Teachers' perceptions of the role of the elementary school counselor

Doll Shirley

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TEACHERS' PERCEPTIONS
OF THE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

BY

DOLL SHIRLEY

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
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D. S.
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CHAPTER I
INTRODUCTION

Rationale.---The need for guidance in the elementary school has been recognized and articulated by many agencies and by many persons. Included among these are mental health agencies, child welfare agencies and teachers themselves. Noted educators, through their writings, stimulated interest in the needs of children. Scientists, particularly through the development of measurement techniques, underscored the importance of child study.

There is much concern for the conservation of human resources. This is evidenced by our concentrated efforts to solve problems of school dropouts, juvenile delinquency and general underachievement. There is a general awareness that people are the most basic resource for a nation's continued progress. An attempt to solve these problems could well begin with a strengthened program of guidance in the elementary school.

The emphasis upon specialized assistance for elementary school children in no way indicates a lesser guidance role for the teacher. In fact, schools providing effective guidance services consistently report an enhanced role for teachers that recognizes guidance as that part of the teacher's responsibility directly related to the provision of conditions necessary for effective learning.
Every attempt to improve the learning climate in a classroom has made new and heavier demands upon the teacher's time and ingenuity. Gradually the idea is being accepted that the teacher has a right to expect specialized assistance in meeting the varying needs of children in her class.¹

Studies involving analysis of what school counselors do agree that counselors are performing a variety of functions, that clarification of functions is needed, and that what counselors are now doing does not provide an adequate guide to what they should be doing.²

Although there is general acceptance of the importance of the guidance function in the elementary school, there is not equal agreement on how this function may best be performed. Issues arise as to the desirable functions of the counselor and as to strategy regarding how these functions can be more clearly defined and accepted in the schools. There is a need to better define and clarify the counselor's role and function as a basis for determining which personnel must be assigned which particular responsibility for the development of the elementary school child.

The proper functions of the elementary school counselor must rest upon a constant effort to unify the profession through study and discussion of its purposes in a changing world. The classroom

¹Anna R. Meeks, "Elementary School Counseling," The School Counselor, X (March, 1963), 108.

²George E. Hill, "How to Define the Functions of the School Counselor," Counselor Education and Supervision, III (Winter, 1964), 57.
teacher, with her background of close personal contacts with children, is a logical source from which this effort may be launched.

Evolution of the problem.—The writer's interest in this problem has grown from experience as a teacher in elementary school - primary and intermediate grades - where counselor services have been performed by the classroom teacher. It is the opinion of the writer that if the counselor's role can be better defined and counselors assigned to elementary schools, then the teacher could be relieved of some of her counseling duties, thereby giving more time for individualized instruction.

Interest in this problem has also grown through participation in graduate courses in education where it has been generally agreed that counselor services are needed in the elementary school, however, there seems to be lacking a clear mutual understanding of the counselor's role in the elementary school.

Contribution to educational knowledge.—It is the opinion of the writer that this investigation may be of educational value by bringing together clearly defined functions of the elementary school counselor that may be used in school situations.

It is hoped that from this investigation the counselor may become an active member of the elementary school program, playing an effective role in helping to solve many of the problems that presently accompany young people into secondary school and later adult life.

Statement of the problem.—The problem involved in this study was to determine the elementary school teachers' perceptions of the
role of the elementary school counselor in Atlanta, Georgia, based on the teachers' training and experience in the elementary school classroom.

Purpose of the study.--The major purpose of this study was to determine the elementary school teachers' perceptions of the role of the elementary school counselor, based on the teachers' training and experience in the elementary school classroom.

More specifically, the purposes of this study were to:

1. Determine to what extent teachers believe counselor services should be provided in elementary schools.
2. Ascertain opinions about how the counselor should spend his time.
3. Determine to what extent teachers view the counselor as an administrator.
4. Determine to what extent teachers view the counselor as a disciplinarian.
5. Determine to what extent teachers view the counselor as a test coordinator.
6. Determine the functions that teachers feel the counselor should perform.
7. Formulate conclusions, implications, and recommendations for educational practice as may be derived from the analysis and interpretation of the data collected through this research.

Limitations of the study.--Items chosen for inclusion in the questionnaire were the usual functions of the counselors as noted from a review of related literature. The data were collected from the subjects by means of a mailed questionnaire. Due to the type of study involved, the questionnaire seemed to be the most appropriate tool of research to use to analyze the perceptions of the counselor's role.
A major limitation of the study was that the elementary school teachers who constituted the subjects of the investigation were forced to express their opinions on the basis of their experiences in the classroom and in training programs, since their experiences with counselors were very limited. So as to reduce the effects of this limitation, effort was made to have the respondents concentrate their thinking upon the needs of pupils, especially those which could be served better by someone other than the classroom teachers.

Locale of the study.—This study was conducted in Atlanta, Georgia during the school year 1965-66.

Subjects.—The subjects used in this study were elementary school teachers of the Atlanta Public School System in Atlanta, Georgia.

The subjects were selected by simple random sampling. This method of selection satisfies the essential condition that every individual must be independent of every other individual.

The total number of classroom teachers employed in the Atlanta elementary schools was 2,350. Percentages of 5, 10, 15, 20 and 25 were written on paper, folded and placed in a container. A neutral party was asked to draw one of the pieces of paper from the container, and that piece with 10 per cent written on it was drawn. Ten per cent of the total number was 235. These subjects were selected from 116 schools.

A number was assigned to each of the teachers. Each number was written on a card and placed aside for completion of the selection.
These were shuffled on a table with faces down, taking time at intervals to select a card until the required number of subjects had been selected for the study.

**Method of research.**—The method of research used in this study was the descriptive research, utilizing the questionnaire.

**Description of instrument.**—The questionnaire used in this study was designed specifically to secure the necessary data concerning teachers' perceptions of the role of the elementary school counselor. The questionnaire was further designed to include suggestions from authorities concerning data related to the problem.

The questionnaire was designed and validated as follows:

1. Very careful formulation by the writer.
2. Submission to experts for advice and correction.
3. Administration of the questionnaire to a sample group of teachers attending Atlanta University Summer School who were currently elementary classroom teachers.
4. Duplication of the questionnaire in its final form.

**Procedural steps.**—The procedural steps involved in this study were:

1. The necessary permission to conduct the research was secured from the proper school officials.
2. The related literature was reviewed, summarized and organized for presentation in the thesis.
3. The questionnaire was prepared and validated.
4. The subjects were selected, and the questionnaire, along with explanatory letters and self-addressed envelopes were mailed to them.
5. The returned copies of the questionnaire were properly organized, recorded and assembled in appropriate tables.
6. The findings were presented, interpreted and summarized, conclusions were drawn and recommendations were formulated.

