

FRED C. RANKINE,  
*University of New Brunswick,  
Fredericton;*

JAMES T. ANGUS,  
*Lakehead University,  
Thunder Bay.*

## THE NORMATIVE WORLD OF THE SCHOOL GUIDANCE COUNSELOR

### INTRODUCTION

A relatively recent phenomenon in New Brunswick is the emergence of the guidance counselor. In the process of supervising graduate students in counseling at the University of New Brunswick it became apparent that some confusion existed in the minds of many counselors respecting the proper administration of their particular role in the school setting. It was felt that an exploratory study which might arrive at some sort of consensus on role definition would be particularly relevant both to the counselor training program as well as practicing counselors in the field. Role definition is a difficult task because many variables interact to eventually determine what course of action the counselor takes in particular situations. In light of this it was decided that counselors would be contacted to ascertain if they were accurately perceiving the expectations of other significant groups within the school setting. In considering the other significant groups, it was decided to limit the investigation to administrators, other teachers, parents, and students.

There have been many previous studies conducted to explore the relationship which exists between the counselor and other significant groups. Generally these studies examine the relationship between the counselor and one other significant group. However, in the present study, it was decided that all groups would be looked at simultaneously along with the counselors perceived expectations of these other significant groups.

Dunlop (1965) made an assessment of the way professional educators, parents, and students assess the counselor role; Strowig and Sheets (1967) concentrated on the student perception of the counselor role. There is also ample literature available which attempts to delineate the specific functions of the counselor and this is contained in such publications as Rober (1961), Moser and Moser (1963), and Byrne (1963).

### METHOD

A questionnaire was constructed which attempted to center in on normal counselor activities and situations which might be expected to occur in any school at any time. This questionnaire took the form of a Guidance Counselor Role Norm Inventory (GCRNI) which was an attempt to state all role norms in terms of specific and explicit behaviors. The questions arose from the literature, previous studies, teachers, and counselors. A preliminary form of the questionnaire was tried out with graduate students and several changes were made in wording of the situations. This technique has been

successfully employed by Foskett (1967) who examined the normative world of the elementary school principal. It was hoped that questions such as what roles do individuals have for themselves and for others would be answered. With a division of labor in the schools today different kinds of activities are engaged in by the many participants of the ongoing school system. For these different groups, specific rules of conduct become established through interaction of the groups. A role is defined by activity which takes place in a social context with reasonably predictable results. Therefore, with recurrent situations, a preference for some specific response by an individual leads to the establishment of norms or normative behavior. The problem here then involved an initial mapping of the role structure of the guidance counselors perceptions, and included in this report are:

1. The way the guidance counselor views his own position.
2. The way the guidance counselor feels the other groups view his position, and
3. The actual views of the other groups, including perceptions of principals, teachers, parents, and students of the way they feel guidance counselors should act.

Five specific areas are defined as being of particular importance to the activities of the guidance counselor. These areas are:

1. Acting toward teachers.
2. Acting toward parents.
3. Acting toward students.
4. Acting toward community.
5. Acting toward administrators.

Each area consists of ten specific and explicit statements which are situational and require the respondents to indicate in their judgment if counselors:

- A. definitely should
- B. preferably should
- C. may or may not
- D. preferably should not
- E. definitely should not . . . . .

act in the manner indicated by the particular statement.

Counselors were required to respond to the questionnaire first in the manner they thought the role definition should be ideally resolved; second in the manner they thought the principal would expect them to resolve the role definition; third, the way in which they felt other teachers would expect them to resolve the problem; fourth, the way they felt that parents would expect them to resolve the problem and finally the way students would expect them to resolve the problem. In total the counselors involved in this study responded to the questionnaire five separate times with a different mental attitude upon each occasion.

All of the counselors were employed in Intermediate or Secondary high schools within the Province of New Brunswick. Each principal of a school involved completed the questionnaire indicating his expectations of how his guidance counselor(s) should respond given the specific situations. Neither the counselors nor the principal group were random samples as the total population was not sufficient for this procedure.

Each counselor who was responsible for a home room class was requested to randomly choose three teachers, three parents and three students to insure that the opinions of the other significant groups were obtained. The procedure for randomly selecting these other three groups was explained in detail to the counselors.

The sample consists of forty counselors arbitrarily divided into 20 Part-time Counselors (PTC) and 20 Full-time Counselors (FTC). A Full-time counselor is considered to spend 80 per cent or more of his time on full-time counseling or related guidance activities.

Returns were received from 21 principals, 72 teachers, 67 parents and 71 students. These numbers represent a 100 per cent return from principals and counselors contacted and approximately 80 per cent from the other three groups. All responses from all groups were anonymous.

The study was conducted in English Speaking schools in the Province of New Brunswick at the major population centers of Perth-Andover, Fredericton, Oromocto, Moncton, Saint John and St. Stephen. Personal data from counselor was obtained relating to certification, teaching experience, and grades involved.

Letters prepared by the authors accompanied the questionnaire to the principals, teachers and parents.

