

ABSTRACT OF APPLIED PROJECT

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Graduate School
Morehead State University
1993

Counselors' and Principals' Perceptions of
the Role of the School Counselor

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An applied project submitted in partial fulfillment
of the requirements for the degree of Education
Specialist at Morehead State University

by

Melissa A. Martin

Committee Chairman: Dr. Dean Owen

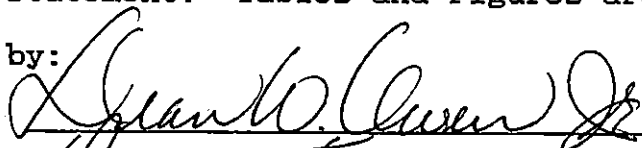
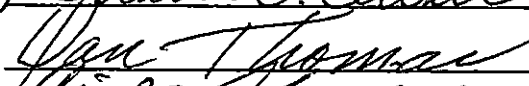
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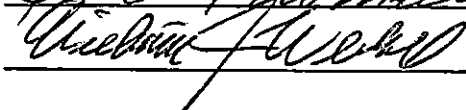
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Abstract

School counselors are expected to assume a variety of roles. The confusion created by different expectations due to different perceptions of the counselors' role has long been a frustrating experience for counselors. In order to determine if there is a significant difference between the perceptions of the school counselors' role by school counselors and principals, 240 questionnaires were distributed throughout the state of Kentucky. Eighty-one (81) counselors and sixty (60) principals responded to the survey. The t-test for independent samples was used to determine significant difference ($p < .05$). No significant differences were found between the perceptions of the two groups in this study. The findings are examined, providing tabulations for each compared statement. Tables and Figures are appended.

Accepted by:


_____, Chairman




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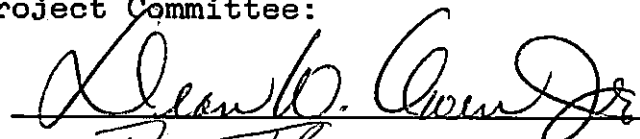


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Accepted by the graduate faculty of the School of
Education Morehead State University, in partial
fulfillment of the requirements for the Education
Specialist Degree in Guidance and Counseling.


Director of Applied Project

Applied Project Committee:

 , Chairman



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Date

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Counselors' and Principals' Perceptions of the Role of the School Counselor

Statement of the Problem:

The purpose of this study is to investigate the relationship between school counselors' perceptions and school administrators' perceptions of the school counselors' role.

Literature Review:

The confusion created by the undefined role of school guidance counselors has long been a frustrating experience for counselors. This identity crisis has existed over the last two decades. (Helms & Ibrahim, 1983). Attempts to define the school counselors' role has led to even more confusion.

Bonebreak and Borgers (1984) suggest that this confusion may be related to the several different publics that counselors serve. The publics are made up of groups within the school and from the larger community and society. These groups often do not share common perceptions of appropriate duties for the counselor and may alter the counselor's role by including tasks unrelated to counseling.

Olson and Dilley (1988), in a study of stress and the school counselor, found that the role conflict and ambiguity as to which public to satisfy is a source of stress for school counselors. They also reported that teachers agree with counselors and others on the roles of counselors, but teachers see the counselors' roles as being less helpful than do the other publics with whom the counselors work.

A common criticism of school counselors is that they are little more than office clerks, performing tasks such as schedule changes, scholarship applications, attendance, or administrative duties. Valine, Higgins, and Hatcher (1982) reported that a third of a sample of teachers polled in 1972 and again in 1980, were undecided when it came to understanding the role of the counselor. Baker (1982) notes that the secondary school counselor is likely to assume responsibility for activities that take away from the counselors' ability to perform appropriate tasks, such as counseling and consulting. Peer (1985) reported that a majority of state level education officials responsible for overseeing school guidance programs believed that secondary school counselors were heavily involved in nonprofessional activities.

Tennyson, Miller, Schovholt, and Williams (1989) investigated how counselors in differently structured secondary schools view their roles. They concluded that the difference was smaller than the similarity in how they view their roles. They found that both senior high schools and the small junior-senior high schools give more emphasis to the educational and vocational guidance component of the professional guidelines. The junior-senior high school counselors seem to be frequently engaged in consultive activities. The junior high level counselor seemed to be more involved with developmental guidance functions, but in a limited way.

Boswell and Carr (1988) in a survey of school counselors' perceptions of their daily duties found that, regardless of school size, secondary school counselors' duties vary a great deal from day to day. Many "unimportant" tasks were reported as being performed by counselors. Thirty-three percent (33%) of the study participants were utilized as substitute teachers; seventy-six percent (76%) sponsored extra-curricular activities; ninety-one percent (91%) worked at extra-curricular activities; forty-nine percent (49%) prepared master class schedules; fifteen percent

(15%) recorded attendance; sixty-two percent (62%) recorded grades and computed grade point averages; fifty-eight percent (58%) performed hall or lunchroom monitoring duties, and most alarming of the findings--- thirty-three percent (33%) of the counselors reported that they disciplined.

Furlong, Atkinson, and Janoff (1979) in a survey of elementary counselors recording the actual amount of time spent on fourteen professionally defined roles, concluded that counselors see their ideal roles and actual roles as congruent in regard to individual and group counseling, consulting, and parent help. They also stated that counselors would like to spend more time in direct student-related growth programs (career development, program planning, and change agent) and less time in roles associated with referral, student appraisal, and school discipline. Furlong, Atkinson, and Janoff (1979), found that the top three activities that monopolize the counselors' time are individual counseling, consulting, and parent help, respectively.

Carreiro and Schulz (1988) in a study of activities of elementary school counselors in Canada, found that the counselors valued most of the activities being studied, more than they participated in them.

They also determined that there is a need for information about elementary school administrators' value of tasks performed by counselors. The difference between a successful and unsuccessful program is based on the level of discrepancy between the way counselors and administrators value counselors' tasks.

Bonebreak and Borgers (1984) reported that the activity of individual counseling emerges as the highest priority in their survey of elementary and middle school counselors and principals. The next three highest ranked tasks were consultation functions: teacher consultation, student assessment, and parent consultation.

Umansky and Holloway (1984) stated that the high cost per service ratio and the lack of accountability to the school community may necessitate reshaping the counselors' role to that of a consultant, although counseling services have traditionally focused on direct service to individual students. Ferris and Linville (1985) affirm that consulting is beginning to be more specifically defined in the field of counseling. Various authors have described the counselors' role in working with special needs children; as a team member in the development of

Individual Education Plans (Fairchild, 1985), as a facilitator of organizational health (Childers & Fairman, 1986), and as a consultant to parents (Morse & Russell, 1988).

Kameen, Robinson, and Rotter (1985) note, in a review of guidance journals from the past 15 years, that counselors continue to emphasize coordination as a viable activity.

The American School Counselor Association's role statement (1990) defines the school counselor as a certified professional educator. The school counselor gives assistance to students, teachers, parents, and administrators. Counseling, consulting, and coordinating are the helping processes generally used by the school counselor. School counselors' work is "differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges." (ASCA, 1990). It is obvious that the role of the school counselor changes with the group that is questioned.

