

TEACHER-COUNSELLOR RELATIONS
IN THE
HIGH SCHOOLS OF NOVA SCOTIA

by

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ABSTRACT

Four randomly chosen high schools in Nova Scotia provided a sample of 71 teachers to respond to a survey. Twelve "critical incidents" and four multiple choice questions were designed to test teacher reaction to counsellor activity. The critical incidents were similar to those used by Kandor, Pulvino and Stevic (1971). Following the recommendations of Kandor et al., areas of dissonance were identified, and each tested by three or more incidents. Two types of activity were proposed for each incident, and two alternate forms of the survey were drawn up. In one form, a given item showed the counsellor acting in a way judged acceptable to teachers; in the alternate form, the corresponding item showed the counsellor acting in a way judged unacceptable. In each form, approximately half the items showed counsellor activity judged acceptable and half unacceptable. Teachers responded to one or the other of the forms using a five-point Likert scale. This procedure permitted comparison of teacher responses to the two types of activity. Differences in responses to each item were tested for significance using the Kolmogorov-Smirnov two-sample test.

The first area of dissonance, administrative role of the counsellor, showed teachers willing to accept such a

role in some instances, but in general reacting negatively. Items testing the counsellor as threat to teacher goals and rewards showed strong evidence that teachers prefer counsellor activity which permits teachers to share in helping students, but are not so concerned about counsellor interference with their achieving professional goals. The third area tested, special considerations for counsellors, showed teachers strongly in favor of counsellors sharing with teachers certain duties and personal restrictions, but even on these items there is evidence that some teachers are willing to grant the counsellor concessions that teachers do not enjoy.

A second part of the survey showed teachers ready to discuss with counsellors situations that make for discord, but expecting counsellors rather than teachers to initiate discussion. Teachers do not look to the counsellor for help with professional or personal problems, nor do they show interest in additional personnel to meet these needs.

The lack of conclusive evidence (on six of the twelve items) to show teachers discriminating between "acceptable" and "unacceptable" activity may indicate a more generally accepting attitude toward counsellor behaviors than was expected. The writer recommends that counsellors be alert to recognize and capitalize on any improvement in teacher-counsellor relations.

Detailed description of the development of the

instrument used and suggestions for further revisions make up a large part of the study.

Examiners:

[REDACTED]

[REDACTED]

[REDACTED]

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CHAPTER I

INTRODUCTION

Relations between teachers and counsellors are frequently viewed as less than ideal by both groups involved. The statements, written and verbal, of educational authorities, the findings of research, and the personal experience of many teachers and counsellors all testify to this unfortunate state of affairs. While some amelioration of the situation begins to be evident (Sherman and Shapiro, 1969) the problem continues to be an important one in the schools of Nova Scotia, as indicated by Anderson (1972) (see Appendix 1) of the Atlantic Institute of Education, which has concerned itself with outlining a program for counsellor education. From the concomitant research, G. J. Anderson, Assistant Director of the Institute, has arrived at the conclusion ". . . unless they [the counsellors] can interact more at a higher level with teachers, there will be little hope for improving the state of counselling in our schools." The problem with which this study is concerned is how counsellors can "interact more at a higher level" with teachers in the high schools of Nova Scotia.

Need for the Study

Since the problem of discord in teacher-counsellor

relationships persists, in spite of many studies, a new approach may be indicated. The traditional approach to the problem has been to attempt to clarify the roles of each group, or to find how the teacher perceives the role of the counsellor. The authors of one of the most recent of such studies, Kandor, Pulvino and Stevic (1971), suggest that rather than repeat studies of role and of perceptions of the counsellor, we should now analyze counsellor activity, defining areas in which there is discord, and areas in which teachers and counsellors work harmoniously. We should then test teacher reaction to counsellor activity within the areas of discord to find what sort of counsellor activity is acceptable to teachers. This is supported by Shertzer and Stone (1971, p.398) and indicates a line of action which appeals to the writer.

The Purpose of This Study

The purpose of the present study was threefold. From a study of the literature areas of dissonance in teacher-counsellor relations were identified. The literature is rich in its supply of definitions of counsellor role, lists of legitimate counsellor duties, and in descriptions of how the teacher perceives the counsellor. A study of these subjects and an analysis of the findings of Kandor et al. (1971) helped to delineate areas of discord. The second step was to select areas which, in the words of Shertzer and Stone (1971), are "amenable to attack [p.398]." Finally, the study

attempted to test teacher reaction to proposed alternative activity by the counsellor in each of the selected areas. This entailed preparation of an instrument.

Hypothesis

Stated in very general terms, the hypothesis to be tested by the study was as follows: In his repertoire of activities, the counsellor has those that are acceptable and those that are displeasing to teachers. By a judicious choice of activities, and by a continuing awareness of possible areas of dissonance, the counsellor in Nova Scotia high schools can improve his relationships with teachers without jeopardizing the interests of the students.

Definitions

The term counsellor in this study refers to either the part-time or full-time school counsellor. No attempt is made to distinguish between the two categories or to examine the effects of training or experience on counsellor activity. The counsellor here referred to is any person in the schools assigned the title.

By dissonance is meant a lack of harmony in the working relationships of teacher and counsellor. It implies that either teacher or counsellor may be the cause of the discord.

Counsellor activity is action taken by the counsellor in order to carry out his obligations to the student. The activity must meet two requirements: first, it serves the

needs of the students; second, it is not unethical.

High schools refers to both junior and senior high schools, or to the school which serves both groups, juniors and seniors.

CHAPTER II

REVIEW OF THE LITERATURE

Responsibility of the Counsellor

A review of the literature was undertaken with several questions in mind. First, is the counsellor the logical person to concern himself with the problem of improving teacher-counsellor relations? The general consensus would seem to be that counsellors should accept at least the responsibility of initiating action that will lead to a better relationship between them and their co-workers, the teachers (Friedland, 1969; Tennyson and Hansen, 1971; Sweeney, 1966). When we think of the special training and skills of the counsellor, this expectation would seem to be reasonable. Counsellors have training in interpersonal communication, and in becoming aware of the attitudes of and feelings of others. As comparative newcomers to the educational scene, can counsellors and counselling be expected to be more amenable to change than teachers and teaching? As a new and minority group, do counsellors and counselling stand to lose more than other school groups if the relationship proves ineffective? Whatever the reason, counsellors, rather than teachers, are those frequently mentioned as those who can and should bridge whatever gap exists between them and their

colleagues (Smith, 1971; Kandor et al., 1971; Shertzer and Stone, 1971).

Areas of Dissonance

A second purpose for reviewing the literature was to identify areas of dissonance, which emerged from a review of teacher perceptions of counsellor function, from studies of teacher attitudes toward counsellors, and from the observations of those qualified to comment on teacher-counsellor relations.

The counsellor as threat to the teacher. As might be expected, one of the first areas identifiable was one in which teacher and counsellor roles overlap. It is an area in which teacher and counsellor are working toward similar but not identical goals and where either may threaten the rewards of the other. The counsellor's interest in the student's development is likely to be more general than that of the teacher, who is concerned with preparing the student to meet a specific academic standard or acquire a specific skill. Either teacher or counsellor, if forgetful of or unaware of the aims of the other, may be a threat to or be threatened by the activities of the other, but the literature stresses the fact that it is the counsellor who is more likely to threaten the teacher, than the reverse (Aubrey, 1967; Jones, 1971; Lortie, 1969).

Closely related to the threat which the counsellor may pose to a teacher's professional aims is the threat he poses

to the "real rewards" of teaching. Lortie (1969) brings to our attention that it is not the uniformly assigned extrinsic rewards of teaching that challenge the teacher, but the individually earned intrinsic rewards. When Lortie wanted to discover just what this reward was, he found teachers responded to the statement "Knowing that I have 'reached' students and they have learned [p.32]." "Reaching" students is also the aim of the counsellor, who may, in his efforts to help the student make a personal adjustment, not only overlook what the teacher is trying to do academically, but is even more likely to usurp for himself the sole right to help with personal problems.

Jones (1970) discussed another type of threat which may be the result of counsellor activity.

On a personal level teachers may feel, though not very often voice deeper anxieties. What is Jane saying about them? Is she criticizing them or their teaching methods? What will the counsellor do with this information? Supposing she believes it, supposing she passes it on to the 'powers that be' [p.59].

Administrative role of the counsellor. The counsellor may be assumed by the teachers to be a part of the administration. This feeling will be strengthened in the degree that counsellors assume or accept duties of an administrative nature. These duties may include the assigning of students to class sections, or arranging transfers from section to section. Counsellors may take the responsibility for arranging for meetings of groups of teachers. In the absence of

principal or vice-principal the counsellor, like the department head, may "stand in" as chairman of a small staff meeting or as "officer-in-command" of the school temporarily. Dunlop (1968) found that in some schools counselling is accepted as the first rung on the administrative ladder. While it has not been the experience of the writer that such an expectation is typical of counsellors in Nova Scotia schools, it has been her experience that teachers may see the counsellor as having a somewhat administrative role. Such incidental considerations as the location of his office near the administrative offices, or the possibility of counsellor and principal or vice-principal having brief impromptu meetings due to their relatively flexible schedules, all add to the impression that the counsellor is an administrator.

Special considerations enjoyed by counsellors. Friedland (1969) is one writer who has subjected this area of possible discord to scrutiny. He calls attention to the fact that, on one hand the counsellor as compared with the teacher seems to have such special privileges as his own office, a phone, and freedom from lesson preparation and marking. In addition, he frequently represents the school to the public, attending inter-school meetings, or greeting and entertaining visitors to the school. On the other hand, he may be excused from some of the least attractive duties assigned to staff members, such as study hall supervision, corridor duty, or the conduct

of extra-curricular activities. Each of these items in itself seems too small for the teacher to complain about, but the total may well make for a great deal of discontent, all the greater because the teacher is reluctant to express it.

The counsellor as counsellor-consultant to the teacher.

In his foreword to Discord in Teacher-Counsellor Relations (Kushel, 1967), Beck reminded the counsellor that the teacher has the same sorts of concerns that bring the student to the counselling office. It would seem reasonable that the counsellor's door should be open to staff members as well as to students. Faust (1968, p.130) saw it as a legitimate activity for the counsellor to counsel teachers on professional though not on personal problems. Faust had no reservations as to the counsellor as consultant to the teacher. But Stefflre, quoted in Dunlop (1968), while not in any way questioning the consultant role as a legitimate one for counsellors, raised the question whether teachers wish this sort of help from counsellors. Will they see the admission of the need for help of this kind as evidence of a weakness in themselves? Is it not true that "only the weak need help? [p.30]," asked Stefflre, with tongue in cheek, we presume. Some authorities offered an alternative with the suggestion that a "supervisor of personnel" be available to both teachers and counsellors. This official would serve several schools, thus being free from administrative pressures, and

also from the personal and social contacts with his clients against which Faust cautions.