### RESULTS AND DISCUSSION

To facilitate examination of the data and comparisons between expectations of the various groups, the arbitrary values of one to five inclusive were assigned in the following manner:

Definitely should	— 1
Preferably should	— 2
May or may not	— 3
Preferably should not	— 4
Definitely should not	— 5

Using these values, means and standard deviations were computed for each group, and the means were compared through use of 't' tests between the groups for each role. In view of the substantial number of disagreements in role perception, each group will be dealt with individually, with the relevant mean scores for the groups on the role under discussion being given in parentheses. Each set of comparisons will be dealt with individually, and only differences which achieved significance will be outlined. For each set of comparisons, differences specific to part-time counselors (PTC) will be examined first, then differences specific to full-time counselors (FTC) will be examined, finally the differences specific to all counselors (AC) will be examined. Relevant tables outlining all three sets of comparisons for each group will be presented.

### COUNSELORS

To ascertain what differences in role perception, if any, existed between PTC and FTC their scores on the GCRNI were compared. Table 1 presents means, standard deviations and significant 't' values between PTC and FTC on perception of ideal role capabilities. Only one difference achieved significance, i.e. Role 23 which relates to the selection of occupational choices of students. FTC (2.05) tend to be more reluctant to make choices than

PTC (1.50), which would seem to be determined by their educational philosophy and theoretical training.

### PRINCIPALS

Counselors perceptions were next compared with principals' perceptions on the GCRNI. The means, standard deviations, and 't' values between these groups will be found in Table 2.

PTC were significantly different from principals on Role 2 and 26. Role 2 (inform a mathematics teacher that his attitude is causing students lower achievement) indicates that PTC (3.20) do not accurately perceive the views of the principals (2.38). It appears the principals expect PTC to assist communication channels within the school, yet the PTC seem to avoid responsibility. Role 26 (punishing a student for committing a school offense admitted to during a counseling session) suggests the PTC (3.75) do not think the principals (4.52) respect the confidential nature of the counseling relationship.

FTC (3.65) were significantly different on Role 46 (excuse a student from detention for after school counseling) from the perceptions of prin-

TABLE 1  
Means, Standard Deviations, and 't' Values Between  
P.T.C. and F.T.C. of Ideal Role Expectation

Role	PTC x/sd	FTC x/sd	't'	Role	PTC x/sd	FTC x/sd	't'
1	3.90/0.91	3.85/1.27		26	4.80/0.52	4.90/0.45	
2	2.45/1.19	2.75/1.12		27	1.80/1.20	2.00/1.34	
3	2.70/1.17	2.60/1.31		28	2.25/1.37	2.10/0.85	
4	2.95/1.36	3.05/1.36		29	1.70/0.73	2.10/0.85	
5	1.95/1.47	1.60/0.82		30	1.80/0.70	2.05/0.94	
6	3.70/1.38	4.40/1.05		31	3.50/1.19	3.70/1.34	
7	3.65/1.35	4.15/1.14		32	1.15/0.37	1.25/0.44	
8	4.00/1.03	4.00/0.92		33	1.75/0.85	2.25/1.29	
9	3.25/1.37	3.10/1.25		34	2.35/1.39	3.00/1.12	
10	4.00/1.12	3.75/1.25		35	2.85/1.69	3.50/1.36	
11	4.50/1.00	4.45/0.89		36	2.15/1.04	1.95/1.15	
12	1.60/0.88	1.70/1.08		37	2.60/1.10	2.40/1.23	
13	3.45/0.94	3.20/0.95		38	2.45/1.32	2.90/1.02	
14	3.95/1.19	4.20/1.11		39	1.40/0.68	1.30/0.57	
15	2.25/0.85	2.75/1.01		40	1.35/0.59	1.70/0.80	
16	3.15/1.14	3.70/1.17		41	1.40/0.68	1.75/0.72	
17	1.85/1.04	1.50/1.24		42	2.80/1.28	2.70/0.98	
18	1.40/0.68	1.45/0.60		43	4.25/0.91	4.55/0.94	
19	1.60/0.75	1.85/1.09		44	4.45/1.00	4.40/0.94	
20	1.70/1.08	1.80/1.15		45	2.85/1.42	3.00/1.45	
21	3.00/1.34	2.95/1.36		46	2.85/0.99	2.80/1.20	
22	2.30/0.98	2.30/1.03		47	2.60/1.14	2.60/0.99	
23	1.50/0.69	2.05/0.89	2.19*	48	3.65/1.46	4.10/1.07	
24	3.75/1.21	4.05/0.89		49	2.55/1.36	2.10/0.85	
25	4.00/0.92	4.00/1.34		50	2.10/0.97	2.75/1.33	

\*  $p < .05$

cipals (2.76). Principals saw this action as a useful alternative, to the detention, but counselors perceived that any such request might infringe on the principals expectations of his role.

AC were significantly different on Role 5 (advise teachers if school program is a major cause of increasing drop-out rate). Principals were very definite (1.71) in indicating this role as a responsibility of the counselors, but AC (2.82) tended to have a more moderate perception of the principal.

Role 42 (inform the principal if students express general dissatisfaction with the administration of the school). Again the principals (1.62) are looking for feedback from their staff, yet AC (2.50) again hesitate to come out as strongly in favor of this behavior as the principals.

