of 10.751 was significant at the .01 level. Thus, H_{03} was rejected. There were differences by group

associated with sex for this counselor role.

A multiple regression analysis was made of IGC-AS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .13, significant at the .05 level. The R^2 (.0166) was used to form an F-ratio with the r^2 (.0023) between sex alone and IGC-AS. With 4 and 633 degrees of freedom, the F of 7.205 was significant at the .01 level. Thus, H_{03} was rejected. For this counselor role, there were differences by group associated with sex.

A multiple regression analysis was made of Referral and Placement - Ideal Scale (RP-IS) in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .22, significant beyond the .01 level. The R^2 (.0480) was used to form an F-ratio with the r^2 (.0295) between sex alone and RP-IS. With 4 and 633 degrees of freedom, the F of 1.622 was not significant at the .05 level. Thus H_{03} was not rejected. For this counselor role there were no differences by group associated with sex.

A multiple regression analysis was made of RP-AS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .13, insignificant at the .05 level. Therefore, no other calculations were performed for this function since the total amount of variance accounted for was no more than chance allowed.

A multiple regression analysis was made of Consultation with Parents, Staff, and Community - Ideal Scale (CPSC-IS) in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .21, significant beyond the .01 level. The R^2 (.0445) was used to form an F -ratio with the r^2 (.0180) between sex alone and CPSC-IS. With 4 and 633 degrees of freedom, the F of 2.478 was significant at the .05 level. Thus, H_{03} was rejected. For this counselor role, there were differences by group associated with sex.

A multiple regression analysis was made of the CPSC-AS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .25, significant at the .01 level. The R^2 (.0169) was used to form an F -ratio with the r^2 (.0117) between sex alone and CPSC-AS. With 4 and 633 degrees of freedom, the F of 5.307 was significant at the .01 level. Thus H_{03} was rejected. There were differences by group associated with sex for this counselor role.

A multiple regression analysis was made of Research and Program Development - Ideal Scale (RPD-IS) in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .10, insignificant at the .05 level. Hence, no other calculations were performed for this function since the total amount of variance accounted for was no more than chance allowed.

A multiple regression analysis was made of RPD-AS in which sex was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .23, significant beyond the .01 level. The R^2 (.0509) was used to form an F-ratio with r^2 (.0018) between sex alone and RPD-AS. With 4 and 633 degrees of freedom the F of 28.855 was significant at the .01 level. Therefore, a decision to reject H_{03} was supported. For this counselor role, there were significant differences by group associated with sex.

Perceptions Associated With Size of School

H₅: There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to size of school.

A multiple regression analysis was made of Pupil Appraisal and Information - Ideal Scale, in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .26, significant beyond the .01 level. The R^2 (.0665) was used to form an F-ratio with the r^2 (.0117) between size of school alone and PAI-IS. With 4 and 633 degrees of freedom, the F of 5.701 was significant at the .01 level. Thus, H_{05} was rejected. This permitted acceptance of the alternative hypothesis that there were differences by group associated with size of school.

A multiple regression analysis was made of PAI-AS

in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .08, insignificant at the .05 level of confidence. Therefore, no other calculations were performed for this function since the total amount of variance accounted for was no more than chance allowed.

A multiple regression analysis was made of Individual and Group Counseling - Ideal Scale (IGC-IS) in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .34, significant beyond the .01 level. The R^2 (.1183) was used to form an F -ratio with r^2 (.0216) between size of school alone and IGC-IS. With 4 and 633 degrees of freedom, the F of 5.475 was significant at the .01 level. Therefore, H_{05} was rejected. This permitted acceptance of the alternative hypothesis that there are differences by group associated with size of school for this counselor function.

A multiple regression analysis was made of IGC-AS in which size of school was combined with the binary variables parent, student, teacher, and counselor as independent factors. The R was .20, significant beyond the .01 level. The R^2 (.0398) was used to form an F -ratio r^2 (.0259) between size of school alone with IGC-AS. With 4 and 633 degrees of freedom, the F of 1.535 was not significant at the .05 level. Thus, H_5 was not supported.

A multiple regression analysis was made of Referral and

Placement - Ideal Scale (RP-IS) in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .19, significant beyond the .01 level. The R^2 (.0364) was used to form an F -ratio with r^2 (.0110) between size of school alone with RP-IS. With 4 and 633 degrees of freedom, the F of 3.302 was statistically significant at the .01 level. Thus, H_{05} was rejected. This permitted acceptance of the alternative hypothesis that there are differences by group associated with perception of this counselor function.

A multiple regression analysis was made of RP-AS in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .18, significant beyond the .01 level. The R^2 (.0331) was used to form an F -ratio with r^2 (.0228) between size of school alone with RP-AS. With 4 and 633 degrees of freedom, the F of 1.452 was not significant at the .05 level. Thus, H_5 was not supported.

A multiple regression analysis was made of Consultation with Parents, Staff, and Community - Ideal Scale (CPSC-IS) in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .18, significant beyond the .01 level. The R^2 (.0326) was used to form an F -ratio with r^2 (.0010) between size of school alone with CPSC-IS. With 4 and 633 degrees of freedom, the F of 33.923 was significant at the .01 level. Thus, H_{05} was rejected. This permitted

acceptance of the alternative hypothesis that there are differences by group associated with size of school for this counselor function.

A multiple regression analysis was made of CPSC-AS in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0839) was used to form an F -ratio with r^2 (.0320) between size of school alone with CPSC-AS. With 4 and 633 degrees of freedom, the F of 2.619 was significant at the .05 level. Thus, H_{05} was rejected. This permitted acceptance of the alternative hypothesis that there are differences by group associated with size of school for this counselor function.

A multiple regression analysis was made of Research and Program Development - Ideal Scale (RPD-IS) in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .11, insignificant at the .05 level. Hence, no other calculations were performed for this counselor function since the total amount of variance accounted for was no more than chance allowed.

A multiple regression was made of RPD-AS in which size of school was combined with the binary variables of parent, student, teacher, and counselor as independent factors. The R was .30, significant well beyond the .01 level. The R^2 (.0898) was used to form an F -ratio with r^2 (.0396) between

size of school alone with RPD-AS. With 4 and 633 degrees of freedom, the F of 2.27 was not significant at the .05 level. Thus, H_5 was not supported.

Perceptions Associated with Experience

Hypothesis 6, although given similar statistical treatment, differed from those above in that it dealt with professional school personnel only:

H_6 : There is a statistically significant difference between the mean scores of teachers, administrators, and counselors with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to years of professional experience.

A multiple regression analysis was made of PAI-IS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0848) was used to form an F -ratio with the r^2 (.0207) between years of professional experience alone and PAI-IS. With 2 and 143 degrees of freedom, the F of 4.090 was significant at the .05 level. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences by group associated with years of professional experience for this counselor function.

A multiple regression analysis was made of PAI-AS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0848) was used to form an F -ratio with the r^2

(.0210) between years of professional experience alone and PAI-AS. With 2 and 143 degrees of freedom, the F of 4.033 was significant at the .05 level of confidence. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences by group associated with years of professional experience for this counselor function.

A multiple regression analysis was made of IGC-IS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0842) was used to form an F -ratio with the r^2 (.0188) between years of professional experience alone and the IGC-IS. With 2 and 143 degrees of freedom, the F of 4.486 was significant at the .05 level. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences by group associated with years of professional experience for this counselor function.

A multiple regression analysis was made of IGC-AS in which years of professional experience were combined with the binary variables of teacher and counselor as independent variables. The R was .29, significant beyond the .01 level. The R^2 (.0835) was used to form an F -ratio with the r^2 (.0213) between years of professional experience alone and IGC-AS. With 2 and 143 degrees of freedom, the F of 3.917 was significant at the .05 level of confidence. Thus, H_{06}

was rejected. The alternative hypothesis that there are differences associated with years of professional experience for this counselor function was accepted.

A multiple regression analysis was made of RP-IS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .31, significant beyond the .01 level. The R^2 (.0948) was used to form an F -ratio with the r^2 (.0202) between years of professional experience alone and RP-IS. With 2 and 143 degrees of freedom, the F of 4.701 was significant at the .05 level. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences associated with years of professional experience for this counselor function.

A multiple regression analysis was made of RP-AS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0821) was used to form an F -ratio with the r^2 (.0199) between years of professional experience alone and RP-AS. With 2 and 143 degrees of freedom, the F of 4.130 was significant at the .05 level. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences associated with years of professional experience for this counselor function.

A multiple regression analysis was made of CPSC-IS in which years of professional experience were combined with the

binary variables of teacher and counselor as independent factors. The R was .28, significant beyond the .01 level. The R^2 (.0808) was used to form an F -ratio with the r^2 (.0207) between years of professional experience alone and CPSC-IS. With 2 and 143 degrees of freedom, the F of 3.897 was significant at the .05 level. Thus H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences associated with years of professional experience for this counselor function.

A multiple regression analysis was made of CPSC-AS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0817) was used to form an F -ratio with the r^2 (.0216) between years of professional experience alone and CPSC-AS. With 2 and 143 degrees of freedom, the F of 3.78 was significant at the .05 level of confidence. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences associated with years of professional experience for this counselor function.

A multiple regression analysis was made of RPD-IS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .28, significant beyond the .01 level. The R^2 (.0776) was used to form an F -ratio with the r^2 (.0272) between years of professional experience alone and RPD-IS. With 2 and 143 degrees of freedom, the F of 2.85

was not significant at the .05 level. Thus, H_6 was not supported for this counselor function.

A multiple regression analysis was made of RPD-AS in which years of professional experience were combined with the binary variables of teacher and counselor as independent factors. The R was .29, significant beyond the .01 level. The R^2 (.0824) was used to form an F -ratio with the r^2 (.0190) between years of professional experience alone and RPD-AS. With 2 and 143 degrees of freedom, the F of 4.327 was significant at the .05 level. Thus, H_{06} was rejected. This permitted acceptance of the alternative hypothesis that there are differences associated with years of professional experience for this counselor function.

