

THE COUNSELOR'S ROLE, THE TEACHER'S ROLE,
CHANGE AND IMPLEMENTATION IN GUIDANCE
SERVICE ORGANIZATION

by 4589

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TABLE OF CONTENTS

I.	FOUR PROBLEM AREAS IN SCHOOL GUIDANCE SERVICES	1
II.	COUNSELING AND THE SCHOOL PROGRAM--A PROBLEM	2
	The Counselor's Role	2
	The Teacher and Guidance Function	5
	Change and the School Program	7
	Implementation	8
III.	APPROACHES TOWARD SOLVING THE PROBLEM	9
	Administration of Guidance Services	9
	Team Approach	12
	Counselor Educator	14
	Teacher Education	15
	Sensitivity Training for Teachers	20
	The Guidance Committee	26
IV.	CONCLUSION AND A PROPOSAL	30
	Conclusions	30
	Implications for Guidance Services: A Proposal . .	33

I. FOUR PROBLEM AREAS IN SCHOOL GUIDANCE SERVICES

Counseling, as it is in school systems today, is faced with several problems. One of these is the role definition that the guidance specialist has in the guidance services program. Does he have responsibility to only students, or to others in the school system as well? A second area of concern involves the role definition of the teacher with respect to guidance attitudes and activities. The question arises as to whether the teacher has responsibility at all to the expansion of guidance services throughout the school system. Thirdly, innovation is a problem to most schools whether it be with respect to the guidance program or any other facet of the school program. The purpose of this report is to answer some questions pertaining to change and how the guidance program and the school personnel can foster meaningful change for improvement in the school system. The fourth general area of concern dealt with here is the problem of bridging the gap between the stated objectives for the guidance program and the actual implementation of the guidance services in the school.

It has been stated, "A guidance program is successful only when its attitudes permeate the entire school, its program encompasses the school, its purposes, scope and limitations are

understood by all in the school."¹ What must occur in order for the guidance program to serve the entire school and have its attitudes permeate the total school? What is the counselor's role and responsibility? What is the teacher's role and responsibility? How are change and the implementation of change related to the above questions? These, generally, are questions considered in this report. Concrete answers, of course, are not forthcoming. However, by citing studies and authorities in the guidance field, insights may be found that should help to clarify instead of confusing the above named issues.

The second section of ~~this~~ report deals with defining and clarifying the above questions, and citing studies showing that these questions need answers. The third section outlines approaches that have been or are presently being used in attempting to find solutions to these problems. Finally, the last part of this report summarizes the material and offers a tentative solution to be considered as a possible way to organize and give structure to guidance-program development and yet leave room for answers to the questions proposed here.

II. COUNSELING AND THE SCHOOL PROGRAM--A PROBLEM

The counselor's role. For a long time, discussion regarding the question of counselor role and function in the school has been a frequent topic in counseling and educational circles..

1. B. B. Paulson, "Counselors are Catalysts," The American School Board Journal, 152:38-9, February, 1966.

For example, in 1964 the following characteristics were described as being a "role-model" for high school counselors:

(1) The counselor is a member of the educational team who must work within the framework of the educational system; (2) he provides a helping relationship (both with groups and individuals); (3) he is a consultant with staff, teachers and parents; (4) he is responsible for guidance program development and management; (5) he serves as liaison for interaction and communication with community resources and services for use in behalf of students and teachers.²

Opinion often suggests what guidance roles and functions will be in the future. In 1963, as a guidance function of the 1970's it was suggested that since guidance is a part of the total educational experience of the child, it follows that the teacher, who is in contact with the child most frequently, must be included in the guidance function. So, instead of being specialist centered, guidance programs of the 1970's would be teacher centered. This would mean that guidance specialists would spend more time with teachers than with students, helping teachers to achieve guidance objectives in the classroom, and that the guidance structure of the 1970's would include: (1) The use of home rooms; (2) the guidance person as a resource; and (3) emphasis on improving the quality

2. W. E. Dugan, "The Counselor's Role: What Is and What Should Be," Teachers College Journal, 35:216, May 1964.

of the educational experience in the classroom.³ Conversely, other writers suggested, instead of the guidance department function becoming more generalized throughout the school system, that the trend is toward more time being spent counseling students and more emphasis on the behavioral sciences pertaining to how the counselor can effectively bring about behavioral changes through counseling.⁴

Buford Stefflre outlined four emerging patterns of counselor function. Firstly, the counselor is viewed as one who talks with one pupil at a time, usually regarding personal, social or vocational problems. A second pattern is that of the psychologist, usually engaged in measurement, evaluation and diagnosis. The third pattern suggested is that of the consultant who works with teachers to help them understand their problems (and possibly themselves). The fourth pattern of function is called the social work model, a counselor who works with students with social and emotional problems individually or with groups and parents.⁵ As is apparent here, there are various opinions regarding just which role the school counselor should take. From a general standpoint, the role of the

3. D. M. Warren, "High School Guidance in 1970: A New Frame of Reference," Journal of Secondary Education, 38:142-147, March, 1963.

4. R. Barry, "Changing Role of the School Counselor," National Association of Women Deans and Counselors Journal, 29:19-21, Fall, 1965.