The most interesting comparison, and at times the most imperative, is that between principals and counselors. Since principals have the authority to determine counselors' job duties, it is critical to

counseling programs that counselors and principals be on the same wave length when it comes to counselors' duties and responsibilities. This study compares principals' perceptions of the counselors' role with the counselors' perception, and determines the areas of the greatest difference in perception.

The principal questionnaire items were designed for comparison compatibility with the counselors' questionnaire.

Before the author used the questionnaires for the present study, they were reviewed by practicing elementary school counselors and a counselor educator. There was consensus among the reviewers that the items were appropriate for this study.

Null Hypothesis:

There is no difference between the perception of the school counselor's role as seen by school counselors and school principals.

Subjects:

The subjects of this study were 120 school counselors (elementary, middle, and secondary) and 120 school principals (elementary, middle, and secondary) in Kentucky. Fifteen principals and 15 counselors from each of the eight regions in the state were randomly

selected for participation. The regions were determined by the Kentucky Department of Education's regional division map (Appendix A, Table 1). A listing of names and addresses of all counselors and principals in the state was obtained from the Kentucky Department of Education. The list of counselors was separated according to region and 15 counselors were randomly drawn from each region, resulting in 120 counselors included in this study. The 120 principals in the study were selected using the same procedure

Instrument:

A twenty item counselor Likert scale questionnaire and a nineteen item principal Likert scale questionnaire, with ratings from 1 (strongly disagree) to 5 (strongly agree), was designed to investigate the following: Do counselors have flexibility with their daily schedules? Are counselors comfortable in their role? Do they have control over their work day? Do teachers assist in classroom guidance activities? Do counselors have adequate funding for their programs? Is counseling treated as an important part of the educational system? Does the principal understand the counselors role? Do teachers understand the role of a counselor? Should counselors have administrative

duties? Counselor's role in discipline? Ideal counselor - student ratio? Rank order of five areas of counseling: Classroom Guidance, Individual Counseling, Group Counseling (8-10 students) Consultation & Discipline. (Appendix C, Questionnaire).

Procedure:

A total of 240 questionnaires were distributed throughout the state of Kentucky. Fifteen principals and 15 counselors, from each of the eight regions in the state, were randomly selected for participation. The regions were determined by the Kentucky Department of Education's regional division map (a listing of the counties in each region is in the Appendix A, Table 1). Each of the participants was asked to rate the extent to which they agree with the items on a 5 point Likert Scale.

Results:

Of the 120 counselor subjects in this study, 81 (67.5%) participated by completing the questionnaire. Twenty-eight percent (28%) worked in elementary schools, 21% worked in middle schools, and 51% worked in high schools. (Appendix B, Figure 1). Six percent (6%) of the counselors were from schools with an enrollment under 300. Twenty-two percent (22%) were

from schools with an enrollment of 300 to 500. Twenty-seven percent (27%) were from schools with an enrollment of 500 to 750. Twenty-five percent (25%) from schools with an enrollment of 750 to 1,000. Sixteen percent (16%) were from schools with an enrollment over 1,000, and 4% did not respond to this question.

(Appendix B, Figure 2). The mean number of years of experience for the counselors was 9 years, with a range of from 1 to 28 years. Sixty-five percent (65%) of the counselors held a standard counseling certification; 21% held a provisional counseling certification, and 14% did not respond to this question. (Appendix B, Figure 3). The mean age for the counselors was 44, with a range from 27 to 68 years. Fifty-eight percent (58%) of the counselors were female, and 37% were male, and 5% did not respond to this question. (Appendix B, Figure 4).

Of the 120 principal subjects in this study, 60 (50%) principals participated by completing the questionnaire. Seventy-two percent (72%) worked in elementary schools, 22% worked in middle schools, and 6% worked in high schools. (Appendix B, Figure 5). Twenty-eight percent (28%) of the principals were from schools with an enrollment under 300, 33% from schools

with an enrollment of 300 to 500, 23% from schools with an enrollment of 500 to 750, 13% from schools with an enrollment of 750 to 1,000, and none from schools with an enrollment over 1,000. Three percent (3%) did not respond to this question. (Appendix B, Figure 6). The mean number of years of experience as principals was 9 years, with a range of 1 to 26 years. Eighty percent (80%) of the principals held a standard principalship certification, 2% held a provisional principalship certification, and 18% did not respond to this question. (Appendix B, Figure 7). The mean age for principals was 46, with a range from 34 to 61 years. Thirty percent (30%) of the principals were female, 60% were male, and 10% did not respond to this question. (Appendix B, Figure 8).

The t - test for independent samples was used at the probability level of .05 ($p < .05$) to determine whether there was a significant difference between the perception of the school counselor's role by school counselors and school principals. The t - test for independent samples is a parametric test of significance used to determine whether there is a significant difference between the means of two independent samples at a selected probability level.

Table 2 presents the t - test calculations for each of the 20 comparison questions from the counselor questionnaire and the principal questionnaire.

(Appendix A, Table 2). There was no significant difference between the perception of the two groups. Two questions had higher significant difference value. These addressed counselor-student ratio and discipline in the rank order of importance. (Appendix A, Table 3). Although, when asked to rank order five counseling tasks, both counselors and principals ranked individual counseling as the most important counseling task and dealing with discipline the least important. Table 4 shows the percentage of responses to each question, categorized by setting. (Appendix A, Table 4).

Conclusion:

No significant differences were found between the perceptions of the two groups in this study.

An interesting aspect in interpreting the findings is the experience of both counselors and principals. The mean number of years of counseling experience was 9 years. The mean number of years of principal experience was also 9 years. This could account for the findings due to the recent increase of elementary

and middle school counselors and the emphasis placed on school counseling programs by school administrators.

Explanations for the lack of a discrepancy could be inferred by analyzing the percentage of counselors and principals in each setting for each question. Secondary counselors had the highest percentage of responses, over 50%, to each question in the survey. Of the principals, over 50% of the responses came from elementary principals.

The differences in the principal's perception of the counselor's role at the elementary, middle school, and secondary levels, and the counselor's actual duties could be a factor in the lack of a significant difference. It seems that all the principals and counselors surveyed knew what a counselor's role should be, their perceptions were the same, but the actual role for the counselor was not questioned. Significant differences might show up if the perceived counselor's role and the actual counselor's role were compared.

Since the greatest percentage of counselor and principal respondents to each question came from two different school levels, the comparison was primarily based on secondary counselors' and elementary principals' perceptions. The difference may have been

significant if counselors and principals responses were compared to their respective counterparts, such as elementary counselors to elementary principals.

In order to determine if a significant difference exists between counselors' and principals' perception of the counselor's role, additional research needs to be conducted comparing perceptions of counselors and principals in the same setting as well as comparing the perceived role with actual role.