Role 49 (advise the principal on appropriate procedures for dealing with a student who steals habitually). Principals (1.57) expect AC (2.52) to keep them posted on various aspects of school life including advice. The difference here may well relate to competencies which the counselors seem to think they do not possess.

Considering all 50 roles, there is remarkable agreement between the two groups. Whether this reflects a trend on the part of the counselors to view themselves as arms of the administration or whether this reflects perceptual acuity on the part of the counselors remains a question. There is nevertheless a remarkable agreement between principals and counselors.

## TEACHERS

Table 3 presents means, standard deviations and 't' values between role perceptions of counselors by teachers and counselors expectations of teachers. PTC were significantly different on Role 30 (advise a student if his behavior is troublesome to other teachers). Both teachers (1.90) and PTC (1.38) favor this behavior but PTC are more emphatic. In this situation they feel they are expected to inform students if complaints are received from teachers.

Role 45 (ask the principal to call a meeting of all teachers to discuss the reasons for teachers' indifference to the school guidance program). In this situation, the teachers (2.58) indicated that they wanted feedback yet the PTC (3.25) perceptions indicate they are not willing to assume this responsibility which they possibly see as an action which would isolate or alienate them from the teaching staff.

FTC were significantly different on Role 5 (advise teachers if school program is the major cause of the increasing drop-out rate). Here FTC (2.70) again chose to avoid responsibility, or at least not be as committed to supplying information to teachers (1.61) who wanted more positive action on the part of the FTC.

Role 7 (review all report cards before they are sent home). Teachers (3.61) were not agreeable to having this function performed by FTC (4.30) who tended to overestimate the degree of reluctance on the part of the teachers.

Role 9 (suggest to a teacher an appropriate method of disciplining an unruly student). Teachers (2.31) are quite receptive to receiving help from any of the professional staff of the school, yet, counselors (3.05) perceive that teachers would be ambivalent. Their response indicates more uncer-

TABLE 2  
Means, Standard Deviations, and 't' Values Between Role Perceptions of  
Counsellors by Principals, and Counsellors Expectations of Principals

Role	Principals		Counsellors		't' — Principals (df = 20) and		
	x/sd	PT x/sd	FT x/sd	AC x/sd	PTC df = 19	FTC df = 19	AC df = 39
2	2.38/1.20	3.20/1.28	—	3.10/1.28	2.11*	—	2.13*
5	1.71/1.19	2.70/1.38	2.95/1.39	2.82/1.38	2.45**	3.06***	3.13***
26	4.52/0.60	3.75/1.25	—	3.77/1.42	-2.45**	—	-2.30*
42	1.62/0.80	2.40/1.27	2.60/1.35	2.50/1.30	2.36*	2.84**	2.83***
46	2.76/1.30	—	3.65/0.99	—	—	2.45**	—
49	1.57/0.75	2.55/1.23	2.50/0.95	2.52/1.09	3.09***	3.50***	3.60***

\*\*\* ( $p < .01$ ); \*\* ( $p < .02$ ); \* ( $p < .05$ )

tainty and appears to depend on the circumstances of each individual case. The difference may well relate to the supervisory nature of this behavior.

Role 10 (inform a teacher that students report community disapproval of her personal behavior outside of school). Teachers (3.31) tended to feel that this may or may not be a function of the school counselor, but FTC (4.10) were hesitant to relay this information to the teachers concerned. This could relate to confidentiality of information received or perhaps a fear of being isolated from the teacher concerned.

Role 11 (allow a parent to see all school records concerning his own child). FTC (4.55) hesitate to permit a parent to view school records more so than teachers (3.92). The FTC appear to be more sensitive to the confidential matters of school records than teachers.

Role 13 (intervene in a conflict between a pupil and his parents). FTC (3.05) were more inclined to support students than teachers (3.69) felt they should. This attitude would no doubt do much to improve counselor-student relations, but it seems to be an area that teachers feel FTC should avoid, possibly because any backlash would reflect on the school rather than the counselor.

Role 23 (suggest suitable occupational choices for a student) suggests that teachers (1.44) view the counselor role as one of directing a student's occupational choice. FTC (2.00) do not think teachers are so definite in their role expectation of FTC.

Role 31 (inform the police if a student confesses that his gang has committed a criminal offense). In this situation, teachers (3.18) have more respect for the privileged nature of the counseling interview than FTC (2.40) give them credit for.

Role 35 (supply information on birth control to high school students on request). FTC (3.95) perceive teachers (3.22) would not expect them to act as a distribution agency, yet in fact, teachers seem to be confused on this role, leaning slightly to the preferably should not side.

Role 43 (give the names of students who confess to breaking a "No Smoking" rule in the washroom). Teachers (3.78) here seem to respect the right of the confidential nature of the counseling relationship more so than the counselors (3.15) give them credit for.

#### *All Counselors*

Role 1 (Inform a teacher that a student has admitted to cheating on a teacher's examination). Teachers (2.86) are undecided on the role of AC (2.00) in this situation, however, AC feel that teachers would expect them to inform on the student.