5. Buford Stefflre, "Issues in School Guidance: Varying Perceptions of Administration, Counselors, and Counselor Educators," Teachers College Journal, 36:195-200, March, 1965.

counselor is unsure, but in individual school systems, conflict arises between counselors, administrators and teachers regarding delineation of roles in the school guidance program. Conflict is very real between principals and counselors regarding issues such as confidentiality, clerical responsibility, non-related counseling functions and total adjustment counseling.⁶ Studies show that questions regarding counselor function have tended to create a polarization of attitude so that administrators and teachers perceive counselor role and function quite differently than do counselors.⁷

The teacher and guidance functions. Teachers, as was mentioned before, have different ideas regarding guidance functions than do counselors. In addition, teachers often assume no responsibility for carrying out guidance functions in their daily classroom work. Arguments such as: (1) Not enough time; (2) students are troublesome; (3) sound values and a sense of responsibility are lacking; or (4) somebody else is to blame, not us, not me are often used by teachers as reasons for not assuming responsibility in guidance.⁸ Studies indicate that as well as teachers and administrators differing with counselors

6. D. H. Hart and D. J. Prince, "Role Conflict for School Counselors: Training Versus Job Demands," Personnel and Guidance Journal, 48:374-80, January, 1970.

7. R. W. Graff and R. N. Warren, "Attitude Toward a School's Counseling Services as Seen by Administrators, Teachers and Counselors," Journal of Secondary Education, 43:370-3, November, 1968.

8. D. L. Peters, "Teachers, Guidance and Problems of the Day," Montana Education, 44:8-9, February, 1968.

about counselor function, teachers differ with administrators, counselors and even among themselves regarding what responsibilities they (the teachers) have in carrying out guidance activities.⁹ Teachers of vocational-oriented classes tend to be more guidance oriented themselves than are teachers of more academic type classes.¹⁰ The following is an example of the type of guidance function one writer has suggested for the classroom teacher:

1. Teachers should be prepared to recognize early indications to emotional disturbance in children.
2. Teachers should be able and take time to listen.¹
3. Teachers should understand stress-type situations that arise in the classroom, and should consider the classroom as a possible stress-producing environment.¹
4. Teachers should be aware of developmental tasks and be able to evaluate them.¹
5. Teachers should be able to consider behavior as a result of underlying causes so needs can be met.¹¹

Aside from the question of what roles the classroom teacher should take in guidance activity is the more fundamental

9. D. Brown, "Attitudes of School Personnel Toward the Teacher's Role in the Guidance Program," Vocational Guidance Quarterly, 14:259-62, Summer, 1966.

10. Ibid., p. 260.

11. J. C. Bentley, "Teacher's Role in Mental Health," Educators Forum, 29:199-205, January, 1965.

question of whether teachers should have guidance responsibilities at all. The answer to this question may be debatable, but it is almost certain that teaching and guidance are functions of the school, for without personal and emotional growth, academic achievement would be meaningless.¹²

Change and the school program. A third problem that arises when considering the guidance program and the functions of teachers, counselors and administrators is the idea of change. It is almost universally known that our educational institutions, particularly public elementary and secondary schools have been slow in implementing new and innovative ideas. Innovation has been described as "change that is consciously and planfully justified on a basis of commonly accepted public criteria."¹³ Furthermore, criteria for such innovation have also been suggested: The school's socio-political complexity must be reflected in the change. The structure for the change must be both information producing and information consuming; in other words, the change must be such that prior information is utilized and information produced as a result of the change can be utilized in future innovation. A third criteria is that the structure for change must permit self-correction for

12. R. R. Demman, "Counseling in the Classroom: The Teacher's Role," American Vocational Journal, 41:33, October, 1966.

13. E. C. Keil, "Structure for Innovation in Education," Educational Technology, 9:35-40, October, 1969.

further change in future programs. The systems approach should be reflected in the change and inter-departmental, geographical and academic separation should be overcome probably through use of a communications team approach. The way in which information resulting from the changes will be used in making new policy should be made clear, and the administrative structure under which the innovative program operates should never become separate from the people who implement the program. The participants should be able to develop, test and fix new behavior patterns. Finally, the change should be such that practical problems can be solved through the use of new skills and resources.¹⁴ The above criteria for educational innovation indicate that any change undertaken to solve the problems of guidance functions in the school program must be thoroughly planned and carefully and thoughtfully executed.

Implementation. So far, three questions have been raised: (1) regarding the differences pertaining to the counselor's role in the guidance program; (2) regarding the teacher's responsibility and role; and (3) what aspects of change are necessary in carrying out guidance activities particularly related to altering the roles of either the teachers or the counselor. The point has been made that guidance activities are necessary throughout the educational milieu. The fourth question this paper will deal with regards implementing the

14. Ibid., p. 38-40.

guidance services. As may be assumed from the confusion regarding the counselor's role, the teacher's role and the aspects of change operating in the secondary school, there exists a gap between the place guidance has in the organizational diagram of the school and how it actually is in the daily operation. It may be further assumed that this operating position depends upon the personality, skills, and attitudes of the people performing the guidance tasks.¹⁵ It has been suggested that the successful guidance director must have skills in getting along with others, have an accepting personality, a stable personality and an ability to listen.¹⁶

In the next section of this report, some of the ways will be examined that guidance programs are presently using to incorporate the four aspects discussed so far--the counselor's role, the teacher's role, change, and lastly, implementation.

III. APPROACHES TOWARD SOLVING THE PROBLEM

Administration of guidance services. Before going into a discussion of how administrators approach solving the problems created by ill-defined roles for counselors and teachers, problems created by lack of change and implementation, perhaps

15. E. N. McCabe, "Missing Word in Guidance," National Association of Secondary School Principals Bulletin, 47:89-93, Summer, 1963.