Perceptions Associated with Ethnic Background

Hypothesis 4, as stated in Chapter 1, follows:

H_4 : There is a statistically significant difference between the mean scores of the five groups with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped according to ethnic background.

A slight modification was made in the multiple linear regression equation used to test the above hypothesis. This modification involved making a multiple regression analyses from scores generated by the total sampling units irrespective of the ethnic group to which they belonged and subsequently performing multiple regression analyses with the ethnic factor as an independent variable. The correlation coefficients yielded by the two analyses were used to form an

F-ratio (a ratio between the "full model" and the "restricted" model, Table 00, Appendix K) to test the significance of difference between the mean scores with and without the ethnic factor. These calculations were made for each of the ten scales of the CTI. As depicted in Appendix K, page 170, the ethnic factor was found to be insignificant with respect to each of the criterion variables. Thus, H_4 was not supported. There were no statistically significant differences by group associated with ethnic background.

Perceptions Associated with Grade Classification

Hypotheses 7 and 8 were tested in a manner identical to Hypothesis 1. That is, the numeric data generated by computerization of the ten scales of the CTI were subjected to zero order correlational techniques to test significance of difference between mean scores associated with grade classification (H_7) and level of scholastic achievement (H_8). According to an interpolation of correlation coefficients (Guilford, 1965), correlation coefficients of .12 and .16 are needed for statistical significance at the .05 and .01 levels respectively when an N of 261 is based on a two variable comparison. Correlation matrices (Appendix L) depict the data on which the following analyses were made.

Hypothesis 7, as stated in Chapter 1, was as follows:

- H_7 : There is a statistically significant difference between the mean scores of classes of students with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped by grade assignment.

Analysis of data presented in Table SS, page 179, revealed no statistically significant differences associated with grade assignment for the following counselor roles: Pupil Appraisal and Information - Ideal and Actual Scales, Individual and Group Counseling - Actual Scale, Referral and Placement - Actual Scale, Consultation with Parents, Staff, and Community - Ideal Scale, and Research and Program Development - Ideal and Actual Scales.

Statistically significant differences, however, were found on IGC-IS. Perceptions of students in the lower grades (ninth and tenth) tended to be correlated with scores indicating that they felt greater emphasis should be placed on the individual and group counseling function ($r = .15$, significant at the .05 level) than did their counterparts in the upper grades.

Similarly, statistically significant differences were found at the .01 level ($r = -.16$) on RP-IS. Perceptions of students in the lower grades appeared to emphasize the referral and placement function more than did the perceptions of students in the upper grades.

The perceptions of upper class members (grades 11 and 12), on the other hand, were statistically different at the .01 level of confidence ($r = .18$) than students in the lower grades with respect to their perception of the actual emphasis being given to Consultation with Parents, Staff and Community (CPSC-AS). Thus, H_7 was supported on three of the ten scales of the CTI; conversely, H_7 was not supported

on seven of the ten CTI scales. It should be noted, however, that these correlations, although statistically significant, should be interpreted in light of their very negligible relationships.

Perceptions Associated with Level of Scholastic Achievement

Level of scholastic achievement was hypothesized to be a factor influencing perception of counselor tasks. Hypothesis 8 dealt with this factor:

H₈: There is a statistically significant difference between the mean scores of groups of students with respect to their perception of specific counselor tasks as measured by their performance on the CTI when grouped by level of scholastic achievement.

Significant group differences associated with level of scholastic achievement were found on only one scale of the CTI -- Referral and Placement - Ideal Scale. Perceptions of students in the higher achievement level were positively correlated with scores indicating a high emphasis on the referral and placement function ($r = .12$, significant at the .05 level of confidence). This relationship, although statistically significant, is quite negligible and should be interpreted accordingly. No other statistically significant differences by group were found to be associated with level of scholastic achievement with respect to the ten scales of the CTI.

Perceptions Associated With Socioeconomic Status

One of the propositions not dealt with in the foregoing tests of hypotheses relating to personal attributes and vari-

ables, concerned differences in perception of counselor tasks associated with socio-economic status. Analysis of data in Appendix L, page 171, tended to disconfirm the proposition that respondents' socio-economic status impacts their perception of counselor tasks. One significant departure from this tendency, however, was noted: perceptions of Referral and Placement - Actual Scale, appeared to be negatively correlated to low socio-economic status ($r = -.15$, significant at the .05 level). As previously noted, the magnitude of this relationship is negligible. No other statistically significant differences associated with level of socio-economic status were found with respect to the CTI scales.

Further analysis of data related to socio-economic status revealed that low socio-economic status was negatively correlated to high scholastic achievement ($r = .30$, significant beyond the .01 level of confidence). Conversely, high socio-economic status was positively correlated with high scholastic achievement ($r = .20$, significant beyond the .01 level). Middle socio-economic status is unrelated to scholastic achievement.

As previously noted, the results of the tests of hypotheses in the study have been summarized and presented in tabular form on the following page.

TABLE 10

Summary Results of Tests of Hypotheses*

Research Hypothesis	PAI		IGC		Scale RP		CPSC		RPD		H ₀ Decision
	(IS)	(AS)	(IS)	(AS)	(IS)	(AS)	(IS)	(AS)	(IS)	(AS)	
	1	2	3	4	5	6	7	8	9	10	
H ₁ Differences by Group	++X	0	++X	+X	0	++X	++X	++X	0	+X	Partially Rejected
H ₂ Differences by Age	0	0	0	0	0	0	0	++X	++X	++X	Partially Rejected
H ₃ Differences by Sex	++X	0	++X	++X	0	0	+X	++X	0	++X	Partially Rejected
H ₄ Ethnic Differences	0	0	0	0	0	0	0	0	0	0	Not Rejected
H ₅ School Differences	++X	0	++X	0	++X	0	++X	+X	0	0	Partially Rejected
H ₆ Differences by Experience	+X	+X	+X	+X	+X	+X	+X	+X	0	+X	Partially Rejected
H ₇ Differences by Grade	0	0	+X	0	+X	0	0	++X	0	0	Partially Rejected
H ₈ Differences by Achievement	0	0	0	0	+X	0	0	0	0	0	Partially Rejected

*0 = No Statistically Significant Difference

X = Statistically Significant Difference

+p < .05; ++p < .01

Summary

The primary objective of this chapter was to present an analysis and interpretation of the data generated by statistical treatment of respondents' scores on the Counselor Task Inventory. This objective was accomplished within the framework of three major constructs: (a) analysis and interpretation of the five groups perceptions of the peripheral issues promulgated in the study; (b) analysis and interpretation of the ten scales of the Counselor Task Index by means of descriptive and inferential statistical models; and (c) statistical tests of each of the eight hypotheses posed in this study. The results of the tests of hypotheses have been summarized in Table 10, page 97.

Each of the propositions, issues, and hypotheses was analyzed in light of its statistical and practical significance. Interpretation of the findings was limited to generalizations based on empirical observations and reflective elaboration supported by the data and logic. Further amplification of these findings, in addition to conclusions, recommendations, and implications based upon them, can be found in Chapter 5.

Chapter 5

Summary, Conclusions, and Recommendations

The primary objectives of this chapter were to: (a) present summary statements relative to the research objectives, rationale, and findings of the study, (b) draw conclusions based upon and supported by the findings, (c) formulate some practical recommendations which might be applicable to the population under study and others analogous to it, and (d) infer from the findings some implications for further research.

Summary

Implicit in the propositions, issues, and hypotheses of this study, was the basic premise that differences exist in the way certain significant groups perceive the role and function of the secondary school counselor and that these differences often result in competing and conflicting demands being placed on the counselor. These circumstances, in turn, were suspected of engendering role confusion, role conflict, and perceived ineffectiveness on the part of the counselor by others with whom he interacts.

Some Basic Considerations

These group differences in perception, it was believed, should be investigated in order to: (a) confirm or deny their existence, (b) identify the sources of their origin, (c) assess the impact which certain personal attributes and variables have on perceptual differences, and (d) formulate

recommendations which might be used as a basis for neutralizing any deleterious effects deriving from them, and (e) develop strategies for further identification and research of these differences which might lead to more impactful counselors.

The need and justification for such an investigation derived from the researcher's own experiences and observations as a public school counselor and documented evidence in the literature which seemed to suggest that counseling as a conceptual and professional entity has not achieved the autonomy, cohesiveness, or recognition characteristic of other professions.

The need for such a study appeared more imperative than ever in view of certain recent developments in public education: namely, (a) the rapidly emerging concept of accountability, (b) the concept of competency-based criteria for selection, certification and retention of school personnel, (c) the impending re-structure of the system for financing public education, and (d) legal and social mandates for school and classroom environments which maximize intergroup acceptance and equal learning opportunities for all students. Implicit in these developments is the need for periodic assessment of the counseling function on a personnel and program basis.

Having established the rationale and basic assumptions underlying the study, attention was directed toward develop-

ment of a research design that would incorporate the necessary elements of instrumentation, sampling procedures, data collection, and data analysis. Eight hypotheses were developed from the basic premise that parents, students, teachers, counselors, and administrators differ in their perception of counselor role and function. These hypotheses might be summarized thusly:

There is a statistically significant difference between the mean scores of the five groups with respect to their perception of designated counselor tasks as measured by their performance on the Counselor Task Inventory when grouped on the basis of: (a) age, (b) sex, (c) ethnic background, (d) size of school, (e) years of professional experience, (f) grade assignment, (g) scholastic achievement, and (h) socioeconomic status.

Subordinate to the basic hypotheses were other premises and peripheral issues which were posited in the study, not as prejudices to be defended but as propositions to be tested.