The counsellor as advocate. Lortie discusses the role of the counsellor as advocate (Dunlop, 1968) as the one in which the counsellor identifies with "beleaguered students [p.55]." As Lortie says, the counsellor's action as advocate may cause embarrassment to other professionals in the school. "Fighting the cause of the individual student could easily put the counselor in direct conflict with administrators and teachers [p.56]." Holden (1971) says,

Counsellors who fail in relations with teachers because of protection of the few [intransigents] by their failure become unable to help the ordinary student who makes up most of the population [p.91].

The observation points up the difficulty this role poses for the counsellor in his relations with other staff members.

The counsellor as disciplinarian. After years of debate, the answer to the question "Can a counsellor act as a disciplinarian?" now would seem to be no longer a definite "No," but a qualified "Yes." Shertzer and Stone (1971, p.430), in summarizing reasons pro and con, indicated that as long as the counsellor is using his special skills for diagnosis and remediation in discipline, he is not endangering good student-counsellor relationships. He is, however, very likely to affect his counsellor image adversely if he is called upon to make case investigations, sit in judgment, or mete out punishment. The teacher not having considered how a judgmental or punitive role could destroy a counsellor's image,

may expect the counsellor to adopt such a role.

Previous Studies

The third purpose for reviewing the literature was to find studies that were concerned with attempts to improve teacher-counsellor relations. Many authorities comment on the existing situation, but few studies are reported. Kandor (1970) conducted a study to investigate effective practices of secondary school counsellors in the counsellor-teacher relationship, explaining that the study evolved out of an apparent lack of information. A careful review of the literature prior to 1970 confirmed Kandor's opinion, and in the literature published since 1970 the study of Kandor, Pulvino, and Stevic (1971) would seem to be the only one following the line of investigation recommended by Kandor. Kushel (1967) also decries the absence of material dealing with "the treatment of the problems and complexities that are found in the collaborative efforts [of teachers and counsellors] [p.2]." His case-book, Discord in Teacher-Counselor Relations, presents actual cases of difficult and typical situations that arise to make for friction between teacher and counsellor. It was from this book that Kandor et al. found the raw material from which they derived an instrument to test teacher perceptions of counsellor role.

Definition of Role

Finally, the literature provided support for accepting

a broad, general definition of the counsellor's role and for moving into a study of counsellor activity within such a loosely defined role, as this study proposed to do. Previous research has been judged as too narrow in focus by at least three investigators who have undertaken a review of the literature on research. Gelatt, Faust and Schmidt (1969), and Cramer and Stevic (1967) stated that "current guidance research seems to be 'whipping dead horses', neglecting areas that need investigation and using only traditional research models [p.151]."

Gelatt, in his 1969 review of research, quotes Loughary, Stripling and Fitzgerald (1965) as reminding us that statements of role are victims of rapid obsolescence. "In a relatively short period, several areas of change now apparent could make our currently stated position inappropriate and insensitive to the needs of youth [p.43]."

A broad definition of role was presented to the Nova Scotia School Counsellors' Association in 1971 (see Appendix 2). The group of counsellors who had been asked by the Association to formulate a role definition considered and rejected more elaborate and detailed statements as less suited to the varied situations in which counsellors in Nova Scotia find themselves.

CHAPTER III

DESIGN

Areas to be Studied

Of the areas described in the preceding chapter, three seemed at present to fit the Shertzer and Stone description "Amenable to attack." These were: the counsellor as threat to the teacher, administrative role of the counsellor, and special considerations enjoyed by the counsellors. One role, that of the counsellor as disciplinarian, is not typically assigned to Nova Scotia counsellors, so it was not seen as an area for testing. The counsellor-consultant role was thought to be one for exploration, rather than testing, since these roles have not been widely demanded of many Nova Scotia counsellors. The role of the counsellor as advocate would seem to be the one most difficult for the counsellor to assume without endangering a working relationship with the staff. It would seem practical that this role should be studied if and when there is evidence that other less controversial sources of dissonance have been removed.

Hypotheses

In order to study the effect of counsellor activity on teacher reaction, the following hypotheses were stated:

1. Teachers are sensitive to the counsellor's assuming or

accepting an administrative role. When counsellor activity shows the counsellor as having equal status with teachers, it is hypothesized that the action is more acceptable to teachers than when, in a similar situation, the counsellor assumes or accepts an administrative role.

2. Teachers may see the counsellor as insensitive to their goals and/or rewards. Counsellor activity which shows the counsellor as recognizing these goals and rewards is hypothesized as being more acceptable to teachers than when in a similar situation the counsellor ignores these goals and rewards.

3. Teachers may see the counsellor as having special privileges not available to other staff members, and at the same time being freed from responsibilities and limitations shared by teachers. Counsellor activity which shows the counsellor sharing privileges, responsibilities and limits is hypothesized as being more acceptable to teachers than activity which shows him not sharing these.

4. Teachers are interested in bettering teacher-counsellor relations, but see counsellors rather than teachers as responsible for initiating activity that will lead to better relations.

5. Teachers do not look to counsellors for help with either (a) professional or (b) personal problems, i.e., the counsellor is not seen as either a consultant or counsellor to teachers, by teachers.

6. Teachers of Nova Scotia high schools do not feel that they need additional personnel to meet their counselling needs.

For statistical analysis, the null hypothesis of no association between teacher ratings and counsellor activity was stated for each of the hypotheses. Statistical hypotheses are stated in Chapter IV which deals with statistical analysis.

Method

Construction of Instrument

Since the studies of Kandor (1970) and Kandor et al. (1971) had provided the stimulus for this study, it was decided to use an instrument similar to theirs to test the hypotheses (see Appendix 3). Their instrument, based in turn on the cases reported by Kushel (1968), provided the best available source of typical teacher reactions to counsellor activity. The permission of the three authors to use their instrument, referred to as the KPS Survey, was requested and granted (see Appendix 4).

The first consideration in modifying the survey was to ensure that there were items testing each area considered suitable for study: administrative role of the counsellor, the counsellor as threat to the teacher, the special privileges of the counsellor, the counsellor as consultant, or as counsellor, to the teacher.

An analysis of the 26 items of the KPS Survey was made

(see Appendix 5) and the results of its administration were studied. Of the 26 items, nine were retained in a form substantially similar to the original. The remaining items were rejected for one of the following reasons: they dealt with areas not relevant to this study; they showed high teacher-counsellor agreement rather than disagreement; they dealt with situations adequately covered by another item; the activity to be tested could be better tested by a new item. These decisions are summarized in Table 1.

Three new items were designed to test types of counsellor activity in the area of special privileges, an area not represented in the KPS Survey. Four new items were designed to test teacher awareness of teacher-counsellor relations, and teachers' awareness of their own counselling needs.

Format. The survey was divided into Parts A and B. Part A consisted of items of the "critical incident" type which presented descriptions of counsellor activity in typical school situations. Subjects were asked to respond using one of five categories, ranging from "strongly agree" to "strongly disagree." Of the four items in Part B, the last three were formulated as multiple choice questions; this format was thought to be a straightforward, non-threatening way of collecting information and of terminating the survey.

Two Forms of the Survey

It was decided that subjects could be given the widest possible range of responses by using two forms of the survey,

Table 1

Sources of Survey Items

Survey Item No.	Source		Area Tested
	KPS Item No.	New	
Part A			
1	18		Administrative Role
2	2		Threat
3		x	Special Privileges
4	3		Threat
5	21		Administrative Role
6		x	Special Privileges
7	1		Threat
8	4		Admin., Threat
9	25		Administrative Role
10	8		Threat
11	24		Admin., Threat
12		x	Special Privileges
Part B			
13		x	Interest in Role
14		x	Responsibility
15		x	Consultant
16		x	Counsellor

and by encouraging comment, in addition to asking for structured responses. For each of the twelve critical incidents used in Part A of the survey, two alternate counsellor behaviors were written. In one, the counsellor behavior was judged to be acceptable to teachers; in the alternate, the counsellor behavior was judged to be unacceptable, or less acceptable to teachers. For example, if teachers are sensitive to the counsellor's assuming or accepting administrative roles, then administrative activity could be assumed to be less acceptable to the teacher than activity in which the counsellor clearly aligns himself with the staff, or works through the administration to carry out his duties. Each form of the survey would include six items showing acceptable counsellor activity, and six showing unacceptable counsellor activity. Each type of activity would be in keeping with ethical counselling practices, and would meet the needs of students.

Use of the two forms. Teachers were asked to respond to one or the other of the forms, but not to both, nor were they given a chance to compare the forms. Thus, each counsellor activity was judged independently, and exposed to the full range of teacher responses, from strong agreement to strong disagreement. Further, since Part A of the survey was so designed that the respondent was encouraged to state what he saw as "ideal" counsellor activity, in effect, each item in Part A permitted a response from "ideal" to "strongly

disagree."

Pilot Study

Pre-pilot study. One form of the survey was drawn up in the manner described previously, and presented to four graduate students at the University of Victoria. Each had had high school teaching experience. From this administration and discussion with the respondents, small necessary revisions in wording and content became obvious. These were mainly to remove ambiguity, or to ensure that the situation was as realistic as possible.

Pilot study. Two forms, Form I and Form II, of the survey were drawn up (see Appendix 6) and administered to 32 subjects, 18 using Form I and 14 using Form II. This pilot group consisted of 23 teachers in junior or senior high schools of Victoria and nine subjects who were either faculty members or students at the University of Victoria. Each had had teaching experience, all but two in junior or senior high schools. Three counsellors from a Victoria high school also responded. Their comments and responses were noted separately. Results of the administration of the pilot study (Part A) are shown in Table 2.

Reliability and Validation Procedures

Reliability. In an attempt to establish the reliability of Part A of the instrument, a test-retest procedure was followed by choosing 11 respondents to answer this part of the

Table 2
 Frequency of Responses to Alternate
 Forms of Items (Pilot Study)

Items #	Form	Response				Predicted A - D ^a	Actual A - D ^b
		Agree	Neutral	Disagree	No Answer		
1	1	8	3	7	0	+	+
1	2	2	3	9	0	-	-
2	1	9	1	8	0	-	+
2	2	13	0	0	1	+	+
3	1	12	1	5	0	-	+
3	2	14	0	0	0	+	+
4	1	8	0	10	0	-	-
4	2	8	2	3	0	+	+
5	1	11	1	6	0	-	+
5	2	11	0	2	1	+	+
6	1	14	1	2	1	-	+
6	2	9	1	3	1	+	+
7	1	10	1	6	1	+	+
7	2	4	2	8	0	-	-
8	1	17	1	0	0	+	+
8	2	8	2	4	0	-	+
9	1	8	5	3	2	-	+
9	2	12	1	0	1	+	+
10	1	7	4	7	0	+	0
10	2	3	2	9	0	-	-
11	1	18	0	0	0	+	+
11	2	12	0	2	0	-	+
12	1	9	3	6	0	+	+
12	2	7	4	3	0	-	+

Note - Responses were summed (strongly agree and agree, strongly disagree and disagree).