16. Ibid., p. 93.

it would be appropriate to consider the question of structure. Recently there has been some argument whether structure or nonstructure is the best way to implement a guidance program. Stefflre and Hatch suggest that in order for a guidance program to be functional it must have some organization of components that serve useful purposes. Furthermore, if the components fail to achieve their objectives, the structure should be changed so that the components do conform to some useful purposes.¹⁷ Therefore, we can see that from an administrative standpoint, a flexible structure is necessary so that changes may be made when required. The discussion following was based on the assumption that structure is a purposeful component of the guidance program.

Basic to the administrator's approach to organizing a guidance program is a philosophy that will include provision for solving the problems of determining the counselor's role, the teacher's role, the attitudes toward change and implementing the guidance services' program. It was stated in an article by Reitan and McDougall that in order for a guidance program to be effective the administrator (school principal) should consider himself the "counselor's counselor."¹⁸ For this to be the case the administrator would have to believe in

17. Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (New Jersey: Prentice Hall, 1965), p. 69.

18. H. M. Reitan and McDougall, "How to Make a Counseling Program Work," Nations Schools, 77:65-6, April, 1966.

guidance; and perhaps the development of guidance attitudes throughout the school system is the most difficult administrative challenge the "counselor's counselor" could attempt to meet.¹⁹

It has been suggested that the administrator's responsibility to the guidance department rests primarily in four general areas. The first of these is a written statement of the objectives and purposes of the guidance program as it relates to the educational philosophy of the total school program. A second responsibility is an organizational plan for the guidance department that includes the objectives and purposes plus a list of responsibilities that belong to the guidance department personnel. Thirdly, the administration should provide job descriptions for each guidance position including duties and training requirements for the job. Finally, policies with respect to testing, communication secrecy, legal and ethical responsibility, and referral procedures should be written and available to the guidance personnel.²⁰ This outline of administrative responsibilities would effectively solve one of the problems presented by this paper, that concerning the counselor's role; however, the teacher's role, policy involving change and implementation are left untouched by these four

19. John C. Hill, "Administrative Problems in Guidance," Teacher's College Journal, 35:221-3, May, 1964.

20. Reitan and McDougall, op. cit., p. 65.

stated administrative responsibilities. A later section of this report will deal with how the school's administration can include more than these four aspects of responsibility in order to resolve the problems of teacher role, change and implementation.

Team approach. A second approach toward resolving uncertainty about counselor's and teacher's roles, change and implementation in guidance programs is one called the team approach. The concept suggests that responsibility for guidance activities rests not only with counselors, but with counselors, teachers, administrators, parents and other community resource personnel. One school, using the team approach, included parents, school social workers, school nurses, disciplinarians, and counselors who worked together. The report of the program indicated positive results, but more seemed to be accomplished with parents than with students.²¹ In a program utilizing the team guidance approach, role definition for the counselor probably would be considerably altered from the traditional ideas of what the counselor's role should be. Role definitions for teachers perhaps would be more obscure, and perhaps not quite attainable for the teachers; because the role would require that the teacher get out of the traditional authoritarian teacher position. Considerable doubt exists whether teachers (in general) are able to make this type of transition from one role to another without some interpersonal

21. R. Brown, "Team Approach to Guidance," School and Community, 56:45, November, 1969.

relationship training.²² A second problem created when the team approach is put into action is that cooperation throughout the school by all teachers is an unrealistic expectation. Some teachers will cooperate fully while others fail to do so. It is more often the latter who could benefit most from a program incorporating the team approach. It seems generally agreed that remuneration of some kind is necessary when extra activities are undertaken by regular classroom teachers. Furthermore, cooperation from parents and others may become a difficult thing to obtain if results are slow or subtle in coming.

Although the team approach to guidance has some drawbacks such as those mentioned above, the concept has been put to effective use in many schools. One such school was Palm Springs High School in California where students and teachers worked together, with conflict intervention as a major goal. This did not involve all of the guidance functions usually thought of as part of the team approach to guidance, rather it was aimed at planning effective intervention for conflicts in the school. A unique situation regarding the racial and ethnic background of the students in the school facilitated the achievement of the following goals: (1) retraining teachers by using students as catalysts and their peer learners; (2) training students for negotiation, particularly directed toward a more relevant curriculum; (3) increasing the

22. Bruce Joyce, "Sensitivity Training for Teachers: An Experiment," Journal of Teacher Education, 20:75-83, Spring, 1969.

sophistication of subgroups relative to their responsibility, accountability, and power in fulfilling their unique positions; (4) increasing the flexibility and skills the team needs for devising and using alternative means of intervening in conflict. Such a program, although the guidance orientation is certainly evident, is not applicable to general school use, but this example serves to illustrate the type of objectives for which the team approach concept is suitable.²³

Counselor education. A third approach toward solving the problems of counselor role, teacher role, change, and implementation in guidance services rests in the education of counselors and teachers. According to one study mentioned earlier, the role conflict between counselors and administrators is a very real thing, especially concerning confidentiality, clerical responsibilities, non-related counseling functions, and total-adjustment counseling. This raises a very serious question related to counselor education. If school and administrator expectations of the counselor are quite different from those of the counselor perhaps counselor education programs are too idealistic.²⁴ Other questions raised include: (1) Should the counselor's role be re-examined and modified in light of job demands? (2) If the ideal role is revised, what happens to the research basis upon which present counselor roles are based? (3) Can new ways be found to teach principals the

23. Marie Fielder, "A Diversified Team Approach to Conflict Intervention," Educational Leadership, 27:15-18, October, 1969.