The Literature Reviewed

A voluminous body of literature was intensively reviewed under three topical areas: (a) precedents, problems, and perspectives of role perception in general, (b) counselors' perception of their own roles and sub-roles, (c) counselor roles as perceived by parents, students, teachers, and

administrators.

The literature was also reviewed with the intent of identifying and isolating specific counselor functions which were considered to have a high degree of construct and content validity for subsequent inclusion in the data-gathering instrument (CTI).

Population and Procedures

A representative sample of 804 subjects, composed of parents, students, teachers, counselors, and administrators, was drawn from two comprehensive high schools in a moderately large public school system as sources of data for this study. Each of the subjects was administered the CTI -- an instrument specifically constructed for the aforementioned purposes and this population. A total of 648 (81%) usable replies were returned and subjected to data processing and statistical treatment procedures.

The population was stratified on the basis of certain personal attributes and background variables and data were analyzed to determine the extent to which counselor tasks were differentially perceived on the basis of group differences.

Significant Results

Based upon the data derived from the CTI, it was found that of the seven propositions posited in Chapter 1, the first four of these were sustained in the predicted direction; the latter three were inconclusive or only partially sustained.

Of the ten peripheral issues promulgated in the study, consensual validation was found on six; a majority of the groups confirmed an additional two issues and rejected two others.

The preponderance of statistical evidence favored rejection of the null hypothesis in seven of the eight hypotheses tested.

Results relative to the propositions and issues. In order to provide continuity and focus for the conclusions and recommendations which follow, the results considered most meaningful have been summarized and presented in abbreviated form:

- .. All groups perceived previous teaching experience as an important requisite for counselor certification.
- .. Without exception, the vast majority of all groups expected the counselor to assist in resolving difficult pupil-teacher relationships.
- .. Parents and teachers were the only groups who felt that the counselor should be expected to assist teachers and administrators in enforcing the dress and grooming code.
- .. Counselors were perceived by all groups as maintaining a close effective working relationship with teachers and administrators.
- .. Counselors and administrators felt that routine clerical duties consume too much of the counselor's time. Other groups appeared undecided on this issue
- .. Respondents perceived little or no relationship between a counselor's sex and his perceived effectiveness as a counselor.

- .. Parents, students, and administrators perceived little or no relationship between counselors' ethnic background and their perceived effectiveness as counselors. Teachers and counselors registered strong feelings of ambivalence toward this issue.
- .. All groups concurred that most of the counselor's time should be spent working in direct contact with students.
- .. Respondents generally felt that counselor aides should be employed to relieve counselors of routine clerical tasks. Most administrators dissented from this point of view.
- .. Parents, students, and counselors agreed that students and counselors have difficulty in getting to see each other during the school day. Most teachers and administrators disagreed with this point of view.
- .. There was no consistent pattern of group alignment with respect to reaction to the various issues and propositions.

Results relative to the hypotheses. The most significant findings relative to the hypotheses tested are summarized below:

- .. Statistically significant differences were found between the mean scores of parents, students, teachers, counselors, and administrators with respect to their perceptions of designated counselor tasks.

Although these differences in perception were statistically significant, the implications and consequences of these differences were considered of little practical importance due to the size of the correlation coefficients (Appendix L) or the strength of the relationships indicated by them. According to Guilford's interpretation of correlation coefficients, values below .30, although indicating a positive relationship, are almost negligible.

- .. Differences in the age of respondents did not seriously affect their perception of counselor tasks. The younger respondents did, however, perceive counselors as doing more consulting and less research than did the older respondents.
- .. Counselor functions were found to be differentially perceived by sex on six of ten criterion variables (Appendix K, p. 155).
- .. Counselor functions were found to be differentially perceived by size of school on five of ten criterion variables (Appendix K, p. 160).
- .. Differences in perception associated with years of professional experience were found on nine of ten criterion variables (Appendix K, p. 165).
- .. Differences associated with ethnic background were not found on any of the criterion variables (Appendix K, p. 170).
- .. Although students in the lower grades tended to place more emphasis on certain counselor than did their counterparts in the upper grades, there were no appreciable differences associated with grade placement (Appendix L, p. 179).
- .. Although students characterized as high achievers tended to place more emphasis on the referral and placement function, no appreciable differences were found to be associated with level of scholastic achievement (Appendix L, p. 179).

Conclusions

In view of the careful analysis and objective interpretation given to the data yielded by this study, emergence of the following conclusions seemed to be completely justified:

- .. Counselors in the two high schools of the district were perceived by their publics as placing high

emphasis on and being considerably successful at performing a wide range of designated counselor tasks.

- .. Although counselors perceive themselves as performing most counselor functions at a higher level than other groups, they do not differ appreciably in the amount of emphasis they feel should be given to most counselor tasks.
- .. Teaching experience as a requisite for counselor certification is supported by all groups, including counselors.
- .. Parents and teachers appear to impute a more authoritative role to counselors than do students, administrators, or counselors themselves.
- .. The concept of the counselor as an integral effective member of an educational team was totally affirmed.
- .. The desirability of a professional counselor spending most of his time interacting directly with students was affirmed.
- .. Neither counselors' sex or their ethnic background appeared to be important factors affecting their perceived effectiveness.
- .. Unspecified obstacles were perceived as impeding closer interaction between counselors and students.
- .. There appeared to be little or no relationship

between age and perception of counselor tasks.

- .. Males tend to place greater emphasis on more ideal and actual counseling than do females.
- .. Smaller school size appeared to be positively correlated to lower mean scores indicating a more favorable perception of the ideal and actual emphasis being given to counselor tasks.
- .. School personnel with fewer years of professional experience tend to emphasize the ideal and actual roles of counselor to a much greater degree than personnel with more years of professional experience.
- .. Although students in the lower grades tended to emphasize a few functions more than students in the upper grades, perception of counselor tasks does not appear to be appreciably associated with grade placement.
- .. Perception of counselor tasks does not appear to be strongly associated with a student's level of scholastic achievement.
- .. Students at the higher socioeconomic level tend to emphasize the referral and placement function more than students at the middle or lower socioeconomic levels.
- .. Low SES tended to be negatively correlated to high scholastic achievement.

Subordinate to the major conclusions drawn from this study were the following observations which appeared worthy of note: (a) Brazosport School District personnel and patrons appeared highly receptive to research efforts designed to improve school programs; (b) the research design and the data-gathering instrument used in this study proved highly effective; and (c) the CTI served a double purpose of collecting and disseminating information concerning the role and function of secondary school counselors.

Recommendations

The following recommendations were based upon the findings and conclusions yielded by the study and were meant to be applicable to the population under study as well as other populations analogous to it:

- .. That the findings of this study be made available to all district faculty and staff who work in a supervisory, advisory, teaching, or counseling capacity.
- .. That refined measures of counselor effectiveness designed to tap the perceptions of faculty, staff, students, and patrons be developed.
- .. That consideration be given to the feasibility of developing immediate and long range plans to reduce the disparity between perceptions of ideal emphasis and actual emphasis. Such plans might involve the following strategies:
 - . hiring counselor aides to increase counselor

- availability to students and teachers
- . scheduling evening office hours for counselors on a rotating, equitable time basis
- . conducting in-service programs directed toward recognition of guidance as a mutual effort involving counselors, administrators, teachers, and parents as well as students
- . expanding the consultative and research and program development functions of counselors
- . identifying factors which inhibit perceived effective counselor-student interaction.
- .. That the impact of counselor to student ratio in the two high schools be studied.
- .. That a needs assessment study be made of pupil personnel characterized as underachievers and of low socioeconomic status.
- .. That this study be replicated in the district within a three to five year period of time and comparisons made to determine and evaluate any differences which might be found.
- .. That this study be replicated with a predominantly rural population.

Implications for Future Research

Research answers many questions but as it broadens and matures the view of those involved, it raises new questions and uncovers new areas which require further investigation and study. This research has raised a number of questions

which appear worthy of further research:

- .. What is the nature of the impediments which parents, students, and counselors in this research felt were obstacles to more effective counselor-student interaction?
- .. What is the relationship between the referral and placement function in counseling and SES?
- .. Were significant differences in perception of counselor functions between the two schools a function of size (enrollment) alone?
- .. What factors were operating to enhance the favorable perception of counselor tasks among younger professional?
- .. Who has the ultimate responsibility for minimizing or reducing the differences in perception of secondary counselor role and function?

Beyond the implications for future research, are the implications for individual growth and personal role identity. It should be obvious that the personal growth which can accrue to the individual counselor who actively enters the fight against misunderstanding, misperception, and distortion of his role is unlimited. To successfully cope with such problems, however, a counselor must know "what he is, who he is, and where he hopes to go" (Shertzer & Stone, 1963). Total reliance on an "other-directed", "other-interpretation" of counselor role can lead to increased confusion and conflict. It would appear that role identity,

like individual identity, is not to be found in training programs, or public opinion, or elsewhere, but is rather to be created and achieved within the cultural context of one's own professional setting and philosophy of life.

Throughout this research, the researcher has been mindful of the minute scope of this work in relation to the whole problem of role perception. In the zeal to cover many facets of this complex problem, some, undoubtedly, have been treated fragmentarily and others omitted entirely. There is consolation in the fact, however, that most of us have neither the time, energy, or intellectual scope to permit free rein to all of our interests or to the solution of all problems which confront us.

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Appendices

Appendix A
Counselor Task Inventory

COUNSELOR TASK INVENTORY

George Roberts, Jr.

Brazosport Independent School District

DIRECTIONS: The primary purpose of the Counselor Task Inventory is to gather information from school personnel, parents, and students concerning their perception of the secondary school counselor's work. There are many ways a counselor may perceive and engage in guidance and counseling activities. In view of this, your response to the following items will not and cannot be scored on a right and wrong basis.

The background information requested in Part I is necessary in order to determine if there are group differences in the perception of counselor role and function and will in no way be used for personal identification. As you complete the items in Parts II and III, you may feel that you have insufficient information on which to make a decision; this is normal and natural. It is important, however, that you mark a response for each item. Base your answer on your best judgment, knowledge, impression, or opinion.