^aThe hypothesis predicted total agree responses would be greater (+) or less (-) than total disagree responses.

^bActual agree responses were greater (+) than actual disagree responses (-).

survey a second time at intervals of from three to five weeks after their first response. Five responded to Form I, six to Form II with the results as shown in Appendix 7.

It may be noted that reliability procedures and validation of the areas being studied were carried out on the form of the survey used in the pilot study rather than on the final survey forms. Use of the pilot study forms was more convenient, both in terms of time and distance, and the investigator feels it is defensible since differences between the two surveys, pilot and final, were very slight.

Inspection of the test-retest data satisfied the investigator that the instrument was reliable.

Validation. Two steps were seen as necessary to validate the items. Since the study attempted to test types of counsellor activity within certain areas of dissonance, the items were judged for validity on both these grounds, by separate groups of judges. To establish the validity of the various areas of dissonance, 18 teachers, counsellors or graduate students with teaching and/or counselling experience were asked to match each item with a brief description of three of the main areas being studied. The instructions for matching, together with the results of this validation check, are found in Appendix 8.

Items 1, 5, and 7 were seen by more than half the judges as dealing with the administrative role of the counsellor, while items 6 and 8 received as many votes for this category

as for any other.

Items 2, 3, 4, and 11 were seen by more than half the judges as dealing with the counsellor as threat to the teacher, while item 6 was judged as often to fall into this category as into the previous category, administrative role.

Items 9, 10, and 12 were seen by a majority of judges as dealing with special privileges enjoyed by the counsellor.

Validation of counsellor activities. The second step in validation was carried out using the final forms, rather than the pilot forms of the survey. Three judges were asked to rate the counsellor activities of Items 1-12 as more or less acceptable, as described in Forms I and II respectively. The judges were "special counsellors" in Victoria, each of whom had had teaching experience. The instructions to the judges and the results of this validation procedure are shown in Appendix 10. On Item 7 the judges unanimously disagreed with the writer in judging the more acceptable alternative. Because of this decision, rating of this item was revised, causing Form I of the final survey to contain seven items judged to show acceptable counsellor activity and five showing counsellor activity unacceptable to teachers. Form II, conversely, shows five acceptable and seven unacceptable activities.

Construction of the Survey

The survey form used in the study was substantially the same as that used for the pilot study (see Appendix 9) except

for slight changes in wording, and re-arrangement of the items. Changes in wording were made in:

Form I

pilot study item 1: "for two periods" was added;

pilot study item 3: in last sentence, passive voice was changed to active, as more emphatic;

pilot study item 4: stems made identical;

pilot study item 6: stems made identical;

pilot study item 7: referred to counsellor as "she" not "he" to maintain equality of the sexes;

pilot study item 9: added explanation regarding purpose of the conference. "One" underlined to emphasize conflict;

pilot study item 10: "supervisory" changed to "supervising" as more accurate.

Part B - Introduction: "Supervisor of Personnel" capitalized for emphasis.

- Instructions: "box" changed to "boxes" to permit more than one response.

pilot study item 13: erroneously changed in the final survey to read "in part of this survey" rather than "in Part A of this survey;"

pilot study item 14: added "Department heads" to list, due to pilot study responses;

pilot study item 16: added "Department head".

Form II

Instructions: "Please check one response" changed to capitals

for emphasis. Instructions placed in "box" to separate from items. "School" category eliminated as unnecessary for final survey though essential for pilot survey (test, retest matching).

pilot study item 2: sentence two deleted as unrealistic;
pilot study item 6: "for entering the course" restated to shorten the item. Added "The counsellor reminded the teacher, etc." as an essential part of the counsellor activity, to balance with Form I. Broke last sentence into two for ease of reading.

Wherever the item permitted, the counsellor activity was separated from the stem by starting a new paragraph.

More space was allowed between items in Part A to permit room for comment, which was further invited by the words "Your comment."

Population and Sampling Procedures

The population consisted of the junior and senior high school teachers of Nova Scotia. Keeping in mind that about half the teaching population of Nova Scotia is found in two urban areas, approximately one-quarter in towns of 4,000 to 25,000 population, and the remainder in rural areas, a stratified random sample of four schools was drawn by assigning numbers to schools in each of the three strata, and using a table of random numbers. Two schools were drawn from the urban areas, one from each of the other divisions. The source of school names was the Province of Nova Scotia

Directory of Schools in Operation 1971-72.

The sample which was expected to give a possible total of 90 teachers, exclusive of administrative and counselling personnel, yielded a total of 71 teachers with the greatest number from the second stratum (see Table 3).

Data Collection

A letter was sent to the principal of each school with a copy of one form of the pilot study survey. The principal was asked for his cooperation in administering the survey, and in following outlined procedures for collecting the data (see Appendix 11). One week later, each school was contacted by phone to ascertain whether they could participate in the study, and whether they would follow the procedures suggested for collecting the data.

The telephone conversation made it possible to discuss with each principal any reservations he had about the survey. It was found that two principals could agree to follow the suggested procedures, one was evasive, and one, School C could only offer to circulate the survey, and collect it after teachers had completed it individually at their convenience. The investigator decided to accept these terms.

At this time it was also discovered that because of chance factors in sampling, the sample represented more closely 42%, 47% and 11% for each category of school size rather than the more representative figures expected (see Table 3).

Table 3

Number of Teachers Responding to Survey

School ^a	Total Response		Responses by Admin. and/or Counsellors	Responses by Teachers	Percentage of Teacher Response	
	Possible	Actual			Expected	Actual
A	20	20	3	17	50	42
B	16	16	3	13		
C	52	36	3	33	25	47
D	10	10	2	8	25	11
All schools	98	82	11	71	100	100

^aSchools A and B represented areas of population 25,000 or over.
School C represented an area of population of 4,000-25,000.
School D represented an area of population of less than 4,000.

It was decided to retain all data rather than to approximate the desired proportions by randomly excluding half the data from School C. This decision was arrived at when analysis of the data showed no significant difference between results when all data were used, and when half of the data from School C was deleted (see Appendix 12).

Data Analysis

Quantitative Analysis

The use of alternate forms of the survey permitted a quantitative comparison of responses on items 1-12. Responses were made on a five-point scale, and compared item by item, using the Kolmogorov-Smirnov two-sample test. This non-parametric test is described by Siegel (1956) and can be used to test a difference in a particular direction (as a one-tailed test) for either large or small samples, and for samples equal or unequal in size.

The procedure followed in the Kolmogorov-Smirnov test is as follows when the numbers in the samples, n_1 and n_2 , are not equal, and when the sample is large (when each of n_1 and n_2 is greater than 40):

1. The proportion of response in each category is calculated.
2. A cumulative frequency distribution of the proportions is made for each sample.
3. The cumulative frequencies are compared, and the maximum difference between corresponding intervals is

determined. (For a one-tailed test, required for this study, the maximum difference in the predicted direction is determined.)

4. The significance of D is computed by using the formula $\chi^2 = 4D^2 \frac{n_1 n_2}{n_1 + n_2}$ (Goodman, 1954), for the chi-square approximation, and by referring to the chi-square distribution for two degrees of freedom.

In this study n_1 and n_2 , less than 40, did not meet the requirements for a "large" sample, but support for treating the data as described was found in Siegel (1956). He stated that the chi-square approximation may be used with small samples but that it leads to a "conservative test [p.135]."

The significance level for each item was set at .05.

For items 13-16, no comparison of the two groups was intended since these items are identical on the two forms of the survey. Responses would be summed and would be expected to provide information to support or reject the last three hypotheses.

Item 13. A majority of "strongly agree"/"agree" responses would support the hypothesis.

Item 14. A majority of respondents choosing "counselor" over "staff member" would support the hypothesis.

Items 15 and 16. In support of the hypothesis, few respondents would choose "counsellor;" few respondents would choose "supervisor of personnel;" few respondents would choose either "counsellor" or "supervisor of personnel."

Qualitative Analysis

In both parts A and B of the survey, provision had been made to encourage responses other than those suggested by the investigator. In Part A, as already noted, and for item 13, space entitled "Your comment" was provided for each item. In Part B, the directions did not limit the respondent to one choice for items 14, 15, or 16, and each of these items provided an "Other" category, with directions to the respondent to specify who the "other" would be.

It was decided to categorize comments evoked by these procedures, if responses were sufficient in quality and quantity to warrant this step. It was believed that the comments could provide evidence to support or reject the hypotheses, which would be valuable though not statistically measurable. It was further believed that these comments might suggest revisions in the survey, should further research using this type of instrument be undertaken.

CHAPTER IV

RESULTS AND CONCLUSIONS

Findings - Part A

A summary of the statistical analysis for Part A of the survey is contained in Table 4, while a summary of the raw data is contained in Table 5. To provide reference to the initial hypotheses, each item is discussed referring to Table 4, according to the area of dissonance with which it deals. The areas were the administrative role of the counsellor, the counsellor as threat to the teacher, and special privileges for the counsellor. In each of these areas, several items served as indices of teacher reaction and are discussed individually within the appropriate area. In addition, a summary of the teacher comments on each item is made.

Administrative Role of the Counsellor

The null hypothesis that no association exists between teacher ratings (agree, disagree) and type of counsellor activity (administrative, non-administrative) was tested. Administrative role was the central concern of five items (1, 5, 9, 11, 8), four of which yielded significant associations, leading to rejection of the null hypothesis.

Table 4

Values and Significance of Kolmogorov-Smirnov "D"

Item	Predicted Direction of D	Observed D	chi - square Approximation
1	+	+0.064	0.287
2	-	-0.266	5.026
3	-	+0.078	0.430
4	+	+0.039	0.108
5	-	-0.310	6.812*
6	+	+0.273	5.300
7	+	+0.114	0.901
8	-	-0.295	6.012*
9	+	+0.353	8.471*
10	-	-0.721	36.318**
11	+	+0.302	6.391*
12	+	+0.490	16.994**

Note: \underline{p} is .05 when chi-square = 5.99

* $\underline{p} < .05$

** $\underline{p} < .001$

Table 5

Frequency of Responses to Alternate
Forms of Items (Survey)

Item	Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
1	1+	2	15	11	6	3	0
1	2	4	11	9	6	4	0
2	1	13	19	4	0	1	0
2	2+	21	10	3	0	0	0
3	1	6	19	6	5	0	1
3	2+	3	21	4	4	2	0
4	1+	9	18	4	2	4	0
4	2	9	16	3	1	5	0
5	1	4	15	1	4	1	0
5	2+	1	27	1	4	1	0
6	1+	2	11	8	10	6	0
6	2	0	6	4	15	9	0
7	1+	4	5	4	11	11	2
7	2	0	8	2	16	8	0
8	1	0	17	4	12	3	1
8	2+	4	16	9	1	3	1
9	1+	2	14	12	4	2	3
9	2	1	8	7	12	6	0
10	1	2	7	6	15	6	1
10	2+	12	21	0	1	0	0
11	1+	4	27	3	2	0	1
11	2	2	17	5	8	2	0
12	1+	10	19	4	2	2	0
12	2	0	10	4	11	9	0

+ indicates the form describing activity judged more acceptable to teachers.

