

A STUDY OF THE GUIDANCE FUNCTIONS
PERFORMED AND PREFERRED BY
GRADES 7 AND 8 TEACHERS IN THE
SEPARATE SCHOOLS OF OTTAWA

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CURRICULUM STUDIORUM

Saturnino T. Seville was born January 20, 1920, in Bantayan, Cebu, Philippines. He finished the course in elementary school teaching in the Cebu Normal School, Cebu City, Philippines, in 1940. He received the Bachelor of Science in Education degree from Colegio de San Jose, Cebu City, Philippines, in 1952. He received the Master of Arts degree in Education, major in Guidance, from the University of San Carlos, Cebu City, Philippines, in May, 1965. The title of his Master's thesis was A Study of the Manpower Utilization in Cebu City and Its Relation to the Vocational Offerings of the Abellana National School.

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INTRODUCTION

1. Purpose of the Study

It was the purpose of this study to investigate the guidance functions of the classroom teachers in the elementary separate schools of Ottawa. It aimed to elicit responses on how often the teachers actually performed the guidance functions listed in a prepared opinionnaire, and how often they perceived they should perform these functions.* The study further intended to determine the relation between these two response types.

2. Importance of the Study

On July 1, 1944, the office of Director of Guidance was created in the Department of Education of Ontario. The main objective of the office, among others, was "the promotion, organization, and supervision of guidance in elementary [...] schools."¹ Twenty-five years have passed since the creation of the said office. A thorough and exhaustive exploration of the facilities and resource materials available showed no indication of any research study undertaken on the status of guidance in the elementary schools of Ottawa, much

* N.B. For reason of convenience, the response type "how often they perceived they should perform these functions", or "the functions teachers preferred to perform", will henceforth be described as "Ideal".

¹ H. R. Beattie, "Guidance in the Schools of Ontario", The School Guidance Worker, Vol. 5, No. 2, November 1949, p. 2.

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institutions; and to anyone in a position to reorganize, modify or revise the curriculum.

3. Limitations of the Study

This study was confined to 185 grades 7 and 8 teachers of the separate schools of Ottawa. Out of this number, a sample of 100 teachers was secured.

The writer is assuming that his sample is quite representative of the population of grades 7 and 8 elementary teachers in Ottawa.

The Opinionnaire was limited to eighty items only.

4. Definition of Terms

Elementary school.— As used in this study, the term is confined to grades 7 and 8 only.

Elementary separate schools of Ottawa.— These are public elementary schools in Ottawa supported by government funds. However, they differ from public schools in the sense that the separate schools are committed to a religious bias.

5. General Division of this Study

Chapter I is the review of the literature related to this study. It discusses mainly the role of the elementary school teacher in guidance as perceived by various authors.

Chapter II describes the research design adopted in this study. It includes the description of the population, the sample, the instruments, and the methodology used.

The testing of the hypothesis falls under Chapter III. It starts with the presentation of the hypothesis, followed by the analysis of the data obtained through the Opinionnaire. Finally, it presents the interpretation of the data.

The last part of this study is a summary of the findings and the drawing of conclusions.

CHAPTER I

REVIEW OF THE LITERATURE

The consensus of authors on the subject is that guidance in the elementary school is, in general, a downward movement from the secondary school. However, distinctions should be mentioned here as to the guidance practices on these two levels of education. While the counselor in the secondary school works directly with the student, the counselor in the elementary school works with the pupils through the teachers, parents, pupil personnel services staff, and the school administrator.

Faust and a number of other authors emphasized the fact that "The new elementary school counselor functions primarily out of two broad roles: counseling and consultation".¹ To the elementary school teachers are assigned the responsibility for rendering guidance services directly with the pupils.

This trend of guidance practices in the elementary school which places the responsibility on the classroom teacher is a natural tendency that prevails in the teaching-learning process. Elementary school teaching is child-centered, and developmental. Assisting the pupils in the development of a wholesome personality is the goal of education which may be made possible through the integration of guidance with teaching, particularly the preventive aspect of elementary school guidance.

¹ Verne Faust, The Counselor-Consultant in the Elementary School, Boston, Houghton Mifflin Company, 1968, p. 31.

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The teacher's day-to-day contact with her pupils, her interest in the total growth of each child, her sensitivity to pupils' needs, and her close association with the children's parents, are some of the reasons why she should be considered as "an enthusiastic and highly important partner in the guidance process".² In meeting these pupils' needs, the teacher is often, consciously or unconsciously, manifesting this humane attitude in her teaching.

No one seems to have challenged seriously and experimentally the idea so often expressed in the literature that guidance and good teaching are inseparable. They are so integrated that "defining where one begins and the other ends is impossible".³ Cottingham,⁴ in an enlightening article agrees to this difficulty of clearly differentiating the teacher's guidance function and her instructional task. Willey and Dunn⁵ state that "from the functional viewpoint, the teacher is the most significant person in the guidance program". Johnston, et.al.,⁶ consider every teacher as a guidance worker. Foster⁷ cites the report of The

2 Ruth Martinson and Harry Smallenburg, Guidance in Elementary Schools, Englewood Cliffs, N. J., Prentice-Hall, 1958, p. 93-94.

3 Walter F. Johnson, Buford Stefflre, and Roy A. Edelfelt, Pupil Personnel and Guidance Services, New York, McGraw-Hill, 1961, p. 178.

4 Harold F. Cottingham, "Implementing Two Vital Teacher Functions: Guidance and Instruction", Counselor Education and Supervision, Vol. 1, No. 2, Spring 1962, p. 167.

5 Roy DeVerl Willey and Melvin Dunn, The Role of the Teacher in the Guidance Program, Bloomington, Illinois, McKnight & McKnight, 1964, p. 12.

6 Edgar G. Johnston, Mildred Peters and William Evraiff, The Role of the Teacher in Guidance, Englewood Cliffs, N.J., Prentice-Hall, 1959, p. 5 - 6

7 Car M. Foster, "The Elementary School Counselor - How Perceived", Counselor Education and Supervision, Vol. 6, No. 2, Winter 1967, p. 106.

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White House Conference on Children and Youth concerning the teacher's unavoidable "primary role for the guidance of children [...] "

To provide the proper background to this study, a review of related literature will discuss the involvement of teachers in the guidance services in the elementary school.

Authors have assigned many guidance functions to the classroom teacher. They include such areas as orientation services, pupil appraisal, group testing, keeping of pupil records, gathering and serving information, assisting pupils in planning for "the next step", making referrals, counseling and adjustment services, teamwork with other members of the guidance staff, parent-teacher relationship, and participation in the evaluation of the guidance services.

In the area of orientation services, Detjen and Detjen⁸ recognize the classroom teacher as playing a significant role. Hansen,⁹ who investigated the opinions of 220 elementary school teachers in four districts of Ohio, reports that his respondents accept orientation services as their responsibility. Raines' study,¹⁰ which sought the opinions of 168 special service personnel, principals, counselors, and counselor educators, reveals that while the four groups differed on four of the eight items under the orientation services, a significant number of the respondents signified that the teacher should have the primary responsibility in this area.

8 Ervin Winfred Detjen and Mary Ford Detjen, Elementary School Guidance, New York, McGraw-Hill, 1963, p. 224 - 229.

9 William T. Hansen, The Opinions of Elementary Teachers Concerning the Elementary School Guidance Program of Ohio, unpublished Master's seminar paper, Ohio University, 1963, cited by Bill Gene Raines, A Study of the Role of the Counselor in The Elementary Schools of Ohio, unpublished doctoral dissertation, Ohio University, 1964, p. 61 - 63.

10 Bill Gene Raines, Op. Cit. p. 139.

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For pupils who are preparing for high school, Detjen and Detjen¹⁰ and Martinson and Smullenburg¹¹ consider it important that the elementary and secondary school teachers plan together activities which would give the pupils opportunities to orient themselves to the conditions of the new school, its teachers, and guidance personnel.

Detjen and Detjen¹² also state that the classroom teacher must know the importance of testing, must have the knowledge of choice, administration, scoring, interpretation of tests.

The prospective elementary school counselors in the Nitzschke-Sorohan study¹³ are of the opinion that scoring and discussing the meaning of school ability tests and achievement tests are the teacher's responsibility.

Six of the ten items under appraisal services in the Raines' study¹⁴ are assigned by the respondents to the

10 Ervin Winfred Detjen and Mary Ford Detjen, Op. Cit., p. 229 - 231.

11 Ruth Martinson and Harry Smullenburg, Op. Cit., p. 289 - 293.

12 Ervin Winfred Detjen and Mary Ford Detjen, Op. Cit., p. 3 - 7.

13 Dale F. Nitzschke and Lawrence J. Sorohan, "Elementary School Guidance - Who Should Do What?", Counselor Education and Supervision, Vol. 7, No. 1, Fall 1967, p. 21 - 24.

14 Bill Gene Raines, Op. Cit., p. 139.

teachers. It is also the responsibility of the teacher to understand what the child can do, his interests and attitudes, and his significant past experiences through observations and tests.¹⁵

Testing is one of the functions which even counselors are advised by Faust to avoid whenever psychometrists or psychologists are in the school personnel staff.¹⁶ Yet, he says that "teachers are responsible for all group tests" except, of course, those which require specialized techniques from guidance specialists.¹⁷

Martinson and Smallenburg¹⁸ feel that for diagnostic studies and the study of the individual pupil and the group, the task calls for the teacher's initiative to use group tests, class summary sheet, and sociograms. Johnston, et al.,¹⁹ assert that it is the teacher's responsibility to look at individuals as individuals and to see them as members of the group. The teacher must, therefore, be proficient in the use of instruments for group study.

¹⁵ Roy DeVerl Willey and Melvin Dunn, Op. Cit., p. 16.

¹⁶ Verne Faust, The Counselor-Consultant in the Elementary School, Boston, Houghton Mifflin, 1968, p. 164.

¹⁷ Ibid., p. 185.

¹⁸ Ruth Martinson and Harry Smallenburg, Op. Cit., p. 133-136.

¹⁹ Edgar G. Johnston, Mildred Peters and William Evraiff, Op. Cit., p. 156-159.

Authors are not agreed on who should keep cumulative record folders of the pupils. Detjen and Detjen²⁰ suggest that these folders should be kept in the main office of the principal. However, the teacher should have individual pupil folder containing detailed personal data and anecdotal records of her pupils. McDaniel²¹ suggests that the teacher should have a record of the progress of each child. Peters, et al.,²² give a similar view on the teacher's responsibility to gather data and information about her pupils through anecdotal records and other means, and should keep comprehensive records about each pupil. Teachers should become aware of individual differences through the use of cumulative records and should use these to acquire some background before attending case conferences and in-service education.²³ Willey and Dunn²⁴ also state that the cumulative record is the prerogative of the classroom teacher. The prospective counselors in the Nitzschke-Sorohan study²⁵ signify that recording of test results in the

20 Ervin Winfred Detjen and Mary Ford Detjen, Op. Cit., p. 5-7.

21 Henry B. McDaniel, Guidance in the Modern School, New York, Rinehart and Winston, 1956, p. 51.

22 Herman J. Peters, Bruce Shertzer and William Van Hoose, Guidance in Elementary Schools, Chicago, Rand McNally, 1965, p. 219-220.

23 Ruth Martinson and Harry Smallenburg, Op. Cit., p. 141-144.

24 Roy DeVerl Willey and Melvin Dunn, Op. Cit., p. 17.

25 Dale F. Nitzschke and Lawrence J. Sorohan, Op. Cit., p. 22.

cumulative folders, keeping them up to date, and discussing their contents with individual children and parents, are the responsibilities of the classroom teacher.

Detjen and Detjen²⁶ are of the opinion that teachers should accept the responsibility of counseling if there are no guidance counselors in their schools. Willey and Dunn²⁷ point out that while the "exact nature of counseling and the exact function of a counselor have not been clarified," the teacher may perform counseling while the rest of the class is busy or after school hours. The counselor educators in the Nitzschke-Sorohan study²⁸ assign to the classroom teachers the responsibility of summarizing and interpreting socio-graph results and developing plans to facilitate peer adjustment.

Although Willey and Dunn²⁹ encourage teachers to counsel pupils in the absence of guidance counselors, they, however, feel that it is impossible for a teacher to be a counselor to all the children in her class. Hence, they recommend group guidance. Organizing special groups, such as remedial reading, arithmetic, and speech with the help of

p. 7. 26 Ervin Winfred Detjen and Mary Ford Detjen, Op. Cit.,

27 Roy DeVerl Willey and Melvin Dunn, Op. Cit., p. 14.

p. 23. 28 Dale F. Nitzschke and Lawrence J. Sorohan, Op. Cit.,

29 Roy DeVerl Willey and Melvin Dunn, Op. Cit., p. 470.

the specialist, is the concern of the classroom teacher, says McDaniel.³⁰ Detjen and Detjen³¹ suggest that the teacher should often use the group in order to understand a child.

The participants in the Raines' study³² are agreed that three-fourths of the items under the information services are the teacher's responsibility. The planning services, however, are assigned to the counselor. Orienting the pupils to the world of work through incidental classroom activities, field trips, and visits to industrial plants, are, according to Peters, et al.,³³ the teacher's responsibility. The prospective counselors in the Nitzschke-Sorohan study³⁴ feel that it is the teacher's responsibility to provide supplementary materials and films which may serve to broaden the children's perspective of the world of work.