Part I - Personal Data Blank (Please check or write in the appropriate answer.)

1. Your status: 1) Parent _____ 2) Student _____ 3) Teacher _____
4) Counselor _____ 5) Administrator _____
2. Your sex: 1) Male _____ 2) Female _____
3. Your age: 1) Below 20 _____ 2) 21-35 _____ 3) 36-49 _____ 4) 50-64 _____
5) 65 or above _____
4. Your ethnic background: 1) Anglo-American _____ 2) Mexican-American _____
3) Afro-American _____ 4) Oriental American _____ 5) Other _____
5. Present school attendance area: 1) Brazosport _____ 2) Brazoswood _____
6. Occupation of main wage earner in household _____
7. Highest degree or number of years of school completed _____
8. Years of professional experience (school personnel only) _____

Part II - Peripheral Issues Index (Before each statement, please write the number which best describes your perception or opinion according to the five-point scale below.)

- | | |
|-----------------------|---------------------------|
| (1) Strongly agree | (3) Partly agree/disagree |
| (2) Agree | (4) Disagree |
| (5) Strongly disagree | |

- ___ 9. Previous teaching experience should be a requirement for counselor certification.
- ___ 10. Counselors should be expected to assist in resolving difficult pupil-teacher relationships.
- ___ 11. Counselors should be expected to assist teachers and administrators in enforcing the school's dress and grooming code.
- ___ 12. Counselors maintain a close, effective working relationship with teachers and administrators.
- ___ 13. Clerical duties, educational programming--changing schedules, class sectioning, balancing class size, and related work consume too much of the counselors' time.
- ___ 14. Counselors' sex is a factor which influences their effectiveness.
- ___ 15. Counselors' ethnic background or race is a factor which influences their effectiveness.
- ___ 16. Most of the counselor's time should be spent working in direct contact with students.

- (1) Strongly agree (3) Partly agree/disagree
 (2) Agree (4) Disagree
 (5) Strongly disagree

- ___ 17. Counselor aides should be employed to perform some of the routine, clerical tasks presently performed by counselors.
- ___ 18. Counselors and students have difficulty getting to see each other during the school day.

Part III - Counselor Task Index - Please circle the number which best describes the degree of emphasis you feel should ideally be given (ideal emphasis) and the degree of emphasis you feel is actually given (actual emphasis) to each of the following tasks in your school according to the five-point scale below:

- (1) Much emphasis (3) Moderate emphasis
 (2) Considerable emphasis (4) Little emphasis
 (5) No emphasis

<u>IDEAL EMPHASIS</u>					<u>GUIDANCE TASKS</u>	<u>ACTUAL EMPHASIS</u>					
1	2	3	4	5	19. Counseling with students in appraising achievement, personal assets, and limitations.	20.	1	2	3	4	5
1	2	3	4	5	21. Planning and conducting orientation activities for entering freshmen and transfer students.	22.	1	2	3	4	5
1	2	3	4	5	23. Administering, interpreting, and maintaining record of standardized test scores.	24.	1	2	3	4	5
1	2	3	4	5	25. Providing information concerning academic, personal, and social needs and adjustment.	26.	1	2	3	4	5
1	2	3	4	5	27. Providing information on scholarships, employment, post-secondary school educational and vocational opportunities.	28.	1	2	3	4	5
1	2	3	4	5	29. Counseling with students concerning academic failure, learning difficulties, and delinquent behavior.	30.	1	2	3	4	5
1	2	3	4	5	31. Providing students an opportunity to talk through his problems.	32.	1	2	3	4	5
1	2	3	4	5	33. Counseling with students concerning discrepancy between ambitions and ability.	34.	1	2	3	4	5
1	2	3	4	5	35. Counseling with students concerning educational, vocational plans, and personal decisions.	36.	1	2	3	4	5
1	2	3	4	5	37. Counseling with students concerning the development of special abilities.	38.	1	2	3	4	5
1	2	3	4	5	39. Referring students to community social service agencies, mental health resources, and other appropriate professionals.	40.	1	2	3	4	5
1	2	3	4	5	41. Assisting students in selecting high school courses, course transfers, and extra-curricular activities.	42.	1	2	3	4	5
1	2	3	4	5	43. Placing students in part-time, summer, and permanent jobs.	44.	1	2	3	4	5
1	2	3	4	5	45. Assisting with scheduling students in classes based on aptitude, interest, and ability.	46.	1	2	3	4	5
1	2	3	4	5	47. Providing information about individual students to potential employers and to colleges at which the student has applied.	48.	1	2	3	4	5

BE SURE TO CIRCLE A NUMBER FOR EACH STATEMENT ON BOTH THE RIGHT HAND SCALE AND THE LEFT HAND SCALE.

Part III - Continued

- (1) Much emphasis (3) Moderate emphasis
 (2) Considerable emphasis (4) Little emphasis
 (5) No emphasis

<u>IDEAL EMPHASIS</u>					<u>GUIDANCE TASKS</u>	<u>ACTUAL EMPHASIS</u>
1	2	3	4	5	49. Consulting with professional staff regarding school problems.	50. 1 2 3 4 5
1	2	3	4	5	51. Assisting teachers in diagnosing learning difficulties of students and identifying causes for general classroom and student-faculty problems.	52. 1 2 3 4 5
1	2	3	4	5	53. Planning and conducting case conferences involving parents, teachers, and students.	54. 1 2 3 4 5
1	2	3	4	5	55. Providing information on school guidance to community groups, social and business agencies and cooperating with citizen groups on school-related community problems.	56. 1 2 3 4 5
1	2	3	4	5	57. Assisting faculty and staff with their own personal concerns and aiding them in developing guidance skills.	58. 1 2 3 4
1	2	3	4	5	59. Conducting follow-up studies of graduates, drop-outs, and students counseled by guidance personnel.	60. 1 2 3 4 5
1	2	3	4	5	61. Collecting, analyzing, and interpreting information as may be needed to evaluate effectiveness of the school program in meeting students' academic and social needs in addition to the educational needs of the state, community, and the nation.	62. 1 2 3 4 5
1	2	3	4	5	63. Providing to faculty and staff information about individual students or groups of students as may be necessary to plan and implement programs and services which will afford students maximum and equal opportunity for educational development.	64. 1 2 3 4 5
1	2	3	4	5	65. Conducting community surveys to determine occupational opportunities, trends, and outlook.	66. 1 2 3 4 5
1	2	3	4	5	67. Conducting periodic reviews of the objectives of the guidance program and evaluating the effectiveness of the total guidance program.	68. 1 2 3 4 5

BE SURE TO CIRCLE A NUMBER FOR EACH STATEMENT ON BOTH
 THE RIGHT HAND SCALE AND THE LEFT HAND SCALE.

Appendix B
Counselor Task Inventory
Answer Sheet

[illegible]

1	1 2 3 4 5	1 2 3 4 5	11	1 2 3 4 5	15	1 2 3 4 5	21	1 2 3 4 5	27	1 2 3 4 5	33	1 2 3 4 5	39	1 2 3 4 5	45	1 2 3 4 5	51	1 2 3 4 5	57	1 2 3 4 5	63	1 2 3 4 5	69	1 2 3 4 5	75	1 2 3 4 5	81	1 2 3 4 5	87	1 2 3 4 5	93	1 2 3 4 5	99	1 2 3 4 5		
2	1 2 3 4 5	1 2 3 4 5	12	1 2 3 4 5	17	1 2 3 4 5	22	1 2 3 4 5	27	1 2 3 4 5	32	1 2 3 4 5	37	1 2 3 4 5	42	1 2 3 4 5	47	1 2 3 4 5	52	1 2 3 4 5	57	1 2 3 4 5	62	1 2 3 4 5	67	1 2 3 4 5	72	1 2 3 4 5	77	1 2 3 4 5	82	1 2 3 4 5	87	1 2 3 4 5	92	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	13	1 2 3 4 5	18	1 2 3 4 5	23	1 2 3 4 5	28	1 2 3 4 5	33	1 2 3 4 5	38	1 2 3 4 5	43	1 2 3 4 5	48	1 2 3 4 5	53	1 2 3 4 5	58	1 2 3 4 5	63	1 2 3 4 5	68	1 2 3 4 5	73	1 2 3 4 5	78	1 2 3 4 5	83	1 2 3 4 5	88	1 2 3 4 5	93	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	14	1 2 3 4 5	19	1 2 3 4 5	24	1 2 3 4 5	29	1 2 3 4 5	34	1 2 3 4 5	39	1 2 3 4 5	44	1 2 3 4 5	49	1 2 3 4 5	54	1 2 3 4 5	59	1 2 3 4 5	64	1 2 3 4 5	69	1 2 3 4 5	74	1 2 3 4 5	79	1 2 3 4 5	84	1 2 3 4 5	89	1 2 3 4 5	94	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	15	1 2 3 4 5	20	1 2 3 4 5	25	1 2 3 4 5	30	1 2 3 4 5	35	1 2 3 4 5	40	1 2 3 4 5	45	1 2 3 4 5	50	1 2 3 4 5	55	1 2 3 4 5	60	1 2 3 4 5	65	1 2 3 4 5	70	1 2 3 4 5	75	1 2 3 4 5	80	1 2 3 4 5	85	1 2 3 4 5	90	1 2 3 4 5	95	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	51	1 2 3 4 5	56	1 2 3 4 5	61	1 2 3 4 5	66	1 2 3 4 5	71	1 2 3 4 5	76	1 2 3 4 5	81	1 2 3 4 5	86	1 2 3 4 5	91	1 2 3 4 5	96	1 2 3 4 5	101	1 2 3 4 5	106	1 2 3 4 5	111	1 2 3 4 5	116	1 2 3 4 5	121	1 2 3 4 5	126	1 2 3 4 5	131	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	52	1 2 3 4 5	57	1 2 3 4 5	62	1 2 3 4 5	67	1 2 3 4 5	72	1 2 3 4 5	77	1 2 3 4 5	82	1 2 3 4 5	87	1 2 3 4 5	92	1 2 3 4 5	97	1 2 3 4 5	102	1 2 3 4 5	107	1 2 3 4 5	112	1 2 3 4 5	117	1 2 3 4 5	122	1 2 3 4 5	127	1 2 3 4 5	132	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	53	1 2 3 4 5	58	1 2 3 4 5	63	1 2 3 4 5	68	1 2 3 4 5	73	1 2 3 4 5	78	1 2 3 4 5	83	1 2 3 4 5	88	1 2 3 4 5	93	1 2 3 4 5	98	1 2 3 4 5	103	1 2 3 4 5	108	1 2 3 4 5	113	1 2 3 4 5	118	1 2 3 4 5	123	1 2 3 4 5	128	1 2 3 4 5	133	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	54	1 2 3 4 5	59	1 2 3 4 5	64	1 2 3 4 5	69	1 2 3 4 5	74	1 2 3 4 5	79	1 2 3 4 5	84	1 2 3 4 5	89	1 2 3 4 5	94	1 2 3 4 5	99	1 2 3 4 5	104	1 2 3 4 5	109	1 2 3 4 5	114	1 2 3 4 5	119	1 2 3 4 5	124	1 2 3 4 5	129	1 2 3 4 5	134	1 2 3 4 5
10	1 2 3 4 5	1 2 3 4 5	55	1 2 3 4 5	60	1 2 3 4 5	65	1 2 3 4 5	70	1 2 3 4 5	75	1 2 3 4 5	80	1 2 3 4 5	85	1 2 3 4 5	90	1 2 3 4 5	95	1 2 3 4 5	100	1 2 3 4 5	105	1 2 3 4 5	110	1 2 3 4 5	115	1 2 3 4 5	120	1 2 3 4 5	125	1 2 3 4 5	130	1 2 3 4 5	135	1 2 3 4 5
11	1 2 3 4 5	1 2 3 4 5	56	1 2 3 4 5	61	1 2 3 4 5	66																													