Item 1. Counsellors, because of lack of time, have not been able to complete the job of making up individual time-tables for the current term.

Form I. They present the problem at a staff meeting and ask which teachers can cancel classes for two periods to allow students to complete this.

Form II. They ask one department to cancel classes for two periods so that the students will be free to complete this.

On this item, Form I showing the activity judged more acceptable received more favourable responses than Form II, but the difference was not significant. The null hypothesis could not be rejected; Hypothesis 1 was rejected.

Of 18 teachers commenting, more were concerned with the importance of getting the job done than with the counsellor's manner of getting it done. In other words, counsellor activity was not the "critical issue." This supported the null hypothesis.

The writer interpreted the willingness of teachers to accept either type of counsellor activity here as, at the most, an indication of confidence in the counsellor and, at least, a willingness to set aside individual goals for the good of the student and school as a whole. It must be mentioned that four teachers felt the situation would have been avoidable had the counsellor exerted more effort or had planned more wisely, while only one saw the counsellor as already "overworked" without this additional task.

Item 5. A counsellor considers it necessary to have an emergency meeting of a certain student's teachers.

Form I. He notifies the teachers concerned that there will be a case conference at the end of that school day.

Form II. He asks the principal to call a case conference for the end of that school day.

A significant difference in the predicted direction was found. The null hypothesis was rejected in favour of the first hypothesis.

Of the 25 comments on this item, 16 were to the effect that a day's notice was too little time. Three respondents saw it as the principal's place to call the meeting, as suggested in Form II. Others questioned whether it really was an emergency. Three suggested the counsellor contact the teachers individually rather than "notify."

Item 9. Because the counsellor felt each student should provide for his cumulative record a comprehensive "data sheet" covering such items as his hobbies, work experience, and extra-curricular activities,

Form I. she discussed with one of the departments of the school the possibility of including this in their work.

Form II. she asked the teachers of one department to see that this was done.

The difference between Forms I and II was found to be significant at the .05 level, leading to rejection of the null hypothesis, and to acceptance of Hypothesis 1.

The comments on this item were in line with the structured responses. The responses to Form I were mainly positive; the larger number evoked by Form II were mainly negative. The activity of Form II was seen as unfair to the

department involved, or as the counsellor shirking a legitimate responsibility.

An interesting by-product of this item was the issue of the student's right to privacy. Three teachers endorsed the activity as valuable to the student, but three questioned it as an infringement on the student's rights. The fact that some teachers questioned whether there was any emergency might be interpreted as a lack of confidence in the counsellor.

Item 11. Customarily, students wishing counselling come to the guidance office during study halls or free periods.

Form I. Because some students have no study halls or free periods, the counsellor uses a form on which teachers can indicate their willingness to release students from class, having been told whether or not the need is urgent.

Form II. Because some students have no study halls or free periods, the counsellor feels free to call these students from regular classes.

The difference on this item was significant, allowing rejection of the null hypothesis and acceptance of Hypothesis 1.

Of 12 comments on Form II, nine suggested the type of procedure described in Form I. Teachers commenting on Form I noted that the possibility of seeing students at noon hour or after school had not been exhausted.

This item might have given different results had the sample included a large rural high school where bus schedules and/or noon-hour activities might have excluded the possibility of using out-of-school time for counselling. Examination

of the raw data would show this as only a slight possibility.

During the validation process, some judges saw this item as testing the administrative role, some as threatening to teachers' goals. The comments supported the latter, as five teachers mentioned disruption of classes, or missing tests. No one questioned the counsellor's right to call students out of their classes, a prerogative usually reserved for administration. This may also, therefore, have given support to the second hypothesis, in which it was predicted that teachers would choose activity non-threatening to professional goals over threatening activity. Teachers here appeared more concerned that their goals were threatened than that the counsellor assumed the right to do so.

Item 8. A teacher complained to the counsellor that too many students taking her course were not capable of passing it. She said that there was a need for establishing definite entry requirements.

Form I. The counsellor told the teacher he would work with the teacher in developing tables that would show students their chances for success in the course, but reminded the teacher that the final decision for course enrollment rested with the students and their parents.

Form II. The counsellor reminded the teacher that the final decision for course enrollment rested with the students and their parents, but said he would work with the teacher in making tables that would show the students their chances for success in the course. He suggested that these tables could also be used if the department involved decided to discuss new entry requirements.

A significant difference was found between responses to the two forms, leading to rejection of the null hypothesis.

On this item the judges were evenly divided as to whether teachers would judge the activity as a threat to their goals, or whether they would see the counsellor acting as an administrator. Therefore, it was not clear which hypothesis, 1 or 2, was supported by the item.

The comments of the 14 teachers who responded showed that six felt this problem to be an administrative one while only three saw it, as the writer had intended, as a threat to the goals of the teacher. Six would seem to have missed the point of this long item, which received one of the highest neutral and/or "no answer" scores.

The Counsellor as Threat to the Teacher

The null hypothesis that no association exists between teacher ratings (agree, disagree) and type of counsellor activity (threatening, non-threatening to teachers' rewards and goals) was tested. This area was dealt with by items 2, 4, 7, and 10, while item 8 was seen by some judges as testing this area. Only two, items 10 and 8 supported Hypothesis 2, while item 2 approached significance. The comments by teachers suggested that the area is a sensitive one, so that careful item construction and validation would be needed in further studies.

Item 2. A teacher is considering teaching a unit on "The World of Work." The counsellor, hearing about this, Form I. tells the teacher he would like to help develop the unit and act as a consultant and resource person.

Form II. tells the teacher he has information, resources, and the time to help with this, if he can be of use.

As shown in Table 4, the observed difference here approached significance at the .05 level, but was still not great enough to reject the null hypothesis that no association exists between teacher ratings (agree, disagree) and type of counsellor activity (threatening or non-threatening to teacher rewards and goals). This led to rejection of the second hypothesis.

Eleven teachers commented. Eight comments were to the effect that co-operation between teacher and counsellor was valuable, desirable, and/or helpful to students and teachers. Three comments questioned whether the counsellor was qualified for this sort of task, two asserted that he would be, and three, on Form II, suggested the help was offered in an overbearing manner.

Inspection of the raw scores showed that it is in degree of agreement that this item discriminated rather than between agreement and disagreement. The investigator interpreted the data as showing teachers in almost unanimous agreement with the idea of a counsellor's becoming involved with their classroom work (a consultant role, possibly) but preferring to have the option of accepting or refusing such help.

No teacher expressed the opinion that the counsellor's time should not be spent doing the teacher's job. The silence on this score led one to ask, "Are counsellors seen

as people with time to spare?"

Item 4. A student complains to the counsellor that a teacher has a grudge against him, even to the point of failing him unfairly.

Form I. The counsellor helps the student prepare to discuss this with the teacher.

Form II. The counsellor tells the student he will discuss this with the teacher.

On this activity, the difference observed was not of statistical significance, so that the null hypothesis could not be rejected. It was necessary, therefore, to reject the hypothesis that teachers would find this type of counsellor activity unacceptable.

Nineteen teachers commented on this item. Nine either suggested or approved that the teacher should be consulted as early as possible. Nine pointed out that the counsellor should know all the facts, not just the student's version. Four recognized that this type of problem needs careful handling; four who responded to Form II preferred that the student should handle the problem himself, as was described in Form I. Four suggested that the principal might need to be consulted, and three felt that no general answer could be given but that each case of this kind would have to be considered individually.

When the two types of counsellor activity were designed for this item, it was thought that if the counsellor was held in poor regard by teachers this poor regard would be shown by a high rate of disagreement with Form II. The high

rate of agreement with Form II was, therefore, judged to indicate a more favourable attitude toward, or at least confidence in, the counsellor.

Item 7. In repeated counselling sessions, the counsellor and several students explore various alternatives to the problem of a teacher whose methods and discipline are a cause for complaint.

Form I. The counsellor decides to acquaint the principal with the problem.

Form II. The students decide to acquaint the principal with the problem.

The difference in responses to the two forms was slight, and did not approach significance. This led to acceptance of the null hypothesis and rejection of Hypothesis 2. The difference was in the predicted direction.

This item evoked 28 comments from the teachers. Thirteen asked that the teacher be consulted, either together with counsellor and principal, or by one of these two individually. The principal was mentioned 11 times as the person to deal with the problem. Eleven responses showed lack of confidence in the counsellor as being non-evaluative.

It must be noted that this item was the only one getting a large majority of "disagree" responses to both forms. The comments indicated that both activities of the counsellor were seen as threatening because in both activities the teacher was left out.

The item is controversial. First, the judges and writer disagreed on what it described. The writer intended it to

describe the counsellor in Form II as refusing to evaluate, or to ask the principal to evaluate, a teacher. It was expected teachers would agree with such non-evaluative activity. The judges saw Form I as the counsellor acting as advocate for the teacher and therefore predicted teacher agreement, an appraisal which was supported by the responses, though not to a significant degree. The writer maintained that, while agreement with Form I indicated confidence in the counsellor, agreement with Form II showed confidence in a different type of counsellor activity, the counselling of students to handle their own problems through recognized channels.

Item 10. A teacher on referring a student to the counsellor makes a point of telling the counsellor that the student has been noticeably upset for the last week and not doing well in his class.

Form I. A week later, when the teacher asks the counsellor what is going on with the student, the counsellor tells him that everything is confidential and that he will discuss implications later.

Form II. A week later, the counsellor reports to the teacher that he is seeing the student and would like to discuss implications with the teacher, as far as confidentiality permits.

The predicted difference was observed and found significant beyond the .001 level. It was possible to reject the null hypothesis and accept Hypothesis 2.

Special Privileges for the Counsellor

The null hypothesis that no association exists between teacher ratings (agree, disagree) and type of counsellor

activity (sharing or not sharing special privileges and responsibilities) was tested by items 3, 6 and 12. Only one item showed support for the hypothesis. One approached significance at the .05 level, while one difference, though not significant, was in the direction opposite to that predicted.

Item 3. Universities, colleges, technical institutes etc., often invite counsellors and/or teachers to represent their schools at gatherings at which the work of the institution is described and discussed. School policy is that one staff member may be released to attend.

Form I. The counsellor, having no scheduled classes accepts.

Form II. The principal, counsellor, and department involved decide who this shall be.

Not only was the difference between Forms I and II not significant; it was in the opposite direction to that hypothesized. The null hypothesis of no association between teacher ratings and counsellor activity was accepted and Hypothesis 3 rejected.

Eleven teachers commented, five to the effect that the counsellor should not automatically accept. This seemed to support Hypothesis 3. However, the total response indicated teachers were divided evenly as to whether the counsellor should automatically accept this privilege, or whether the teachers should have at least a chance of being chosen.