Review of related literature.—In the literature pertaining to the role of the counselor, there seems to be agreement that this role enfolds that of helping the individual child through study and helping the teachers and others in the school to understand more clearly from the study not only the particular child but principles of child growth and development.

According to Smith and Eckerson, the elementary school is the logical place for guidance services to begin. As soon as a child enters school he should be observed and studied to determine ways in which he differs from other children so that his good traits can be developed, his weak or damaging traits corrected, or educational provisions made to minimize the effect of his limitations. The business of the counselor then is to be aware of the kinds of behavior that indicate conflict and see that help is provided. ¹

An increased need for the understanding of individual differences has brought about the necessity for counselors in elementary schools. Martinson and Smallenburg state that:

The elementary school counselor is seen as a resource who works to make easier for teachers and others the complex business of understanding children individually and in groups. The counselor can contribute to the development of effective child study by assisting the teacher in gathering and using

information, helping with the identification of pupils with special needs, and coordinating individual study.¹

According to Mathewson, the strongest thread of emphasis in elementary school counselor functions is that of developmental continuity, stressing the identification of aptitudes and potentialities, and the furtherance of individual pupil progress in all aspects, including the academic. He outlines the functions of the elementary school counselor as:

1. Observation and identification of individual needs, problems, aptitudes, and characteristics; recording and reporting of observational findings.

2. Analysis, evaluation, and description of pupil characteristics in concert with teachers and specialists.

3. Continuous evaluation and review of pupil development and progress in the light of individual characteristics.

4. Systematic adjustive, orientational, and developmental work with individuals and groups in areas of academic progress; personal percepts; social relations; and educational outlook. Systematic developmental work will involve:
   a. continuous evaluational checks upon pupil development of individual potentialities
   b. maintenance of appropriate academic progress
   c. attention to personal acceptance and development of individual sense of confidence and personal adequacy

5. Consultations among teachers, parents, counselors, and specialists on adjustive and developmental problems of

individual pupils.

6. Interviewing and counseling of individual pupils and parents.

7. Detection and recognition of individual's educational needs and problems.

8. Directing of procedures to meeting of individual and group development needs.¹

Mathewson further states that:

Although identification of maladjustment problems must occupy a place in the functions, their remedy, if possible, should be effected through the cooperative work of teachers, parents, and counselors. Accent is upon the evaluation and stimulation of positive pupil progress, including that of individual capacity for self-situational understanding. For such purpose, early involvement of pupil's own efforts in self-situational study should be sought.²

Hill lists the functions of the elementary school counselor as:

1. A member of a building staff, thus a team member, readily available for close, intimate work with the teachers, principal, and other special service workers.

2. An educator prepared and experienced in teaching in the grades.

In the manipulation of these functions, the counselor will be committed to the following basic principles of elementary guidance:

a. Chief concern is the fullest possible development of all children. Each child is a person to be respected, accepted, and encouraged.


²Ibid., p. 233.
b. A resource person for aid and referral whose primary role is that of consultant. 

The subcommittee on guidance, appointed by the Child Guidance and Adjustment Committee, made a study in eight elementary schools in Baltimore, Maryland. The subcommittee tentatively outlined the services the counselor should provide. Some of them are listed below:

1. Counselor holds group meetings
2. Counselor interviews
3. Counselor observes pupils
4. Counselor tests pupils or refers pupils for testing
5. Counselor collects and disseminates information
6. Counselor makes, uses, and studies records
7. Counselor follows up

In carrying out these activities, the counselor in the elementary school is an available resource person to aid the classroom teacher in understanding the educational, social, emotional, and physical strengths or weaknesses of pupils and in planning programs to capitalize on the strengths and to remedy or improve the weaknesses.

Krugman believes that the guidance worker in the elementary school serves as consultant. He functions as a conveyor of the

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1George E. Hill, "The Start of a Continuous Program in Guidance in Elementary Schools," The Clearing House, XXXVIII (October, 1963), 115

guidance and mental hygiene point of view. He may do this through conferences or consultation or demonstration, or work with individual children.\(^1\)

Some of the confused status of the role of the elementary school counselor may be attributed to role descriptions advocated by various authorities. Perrone and Evans state that:

Hatch proposes transplanting secondary school services to the elementary school level with some modifications; Gordon would like to see the counselor provide leadership in child study groups; Martinson and Smallenburg want the counselor to coordinate the total program to meet the needs of pupils; and Driscoll has advocated the need for the counselor to be a highly trained person to serve as master resource person.\(^2\)

Since the authorities, through their role descriptions, have contributed to the confused role of the elementary school counselor, Perrone and Evans felt that the people earning a living as elementary school counselors should have their say about their roles and conducted a study to help clarify, or at least lessen, the confusion concerning the new specialist in the elementary school.

The state departments of public instruction in the United States were asked to provide the name and location of the elementary schools employing certified elementary school counselors full time. Questionnaires were sent to one-hundred of the schools of twenty-three


state departments which were able to identify schools with elementary school counselors, selected on a random basis. Elementary counselors who responded to the questionnaire were in schools ranging in size from 864 to 1,416 pupils with an average enrollment of 1,131 pupils.

Counselors were asked to give their opinion of the rational basis upon which the elementary school counselor's role has been established. It was found that:

The elementary school counselor spends considerable time in group counseling, in group testing situations, and with parents and teachers on an individual basis.¹

Miller has attested that the role of the counselor is communicated through the behavior of the counselor in terms of the evidence of help revealed. Schools judge the counselor's professional behavior in terms of how they perceive his role. They may place more emphasis on one aspect or some duty which the counselor may not be fulfilling according to their expectations. Therefore, the role of the counselor is communicated to all in the school and community in most cases only partially.²

All of the literature reviewed did not agree that counselors should be in elementary schools. In a paper delivered at the annual

¹Ibid., 29-31.

meeting of the Southern Personnel Association in Atlanta, Georgia, Darley reported that the attitudes of teachers toward counselors provide a five-fold description:

1. Counselors are administrators and the nicest thing you can say about administrators is that they are a necessary evil which may be tolerated but better yet eradicated.

2. Counselors provide ancillary services and are therefore expendable.

3. Counselors coddle and pamper those who would, and perhaps should, flunk out.

4. The counselor's pseudo-psychometric jargon is the purest nonsense.

5. The counselor's pretense of confidentiality is merely a shield to hide behind when the welfare of the institution is involved or his activities challenged.¹

A study, interested in functions of the elementary school counselor, was made by McDougall and Reitan in three states: Idaho, Oregon, and Washington. The respondents, elementary principals, were asked to rate each item on a four-point continuum ranging from very important to not a function of the counselor. Since inspection of the returns from the three states revealed no major differences in patterns of responses, the data were reported and analyzed as a single sample.