Table 1:

Regional Divisions (as determined by Kentucky Department of Education)

<u>Region 1</u>	<u>Region 2</u>	<u>Region 3</u>	<u>Region 4</u>
Ballard	Barren	Jefferson	Boone
Caldwell	Breckinridge		Bullitt
Calloway	Butler		Campbell
Carlisle	Cumberland		Carroll
Christian	Daviess		Gallatin
Crittenden	Edmonson		Grant
Fulton	Grayson		Henry
Graves	Green		Kenton
Henderson	Hancock		Oldham
Hickman	Hardin		Owen
Hopkins	Hart		Pendleton
Livingston	Larue		Shelby
Lyon	Logan		Spencer
Marshall	Meade		Trimble
McCracken	Metcalf		
McLear	Monroe		
Muhlenberg	Ohio		
Trigg	Simpson		
Union	Todd		
Webster	Warren		

<u>Region 5</u>	<u>Region 6</u>	<u>Region 7</u>	<u>Region 8</u>
Anderson	Adair	Boyd	Breathitt
Bath	Bell	Bracken	Floyd
Bourbon	Casey	Carter	Knott
Boyle	Clay	Elliott	Letcher
Clark	Clinton	Fleming	Magoffin
Fayette	Estill	Greenup	Perry
Franklin	Garrard	Lewis	Pike
Harrison	Harlan	Martin	Wolfe
Jessamine	Jackson	Mason	
Marion	Knox	Morgan	
Mercer	Laurel	Robertson	
Montgomery	Lee	Rowan	
Nelson	Leslie		
Nicholas	Lincoln		
Powell	Madison		
Scott	McCreary		
Washington	Owsley		
Woodford	Pulaski		
	Rockcastle		
	Russell		
	Taylor		
	Wayne		
	Whitley		

Table 2:

Results of t - test for Counselors' Perceptions of Counselors role vs. Principals' Perceptions of Counselors' role.

<u>Question</u>	<u>df</u>	<u>t</u>	<u>p</u>
The counselor's schedule is flexible enough to allow for last minute changes without hassle.	128	-0.01476307	p < .05
Control over how the counselor's day is spent.	129	-0.11393932	p < .05
Counselor's role is clearly defined in the school.	136	0.107869715	p < .05
Teachers assist the counselor during classroom guidance sessions.	125	0.092271756	p < .05
Funding for the counseling program.	130	0.117088544	p < .05
The counseling program is perceived as important to the educational needs and goals of the school.	130	0.10960979	p < .05

Question	df	t	p
Understanding of the role of a counselor.	128	0.070326404	p < .05
Counselors should not have administrative duties.	128	-0.12383116	p < .05
Consultation with the counselor concerning individual discipline problems.	127	0.11977812	p < .05
Consultation with the counselor about overall discipline policies and procedure.	129	0.01378773	p < .05
Teachers consult with counselor about individual problems in their classes.	127	0.058646323	p < .05
Teachers view the counselor's role as a very important asset to education.	131	0.164678336	p < .05
Discipline problems are referred to the counselor by principal.	128	0.029310584	p < .05

<u>Question</u>	<u>df</u>	<u>t</u>	<u>p</u>
Discipline problems are referred to the counselor by teachers.	114	-0.22832700	p < .05
What should be the student-counselor ratio?	128	-8.46132602	p < .05
Rank order the following in order of importance:			
Classroom Guidance	131	0.003202844	p < .05
Individual Counseling	132	-0.12401394	p < .05
Group Counseling	131	0.032737279	p < .05
Consultation	131	0.007188563	p < .05
Discipline	132	6.132270581	p < .05

Table 3:

t-Test Summary Sheet						
Counselors' Perceptions VS Principals' Perceptions						
Research Project by: Melissa A. Martin						
QUES.PRINC.-QUES.CC	X1(MEAN)	X2(MEAN)	(SUM X1) ²	SUM X1	(SUM X2) ²	SUM X2
#6 - #1	4.24	4.3	46656	24008	115600	43896
#5 - #3	3.61	4.03	33856	17170	103684	39382
#2 - #4	4.47	4.03	67081	39289	103684	39246
#4 - #5	3.18	2.91	24336	12278	51529	21089
#8-#6	3.65	3.26	34596	20141	69696	26534
#1-#7	4.8	4.33	57600	29714	126025	47217
#14 - #8	4.57	4.28	54289	27861	114244	42106
#7 - #11	3.29	3.72	28224	14742	86436	34740
#9 - #12	4.3	3.84	46225	25381	91809	34061
#11 - #13	3.81	3.86	39601	20989	93025	34149
#13 - #14	4.26	4.03	45369	24665	101124	37334
#3 - #15	4.38	3.75	53824	29336	90000	33926
#10 - #16	2.92	2.84	22201	12529	50176	18094
#15 - #17	2.72	3.47	13689	10125	64009	24355
#16 - #18	17.67	25.67	2809	1505	5929	2217
#18A-#19A	3.17	3.16	27225	17537	65536	24238
#18B-#19B	3.75	4.24	38025	19337	121104	48446
#18C-#19C	3.25	3.15	28561	15685	65025	24377
#18D-#19D	2.79	2.77	21025	12243	50176	20894
#18E-#19E	2.26	1.8	14400	8726	21316	8230

N1	N2	SS1	SS2	df	T
51	79	23093.1	42432.7	128	-0.01476307
51	80	16506.1	38085.9	129	-0.11393932
58	80	38132.4	37949.9	136	0.107869715
49	78	11781.3	20428.3	125	0.092271756
51	81	19462.6	25673.5	130	0.117088544
50	82	28562	45680.1	130	0.10960979
51	79	26796.5	40659.8	128	0.070326404
51	79	14188.5	33645.8	128	-0.12383116
50	79	24456.5	32898.8	127	0.119777812
52	79	20227.4	32971.4	129	-0.01378773
50	79	23757.6	36053.9	127	0.058646323
53	80	28320.4	32801	131	0.164678336
51	79	12093.6	17458.8	128	0.029310584
43	73	9806.65	23478.1	114	-0.22832700
53	77	1452	2140	128	-8.46132602
52	81	17013.4	23428.9	131	0.003202844
52	82	18605.7	46969.1	132	-0.12401394
52	81	15135.7	23574.2	131	0.032737279
52	81	11838.6	20274.5	131	0.007188563
53	81	8454.30	7966.83	132	6.132270581

Table 4:

Percentage of Counselors and Principals Who Responded to Each Question, Categorized by Setting. (C-E--Counselor Elementary, C-M--Counselor Middle School, C-S--Counselor Secondary, P-E--Principal Elementary, P-M--Principal Middle, P-S--Principal Secondary. All numbers listed represent percentages).

<u>Question</u>	<u>C-E</u>	<u>C-M</u>	<u>C-S</u>	<u>P-E</u>	<u>P-M</u>	<u>P-S</u>
The counselor's schedule is flexible enough to allow for last minute changes without hassle.	29	20	51	68.6	19.6	11.7
Control over how the counselor's day is spent.	28.7	20	51.2	68.6	19.6	11.7
Counselor's role is clearly defined in the school.	28.7	21.2	50	72.4	17.2	10.3
Teachers assist the counselor during classroom guidance sessions.	28.2	19.2	52.5	69.3	20.4	10.2

<u>Question</u>	<u>C-E</u>	<u>C-M</u>	<u>C-S</u>	<u>P-E</u>	<u>P-M</u>	<u>P-S</u>
Funding for the counseling program.	28.3	19.7	51.8	68.6	19.6	11.7
The counseling program is perceived as important to the educational needs and goals of the school.	28.0	20.7	51.2	68.0	20.0	12.0
Understanding of the role of the counselor.	26.5	22.7	50.6	66.6	19.6	13.7
Counselors should not have administrative duties.	27.8	20.2	51.8	68.6	19.6	11.7
Consultation with the counselor concerning individual discipline problems.	29.1	20.2	50.6	70.0	18.0	12.0
Consultation with the counselor about overall discipline policies and procedures.	29.1	20.2	50.6	69.2	19.2	11.5