Item 6. Supervising duties -- hall, lunchroom and extra-curricular activities -- are being assigned to all staff members except administrators (principal and vice-principal).

Form I. The counsellor, on the grounds that much of his work with students can be done in their free time, asks to be excused.

Form II. The counsellor, on the grounds that his work is partly administrative, asks to be excused.

While the difference between responses to Forms I and II approached significance and was in the predicted direction it did not meet the test for $p < .05$. This led to acceptance of the null hypothesis and rejection of Hypothesis 3.

Nineteen teachers commented. Four felt that such duties helped counsellors to get acquainted with students; five felt the counsellor should not have such duties. Four questioned whether he needed this time for counselling. Three reacted negatively to the idea that the counsellor considered some of his duties administrative.

This item discriminated between teachers' responses to a counsellor's plea that he is too busy to share duties on one count rather than on another. It, therefore, may have been more a test of teachers' confidence in counsellors, which the Form I ending was intended to reinforce, and the Form II ending was intended to weaken. The number of negative responses to Form I, as well as to Form II, suggested a lack of confidence.

Item 12. Teachers are not permitted to smoke or have coffee or soft drinks in their rooms at any time.

Form I. The counsellor considers his office to be included in this regulation.

Form II. The counsellor does not consider his office to be so restricted.

The difference observed was significant. We were able to reject the null hypothesis and accept Hypothesis 3.

The activity hypothesized as unacceptable received 12 comments, the acceptable activity, five. Four teachers raised the point that a restriction on smoking or coffee might be unfair to a counsellee who should be helped to relax.

Findings - Part B

A summary of the teacher responses to Part B is found in Table 6.

Item 13. To clarify both teacher and counsellor aims it would be helpful for staff members to discuss situations like the ones described above in part [Part A]¹ of this survey.

Thirty-eight teachers expressed agreement, 16 strong agreement, with item 13. Four disagreed, one strongly disagreed, and 12 chose "neutral" or did not answer. The responses on this item appeared to show that teachers are willing to discuss with counsellors situations that arise because of misunderstanding of teacher and counsellor aims. This was interpreted as supporting the fourth hypothesis.

Item 14. Whom do you see as more responsible for asking for such discussion? Counsellors, principals, other staff members, department heads, other.

¹The item was intended to read "like the ones described above in Part A of this survey." The error may have been responsible for some of the neutral responses. When the error was discovered, the survey was given to three subjects who reported that the error did not influence their answers to this and the next items.

Table 6

Summary of Responses¹ to Survey (Part B)

<u>Item 13</u>	
Strongly agree	16
Agree	38
Neutral	9
Disagree	4
Strongly disagree	1
No answer	3

<u>Item 14</u>	
Counsellor	22
Principal	30
Staff member	3
Department Head	5
Other	15 (All staff - 7)

<u>Item 15</u>	
Principal	43
Staff member	8
Department Head	10
Counsellor	1
Personnel Supervisor	6
Other	3

<u>Item 16</u>	
Principal	17
Counsellor	3
Personnel Supervisor	4
Department Head	0
Friend on staff	29
Other	20

¹ Respondents were not restricted to choosing one category in items 14, 15, 16.

Principals were chosen 30 times, counsellors 22, staff members 3, "all staff members" 7. The hypothesis that teachers see counsellors rather than teachers as initiators of activity that may lead to better relations was upheld by the response to this item.

Item 15. If you had a complex professional problem, e.g., of teaching methods or of discipline, with whom would you prefer to study it? The principal, a staff member other than the principal or counsellor, the department head, a counsellor on your staff, a personnel supervisor, other.

The principal was chosen 43 times, other staff members 8, the department head 10, the counsellor was chosen once, a personnel supervisor 6 times. Responses to item 15 supported Hypothesis 15(a) that teachers do not look to counsellors for help with professional problems. These responses also supported Hypothesis 16 that teachers do not feel the need of additional personnel, e.g., a personnel supervisor, insofar as professional counselling is concerned.

Item 16. If you had a complex personal problem, with whom would you prefer to discuss it? The principal, a counsellor on your staff, a personnel supervisor, a department head, a friend on the staff, other.

Of 73 responses, 29 were to a "friend on the staff," 17 to "principal," and 20 to "other." (This item evoked 12 comments to the effect that personal problems should not be discussed at school, with anyone.) The counsellor was chosen 3 times, a personnel supervisor 4. Hypothesis 15(b), that teachers do not look to counsellors for help with personal

problems, was supported. Hypothesis 16, that teachers do not feel the need for additional personnel to meet their needs for personal counselling, was also supported.

Discussion of items 13-16. Responses to item 13 indicated that teachers agreed that discussion of problems which affect both counsellor and teachers might lead to alleviation of the problems. Answers to item 14 indicated that teachers did not feel responsible for arranging for such discussions but looked to the principal or counsellor for this suggestion.

Responses to items 14 and 15 satisfied the investigator that at present most teachers in Nova Scotia high schools do not see the counsellor as a consultant, or as a counsellor for teachers. Their rejection of the suggestion of a personnel supervisor may have meant that their needs for counselling are being adequately met, or it may have been an evidence of hesitancy toward a new and briefly-defined idea.

Responses to items 14, 15 and 16, in which the principal was chosen more often than any other person, may have been affected by variations in the procedure suggested for administering the survey. If teachers had any reason to doubt the confidentiality of their answers, answers to these questions may have been biased in favour of the principal who administered and collected the survey forms.

CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS

Implications

What implications for the counsellors in the high schools of Nova Scotia arose from this study? Was an answer found to the question, "How can counsellors interact more at a higher level with teachers?"

The study showed that in each of the areas designated for testing, at least one of three items indicated that teachers were sensitive to counsellor activity. This would lead to the recommendation that counsellors should, in the words of Beck in his foreword to Discord in Teacher-Counselor Relations (Kushel, 1967) "show our teacher colleagues the mutuality, the openness, and the nonjudgmental approach of which we are capable [vi]." With such an approach, counsellors are likely to choose activities that will not offend teachers.

The strongest reaction provoked by the survey, as measured statistically, was on the question of teacher and counsellor work with a troubled student. Counsellors in the past may have been over-cautious in their zeal to ensure confidentiality. One teacher asked, "Can I not be trusted?" Perhaps counsellors need to question their own motives when

they avoid sharing a student's problems with the teacher.

Since teachers did not seem to expect the counsellor to act as a consultant or counsellor to teachers, it would seem advisable to recommend that counsellors proceed slowly in this area.

Though the administrative rôle of the counsellor was most demonstrably a potential area of discord, there were indications that here, as in the area of special privileges, teachers are willing to overlook apparent inequalities in status or work loads if the good of the student is at stake. These indications lead to the recommendation to the counsellor to be ready to recognize and reinforce such positive attitudes. If the tide in teacher-counsellor relations has turned, counsellors must be sure they are swimming with it.

Recommendations

The recommendations arising from this study are chiefly concerned with the survey used. This is because the study, intended to test teacher reaction to counsellor activity, has in effect become as much a study of survey construction as of testing. The writer found this unavoidable since no completely suitable instrument was available. Also, once the statistical analysis of the study was complete, comparison of teacher comments with their structured responses shed light on why they had answered as they had. This in turn leads to recommendations for revisions in the survey, should further research in this area seem necessary, and should

this type of instrument be used.

Survey - Recommendations for Revision

Item 1

Form I: Include "student" before "time tables."

Forms I and II: Reword to emphasize that interruption of classes was unavoidable. In the present form, it would seem that teachers saw the critical issue as how and when to get the time-tables made out, not whether or not the counsellor acted acceptably. Their "ideal solutions" dealt with ways of avoiding cancelling classes, not with who cancelled them.

Item 2

Forms I and II: Item 2 tests sensitively teacher reaction to counsellor activity. It might be excluded from a survey on the grounds that neither type of activity is good use of a counsellor's time.

Item 3

Forms I and II: Retain, if the survey is used in an area where they type of situation arises. British Columbia teachers in the pilot study were not familiar with it.

Item 4

Forms I and II: This item will not discriminate if the counsellor is trusted and respected. When this is the case, both types of activity are acceptable, that is, if the teacher trusts the counsellor, the counsellor's activity will not be threatening.

Item 5

Forms I and II: Rewording, or italics, should emphasize that the meeting deals with an emergency.

Item 6

Form I: Retain.

Form II: Omit "on the grounds that his work is partly administrative." Make this a clear test of sharing duties, by using the ending "shares these duties."

Item 7

Forms I and II: Rewording of the stem should clarify (1) that students had already appealed to the teacher or felt they could not in any way do so, and (2) that the counsellor refused to evaluate the teacher. The endings then could be worded to test the role of the counsellor as advocate to student or teacher. The activity would no longer be threatening.

Item 8

Forms I and II: If this item were kept, in spite of its length, it might be a better indicator if the stem included the counsellor's acknowledgement of the regulations, while the ending for Form I (less acceptable) shows him dismissing the problem and Form II shows him clearly suggesting action to eventually alleviate the problem.

The question may be too involved for this type of survey, but the large number of teachers commenting indicates they were not skimming it because of its length.

Item 9

Forms I and II: Try to come up with an innocuous activity. Even filling out a data sheet on hobbies and work experience was seen by some as prying.

Item 10

Forms I and II: Retain.

Item 11

Forms I and II: Stem should make clear that counsellor has no alternative such as using noon hour or after school.

Item 12

Forms I and II: Retain.

Item 13

Retain. This item might be followed by one which explores teachers' opinions as to the seriousness of the problem of teacher-counsellor relations in their schools. Another additional item might ask for teachers' suggestions as to further ways of dealing with the problem. None of the "special counsellors" who helped with validation procedures felt that discussion of mutual aims would be beneficial, suggesting instead a course in communications as one alternative.

Item 14

Question should be reworded, as it presupposes a favourable response to item 13.

Item 15 and Item 16

Retain.

REFERENCES

REFERENCES

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APPENDIX 1



5244 South Street, Halifax
Nova Scotia, Canada

Area Code 902/425-5430

57

Office of the Assistant Director

21 March 1972

Miss Bessie Dalrymple
3935 Tudor Avenue
Victoria, B.C.

Dear Miss Dalrymple:

Further to your letter of March 14th, indeed we have been working hard on counselling and counsellor education. We have ultimately developed a Co-operative Graduate Program employing most of the university resources in the province and hope to have the Co-operative Program working on a large scale by next September.


I have enclosed a copy of the program proposal for your information.

We have also done some work for the Royal Commission on Education, copy enclosed, and we have developed a DACUM chart for the role of the school counsellor. It is this which I think will be of most use in time. As you can see by studying the chart, one of the major roles we hope to develop for counsellors is that of a consultant to work with teachers to solve common problems.