24. Hart and Prince, loc. cit.

importance of the ideal counselor-role definitions more effectively? (4) Can operations of schools be structured so that principals can afford to let the counselor define his own role?²⁵ Each of these questions has implications related to counselor education programs and these should be carefully considered by counselor educators in developing their curricula. Perhaps the last two questions deserve the most consideration, particularly from the counselor's viewpoint. The question still remains, "What is the counselor's role?" Counselor education programs can do little to resolve the differences of opinion of what the counselor's role should be in individual school systems. The solution to this problem must be designed so that it takes place on the school level rather than at the college or university level.

Teacher education. In addressing the problem concerning the teacher's role in guidance activities, many authorities have suggested that the primary responsibility for guidance activities rests with the teachers and not with the counselors.²⁶ One author wrote, "Ultimately, the guidance program can be no better than the classroom teacher."²⁷ This must mean that in order for the guidance program to be effective, teachers must be able to use guidance principles in their everyday teaching.

25. Ibid., p. 376-80.

26. P. T. MacCarthy, "Counselor and Teacher Must Work Together," Catholic School Journal, 66:134, September, 1966.

27. H. R. Will, "Role of the High School Teacher in Counseling," National Business Educator's Quarterly, 37:27-34, December, 1968.

Another writer has suggested that teachers need to assume more responsibility for the development of a therapeutic school setting.²⁸ However, most teacher education programs do not include much more than one or two courses in educational psychology; most of them are directed more academically than practically. So it may be generally assumed that many teacher-education programs do very little in training teachers so that guidance-type activities are included in their repertoire of competencies. In order to deal with this issue several alternatives have been offered.

The first of these is an in-service educational program that would include group consultation to help teachers understand students.²⁹ In a program such as this, counselors could be utilized as facilitators toward teacher acceptance of guidance attitudes, but this may become a problem because teachers often feel quite threatened when put into a situation where they are led to believe that the attitudes and procedures they presently believe in are not wholly appropriate any longer. When threat of this kind is present, barriers present themselves inhibiting any facilitation of new ideas and attitudes. A second limitation is that teacher time is precious, and in-service education programs become "dirty words" unless some provision is made, such as compensatory time

28. M. C. Glicken, "Training of Teachers: A Mental Health Issue; Group Consultation Helps Teachers Understand Students," Illinois School Journal, 47:259-69, Winter, 1967.

29. Ibid., p. 267.

off, extra pay, or some other consideration. One school system set up a program where competent mothers came and filled in in the classroom for about two hours while teachers of a particular grade level met with special-services personnel in case conferences.³⁰ This same kind of operation or one similar to it could be employed to let teachers out of the classroom for one or two hours at a time for short in-service education sessions.

A second method for teaching guidance attitudes to teachers lies in the undergraduate curriculum of teacher-education programs. One approach could be simply addition of guidance-oriented classes. Another approach that has been studied and can be supported is one where students were used as tutors beginning early in the teacher-education program. The study hypothesized that the conflict between the personality need to be close to pupils and the role demand to establish authority and discipline as teacher, brings about lowered self-evaluation in the professional role of being a teacher. The results of the study indicated that in the personal intimacy of tutoring, the teachers became less controlling and authoritarian and more pupil centered. The tutors also saw themselves as less perfect and stable in the professional role of the traditional teacher.³¹ This sort of outcome is important, for many guidance-oriented educators argue that the traditional

30. H. S. Craymer, "Hart Day: Parents Take Over So Teachers Can Attend a Guidance Conference," Instructor, 77:47, March, 1968.

31. H. J. Walberg, "Effects of Tutoring and Practice Teaching on Self-Concept and Attitudes in Education Students," Journal of Teacher Education, 19:283-91, Fall, 1968.

role of the teacher is a great obstacle to being pupil oriented in the classroom. If teachers find themselves as being less stable in the classroom, perhaps change and all of its implications can be an additional outcome to a teacher-education program that includes as one of its components, a tutoring program. This leads to a further consideration of teacher-education programs regarding change as dealt with earlier in this report.

In an article entitled "Preparing Teachers to Meet Change," Lillian Cady and Wendell Allen expressed their ideas about what teacher-preparation programs should concern themselves with in our society, which requires of its teachers that they be in step with new developments, be able to cope with and foster meaningful change, and be able to help society tolerate tentativeness. The article suggested that teachers should be significant change agents in the educational milieu; and that teachers, the act of teaching and the teacher's role are subject to change. Included in the article are the ideas that emerged from the 1966 Washington State Teacher Education Advisory Committee review of standards for preparation and certification of teachers. Firstly, since the difference between the effective and ineffective teacher depends upon on-the-job performance, teacher education should be designed around and based upon behavioral and performance objectives. Secondly, to be consistent with what research has indicated about how individuals learn, teacher-preparation programs must permit students to

progress at their own rates and in a manner compatible with their own personalities and learning styles. Thirdly, in order to insure that preparation programs are relevant, representatives of all agencies and agents which affect or are affected by education should have a part in defining the professional standards and behavioral and performance outcomes of the preparation programs. Lastly, and most important, since we live in an ever-changing society, teacher preparation must be looked upon as a continuous, career-long process. Furthermore, it should be unrealistic and inappropriate to expect of the beginning teacher all of the professional competencies expected of an experienced professional. Thus, continuing preparation is necessary for the beginning teacher.³² As a result of the four above ideas related to teacher preparation, the Washington State standards of preparation of school professional personnel were changed, and they are unique in that they:

- (1) are process oriented rather than content oriented;
- (2) are themselves performance standards for agencies and agents which must be involved in establishing behavioral criteria and preparation programs;
- (3) emphasize and encourage change;
- (4) require that preparation programs be developed in such a way that an "open system" is supported as essential to the success of the program; and
- (5) place evaluation in its proper perspective as an integral part of the feedback process within the preparation program.³³

32. L. V. Cady, and W. C. Allen, "Preparing Teachers to Meet Change: One State's Approach," Educational Technology, 10:71-2, February, 1970.