<u>Question</u>	<u>C-E</u>	<u>C-M</u>	<u>C-S</u>	<u>P-E</u>	<u>P-M</u>	<u>P-S</u>
Teachers consult with the counselor about individual problems in their class.	29.1	20.2	50.6	68.0	20.0	12.0
Teachers view the counselor's role as a very important asset to education.	27.5	20.0	52.5	69.8	18.8	11.3
Discipline problems are referred to the counselor by the principal.	27.8	20.2	51.8	70.5	17.6	11.7
Discipline problems are referred to the counselor by the teacher.	26.0	20.5	53.4	76.7	23.2	0.0
What should be the student-counselor ratio?	28.5	22.0	49.3	69.8	18.8	11.3

Rank order the following in order of importance:

<u>Question</u>	<u>C-E</u>	<u>C-M</u>	<u>C-S</u>	<u>P-E</u>	<u>P-M</u>	<u>P-S</u>
Classroom Guidance	27.1	20.9	51.8	73.0	17.3	9.6
Individual Counseling	26.8	20.7	52.4	73.0	17.3	9.6
Group Counseling	27.1	20.9	51.8	73.0	17.3	9.6
Consultation	27.1	20.9	51.8	73.0	17.3	9.9
Discipline	27.1	20.9	51.8	71.6	16.9	1.3

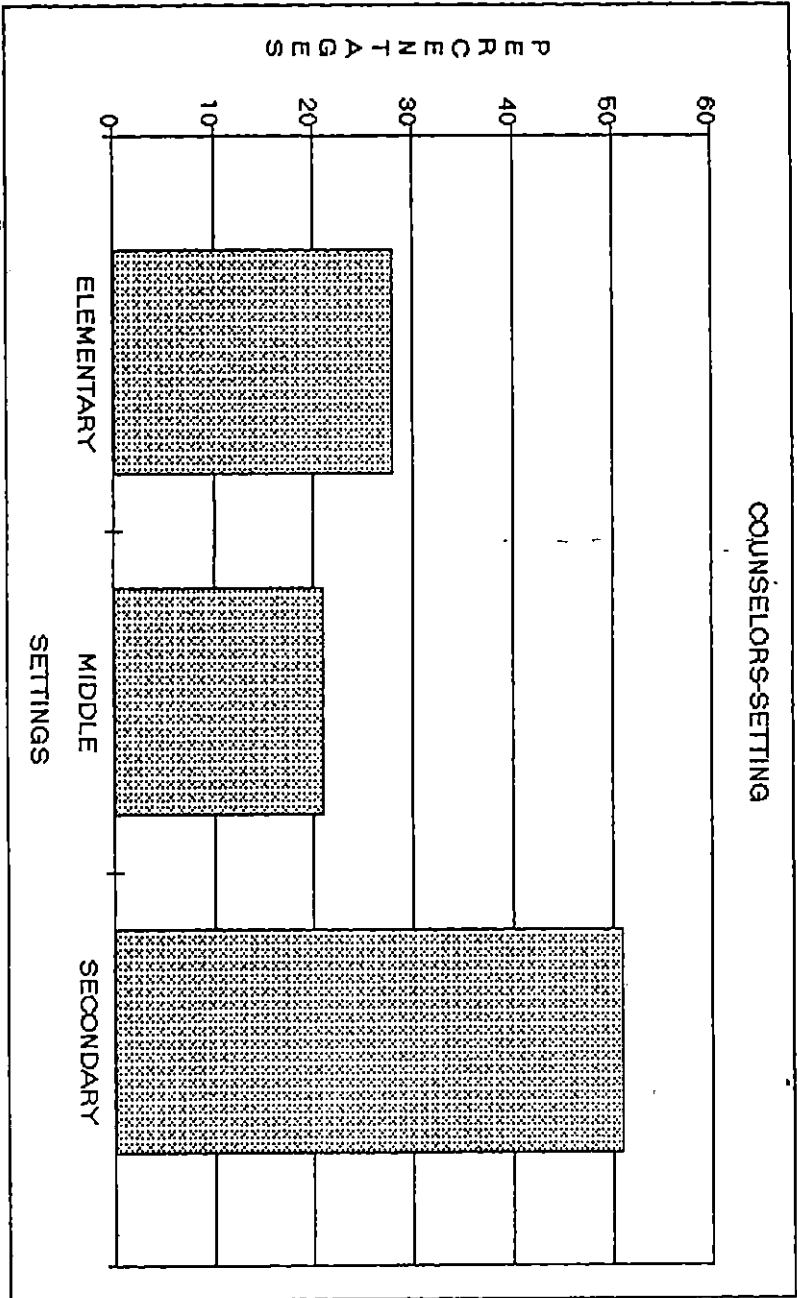


Figure 1:

Figure 2:

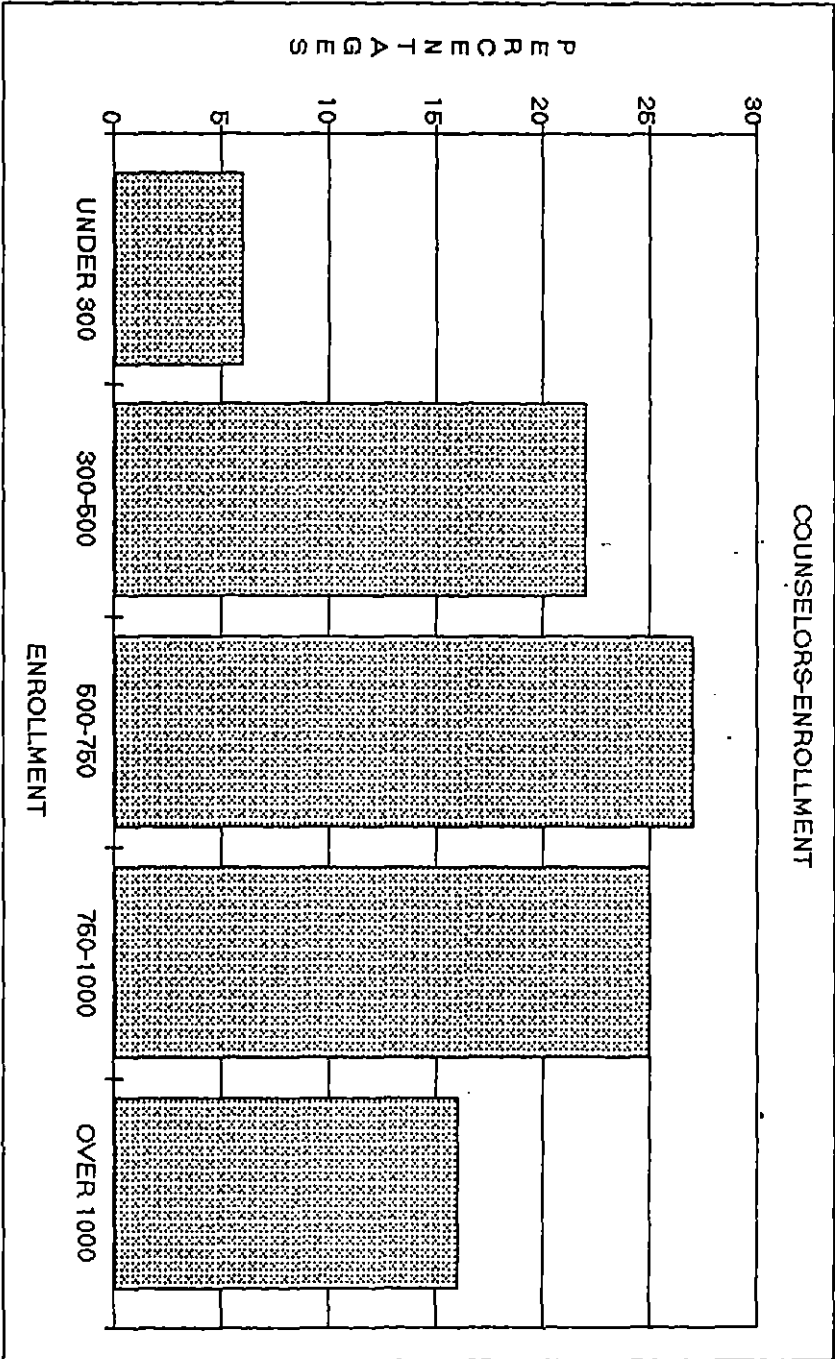
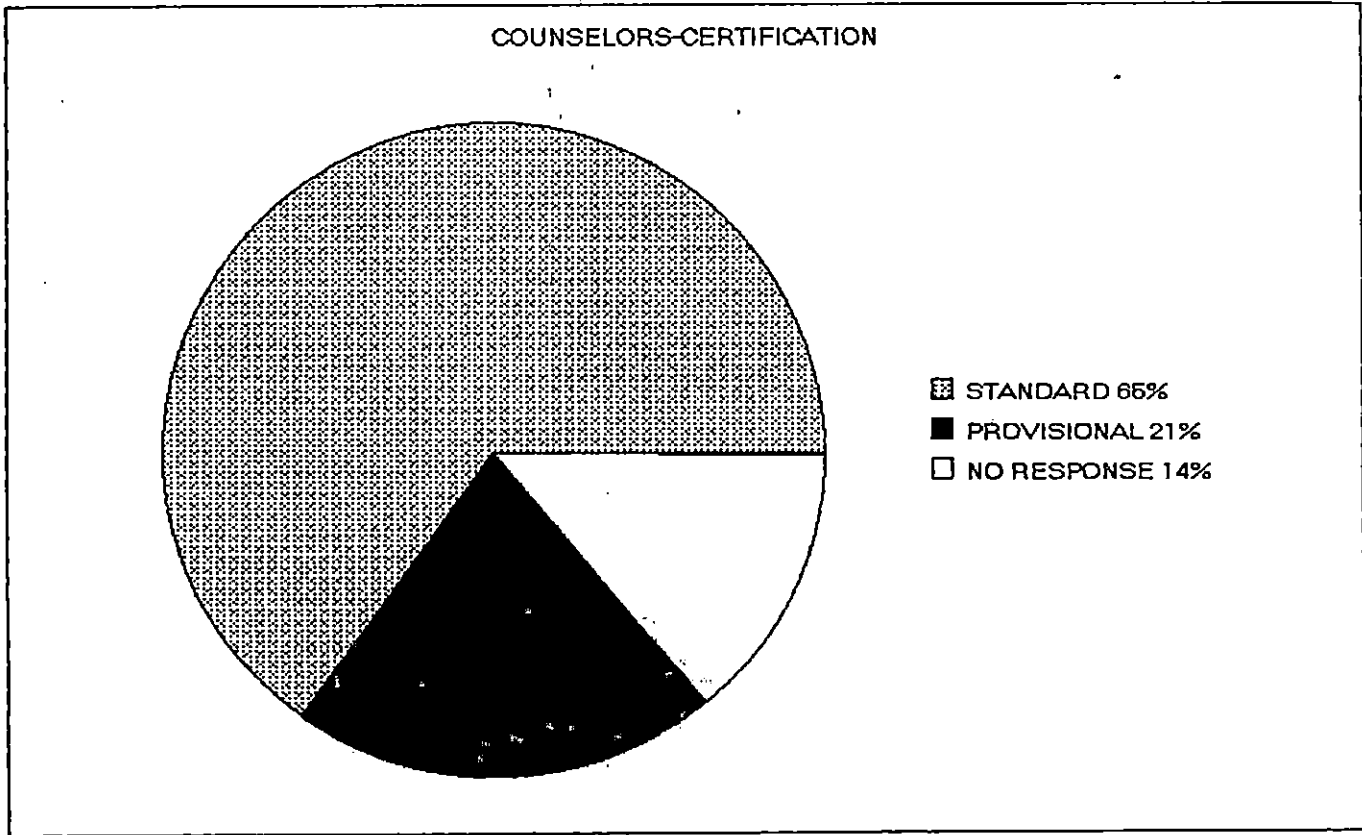


Figure 3:



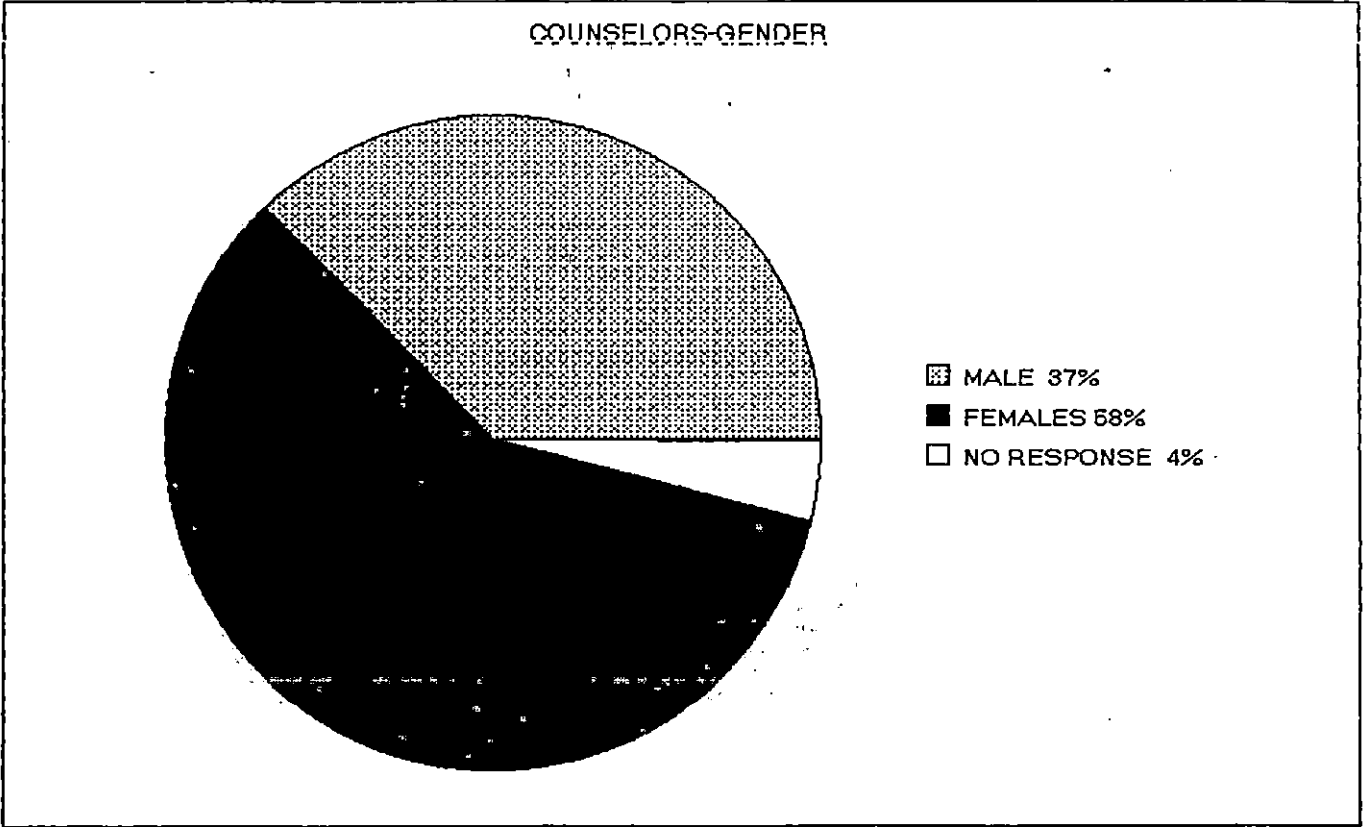
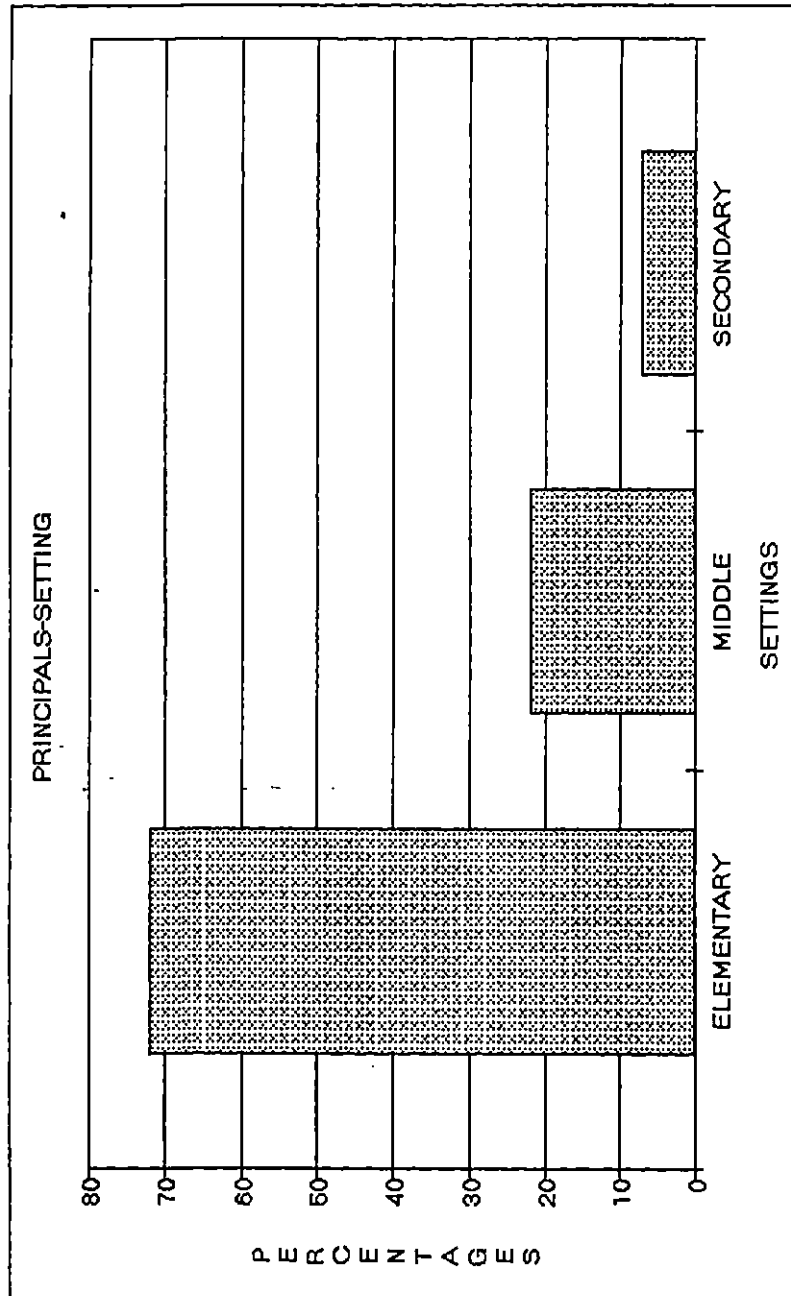


Figure 4 :

Figure 5:



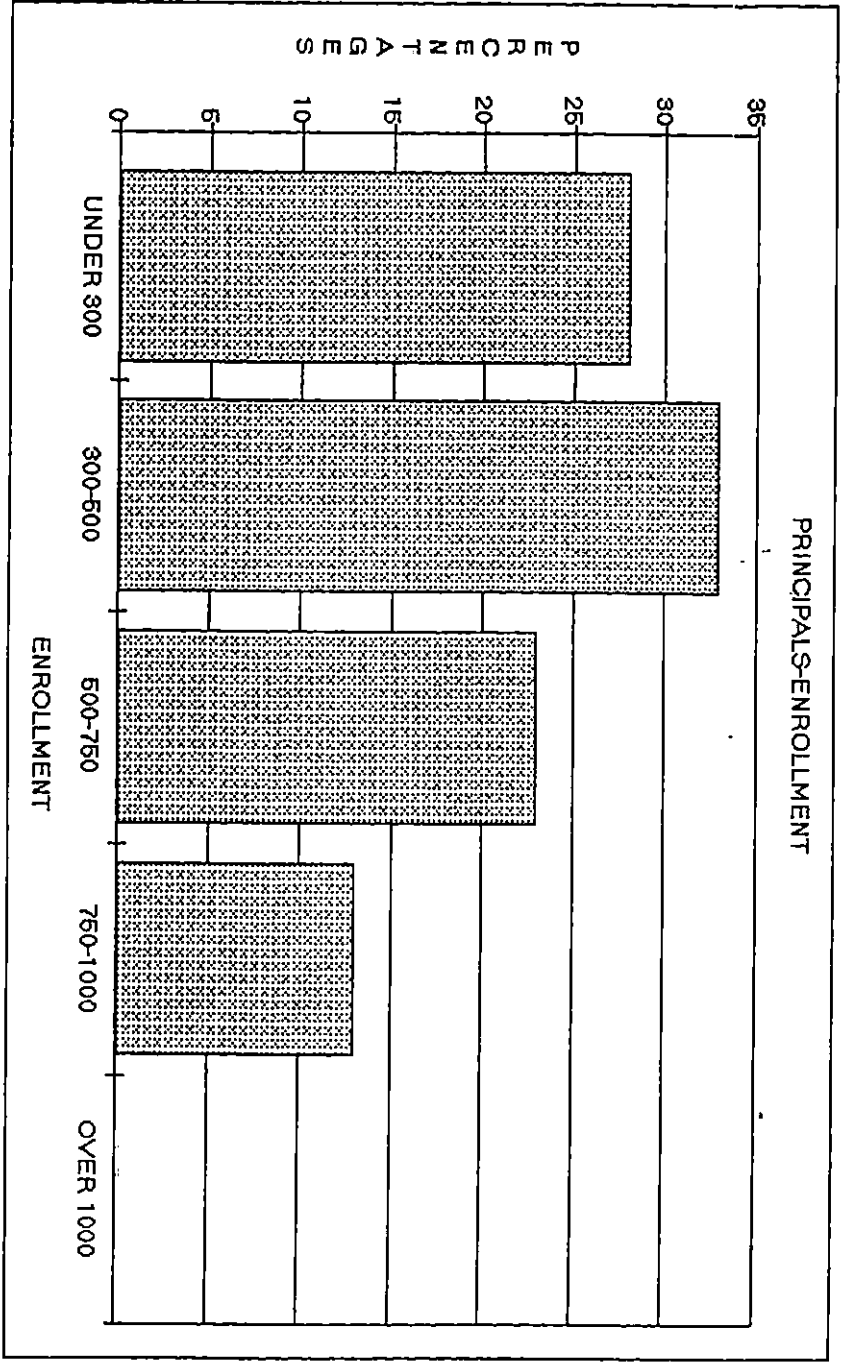


Figure 6:

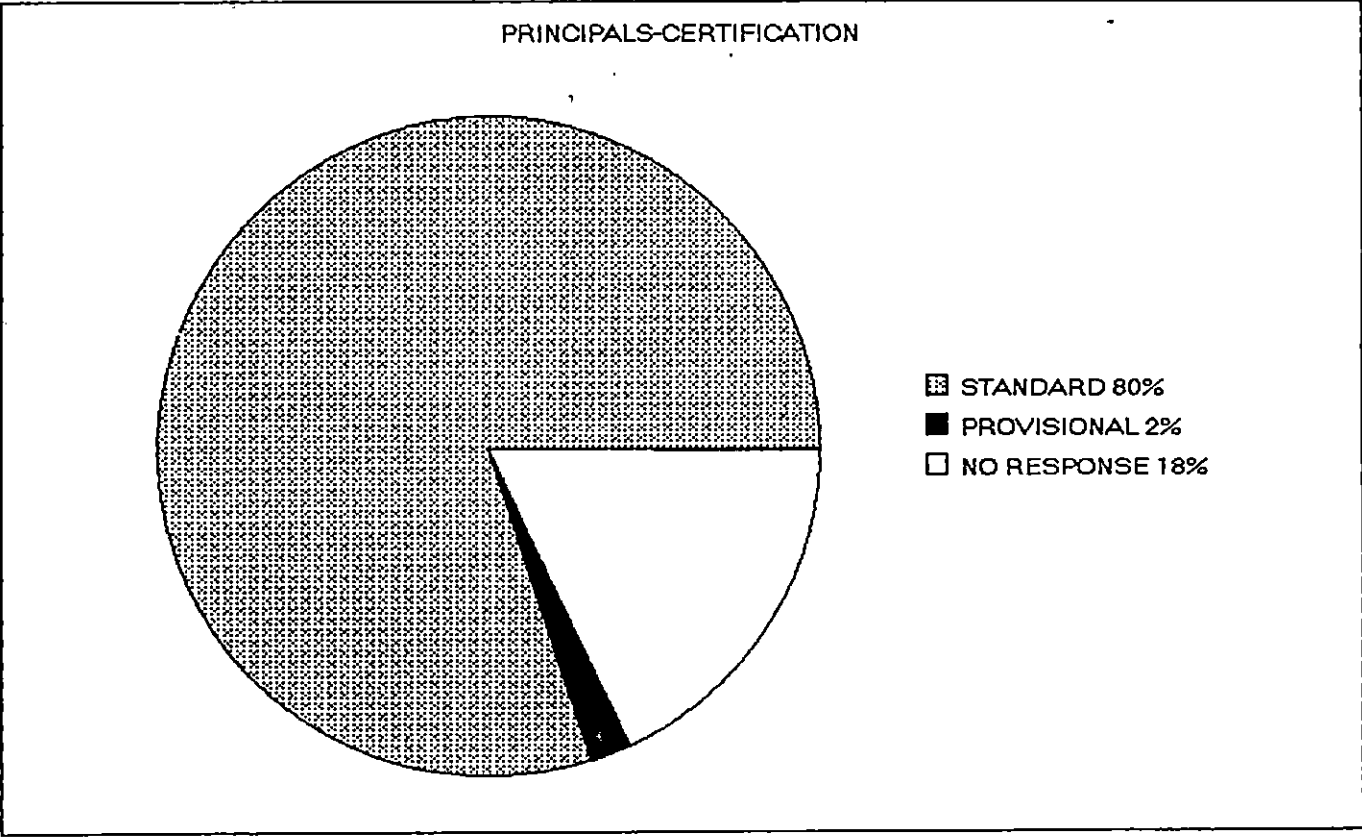


Figure 7:

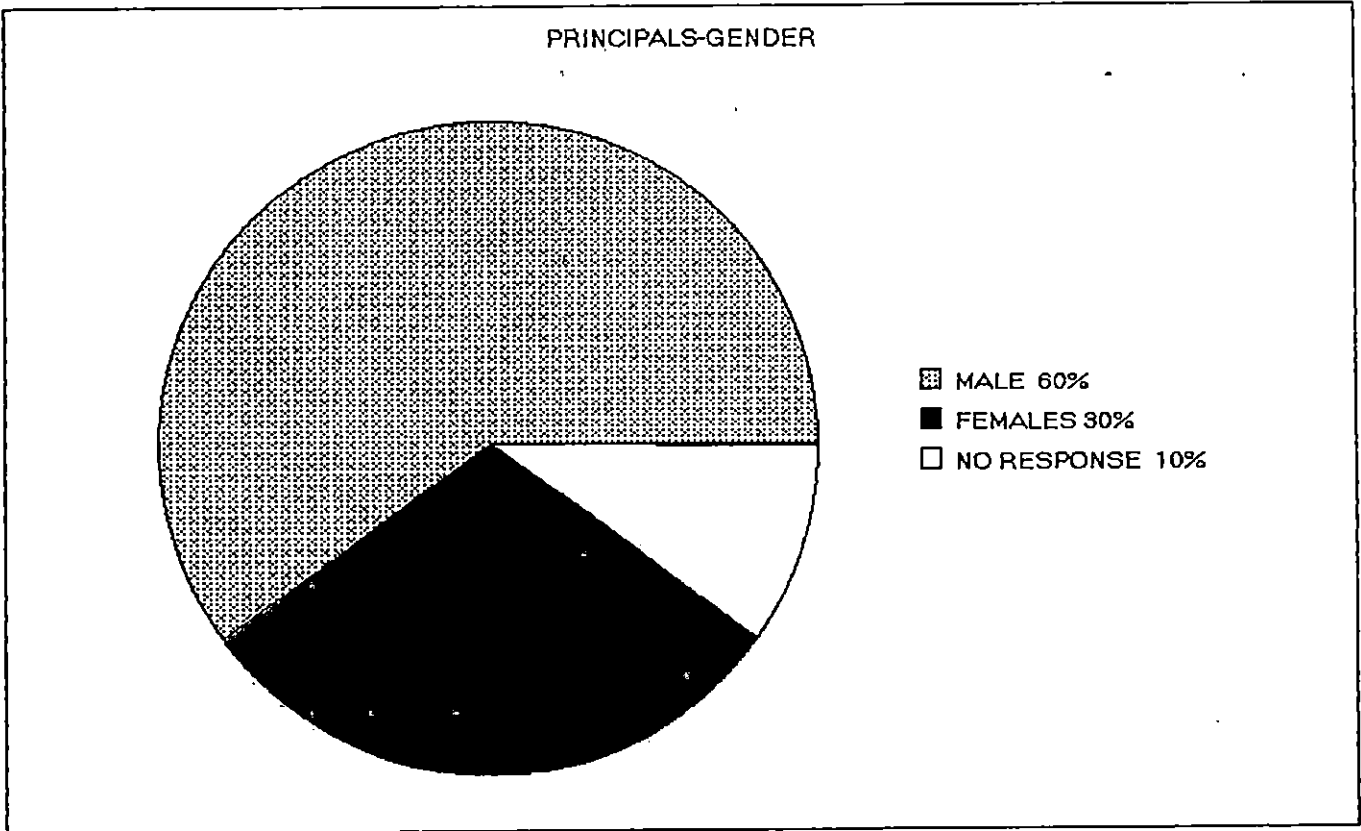


Figure 8 :

Questionnaire - Principals

Dear Administrator,

As a requirement for the Educational Specialist Degree in Guidance and Counseling at Morehead State University, I am conducting a research study designed to investigate the changing role and function of school guidance counselors in Kentucky.

I will be very grateful if you would complete the enclosed questionnaire and return it by May 8.

This information will be tabulated during the summer. If you are interested in the results of this study, please write to the following address in August.

Thanks in advance for your cooperation!

Sincerely,

A handwritten signature in cursive script that reads "Melissa".

PLEASE ANSWER THE FOLLOWING

SETTING: Elementary Middle School High School Voc. School
 SCHOOL
 ENROLLMENT: under 300 300-500 500-750 750-1000 over 1000
 CERTIFICATION:

Standard Provisional

SEX: Female Male

Years as a Principal

AGE:

Years of teaching experience prior
to employment as a Principal

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I perceive the counseling program in our school as very important to our educational needs and goals.	5	4	3	2	1
2. The counselors role in my school is clearly defined.	5	4	3	2	1
3. The teachers in my school view the counselor's role as a very important asset to education.	5	4	3	2	1
4. The teachers in my school assist the counselor during classroom guidance sessions.	5	4	3	2	1
5. I have control over how the counselor's day is spent.	5	4	3	2	1
6. The counselor's schedule is flexible enough to allow for last minute changes, without hassle.	5	4	3	2	1
7. I feel counselors should not have administrative duties.	5	4	3	2	1
8. The counseling program in my school has a budget.	5	4	3	2	1
9. I consult with the counselor concerning individual discipline problems.	5	4	3	2	1
10. I refer discipline problems to the school counselor.	5	4	3	2	1
11. I consult with the counselor about overall discipline policies and procedures.	5	4	3	2	1
12. I perceive a conflict between discipline and the role of a counselor.	5	4	3	2	1
13. The teachers in my school consult with the counselor about individual problems in their classes.	5	4	3	2	1

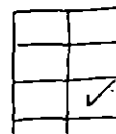
	Strongly Agree	Agree	Indecided	Disagree	Strong Disagree
14. I understand the role of a counselor.	5	4	3	2	1
15. The teachers in my school refer discipline problems to the counselor.	5	4	3	2	1
16. In your opinion, ignoring state recommendations, what should be the counselor-student ratio?	1/100	1/250	1/350	1/500	
17. Have you had any counseling courses during your administrative training?	<input type="checkbox"/> yes	<input type="checkbox"/> no			

18. Rank each of the following in order of importance, with 5 being most important and 1 being least important.

- Classroom Guidance
- Individual Counseling
- Group Counseling (8-10 students)
- Consultation
- Discipline

19. Please specify the percent of time you think your counselor should spend each day on the following areas:

- Administrative Duties
- Classroom Guidance
- Consultation
- Discipline
- Group Counseling (8-10 students)
- Individual Counseling
- Scheduling
- Other (Please specify):



Questionnaire - Counselors

Dear Fellow Counselor,

As a requirement for the Educational Specialist Degree in Guidance and Counseling at Morehead State University, I am conducting a research study designed to investigate the changing role and function of school guidance counselors in Kentucky.

I will be very grateful if you would complete the enclosed questionnaire and return it by May 8.

This information will be tabulated during the summer. If you are interested in the results of this study, please write to the following address in August.

Thanks in advance for your cooperation!

Sincerely,

Melissa

PLEASE ANSWER THE FOLLOWING

SETTING: Elementary Middle School High School Voc. School
 SCHOOL ENROLLMENT: under 300 300-500 500-750 750-1000 over 1000
 CERTIFICATION:

Standard Provisional

SEX: Female Male

Years as a Counselor _____

AGE: _____
 Years of teaching experience prior
 to employment as a counselor _____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I have flexibility with my schedule which allows for last minute changes, without a hassle.	5	4	3	2	1
2. I am comfortable in my role as counselor.	5	4	3	2	1
3. I have control over how my work day is spent.	5	4	3	2	1
4. I have a clearly defined role in my school.	5	4	3	2	1
5. Teachers stay in the classroom during classroom guidance activities.	5	4	3	2	1
6. I have adequate funding for my counseling program.	5	4	3	2	1
7. I feel the counseling program is treated as an important part of our educational system.	5	4	3	2	1
8. I feel the principal understands my role as counselor.	5	4	3	2	1
9. I feel the teachers understand my role as counselor.	5	4	3	2	1
10. My role as counselor is the same "model" I studied in counseling courses.	5	4	3	2	1
11. I feel that counselors should not have administrative duties.	5	4	3	2	1
12. I consult with the principal about individual discipline problems.	5	4	3	2	1
13. I consult with the principal about overall discipline policies and procedures.	5	4	3	2	1
14. I consult with teachers about individual discipline problems in their classes.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. The teachers in my school view my role as a very important asset to education.	5	4	3	2	1
16. Discipline problems are referred to me by the Principal.	5	4	3	2	1
17. Discipline problems are referred to me by the teachers.	5	4	3	2	1
18. In your opinion, ignoring state recommendations, what should be the counselor-student ratio?	1/100	1/250	1/350	1/500	

19. Rank each of the following in order of importance, with 5 being most important and 1 being least important.

- Classroom Guidance
- Individual Counseling
- Group Counseling (8-10 students)
- Consultation
- Discipline

20. Please specify the percent of time you spend each day on the following areas:

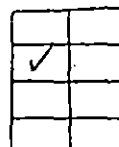
- Administrative Duties
- Classroom Guidance
- Consultation
- Discipline
- Group Counseling (8-10 students)
- Individual Counseling

Percent of Individual referrals from each area below:

- Parent Referral
- Principal Referral
- Student Referral
- Teacher Referral

Scheduling

Other (Please specify):



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