Appendix C
CTI Validation Form

EVALUATION OF COUNSELOR TASK INVENTORY

George Roberts, Jr.

Brazosport Independent School District

INSTRUCTIONS: The Counselor Task Inventory was developed to gather data from parents, students, and professional school personnel concerning their perceptions of the secondary school counselor's role and function. Your evaluation of the CTI will be used to determine its validity, reliability, and appropriateness as a research instrument designed for this purpose.

For each item below, please supply the information requested or check the space which best describes your evaluation.

Part I - Personal Data Blank (Items 1-8):

	ADEQUATE	INADEQUATE*
1. Directions are clearly stated.	_____	_____
2. Directions are easy to follow.	_____	_____
3. Information requested is appropriate for intended groups and purposes.	_____	_____

Part II - Peripheral Issues Index (Items 9-18):

1. Directions are clearly stated.	_____	_____
2. Method of response is simple and easy.	_____	_____
3. Issues are stated in an unbiased manner.	_____	_____
4. Issues are free from threat and self incrimination.	_____	_____
5. Issues are important, timely, and relevant.	_____	_____

Part III - Counselor Task Index (Items 19-68):

1. Directions are clearly stated.	_____	_____
2. Mode of response is simple and easy.	_____	_____
3. Statements are suitable to describe a given task or function.	_____	_____
4. Statements are clear and concise.	_____	_____
5. Statements cover wide range of counselor functions.	_____	_____

Part IV - Overall Evaluation:

1. Length of instrument.	_____	_____
2. Average length of items.	_____	_____
3. Size of print and legibility.	_____	_____
4. Freedom from grammatical or typographical error.	_____	_____
5. Format and design.	_____	_____

*Comments (Please note CTI item number and suggestions for improvement.)

(Use other side if needed)

Appendix D
Letter of Transmittal
(Educator Form)

BRAZOSPORT *Independent* *School District*

DRAWER Z
FREEPORT, TEXAS 77541

February 9, 1973

Dear Educator:

May I have about ten minutes of your time? Your assistance is needed to complete a research project being conducted in cooperation with the Graduate School at the University of Houston and the Brazosport Independent School District. The primary objective of the project is to obtain empirical data which will be useful in improving the guidance and counseling programs in the Brazosport schools.

Please complete the enclosed instrument and return it to me through the school mail. A self-addressed envelope is enclosed for your convenience. Your signature or name is not necessary. Please be assured that the information you give will be treated confidentially and will receive careful consideration as we study the effectiveness of our guidance programs.

Thank you very much and do not hesitate to call on us whenever you feel we might be of assistance.

Sincerely,

George Roberts, Jr., Chairman
Guidance and Counseling Department
Brazosport High School

Enclosures

P. S. An abstract of the completed research will be furnished on request.

Appendix E
Letter of Transmittal
(Parent Form)

BRAZOSPORT

Independent School District

Drawer Z

Freeport, Texas

77541

February 7, 1973

You have been randomly selected to participate in a research project being conducted in cooperation with the University of Houston's Graduate School and the Brazosport Independent School District. The main objective of this project is to obtain information which will be useful in improving the guidance and counseling program in the Brazosport schools.

Please complete the enclosed instrument (it is not necessary to sign your name) and return it in the pre-addressed, postage-paid envelope as soon as possible. Please be assured that the information you give will be treated confidentially and will be given very careful consideration as we study the effectiveness of our counseling program.

Thank you and do not hesitate to call on us whenever you feel we can be of assistance.

Sincerely,

George Roberts, Jr., Chairman
Guidance and Counseling Department
Brazosport High School

Enclosures

Appendix F
Memorandum to Students

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT

BRAZOSPORT HIGH SCHOOL

MEMORANDUM

TO: Selected Students FROM: High School Counselors
SUBJECT: RESEARCH - ACTIVITY DATE: February 13, 1973
PERIOD

Please report to the auditorium promptly today at 11:15
--with pencil or pen.

You have been randomly selected to participate in a research project which involves your completion of a short 15-20 minute checklist. The information obtained from you will be useful in studying the effectiveness of the guidance and counseling program in the Brazosport schools.

You will also be asked to deliver a letter to your parents or guardians requesting them to complete and return a similar checklist.

THIS IS NOT A TEST! Your participation will not affect your grade or work in school in any way.

Thank you for your willingness to cooperate!

Approved: s/ Jerome D. Bourgeois
Dr. Jerome D. Bourgeois, Principal
Brazosport High Schools

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT

BRAZOSWOOD HIGH SCHOOL

MEMORANDUM

TO: Selected Students FROM: High School Counselors
SUBJECT: ACTIVITY PERIOD - DATE: February 14, 1973
RESEARCH

Please report promptly to the auditorium today at your regularly scheduled activity period; bring pencil or pen.

You have been randomly selected to participate in an important research project which involves your completion of a 15 - 20 minute checklist. The information obtained from you will be useful in studying the effectiveness of the guidance and counseling program in the Brazosport schools.

You will also be asked to deliver a letter to your parent or guardian requesting them to complete and return a similar checklist.

THIS IS NOT A TEST! Your participation will not affect your grade or school work in any way.

Approved: s/ H. E. Marcum
Mr. H. E. Marcum, Principal
Brazoswood High School

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT

MEMORANDUM

TO: (Name of Student) FROM: High School Counselors
SUBJECT: COUNSELING SURVEY DATE: February 28, 1973
FORMS

Several days ago you were given an envelope containing two forms -- one to be completed by you and returned to the guidance office, the other was to be completed by your parents and returned in a pre-addressed, postage paid envelope.

Please return both of the completed forms to the guidance office as soon as possible. The success of our research efforts depends upon your cooperation.

Thank you very much for your assistance in this matter.

Appendix G
BISD Membership Report

MEMBERSHIP REPORT

<u>SCHOOL</u>	<u>FRIDAY</u> <u>1-12-73</u>	<u>FRIDAY</u> <u>2-16-73</u>	<u>FRIDAY</u> <u>2-11-72</u>
Brazosport High	1,059	1,051	1,080
Brazoswood High	1,987	1,980	1,992
Clute Intermediate	568	562	560
Freeport Intermediate	932	943	948
Lake Jackson Intermediate	1,070	1,066	1,056
S. F. Austin Elementary (1-5)	292	292	308
A. P. Beutel Elementary (1-5)	600	603	620
Bess Brannen Elementary (1-5)	261	263	254
Clute Elementary (1-5)	434	435	455
O. A. Fleming Elementary (1-5)	247	247	293
Jane Long Elementary (1-5)	482	481	501
Elisabet Ney Elementary (1-5)	530	529	553
T. W. Ogg Elementary (1-5)	462	456	487
O. M. Roberts Elementary (1-5)	285	287	301
Velasco Elementary (1-5)	505	500	539
EMR VI-VII	19	19	14
TOTAL MBI	122	126	99
Special Education (Velasco)	125	126	141
Early Childhood	39	39	25
S. F. Austin Kindergarten	52	54	47
A. P. Beutel Kindergarten	101	100	111
Bess Brannen Kindergarten	37	37	41
Clute Kindergarten	81	80	77
O. A. Fleming Kindergarten	38	39	29
Jane Long Kindergarten	78	77	74
Elisabet Ney Kindergarten	89	90	91
T. W. Ogg Kindergarten	77	75	59
O. M. Roberts Kindergarten	51	49	50
Velasco Kindergarten	84	81	73
TOTAL HIGH SCHOOL (9-12)	3,046	3,031	3,072
TOTAL INTERMEDIATE (6-8)	2,570	2,571	2,564
TOTAL SECONDARY (6-12)	5,616	5,602	5,636
TOTAL ELEMENTARY (1-5)	4,098	4,095	4,311
TOTAL ELEM-SECONDARY (1-12)	9,714	9,697	9,947
TOTAL SPECIAL EDUCATION	305	310	279
REGULAR KINDERGARTEN	688	682	652
FP KINDERGARTEN	26	26	36
GRAND TOTAL DISTRICT	10,733	10,715	10,914