Raines³⁵ reports that while the respondents in his study are agreed on making referrals within the school as the teacher's responsibility, the groups are not agreed on

30. Henry B. McDaniel, Op. Cit., p. 50-51.

31. Ervin Winfred Detjen and Mary Ford Detjen, Op. Cit.,
p. 9.

32. Bill Gene Raines, Op. Cit., p. 139.

33. Herman J. Peters, Bruce Shertzer and William Van
Hoose, Op. Cit., p. 220.

34. Dale F. Nitzschke and Lawrence J. Sorohan, Op. Cit.,
p. 23.

35. Bill Gene Raines, Op. Cit., p. 139.

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who should make referrals to agencies outside the school system.

The classroom teacher should be a willing member of the guidance team. She should help specialists in problems of adjustments, attend case conferences, and share with other members of the staff problems which concern guidance responsibilities.³⁶ Willey and Dunn³⁷ and Johnston, et al.,³⁸ also endorse the team-approach in meeting the needs of pupils.

Cultivating good parent-teacher relationship should be the concern of the teacher. The classroom teachers must accept the fact that they need the help and cooperation of the parents in seeking solutions to their pupils' problems.

And, finally, authors mentioned in the foregoing pages of this section are agreed that classroom teachers should participate in the evaluation of the effectiveness of the guidance services and should also evaluate their participation in the guidance program.

The question again is to find out if in fact this theory of convergence of good teaching and guidance is tenable.

36 Ruth Martinson and Harry Smullenburg, Op. Cit., p. 187 - 188.

37 Roy DeVerl Willey and Melvin Dunn, Op. Cit., p. 13 - 14.

38 Edgar G. Johnston, Mildred Peters and William Evraiff, Op. Cit., p. 189 - 203.

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Before implementing or introducing a full scale guidance program with specialized personnel in the elementary school, it is of utmost importance to know, as precisely as possible, the actual guidance functions performed by the classroom teachers as revealed in their responses on the items in the Opinionnaire used in this study, and, even more important, to investigate those functions which they feel they should perform. The difference between these two dimensions may hold many educational implications and provide an answer to the question this thesis is asking and which is expressed above.

The purpose of this research is not only to seek out these differences and to evaluate them for their significance but also to test the validity of the contention held by many specialists with respect to similarity of good teaching and guidance functions.

CHAPTER II

THE DESIGN OF THE STUDY

Included in this chapter are the descriptions of the population and sample chosen, the instruments used, and the methodology employed to achieve the purpose of this study.

1. Population and Sample

A sample of one hundred grades 7 and 8 teachers selected from the different elementary separate schools of Ottawa was secured. The sample comprised forty-four male and fifty-six female teachers.*

2. Instruments Used

A set of Opinionnaires was used in this study. One was labeled Opinionnaire A and the other was labeled Opinionnaire B. Each of these instruments contained eighty statements. Each statement in Opinionnaire A was exactly the same as the corresponding statement in Opinionnaire B. These statements covered the areas of guidance services discussed by the authorities on elementary school guidance for classroom teachers as presented in the Review of the Literature. Each statement was followed with five letters, namely, N, R, S, U, and A. Letter N stood for never, R for rarely, S for sometimes, U for usually, and A for always. (See Appendix 3 for the Opinionnaires)

* For further information about the teachers in the sample, see Appendix 2.

THE DESIGN OF THE STUDY

It must be mentioned here in passing that the Opinionnaire used in this study was a modification of Greene's 104-item opinionnaire.¹ Some statements were quoted verbatim and others were re-phrased in order to suit to the classroom teacher's point of view. To complete the construction of the 80-item Opinionnaire for this study, the writer had to make out a few items based on the literature mentioned in Chapter I.

Greene, however, did not invent his opinionnaire. He only added nine items to the 95-item Elementary School Guidance Opinionnaire "originally constructed and utilized by B. G. Raines"² in his study of the elementary school guidance program of Ohio in 1963. The writer also presumed that the same 95-item opinionnaire was used by Nitzschke and Sorohan³ in their joint study on "who should do What" in elementary school guidance which they conducted in 1967, as evidenced by their use of Raines' unpublished doctoral dissertation as their sole reference.⁴

3. Presentation of the Instruments to the Sample

When the instruments were all ready for mailing, a list of grades 7 and 8 teachers was secured from the office of the Superintendent of the Ottawa Separate School Board. The list received consisted of 185 teachers, eighty-six of whom were French-speaking and ninety-nine English-speaking.

1 Kenneth Lee Greene, Functions Performed and Preferred by Elementary School Counselors in the United States, unpublished doctoral dissertation, Ohio University, 1967, p. 206 - 212.

See Appendix 4 for Greene's opinionnaire.

2 Ibid, p. 10.

3 Dale F. Nitzschke and Lawrence J. Sorohan, Op. Cit., P. 21

4 Ibid., p. 25.

The sample was set to a minimum of 100 teachers. At random, 150 teachers were selected to receive each a set of the instruments. The extra fifty was in anticipation of failure to return and/or of discarding returned instruments for one reason or another.

On May 7, 1969, a set of instruments was mailed to each of the 150 selected participants. Each set of instruments consisted of (1) a cover-letter in English for the English-speaking participants and two cover-letters, one in English and the other in French, for the French-speaking teachers, (2) Part I - Personal and School Data Blank, and (3) Part II - Opinionnaire A and Opinionnaire B. A stamped self-addressed envelope was enclosed for the return of the accomplished set of instruments. The recipients were given an allowance of two weeks for the return of the instruments.

By about the end of May, 1969, less than ninety sets of instruments were received. A follow-up letter was mailed on June 6, 1969, to each of those who still had the sets of instruments. *

By June 30, 1969, the final count was 108 sets of instruments returned and duly accomplished. There were, however, some sets of instruments which were returned without any response by the French-speaking teachers who were apologetic of their inadequacy of the English language.

After a thorough scrutiny of the responses in each of the 108 sets of instruments, eight sets were discarded. A sample of 100 teachers was finally realized.

* See Appendix 5 for the copy of the follow-up letter.

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4. ' Methodology

Part I of the instruments furnished data about the sample and the enrolment in the schools where the teachers were assigned.*

Part II of the instruments consisted of Opinionnaire A and Opinionnaire B.

Opinionnaire A elicited responses from the teachers in the sample as to how often they actually performed the functions listed therein. They were directed to place a circle around the letter opposite each item which best described their response. The possible responses were as follows:

- N - NEVER, meaning, at no time, not ever, or on no occasion
do I actually perform this function.
- R - RARELY, meaning, seldom, very infrequently, or hardly
ever do I actually perform this function.
- S - SOMETIMES, meaning about half of the time I do and about
half of the time I do not actually perform this function.
- U - USUALLY, meaning, frequently, most often, or ordinarily I
do actually perform this function.
- A - ALWAYS, meaning, in every instance, invariably, or without
exception, I do actually perform this function.

Opinionnaire B asked for the frequency with which the teachers felt the should perform the functions listed in the instrument. They were advised to assume a situation or occasion when they could perform the function. They

* See Table XVI in Appendix 2.

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were to assume further that they had some degree of preparation, experience, and/ or freedom (from the administration) that might be required to perform the function. With these assumptions, the respondents were directed to place a circle around the letter opposite each item which best described their response. The possible options were as follows:

- N.- NEVER, meaning, at no time, or on no occasion should I perform this function.
- R - RARELY, meaning, seldom, very infrequently, or hardly ever should I perform this function.
- S - SOMETIMES, meaning, about half of the time I should and about half of the time I should not perform this function.
- U - USUALLY, meaning, frequently, most often, or ordinarily I should perform this function.
- A - ALWAYS, meaning, in every instance, invariably, or without exception I should perform this function.

The responses on each of the corresponding items in Opinionnaire A and Opinionnaire B were tallied on a five-by-five contingency table. With the use of a chi-square procedure introduced by Bowker,⁵ the frequency of responses in each cell of the table were applied on a formula which would test the symmetry of the table, and consequently the hypothesis. The hypothesis tested was the null hypothesis, that is, there were no significant differences between the frequency of responses on the items which the respondents signified their actual performance of the functions and those which they felt they should perform.

5 Albert H. Bowker, "A Test for Symmetry in Contingency Tables", Journal of the American Statistical Association, Vol. 43, No. 241, March 1948, p. 572 - 574.

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The five-by-five contingency table is described as follows:

The five columns of the table represented one of the response types and the five rows represented the other response type. (In this study, the five columns represented the Actual response type and the five rows represented the should response type which had been termed Ideal response type for convenience.)

The cells in the five columns of the contingency table represented, from left to right, the following response categories or options: (1) never, (2) rarely, (3) sometimes, (4) usually, and (5) always. The cells in the five rows of the contingency table represented, from top to bottom, the same response categories or options: (1) never, (2) rarely, (3) sometimes, (4) usually, and (5) always. Each response category or option was represented by its initial letter. Figure 1 illustrates the description given above.

		<u>Actual</u>				
		N	R	S	U	A
<u>Ideal</u>	N					
	R					
	S					
	U		15			
	A					

Figure 1. - A model of the five-by-five contingency table used in the analysis of the data obtained from the Opinionnaire.

The number "15" appearing in one cell of the above contingency table signifies that on a certain item of the Opinionnaire, for example, fifteen respondents say that in actual practice, they rarely perform the function; yet these same respondents assert that such a function should be usually performed as they ideally perceive it.

According to Bowker² the following formula was used to test the hypothesis put forth throughout.

$$\chi^2 = \sum_{i>j} \sum \frac{(n_{ij} - n_{ji})^2}{n_{ij} + n_{ji}} .$$

² Ibid.

In the foregoing formula, χ^2 is the symbol for Chi-square; $\sum$, the sum of; n , the frequency of responses; i , the i th row; j , the j th column; and $i > j$, means i is greater than or not equal to j .

To determine the degrees of freedom, the following formula was used: $\frac{m(m-1)}{2}$, where m represented the number of response categories or options. In this study where $m = 5$, the degrees of freedom is 10.

The level of significance for all tests in this study was set at .01. Referring to the table of Chi-square values, the value of Chi-square for this study at .01 level of significance with 10 degrees of freedom, was 23.2.

Each contingency table appearing in Appendix 1, represented one item in the Opinionnaire. (For this study, χ^2 was used to represent the computed Chi-square value of each item, to distinguish it from the tabled Chi-square (χ^2) value of 23.2.) If the computed Chi-square (χ^2) value for a particular item was equal to or less than 23.2, then the five-by-five contingency table was considered symmetrical and, therefore, the null hypothesis was not rejected. However, if the computed Chi-square (χ^2) value exceeded 23.2, the five-by-five contingency table was considered not symmetrical and, therefore, the null hypothesis was rejected.

The author of this formula emphasized that the value of Chi-square was to be computed from the non-diagonal

frequencies of the contingency table, which was "reasonable since diagonal frequencies should not afford evidence tending to disprove the hypothesis of symmetry."³ Figure 2 shows the diagonal cells with their respective frequencies.

		<u>Actual</u>				
		N	R	S	U	A
<u>Ideal</u>	N	8				
	R		5			
	S			7		
	U				10	
	A					12

Figure 2. - A five-by-five contingency table showing the diagonal frequencies.

Numbers 8, 5, 7, 10, and 12, for example, are diagonal frequencies. Frequencies on either side of the diagonal cells are what the author referred to as non-diagonal frequencies.

The contingency tables in Appendix 1 are numbered in Arabic numerals to correspond to the numbers used for each item in the Opinionnaire. Table I shows the computed Chi-square (χ^2) values of the eighty contingency tables.

³ Ibid.

The data were first analyzed and interpreted item by item, followed by a more general interpretation of the teachers' responses on each item by categorizing them under the ten areas of guidance services.

The item by item interpretation proceeded with the testing of the hypothesis on each contingency table, followed by the interpretation of the teachers' responses on each item, recorded in each cell, on the five options under the actual and the ideal response types. The interpretation was based on the diagonal frequencies and the marginal frequencies when the hypothesis was rejected on an item.

The interpretation of the teachers' responses on each item according to the ten general categories or areas of guidance services was done by first separating the responses on the actual and the ideal response types. Then the five options were reduced to three by collapsing the responses on "never" and "rarely" options as well as the responses on "usually" and "always" options. The purpose was to determine, with convenience, the tendency or direction of the teachers' responses on the actual and ideal response types. Again, for reasons of ease and simplification in the process of interpretation, the frequencies had to be converted into percentages.

The teachers' responses on all the items in the opinionnaire were generalized according to the number or

percentages of items the majority of the teachers responded to "never-rarely," "sometimes," or "usually-always" option under each of the ten general categories or areas of guidance services.

The trend or direction of the teachers' responses was derived from these findings.

4. Summary

To summarize, this chapter had to restate the purpose of this study which was an investigation of the guidance functions elementary school teachers actually performed and those functions they perceived they should ideally perform. The teachers' responses on these two response types were compared.