Results of this study revealed that the functions rated as being very important by the most respondents were all concerned with

¹John G. Darley, "The Faculty is Human, Too," Personnel and Guidance Journal, XXXV (December, 1956), 225-227.
pupil counseling, parent consultation, curriculum planning, identification of special talents and problems, assistance of teacher in testing and appraisal, and interpretation of the guidance program to the community.1

According to Hatch, the functions of the elementary school counselor are much more broadly defined than are those of the secondary school counselor. He feels that the counselor should:

1. Provide guidance services to individual pupils.
2. Consult with the school staff.
3. Maintain good contacts with the home.
4. Coordinate the guidance program.
5. Maintain contacts with community agencies.2

Important aspects of a paper written by Louis M. Smith were taken from an informal opinionnaire which was distributed to classes in the Department of Education at Washington University. Only responses from those students currently working full time as teachers in elementary schools were tabulated. For opinion assessment the blank stated: "In order of importance, list the four or five job functions or roles which should be handled by a specialized guidance worker if one were available in your school."


The major functions the teachers listed in their order of importance were treatment or therapy, diagnosing, parent conferences, conferences with teachers, program planning, special orientation, remedial teaching, and community contacts.¹

Eckerson and Smith feel that the guidance consultant is at the center of the program which involves the entire elementary school staff. They list his duties as:

1. Test and observe children who are having difficulties in learning, are underachievers, show signs of emotional disturbances, need curricular adjustment or placement in special classes, or are considered for referral to other specialists.

2. Counsel children with problems when the nature of the problem and the child's maturity indicate that counseling would be helpful.

3. Consult with teachers, principal and parents to help them understand normal children and children with problems; use information derived from tests, observations, cumulative records, and conferences with children and adults.

4. Refer children needing intensive diagnosis to pupil personnel specialists and community agencies and help plan programs to carry out their recommendations.

5. Provide inservice training for teachers.

6. Develop programs for group guidance in such areas as common personal problems, study habits, occupational orientation, and preparation for secondary school.

7. Interpret the guidance program to parent and community organizations.

8. Conduct research evaluative studies dealing with the effectiveness of the program.¹

The Long Island Guidance Association, aware of the need for counselors to compare situations because of their determination to improve their own efficiency, conducted a study in which a three page "yes or no" type questionnaire was mailed to counselors of the area covered by the association.

Results showed counselors being required to perform a wide variety of duties ranging from purely clerical activities, such as scoring tests, to administrative chores, such as preparing master schedules. They also included such miscellaneous jobs as supervising clubs and substituting for absent teachers.²

According to Hill and Nitzschke, clarification of functions of guidance workers for elementary schools will proceed best if the most careful attention is given to the significant role of the teacher in the self-contained classroom and to her relations with special service workers.³

¹Eckerson and Smith, op. cit., pp. 16-17.

²Florence E. Purcell, "Counseling Assignments and Efficiency," Vocational Guidance Quarterly, V:3 (Spring, 1937), 111-113.

CHAPTER II
PRESENTATION AND ANALYSIS OF DATA

Introduction.—The purpose of this chapter is to present the findings of the data on "Teachers' Perceptions of the Role of the Elementary School Counselor." The data presented in this chapter were derived from a questionnaire mailed to 235 elementary school teachers in Atlanta, Georgia. The number returned was 184, representing 74 percent of the total mailed to the subjects.

The questionnaire was made up of 32 items describing certain functions and responsibilities of counselors as noted from a study of the literature, which pertained to the purposes of the study. Item number 33 of the questionnaire asked the subjects to list in their order of importance those functions or responsibilities they thought the counselor should perform.

Part I of the questionnaire was devoted to background information pertaining to each respondent. This included the number of years of teaching experience, elementary and high school, and the highest degree earned. Part II of the questionnaire presented the items on the questionnaire. If the respondents felt the counselor should function in any particular capacity or assume the responsibility stated, they were to circle "SA" for strongly agree or "A" for agree. If the
respondents felt that the counselor should not perform the function or assume the responsibility, they were asked to circle "D" for disagree and "SD" for strongly disagree. If the respondents felt that they were inadequately informed about the particular item, they were asked to circle "II." The complete instrument constitutes Appendix B of this research.

The presentation of the data with reference to interpretative discussions and the tabular representation pertaining thereto are organized under the headings indicated below.

1. Distribution of respondents according to years of teaching experience in elementary and high school.

2. Distribution of respondents according to highest degree earned.

3. Attitudes of respondents toward counselor services being provided in elementary schools.

4. Attitudes of respondents toward how the counselor should spend his time.

5. Attitudes of respondents toward the counselor as an administrator.

6. Attitudes of respondents toward the counselor as a disciplinarian.

7. Attitudes of respondents toward the counselor as test coordinator.

8. Functions the respondents listed that the counselor should perform.

**Distribution of respondents according to years of teaching experience in elementary and high school.**--The distribution of respondents according to years of teaching experience in elementary and high school appears in Table 1.
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<td>5</td>
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<td>17</td>
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<td>16</td>
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<td>11</td>
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<td></td>
<td></td>
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<tr>
<td>2</td>
<td>11</td>
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</table>
The highest number of years of teaching experience in the elementary school with no experience in high school was 42. The highest number of years of teaching experience in high school was 7 with the same respondent having 10 years teaching experience in elementary school.

The smallest number of years of teaching experience in elementary school was 2, with these respondents having no teaching experience in high school. The smallest number of years of teaching experience in high school was 1, with the same respondents having 5 and 7 years teaching experience in elementary school.

The range of years of teaching experience in elementary school was 2 to 42 with a median of 20.5. The range of years of teaching experience in high school was 1 to 7 with a median of 3.5.

It appears evident that the wide range and long years of elementary school teaching experience among the respondents should have qualified them as far as familiarity with the needs of children to bring many valuable observations to this study.

Distribution of respondents according to highest degree earned.---The distribution of respondents according to highest degree earned appears in Table 2. The highest degree earned was the masters with 28 respondents holding that degree. The number of respondents holding the AB or BS degree was 155. One respondent did not hold a degree.

The total number of respondents was 184. The majority of the respondents have 4 years of training with the AB or BS degree. Some schools award a bachelor of arts degree with emphasis in elementary
education while other schools award a bachelor of science degree in elementary education. The next highest number of respondents have 5 years of training. Only 1 of the respondents had less than 4 years of training and therefore did not hold a degree.

<table>
<thead>
<tr>
<th>TABLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRIBUTION OF RESPONDENTS ACCORDING TO HIGHEST DEGREE EARNED</td>
</tr>
<tr>
<td>No Degree</td>
</tr>
<tr>
<td>Number</td>
</tr>
</tbody>
</table>

With 15 per cent of the group operating at the master's level and less than one percent with less than four years of college training, it appears that the group had been exposed to a satisfactory background of professional preparation.