Appendix H
Computer Programs

Computer Program

Skip Program for Random Selection
of Student Sample

```
Dim data 10
Read 2 data
2  Format (10I2,7(1))
1  Read (5,4, end=9)
4  Format (10I2, 10 (1))
5  Print 5, data
    Format ('data:', 10I3)
    Go to 1
9  Stop
End
```

Computer Program

Program for Multiple Linear Regression Analysis
(University of Wisconsin Computer Center)

```

RUN1  INPUT      *NCR(1), NVAR(16)

RUN1  1/FORMAT    *(1X,5F1,2X,F1,10X,10F5)

RUN1  TRANSFRM    1*NVAR=16, NTVAR=24,
RUN1  TRANSFRM    2*IF(V1)EQ(1)TV1=(1)ELSE(0),
RUN1  TRANSFRM    3*IF(V1)EQ(2)TV2=(1)ELSE(0),
RUN1  TRANSFRM    4*IF(V1)EQ(3)TV3=(1)ELSE(0),
RUN1  TRANSFRM    5*IF(V1)EQ(4)TV4=(1)ELSE(0),
RUN1  TRANSFRM    6*IF(V1)EQ(5)TV5=(1)ELSE(0),
RUN1  TRANSFRM    7*TV6=V2, TV7=V3,
RUN1  TRANSFRM    8*IF(V4)EQ(1)TV8=(1)ELSE(0),
RUN1  TRANSFRM    9*IF(V4)EQ(2)TV9=(1)ELSE(0),
RUN1  TRANSFRM    10*IF(V4)EQ(3)TV10=(1)ELSE(0),
RUN1  TRANSFRM    11*IF(V4)EQ(4)TV11=(1)ELSE(0),
RUN1  TRANSFRM    12*IF(V4)EQ(5)TV12=(1)ELSE(0),
RUN1  TRANSFRM    13*FOR(I=5,16)GENERATE TV(I+8)=V(I)
      1:  NVAR=16,
      2:  NTVAR=24,
      3:  IF(V1)EQ(1)TV1=(1)ELSE(0),
      4:  IF(V1)EQ(2)TV2=(1)ELSE(0),
      5:  IF(V1)EQ(3)TV3=(1)ELSE(0),
      6:  IF(V1)EQ(4)TV4=(1)ELSE(0),
      7:  IF(V1)EQ(5)TV5=(1)ELSE(0),
      8:  TV6=V2,
      9:  TV7=V3,
     10:  IF(V4)EQ(1)TV8=(1)ELSE(0),
     11:  IF(V4)EQ(2)TV9=(1)ELSE(0),
     12:  IF(V4)EQ(3)TV10=(1)ELSE(0),
     13:  IF(V4)EQ(4)TV11=(1)ELSE(0),
     14:  IF(V4)EQ(5)TV12=(1)ELSE(0),
     15:  FOR(I=5,16)GENERATE TV(I+8)=V(I)

RUN1  MODEL4      *DEPVAR(15-24), INDEPVAR(1,2,3,4,6,7,8,9)

```

Appendix I
Index of Social Position

THE INDEX OF SOCIAL POSITION

Development of the Index

The Index of the Social Position was developed by Hollingshead and Myers (1958) to meet the need for an objective, easily applicable procedure to estimate positions individuals occupy in the status structure of the community. Its development was dependent both upon detailed knowledge of the community's social structure and procedures social scientists have used to delineate class status positions in other studies. It is premised upon three assumptions: (1) the existence of a class status structure in the community, (2) that class status positions are determined mainly by a few commonly accepted symbolic characteristics, and (3) that characteristics symbolic of class status may be scaled and combined by the use of statistical procedures so that a researcher can quickly, reliably, and meaningfully stratify the population.

Identification and Scaling of Symbolic Characteristics

Those characteristics found to be symbolic of social position were identified by Hollingshead and Myers as (a) residence, (b) occupation of main wage earner in a household, and (c) education of the main wage earner in a household.

The residential scale was based upon ecological research permitting the residential areas of a community to be ranked on a six point scale that ranged from the finest homes

to the poorest tenements.

The occupational scale utilized by Hollingshead and Myers was a modification of the Alba Edwards system of classifying occupations into socio-economic groups. For example, executives and proprietors of large concerns, and major professionals are given the highest rank and unskilled workers are assigned to the lowest rank.

The educational scale is premised upon the assumption that men and women who possess similar educational backgrounds will tend to have similar tastes and similar attitudes, and they will also tend to exhibit similar behavior patterns. The educational scale was divided into seven positions: (1) graduate professional training, (2) standard four-year college or university graduation, (3) partial college, (4) high school graduation, (5) partial high school, (6) junior high school, and (7) less than seven years of school.

Determining Socio-Economic Status

The determination of a family's socio-economic position in this study was based essentially on the schema described above. Minor modification in these schema involved using the occupational classifications of the College Students' Questionnaire (Educational Testing Service, 1969), and reducing the number of class positions from five to three: high, middle, and low.

Appendix J
Guidelines for Ability/Achievement
Groups

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT

PLAN FOR ABILITY/ACHIEVEMENT GROUPING - SECONDARY SCHOOL

(Abstracted from Administrative Regulations, BISD)

Until another plan is adopted the following procedures are to be used by secondary schools in determining whether a student is to be assigned to Level I, Level II, or Level III classes.

- A. Students assigned to Level I classes (approximately 15 to 20 per cent of the students):
 - 1. Ninety per cent or above on the ITED in related subject area.
 - 2. Upper quarter of aptitude test in related subject area.
 - 3. A grade of 90 or above and recommendation of teacher in related subject area.
 - 4. Mental ability score of 110 or above.
 - 5. In case of doubt, the student should be assigned to a Level II class.
- B. Students assigned to Level III classes (approximately 15 to 20 per cent of the students):
 - 1. Students with ITED score of 30 or below in subject area.
 - 2. Usually a grade of 75 or below, Special consideration may be given to the grade according to the level of the course the grade was made in.
 - 3. Teacher recommendation.
 - 4. Mental ability score below 90.
 - 5. If there is doubt, the student should be assigned to a Level II class.
- C. Students placed in Level II classes (approximately 60 to 70 per cent of all students);

All those students not placed in Levels I or III will be assigned to Level II classes.

Appendix K
Regression Analysis Tables

TABLE A
Pupil Appraisal and Information
Ideal Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0550	.462	.644
Student	.2077	1.592	.112
Teacher	- .0008	- .008	.994
Counselor	- .0611	- 1.238	.216
Age	- .0399	- .553	.581

$$R = .23, P < .0000$$

$$R^2 = .0523$$

TABLE B
Pupil Appraisal and Information
Actual Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0603	.494	.622
Student	.0219	.163	.870
Teacher	.0157	.156	.876
Counselor	.0292	.577	.564
Age	- .0126	- .170	.865

$$R = .04, P < .9639$$

$$R^2 = .0016$$

TABLE C
Individual and Group Counseling
Ideal Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0961	- .824	.410
Student	.1585	1.240	.215
Teacher	- .0899	- .932	.352
Counselor	- .1041	- 2.151	.032
Age	- .0282	- .399	.690

$R = .30, P < .0000$

$R^2 = .0912$

TABLE D
Individual and Group Counseling
Actual Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0007	.006	.995
Student	- .0643	- .483	.629
Teacher	.0609	.606	.545
Counselor	- .0577	- 1.145	.253
Age	- .0015	- .020	.984

$R = .12, P < .1184$

$R^2 = .0138$

TABLE E
Referral and Placement
Ideal Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .1715	- 1.419	.156
Student	- .0222	- .167	.867
Teacher	- .1326	- 1.326	.186
Counselor	- .1060	- 2.114	.035
Age	.0253	.345	.730

$R = .15, P < .0100$

$R^2 = .0235$

TABLE F
Referral and Placement
Actual Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0351	.289	.773
Student	.0476	.357	.721
Teacher	.0285	.284	.777
Counselor	- .0629	- 1.248	.212
Age	.1041	1.412	.159

$R = .11, P < .1497$

$R^2 = .0127$

TABLE G

Consultation with Parents, Staff, and Community
Ideal Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0179	.149	.882
Student	.1654	1.253	.211
Teacher	.0776	.779	.436
Counselor	.0815	- 1.630	.104
Age	.0048	- .066	.947

$R = .18, P < .0014$

$R^2 = .0307$

TABLE H

Consultation with Parents, Staff, and Community
Actual Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0880	- .740	.460
Student	- .1003	- .769	.442
Teacher	.1622	1.648	.100
Counselor	.0156	.315	.753
Age	- .0349	- .483	.629

$R = .23, P < .0000$

$R^2 = .0537$

TABLE I
Research and Program Development
Ideal Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0114	- .094	.926
Student	- .0299	- .224	.822
Teacher	.0532	.527	.598
Counselor	- .0542	- 1.074	.283
Age	- .0763	- 1.033	.302

$R = .23, P < .0000$

$R^2 = .0537$

TABLE J
Research and Program Development
Actual Scale by Age

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0559	- .470	.639
Student	- .1468	- 1.124	.261
Teacher	.1415	1.435	.152
Counselor	.0422	.854	.393
Age	.0484	- .669	.504

$R = .22, P < .0000$

$R^2 = .0503$

TABLE K
Pupil Appraisal and Information
Ideal Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0875	.744	.457
Student	.2525	2.116	.035
Teacher	.0139	.143	.887
Counselor	-.0575	-1.178	.240
Sex	-.1372	-3.517	.001