To achieve this purpose, an eighty-item opinionnaire was constructed and two copies were prepared. One copy was to elicit responses from the teachers on functions they actually performed and the other copy, on functions they perceived they should perform.

The purpose of the investigation was directed to a sample comprising grades 7 and 8 classroom teachers in the elementary separate schools of Ottawa. A sample of 100 teachers was secured.

It was hypothesized that there were no significant differences in the teachers' responses on both the actual

and the ideal response types. This hypothesis was tested on each of the eighty items.

To test the hypothesis, a five-by-five contingency table for symmetry was used. The failure of the table to show symmetry led to the rejection of the hypothesis.

After testing the hypothesis, the teachers' responses were analyzed and interpreted item by item. Finally, a more generalized observation was undertaken by, first, categorizing the items under the ten areas of guidance services, and, second, by identifying which of the ten areas the majority of the teachers actually assumed, never assumed, ideally perceived they should assume, or judged they should never assume, the responsibility. The teachers' tendency or direction on these areas of guidance services was observed by determining the largest percentage of items under each area, with reference to the teachers' responses among the three options of the two response types.

CHAPTER III

THE TESTING OF THE HYPOTHESIS

As stated in the Introduction, the purpose of this study was to investigate the theory put forward in the literature today whereby good teaching and the guidance functions of a counselor are one and the same.

If this were so, because of the instrument used in this study, there would be no significant differences between the actual and the ideal guidance role functions of the classroom teachers in the elementary separate schools of Ottawa.

1. Analysis

As was described in the methodology used in this study, the hypothesis was tested on each of the eighty items in the Opinionnaire with the use of a five-by-five contingency table. Each item, therefore, had a corresponding contingency table where the teachers' responses were recorded

in each cell.

The data appearing in each table were studied and analyzed. The computed chi-square (χ^2) value was compared to the table chi-square (χ^2) value. Included in the analysis were the diagonal frequencies and the marginal frequencies in each contingency table. The diagonal frequencies would reveal the percentages of teachers who equally responded on each item for both the actual and the ideal response types. (See Figure 2, p. 20). The marginal frequencies, on the other hand, would show which of the five columns and five rows had the largest frequency of the teachers' responses. All frequencies had been converted into percentages for reason of ease in analysis and interpretation.

The acquired data had further been analyzed and interpreted for the purpose of determining the tendency or direction of the teachers' actual performance of the guidance functions and how they perceived they ideally should perform these functions. In addition, for reason of ease, clarity, and conciseness, the five response categories were reduced to three by collapsing the "never" and "rarely" options, and the "usually" and "always" options. After all, the pairs are closely related.

On items where the null hypothesis was rejected, the data were analyzed and interpreted for the purpose mentioned

in the preceding paragraph, by areas or categories. The data were analyzed and interpreted in terms of how the teachers responded generally to such areas as (1) orientation services, (2) pupil appraisal services, (3) group testing services, (4) record services, (5) information and planning services, (6) referral services, (7) counseling and adjustment services, (8) cooperation with the staff, (9) services to parents, and (10) research and evaluation services. Each of the eighty items in the Opinionnaire were categorized according to these areas.

To summarize, the acquired data were first analyzed and interpreted as they appeared in the five-by-five contingency tables, after comparing the computed and the tabled chi-square values. Secondly, the eighty items were categorized according to the ten areas mentioned above. Thirdly, the tendency or direction of the teachers' responses was determined by reducing the five response categories to three, namely, (1) never-rarely, (2) sometimes, and (3) usually-always.

2. Interpretation

Table I shows the computed chi-square value of each item in the Opinionnaire based on the five-by-five contingency table. The contingency tables for all the items are found in Appendix 1.

Table I.-

Computed Chi-square (χ^2) Value of Each Item
in the Opinionnaire Based on the
Five-by-Five Contingency Table.

Item ¹	N [#]	χ^2 ²	Item	N [#]	χ^2 ²
1	99	70.45	26	99	67.67
2	99	84.33	27	99	66.44
3	100	59.33	28	98	71.72
4	100	37.57	29	99	35.73
5	96	55.73	30	100	54.4
6	99	69.42	31	99	63.69
7	96	70.2	32	99	24.6
8	97	67.47	33	98	31.97
9	99	55.61	34	100	40.65
10	99	70.75	35	99	54.14
11	98	67.07	36	100	56.72
12	98	73.07	37	100	67.2
13	99	80.07	38	100	69.36
14	99	76.84	39	98	20.0
15	99	53.94	40	98	50.8
16	99	60.62	41	99	53.8
17	98	67.52	42	99	59.07
18	99	57.0	43	100	60.48
19	99	51.03	44	98	76.86
20	98	56.03	45	100	34.16
21	99	61.31	46	100	61.17
22	99	54.22	47	100	39.1
23	99	57.27	48	100	48.53
24	98	62.74	49	100	33.9
25	99	59.04	50	99	41.57

¹ Numbers corresponding to the items in the contingency tables and the Opinionnaire. See Appendices 1 and 2.

[#] Total number of participants responding to each item.

² Computed Chi-square values derived from the contingency tables. See Appendix 1. (The tabled Chi-square value at .01 level of significance with 10 degrees of freedom was 23.2.)

Table I. - continued.

Item	N	χ^2	Item	N	χ^2
51	99	45.39	66	97	68.42
52	100	50.73	67	99	48.88
53	100	40.28	68	98	62.44
54	99	48.14	69	98	81.0
55	100	30.09	70	100	71.05
56	100	46.02	71	99	61.87
57	100	25.42	72	98	48.51
58	100	56.36	73	98	45.9
59	100	66.1	74	98	58.96
60	100	49.08	75	98	44.09
61	100	64.09	76	86	51.53
62	100	57.58	77	97	55.61
63	100	68.05	78	96	61.3
64	100	73.4	79	97	82.0
65	100	68.21	80	96	73.08

a) Item by item interpretation based on the contingency tables.- The chi-square value of 70.45 for Item 1 rejected the hypothesis. Almost one-fifth of the teachers, or 18 per cent, were on the diagonal of the contingency table. Out of this number, 12 per cent signified that in both actual and ideal practices, they always provided individual conferences to children new to the school. Only 4 per cent refused to provide such a service actually or ideally.

Two-thirds of the teachers, or 66 per cent, judged that ideally they should always provide such service stated in Item 1. But 44 per cent of the teachers revealed that they never actually provided such a service.

The chi-square value of 84.33 for Item 2 rejected the hypothesis. Only 12 per cent of the teachers were on the diagonal of the contingency table. Out of this number, 8 per cent actually never and judged they should never take pupils new to the school on a tour of the school plant. Only 3 percent actually sometimes did and judged they sometimes should provide such a service. None of the teachers signified they always did nor should always do it in actual or ideal practice.

More than two-fifths of the teachers, or 43 per cent, perceived that ideally they should always provide the service stated in Item 2. However, a majority of the teachers, 72

per cent of them, never provided such service actually.

The null hypothesis was rejected on Item 3 with a chi-square value of 59.33. Twenty-eight per cent of the teachers were on the diagonal of the contingency table. Out of this number, 4 percent never actually prepared the pupils, in the spring, for the next higher grade or school; neither did they admit that they should do it even in the ideal performance of guidance functions. There were 7 per cent who usually provided the service actually and they perceived it should be similarly done so ideally. In both actual and ideal situations, 17 per cent of the teachers asserted that the service stated in Item 3 be always provided.

One-fourth of the teachers, or 26 per cent, signified that actually they never provided such service stated in Item 3. However, almost two-thirds, or 64 per cent, of the teachers judged that it was ideal for them to always provide the service.

In Item 4, the chi-square value of 37.57 also rejected the hypothesis. However, 37 per cent of the teachers equally responded on both the actual and ideal response types. More than one-fourth of the teachers, or 29 per cent, signified that they always conducted, and should always ideally conduct, class discussion, in the fall, on school purpose, rules, facilities, and staff members. Five per cent preferred it to be done usually, 2 per cent could do it only

sometimes, and one responded "never."

More than one-third of the teachers, or 36 per cent, signified that actually they always provided the service stated in Item 4, and three-fourths of the teachers, or 74 per cent, judged that they also should always provide the service in an ideal set-up.

A chi-square value of 55.73 for Item 5 also rejected the hypothesis. More than one-fifth, or 21 per cent, of the teachers responded equally on both the actual and ideal response types. To arrange "get acquainted" activities for pupils, 7 per cent responded "always" under the actual-ideal situation, 3 per cent on the "usually" option, 7 per cent on the "sometimes" option, 2 per cent on the "rarely" option, and only one teacher on the "never" option.

While 37 per cent of the teachers never performed actually the function stated in Item 5, an equal number signified that it would be ideal to render the service always.

Item 6 rejected the hypothesis with a chi-square value of 69.42. Only 15 per cent of the teachers responded equally on both the actual and the ideal response types. Out of this number, 2 teachers signified "never"; one, "sometimes"; 6 per cent, "usually"; and another 6 per cent, "always."

More than one-fourth of the teachers, or 28 per cent, actually never performed this function, while about an equal number, or 29 per cent, sometimes performed it. More than

one-half of the teachers, or 59 per cent, perceived that they should always conduct studies of children presenting special learning or adjustment problems.

Although the hypothesis was rejected on Item 7, one-fifth of the teachers, or 20 per cent, responded equally on both the actual and the ideal sides of the contingency table. Out of this number, 9 per cent signified that they never and they should never administer sociometric inventories; 2 per cent responded "rarely"; 4 per cent, "sometimes"; 2 per cent, "usually"; and another 2 per cent asserted that they always performed or should always perform it.

A total of 60 per cent of the teachers signified that actually they never performed the function stated in Item 7. The largest percentage for the ideal function was only 27 per cent of the teachers who judged that they usually should perform it.

One-fifth of the teachers, or 21 per cent, were on the diagonal of the contingency table for Item 8. More than one-half; or 55 per cent, of the teachers never actually summarized or interpreted sociogram results. About one-third, or 32 per cent, of the teachers perceived that ideally "such function should always be performed.

Almost one-fourth of the teachers, or 23 per cent, equally responded on the actual-ideal response type in Item 9. Nine per cent on "never," 1 per cent on "rarely," 7 per

cent on "sometimes," 2 per cent on "usually," and 3 per cent on "always" options.

More than one-half of the teachers, or 56 per cent, responded that actually they never discussed with the class sociometric findings even in general terms. About one-third of the teachers, or 32 per cent, judged that it would be ideal if done sometimes.

The hypothesis was also rejected on Item 10, with only 18 per cent equally responding on the actual and ideal sides of the contingency table. Out of this number, 5 per cent responded "never"; 1 per cent, "rarely"; 7 per cent, "sometimes"; 2 per cent, "usually"; and 3 per cent, "always."

Three-fifths, or 60 per cent, of the teachers never provided individual conferences for those children who wished to discuss sociometric results and peer relationships. Only one-third, or 33 per cent, of the teachers believed that it would be ideal if the service were always provided.

On Item 11, there was a significant difference in the teachers' responses on the actual and the ideal role function. Only 13 per cent were agreed on the two response types: 4 per cent were on "never," none on "rarely," 5 per cent on "sometimes," 3 per cent on "usually," and only 1 per cent on "always."

Almost one-half of the teachers, or 49 per cent, signified that they never administered personal data blanks,

autobiographies, or completion sentences to appraise students. Even in the ideal perception of the teachers, 31 per cent responded that they should do it only sometimes and another 30 per cent would have it usually.

Only 18 per cent of the teachers were in the same cells on the diagonal of the contingency table for Item 12 when the hypothesis was rejected. Out of this number, 6 per cent were on "usually" and 8 per cent were on "always" options.

The largest percentage among the five response categories under the actual response type, was in the column for "never." Thirty-eight per cent of the teachers never made observations nor wrote anecdotal records on pupils. More than one-half of the teachers, or 55 per cent, deemed it ideal to always perform this function.

Almost all the teachers in the sample were divided between the actual and the ideal role functions on Item 13. The chi-square value was 80.07. Only 9 per cent were on the diagonal of the contingency table.

More than two-thirds of the teachers, or 68 per cent, signified that they actually never visited homes of pupils with special problems. What they perceived as ideal was when 30 per cent of the teachers judged that they should visit homes of children only sometimes; 25 per cent felt it should be done usually; and 26 per cent perceived that

teachers should always visit the homes of pupils with problems.

Similarly with Item 14 on visiting children's homes to better understand their total environment, only 15 per cent of the teachers were on the diagonal of the contingency table. Almost two-thirds, or 63 per cent, of the teachers never performed this function. Thirty-two per cent of the teachers believed that, ideally, it should be done sometimes, while 25 per cent judged that it should be done always.

The chi-square value of 53.94 for Item 15 rejected the hypothesis. However, one-fifth of the teachers, or 20 per cent, equally responded on the five response options for both the actual and the ideal response types. Whether actually performed or ideally perceived, 10 per cent of the teachers responded that they always involved pupils in self-appraisal activities so that they might better know their own strong and weak points. There were none for the "rarely" and "never" options.

When the largest percentage was determined, the "sometimes" column, under the actual response type, had a total of 39 per cent, while the "always" row in the ideal response type received 58 per cent.