Attitudes of respondents toward counselor service being provided in elementary schools.—Teaching in the modern school is a complex activity. The scope of desired learnings is much broader than the aim of the traditional teaching of subject matter. The school is the setting for learning experiences, and everything which helps to make that setting is a concern of the teacher. It is stated in the literature (Anna R. Meeks) that since the modern classroom has made new and heavier demands upon the teacher's time and ingenuity, the teacher has a right to expect specialized assistance in meeting the varying needs of children.

The responses regarding attitudes toward counselor services being provided in elementary schools are shown in Table 3.

As stated above, teachers have a right to expect specialized
assistance in meeting the varying needs of children. Item I reveals that 60 per cent of the respondents felt that counselors should be employed in elementary schools, while 26 per cent disagreed and 14 per cent felt inadequately informed to respond.

Item II is concerned with one or two full time counselors being on the staff to help meet the needs of pupils. Seventy-five per cent of the respondents agreed with this practice, while 9 per cent disagreed and 6 per cent felt inadequately informed to respond.

Item III states that a male and female counselor should be available in every school where there are male and female pupils.

Fifty per cent of the respondents agreed while 40 per cent disagreed and 10 per cent felt inadequately informed to respond.

Teachers may have a right to expect specialized assistance in dealing with children; however, variations in the per cents of responses seem to show that while most of the respondents feel that counselor services should be provided in elementary schools, there are those who do not want this assistance, or are in accord with the literature (John G. Darley) which feels that the counselors coddle and pamper children, therefore, are not needed. Some of the respondents feel that they are not in a position to either agree or disagree with this practice.

Attitudes of respondents toward how the counselor should spend his time.—Counseling has been called the core of the guidance program. It entails a direct, interpersonal relationship between counselor and counselee. The size of the school's enrollment and
the number of available counselors per school hour should determine the amount of time the counselor should spend counseling. The data in Table 4 reveal how the respondents in this study feel about the time that the counselor should devote to counseling individuals.

**TABLE 3**

**ATTITUDES OF RESPONDENTS TOWARD COUNSELOR SERVICES BEING PROVIDED IN ELEMENTARY SCHOOLS**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>I.</td>
<td>The counselor should be employed in the elementary school.</td>
</tr>
<tr>
<td>II.</td>
<td>The counselor, one or two full time, should be on the staff in order to help meet the needs of the pupils.</td>
</tr>
<tr>
<td>III.</td>
<td>Two counselors, a male and female, should be available in every school where there are male and female pupils.</td>
</tr>
</tbody>
</table>

Item I states that the counselor should spend half time or less counseling. To this statement, 18 per cent of the respondents strongly agreed while 17 per cent agreed, revealing that 35 per cent of the respondents were in agreement to this item. There were 18 per cent of the respondents who strongly disagreed, whereas 31 per cent of the respondents disagreed giving a total of 49 per cent of the respondents who did not favor this practice.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>I. The counselor should spend half time or less in counseling.</td>
<td>18</td>
</tr>
<tr>
<td>II. The counselor should spend at least half of his time in tasks other than counseling with individuals.</td>
<td>14</td>
</tr>
<tr>
<td>III. The counselor should spend at least 75 percent of his time in counseling with pupils.</td>
<td>30</td>
</tr>
<tr>
<td>IV. The counselor should see all pupils at least once a year.</td>
<td>18</td>
</tr>
<tr>
<td>V. The counselor should see all pupils at least twice a year.</td>
<td>17</td>
</tr>
<tr>
<td>VI. The counselor should neglect all other tasks when a pupil needs counseling.</td>
<td>20</td>
</tr>
<tr>
<td>VII. The counselor should spend most of his time with problem pupils.</td>
<td>19</td>
</tr>
<tr>
<td>VIII. The counselor should be available to pupils twenty-four hours each day.</td>
<td>17</td>
</tr>
<tr>
<td>IX. The counselor should spend all of his time counseling with pupils.</td>
<td>18</td>
</tr>
</tbody>
</table>
Item II suggests that the counselor spend at least half of his time in tasks other than counseling with individuals. The table shows that 31 per cent of the respondents favored this practice. There were 54 per cent of the respondents who felt that counselors should not spend half of his time in other tasks.

Item III says that the counselor should spend at least 75 per cent of his time counseling with pupils. Pertaining to this item, 30 per cent of the respondents strongly agreed and 27 per cent of the respondents agreed showing 57 per cent of the respondents in favor of this practice. Pertaining to this item, 13 per cent strongly disagreed, 14 per cent disagreed revealing 37 per cent of the respondents felt that the counselor should not spend this per cent of his time counseling. Sixteen per cent of the respondents felt inadequately informed to respond to this item.

The frequency with which a counselor is able to make successive contacts with pupils will depend upon the time he has available for such services. Under ideal situations, a counselor should be available as often as a pupil needs his service.

Item IV states that the counselor should see all pupils at least once a year. To this item, 18 per cent strongly agreed, 40 per cent agreed revealing that 58 per cent of the respondents were in agreement to item 4. For this item, 12 per cent strongly disagreed, 16 per cent disagreed showing 28 per cent of the respondents who did not agree to this practice by the counselor.

Item V is concerned with whether or not the counselor should
see all pupils at least twice a year. To this item, 17 per cent strongly agreed, 35 per cent of the respondents agreed revealing that 52 per cent of the respondents felt that the counselor should see pupils at this frequency. It is revealed that 18 per cent of the respondents strongly disagreed while 20 per cent of the respondents disagreed showing that 38 per cent of the respondents were not in agreement to item 5.

Item VI says that the counselor should neglect all other tasks when a pupil needs counseling. To this item, 20 per cent strongly agreed, 28 per cent agreed showing that 48 per cent of the respondents were in agreement to this item. However, 13 per cent strongly disagreed, 17 per cent disagreed totaling 30 per cent of the respondents who felt that the counselor should not neglect all other tasks when a pupil needs counseling. To this item, 22 per cent of the respondents felt that they were inadequately informed to respond.

Item VII concerns the counselor spending most of his time with problem pupils. In regards to this item, 19 per cent of the respondents strongly agreed, 34 per cent agreed showing a percentage agreement of 53 per cent among the respondents. It is revealed in the table that 33 per cent of the respondents did not feel the counselor should spend most of his time in this manner.

Item VIII states that the counselor should be available to pupils twenty-four hours each day. There were 17 per cent of the respondents who strongly agreed and 17 per cent of the respondents who agreed, making a total of 34 per cent of the respondents
agreeing. To this item, 13 per cent of the respondents strongly disagreed while 37 per cent of the respondents disagreed, revealing that 50 per cent of the respondents felt that the counselor should not be available at any and every hour of the day. There were 12 per cent of the respondents who felt inadequately informed to respond to this item.