Role 2 (inform a mathematics teacher that his attitude toward a student is a cause of the student's low achievement in mathematics). This role situation reveals that teachers (2.25) expect feedback from AC, yet, AC (3.35) perceive the wishes of the teacher to be inclined toward not revealing.

Role 4 (report persistent student criticism of a new teacher's instructional methods to the principal). Teachers (2.99) view the AC (4.17) role here as one of possibly supplying pertinent information that will improve the instructional process, yet counselors certainly have perceived incorrectly.

Role 24 (attempt to obtain personal information that a student does not want to volunteer). It seems that teachers (3.79) expect counselors to obtain useable information regardless of the wishes of the student. AC

TABLE 3  
Means, Standard Deviations, and 't' Values Between Role Perceptions of  
Counsellors by Teachers, and Counsellors Expectations of Teachers

Role	Teachers		Counsellors			't' — Teachers (df = 71) and		
	x/sd	PT x/sd	FT x/sd	AC x/sd	PTC df = 19	FTC df = 19	AC df = 39	
1	2.86/1.42	2.10/1.17	1.90/1.29	2.00/1.22	-2.20*	-2.73***	-3.23***	
2	2.25/1.17	3.15/1.15	3.55/1.19	3.35/1.17	3.06***	4.37***	4.77***	
4	2.99/1.31	3.70/1.45	4.65/0.67	4.17/1.22	2.11*	5.49***	4.73***	
5	1.61/1.04	————	2.70/1.08	2.35/1.03	————	4.10***	3.61***	
7	3.61/1.27	————	4.30/1.13	4.13/1.14	————	2.19*	2.12*	
9	2.31/1.07	————	3.05/1.15	2.82/1.11	————	2.71***	2.43***	
10	3.31/1.33	————	4.10/1.12	3.97/1.07	————	2.44**	2.73***	
11	3.92/1.30	————	4.55/0.76	4.45/0.81	————	2.08*	2.35*	
13	3.69/0.94	————	3.05/1.00	3.17/0.98	————	-2.67***	-2.75***	
23	1.44/0.73	————	2.00/1.21	————	————	2.57**	————	
24	3.79/1.02	3.05/1.36	3.00/1.17	3.02/1.25	-2.67***	-2.97***	-3.51***	
25	3.65/1.10	2.85/1.18	3.00/1.38	2.92/1.27	-2.84***	-2.22***	-3.17***	
26	4.19/1.15	————	————	3.70/1.29	————	————	-2.09*	
30	1.90/1.08	1.35/0.49	————	1.38/0.59	-2.23*	————	-2.87***	
31	3.18/1.31	————	2.40/1.23	2.65/1.19	————	-2.38**	-2.12*	
32	1.18/0.42	1.50/0.61	1.60/0.68	1.55/0.64	2.70***	3.40***	3.68***	
35	3.22/1.22	————	3.95/0.83	3.27/1.01	————	2.50**	2.21*	
43	3.78/1.13	————	3.15/1.42	3.20/1.24	————	-2.07*	-2.50**	
45	2.58/1.17	3.25/1.12	————	3.22/1.27	2.27*	————	2.69***	
50	2.56/1.07	1.45/0.76	2.00/0.86	1.72/0.85	-4.31***	-2.13*	-4.22***	

\*\*\* ( $p < .01$ ); \*\* ( $p < .02$ ); \* ( $p < .05$ )



(3.02) on the other hand perceive a non-committal attitude on the part of the teachers.

Role 25 (criticise a student concerning a school offense admitted to during a counseling session). Interestingly it appears that teachers (3.65) feel that counselors should not make judgments respecting students based on counseling interviews, but AC (2.92) tend to feel that the teachers would in some cases expect them to make these judgements.

Role 32 (invite representatives of local industries to discuss job opportunities with students at school). Teachers (1.18) are quite emphatic about this Role indicating that counselors should definitely undertake this responsibility. AC (1.55) on the other hand tend to be slightly more hesitant about the teacher's expectations in respect to this function.

Role 50 (ask the principal to transfer a non-achiever from the college preparation program). Teachers (2.56) were slightly in favor of their counselors acting in this manner, however, AC (1.72) felt that the teacher's opinion would be much more in favor of undertaking this responsibility.

## PARENTS

Table 4 presents means, standard deviations, and 't' values between role perceptions of counselors by parents, and counselors expectations of parents.

### *Part-time Counselors*

Role 21 (Discourage a student from expressing personal criticism of other teachers). Parents (2.21) indicate that counselors should discourage students, yet PTC (2.84) expected a more moderate stand on the parents' part.

Role 33 (assist local industries in filling job vacancies). Parents (1.54) view this as a legitimate function of the school, yet PTC (2.26) are not so emphatic in their judgement of what parents expect them to do.

Role 40 (show films to students on the effects and use of L.S.D. and alcohol). This role seems to the parents (1.30) to be a role of the school counselor. PTC (1.74), although they agree with this view, are not so definite in their assessment of the parents attitudes.