There was also a significant difference between what the teachers in the sample actually performed the function stated in Item 16 and what they perceived they should

ideally perform. Only 21 per cent of the teachers were tallied in the diagonal cells of the contingency table. Out of this number, 11 per cent actually never administered nor ideally should administer intelligence tests. There were none on either the "usually" or "always" options.

Again the "never" column under the actual response type gave the largest percentage of teachers. Sixty-two per cent admitted they never performed this function, while 32 per cent of the teachers judged that it should be ideal to perform this function always.

Although the chi-square value of 67.52 for Item 17 was significant enough to reject the hypothesis, yet one-fourth of the teachers' responses, or 25 per cent, were equally tallied in the five cells of the diagonal. Whether actually performed or ideally perceived, 13 per cent of the teachers never scored intelligence tests. Only 2 per cent signified that actually or ideally they always scored these tests.

When the responses in each of the five columns under the actual response type were summed up, more than two-thirds of the teachers, or 68 per cent, signified that they never performed the function cited in Item 17. Only a little over one-third of the teachers, or 37 per cent, perceived that the function should always be performed. This percentage was the largest among the five rows under the ideal response type.

The frequency of the teachers' responses in Item 18 was almost similar to that in Item 17. Again the hypothesis on Item 18 was rejected, yet more than one-fourth of the teachers, or 27 per cent, responded equally along the diagonal of the contingency table. Out of this number, 13 per cent signified that they never discussed with the class the meaning of intelligence test results in either actual or ideal performance of guidance functions. Only 5 per cent always performed it actually or ideally.

When all the responses were added in each of the columns and rows, 51 per cent of the teachers revealed that actually they never performed the function, while 34 per cent of the teachers believed that it would be ideal to always perform it.

Item 19 had more than one-third of the teachers, or 34 per cent, on the diagonal of the contingency table even if the chi-square value of 51.03 was still significant enough to reject the hypothesis. However, 29 per cent of those in the diagonal were on the "never" option.

Almost three-fourths of the teachers, or 73 per cent, in column "never" actually did not perform the function of interpreting intelligence test results to individual pupils. Some 30 per cent of the teachers perceived that they should also never perform this function, although 27 per cent judged that they should sometimes interpret to individual

pupils these test results.

The chi-square value of 56.03 for Item 20 rejected the hypothesis. Only one-fifth of the teachers, or 20 per cent, were concentrated on the diagonal of the contingency table. The results of the summing up of all the responses in each of the columns and rows, revealed 69 per cent of the teachers actually never discussed with the groups of parents the meaning of intelligence test results. Ideally, 26 per cent judged that they should sometimes do it, while 24 per cent perceived that they should always perform the function stated in Item 20.

The difference in the frequency of the teachers' responses on Item 21, with a chi-square value of 61.31, was significant. However, one-fourth of the teachers' responses, or 25 per cent, were in the cells along the diagonal of the contingency table. Out of this number, 17 per cent signified "never."

The over-all total for each of the columns and rows showed the "never" column under the actual response type to have the largest percentage. Almost three-fourths, or 71 per cent, of the teachers never interpreted to individual parents their children's intelligence test results actually. On the ideal response type, the largest percentage, 27 per cent, judged that they should sometimes do it, while 24 per cent perceived that they should usually perform this function.

On Item 22, the hypothesis was also rejected. More than two-fifths of the teachers, or 42 per cent, actually never administered achievement tests. This was the largest percentage among the five response categories. The largest percentage under the ideal response type was in the "always" row. More than two-fifths, or 44 per cent, of the teachers judged they should always administer these tests. One-fifth, or 21 per cent, were on the diagonal of the contingency table.

With a chi-square value of 57.27, the hypothesis on Item 23 was rejected. The difference in the frequency of the teachers' responses on the actual and ideal response types, was, as usual, between the "never" option of the former and the "always" option of the latter. Actually, 48 per cent of the teachers never scored achievement tests. Ideally, 49 per cent of the teachers judged that they should always score these tests. Less than one-fifth of the teachers, or 19 per cent, showed an equal response on both the actual and the ideal functions, 7 per cent on the "never" and 9 per cent on the "always" options.

On Item 24, the difference of the teachers' responses was recorded between the "never" under the actual response type and the "always" under the ideal response type. Forty-four per cent of the teachers never discussed with the class the meaning of achievement test results. An equal percentage, 44 per cent, of the teachers judged that ideally they should

always perform this function. Almost one-fourth of the teachers, or 24 per cent, responded equally on both the actual and ideal situations for Item 24.

The chi-square value for Item 25 was 59.04. The largest percentage under the actual response type was also in the "never" column. More than one-half of the teachers, or 53 per cent, never interpreted to individual pupils their achievement test results. More than one-third of the teachers, or 36 per cent, ideally believed that the function should be performed always, while 27 per cent judged they should do it sometimes. More than one-fourth of the teachers, or 28 per cent, were concentrated on the diagonal of the contingency table, with one-half of this number, or 14 per cent, on the "never" option.

With the rejection of the hypothesis on Item 26, the difference was between the "never" option under the actual response type and the "sometimes," "usually," and "always" options under the ideal response type. Almost two-thirds, or 65 per cent, of the teachers never discussed with groups of parents the meaning of achievement test results. Twenty-seven per cent of the teachers thought it would be ideal to do it sometimes; 29 per cent perceived it should be done usually; and 26 per cent judged that they should perform this function always. Sixteen per cent of the teachers were on the diagonal of the contingency table, mostly on the

"never" option.

The chi-square value for Item 27 was 66.44. The "never" column under the actual response type still predominated over the four other options. Three-fifths of the teachers, or 60 per cent, signified that they never interpreted individually to parents their child's achievement test results. However, 31 per cent of the teachers thought that ideally this function should be performed always, while about an equal number, 29 per cent, perceived that the function should be performed sometimes. More than one-fifth of the teachers, or 23 per cent, were on the diagonal of the contingency table, the "never" option claiming 13 per cent.

The hypothesis was similarly rejected on Item 28. One-half of the teachers, or 50 per cent, never analyzed actually the instructional implications of intelligence and achievement test results. An equal number, 51 per cent, of the teachers ideally perceived that this function should always be performed. Seventeen per cent of the teachers were almost evenly distributed in each of the five cells along the diagonal of the contingency table.

There was an observed change of the trend of the teachers' responses on Item 29. Although the hypothesis was rejected, two-fifths of the teachers, or 40 per cent, were on the diagonal of the contingency table, the "always" option claiming 34 per cent. When the frequencies in each cell of

the columns and the rows were summed up, the "always" column under the actual response type received the largest percentage. Similarly with the "always" row under the ideal response type. More than two-fifths of the teachers, or 42 per cent, always recorded the test results in the cumulative folder actually, and 74 per cent of the teachers signified that it would be ideal to perform this function always.

With a chi-square value of 54.4 for Item 30, the difference was again resumed between the "never" and the "always" options under the actual and ideal response types, respectively. Only 36 per cent of the teachers admitted that they actually did not use group test results for diagnostic purposes; 22 per cent signified that they sometimes did; and 24 per cent asserted that actually they usually made use of the test results. Ideally, 45 per cent of the teachers judged that they should always make use of group test results for diagnostic purposes and 27 per cent perceived that they usually should do it.

Less than one-fourth of the teachers, or 24 per cent, were on the diagonal of the contingency table, almost equally distributed among the five cells.

On Item 31, the hypothesis was rejected, with the difference occurring, as usual, between the frequency of the teachers' responses on the "never" column under the actual response type and the "always" row under the ideal response

type. More than one-half of the teachers, or 55 per cent, never tested the new pupils who transferred to the teachers' respective schools, especially those without adequate intelligence and achievement test results. Almost an equal number of teachers, or 53 per cent, judged that it would be an ideal guidance function to test these pupils. Only 14 per cent of the teachers were on the diagonal of the table.

With a chi-square value of 24.6 for Item 32, the hypothesis was almost not rejected. More than one-half of the teachers, or 52 per cent, were concentrated on the diagonal of the contingency table, with the "always" option claiming 42 per cent. On this item there was a change of the usual trend. Quite similar to the findings in Item 29, almost one-half of the teachers, or 49 per cent, responded on Item 32 that actually they always had assumed the responsibility for keeping children's cumulative records up to date. Likewise, 72 per cent of the teachers judged that they should always assume such responsibility.

The trend in Item 32 was repeated in Item 33. With a chi-square value of 31.97, it was only a little over 8 points away from the tabled chi-square value. Almost one-half of the teachers, or 46 per cent, equally responded to the two response types, actual and ideal. Out of that number, 35 per cent were concentrated in the "always" cell. There was none in the "never" cell.

From the marginal frequencies, two-fifths of the teachers, or 40 per cent, asserted that actually they always analyzed information in the cumulative record to better understand their pupils. Almost three-fourths of the teachers, or 74 per cent, similarly felt that it would be an ideal guidance function for them to analyze such kind of information about pupils.

On Item 34, there was disagreement in the handling of the contents in the cumulative record. Thirty-four per cent of the teachers asserted that in actual practice, they never discussed with the class the purpose and contents of cumulative records, while 24 per cent of the teachers signified that they usually did it. On how the teachers perceived as ideal for them to do, only a little over one-third of them, or 35 per cent, felt that they should always do it, while 23 per cent felt that they should usually do it, and 22 per cent believed it should be done sometimes only. More than one-fourth of the teachers, or 27 per cent, were in the cells along the diagonal of the table. They were almost equally distributed among the five cells.

Item 35 still dwelt on the handling of the contents of the cumulative records. The teachers' responses on this matter were quite consistent as was also evidenced in Item 36. With the rejection of the hypothesis on Item 35, more than two-fifths of the teachers, or 42 per cent, revealed

that actually they never discussed individually with their children the contents of their cumulative record; 16 per cent responded "rarely"; 21 per cent, "sometimes"; and another 16 per cent usually performed this function. On the ideal perception of the teachers, less than one-third of them, or 32 per cent, felt that they should always do it; 22 per cent perceived it should be done usually; and 26 per cent judged that this function should be performed sometimes. One-fifth of the teachers, or 21 per cent, were on the diagonal of the contingency table.

The teachers' responses on Item 36, which dealt with discussing with parents their child's cumulative record, were almost similar to those responses on Item 35.

On Item 37, the hypothesis was rejected again. Only a little over one-fourth of the teachers, or 29 per cent, in actual practice, sometimes evaluated instructional materials concerning the world of work; 26 per cent asserted that they never did it. As perceived by most teachers, 48 per cent felt that it would be an ideal function to always do it, while 29 per cent judged that they should usually do it. One-fifth of the teachers, or 21 per cent, were distributed among the five cells along the line of equality.

A similar reaction that the teachers manifested on Item 37 was registered on Item 38 which was about the planning of activities to stimulate interest in the world of

work.

Item 39 was the only item where the hypothesis was not rejected. Its chi-square value was 20.0. Almost three-fourths of the teachers, or 74 per cent, equally responded to both sides of the response types. Out of this number, 65 per cent was concentrated on the "always" option, whether actually or ideally performed. Among the marginal frequencies, two-thirds of the teachers, or 66 per cent, signified that actually they always helped children develop the attitude that all honest occupations were worthy of respect. Eighty-five per cent of the teachers similarly responded that it would be an ideal function for them to always help children this way.

The responses of the teachers on Item 40 were practically distributed among the three options under the actual response type. One-third of the teachers, or 32 per cent, signified that actually they sometimes developed and taught units on the world of work; about an equal number, or 30 per cent, revealed that they usually did it. More than one-half of the teachers, or 55 per cent, felt that ideally they should always perform this function. One-fifth, or 21 per cent, of the teachers were on the diagonal of the contingency table, with 12 per cent concentrated on the "always" option.

The chi-square value of 53.8 for Item 41 rejected the hypothesis. However, one-third of the teachers, or 33 per cent, were on the diagonal of the contingency table. Out of this number, 19 per cent were in the "always" cell and none for the "rarely" and "never" options.

Among the marginal frequencies, one-third of the teachers, or 34 per cent, revealed that actually they usually counseled with children regarding relationship between their self concept and their future vocational plans. More than one-fourth of the teachers, or 29 per cent, signified that sometimes they actually performed this function. Ideally, two-thirds of the teachers, or 65 per cent, perceived that this function should always be performed.

Although the hypothesis was rejected on Item 42, one-third of the teachers, or 33 per cent, equally responded on the two response types. Whether actually performed or ideally perceived, 29 per cent of the teachers felt that teaching children methods of effective studying was always the responsibility of the teacher.

The largest percentage of teachers under the actual response type was 46 per cent on the "usually" option; 30 per cent were on the "always" option. Under the ideal response type, more than four-fifths of the teachers, or 83 per cent judged that they should perform this function always.

The reaction of the teachers on Item 43 which was to develop and teach a unit on how to study, was practically similar to that on Item 42.

However, it was not so with Item 44. The chi-square value of 76.86 was exceedingly high. Only 12 per cent of the teachers were on the diagonal of the contingency table. Actually, 34 per cent of the teachers asserted that they never obtained for showing guidance films. However, 28 per cent of the teachers claimed that they sometimes did. More than one-half of the teachers, or 52 per cent, felt that it would be an ideal function if they always obtained such films for their pupils, while 29 per cent perceived that they should usually do it.