A thesis such as you propose would certainly be a worthwhile contribution if it could explore the type of teacher-counsellor relationship which does exist and how this may be improved. I suspect that counsellors have a very poor image to live down and unless they can interact more at a higher level with teachers there will be little hope for improving the state of counselling in our schools.

I do hope this will be of some use to you and would very much like to hear more as your study progresses.

Yours sincerely


Gary J. Anderson

GJA/bo
Encls.

APPENDIX 2

THE ROLE OF THE SCHOOL COUNSELLOR

The professional school counsellor, whose specialized knowledge and skills are designed to enable him to give individual service to all students, is the planner, developer and executor of a program of guidance services dedicated to their personal development and self-fulfilment.

This role is circumscribed by the educational system with which he is involved; thus, his services support and complement the other educational services of that system. In addition, however, not only does his unique training make him especially sensitive to the effects of the total environment upon the individual, but also his unique position in the educational system affords him both the opportunity and the responsibility to work with administration, teaching staff, other educational specialists, parents, community, community services and referral agencies to evaluate and initiate changes, with a view to helping the individual to understand himself and his world.

Submitted to Nova Scotia School Counsellors Association for approval - April, 1971.

APPENDIX 3

KPS Survey

1. A counselor has been receiving many complaints from his students and their parents about the discipline and teaching going on in a certain teacher's classes. After repeated efforts by the counselor to help the students and parents, he goes to the school principal and tells him of the situation.
2. A teacher is considering teaching a unit on vocational and occupational exploration. The counselor hears about this and suggests to the teacher that he feels that he would like to help develop the unit and act as a consultant and resource person.
3. A student came to the counselor and told him that a certain teacher is picking on him and furthermore was failing him without justification. The counselor told the student that he would go and discuss this with the teacher to resolve the problem.
4. A teacher came to the counselor and complained that there were too many students taking her course who were not capable of passing the course. Furthermore, the teacher stated that there was a need for establishing definite requirements for the course for entry. The counselor told the teacher he would be very willing to work with the teacher in developing expectancy tables or some other criteria but the final decision for course enrollment was the student's and their parents' choice.
5. A teacher came to the counselor and told him that one of his clients was involved in a fraternity-sorority "sex" party. The teacher stated that he felt the counselor should investigate this. The counselor told the teacher he would not call the student in because it was outside his jurisdiction and that it was the student's business.
6. A teacher called the counselor and told him that he was sending a student to him immediately because the student has been disrupting his class with his "acting out" behavior. The teacher told the counselor he wished that he would give him a good "chewing out" to settle him down. The counselor told the teacher to send the boy to the assistant principal because he was the disciplinarian.
7. A certain teacher was continually telling the counselor that his class enrollment was getting very small for his elective course. The teacher asked the counselor if he could get more students to enroll because if the present trend continued, the course would be abolished. The counselor stated that he does make his students aware of the course

but it was not his job to solicit students for any class.

8. A teacher referred a student from his class to the counselor because the student was not doing well in his class. The student appeared to be upset every day for the past two weeks. About a week later the teacher asked the counselor what was going on with the student because he had not heard from him. The counselor told the teacher everything was confidential and that he would discuss implications at a later date.

9. A teacher sent a student to the counselor because he wanted him removed from the class for the remainder of the year because the student was a nuisance. The counselor told the teacher this was not his function and that he, as the teacher, should see the principal about this matter.

10. One of the teachers was continually complaining about his students because their IQ's were low and their achievement test and reading test percentiles were so low they could not pass the course. After some discussion the counselor told the teacher he did not understand the scores and that he would be glad to explain IQ scores and percentiles.

11. After a review of the students' standardized test results from a certain class, the counselor called the teacher in and told him that his grades were too low considering the test results. The counselor further stated that he was hurting the students' chances of getting into college.

12. Since there appeared to be a need for an additional course in one of the school's departments because the present courses were not meeting the needs of all of the students, the counselor went to the department and asked them to start a new course next year.

13. During a very intense counseling session with a student, the counselor decided to continue the session even though the period ended and the student was supposed to start a class.

14. After a considerable amount of counseling with a student about his conflict with a teacher, the counselor changed the student's class to another teacher.

15. During a counselor-teacher parent conference, the teacher tended to present some inaccurate and misleading generalizations about the college ability of the parent's child. The counselor told the teacher he was incorrect during the conference because his information did not indicate this.

16. A teacher wished to miss one of his classes because he had an appointment to attend a conference. The teacher asked the counselor to take his class. The counselor refused.

17. While making out schedules for students for the upcoming school year, the counselor knew that one of his students would have difficulty with a certain teacher because of past experience. Because of this personality conflict, the counselor placed the student with another teacher.

18. Due to the lack of time and space necessary for helping to make out future class schedules, the counselors requested from one of the departments in the school the use of their classes for one week to facilitate the scheduling process.

19. Through a follow-up study of high school graduates, the counselors found that the students who went on to college felt that their needs were not being met. The counselors asked for a meeting of the faculty to discuss the problem as reported by the follow-up study results.

20. A teacher came to the counselor and asked for his assistance in how to counsel one of his students who was having a problem at home. The counselor told the teacher that he should continue to handle the problem but that it should be referred to the counselor shortly.

21. After a counseling session with a student, the counselor felt that there was a need for him to discuss the student's problem with his teachers immediately. The counselor notified the student's teachers that there would be a case conference at the end of the school day.

22. During a conference with a parent about his child, the counselor felt that he needed one of the student's teachers immediately to assist in the conference. The counselor found out that the teacher was on a "planning period" so he called the teacher to ask him to report to the counselor's office immediately.

23. One of the counselor's students was very interested in entering a particular vocation. Realizing that one of the teachers on the school's staff used to be in this vocation, the counselor asked the teacher to meet with the student to discuss the vocation.

24. Because some of his students' schedules did not include a study hall or free period, the counselor felt free to call students in during regular classes.

25. Because the counselor felt an autobiography written by all the school's students would be good to be included in the guidance folders, he asked the teachers of one of the school's departments to include this in their course of study for the following year.

26. After a long discussion about a failing student's capabilities and interests, the counselor told the teacher that the student has every right to select any course he wishes to take and that he has a right to fail.

APPENDIX 4



Faculty of Education
Department of Counselor Education

May 2, 1972

Miss Bessie Dalrymple
3955 Tudor Avenue
Victoria, B.C.
Canada

Dear Miss Dalrymple:

Thank you for your letter concerning the publication in The School Counselor. As far as I know you could get the approval of the Editor of the Journal since they published the complete instrument.

I would appreciate it very much if you could forward your results to me. If there are any further questions, feel free to contact me.

Sincerely,



Joseph R. Kandor, Ed.D
Acting Chairman
Department of Counselor Education

JRK/fc

THE UNIVERSITY OF WISCONSIN

1922 University Avenue
MADISON, WISCONSIN 53706

Area Code: 608
Telephone: 262-2877

11 April 1972

Miss Bessie Dalrymple
3935 Tudor Avenue
Victoria, B.C., Canada

Dear Miss Dalrymple:

I am writing in response to your letter of 20 March 1972.

I am interested to see that you would like to use our instrument for working with teachers and counselors and hereby grant you permission to use it for your research. I would be interested in any results you might obtain and/or in any modifications you might make in the instrument itself.


As a practicing school counselor I felt that its use was beneficial to both myself and to my teaching colleagues. I hope you have a similar experience.

Dr. Kandor's address is:

Department of Counseling & Guidance
State University College at Brockport
Brockport, New York

Thank you for your interest in our paper.

Sincerely,


Charles J. Pulvino
Assistant Professor

CJP/mle

Please feel free to use the scale. It would be most valuable for you to contact the other two authors for their assistance. Each was a doctoral student with me either as advisee or a dissertation committee. They were primarily involved in the development of the materials.

I would be interested in what your research shows.



APPENDIX 5

Analysis of KPS Items

KPS Item No.	Retained Item No.	Replaced by Item No.	Rejected for Survey	Reason for ^(a) Rejection
1	7			
2	2			
3	4			
4	8			
5			✓	Irrelevant
6			✓	Irrelevant
7			✓	Agreement
8	10			
9			✓	Irrelevant
10		15		
11			✓	Irrelevant
12			✓	Already covered by Item 4
13			✓	Agreement
14			✓	Irrelevant
15			✓	Irrelevant
16		3		Agreement
17			✓	Agreement
18	1			
19			✓	Agreement
20			✓	Already covered by Item 8
21	5			
22			✓	Agreement
23			✓	Agreement
24	11			
25	9			
26			✓	Already covered Item 4

(a) Situation described is irrelevant to this study; KPS survey results show high teacher-counsellor agreement; or a previous item tests the area.

APPENDIX 6

Years of experience _____

(Teacher, Counsellor, Part time)
(Counsellor, part time)
(Principal, Vice principal)

Questionnaire
PART A

Below are examples of situations that might occur in a school. You are asked whether you agree or disagree with the counsellor's action in each incident.

Please check one response: strongly agree, agree, neutral feeling, disagree, strongly disagree.

Since the action described is meant to be typical and may in no case be the ideal one, you may wish to use the space following each question to write what you would be the best handling of the situation.

1. Counsellors, because of lack of time, have not been able to complete the job of making up individual time tables for the current term. They present the problem at a staff meeting and ask what teachers can cancel classes to allow students to complete this.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

2. A teacher on referring a student to the counsellor makes a point of telling the counsellor that the student has been noticeably upset for the last week and not doing well in his class. A week later, when the teacher asks the counsellor what is going on with the student, he is told that everything is confidential and that implications will be discussed later.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

3. A teacher is concerned about a student on "The Road to Work." The counsellor, hearing about this, tells the teacher that he would like to help develop the unit and let him consult it with the other person.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

4. A counsellor has been receiving many complaints about the discipline and teaching methods of a certain teacher. After repeated counselling sessions with the students, the counsellor goes to the principal and tells him of the situation.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

5. A counsellor considers it necessary to have an open end meeting of a certain student's teachers. He notifies the teachers concerned that there will be a case conference at the end of that school day.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

6. A teacher complained to the counsellor that too many students taking her course were not capable of handling it, because of lack of prerequisite courses or low ability, and should be advised not to attempt it. The counsellor told the teacher he would work out tables that would show students their chances for success in the course, but that the final decision for course enrollment rested with the student and their parents.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

7. Because the counsellor felt each student should provide his cumulative record a comprehensive "data sheet" covering such things as hobbies, work experience, and extra-curricular activities, he discussed with one of the school's departments the possibility of including this in their course of study.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

purpose, the counsellor uses a form on which teachers are indicated their willingness to release students from class, having been told the how or not the need is urgent.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

9. Universities, colleges, technical institutes, etc. often invite counsellors and/or teachers to represent their schools at conferences. School policy is that one staff member be released to attend. The counsellor, having no schedule classes, accepts.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

10. Supervisory duties - hall, lunchroom, and extra-curricular activities, are being assigned to all staff members, except administrators (principal and vice-principals). The counsellor, on the grounds that much of his work with students can be done in their free time, asks to be excused.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

11. A student complains to the counsellor that a teacher has a grudge against him, even to the point of failing him unfairly. The counsellor helps the student prepare to discuss this with teacher.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

12. Teachers are not permitted to smoke, or have coffee or soft drinks in their rooms at any time. The counsellor considers his office to be included in this regulation.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Part B

In this part of the questionnaire there are two questions, 13 and 14, on how school staffs can clarify the roles of teacher and counsellor.