### *Full-Time Counselors*

Role 2 (inform a mathematics teacher that his attitude toward a student is a cause of the student's low achievement in mathematics). Parents (1.50) view this situation as one in which their children will be assisted within the school system, and are very definite about how they feel the FTC should act. FTC (2.00) on the other hand see this as only a preferable course of action, possibly because there may be some political implications involved in carrying out this role.

Role 8 (tell a teacher if a student dislikes her for personal reasons). FTC (3.00) hedge on this role task but the expectation of parents (3.82) for the counselor indicates that they preferably should not undertake this function.

Role 14 (inform a parent that his daughter is pregnant despite the girl's request that the counselor do not do so). Parents (2.88) tend to respect the confidential nature of the relationship involved in the counseling situation,

TABLE 4  
Means, Standard Deviations, and 't' Values Between Role Perceptions of  
Counsellors by Parents, and Counsellors Expectations of Parents

Role	Parents		Counsellors			't' — Parents (df = 66) and		
	x/sd	PT x/sd	FT x/sd	AC x/sd	PTC df = 18	FTC df = 19	AC df = 38	
2	1.51/0.77	————	2.00/1.30	1.90/1.02	————	2.12*	2.23*	
3	2.31/1.35	3.95/0.91	3.65/1.23	3.79/1.08	4.95***	3.96***	5.84***	
5	1.39/0.70	1.79/0.79	1.90/1.25	1.85/1.04	2.16*	2.36*	2.71***	
6	1.97/1.13	3.05/1.22	3.15/1.35	3.10/1.27	3.62***	3.92***	4.75***	
8	3.82/1.15	————	3.00/1.26	3.31/1.15	————	-2.74***	-2.21*	
12	2.06/1.35	————	————	1.49/0.91	————	————	-2.36***	
14	2.88/1.63	————	1.80/1.51	2.13/1.54	————	-2.65***	-2.34*	
18	1.51/0.88	————	————	1.95/1.07	————	————	2.30*	
20	1.49/0.89	2.32/0.89	2.30/1.08	2.31/0.98	3.55***	3.37***	4.37***	
21	2.21/1.29	2.84/0.96	————	2.85/1.09	1.99*	————	2.60**	
22	2.58/1.38	3.68/0.75	3.65/1.23	3.67/1.01	3.33***	3.11***	4.28***	
28	1.49/0.88	2.79/1.40	2.00/1.08	2.38/1.29	4.93***	2.15*	4.23***	
29	1.31/0.56	1.84/0.69	2.25/1.25	2.05/1.02	3.47***	4.78***	4.81***	
30	1.40/0.63	1.95/0.71	2.10/1.29	2.03/1.04	3.24***	3.31***	3.85***	
31	2.75/1.22	————	————	3.28/1.23	————	————	2.17*	
33	1.54/0.97	2.26/1.15	————	2.05/1.15	2.75***	————	2.45**	
38	2.30/1.14	————	3.05/1.19	2.82/1.12	————	2.56**	2.29*	
39	1.31/0.68	2.16/1.21	2.35/1.31	2.26/1.25	3.95***	4.73***	5.04***	
40	1.30/0.74	1.74/0.73	————	1.72/0.92	2.29*	————	2.58**	
44	2.93/1.42	3.63/0.96	3.90/1.25	3.77/1.11	2.04*	2.77***	3.19***	
45	1.57/0.86	2.79/0.92	2.65/1.35	2.72/1.15	5.40***	4.30***	5.88***	
47	2.55/1.02	————	————	2.15/0.81	————	————	-2.08*	

\*\*\* (p < .01); \*\* (p < .02); \* (p < .05)

yet the FTC (1.80) think that parents would want to be informed regardless of the consequences.

Role 38 (invite members of the clergy to discuss religious problems with students at school). FTC (3.05) still think that parents will generally assume the responsibility for religious education, or at least exposure to various religious doctrine, but the parents (2.30) on the other hand are quite willing to have the counselor undertake some responsibility for the religious education of their children.

#### *All Counselors*

Role 3 (Provide a student's home room teacher with confidential information about the student's home environment)—A dichotomy of views. The parents (2.31) feel that such information may well assist their children. AC (3.79) on the other hand think for some reason that parents will take the opposite view.

Role 5 (Advise teachers if the school program is the major cause of the increasing drop-out rate). Parents (1.39) want AC to assist their children in all ways. They are not particularly concerned about political implications. AC (1.85) also see this as a legitimate role parents expect them to undertake actively in the school, yet they tend to feel that parents will be less definite in their expectation.

Role 6 (Require teachers to send all "problem students" to the guidance counselor for corrective guidance sessions). In this situation parents (1.97) want AC to undertake action that will assist their children, yet AC perception (3.10) indicates that parents are uncertain.

Role 20 (Recommend that a parent seek psychiatric treatment for an emotionally disturbed child). This situation is seen by parents (1.49) as one that requires some definite action on the part of the Guidance Counselor. AC (2.31) share the same opinion, but are not quite as definite in their assessment of the parent's expectations.

Role 28 (Discourage an honour student in grade eleven from taking full-time employment). Parents (1.49) seem to want children to remain in school until after High School graduation, especially if they have the ability. The AC (2.38) expectation of the parent's wishes tends in the same direction, but is not as definite as the parents.