There was almost symmetry in the contingency table for Item 45. The chi-square value was 34.16. More than two-fifths of the teachers, or 43 per cent, were on the diagonal of the table. Whether actually performed or ideally perceived, 27 per cent of the teachers were in the "always" cell; only one per cent in the "never" cell.

In the actual performance of their guidance functions 31 per cent of the teachers signified that they always discussed with their pupils their future vocational plans; 28 per cent admitted that they usually did it; and 26 per cent performed this function. More than three-fifths of the teachers, or 63 per cent, asserted that ideally this function

should be performed always. One-fourth of the teachers, or 25 per cent, felt that it should be usually performed.

In Item 46, the teachers in the sample were almost equally distributed among the five options under the actual response type. One-fourth of the teachers, or 26 per cent, never provided their pupils with individual conferences to discuss their future goals and plans; 23 per cent sometimes did it; 25 per cent usually did it; and 16 per cent claimed that they always provided such conferences. More than one-half of the teachers, or 57 per cent, judged that it was an ideal function for them to provide such service to their pupils always. Twenty-one per cent of the teachers were on the diagonal of the contingency table, with 14 per cent in the "always" cell.

A majority of teachers seemed to be agreed on Item 47. The chi-square value of 39.1 showed that the tendency of the teachers was toward the "usually" and "always" options in both the actual and ideal response types. More than one-third of the teachers, or 38 per cent, signified that in the actual performance of their guidance functions, they always took time out to identify children who should be referred to the school nurse. Almost an equal number, or 37 per cent, claimed that they usually did it. Perhaps these were the same teachers who felt that they should do it always. There were 76 per cent of the teachers who felt this way. On

the diagonal of the table, there were 43 per cent of the teachers, 34 per cent of which were in the "always" cell.

Practically a similar observation could be said on Item 48, except the 19 per cent of the teachers who actually never made attempts to identify children who should be referred to the speech therapist.

A similar observation on Item 47 could be said on Item 49 about the teachers' reaction to the responsibility of identifying children who should be referred to the school psychologist.

Item 50 which was about the identification of children who needed psychiatric help, received similar responses the teachers made on Items 47 and 49.

A similar reaction of the teachers was observed in Item 51 which was about the referring of children to be screened for special classes for the gifted or slow learners.

Due, perhaps, to the similarity in the nature of the responsibilities in items 52, 53, and 54, the teachers' reactions on items 47, 49, 50, and 51, were observed in the former group of items. Item 52 stated: "Help children who are not doing well to develop effective subject matter skills"; Item 53 stated: "Give remedial help to children who have fallen behind in reading or mathematics or other subjects"; and Item 54 stated: "Have individual conferences with children who are not achieving well in school."

The reaction of the teachers on Item 55 differed from those responses they manifested in the items mentioned above. Its chi-square value of 30.09 was less than 7 points over the tabled chi-square value of 23.2. There were no percentages on either side of the contingency table large enough to be considered significant. Under the actual response type, 24 per cent of the teachers signified that they never met with small groups of children who presented attendance, behavior, or learning problems; 26 per cent sometimes did it; and 27 per cent usually met these groups of children. On the ideal side, 29 per cent felt that they should always do it; 33 per cent judged that they should usually do it; and 27 per cent perceived that they should sometimes meet these groups of children with problems. Eighteen per cent of the teachers were on the diagonal of the table, almost equally distributed among the five cells.

Similar reactions from the teachers to Item 55 were observed in items 56, 57, and 58. Respectively, the items were: "Develop and teach units on social and emotional adjustment"; "Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves"; and "Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups."

The distribution of the teachers' responses among the five options in both the actual and the ideal responses types on Item 59 was somewhat similar to those in the four preceding items, except that the tendency of the responses on the actual side of the table was toward the "never," "rarely," and "sometimes" options. More than one-third of the teachers, or 39 per cent, admitted that actually they never counseled in groups children who had educational type problems in common; 27 per cent rarely did it; and 23 per cent sometimes did it. On the ideal side of the contingency table, 26 per cent of the teachers felt that they should always counsel these children in groups; 24 per cent perceived that they usually should do it; and 31 per cent judged that they sometimes should do such counseling function. Eighteen per cent of the teachers were on the diagonal of the table, almost equally distributed among the five cells.

A similar observation of the teachers' responses on Item 59 could be applied to items 60 and 61. Item 60 elicited from the teachers responses on counseling with groups of children who had personal type problems in common, and Item 61 on the planning of sessions to help children to better understand and cope with their emotions.

The hypothesis was rejected on Item 62, but one-fourth of the teachers, or 29 per cent, were on the diagonal

of the contingency table. Out of this number, 18 per cent were in the "always" cell and only one per cent in the "never" cell. Forty-seven per cent of the teachers revealed that actually they usually sought background information about children prior to counseling. Ideally, 71 per cent of the teachers perceived that they should do this seeking of information always.

The teachers in the sample were not quite decided on a particular option under the actual response type. Even in the ideal response type, the teachers' responses on the "always" and "usually" options were not large enough to be considered significant. Twenty-nine per cent of the teachers actually never scheduled individual conferences for children in which they might discuss matters of concern or of interest; 31 per cent sometimes did the scheduling; and 19 per cent usually had this kind of conference with children. Forty-nine per cent of the teachers felt that it would be ideal if the scheduling was done always, but 34 per cent perceived that it should be done usually. Nineteen per cent were on the diagonal of the table, with 8 per cent in the "always" cell; 6 per cent in the "usually" cell; and none in the "never" cell.

The chi-square value of 73.4 for Item 64 rejected the hypothesis. Only 19 per cent of the teachers were on the diagonal.

The marginal frequencies showed that more than one-third of the teachers, or 36 per cent, actually sometimes used counseling to help children in their normal development; 28 per cent usually did such counseling help. More than one-half of the teachers, or 56 per cent, perceived that they should perform this function always, while 34 per cent judged that they should do it usually.

Although the hypothesis was rejected on Item 65, it was observed that none of the marginal frequencies was large enough to be considered significant. More than one-fifth of the teachers, or 22 per cent, were on the diagonal of the contingency table. Almost one-third of the teachers, or 32 per cent, signified that actually they never developed mental health units in which children discussed or wrote their fears, their angers, or their problems, while almost an equal number, or 31 per cent, signified that they sometimes did. More than two-fifths of the teachers, or 43 per cent, judged that they should perform this function always and 28 per cent perceived that they should usually do it.

The chi-square value of 68.42 for Item 66 rejected the hypothesis. More than one-third of the teachers, or 34 per cent, signified that actually they sometimes provided individual counseling for those children presenting learning or adjustment difficulties. Another 25 per cent of the teachers responded that they usually provided such kind of

counseling. Ideally, three-fifths of the teachers, or 60 per cent, felt that such kind of counseling should be done always. One-fourth of them, or 25 per cent, judged that they should usually do it.

The hypothesis was also rejected on Item 67. Almost one-fourth of the teachers, or 23 per cent, were on the diagonal of the table, almost equally distributed among the five cells. Less than one-third of the teachers, or 30 per cent, revealed that actually they sometimes provided counseling to children with deeper types of problems, while one-fourth of them, or 26 per cent, revealed that they never provided such type of counseling. On the ideal side of the table, more than one-half of the teachers, or 54 per cent, judged that they should always provide this type of counseling to children.

The contingency table for Item 68 was far from symmetrical. Only 14 per cent of the teachers were on the diagonal of the table. Less than two-fifths of the teachers, or 38 per cent, admitted that actually they never did any diagnostic work with children presenting problems and 27 per cent rarely did it. Even in the ideal perception of the teachers, only 42 per cent of them felt that they should always do diagnostic work, while 25 per cent judged that they should usually perform the function.

With the chi-square value of 81.0, the contingency table for Item 69 was also far from being symmetrical. Only 9 per cent of the teachers were on the diagonal of the table. Almost one-half of the teachers, or 45 per cent, revealed that they never attended in-service education for teachers related to pupil appraisal, testing, use of school records, referral sources and procedures, and mental health in the classroom, but 24 per cent revealed that they sometimes did. As to how the teachers perceived such responsibility, less than one-half, or 47 per cent, felt that they should always attend such activity when held; 27 per cent judged that they should usually do it; and 23 per cent perceived that attendance should be done sometimes.

Almost a similar situation to Item 69 was observed in Item 70. Less than one-third, or 32 per cent, of the teachers responded that actually they sometimes made recommendations for curriculum change, while 29 per cent signified that they rarely did it. The teachers did not show a significant percentage on what they felt was ideal as regards this responsibility. Only 35 per cent of the teachers perceived that they should do it always; 30 per cent felt that they should usually do it; and 33 per cent judged that they should sometimes do the recommendation.

A chi-square value of 61.87 for Item 71 rejected the hypothesis. Less than one-fifth, or 19 per cent, of the

teachers were on the diagonal of the contingency table. Out of this number, 10 per cent of the teachers were in the "always" cell. Almost two-fifths of the teachers, or 38 per cent, admitted that actually they never conducted parent conferences to better acquaint them with the school, the school program, and to develop a good home-school relationship. Twenty-one per cent of the teachers sometimes did. However, one-half of the teachers, or 50 per cent, felt that they should always initiate parent conferences and 25 per cent perceived that they should usually do it.

A similar observation to the teachers' responses on Item 71 could be applied on items 72, 73, and 74. Respectively, the items stated: "Conduct parent conferences to discuss the academic programs and adjustment of their child in school"; "Conduct parent conferences to discuss children who are experiencing academic difficulty"; and "Conduct parent conferences to discuss the child who exhibits social or emotional problems in school."

The teachers' reaction to Item 75 differed from that of the preceding items. Although the hypothesis was rejected, 31 per cent of the teachers equally responded on the actual-ideal situations. Out of this number, 14 per cent of the teachers were in the "always" cell; 11 per cent in the "usually" cell; 5 per cent in the "sometimes" cell; and none in the "rarely" and "never" cells. Almost two-fifths of the

teachers, or 36 per cent, responded that actually they usually consulted with parents regarding the development of their child, while 23 per cent did it sometimes. More than one-half of the teachers, or 56 per cent, perceived that they should always consult the parents regarding this matter, and 29 per cent felt that they should usually do it.

A similar observation of the teachers' responses on items 71, 72, 73, and 74, could be said of items 76, 77, 78, and 79. The items were: "Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment"; "Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral"; "Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment;" and "Meet with small groups of parents when they have children with similar problems and the parents wish help."

The contingency table for Item 80 was far from being symmetrical. The chi-square value was 73.08. Only 14 per cent of the teachers were on the diagonal of the table. Out of this number, 9 per cent of the teachers were in the "never" cell. Almost three-fourths of the teachers, or 73 per cent, admitted that actually they never undertook research and evaluation studies regarding the effectiveness of the psychological services provided. Only 31 per cent felt

that they should sometimes do it, while 28 per cent perceived that ideally they should always do some research and evaluation of these services.

Table II shows the summary of the teachers' responses on the five response categories or options under the actual and the ideal response types.

b) Interpretation of the data based on the ten areas of guidance services.- The foregoing interpretation of the data based on the contingency tables could be presented more clearly and concisely if the eighty items in the Opinionnaire were grouped under the ten general categories or areas of guidance services, and the "never" and "rarely" options as well as the "usually" and "always" options were collapsed, as mentioned earlier in this section.

The following pages will attempt to present how the teachers in the sample responded to each of the ten areas of guidance services, and will describe the tendency or the direction of their actual performance of, and how they perceived they should perform, the guidance functions.

The orientation services.- There are five items under this area (items one through five). Table III shows the teachers' responses on each item. The teachers' responses in this area, and in the rest of the nine areas, are expressed in per cent.

Table II. -

Summary of the Teachers' Responses on the Five Response Categories Under the Actual and Ideal Response Types¹

Item	Actual						Ideal					
	N	R	S	U	A	O*	N	R	S	U	A	O*
1	45	15	11	16	13		4	2	12	15	66	1
2	73	11	12	4	0		8	9	19	20	43	1
3	26	14	21	20	19		4	2	8	22	64	
4	13	9	13	29	36		2	1	5	18	74	
5	37	14	20	17	9	3	3	8	25	25	38	1
6	28	11	29	24	7	1	3	1	11	25	60	
7	59	15	17	3	4	2	10	11	27	26	24	2
8	53	14	20	8	2	3	9	8	28	22	32	1
9	56	12	19	7	5	1	13	6	32	26	23	
10	60	10	18	8	3	1	8	6	28	25	33	
11	49	12	23	13	1	2	5	7	31	30	26	1
12	38	9	26	16	8	3	1	3	10	30	56	
13	69	15	10	4	1	1	4	14	30	25	27	
14	64	18	12	5	0	1	6	17	32	20	25	
15	9	13	39	25	13	1	0	2	11	29	58	
16	62	9	20	8	0	1	12	13	25	17	33	
17	66	7	14	7	4	2	15	14	23	13	35	
18	50	19	17	7	6	1	15	9	23	19	34	
19	73	11	8	4	3	1	29	15	27	11	17	1
20	69	13	9	7	1	1	19	8	26	22	24	1
21	71	10	12	5	1	1	19	13	27	24	17	
22	42	12	20	14	11	1	9	4	20	23	44	
23	48	10	16	12	13	1	7	7	18	19	49	
24	44	14	11	20	9	2	8	3	19	27	43	
25	53	12	11	15	8	1	14	4	27	19	36	
26	65	14	12	7	1	1	11	6	28	29	26	
27	59	10	15	11	4	1	13	6	30	20	31	
28	51	12	18	12	6	1	7	1	21	19	51	1
29	31	3	11	14	40	1	4	2	7	12	75	
30	37	8	22	25	8		3	5	20	27	45	
31	55	5	18	16	5	1	6	6	15	19	54	
32	19	3	2	27	48	1	5	6	6	11	72	

¹ The discrepancies in the entries between this table and the contingency tables in Appendix I are due to the failure of some teachers to respond to some items in either Opinionnaire A or Opinionnaire B.