33. Ibid., p. 72.

The most important implication stemming from these standards as related to this report is that this kind of teacher education would provide learning experiences which would help students develop competencies in human and personal characteristics as well as in subject-matter areas and pedagogy.³⁴

Sensitivity training for teachers. One theory often discussed among people engaged in the study of human development and guidance is sensitivity training. This theory holds that if one is able to become aware enough of his own feelings and become sensitive to them as well as to the feelings of others he will progress further down the road to better inter-personal relationships. The process through which this awareness and sensitivity is achieved is called sensitivity training and consists of various types of structured activities that facilitate this development. Some authorities suggest that this kind of sensitivity training is quite useful in facilitating the development of awareness and empathy in potential counselors, and it is this rationale that provided the impetus for experimental design for research in carrying out sensitivity training for teachers. The idea being that if student counselors could increase their awareness and be more effective as a result of sensitivity training, teachers would also benefit by being more aware of the feelings of students; perhaps looking beyond surface behavior to what may be the underlying causes of such

34. Ibid., p. 72.

behavior. Experiments in the area of sensitivity training have ranged all the way from light, more superficial-type training to the controversial "touching-feeling" kind of training. Cited here are several ways and situations where sensitivity training has been carried out to study its effects on teacher behavior and student-teacher relationships.'

A study done at Wheaton College during the 1968-69 school year used small groups of teachers led by a Specialist in Continuing Education (SCE).³⁵ The emphasis for the group sessions was self-assessment rather than expert assessment by authorities either in or out of the school system. The specialist leading the group attempted to create a warm, supportive climate and a helping relationship in the group. He functioned neither as an "answer-man" or as a master teacher; however, he was not "non-directive" in the sense that he let the group do what it wanted to. His objective was to lead the teachers in becoming involved in self-assessment activities by utilizing a specific problem-solving model. Four elements in the basic self-assessment process were: (1) development and definition of professional goals in operational terms; (2) collections and analyzation of concrete data concerning the degree to which professional behavior accomplished goals; (3) self-confrontation where participants compare operational objectives with the feedback data,

35. Albert Furbay, "Self-Assessment Groups as a Means for Improving Teacher Behavior: Student Teachers," Contemporary Education, 40:322-3, May, 1969.

identified and confronted discrepancies between the ideal and the actual outcomes and tried to resolve the differences; and (4) utilization of knowledge where the participants selected, evaluated, and implemented educational innovations which were relevant to the attainment of the goals.' This study was carried out with senior education students at the time they were involved in student teaching.' The data collected included attitudes toward various aspects of teaching and educational practice,³⁶ pupil perceptions of each student teacher evaluated by "Teacher Communication Scale,"³⁷ and verbal behavior as analyzed by a verbal behavior classification system developed by the Educational Research Laboratory, Inc.' At the time of this writing, the results of this study were not complete and were not published, but the preliminary report indicated that the participants placed greater emphasis on academic excellence, creative thinking, individualized rather than standardized instruction, openness of communication between teacher and pupil, participation and involvement of learners in learning experience, and an understanding view of learners who misbehaved.³⁸ If this kind of group activity could be added to the teacher education curriculum on a nation-wide basis, perhaps

36. Marvin E. Shaw and Jack H. Wright, Scales for the Measurement of Attitudes (New York: McGraw Hill, 1967), pp. 70-86.

37. A questionnaire adapted from the original scale developed by M. Vere DeVault, Department of Education, University of Wisconsin, December, 1963.

38. Furbay, op. cit., p. 323.

the question of counselor role and teacher role in school guidance programs could partially, at least, be answered.

In another study involving sensitivity training, in-service, rather than student teachers, participated in human relationship training. A second group of teachers were given twenty hours of traditional classroom instruction in human relationship theory and practice, and a third group of teachers was the control group.³⁹ Results of this study included data such as teacher absenteeism, administration of "The Minnesota Teachers Attitude Inventory," and parent and administrator ratings of the teachers.⁴ The results of the study indicated that sensitivity training can improve teacher's attitudes toward children, teaching, and interpersonal relationships, and furthermore that sensitivity training can provide a bridge that helps close the gap between knowing and doing as related to human relationships.³⁹

A third study using the concept of sensitivity training, only done in a slightly different manner, was written up in the Spring, 1969, issue of the Journal of Teacher Education. The objectives of the study were: firstly, for the teacher to learn to discriminate cues from learners; secondly, to alter teaching behavior during lessons to accomodate the emerging frame of reference of the learners; and lastly, to reflect this in classroom teaching by asking more probing questions designed

39. W. S. Lee, "Human Relationship Training for Teachers: The Effectiveness of Sensitivity Training," California Journal of Educational Research, 21:28-34, January, 1970.