Role 29 (Advise a student if his behavior is troublesome to other students). The social education of students is seen by the parents (1.31) as being a crucial role of the guidance counselor, yet AC (2.05) perceive that the parents are not as committed as they indicate.

Role 30 (Advise a student if his behavior is troublesome to other teachers). Both the parents expectation (1.40) and the AC expectation (2.03) of the parents wishes indicate this to be an expected role of the guidance counselor. Guidance counselors, however, tend to be less definite.

Role 39 (Report a case of malnutrition to the Department of Health and Welfare). It would seem here that the AC perception (2.26) of parents' expectation is one approaching ambivalence, yet the parents (1.31) are definite in their expectations and expect the guidance counselor to undertake this activity.

Role 44 (Provide the principal with a written summary after counseling sessions will all "problem students"). In this role description, the AC (3.77) obviously feel that the parents will expect them to retain the confidential

TABLE 5  
Means, Standard Deviations, and 't' Values Between Role Perceptions of  
Counsellors by Students, and Counsellors Expectations of Students

Role	Students	Counsellors			't' — Students (df = 70) and		
	x/sd	PT x/sd	FT x/sd	AC x/sd	PTC df = 19	FTC df = 19	AC df = 39
1	3.37/1.48	4.45/1.00	4.70/0.57	4.57/0.81	3.08***	3.95***	4.78***
2	2.08/1.27	3.05/1.32	—	2.75/1.39	2.97***	—	2.56**
3	3.14/1.38	3.90/1.17	3.90/0.85	3.90/1.01	2.25*	2.34*	3.06***
5	1.41/0.82	—	—	1.75/0.87	—	—	2.06*
6	2.34/1.19	3.35/1.31	3.65/1.42	3.50/1.36	3.28***	4.16***	4.68***
7	3.01/1.35	3.75/1.12	3.85/1.23	3.80/1.16	2.23*	2.50**	3.10***
9	2.76/1.20	3.40/1.27	—	3.30/1.18	2.08*	—	2.29**
10	3.80/1.41	—	2.70/1.17	2.95/1.13	—	-3.20***	-3.27***
11	2.10/1.47	3.85/1.09	3.55/1.76	3.70/1.45	4.96***	3.74***	5.54***
12	1.89/1.27	2.80/1.47	2.70/1.17	2.75/1.32	2.74***	2.57**	3.39***
13	3.94/1.05	3.20/1.20	3.20/1.20	3.20/1.18	-2.70***	-2.70***	-3.42***
14	3.48/1.59	4.70/0.66	4.65/0.67	4.67/0.66	3.34***	3.20***	4.53***
15	2.56/0.95	—	3.55/1.10	3.15/1.17	—	3.96***	2.87***
16	2.93/1.40	4.35/0.81	4.60/0.82	4.47/0.82	4.33***	5.09***	6.40***
18	1.76/1.05	2.35/1.04	2.60/1.19	2.47/1.11	2.22*	3.07***	3.38***
20	2.13/1.21	—	3.05/1.28	2.75/1.24	—	2.99***	2.59**
21	2.97/1.47	—	3.90/1.25	3.67/1.19	—	2.57**	2.58**
25	3.61/1.31	4.50/0.69	—	4.17/1.22	2.92***	—	2.25*
26	4.20/1.12	4.75/0.55	—	—	2.14*	—	—
27	2.18/1.26	3.05/1.10	2.85/1.53	2.95/1.32	2.80***	2.00*	3.00***
30	2.00/1.12	—	2.65/0.99	2.50/1.04	—	2.35*	2.32*
31	3.66/1.28	4.35/1.09	4.55/0.83	4.45/0.96	2.20*	2.94***	3.40***
36	2.34/1.11	—	3.10/1.37	—	—	2.57**	—
39	1.56/0.92	2.15/0.99	—	2.07/1.14	2.48**	—	2.57**
40	1.44/0.84	—	1.90/1.12	—	—	2.02*	—
41	2.28/1.11	1.75/0.72	—	—	-2.02*	—	—
43	4.04/1.14	—	4.65/0.81	4.57/0.75	—	2.23*	2.65***
44	3.48/1.41	4.55/0.69	4.60/1.14	4.57/0.93	3.27***	3.26***	4.39***
45	1.89/0.89	2.80/0.89	2.55/1.28	2.67/1.10	4.06***	2.66***	4.12***
46	2.73/1.30	1.95/0.83	1.90/1.07	1.92/0.94	-2.55**	-2.62**	-3.45***
50	2.80/1.18	2.20/0.89	—	—	-2.12*	—	—

\*\*\* (p < .01); \*\* (p < .02); \* (p < .05)

relationship existing during the counseling interview, yet parents (2.93) seem to expect, rather moderately that such information would be useful for the development of the child.

Role 45 (Ask the principal to call a meeting of all teachers to discuss the reasons for the teachers' indifference to the school guidance program). Parents (1.57) are very definite about the AC's role in this situation. The AC (2.72) perception of the parents' attitude is considerably off, approaching the may or may not category. In this situation, it appears that the parents are viewing the counselor as an extension of the administration and as one who can improve the guidance department by involving teachers in such activities.