* No response.

Table II. - continued.

Item	Actual						Ideal					
	N	R	S	U	A	O	N	R	S	U	A	O
33	6	5	11	39	38	1	0	1	9	16	73	1
34	34	12	21	24	9		12	7	23	23	35	
35	42	16	21	17	3	1	12	7	27	22	32	
36	42	16	24	16	2		7	8	33	24	28	
37	26	17	28	19	10		1	3	19	29	48	
38	10	12	36	32	10		1	3	12	25	59	
39	1	3	6	23	66	1	1	0	6	8	84	1
40	11	13	31	29	14	2	2	2	13	28	55	
41	9	7	29	34	20	1	0	1	8	25	66	
42	2	7	14	46	30	1	1	0	3	12	83	1
43	9	11	24	32	24		1	0	6	21	72	
44	34	21	28	12	3	2	6	3	8	29	53	1
45	6	9	26	28	31		1	1	10	25	63	
46	25	10	23	26	16		1	3	18	21	57	
47	3	8	14	36	39		3	1	8	12	76	
48	20	10	13	27	30		2	2	8	14	74	
49	12	8	15	31	34		2	1	10	16	71	
50	13	14	17	27	28	1	5	2	10	16	67	
51	9	11	21	29	29	1	1	4	6	24	65	
52	2	6	24	45	23		1	1	7	20	71	
53	4	7	28	39	22		3	5	11	21	60	
54	8	4	27	38	23		0	2	9	22	66	1
55	24	13	26	27	10		6	5	27	33	29	
56	14	15	27	27	17		2	2	17	35	44	
57	8	7	26	34	25		1	3	18	31	47	
58	20	23	29	15	13		1	2	24	29	44	
59	39	27	23	8	3		6	13	31	24	26	
60	45	25	20	8	2		11	14	38	20	17	
61	20	20	33	20	7		1	4	21	34	40	
62	14	7	13	47	19		1	2	11	16	70	
63	29	13	31	19	8		1	5	11	34	49	
64	15	12	35	28	10		0	1	9	34	56	
65	32	16	32	13	7		2	9	18	28	43	
66	17	13	34	25	9	2	0	4	11	25	59	1
67	26	17	29	17	10	1	7	12	11	16	54	
68	39	27	19	11	4		7	10	14	25	42	2
69	45	17	24	10	3	1	1	0	23	27	48	1
70	18	28	32	18	4		1	1	34	29	35	
71	38	9	21	18	13	1	2	7	16	25	50	

Table II. - continued.

Item	Actual						Ideal					
	N	R	S	U	A	O	N	R	S	U	A	O
72	28	13	25	15	17	2	2	5	23	26	44	
73	24	15	20	23	16	2	2	5	19	26	48	
74	35	11	18	20	14	2	2	4	24	23	47	
75	2	15	23	39	19	2	0	0	14	29	57	
76	32	18	25	19	4	2	3	4	36	23	32	2
77	31	15	24	20	8	2	4	5	21	25	44	1
78	50	20	12	8	8	2	8	10	24	19	38	1
79	86	8	2	1	0	3	14	16	20	25	25	
80	70	16	4	3	3	4	11	14	31	13	30	1

Table III. -

The Teachers' Responses in Per Cent on Each Item
Related to the Orientation Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
1	60	11	29	6	12	82
2	84	12	4	17	19	64
3	40	21	39	6	8	86
4	22	13	65	3	5	92
5	51	20	27	11	25	64

Note: In this table and the rest of the tables which follow, the "never" and "rarely" options as well as the "usually" and "always" options, under the actual and the ideal response types, were combined. The teachers' responses, therefore, for "never" and "rarely" options, and for "usually" and "always" options were collapsed, and the percentages were determined. These percentages were further rounded so that their sums would equal 100 per cent.

The majority of the teachers in the area of orientation signified that actually they never or rarely performed items 1, 2, and 5. The teachers in Item 3 were almost equally divided among the three response categories. Only Item 4 had two-thirds of the teachers, or 65 per cent, who asserted that they usually or always performed this function. It was readily observed that three-fifths, or 60 per cent, of the items under the orientation services were actually never or rarely performed by the teachers.

However, the majority of the teachers judged that they should usually or always perform all the functions under this area.

The pupil appraisal services.- There are ten items under this area (items six through fifteen). Table IV shows the teachers' responses on each item.

The majority of the teachers responded that actually they never or rarely performed items 7, 8, 9, 10, 11, 13, and 14. Item 12 had only 48 per cent of the teachers who responded "never" or "rarely." The number was not large enough to show a definite tendency of the teachers in the sample. Similarly with Item 15 where 40 per cent of the teachers signified that they sometimes performed the function, while 38 per cent asserted that they usually or always did. The responses of the teachers on Item 15 were almost similar to their responses on Item 6. The general tendency of the

Table IV. -

The Teachers' Responses in Per Cent on Each Item
Related to the Pupil Appraisal Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
6	40	29	31	4	11	85
7	76	17	7	21	28	51
8	69	21	10	17	28	55
9	69	19	12	19	32	49
10	71	18	11	14	28	58
11	62	24	14	12	31	57
12	48	27	25	4	10	86
13	85	10	5	18	30	52
14	83	12	5	23	32	45
15	22	40	38	2	11	87

teachers in the sample, as regards the pupil appraisal services, was that seven out of ten, or 70 per cent, of the items were never or rarely performed actually.

As to how the teachers perceived these responsibilities, the majority of them judged that they should perform nine of these functions usually or always. They were not quite decided on Item 14. It could thus be derived that ideally 90 per cent of the items in this area were under the "usually-always" option.

The group testing services.- There are sixteen items under this area (items sixteen through thirty-one). The teachers' responses are shown in Table V.

A large percentage of the teachers in the sample responded to "never-rarely" option under the actual response type in items 16 to 28 and 31. Only in Item 29 where more than one-half of the teachers, or 55 per cent, revealed that actually they usually or always performed this function. They were quite undecided on Item 30. It was evident that fourteen out of sixteen, or 87.5 per cent, of the items under the group testing services were never or rarely performed by the teachers in the sample.

As to how the teachers perceived these functions under this area, the majority of them judged that they should perform usually or always twelve, or 75 per cent, of these items. The responses on items 17, 19, 20, and 21, failed to

Table V. -
The Teachers' Responses in Per Cent on Each Item
Related to the Group Testing Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
16	72	20	8	25	25	50
17	75	14	11	29	23	48
18	70	17	13	24	23	53
19	85	8	7	45	27	28
20	83	9	8	27	26	47
21	82	12	6	32	27	41
22	55	20	25	13	20	67
23	59	16	25	14	18	68
24	59	11	30	11	19	70
25	66	11	23	18	27	55
26	80	12	8	17	28	55
27	70	15	15	19	30	51
28	64	18	18	8	21	71
29	34	11	55	6	7	87
30	45	22	33	8	20	72
31	61	18	21	12	15	73

show a definite evidence that the teachers were decided on any of the three options.

The record services.- There are five items under this area (items thirty-two through thirty-six). Table VI shows the teachers' responses on each item.

It was observed that the teachers in this area were evenly divided in their responses on the items. More than three-fourths of the teachers, or 76 per cent and 78 per cent on items 34 and 33, respectively, asserted that actually they usually or always performed these services. Whereas, only over one-half of the teachers, or 59 per cent and 58 per cent on items 35 and 36, respectively, responded that they actually never or rarely performed these functions. The percentages on the three options in Item 34 were not large enough to show that the teachers were definite on one of the options. It was, therefore 40 per cent of all the items under this area for the "never-rarely" option and 40 per cent also for the "usually-always" option, under the actual response type.

However, it was a 100 per cent response for all the items under the "usually-always" option as ideally conceived by the teachers in the sample.

The information and planning services.- There are ten items under this area (items thirty-seven through forty-six). The teachers' responses on each item are shown in Table VII.

Table VI. -
The Teachers' Responses in Per Cent on Each Item
Related to the Record Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
32	22	2	76	11	6	83
33	11	11	78	1	9	90
34	46	21	33	19	23	58
35	59	21	20	19	27	54
36	58	24	18	15	33	52

Table VII. -

The Teachers' Responses in Per Cent on Each Item Related to
the Information and Planning Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
37	43	28	29	4	19	77
38	22	36	42	4	12	84
39	4	6	90	1	6	93
40	24	32	44	4	13	83
41	16	29	55	1	8	91
42	9	14	77	1	3	96
43	20	24	56	1	6	93
44	56	29	15	9	8	83
45	15	26	59	2	10	88
46	35	23	42	4	18	78

The teachers' responses on this area showed evidence that they accepted the responsibilities attached to the information and planning services. Five out of ten, or 50 per cent, of the items were usually or always performed actually by them. Only one item, Item 44, received 56 per cent of the teachers' responses under the "never-rarely" option. The other four items, Items 37, 38, 40, 46, failed to show any percentage large enough to identify on which of the three options the teachers tended to actually perform the functions.

A large percentage of the teachers judged that they should usually or always perform all the functions (100 per cent) under the information and planning services.

The referral services.- There are five items under this area (items forty-seven through fifty-one). Table VIII shows the teachers' responses on each item.

Whether actually performed or ideally perceived, the majority of the teachers responded that they usually or always performed or should perform all the functions in this area.

The counseling and adjustment services.- There are seventeen items under this area (items fifty-two through sixty-eight). Table IX shows how the teachers responded on each item when the "never" and "rarely" option as well as the "usually" and "always" options were collapsed.

Table VIII. -

The Teachers' Responses in Per Cent on Each Item
Related to the Referral Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
47	11	14	75	4	8	88
48	30	13	57	4	8	88
49	20	15	65	3	10	87
50	27	17	56	7	10	83
51	20	21	59	5	6	89

Table IX. -

The Teachers' Responses in Per Cent on Each Item Related to
the Counseling and Adjustment Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
52	8	24	68	2	7	91
53	11	28	61	8	11	81
54	12	27	61	2	9	89
55	37	26	37	11	27	62
56	29	27	44	4	17	79
57	15	26	59	4	18	78
58	43	29	28	3	24	73
59	66	23	11	19	31	50
60	70	20	10	25	38	37
61	40	33	27	5	21	74
62	21	13	66	3	11	86
63	42	31	27	6	11	83
64	27	35	38	1	9	90
65	48	32	20	11	18	71
66	30	35	35	4	11	85
67	44	29	27	19	11	70
68	66	19	15	17	14	69

Only in the three items (items 59, 60, and 68) did the majority of the teachers respond that they never or rarely performed these functions actually. On the "usually-always" option, only on the five items (items 52, 53, 54, 57, and 62) did a large percentage of the teachers respond. On any of the remaining nine items was there a percentage large enough to identify the direction of the teachers' responses among the three options.

To describe the teachers' responses on the items under the counseling and adjustment services in their actual school situation: the majority of the teachers never or rarely performed 17.7 per cent of the items; a large percentage of the teachers usually or always performed 29.4 per cent of the items; and on 52.9 per cent of the items, the teachers were undecided.

Except Item 60 where the teachers in the sample were undecided, a large percentage of the teachers judged that they should usually or always perform all the sixteen functions, which was 94.1 per cent of all the items.

Cooperation with the staff.- There are two items under this area (items sixty-nine and seventy). The teachers' responses on each item are shown in Table X.

In the actual school situation, a little over three-fifths of the teachers, or 63 per cent, admitted that they never or rarely attended in-service education as stated in

Table X. -
The Teachers' Responses in Per Cent on Each Item Related to
Cooperation With the Staff.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
69	63	24	13	1	23	76
70	46	32	22	2	34	64

Item 69. There was no percentage among the three options on Item 70 large enough to identify the teachers' consensus.

In the ideal situation, however, the majority of the teachers perceived that they should usually or always perform these two functions.

The services to the parents.- There are nine items under this area (item seventy-one through seventy-nine). Table XI shows the teachers' responses on each item.

The majority of the teachers responded that in the actual performance of their guidance duties, they never or rarely performed the functions stated in items 76, 78, and 79. Only on Item 75 did more than one-half of the teachers, or 59 per cent, asserted that they usually or always consulted with the parents regarding the development of their child. On the remaining five items, the teachers' responses did not show any percentage large enough to obtain a definite direction among the three options.