to reveal the frame of reference of the learner. The method for accomplishing these objectives was a series of communications tasks. The first of these was that the teacher was presented with the problem of teaching a certain concept to the learner; then the teacher prepared the lesson and was given fifteen minutes in which to teach the concept. The learner in this case was a role player who responded to the teacher in a way that indicated a frame of reference counter to the one implied by the concept, thus creating conflict for the teacher so that he had to learn to understand what the learner's frame of reference actually was. The conclusions of this study were that the program did little to effect sensitivity, but rapport building was significantly effected. It was stated that rapport building may well be the first type of behavior that would be effected by such a program. A second conclusion was that classroom teaching was not affected in any observable way, but it did seem to arrest the flow toward directness that was characteristic of the subjects in the control group. Lastly, the similarity between the relationships found in actual classrooms and simulated classrooms indicated that the simulated settings were enough like the actual ones so they may be developed for use as training environments.⁴⁰

Still another program of staff development using sensitivity as a means of teacher improvement was tried in Connelesville, Pennsylvania. This project made use of the counselor

40. Joyce, loc. cit.

(elementary) as the leader of small group discussions based on the assumption that educators cannot hope to develop sound ideas for children unless they can function cohesively themselves. Groups, usually made up of five or six teachers from a particular grade level and led by the counselor, considered ways to create favorable adult-child relationships and, in general, to better relationships among the staff members themselves. The meetings were tried weekly, and after several sessions led by the counselor, the teachers began to take turns as leader. A "together" or "we" feeling based on mutual respect was the aim and responsibility of the group and its leader. The outcome of this project was that teachers began to be more sensitive to each other as well as to the children, and it was felt that a more effective teaching environment was created as a result of the sensitivity training sessions.⁴¹

The foregoing ideas and their implications pertaining to change in schools, the teacher's role in guidance, the role of the counselor in guidance, and education for counselors and teachers including sensitivity training are exceedingly important in the development of an educational milieu that can include guidance activities and attitudes as well as be flexible so that changes may be made when necessary. The administrative, the team, the educational, and sensitivity training approaches that have been discussed here give much insight into the kinds

41. W. Sigut and R. Lohr, "Teacher Sensitivity Groups," Pennsylvania School Journal, 118:30, September, 1969.

of ideas, concepts, and techniques that could be useful in clarifying the counselor's role and the teacher's role in applying guidance attitudes in the school; however, the question of implementation is still a great one. New ideas cannot simply be "plugged-in" to existing school systems without some kind of organizational or structural changes that involve much thinking, planning, and work.

The guidance committee. Books written about the organization and administration of guidance services often mention a guidance committee fitted into the organizational structure of the school. Ohlsen outlined a structure for the guidance committee that would allow primarily for the committee's action with regard to child study and case conferences.⁴² Ohlsen also suggested that teamwork, such as involvement on a guidance committee makes life more meaningful to people, and that while the primary duty of the guidance committee is child study, perhaps the members as a team may also wish to suggest additional ideas pertaining to problem areas in the school that could be solved through the application of guidance-oriented attitudes.⁴³ A further suggested use for the guidance committee was that of coordination of guidance services throughout the school system.⁴⁴

42. Merle M. Ohlsen, Guidance Services in the Modern School (New York: Harcourt, Brace, and World, Inc., 1955), p. 184.

43. Ibid., p. 435.

44. Ibid., p. 436.

Hatch and Stefflre, in their book, Administration of Guidance Services, suggested the use of a "Pupil Personnel Council" composed of representatives of typical grade levels such as early elementary, later elementary, junior high, and high school; representatives of subject matter areas that provide for group activity in guidance such as physical education, social studies, homemaking, industrial arts, and music, and representation of individuals responsible for administrative function, such as a principal or assistant superintendent. Further suggestions for representation on the council were educational service personnel such as librarians, custodians, bus drivers, and school police plus representation of the student body although this practice is discouraged by some educators.⁴⁵ The major task of such a council is to improve communication, but additionally the council has a responsibility for investigation and recommendation.⁴⁶

The concept of the guidance committee as explained by Ohlsen, and Hatch and Stefflre provided a basis for the type of guidance committee work that was explained in an article, "The Work of the Guidance Committee," an explanation of one school's program as written in the Virginia Journal of Education in 1963.⁴⁷ The committee included six department heads, the

45. Hatch and Stefflre, op. cit., pp. 81-82.

46. Ibid., p. 84.

47. Z. D. Carver and E. Chewning, "Work of the Guidance Committee," Virginia Journal of Education, 56:16-17, April, 1963.

counselors, three coordinators, an art teacher, and an industrial arts teacher. Ex-officio members included the principal, a nurse, a commandant, librarian, and teachers from home economics, music, and physical education. The function of the committee included: (1) assisting in appraisal; (2) recommending future development of the guidance program to the administration; (3) keeping faculty informed of the guidance program, its needs, functions, and problems; (4) assisting in coordinating educational guidance and the curriculum development program; and (5) implementing approved recommendations of the administrators. The objectives, based upon the above functions, were improving communication, fostering greater understanding, aiding in reorganization by clarifying nomenclature, clarifying prerequisites for courses, explaining new course content, facilitating scheduling, helping organize special classes, making recommendations for curriculum changes, and finally, studying the six areas of the guidance program including orientation, information services, child study, counseling, placement, and follow-up services. After pursuing these objectives for a year, the guidance committee gave the following recommendations in its annual report: (1) student orientation be continued; (2) more attention be given to new students entering after the opening of school; (3) that new teachers have more time to study the handbook prior to opening of school; (4) that teachers be provided with a file for daily communication handouts; (5) that revision of the handbook include illustrations; (6) that group

guidance activities be evaluated by homeroom teachers and students; (7) that greater attention be given to vocational implications of subjects; (8) that coordinators be used more in group guidance in areas in which they are especially informed; (9) that a follow-up study be made every five years in addition to the annual follow-up; and (10) that the total picture of the guidance program be presented to all teachers at the beginning of the year. These recommendations, after approval by the administration, were to be implemented by the guidance committee. One committee member commented at the close of the year, "If all the teachers in the school had the opportunity to learn as we have learned, they would be more willing to cooperate."⁴⁸