Item IX is concerned with the counselor spending all of his time counseling with pupils. To this item, 18 per cent of the respondents strongly agreed and 20 per cent of the respondents agreed making a total of 38 per cent of the respondents who agreed with this practice. To this item, 13 per cent strongly disagreed while 37 per cent of the respondents disagreed showing that 50 per cent of the respondents felt that the counselor should not spend all of his time counseling with pupils. There were 16 per cent of the respondents who felt that they were inadequately informed to respond to this item.

Attitudes of respondents toward the counselor as an administrator.—The impression of the counselor performing administrative duties received attention in the literature. The responses regarding attitudes toward the counselor as an administrator are shown in Table 5. Item I states that the counselor should display administrative abilities. To this item, 16 per cent of the respondents strongly agreed while 44 per cent of the respondents agreed making a total of 60 per cent of the respondents agreeing to the counselor displaying administrative abilities. There were 12 per cent of the respondents who strongly disagreed and 25 per cent of the respondents
who disagreed to the counselor displaying these abilities. To this item, 3 per cent of the respondents felt inadequately informed to respond.

Item II reveals that 16 per cent of the respondents agreed that the counselor should be assigned certain administrative duties while 28 per cent of the respondents strongly agreed. On the other hand, 44 per cent of the respondents disagreed. Since the same percentage of the respondents agreed and disagreed with this item, it seems that the attitudes were split, with 12 per cent of the respondents feeling inadequately informed to respond.

The percentage of responses by the respondents in Item III refers to the counselor as being assistant principal. To this item, 14 per cent strongly agreed and 20 per cent agreed totaling 34 per cent of the respondents who agree that the counselor should be the assistant principal. To this item, 18 per cent strongly disagreed while 35 per cent disagreed. The 53 per cent of the respondents who disagreed may feel that the counselor should not be delegated this responsibility because of inadequate training in the field. There were 13 per cent of the respondents who felt inadequately informed to respond to this item.

Since it is not clear what the counselors role should be, there may be a breach between what they do and what they should do. Item IV states that the counselor should be responsible for preparing attendance reports for the superintendent. To this item, 10 per cent of the respondents strongly agreed and 17 per cent agreed, while 22 per cent of the respondents strongly disagreed and 40 per cent disagreed. There were 10 per cent of the respondents who felt inadequately informed to
respond.

A significantly high percentage of respondents felt that the counselor should display administrative abilities. This is in variation with that literature (John G. Darley), which states that teachers feel that counselors are administrators and the nicest thing you can say about administrators is that they are a necessary evil which may be tolerated but better yet eradicated.

**TABLE 5**

ATTITUDES OF RESPONDENTS TOWARD THE COUNSELOR AS AN ADMINISTRATOR

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The counselor should display administrative abilities.</td>
<td>16 44 12 25 3</td>
</tr>
<tr>
<td>II. The counselor should be assigned certain administrative duties.</td>
<td>16 28 24 20 12</td>
</tr>
<tr>
<td>III. The counselor should be the assistant principal.</td>
<td>14 20 18 35 13</td>
</tr>
<tr>
<td>IV. The counselor should be responsible for preparing attendance reports for the superintendent.</td>
<td>10 17 22 40 10</td>
</tr>
</tbody>
</table>

Attitudes of respondents toward the counselor as a disciplinarian.—The literature (G. Dean Miller) reveals that the role of the counselor is communicated through the behavior of the counselor in terms of evidence of help given. Table 6 shows responses regarding attitudes toward the counselor as a disciplinarian.
Item I says that the counselor should inform the principal whenever pupils are found in violation of the school rules and regulations. To this item, 18 per cent strongly agreed and 31 per cent of the respondents agreed to this practice, while 14 per cent of the respondents strongly disagreed and 20 per cent of the respondents disagreed with the idea of the counselor informing the principal whenever pupils are found in violation of the school rules and regulations. Seventeen per cent of the respondents felt inadequately informed to respond to this item.

Item II reveals that 11 per cent of the respondents strongly agreed that the counselor should defend pupils in their disagreements with teachers, while 12 per cent of the respondents agreed. On the other hand 30 per cent of the respondents strongly disagreed and 45 per cent of the respondents disagreed to the counselor acting in this capacity. Only 2 per cent of the respondents felt inadequately informed to respond to this item.

It was stated in the introduction to this section that the role of the counselor is communicated through his behavior. Item III is concerned with the counselor administering punishment. In regards to this item, 14 per cent strongly agreed, 20 per cent of the respondents agreed showing a percentage agreement of 34 per cent among the respondents. It is revealed in the table that 20 per cent of the respondents strongly disagreed and 40 per cent of the respondents disagreed that the counselor should administer punishment. It might be that the 60 per cent disagreement among the respondents on this item is because they do not want to view the counselor as a disciplinarian.
TABLE 6
ATTITUDES OF RESPONDENTS TOWARD THE COUNSELOR
AS A DISCIPLINARIAN

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA A SD D</td>
</tr>
<tr>
<td>I. The counselor should inform the principal whenever pupils are found in violation of the school rules and regulations.</td>
<td>18 31 14 20 17</td>
</tr>
<tr>
<td>II. The counselor should defend pupils in their disagreements with teachers.</td>
<td>11 12 30 45 2</td>
</tr>
<tr>
<td>III. The counselor should administer punishment.</td>
<td>14 20 20 40 6</td>
</tr>
<tr>
<td>IV. The counselor should counsel pupils with severe discipline problems.</td>
<td>24 40 14 12 10</td>
</tr>
<tr>
<td>V. The counselor should counsel pupils with severe attendance problems.</td>
<td>26 48 9 11 6</td>
</tr>
</tbody>
</table>

Item IV is concerned with whether the counselor should counsel pupils with severe discipline problems. To this item, 24 per cent of the respondents strongly agreed and 40 per cent of the respondents agreed making a total of 64 per cent agreement among the respondents to this practice, while 14 per cent of the respondents strongly disagreed and 12 per cent of the respondents disagreed to the counselor counseling pupils with severe discipline problems. There were 10 per cent of the respondents who felt inadequately informed to respond to this item.
Item V states that the counselor should counsel pupils with severe attendance problems. In regards to this item, 26 per cent of the respondents strongly agreed, 48 per cent agreed showing a 74 per cent agreement among the respondents. It is revealed that 9 per cent of the respondents strongly disagreed and 11 per cent disagreed making a total of 20 per cent of the teachers who did not feel that the counselor should perform this duty.

It may be stated that the respondents in this study are appreciative of the fact that the relationship between a counselor and his counselees may be negatively affected if the counselor is placed in an authoritative role, especially one in which he punishes pupils.

Attitudes of respondents toward the counselor as test coordinator.—The value of measurement depends to a great extent on the care with which the testing program is planned and carried out. The opinions of the teachers in this study regarding the counselor as test coordinator are revealed in Table 7.