We also want to get your reaction to the idea of having a supervisor of personnel who would work in a number of schools, and be available to both counsellors and teachers for help with professional and, or personal problems.

In 13, please respond as you did before.

In 14, 15, 16, please put a check mark in the box in front of the answer you choose.

13. To clarify both teacher and counsellor aims, it would be helpful for staff members to discuss situations like the ones described above, in Part A of this questionnaire.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

14. Whom do you see as more responsible for asking for such a discussion?

- Counsellors
- Principals
- Other staff members
- Other (Please specify) _____

15. If you had a pressing professional problem, e.g., of teaching methods, or of discipline, with whom would you prefer to discuss it?

- The principal
- A staff member other than the principal or counsellor
- A department head
- A counsellor on your staff
- A personnel supervisor
- Other (please specify) _____

16. If you had a pressing personal problem, with whom would you prefer to discuss it?

- A counsellor on your staff
- A personnel supervisor
- The principal
- A friend on the staff
- Other (Please specify) _____

SCHOOL _____

Position _____
(Teacher; Counsellor, full-time;
Counsellor, part-time;
Principal; Vice-Principal)

QUESTIONNAIRE--FORM II

PART A

Below are examples of situations that might occur in any school. You are asked whether you agree or disagree with the counsellor's action in each incident.

Please check one response: strongly agree, agree, neutral feeling, disagree, strongly disagree.

Since the action described is meant to be typical and may in no case be the ideal one, you may wish to use the space following each question to write what to you would be the best handling of the situation. We welcome your comments.

1. Counsellors, because of lack of time, have not been able to complete the job of making up individual student time tables for the current term. They ask one department to cancel classes for a week, so that the students will be free to complete this.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

2. A teacher, on referring a student to the counsellor, makes a point of telling the counsellor that the student has been noticeably upset for the last week, and not doing well in his class. The counsellor suggests that the teacher also talk with the student. About a week later the counsellor reports to the teacher that he is seeing the student and would like to discuss implications with the teacher, as far as confidentiality permits.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

3. A teacher is considering teaching a unit on "The World of Work." The counsellor, hearing about this, tells the teacher he has information, resources, and the time to help with this, if he can be of use.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

4. In repeated counselling sessions, the counsellor and several students explore various alternatives to the problem of a teacher whose methods and discipline are a cause for complaint. The students decide to acquaint the principal with the problem.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

5. A counsellor considers it necessary to have an emergency meeting of a certain student's teachers. He asks the principal to call a case conference for the end of that school day.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

6. A teacher complained to the counsellor that too many students taking her course were not capable of passing it. She stated that there was a need for establishing definite requirements for entering the course. The counsellor told the teacher he would work out tables that would show students their chances for success in the course, and would present this information if the department involved decided to discuss new entry requirements.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

7. Because the counsellor felt each student should provide for his cumulative record a comprehensive "data sheet" covering such items as his hobbies, work experience, and extra-curricular activities, she asked the teachers of one department to see that this was done.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

8. Customarily, students wishing counselling come to the guidance office during study halls or free periods. Because some students have no study halls or free periods, the counsellors feel free to call these students from regular classes.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

9. Universities, colleges, technical institutes, etc., often invite counsellors and/or teachers to represent their schools at gatherings at which the work of the institution is described and discussed. School policy is that one staff member may be released to attend. The principal, counsellor, and department most involved decide who this shall be.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

10. Supervisory duties--hall, lunchroom, and extra-curricular activities--are being assigned to all staff members, except administrators (principals and vice-principals). The counsellor, on the grounds that his work is partly administrative, asks to be excused.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

11. A student complains to the counsellor that a teacher has a grudge against him, even to the point of failing him unfairly. The counsellor tells the student he will discuss this with the teacher.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

12. Teachers are not permitted to smoke, or have coffee or soft drinks in their rooms at any time. The counsellor does not consider his office to be so restricted.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

PART B

In this part of the questionnaire there are two questions, 13 and 14, on how school staffs can clarify the roles of teacher and counsellor.

We also want to get your reaction to the idea of having a Supervisor of Personnel who would work in a number of schools, and be available to both counsellors and teachers for help with professional and/or personal problems.

In 13, please respond as you did before.

In 14, 15, and 16, please put a check mark in the box in front of the answer you choose.

13. To clarify both teacher and counsellor aims, it would be helpful for staff members to discuss situations like the ones described in Part A of this questionnaire.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

14. Whom do you see as more responsible for asking for such discussions?

- Counsellors
- Principals
- Other staff members
- Other (Please specify) _____

15. If you had a pressing professional problem, e.g., of teaching methods, or of discipline, with whom would you prefer to discuss it?

- The principal
- A department head
- A staff member other than principal, counsellor, or department head
- A counsellor on your staff
- A personnel supervisor

16. If you had a pressing personal problem, with whom would you prefer to discuss it?

- A counsellor on your staff
- A personnel supervisor
- The principal
- A friend on the staff
- Other (Please specify) _____

APPENDIX 7

Reliability - Pilot Study

Test - Retest

Form I

Item No.	Subject									
	1		2		3		4		5	
	T	R	T	R	T	R	T	R	T	R
1	4	4	4	4	3	4	4	4	3	2
2	2	2	4	4	4	4	4	1	2	2
3	4	4	5	5	4	3	4	4	2	2
4	4	4	2	2	4	4	4	4	2	2
5	2	2	2	2	4	4	4	2	4	4
6	4	4	4	4	4	4	5	5	3	4
7	4	4	4	4	4	4	3	3	4	4
8	4	4	5	5	5	4	5	3	4	4
9	4	4	-	2	4	4	3	3	2	2
10	4	2	2	4	2	2	4	4	2	2
11	4	4	4	4	4	4	5	5	4	4
12	5	4	4	4	2	4	1	1	4	4

Form II

Item No.	Subject											
	1		2		3		4		5		6	
	T	R	T	R	T	R	T	R	T	R	T	R
1	3	4	2	2	1	1	4	4	1	2	2	1
2	4	4	4	4	2	2	4	1	5	5	5	5
3	4	3	4	4	5	4	4	4	5	4	5	4
4	4	4	4	2	3	1	4	4	1	1	5	5
5	4	4	-	4	2	2	4	2	4	4	5	5
6	4	4	-	2	4	4	5	5	3	3	4	5
7	4	4	4	4	3	3	3	3	1	2	1	1
8	5	4	2	2	3	3	5	3	2	2	1	2
9	4	4	4	4	3	3	3	3	4	4	4	4
10	2	2	2	2	1	1	4	4	4	4	1	1
11	4	4	2	2	4	4	5	5	4	4	4	4
12	2	4	4	4	3	3	1	1	1	2	1	1

APPENDIX 8

Validation - Areas

Judges were given copies of the pilot study survey, with the following instructions:

The survey attempts to deal with various areas that may cause discord in teacher-counsellor relations.

The teacher sees the counsellor as assuming an administrative role (A).

The teacher sees the counsellor as a threat to her (his) goals and or rewards (satisfaction from helping students) or as a threat to her(him) since the counsellor may get a one sided version of a student's complaint. (T)

The teacher sees the counsellor as having special privileges - phone, office, flexible time-table, no supervision duty, represents the school frequently by receiving visitors, attending meetings, etc. (SP)

Please mark in the margin which of these areas the situation presented touches, using A, T, SP, for the first 12 items.

PILOT SURVEY VALIDATION

(Areas of Dissonance)

Item No.		Area Judged to be Source of Dissonance				
Pilot Survey	Final Survey	Administrative Role of Counsellor	Counsellor as Threat to Teacher	Counsellor enjoying Special Privileges	No Judgment	
1	1	11	3	1	2	
2	10	1	13	1	3	
3	2	0	11	0	5	
4	7	3	12	1	0	
5	5	16	0	0	0	
6	8	7	7	0	2	
7	9	10	2	2	3	
8	11	7	5	3	1	
9	3	4	2	10	0	
10	6	3	0	13	0	
11	4	0	12	1	3	
12	12	0	0	15	1	

APPENDIX 9

Letter to Principal to Accompany Survey

May 17, 1972.

Dear

Accompanying this letter are copies of the survey about which I have written you. You will notice there are two forms of the survey, Form I and Form II. As I need about equal numbers of each, I have enclosed some of each in each envelope.

To ensure a good return and a representative sample, it would be most satisfactory if you could have the survey done by all teachers at a staff meeting. The forms could then be collected, placed in the envelopes provided for return and sealed.

Extra copies do not need to be returned. Please use them or dispose of them as you wish.

If returns come in by June 1, I hope to prepare some sort of preliminary report for you. This report should reach you before the school year ends.

Sincerely,

(Miss) Bessie Dalrymple

Position _____

Years of experience _____

Teacher; Counsellor, full-time;
 Counsellor, part-time;
 Principal; Vice-Principal.

TEACHER-COUNSELLOR RELATIONS SURVEY

Part A

Instructions

Below are examples of situations that might occur in any school.

You are asked whether you agree or disagree with the counsellor's action in each incident.

PLEASE CHECK ONE RESPONSE: Strongly agree; Agree; Neutral feeling; Disagree; Strongly disagree.

Since the action described is meant to be typical and may in no case be the ideal one, you may wish to use the space following each question to write what to you would be the best handling of the situation. We welcome your comments.

1. Counsellors, because of lack of time, have not been able to complete the job of making up individual time tables for the current term. They present the problem at a staff meeting and ask which teachers can cancel classes for two periods to allow students to complete this.

Strongly agree

Agree

Neutral feeling

Disagree

Strongly disagree

Your comment:

2. A teacher is considering teaching a unit on "The World of Work". The counsellor, hearing about this, tells the teacher that he would like to help develop the unit and act as a consultant and resource person.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

3. Universities, colleges, technical institutes, etc. often invite counsellors and/or teachers to represent their schools at gatherings at which the work of the institution is described and discussed. School policy is that one staff member may be released to attend.

The counsellor, having no scheduled classes, accepts.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

4. A student complains to the counsellor that a teacher has a grudge against him, even to the point of failing him unfairly. The counsellor helps the student prepare to discuss this with the teacher.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

5. A counsellor considers it necessary to have an emergency meeting of a certain student's teachers. He notifies the teachers concerned that there will be a case conference at the end of that school day.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

6. Supervising duties -- hall, lunchroom, and extra-curricular activities -- are being assigned to all staff members except administrators (principal and vice-principals).