## STUDENTS

The means, standard deviations, and 't' values between role perceptions of counselors by students, and counselors' expectations of students are located in Table 5.

### *Part-Time Counselors*

Role 2 (Inform a mathematics teacher that his attitude toward a student is a cause of the student's low achievement in mathematics). Students (2.08) expect counselors in this role situation to act on their behalf and intervene, hopefully, to the benefit of the student. The PTC (3.05) on the other hand tends to view the students' expectation as being slightly on the should not side of the response area.

Role 9 (Suggest to a teacher an appropriate method of disciplining unruly students). In this case students (2.76) credit PTC with responsibility to some extent in this situation, yet the views of PTC (3.40) respecting expectations by students indicates that they should not undertake this behavior.

Role 25 (Criticize a student concerning a school offence admitted to during a counseling session). PTC (4.50) think students would disapprove of such action, yet strangely, the students (3.61) in many cases are presumably seeking guidance and would not be upset if in fact they were criticized.

Role 26 (Punish a student for committing a school offence admitted to during a counseling session). Both groups are against the counselor assuming the function of disciplinarian if the details of the offence are the discussions of a confidential session. The PTC (4.75) expected the students (4.20) to react even more violently than they did.

Role 39 (Report a case of malnutrition to the Department of Health and Welfare). Students (1.56) clearly see this situation as one that requires action on the part of the Guidance counselor, while PTC (2.15) perceive the students' expectations to be slightly less emphatic.

Role 41 (Ask the principal to confer with him respecting the non-promotion of over-age students). In this situation the students (2.28) are slightly in favor of guidance counselors undertaking this function. On the other hand, PTC (1.75) perceive that the students would have been much more definite in their expectation.

Role 50 (Ask the principal to transfer a non-achiever from the college preparatory program). Students (2.80) tend to be ambivalent but the PTC (2.20) perceive this role as one that they should probably undertake.

*Full-Time Counselors*

Role 10 (Inform a teacher that students report community disapproval of her personal behavior outside of school). In this case students (3.80) expect that guidance counselors will not engage in this activity, but the perception of the FTC (2.70) is that students would expect them to so inform the teacher.

Role 15 (Request the advice of committees of parents in planning the guidance program). This role situation is one that divides counselors and students. Students (2.56) see this as a possibly useful adjunct to the construction of a guidance program, yet FTC (3.55) tend to think that students will not want parents involved.

Role 20 (Recommend that a parent seek psychiatric treatment for an emotionally disturbed child). FTC (3.05) perceive students as ambivalent on this role, yet students (2.13) perceive this role as one which the FTC should preferably undertake.

Role 21 (Discourage a student from expressing personal criticism of other teachers). The role disagreement here indicates that students (2.97) are ambivalent. The FTC perceived expectation (3.90) suggests FTC do not consider this role legitimate.

Role 30 (Advise a student if his behavior is troublesome to other teachers). Students (2.00) expect guidance counselors to inform them if their behavior is troublesome. This should assist the particular student to make appropriate adjustments, and thus improve his relations with other teachers. FTC (2.65) perceive that the students will tend to be more ambivalent towards their role than in fact they are.

Role 36 (Assist welfare agencies by providing information about a student from school records). In this situation the students (2.34) do not see the implications of releasing information to outside agencies. They seem to take the view generally that anything that might assist their growth and development should be undertaken by the guidance counselors. FTC (3.10) believe that students will be mildly opposed to the releasing of this information.

Role 40 (Show films to students on the effects and use of L.S.D. and alcohol). Both the students' views (1.44) and the perceived expectation of FTC (1.90) indicate this role to be one that should be undertaken by the counselor. The difference is one of degree.

Role 43 (Give the principal the names of students who confess to breaking a "No Smoking" rule in the washroom). The difference here is again one of degree and not kind. The FTC (4.65) tend to feel the students (4.04) will be more adamant than in fact they are.

*All Counselors*

Role 1 (Inform a teacher that a student has admitted to cheating on the teacher's examination). This role situation is rather unusual. The students' view (3.37) seems to be one approaching ambivalence, yet the AC expectation (4.57) of what the students think is closer to definitely should not. Students obviously feel that in some instances, guidance counselors should so inform a teacher.

Role 3 (Provide a student's home teacher with confidential information about the student's home environment). In some situations, students (3.14) feel that the transmission of such information may be of some assistance.

The AC's perception (3.90) of how the students feel indicates that they preferably should not make such information available. Students seem to credit the AC with more discretion than the AC think they will.

Role 6 (Require teachers to send all "problem students" to the guidance counselor for corrective guidance sessions). Students (2.34) see the guidance counselor as an expert in the school, ready and able to assist in the solving of problems they might have. AC (3.50) on the other hand, feel that students will not appreciate such a course of action.

Role 7 (Review all report cards before they are sent home to parents). Students (3.01) are uncommitted on this role situation while the AC's expectation (3.80) indicates that students will be opposed to their "interference."

Role 11 (Allow parent to see all school records concerning his own child). This role situation is one that presents a real dichotomy. The students (2.10) feel that information of this nature supplied to their parents will be of value, yet the expectation of AC's (3.70) indicates that they feel that students will be opposed to such action.