Item I states that the counselor should plan the testing program. Here, 12 per cent of the respondents strongly agreed while 17 per cent of the respondents agreed. However, 14 per cent of the respondents strongly disagreed and 42 per cent disagreed representing 56 per cent of the respondents in disagreement to item 1.

In some elementary schools, individual intelligence tests are administered by special test consultants trained in this area. Item II says that the counselor should be trained to administer individual intelligence tests to pupils. To this item, 13 per cent of the respondents strongly agreed and 57 per cent agreed making
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The counselor should plan the testing program.</td>
<td>12 17 14 42 15</td>
</tr>
<tr>
<td>II. The counselor should be trained to administer individual intelligence test to pupils.</td>
<td>13 57 9 11 10</td>
</tr>
<tr>
<td>III. The counselor should administer and interpret personality tests.</td>
<td>14 64 7 9 6</td>
</tr>
<tr>
<td>IV. The counselor should administer and interpret interest tests.</td>
<td>10 70 6 4 10</td>
</tr>
<tr>
<td>V. The counselor should administer and interpret standardized group mental ability and aptitude tests.</td>
<td>11 75 7 2 5</td>
</tr>
<tr>
<td>VI. The counselor should use as the cut-off score (I.Q.) of 110 or above for the identification of able pupils.</td>
<td>10 7 20 60 3</td>
</tr>
<tr>
<td>VII. The counselor should identify under-achievers through tests.</td>
<td>15 68 6 7 4</td>
</tr>
</tbody>
</table>
a total agreement of 70 per cent among the respondents. This agreement may due to the fact that the respondents feel that the counselor should be trained to be this special test consultant and that this service should be available within the school. To this item, 9 per cent of the respondents strongly disagreed while 11 per cent disagreed. There were 10 per cent of the respondents who felt inadequately informed to respond.

Item III states that the counselor should administer and interpret personality tests. The table shows that 14 per cent of the respondents strongly agreed, 64 per cent agreed, thus revealing a total of 78 per cent of the respondents in agreement to item 3. To this item, 7 per cent of the respondents strongly disagreed and 9 per cent disagreed revealing that 16 per cent of the respondents felt that the counselor should not administer and interpret personality tests. Incidentally, this indicates more confidence in personality tests than is usually found among counselors.

Item IV says that the counselor should administer and interpret interest tests. The table reveals that 10 per cent of the respondents strongly agreed while 70 per cent of the respondents agreed, giving 80 per cent of agreement among the respondents to this item. Only 10 per cent of the respondents disagreed to item 4. There were 10 per cent of the respondents who felt inadequately informed to respond to this item.

Some basic considerations in group testing point out that tests should be selected and administered for specific purposes stated in advance. Item V is concerned with the counselor administering and
interpreting group mental ability and aptitude tests. The table shows that 11 per cent of the respondents strongly agreed and 75 per cent agreed, showing 86 per cent of the respondents favoring this item. There were 7 per cent of the respondents who strongly disagreed and 2 per cent who disagreed, making a total of 9 per cent of the respondents who did not favor the counselor administering and interpreting group mental ability and aptitude tests.

The literature (Hildreth S. Lambert) states that the counselor in the elementary school is an available resource person to aid the classroom teacher in understanding the educational strengths of pupils. Item VI says that the counselor should use as the cut-off score (I.Q.) of 110 or above for the identification of able pupils. To this item, 10 per cent of the respondents strongly agreed and 7 per cent agreed showing that 17 per cent of the respondents agreed with this practice. There were 20 per cent of the respondents who strongly disagreed and 60 per cent who disagreed, revealing that 73 per cent of the respondents were not in favor of the counselor using as the cut-off score (I.Q.) of 110 or above for the identification of able pupils. Only 3 per cent of the respondents felt inadequately informed to respond to this item.

Item VII concerns itself with the counselor identifying under-achievers through tests. The table reveals that 15 per cent of the respondents strongly agreed and 68 per cent agreed, showing that 83 per cent of the respondents favor the counselor identifying under-achievers through tests. However, 6 per cent of the respondents
strongly disagreed and 7 per cent disagreed with this practice.

It appears that the teachers want to reserve the responsibility for decision making in this area for themselves, or more specifically, they do not wish to give this responsibility to the counselor. Their opposition was to the counselor planning the program and to the use of an I.Q. of 110 for the identification of able pupils. Unfortunately, the respondents were not asked for their attitudes toward the counselor sharing responsibilities for planning nor for their attitudes toward use of other means of identifying able pupils.

**Functions the respondents listed that the counselor should perform.** Since there is a need to better define and clarify the counselor's role and function as a basis for determining which personnel must be assigned which particular responsibility for the development of the elementary school child, teachers were asked to list those functions not appearing in the questionnaire that they felt the counselor should perform. Table 8 reveals the functions the respondents listed that the counselor should perform. It must be kept in mind that this table reports those functions which the respondents felt should be performed by the counselor and were not included elsewhere in the questionnaire. Therefore, it cannot be interpreted to imply that only these functions should be considered as the counselor's role.

Item I shows that 40 per cent of the respondents listed the need to help pupils to identify themselves as a counseling function. No particular way for this identification was given.

Item II, 19.4 per cent of the respondents felt that they were not experienced enough to list any functions.
Item III gives 10 per cent of the respondents listing that the counselor should serve as liaison between the school and community. These respondents agreed with the literature (Raymond Hatch) which indicated that one of the services of the counselor is maintaining contacts with community agencies.

Seven per cent of the respondents listed as a function of the counselor organizing societies to help encourage pupils academically.

TABLE 8
FUNCTIONS THE RESPONDENTS LISTED THAT THE COUNSELOR SHOULD PERFORM

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Help pupils to identify themselves</td>
<td>40</td>
</tr>
<tr>
<td>II. Not experienced enough to list functions</td>
<td>19.4</td>
</tr>
<tr>
<td>III. Serve as liaison between school and community</td>
<td>10</td>
</tr>
<tr>
<td>IV. Organize honor societies to help encourage pupils academically</td>
<td>7</td>
</tr>
<tr>
<td>V. Do some vocational counseling</td>
<td>6.3</td>
</tr>
<tr>
<td>VI. Counsel only those pupils referred by the classroom teacher</td>
<td>5.5</td>
</tr>
<tr>
<td>VII. Find something useful to do when there are no referrals</td>
<td>5.5</td>
</tr>
<tr>
<td>VIII. Prepare reports</td>
<td>4.3</td>
</tr>
<tr>
<td>IX. Help with activity programs</td>
<td>2</td>
</tr>
</tbody>
</table>

According to Item V, 6.3 per cent of the respondents listed vocational counseling as an important counseling function. The respondents did not specify at which grade level this should begin
nor just how far this counseling should go.

It appears that there are some teachers who feel that the counselor is unable to identify pupils who need counseling, for Item VI states that 5.5 per cent of the respondents listed that the counselor should counsel only those pupils referred by the classroom teacher.