$R = .26, P < .000$

$R^2 = .0701$

TABLE L
Pupil Appraisal and Information
Actual Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0676	.555	.579
Student	.0348	.282	.778
Teacher	.0193	.191	.849
Counselor	.0300	.593	.554
Sex	-.0332	-.823	.411

$R = .05, P < .8974$

$R^2 = .0026$

TABLE M
Individual and Group Counseling
Ideal Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0828	- .714	.476
Student	.1861	1.581	.114
Teacher	- .0830	- .861	.390
Counselor	- .1028	- 2.135	.033
Sex	- .0642	- 1.669	.096
R = .31, P < .0000			
R ² = .0950			

TABLE N
Individual and Group Counseling
Actual Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0165	.137	.891
Student	- .0565	- .461	.645
Teacher	.0666	.663	.507
Counselor	- .0555	- 1.106	.269
Sex	- .0543	- 1.353	.176
R = .13, P < .0597			
R ² = .0166			

TABLE O
Referral and Placement
Ideal Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	-.1190	-1.000	.318
Student	-.0200	- .166	.868
Teacher	-.1157	-1.171	.242
Counselor	-.0981	-1.986	.048
Sex	-.1598	-4.048	.000

R = .22, P < .0000

R^2 = .0480

TABLE P
Referral and Placement
Actual Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0804	.665	.506
Student	-.0149	- .121	.903
Teacher	.0367	.365	.715
Counselor	-.0543	-1.081	.286
Sex	-.0813	-2.026	.043

R = .3, P < .0691

R^2 = .0160

TABLE Q
Consultation With Parents, Staff, and
Community Ideal Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0524	.440	.660
Student	.1835	1.517	.130
Teacher	.0903	.912	.362
Counselor	-.0768	-1.551	.121
Sex	-.1197	-3.028	.003

R = .21, $P < .0000$

R^2
R = .0445

TABLE R
Consultation With Parents, Staff and
Community Actual Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	-.0674	- .570	.569
Student	-.0644	- .537	.592
Teacher	.1723	-1.756	.080
Counselor	.0177	.360	.719
Sex	-.0937	-2.392	.017

R = .25, $P < .0000$

R^2
R = .0619

TABLE S
Research and Program Development
Ideal Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0176	.145	.885
Student	.0272	.221	.826
Teacher	.0568	.564	.573
Counselor	- .0568	- 1.128	.260
Sex	- .0317	- .788	.431

$R = .10, P < .2897$

$R^2 = .0097$

TABLE T
Research and Program Development
Ideal Scale by Sex

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0551	- .464	.643
Student	- .1086	- .901	.368
Teacher	.1456	1.475	.141
Counselor	.0413	.836	.403
Sex	- .0362	- .918	.359

$R = .23, P < .0000$

$R^2 = .0509$

TABLE U
Pupil Appraisal and Information
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0443	.378	.706
Student	.2414	2.020	.044
Teacher	.0032	.032	.974
Counselor	- .0675	- 1.380	.168
School	- .1214	- 3.150	.002

$$R = .26, P < .0000$$

$$R^2 = .0665$$

TABLE V
Pupil Appraisal and Information
Actual Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0591	.489	.625
Student	.0275	.223	.824
Teacher	.0137	.136	.892
Counselor	.0310	.613	.540
School	.0660	1.658	.098

$$R = .08, P < .5925$$

$$R^2 = .0058$$

TABLE W
Individual and Group Counseling
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .1053	- .924	.356
Student	.1862	1.603	.109
Teacher	- .0847	- .891	.373
Counselor	- .1114	- 2.343	.019
School	- .1659	- 4.428	.000

$R = .34, P < .0000$

$R^2 = .1183$

TABLE X
Individual and Group Counseling
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0038	.032	.975
Student	- .0710	- .586	.558
Teacher	- .0559	.563	.573
Counselor	.0520	- 1.048	.295
School	.1619	4.143	.000

$R = .20, P < .0001$

$R^2 = .0398$

TABLE Y

Referral and Placement
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .1687	- 1.416	.157
Student	- .0343	- .283	.778
Teacher	- .1291	- 1.300	.194
Counselor	- .1088	- 2.189	.029
School	- .1144	- 2.920	.004

$R = .19, P < .0003$

$R^2 = .0364$

TABLE Z

Referral and Placement
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0595	.499	.618
Student	- .0323	- .266	.790
Teacher	.0233	.234	.815
Counselor	- .0522	- 1.048	.295
School	.1536	3.916	.000

$R = .18, P < .0007$

$R^2 = .0331$

TABLE AA

Consultation with Parents, Staff and Community
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	.0160	.134	.893
Student	.1708	1.404	.161
Teacher	- .0790	.794	.428
Counselor	- .0833	- 1.672	.095
School	- .0438	- 1.115	.265

$R = .18, P < .0008$

$R^2 = .0326$

TABLE BB

Consultation with Parents, Staff, and Community
Actual Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0915	- .788	.431
Student	- .0844	- .713	.476
Teacher	.1569	1.620	.106
Counselor	.0200	.413	.680
School	.1751	4.586	.000

$R = .29, P < .0000$

$R^2 = .0839$

TABLE CC

Research and Program Development
Ideal Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0258	- .214	.831
Student	.0205	.166	.868
Teacher	.0517	.514	.608
Counselor	- .0561	- 1.114	.266
School	.0581	1.466	.143
R = .11, P<.1733			
R ² = .0121			

TABLE DD

Research and Program Development
Actual Scale by School

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent	- .0616	- .532	.595
Student	- .1227	- 1.040	.299
Teacher	.1356	1.404	.161
Counselor	.0469	.971	.332
School	.2008	5.276	.000
R = .30, P<.000			
R ² = .0898			

TABLE EE
Pupil Appraisal and Information
Ideal Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3143	- 3.145	.002
Counselor	- .1877	- 1.916	.057
Experience	- .1937	- 2.344	.021

$$R = .29, P < .0055$$

$$R^2 = .0848$$

TABLE FF
Pupil Appraisal and Information
Actual Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3143	- 3.144	.002
Counselor	- .1738	- 1.774	.078
Experience	- .1965	- 2.377	.019

$$R = .29, P < .0055$$

$$R^2 = .0848$$

TABLE GG
Individual and Group Counseling
Ideal Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3179	- 3.179	.002
Counselor	- .1897	- 1.935	.055
Experience	- .1870	- 2.261	.252

$$R = .29, P < .0058$$

$$R^2 = .0842$$

TABLE HH
Individual and Group Counseling
Actual Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3095	- 3.094	.002
Counselor	- .1872	- 1.909	.058
Experience	- .1947	- 2.354	.020

$$R = .29, P < .0061$$

$$R^2 = .0835$$

TABLE II
Referral and Placement
Ideal Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3376	- 3.396	.001
Counselor	- .2208	- 2.265	.025
Experience	- .1923	- 2.339	.020

$$R = .31, P < .0026$$

$$R^2 = .0948$$

TABLE JJ
Referral and Placement
Actual Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3102	- 3.099	.002
Counselor	- .1880	- 1.916	.057
Experience	- .1890	- 2.283	.024

$$R = .29, P < .0067$$

$$R^2 = .0821$$

TABLE KK

Consultation with Parents, Staff and Community
Ideal Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3030	- 3.025	.003
Counselor	- .1966	- 2.002	.047
Experience	- .1894	- 2.286	.024

$R = .28, P < .0074$

$R^2 = .0808$

TABLE LL

Consultation with Parents, Staff, and Community
Actual Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3047	- 3.043	.002
Counselor	- .1762	- 1.795	.075
Experience	- .1960	- 2.368	.019

$R = .29, P < .0069$

$R^2 = .0817$

TABLE MM

Research and Program Development
Ideal Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .2671	- 2.661	.009
Counselor	- .2131	- 2.166	.032
Experience	- .1998	- 2.408	.017
R = .28, P < .0093			
R ² = .0776			

TABLE NN

Research and Program Development
Actual Scale by Experience

Variable	Standardized Regr. Coeff.	T - Value	Significance Level
Parent			
Student			
Teacher	- .3134	- 3.132	.002
Counselor	- .1778	- 1.813	.072
Experience	- .1882	- 2.273	.025
R = .29, P < .0066			
R ² = .0824			

TABLE 00

Regression Analysis of Ethnic Factor by Total Sampling
Units (Full Model) and by Ethnic Factor Only
(Restricted Model)

Variable Number	Full Model	Restricted Model	F - Ratio*
15	.072	.049	0.33
16	.007	.048	0.00
17	.097	.051	0.50
18	.032	.048	0.33
19	.051	.060	0.25
20	.034	.049	0.33
21	.055	.047	0.33
22	.064	.045	0.33
23	.018	.040	0.00
24	.062	.049	0.33

Note: - *None of the ratios were significant at the .05 level.

Appendix L
Correlation Matrices

TABLE PP
Correlation Matrix of the Ideal
and Actual Scales of the CTI

Variable Number *	11	12	13	14	15	16	17	18	19	20
11	1.000									
12	.485	1.000								
13	.666	.300	1.000							
14	.213	.570	.219	1.000						
15	.592	.332	.635	.281	1.000					
16	.233	.516	.197	.621	.450	1.000				
17	.419	.185	.473	.165	.544	.259	1.000			
18	.111	.334	.034	.483	.218	.537	.430	1.000		
19	.371	.172	.385	.198	.507	.266	.667	.351	1.000	
20	.062	.323	.008	.462	.179	.479	.265	.713	.437	1.000

* Horizontal and vertical variables are identical by number.