The counsellor, on the grounds that much of his work with students can be done in their free time, asks to be excused.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

7. In repeated counselling sessions, the counsellor and several students explore various alternatives to the problem of a teacher whose methods and discipline are a cause for complaint. The counsellor decides to acquaint the principal with the problem.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

8. A teacher complained to the counsellor that too many students taking her course were not capable of passing it. She said that there was a need for establishing definite entry requirements.

The counsellor told the teacher he would work with the teacher in developing tables that would show students their chances for success in the course, but reminded the teacher that the final decision for course enrollment rested with the students and their parents.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

9. Because the counsellor felt each student should provide for his cumulative record a comprehensive "data sheet" covering such items as his hobbies, work experience, and extra-curricular activities, she discussed with one of the departments of the school the possibility of including this in their work.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

10. A teacher on referring a student to the counsellor makes a point of telling the counsellor that the student has been noticeably upset for the last week and not doing well in his class.

A week later, when the teacher asks the counsellor what is going on with the student, the counsellor tells him that everything is confidential and that he will discuss implications later.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

11. Customarily students wishing counselling, come to the guidance office during study halls or free periods. Because some students have no study halls or free periods, the counsellor uses a form on which teachers can indicate their willingness to release students from class, having been told whether or not the need is urgent.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

12. Teachers are not permitted to smoke, or have coffee or soft drinks in their rooms at any time. The counsellor considers his office to be included in this regulation.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

Part B

Instructions

In this part of the survey there are two questions, 13 and 14, on how school staffs can clarify the roles of teacher and counsellor.

We also want to get your reaction to the idea of having a Supervisor of Personnel who would work in a number of schools and be available to both counsellors and teachers for help with professional and/or personal problems.

In 13 please respond as you did before.

In 14, 15, and 16, please put check marks in the boxes in front of the answers you choose.

13. To clarify both teacher and counsellor aims, it would be helpful for staff members to discuss situations like the ones described above in part of this survey.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comments:

14. Whom do you see as more responsible for asking for such discussion?

Counsellors

Other staff members

Principals

Department heads

Other (please specify) _____

15. If you had a complex professional problem, e.g. of teaching methods, or of discipline, with whom would you prefer to discuss it?

- The principal
- A staff member other than the principal or counsellor
- The department head
- A counsellor on your staff
- A personnel supervisor
- Other (Please specify) _____

16. If you had a complex personal problem, with whom would you prefer to discuss it?

- The principal
- A counsellor on your staff
- A personnel supervisor
- A department head
- A friend on the staff
- Other (Please specify) _____

Thank you for taking part in this survey.

Position _____ Years of experience _____
Teacher; Counselor, full-time;
Counselor, part-time;
Principal; Vice-principal.

TEACHER-COUNSELLOR RELATIONS SURVEY

Part A

Instructions

Below are examples of situations that might occur in any school.

You are asked whether you agree or disagree with the counsellor's action in each incident.

PLEASE CHECK ONE RESPONSE: Strongly agree; Agree; Neutral feeling; Disagree; Strongly disagree.

Since the action described is meant to be typical and may in no case be the ideal one, you may wish to use the space following each question to write what to you would be the best handling of the situation. We welcome your comments.

1. Counsellors because of lack of time, have not been able to complete the job of making up individual student time tables for the current term. They ask one department to cancel classes for two periods so that the students will be free to complete this.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comments:

2. A teacher is considering teaching a unit on "The World of Work". The counsellor, hearing about this, tells the teacher he has information, resources, and the time to help with this, if he can be of use.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

3. Universities, colleges, technical institutes, etc. often invite counsellors and/or teachers to represent their schools at gatherings at which the work of the institution is described and discussed. School policy is that one staff member may be released to attend.

The principal, counsellor, and department most involved decide who this shall be.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

4. A student complains to the counsellor that a teacher has a grudge against him, even to the point of failing him unfairly. The counsellor tells the student he will discuss this with the teacher.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

5. A counsellor considers it necessary to have an emergency meeting of a certain student's teachers. He asks the principal to call a case conference for the end of that school day.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

6. Supervising duties -- hall, lunchroom, and extra-curricular activities -- are being assigned to all staff members except administrators (principal and vice-principals).

The counsellor, on the grounds that his work is partly administrative, asks to be excused.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

7. In repeated counselling sessions, the counsellor and several students explore various alternatives to the problem of a teacher whose methods and discipline are a cause for complaint. The students decide to acquaint the principal with the problem.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

8. A teacher complained to the counsellor that too many students taking her course were not capable of passing it. She said that there was a need for establishing definite entry requirements.

The counsellor reminded the teacher that the final decision for course enrollment rested with the students and their parents, but said he would work with the teacher in making tables that would show the students their chances for success in the course. He suggested that these tables could also be used if the department involved decided to discuss new entry requirements.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

9. Because the counsellor felt each student should provide for his cumulative record card a comprehensive "data sheet" covering such items as his hobbies, work experience, and extra-curricular activities, she asked the teachers of one department to see that this was done.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

10. A teacher on referring a student to the counsellor makes a point of telling the counsellor that the student has been noticeably upset for the last week and not doing well in his class.

A week later, the counsellor reports to the teacher that he is seeing the student and would like to discuss implications with the teacher, as far as confidentiality permits.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

11. Customarily, students wishing counselling come to the guidance office during study halls or free periods. Because some students have no study halls or free periods, the counsellors feel free to call these students from regular classes.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

12. Teachers are not permitted to smoke, or have coffee or soft drinks in their rooms at any time. The counsellor does not consider his office to be so restricted.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comment:

Part B

Instructions

In this part of the survey there are two questions, 13 and 14, on how school staffs can clarify the roles of teacher and counsellor.

We also want to get your reaction to the idea of having a Supervisor of Personnel who would work in a number of schools and be available to both counsellors and teachers for help with professional and/or personal problems.

In 13 please respond as you did before.

In 14, 15, and 16, please put check marks in the boxes in front of the answers you choose.

13. To clarify both teacher and counsellor aims, it would be helpful for staff members to discuss situations like the ones described above in part of this survey.

Strongly agree Agree Neutral feeling Disagree Strongly disagree

Your comments:

14. Whom do you see as more responsible for asking for such discussion?

- | | |
|---|--|
| <input type="checkbox"/> Counsellors | <input type="checkbox"/> Other staff members |
| <input type="checkbox"/> Principals | <input type="checkbox"/> Department heads |
| <input type="checkbox"/> Other (please specify) _____ | |

15. If you had a complex professional problem, e.g. of teaching methods, or of discipline, with whom would you prefer to discuss it?

- The principal
- A staff member other than the principal or counsellor
- The department head
- A counsellor on your staff
- A personnel supervisor
- Other (Please specify) _____

16. If you had a complex personal problem, with whom would you prefer to discuss it?

- The principal
- A counsellor on your staff
- A personnel supervisor
- A department head
- A friend on the staff
- Other (Please specify) _____

Thank you for taking part in this survey.

APPENDIX 10

Validation - Counsellor Activity

Instructions to Judges

Judges were told that the first twelve items of the survey were designed to test teacher reaction to counsellor activity in three areas -- administrative role of the counsellor, counsellor as threat to the teacher, and special privileges for the counsellor. They were then asked to rate the activities of Forms I and II as more and less favourable to teachers. They were given their choice of rating Form I items, "acceptable, unacceptable," and then Form II in the same manner, or of comparing the forms. (The former method would be similar to the way teachers were being asked to evaluate the activities.) They chose to use the latter.

When the decisions were not unanimous, the reasons for their choices were discussed with the judges, the opinion of the writer was taken into consideration, and the comments of teachers on the pilot study referred to. These considerations led to the final decision as to whether Form I showed the more acceptable activity (+) or less acceptable activity (-).

Validation - Counsellor Activities

	Judges' Decision on Form I	Writer's Decision on Form I	Test for Form I
Item 1	+ + -	+	+
Item 2	- - -	-	-
Item 3	- - -	-	-
Item 4	- - +	+	+
Item 5	- - -	-	-
Item 6	+ + +	+	+
Item 7	+ + +	-	+
Item 8	- - -	-	-
Item 9	+ + +	+	+
Item 10	- - -	-	-
Item 11	+ + -	+	+
Item 12	+ - -	+	+

Note- + was the rating when Form I was judged more acceptable, - when Form I was judged less acceptable.

APPENDIX 11

Letter to Principals

Victoria, B.C.
April 28, 1972.

Dear Mr.

Enclosed is a copy of a questionnaire on teacher-counsellor relations.

I hope to do a thesis on this topic as part of my M.A. work at the University of Victoria. It's a topic of personal interest, since I've been a teacher or counsellor in Nova Scotia schools for a good many years. In addition, I'm assured by the Atlantic Institute of Education that it's both a timely and an important topic for consideration.

This is to ask your help in collecting the basic data. Could you at your next staff meeting have all staff members present complete a questionnaire similar to this? I think ten or fifteen minutes would cover the time it would take to present it and have it completed.

Your school is one of four randomly chosen from among the junior and/or senior high schools of the province.

I will phone your school on between 9:00 a.m. and 10:00 a.m. to find whether you can take part in this study. As I'll be calling station-to-station could you leave word with your secretary as to your decision? I will hope to speak to you personally if you are free at that time.

Sincerely yours,

(Miss) Bessie Dalrymple

APPENDIX 12

Values and Significance of Kilmogorov-Smirnov "D" (N=54)

Item No.	Predicted Direction of D	Observed D	Chi-square Approximation
1	+	+ .074	.296
2	-	- .296	4.741
3	-	- .087	0.400
4	+	- .074	0.296
5	-	- .333	6.000*
6	+	+ .185	1.852 ^(a)
7	+	- .141	1.028
8	-	- .385	7.692*
9	+	+ .347	6.127*
10	-	- .694	25.498**
11	+	+ .291	4.474
12	+	+ .481	12.519*

Note - $\frac{*D}{D} < .05$
 $\frac{**D}{D} < .001$

(a) On item 6, N=71, difference approached significance at the .05 level. On all other items (see Table 4) results with N of 71 and N of 54 were similar.

VITA

Surname: DALRYMPLE Given Names: BESSIE ELVIRA

Place of Birth: OWEN SOUND, ONTARIO

Date of Birth: JUNE 12, 1919

Educational Institutions Attended,
with Dates of Entering and Leaving:

<u>NOVA SCOTIA NORMAL COLLEGE</u>	<u>1937</u> to <u>1938</u>
<u>ACADIA UNIVERSITY</u>	<u>1949</u> to <u>1951</u>
<u>ONTARIO INSTITUTE FOR STUDIES IN EDUCATION</u>	<u>1968</u> to <u>-</u>
<u>_____</u>	<u>_____</u> to <u>_____</u>

Degrees, Diplomas, Etc., Awarded,
with Dates and Names of Institutions:

<u>B.A.</u>	<u>1951</u>	<u>ACADIA UNIVERSITY, WOLFVILLE</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>

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