There seems to be agreement between a few respondents and some literature (John G. Darley) that the counselor is not really needed because Item VII reveals that 5.5 per cent of the respondents listed that the counselor should find something useful to do when there are no referrals.

According to a study (Florence E. Purcell) in the literature, counselors were found to be performing a wide variety of duties ranging from purely clerical activities to supervising clubs. Items VIII and IX appear to be in agreement with this literature, for Item VIII shows 4.3 per cent of the respondents listed the counselor preparing reports, while in Item IX, 2 per cent of the respondents listed the counselor helping with activity programs as functions of the counselor.
CHAPTER III
SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Problem and methodology.--Although there is general acceptance of the importance of the guidance function in the elementary school, there is not equal agreement on how this function may best be performed. Issues arise as to the desirable functions of the counselor and as to strategy regarding how these functions can be more clearly defined and accepted in the schools. The need to better define and clarify the counselor's role and function as a basis for determining which personnel must be assigned which particular responsibility for the development of the elementary school child has led to the classroom teacher with her background of close personal contacts with children as the logical source from which to launch this effort.

The problem involved in this study was to determine the elementary school teachers' perceptions of the role of the elementary school counselor in Atlanta, Georgia, based on the teachers' training and experience in the elementary school classroom.

The purpose of this study was to determine the elementary school teachers' perceptions of the role of the elementary school counselor, based on the teachers' training and experience in the elementary school classroom. In attempting to achieve this purpose,
attitudes of teachers toward the role of the counselor were
delineated as follows: attitudes of teachers toward counselor
services being provided in elementary schools, toward how the
counselor should spend his time, toward the counselor as an
administrator, toward the counselor as a disciplinarian, and toward
the counselor as test coordinator.

The method used in this investigation was the descriptive
research, utilizing the questionnaire.

The questionnaire was administered to a sample group of
teachers attending Atlanta University Summer School who were currently
elementary classroom teachers.

The respondents interpreted the questionnaire and responded
accordingly. It was revealed that some of the items were ambiguous
to the respondents and thereby needed clarification or delineating.
The findings in this sample were that 60 per cent of the teachers
agreed to a majority of the items stated in the questionnaire.

The revised questionnaire was prepared to send to the teachers
participating in the investigation.

The questionnaire was composed of 32 items describing certain
functions and responsibilities of counselors as noted from a study of
the literature. Number 33 of the questionnaire asked the subjects to
list in their order of importance those functions or responsibilities
not appearing in the questionnaire they thought the counselor should
perform. The responses to each item were tabulated and percentages
derived.

The subjects used in this study were elementary school teachers
of the Atlanta Public School System in Atlanta, Georgia.

The subjects were selected by simple random sampling. This method of selection satisfies the essential condition that every individual must be independent of every other individual.

The total number of classroom teachers employed in the Atlanta elementary schools was 2,350. Percentages of 5, 10, 15, 20 and 25 were written on paper, folded and placed in a container. A neutral party was asked to draw one of the pieces of paper from the container, and that piece with 10 per cent written on it was drawn. Ten per cent of the total number was 235. These subjects were selected from 116 schools.

A number was assigned to each of the teachers. Each number was written on a card and placed aside for completion of the selection. These were shuffled on a table with faces down, taking time at intervals to select a card until the required number of subjects had been selected for the study.

**Summary of related literature.**—A summary of the related literature pertinent to theories and research having to do with the problems of this research indicates that much of the current difficulty and confusion surrounding the elementary school counselor's role stems from the contradictory and conflicting expectancies of his various authorities and publics.

1. Some teachers see the counselors as coddlers, administrators who are expendable in their services and false in their psychometric and confidential behavior.

2. Some teachers see the counselors diagnosing, holding parent conferences, holding teacher conferences, performing
special orientations, doing remedial teaching and making community contacts.

3. Principals see the counselors as planners, identifiers, consultants and interpreters.

4. The counselor sees himself as test scorer, club supervisor and substitute teacher.

5. Various authorities see the counselors as leaders and coordinators having been transplanted from secondary school services.

**Summary of findings.**—The following statements summarize the findings obtained from an analysis of the data collected relating to teachers' perceptions of the role of the elementary school counselor:

1. Findings related to the distribution of respondents according to number of years of experience as elementary and high school teachers.

   1. 1. The years of experience in elementary school ranged from 2 to 42.
   1. 2. The years of experience in high school ranged from 1 to 7.
   1. 3. The median years of experience in elementary school was 20.5
   1. 4. The median years of experience in high school was 3.5.

2. Findings related to respondents according to highest degree earned.

   2. 1. The highest degree earned was the masters with 28 respondents holding that degree.
   2. 2. One hundred and fifty-five respondents hold the AB or BS degree.
   2. 3. One respondent did not hold a degree.

3. A majority of the respondents felt that the counselor should be employed in the elementary school on a full time basis.

4. The respondents indicated that they perceived the role of the elementary school counselor as follows:
4. 1. The counselor should have administrative ability but should not be assigned administrative functions. He should inform the principal when pupils violate school regulations and he should counsel pupils with severe discipline problems.

4. 2. The counselor should administer individual and group tests, interpret test results, and identify underachievers. Personality tests should be a part of the testing program.

4. 3. At least seventy-five per cent of the counselor's time should be spent in counseling with pupils. He should see every pupil at least twice per year, and should consider neglecting other duties when a pupil needs his services. However, the counselor should be expected to perform some duties of a non-counseling nature.

5. The respondents perceived the counselor's role as not including the following:

5. 1. The counselor should not be the assistant principal.

5. 2. The counselor's time should not be divided so that he has less than 50 per cent of the school day for counseling. He should not be available 24 hours per day.

5. 3. The counselor should not defend pupils in their disagreements with teachers; nor should he administer punishment to pupils.

5. 4. The counselor should not have the responsibility to plan the school's testing program without teacher assistance. He should not use an IQ of 110 as a cut-off score for identifying able pupils.

6. Additional functions listed by the respondents included:

6. 1. Helping pupils to identify themselves

6. 2. Serving as liaison between school and community

6. 3. Organizing honor societies

6. 4. Doing some vocational counseling
Conclusions.-- The conclusions based upon the findings of this study are:

1. Teachers are in considerable agreement that counselors should be assigned to elementary schools.

2. Though there is not complete agreement among teachers about the role of the elementary school counselor, there is a consensus of opinion on many of his functions.

3. The counselor needs administrative ability to perform some of the duties of his office but he should not be assigned nor expected to perform administrative functions that properly belong to a regular administrative official.

4. Although the counselor should perform functions having to do with testing, record keeping, providing vocational information, preparing reports, serving as liaison between the school and the community, the larger part of his day should be used in direct contact with pupils.