TABLE QQ
Correlation Matrix for Total Sample*
(N = 638)

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1 Parent	1.00											
2 Student	-.63	1.00										
3 Teacher	-.36	-.40	1.00									
4 Counselor	-.10	-.11	-.06	1.00								
5 Administrator	-.12	-.13	-.08	-.02	1.00							
6 Sex	.18	-.11	-.05	-.01	-.08	1.00						
7 Age	.64	-.83	.20	.11	.08	.08	1.00					
8 Anglo-Am.	-.11	-.00	.11	.05	.03	-.00	-.04	1.00				
9 Mexican-Am.	.13	.07	-.06	-.03	-.03	.03	.09	-.55	1.00			
10 Afro-Am.	-.01	-.01	-.01	-.02	.05	.04	.04	-.04	-.03	1.00		
11 Oriental-Am.	.05	.02	-.07	-.02	-.02	.02	-.02	-.40	-.03	-.02	1.00	
12 Other	.00	.07	-.07	-.03	-.03	-.06	-.04	-.52	-.04	-.03	-.03	1.00

TABLE QQ - Continued

Variable	1	2	3	4	5	6	7	8	9	10	11	12
13 School	-06	05	02	-04	01	09	-08	12	13	-16	05	01
14 Occupation	-31	-37	62	26	36	-12	33	10	-07	02	-04	-07
15 PAI (IS)	-09	21	-11	-09	-06	-15	-18	-04	01	-04	02	04
16 PAI (AS)	03	-02	-02	-02	-02	-03	01	04	-06	-06	-01	01
17 IGC (IS)	-17	29	-12	-11	-02	-09	-25	-04	00	-02	05	04
18 IGC (AS)	02	-08	09	-06	-00	-05	06	12	-10	-08	-03	-02
19 RP (IS)	-08	13	-05	-08	03	-17	-10	05	-03	-11	02	01
20 RP (AS)	07	-07	02	-06	-01	-07	09	11	-08	-10	-03	-01
21 CPSC (IS)	-11	14	01	-11	-04	-13	-12	02	06	-12	-01	01
22 CPSC (AS)	-11	-08	23	02	02	-11	03	06	-02	-09	-04	02
23 RPD (IS)	-06	03	06	-07	-00	-04	-05	08	-02	-10	-01	-02
24 RPD (AS)	-05	-13	21	05	01	-04	07	09	-11	-10	-01	04

TABLE QQ - Continued

Variable	13	14	15	16	17	18	19	20	21	22	23	24
13 School	1.00											
14 Occupation	-.01	1.00										
15 PAI (IS)	-.11	-.12	1.00									
16 PAI (AS)	.06	-.06	.48	1.00								
17 IGC (IS)	-.15	-.11	.66	.29	1.00							
18 IGC (AS)	.16	.01	.20	.56	.21	1.00						
19 RP (IS)	-.11	-.06	.59	.32	.63	.27	1.00					
20 RP (AS)	.15	-.05	.22	.51	.18	.62	.44	1.00				
21 CPSC (IS)	-.03	-.07	.41	.17	.47	.15	.54	.24	1.00			
22 CPSC (AS)	.18	.12	.09	.32	.02	.47	.20	.53	.42	1.00		
23 RPD (IS)	.06	-.02	.36	.16	.38	.18	.50	.25	.66	.34	1.00	
24 RPD (AS)	.20	.11	.04	.31	-.01	.45	.16	.47	.25	.71	.42	1.00

*Decimal point omitted; vertical and horizontal variables identical by number

r = .09 significant at .05 level; r = .12 significant at .01 level

TABLE RR
Correlation Matrix for Professional Sample*
(N = 146)

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1 Parent	0.00											
2 Student		0.00										
3 Teacher			1.00									
4 Counselor			-.57	1.00								
5 Administrator			-.71	-.10	1.00							
6 Sex			.09	.03	-.10	1.00						
7 Age			-.05	.15	.05	.04	1.00					
8 Anglo-Am.			.05	.06	-.02	.11	.09	1.00				
9 Mexican-Am.			.06	-.03	-.04	.02	-.09	-.53	1.00			
10 Afro-Am.			-.05	-.04	.10	-.02	.08	-.65	-.02	1.00		
11 Oriental-Am.			.00	.00	.00	.00	.00	.00	.00	.00	0.00	
12 Other	.00	.00	.04	-.02	-.03	-.06	.05	-.37	-.01	-.01	.00	1.00

TABLE RR - Continued

	1	2	3	4	5	6	7	8	9	10	11	12
13 School			12	-01	02	19	-00	27	-02	-17	00	-01
14 Occupation			-24	14	26	-13	68	04	-04	11	00	-08
15 PAI (IS)			-16	-03	-03	-23	-29	-36	-02	-02	00	-01
16 PAI (AS)			-17	-02	-03	-22	-28	-36	-01	-02	00	-01
17 IGC (IS)			-17	-03	-03	-22	-28	-37	-01	-02	00	-01
18 IGC (AS)			-16	-04	-03	-22	-27	-37	-12	-01	00	-01
19 RP (IS)			-17	-05	-01	-23	-29	-34	-02	-05	00	01
20 RP (AS)			-16	-04	-03	-22	-28	-38	-01	-01	00	-00
21 CPSC (IS)			-15	-05	-04	-22	-29	-36	00	-03	00	-00
22 CPSC (AS)			-16	-03	-04	-21	-28	-38	-01	-01	00	-00
23 RPD (IS)			-01	-09	-04	-18	-31	-31	-02	-05	00	01
24 RPD (AS)			-17	-02	-03	-22	-28	-01	-01	-01	00	-01

TABLE RR - Continued

Variable	13	14	15	16	17	18	19	20	21	22	23	24
13 School	1.00											
14 Experience	02	1.00										
15 PAI (IS)	-26	-14	1.00									
16 PAI (AS)	-26	-15	1.00	1.00								
17 IGC (IS)	-26	-14	1.00	1.00	1.00							
18 IGC (AS)	-25	-15	1.00	1.00	1.00	1.00						
19 RP (IS)	-26	-14	99	99	99	99	1.00					
20 RP (AS)	-25	-14	1.00	1.00	1.00	1.00	99	1.00				
21 CPSC (IS)	-26	-14	1.00	1.00	1.00	1.00	99	1.00	1.00			
22 CPSC (AS)	-25	-15	1.00	1.00	1.00	1.00	98	1.00	1.00	1.00		
23 RPD (IS)	-18	-17	92	91	92	92	94	92	94	92	1.00	
24 RPD (AS)	-26	-14	1.00	1.00	1.00	1.00	98	1.00	1.00	1.00	91	1.00

*Some decimal points omitted; vertical and horizontal variables are identical by
by number.

TABLE SS
Correlation Matrix for Student Sample*
(N = 261)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 PAI (IS)	1.00														
2 PAI (AS)	.65	1.00													
3 IGC (IS)	.61	.41	1.00												
4 IGC (AS)	.21	.48	.33	1.00											
5 RP (IS)	.52	.32	.66	.26	1.00										
6 RP (AS)	.19	.39	.24	.54	.48	1.00									
7 CPSC (IS)	.30	.19	.41	.13	.43	.23	1.00								
8 CPSC (AS)	-.01	.21	-.01	.39	.13	.49	.40	1.00							
9 RPD (IS)	.26	.26	.38	.25	.39	.28	.51	.27	1.00						
10 RPD (AS)	-.00	.25	.04	.43	.10	.41	.11	.60	.46	1.00					
11 LOW (SES)	.09	.01	.07	-.09	.02	-.15	-.04	-.10	-.09	-.05	1.00				
12 MID (SES)	-.04	.04	.01	.05	.03	.10	-.01	.06	.07	.06	-.45	1.00			
13 HI (SES)	.02	-.01	-.04	-.03	.02	-.04	.08	-.06	.04	-.10	-.27	-.53	1.00		
14 GRADE	-.10	-.02	-.15	.09	-.16	-.02	.06	.18	-.07	.06	-.01	-.19	-.03	1.00	
15 ACHIEVEMENT	.11	.03	.08	-.03	.12	-.05	-.01	-.08	-.03	-.04	.30	-.03	-.21	-.11	1.00

*Decimal point omitted; vertical and horizontal variables identical by number; r .12 ∞ .05; r .16 ∞ .01

Appendix M
Frequency Distributions
for Total Sample

TABLE T T
Frequency Distribution Analysis of Scores
On Ideal and Actual Scales of the CTI
(N = 648)*

Variable	Pupil Appraisal and Placement		Individual and Group Counseling		Referral and Placement		Consultation with Parents, Staff and Com.		Research and Program Devel- opment		Variable
Scale	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	Scale
Interval	Ideal F %	Actual F %	Ideal F %	Actual F %	Ideal F %	Actual F %	Ideal F %	Actual F %	Ideal F %	Actual F %	Interval
0 - 3	4 .7	4 .7	4 .6	5 .8	5 .8	5 .8	9 1.4	9 1.4	10 1.6	9 1.4	0 - 3
4 - 6	70 10.8	16 2.5	149 23.0	16 2.4	70 10.8	13 2.0	41 6.3	5 .8	50 7.7	17 2.6	4 - 6
7 - 9	219 33.7	70 10.7	221 34.1	56 8.6	175 26.9	57 8.8	128 19.8	34 5.2	123 19.0	29 4.5	7 - 9
10 - 12	230 35.5	193 29.7	159 24.5	149 23.0	190 29.2	159 24.6	201 31.1	103 15.9	221 34.1	119 18.4	10 - 12
13 - 15	83 12.7	232 35.8	62 9.6	199 30.7	148 22.9	211 32.6	173 26.6	162 25.0	148 22.9	178 27.4	13 - 15
16 - 18	33 8.1	108 16.6	41 6.4	137 21.1	39 6.0	152 23.4	71 11.0	178 27.4	67 10.3	162 25.0	16 - 18
19 - 21	5 .8	23 3.5	7 1.1	70 10.8	15 2.3	42 6.5	18 2.8	123 19.0	24 3.8	90 13.9	19 - 21
22 - 25	4 .7	2 .4	5 .9	16 2.5	6 .9	9 1.5	7 1.2	34 5.3	5 .8	44 66.8	22 - 25

*Each F column totals 648; each % column totals 100.