Role 12 (Encourage parents to visit the school at any time). Students (1.89) are quite definite about this situation indicating that parents should be encouraged to visit the school. Their motivation remains a mystery, unless it is one of trying to communicate some of the frustrations they encounter. The AC's (2.75) feel that students will not be committed.

Role 13 (Intervene in a conflict between the pupil and his parents). The students (3.94) feel that a guidance counselor should not become involved in family disputes. It may be that the students feel the AC's sphere of expertise ceases after they have left the school. AC's (3.20) on the other hand tend to be unsure how students will react in his role situation, in fact choosing a moderate value on the scale.

Role 14 (Inform a parent that his daughter is pregnant despite the girl's request that the counselor do not do so). The AC's perception (4.67) of the student wishes in this situation approach the definitely should not category, yet the students (3.48) in some instances see this as a legitimate role behavior.

Role 16 (Advise parents if their child has admitted to a minor criminal offense). The students (2.93), although not very definite one way or the other, tend to think that guidance counselors should inform parents. Perhaps they see the guidance counselor as some sort of intermediary as opposed to a disciplinarian. AC's (4.47), on the other hand, feel that students will be definitely opposed to the transmission of this "confidential" information to their parents.

Role 18 (Tell parents that their child's choice of program in high school is unrealistic in terms of the child's measured ability and record of past achievement). This situation is one in which the students (1.76) feel a guidance counselor should contact their parents, as it will presumably be to the students' benefit if full disclosure is made. The AC's perception (2.47) tends to be more moderate, and approaches the may or may not category.

Role 27 (Refuse to recommend a student for a position if he knows the student is unqualified). The students (2.18) expect honesty from the counselor, yet the AC's (2.95) feel that students will expect recommendations in many cases when they should not be forthcoming.

Role 31 (Inform the police if a student confesses that his gang has committed a criminal offense). The difference here is one of degree. Students (3.66) seem to be more realistic in their analysis of the role of the guidance counselor, notwithstanding the confidential nature of the counseling relationship. AC's perceptions (4.45) of the students' views on this subject indicate that they definitely should not underake this course of action.

Role 44 (Provide the principal with a written summary after counseling sessions with all "problem students"). In this case students (3.48) are much less emphatic regarding this role situation than AC (4.57) perceive they will be. Such a summary may well assist in understanding more fully the problems of the student.

Role 45 (Ask the principal to call a meeting of all teachers to discuss the reasons for the teachers' indifference to the school guidance program). Both students (1.89) and AC expectation (2.67) of students' views favor this course of action on the part of the counselor. One could assume from this response that the students feel the guidance program to be an integral part of their education.

Role 46 (Ask the vice-principal to excuse a student from a detention period for after school counseling). The AC's expectations (1.92) of the students wishes in this case indicate that they think students will want them to recommend this alternative course of action. The students (2.73) possibly see such a situation as one involving escape from responsibility and are not too interested in taking advantage of any such situation.

## CONCLUSIONS

To operate effectively and efficiently in the school setting the guidance counselor must understand the many variables and role expectations that interact to ultimately define his actual behavior in various situations. This study reveals that counselors are more perceptive of the principals' expectations than any other group. This obviously will assist in making them an efficient extension of the administration, a situation which if anything, mitigates against their effectiveness with students. Only 6 role conflicts were identified.

When counselors were compared with teachers, some 20 role conflicts were identified. This would seem to indicate that the counselor is struggling for role identification with his colleagues. More effective communication seems to be required between counselors and teachers, especially in relation to the problems of students. It is recommended that counselors take a more active participation in staff meetings to ensure that the elements of counseling are understood by their colleagues.

Parents expectations and counselors expectations of parents were significantly different on 22 roles. This is understandable due to the changing concepts of counseling in recent years. Parents would no doubt base their expectations on their own school experience which would seem to cast the role of the counselor as one of the administrative team. Again channels of communication must be opened if the counselor is to act effectively within the school setting. It is recommended that more parent-counselor interviews be held, possibly through the meetings of the local PTA association. Perhaps the school could also prepare a small brochure outlining the functions and duties of the school guidance counselor that could be distributed to all



parents at the start of the school year. An open invitation to parents to visit the school might also reduce the number of role conflicts between parents and counselors.

The counselor's prime responsibility is to his students, yet in an analysis of the role conflicts, more were found here (31) than with any other significant group with which the counselor must deal. Counselors are just not accurately perceiving the expectations of their students and until they do so perceive, they cannot hope to operate at peak efficiency. It is presumed that in many cases, these conflicts occur because of the dual responsibility of the counselor in many schools for teaching and counseling activities. This study would seem to indicate that for effective counseling, or at least a closer matching of expectations of the two groups, more contact must be made between student and counselor. Implications here include a reduced ratio of students to counselor, and possibly more free time for individual counseling sessions.

The correspondence between the ideal role expectation of PTC and FTC only resulted in 1 conflict. This indicates remarkable agreement but certainly leads one to question the efficacy of counselor training techniques.

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