As can be seen by the above example of the work of one guidance committee, the type of recommendations resulting from a year's activity range from small rather insignificant and traditional sorts of activity to broader more far-reaching implications such as teachers giving more emphasis to vocational implications of their subject matter areas. The greatest failure on the part of the committee cited in the example was that it really did nothing that provided for the implementation of guidance attitudes in all the school's classrooms. However, many authorities recommend the use of committees during planning and operational stages for maximum staff participation and involvement, the assumption being that understanding, acceptance

48. Ibid., p. 38.

and assimilation of change will follow.⁴⁹ So it may be assumed that perhaps the work of the guidance committee, over a period of time, will involve the whole staff more completely.

IV. CONCLUSIONS AND A PROPOSAL

Conclusions. Thus far, the questions of counselor's role, teacher's role, change, and implementation in guidance programs have been considered. Approaches to these questions have included administrative activity, team approaches to guidance, education for teachers and counselors including pre-service and in-service sensitivity training, and finally the use of guidance committees. It can be seen that the direct relationship between the questions raised and the approaches to answering them were rather obscure. One can see that clearer definitions of counselor and teacher roles would come from a more authoritarian administrative approach to carrying out guidance program activity. If one were to depend on teacher and counselor education for role definition, the roles of each individual counselor and teacher would be different, for each person assimilates what he can from the educational process. This, of course, would depend upon whether the educational process were more content oriented or process oriented. If process oriented, teacher and counselor competencies would be stressed more and these competencies would be a definite

49. V. F. Calia, "Organizational Theory and Research: Some Implications for Guidance Programs," Personnel and Guidance Journal, 43:757-63, April, 1965.

determining factor in the types of guidance activity in which a teacher or counselor could participate.' The more process oriented educational activities would incorporate activity such as the sensitivity training mentioned in the last section of this report. The team approach to guidance function would, as the administrative approach, make a rather clear distinction of the various roles, but like the administrative approach, the team approach would not be as oriented toward implementation as would be an approach that was process oriented.' A point in favor of the more process oriented approach to guidance lies in this statement: "One suspects the teacher's mental health role will not be met by academic courses because the problem is not one of understanding a responsibility. The problem is rather in meeting a recognized responsibility in the face of many erosive conditions"⁵⁰

In determining which approach would do the most regarding change, one can examine the ways in which change can come about.' One writer suggested two.' The first was an authority (imposed) strategy, where change was accomplished by a direct decision of administration. The second was called the emergent strategy for change, where teachers, because of previous training in productive communications and problem solving skills, exerted influence on the school administrator to include them in

50. W. C. Morse, "Innovations in School Mental Health Programs," Review of Educational Research, 38:460-477, December, 1968.

decision-making procedures.⁵¹ For greater efficiency in reaching decisions for issues relatively simple in their elements, an individual rather than a group can do better. However, in a situation where the issues are complex with many alternative sub-tasks, where the elements are not so objective, in which one person can do a sub-task without interfering with another and where efficiency depends on continued coordination and interaction of a number of persons, decisions produced by the group involved will almost always be better than one produced by the most capable of individuals. The latter type of complex decision is characteristic of the type of decision making with which school faculties are more often confronted.⁵² So, in light of these statements, perhaps change in school systems could best be determined by groups of teachers rather than through administrative dictum.

In considering which approach discussed in the previous section would best deal with the problem of implementation of whatever decisions are made pertaining to the counselor's role, the teacher's role and decisions related to change, one can see from experience that there is often a great gap between knowing about a responsibility and being able to carry out the responsibility. This question involves at least two basic parts; the first involves attitude. Often attitude related to new ideas,

51. Richard Schmuck and Arthur Blumberg, "Teacher Participation in Organizational Decisions," National Association of School Principals Bulletin, 53:91, October, 1969.

52. Ibid., p. 89.

particularly those ideas having to do with guidance concepts, is negative rather than positive, and in order for implementation of the new idea to occur a change in attitude must take place. Secondly, in addition to attitude, the skill necessary to implement the new idea must be present. One may have incorporated the appropriate attitudes, however, he may still be unable to carry out the change or new idea because he lacks the skill necessary. This point was indicated in the discussion of process-centered educational experiences versus content-centered experiences. Process-oriented experiences would help greatly in facilitating the development of competencies that could be employed when change became necessary.