In this area of services to the parents, 33.3 per cent of the items received a large percentage of the teachers' responses on the "never-rarely" option; 11.1 per cent of the items on the "usually-always" option; and 55.6 per cent of the items the teachers were undecided.

However, ideally perceived, eight items, or 88.9 per cent, should usually or always be performed by the teachers. The teachers were not quite decided on Item 79.

Table XI.

The Teachers' Responses in Per Cent on Each Item
Related to the Services to the Parents.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
71	48	21	31	9	16	75
72	42	25	33	7	23	70
73	40	20	40	7	19	74
74	47	18	35	6	24	70
75	17	24	59	0	14	86
76	51	26	23	7	37	56
77	47	24	29	9	21	70
78	72	12	16	18	24	58
79	97	2	1	30	20	50

Research and evaluation services.- Only one item (item 6) is under this area. Table XII shows the teachers' responses on this item.

In the actual school situation, 90 per cent of the teachers revealed that they never or rarely undertook research and evaluation studies regarding the effectiveness of the psychological services provided. Even in the ideal situation, the teachers were almost equally divided among the three options. The largest was 44 per cent on the "usually-always" response category.

3. Summary

To summarize, the first part of this section was the presentation of the hypothesis, followed by the analysis of the parts and the data included thereto for interpretation. The section on Interpretation which followed, were of two parts. The first part was a detailed interpretation of each of the eighty items based on the five-by-five contingency tables. The second part was the interpretation of the teachers' responses on each item categorized under ten areas of guidance services, with the five options reduced to three by collapsing the "never" and the "rarely" options as well as the "usually" and the "always" options. This was done to facilitate the purpose of determining the tendency or direction of the teachers' responses according to the ten general

Table XII. -
The Teachers' Responses in Per Cent on Each Item Related to
the Research and Evaluation Services.

Item	Actual			Ideal		
	Never- Rarely %	Some- times %	Usually- Always %	Never- Rarely %	Some- times %	Usually- Always %
80	90	4	6	25	31	44

categories or areas of guidance services.

This direction or trend of the teachers' responses will be presented in the chapter on summary and conclusions.

SUMMARY AND CONCLUSIONS

The findings reported in Chapter III are summarized by (1) using the marginal frequencies on the actual and the ideal response types derived from the five-by-five contingency tables, and (2) using the ten general categories or areas of guidance services. This second approach presents the summary in terms of areas of guidance services which are actually, and/or ideally should be, the responsibility of the classroom teachers by calculating the largest percentage of items under each area with reference to the three response categories or options.

a) The use of the marginal frequencies.- All the items in the Opinionnaire, except Item 39, rejected the null hypothesis.

The marginal frequencies of the five-by-five contingency tables showed that fourteen items were actually never performed by 60 per cent or more of the teachers in the sample; seven items were never performed by 50 per cent to 59 per cent of the teachers; twenty-one items were never performed by 30 per cent to 49 per cent of the teachers; twelve items were never performed by 20 per cent to 29 per cent of the teachers; and of the remaining twenty-six items, 19 per cent or less of the teachers never performed these functions. (See Table XIII.)

Sixty per cent or more of the teachers perceived that they should always perform the functions stated in twenty-one items; 50 per cent to 59 per cent of the teachers judged that they should perform the functions stated in thirteen items; 30 per cent to 49 per cent of the teachers felt that they should always perform the functions mentioned in thirty-one items; 10 per cent to 29 per cent of the teachers thought that the functions mentioned in twelve items should be their responsibility; and, finally, 19 per cent or less of the teachers felt that they should always perform the functions given in the remaining three items. (See Table XIII.)

On items where the marginal frequency under one option was less than 50 per cent of the teachers' responses, it was observed that two or more options had marginal frequencies, ranging from 49 per cent to 16 per cent.

Within this bracket, there were sixteen items with the "never" and "sometimes" options whose frequencies for

Note: In this section, the ten areas of guidance services are identified as Area I for orientation services (items 1 to 5); Area II for pupil appraisal services (items 6 to 15); Area III for group testing services (items 16 to 31); Area IV for record services (items 32 to 36); Area V for information and planning services (items 37 to 46); Area VI for referral services (items 47 to 51); Area VII for counseling and adjustment services (items 52 to 68); Area VIII for cooperation with the staff (items 69 to 70); Area IX for services to parents (items 71 to 79); and Area X for research and evaluation services (item 80).

Table XIII. -

Items Falling Under the Different Brackets of Percentages of Testees' Responses on the "Never" and "Always" Options Under the Actual and the Ideal Response Types, respectively.

<u>Actual</u>					<u>Ideal</u>				
Items Never Performed By:					Items which should Always Be Performed As Perceived By:				
60% and above	50% to 59%	30% to 49%	20% to 29%	19% and below	60 and above	50, to 59%	30, to 49%	20% to 29%	19% and below
2	8	1	3	4	1	6	2	7	19
7	9	5	6	15	3	12	5	9	21
10	18	11	29	32	4	15	8	11	50
13	25	12	37	33	29	28	10	13	
14	28	22	46	38	32	31	16	14	
16	31	23	55	39	33	38	17	20	
17	78	24	61	40	39	40	18	26	
19		30	63	41	41	44	22	36	
20		34	67	42	42	46	23	35	
21		35	72	43	43	64	24	59	
26		36	73	45	45	67	25	79	
27		44	75	47	47	71	27	80	
79		59		48	48	75	30		
80		60		49	49		34		
		65		50	50		35		

Table XIII. - continued.

<u>Actual</u>					<u>Ideal</u>				
Items <u>Never</u> Performed By:					Items Which Should Always Be Performed As Perceived By:				
60% and above	50% to 59%	30% to 49%	20% to 29%	19% and below	60% and above	50% to 59%	30% to 49%	20% to 29%	19% and below
		68		51	51		37		
		69		52	52		56		
		71		53	53		57		
		74		54	54		58		
		76		56	62		61		
		77		57	66		63		
				58			65		
				62			68		
				64			69		
				66			70		
				70			72		
							73		
							74		
							76		
							77		
							78		

the former option were in the forties and the thirties, while the frequencies for the latter option were in the twenties. Out of this number, one item was observed in Area I; two in Area II; two in Area III; one in Area IV; two in Area V; three in Area VII; one in Area VIII; and four in Area IX.

The teachers' responses were not agreed on nine items. These items had the "sometimes" and "usually" options with frequencies larger than the rest of the options. The frequencies under these two options, which were in their thirties and twenties, showed slight differences. One item was in Area II; three in Area V; four in Area VII; and one in Area IX.

Ten items had the "usually" and "always" options, showing much more frequencies than the rest of the options. One item was in Area I; two in Area IV; one in Area V; five in Area VI; and one in Area VII.

The "never" and the "usually" options showing larger frequencies than the other three options, were on four items. One item was in Area III; one in Area IV; and two in Area IX.

Only one item had the "always" and the "never" options with frequencies larger than the other three options. This item was in Area III.

The teachers were not agreed on two items, one in Area VII and the other in Area VIII. They were divided

between the "rarely" and the "sometimes" options. The frequencies under the two options were almost equal.

Only two items showed larger frequencies under the "never" and the "rarely" options. The frequencies were not more than 45 per cent, but not less than 25 per cent. These two items were in Area VII.

On four items, the teachers' responses were distributed among the "never," "sometimes," and "usually" options. The frequencies were in their twenties. One item was in Area II; another item in Area III; and two items in Area VII.

Only five items showed larger frequencies under the "sometimes," "usually," and "always" options than the other two. Their frequencies were in their thirties and twenties. Three items were in Area V and two items were in Area VII.

Only one item had the teachers' responses almost equally assigned to the "never," "rarely," and "sometimes" options. This item was in Area VII.

Another item in Area I showed an even distribution of the frequencies under the "never," "sometimes," "usually," and "always" options. The frequencies were in their twenties.

And, finally, two items had four options with frequencies almost equally distributed. These options were "never," "rarely," "sometimes," and "usually." One item was in Area IV and the other item was in Area VII.

There were fifty-seven items under the actual response type mentioned in the preceding pages whose marginal frequencies on two or more options in the contingency tables were within the "49 per cent to 16 per cent" bracket. (See Table XIV.)

A similar situation in the distribution of the marginal frequencies on the actual response type was observed in the ideal response type whose percentages ranged from 49 per cent to 18 per cent. However, the tendency of the frequencies were more on the last three options.

Twenty-one items had their frequencies in the forties, thirties, and twenties under the "sometimes," "usually," and "always" options. Two of these items were in Area I; five in Area II; three in Area III; three in Area IV; three in Area VII; two in Area VIII; and three in Area IX.

Ten items had their frequencies large enough under the "always" and "usually" options. The frequencies under the former and the latter were in their forties, thirties, and twenties. One item was in Area V; six in Area VII; and three in Area IX.

Another ten items had slight differences in their frequencies under the "sometimes" and the "always" options. One item was in Area II; seven in Area III; one in Area IX; and another item in Area X. The frequencies were all in their thirties and twenties.

Only two items had the "sometimes" and the "usually" options included in this observation. The frequencies under these two options were almost equal on one item in Area II and on another item in Area VII.

And, finally, the "never" and the "sometimes" options with frequencies large enough to be considered here were found in only one item. The former option had a frequency of 30 per cent and the latter option had a frequency of 27 per cent. This item was in Area III.

In the foregoing discussion, forty-six items under the ideal response type were within the "49 per cent to 16 per cent" bracket. (See Table XIV.)

b) Summary in terms of areas of guidance services.-
Of the five items in the orientation services, the majority of the teachers responded on the "never-rarely" response category under the actual response type on 60 per cent of the items; on the "usually-always" response category on 20 per cent of the items; and were undecided on the other 20 per cent of the items. The teachers responded to the "usually-always" response category under the ideal response type on all the items under this area.

The pupil appraisal services had ten items. The majority of the teachers registered "never-rarely" under the actual response type on 70 per cent of the items, but were not unanimous on 30 per cent of the items. Ninety per cent

Table XIV. -

Items on Which the Teachers Responded to Two or More
Options in the Opinionnaire, With Percentages
Ranging from 49 Per Cent to 16 Per Cent.

Actual						Ideal					
Item	N	R	S	U	A	Item	N	R	S	U	A
	%	%	%	%	%		%	%	%	%	%
3	26		21	20	19	2			19	20	43
4				29	36	5			24	25	37
5	37		21			7			25	27	24
6	28		29	24		8			28	23	32
11	49		23			9			32	27	22
12	38		26			10			28	25	33
15			39	25		11			31	30	
22	42		20			13			30	25	26
23	48		16			14			32		25
24	44			20		16			25		32
29	29				42	17			22		37
30	30		22	24		18			23		34
32				27	49	19	30		27		
33				38	40	20			26		24
34	34			24		21			27		24
35	42	16	21	16		22			20	22	44
36	42		24			23			18	18	49
37	26		29			24				27	44
38			36	32		25			27		36
40			32	30		26			27	29	26
41			29	34		27			29		31
42				46	30	30				27	45
43			24	33	23	34			22	23	35
44	34		28			35			26	22	32
45			26	28	31	36			33	24	28
46	26		23	25	16	37				29	48
47				37	38	55			27	33	29
48	19			27	31	56				35	44
49				31	36	57			26	34	25
50				27	28	58				29	44
51				29	29	59			31	24	26
52			24	45	23	60			38	20	
53	39		28			61				34	40
54			26	38		63				34	49

Table XIV. - continued.

Actual						Ideal					
Item	N	R	S	U	A	Item	N	R	S	U	A
	%	%	%	%	%		%	%	%	%	%
55	24		26	27		65				28	43
56			27	27		68				25	42
57			26	34	25	69			23	27	47
58		24	29			70			33	30	35
59	39	27	23			72			23	25	43
60	45	25				73				25	48
61	21	20	32	20		74			24	22	46
62				47	19	76			36	22	31
63	29		31	19		77				24	44
64			36	28		78			24		39
65	32		31			79				26	26
66			34	25		80			31		28
67	26		30								
68	38	27									
69	45		24								
70		29	32								
71	38		21								
72	28		26								
73	24			23							
74	35			20							
75			23	38							
76	31		25								
77	32		23								

Note: N - never; R - rarely; S - sometimes;
U - usually; and A - always.

of the items under the ideal response type were responded "usually-always" by a large percentage of the teachers.

Out of the sixteen items under the group testing services, 87.5 per cent of them were never or rarely performed by the majority of the teachers under the actual response type. The teachers responded "usually-always" on 6.3 per cent of the items, but were undecided on 6.2 per cent of the items. Under the ideal response type, a large percentage of teachers were on the "usually-always" response category on 75 per cent of the items. The teachers were not agreed on 25 per cent of the items.

Of the two items under cooperation with the staff, Item 69 was never or rarely performed by 63 per cent of the teachers. They were undecided on Item 70. Ideally, the majority of the teachers perceived that they should usually or always perform both functions.

The research and evaluation services had only one item. Ninety per cent of the teachers actually never or rarely performed this function. They were not even unanimous on how they perceived it.