5. Discipline should be a concern of the counselor but his method of handling disciplinary problems should be through counseling and not through meting out punishment.

6. Planning the testing program should not be the responsibility of the counselor but he should be responsible for its execution.

Implications.--Results of this research seem to indicate that:

1. It appears that the teachers who participated in this study are in general agreement with authorities toward the counselor being employed in elementary schools; however, the question of what the counselor should do is far from settled.

2. Since teachers are held responsible for administration of certain tests, it appears that they may want a part in planning the testing program.

3. Since the counselor is to help the teacher improve the learning climate of his pupils, it seems that the teachers prefer the needs of pupils for punishment to be met by some source other than the counselor.
4. The relatively high percentage of agreement that the counselor should inform the principal whenever pupils are found in violation of the school rules and regulations seems to conflict with the counselor's confidentiality in dealing with children.

Recommendations.—The following recommendations have been formulated as a result of the findings of this research:

1. That counselors be employed in the elementary schools in Atlanta, Georgia.

2. That the counselor not be assigned as assistant principal; nor assigned duties that belong to an assistant principal.

3. That disciplinary problems be referred to the counselor but the counselor not administer punishment.

4. That the counselor not plan the testing program but administer and interpret test results to authorized personnel. The planning of the testing program should be a joint effort.

5. That further study of the problem of standards for counseling responsibilities and efficiency in elementary schools be made in order to further clarify this confused role. It may be worthwhile to investigate the specifics of the counselor-pupils relationships within the elementary school.
BIBLIOGRAPHY

Books


Periodicals


Hill, George E. "How to Define the Functions of the School Counselor," Counselor Education and Supervision, III (Winter, 1964), 57.


APPENDIX A

COVER LETTERS
TO: Selected Elementary Teachers
FROM: Dr. Jarvis Barnes, Assistant Superintendent for Research and Development
RE: Research Study: "Teachers' Perception of the Role of the Elementary School Counselor"

Miss Doll Shirley, a teacher at E. R. Carter Elementary School, has been given permission to conduct a research study which involves a sample of elementary teachers. This study entitled "Teachers' Perception of the Role of the Elementary School Counselor" is for fulfilling partial requirement for her Master's degree at Atlanta University.

Miss Shirley has used a random sampling method in order to obtain the names of the teachers who are to answer an instrument which she is using to secure the necessary data for the project. Your name has been selected.

The enclosed instrument should take only a few minutes to answer. I know Miss Shirley will appreciate your cooperation. Also, the data should be of value to the Atlanta system as it makes plans for the future.

JB:rr
enc.

December 2, 1965

Administrative Offices

Administrative Offices

December 2, 1965

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The enclosed instrument should take only a few minutes to answer. I know Miss Shirley will appreciate your cooperation. Also, the data should be of value to the Atlanta system as it makes plans for the future.

JB:rr
enc.
Dear

I am a graduate student at Atlanta University School of Education and am in the process of doing a research project on "Teachers' Perceptions of the Role of the Elementary School Counselor."

This study is attempting to ascertain the role of the elementary school counselor in terms of pupil needs.

Your participation in this survey will be sincerely appreciated.

Please complete the enclosed survey and return it to me by December 15, 1965.

Yours very truly,

Doll Shirley
PART I

BACKGROUND INFORMATION

Note: Please supply the information on the appropriate blank lines below.

Number of years of teaching experience:

Total

High School

Elementary School

Highest degree earned

DIRECTIONS FOR COMPLETING THE REMAINDER OF THE FORM

On the following pages of this questionnaire are some statements which describe certain functions and responsibilities executed by counselors in various schools. It is not believed that any one counselor does everything listed. We want to know your opinion about whether or not counselors should perform the duties listed. This is not an attempt to find out what elementary school counselors are doing; we want to know what elementary school counselors should do.

If you agree strongly that the counselor should perform the duty mentioned in an item, please circle "SA"; if you agree but not strongly circle "A"; if you disagree strongly circle "SD"; if you disagree but not strongly circle "D"; if you feel that you are inadequately informed about an item circle "II."

You might think that the counselor should perform duties that are not mentioned in the questionnaire. The last statement is asking for those duties that you think the counselor should perform.

Please turn the page to Part II.
Please circle one

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<td>1.</td>
<td>The counselor should spend half time or less in counseling.</td>
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<td>2.</td>
<td>The counselor should spend at least half of his time in tasks other than counseling with individuals.</td>
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<td>3.</td>
<td>The counselor should spend at least 75% of his time counseling with pupils.</td>
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<td>The counselor should see all pupils at least once a year.</td>
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<td>The counselor should see all pupils at least twice a year.</td>
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<td>6.</td>
<td>The counselor should be employed in the elementary school.</td>
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<td>7.</td>
<td>The counselor, one or two full time, should be on the staff in order to help meet the needs of the pupils.</td>
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<td>8.</td>
<td>The counselor should display administrative abilities.</td>
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<td>9.</td>
<td>The counselor should be assigned certain administrative duties.</td>
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<td>10.</td>
<td>The counselor should be the assistant principal.</td>
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<td>11.</td>
<td>The counselor should be responsible for preparing attendance report for the superintendent.</td>
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<td>12.</td>
<td>The counselor should neglect all other tasks when a pupil needs counseling.</td>
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<td>13.</td>
<td>The counselor should plan the testing program.</td>
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14. The counselor should be trained to administer individual intelligence tests to pupils.

15. The counselor should administer and interpret personality tests.

16. The counselor should administer and interpret interest tests.

17. The counselor should identify the gifted or able pupils.

18. The counselor should administer and interpret standardized group mental ability and aptitude tests.

19. The counselor should use as the cut-off score (I.Q.) of 110 or above for the identification of able pupils.

20. The counselor should devote most of his time to pupils who are failing in school.

21. The counselor should inform the principal whenever pupils are found in violation of the school rules and regulations.

22. The counselor should defend pupils in their disagreement with teachers.

23. Two counselors, a male and female, should be available in every school where there are male and female pupils.

24. The counselor should spend most of his time with problem pupils.

25. The counselor should be available to pupils twenty-four hours each day.

26. The counselor should administer punishment.

27. The counselor should counsel pupils with severe discipline problems.

28. The counselor should counsel pupils with severe attendance problems.

29. The counselor should counsel individually pupils with academic problems.
30. The counselor should identify underachievers through tests.

31. The counselor should spend all of his time counseling with pupils.

32. The counselor should refer underachievers for special classes.

33. Please list in order of their importance those duties that you think the counselor should perform.
VITA

Shirley, Doll

Education: A.B. Clark College, Atlanta, Georgia (Elementary Education), 1958.

Experience: Teacher at E. R. Carter Elementary School, Atlanta, Georgia, 1958 to the present.

Personal Information: Single, Member of Warren Methodist Church, member of National Education Association, member of Georgia Teachers and Education Association.