Implications for guidance services: a proposal. Now the question of what implications this report holds for guidance services must be considered. Particularly, the questions raised earlier in this paper dealing with counselor and teacher role, change, and implementation must be answered. The solution lies in a proposal involving how a guidance program can be organized so that it encompasses the whole school. Several ideas will be incorporated in the proposal, including total participation on the part of teachers and administrators, human relationship training, and the use of the guidance committee approach. In order to organize the three elements listed above, there must be complete administrative acceptance and support; there must be acceptance and involvement of the school staff; and in order to have both of these, there must

be clear definitions of program objectives plus awareness and assimilation of existing guidance services.⁵³

Firstly, the basic structural change necessary is that responsibility for organizational and program decision making and problem solving be put in the hands of the teaching staff instead of the director of guidance, the school's administration or a combination of the two.¹ The decision to do this of course must be an administrative decision and in light of this, other administrative requirements would be suggested to involve the total school staff.¹ Secondly, in order for teachers to possess the capability, cohesiveness, and understanding necessary to make guidance program decisions, there must be training provided on a continuing basis so that changes could be made when appropriate throughout the school year.¹ The training would begin prior to the opening of school in the fall and would have as its objectives increased openness, better interpersonal relations, clearer and more effective staff communications, increased willingness and skill in giving and receiving feedback, and more effective group problem solving.¹ The actual training would involve structured exercises designed to promote awareness of interpersonal work processes, small group discussions related to the exercises and related to the problems that seem to be presently thwarting the organizational operation of the school guidance services.¹ These training sessions would be directed by human-relations

53.¹ V.¹ F.¹ Calia, op. cit.¹, p.¹ 757-63.

and education experts secured from a university setting. A second training session would be held in early fall after several weeks of the new program were in session. The objectives of this session would be to increase effectiveness of the teachers in communicating their attitudes and problems to the guidance department through the guidance services advisory committee. A third session would be held mid-year to assess the program and make changes necessary. Group discussions considering each problem encountered should be held, still utilizing the concepts employed earlier in facilitating inter-personal relationships and understanding.

The third major step in beginning the new program would take place at some time during the first training session. This would be the selection of the guidance services advisory committee. This committee would be composed of teachers, appointed by the other teachers. There would be representatives of each subject matter area plus all other areas of the school. Neither counselors nor administrators would be members of this committee, which would be responsible to itself for all decisions and problem-solving effecting the guidance department. Time during the working day should be put in the schedule for the committee to meet, preferably weekly.

Lastly, the program should be evaluated continuously through the school year. Pre-test and post-test data should be collected from all personnel involved relating to attitudes, before and

after the year's program.¹ Other evaluative measures could be questionnaires, interviews, written reactions, and observations.

The rationale for this proposed program is based upon an article titled, "Teacher Participation in Organizational Decisions," resulting from a similar program that used the total school program instead of just the guidance service.⁵⁴ This proposal includes elements of each approach that were discussed in the previous section of this report.¹ Elements of the administrative approach are present in that the administrator begins such a project, yet allows for much flexibility and democratic process in his decision.¹ Actually, this type of broad administrative process is more realistic than those processes oriented to the administration of all the minute details of organizational operation.¹ Elements of the team approach are present because all staff would be involved.¹ Educational implications are definitely incorporated in the training sessions, and elements of sensitivity training or at least human relationship training are present.¹ Finally, the committee concept is utilized in a fashion that puts much responsibility for both decision making and implementation in the hands of teachers.¹

The counselor, in a project such as described here, would be in a position of resource person and a facilitator for the implementation of guidance attitudes throughout the school system.¹ The clarification of his role and position would

54.¹ Schmuck and Blumberg, op. cit., pp. 89-105.¹

probably be one of the primary considerations of the guidance committee, and hopefully the counselor would be saved from the disagreement now existing between many counselors and administrators, as well as between counselors and teachers regarding his role.

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THE COUNSELOR'S ROLE, THE TEACHER'S ROLE,
CHANGE AND IMPLEMENTATION IN GUIDANCE
SERVICE ORGANIZATION

by

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AN ABSTRACT OF A MASTER'S REPORT

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It has been stated by many authorities in the field of guidance that unless the guidance services program can obtain total school involvement in its attitudes, activities and purposes, the guidance program may be somewhat less than successful. This leads to four questions that must be answered in order for guidance services to encompass the total school program. The first concerns the role and responsibility of the guidance specialist in insuring that the guidance program serves the total school as well as individual students. The second major problem concerns responsibility and roles of the teachers in insuring complete school involvement in guidance-oriented activity. The third and fourth problems regarding change and the implementation of guidance policy and guidance change are related to each other as well as to the first two questions proposed.

In order to approach these questions, each one was examined to determine its scope and some of its causes. Secondly, approaches and recommendations related to the four problems were examined thoroughly. Finally some conclusions, based on the approaches and recommendations given, were discussed and used as a foundation for a proposal pertaining to total school involvement in guidance activity.

Studies indicate that there is much difference of opinion regarding the counselor's roles and the teacher's roles, particularly between teachers and counselors and between administrators and counselors. School systems have been traditionally slow to change, and when new steps are indicated and approved, the implementation of such steps becomes a very difficult task.

Several approaches have been taken in attempting solutions to these problems, the more traditional have been the administrative approach, the team approach to guidance, pre-service and in-service education for counselors and teachers, and finally the use of guidance committees. A more contemporary approach, which calls for more complete involvement of teachers and other school personnel uses a type of sensitivity or human relationship training as its basis as well as employing aspects of the guidance committee or advisory council as well.

It is this last approach which this report concluded was most applicable to the problems presented here. One aspect of this approach to problem solving is that responsibility for policy making, decision making and implementation rests not with administrators but with teachers, thus creating a situation where involvement is absolutely essential yet easily obtained. The underlying assumption most pertinent to this report was that the use of such a contemporary approach toward guidance services organization would eliminate the four issues described here as problems for school guidance services.