Out of the ten items under the information and planning services, the majority of the teachers responded to "usually-always" option under the actual response type on 50 per cent of the items; "never-rarely" option on 10 per cent of the items; and on 40 per cent of the items, the

responses of the teachers were almost equally distributed among the three response categories or options. Ideally, a large percentage of the teachers judged that they should usually or always perform all the functions under this area.

The majority of the teachers asserted that all the five items under the referral services were and should be usually or always performed by them.

Out of the five items under the record services, the majority of the teachers registered "usually-always" under the actual response type on 40 per cent of the items; the other 40 per cent of the items on the "never-rarely" response category; and were undecided on 20 per cent of the items. All of the items were responded "usually-always" by the majority of the teachers under the ideal response type.

Of the seventeen items under the counseling and adjustment services, the majority of the teachers responded "never-rarely" under the actual response type on 17.7 per cent of the items; "usually-always" on 29.4 per cent of the items; and were undecided on 52.9 per cent of the items. Ideally, they responded "usually-always" on 94.1 per cent of the items.

There were nine items under services to the parents. Under the actual response type, the majority of the teachers responded "never-rarely" on 33.3 per cent of the items and "usually-always" on 11.1 per cent of the items. The teachers

SUMMARY AND CONCLUSIONS

were not agreed on 55.6 per cent of the items. However, under the ideal response type, a large percentage of the teachers responded "usually-always" on 88.9 per cent of the items. There was no consensus among the teachers on 11.1 per cent of the items.

To summarize, the majority of the teachers in the sample were definitely on the "never-rarely" response category under the actual response type on five areas of guidance services, namely, (1) orientation services, (2) pupil appraisal services, (3) group testing services, (4) cooperation with the staff, and (5) research and evaluation services.

A large percentage of teachers were on the "usually-always" response category under the actual response type on two areas of guidance services. They were (1) information and planning services and (2) referral services.

No consensus of the teachers in the sample was observed on three areas of the guidance services. They were (1) record services, (2) counseling and adjustment services, and (3) services to the parents.

Under the ideal response type, the majority of the teachers judged that they should usually or always assume all the ten areas of guidance services as their responsibility. They showed indecisions only on a few items.

With the rejection of the null hypothesis in all items, except one, it is safe to conclude that the two response types, the actual

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and the ideal, are independent of each other.

Although the marginal frequencies in the contingency tables showed that a number of teachers responded on two or more options, it was, however, observed that a large percentage of the teachers in the sample tended to respond on two extreme options, namely, on the "never" option under the actual response type, and the "always" option under the ideal response type. More than one-half of the teachers responded "never" to twenty-one items under the actual response type, and "always" to thirty-four items under the ideal response type.

Conclusions:

In a general way and in the light of the data gathered, the writer must reject the hypothesis of similarity of functions of teaching and guidance.

Twenty-one items in the Opinionnaire were never actually performed by one-half of the teachers in the sample. The other half of the teachers were distributed among the five options on three-fourths of the items.

One-half of the teachers felt that they should always perform thirty-four of the items. The other half of the teachers were distributed among the five options on 57 per cent of the items.

Therefore, the hypothesis which was tested and which is rejected was that there were no significant differences between the functions

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actually performed by the grades 7 and 8 teachers in the separate schools of Ottawa and those functions which they perceived they should perform, according to the list of items in the Opinionnaire, and which represented functions recognized by authorities as guidance functions.

In the light of the data gathered in this study, the writer is now in a position to suggest the following generalizations:

Actually only a limited number of teachers do perform some of the functions in such areas of guidance as referral services, information and planning services, counseling and adjustment services, record services, orientation services, group testing, and services to parents and that therefore out of the ten areas of guidance services, the referral services and the information and planning services were actually rendered by a large majority of the teachers.

The teachers also never involved themselves in such activities as cooperating with the staff and services related to research and evaluation. These services require personal investment of the teacher himself, his time, and his effort.

The teachers could not make up their minds on record services, counseling and adjustment services, and services to parents. The teachers must have thought that record services could be rendered by a trained clerk; counseling and adjustment services could be handled by specialists, such as the guidance counselor or the school psychologist; and services to parents could be effectively rendered by the school social worker or visiting teacher.

SUMMARY AND CONCLUSIONS

It could be deduced from the teachers' responses that their actual activities were more related to instruction than to guidance services. One-half of the teachers responded "never" to more than one-fourth of the items in the Opinionnaire. The other half of the teachers were not unanimous in their responses to the rest of the items on any of the other four options. There were those who responded "always" to one-fourth of the items, but the frequencies were not significant enough to be considered as the consensus of the teachers in the sample.

Comparing the teachers' responses on the actual and the ideal response types, it may be surmised that there are factors existing in the schools which prevent these teachers from performing the functions listed in the Opinionnaire the way they perceive them.

It would seem in the light of this research that for teaching and guidance functions to be found in the same person, an intensive preservice and inservice guidance program must be installed.

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The book describes in detail how a classroom teacher, in her daily contact with children, may be able to perform her teaching duties together with some guidance services. The authors emphasize on such areas as orientation, educational guidance, testing, cumulative records, counseling, group guidance, working with guidance personnel, and communicating with parents, where the teacher can effectively be of service to her pupils.

Faust, Verne, The Counselor-Consultant in the Elementary School, Boston, Houghton Mifflin Company, 1968, 325 p.

The book presents a hierarchy of roles of an elementary school counselor under two broad fields: consultation and counseling. It attempts to justify why consultation with groups of and individual teachers and pupils comes first before consultation with administrators, parents, school personnel specialists, and community agencies. It begins with an introductory chapter by C. Gilbert Wrenn and closes with a rationale of human behavior for elementary school counseling.

-----, Establishing Guidance Programs in Elementary Schools, Boston, Houghton Mifflin Company, 1968, 109 p.

Except Chapter I and Part Three as mentioned, this book is almost similar in content to the preceding one. Both emphasize the upside down hierarchy of roles of the counselor as compared to the role of a secondary school counselor.

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The article presents the present status of elementary school guidance, the need for it, and the need of experts to render the varied services which will meet the needs of the children. The study revealed the impossibility of arriving at a consensus of the role and function of the elementary school counselor and an ideal guidance program for a particular school.

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A study which compares the functions school counselors actually perform in the primary and intermediate grades and the functions they preferred they should perform in both levels. Their preferences are also compared with those which the counselor educators judged the counselors should perform in the primary and intermediate grades.

Johnston, Edgar G., Mildred Peters, and William Evraiff, The Role of the Teacher in Guidance, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1959, vii-276 p.

A comprehensive discussion on the responsibilities of the classroom teacher in elementary school guidance. Being guidance-oriented, the teacher is seen with her responsibilities in four settings, namely, as she sees the pupils as individuals; as she sees the pupils as a group; as she is seen working in a team; and as she evaluates her role.

Martinson, Ruth, and Harry Smollenburg, Guidance in Elementary Schools, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1959, xiii-322 p.

The book focuses its view of elementary school guidance on the aspects of adjustment and learning process of the child. Other guidance activities, such as development of forms, collecting and analyzing information, parent study groups, in-service activities for teachers, etc., are auxiliary and subservient to the above-mentioned central process. It closes with a chapter on the importance of orientation of pupils to the secondary school and how this orientation program is carried out.

McDaniel, Henry B., Guidance in the Modern School, New York, Rinehart and Winston, Inc., 1956, 526 p.

The book emphasizes the social and subject-matter context of the learning situation. It includes the teacher's responsibility for the mental health of the pupils through wholesome games and activities and pleasant physical environment of the school; the teacher's use of objective tests, keeping of records and cooperation with personnel specialists; the teacher's initiative in encouraging parent participation; and the teacher's awareness of community activities related to the guidance program.

McKellar, Rebecca L., A Study of Concepts, Functions, and Organizational Characteristics of Guidance in the Elementary School as Reported by Selected Elementary School Guidance Personnel, unpublished doctoral dissertation presented to the Graduate School of Florida State University, Florida, 1963, 189 p.

This is a nationwide study of the general characteristics of the elementary school guidance personnel and the schools they served; the organizational characteristics of guidance in the elementary school; the functions of the elementary school counselor; the comparison between the elementary school counselors and experts or professional people of their philosophical concepts of guidance; the comparison between elementary school counselors and school personnel of their concepts of guidance; and possible solutions to some issues in elementary school guidance.

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The book devotes a section on elementary school guidance as regards changes, reasons for the movement, its concept, and how it differs from secondary school guidance. Presented in the last part of the book are guidance programs successfully operating in two elementary schools in the United States.

Peters, Herman J., Bruce Shertzer, and William Van Hoose, Guidance in Elementary Schools, Chicago, Rand McNally & Company, 1965, 278 p.

The book points out the teacher's responsibilities in the guidance aspect of teaching, such as facilitating pupil learning through guidance activities which will lead to emotional-social development. It includes such responsibilities as observation of educational progress of the school; gathering data and information about pupils; cooperation with the teaching and personnel staff; parent-teacher relationship; and orientation of pupils in the world of work.

Raines, Bill Gene, A Study of the Role of the Counselor in the Elementary Schools of Ohio, unpublished doctoral dissertation presented to the Faculty of the Graduate College of Ohio University, Ohio, 1964, 241 p.

This study presents the opinions of counselors, special service personnel, principals, and counselor educators on the functions of the elementary school counselor in in the elementary schools of Ohio.

Vickers, Maxine Coffey, A Study of the Status and Trends of Elementary School Guidance, According to State Directors in Fifty States, 1965-1966, unpublished doctoral dissertation presented to the Graduate School of the College of Education of the University of Tulsa, Tulsa, Oklahoma, 1966, 277 p.

A nationwide study of the status and trends of guidance practices in the United States and the resolving of issues concerning elementary school counselor's role functions gathered from fifty state guidance directors.

Willey, Roy DeVerl, and Melvin Dunn, The Role of the Teacher in the Guidance Program, Bloomington, Illinois, McKnight & McKnight Publishing Company, 1964, 487 p.

The book discusses the role of the elementary school teacher in guidance under two settings: the present and the future. The first part of the book dwells on the guidance role which the teachers are supposed to be presently performing, and the last chapter anticipates what the teachers can do in the future.

APPENDIX 1

APPENDIX 1

Table XV.-

Five-by-Five Contingency Tables, Each Representing the Tabulated Frequency of the Teachers' Responses on Each of the Corresponding Items in Opinionnaire A and Opinionnaire B With the Computed Chi-square (χ^2) Values and the Total Number (N) of Respondents.

		Item 1				
		<u>Actual</u>				
		N	R	S	U	A
<u>Ideal</u>	N	4	0	0	0	0
	R	2	0	0	0	0
	S	4	4	1	3	0
	U	8	1	4	1	1
	A	26	10	6	12	12
		$\chi^2 = 70.45^*$ N = 99				

		Item 2				
		<u>Actual</u>				
		N	R	S	U	A
<u>Ideal</u>	N	8	0	0	0	0
	R	9	0	0	0	0
	S	11	4	3	1	0
	U	16	1	2	1	0
	A	28	6	7	2	0
		$\chi^2 = 84.33^*$ N = 99				

Note: Zero was the value assigned to cases whose frequencies in symmetrically located cells both equalled zero. This was their contribution to the Chi-square value for the table.

The tabled Chi-square (χ^2) value used to test the rejection or non-rejection of the null hypothesis applied on each contingency table is 23.2 at .01 level of significance, with 10 degrees of freedom. The item number above each table corresponds to the item number in the Opinionnaire. An asterisk (*) after the computed Chi-square (χ^2) value below a table signifies the rejection of the hypothesis.

Item 3Actual

	N	R	S	U	A
N	4	0	0	0	0
R	1	0	0	0	1
S	2	3	0	2	1
U	8	3	4	7	0
A	11	8	17	11	17

Ideal

$$\chi^2 = 59.33^* \quad N = 100$$

Item 4Actual

	N	R	S	U	A
N	1	0	0	0	1
R	0	0	0	1	0
S	2	0	2	0	1
U	3	1	4	5	5
A	7	8	7	23	29

Ideal

$$\chi^2 = 37.57^* \quad N = 100$$

Item 5Actual

	N	R	S	U	A
N	1	1	0	1	0
R	6	2	0	0	0
S	10	2	7	4	1
U	10	5	6	3	1
A	9	3	8	9	7

Ideal

$$\chi^2 = 55.73^* \quad N = 96$$

Item 6Actual

	N	R	S	U	A
N	2	0	1	0	0
R	1	0	0	0	0
S	5	2	1	3	0
U	7	6	5	6	1
A	13	3	22	15	6

Ideal

$$\chi^2 = 69.42^* \quad N = 99$$

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Item 7

Actual

	N	R	S	U	A
N	9	1	0	0	0
R	9	2	0	0	0
S	16	4	4	1	0
U	13	6	4	2	1
A	11	2	9	0	2

Ideal

$$\chi^2 = 70.2^* \quad N = 96$$

Item 8

Actual

	N	R	S	U	A
N	9	0	0	0	0
R	5	1	1	0	0
S	15	4	7	1	0
U	11	6	3	2	1
A	13	3	9	5	1

Ideal

$$\chi^2 = 67.47^* \quad N = 97$$

Item 9

Actual

	N	R	S	U	A
N	9	1	2	0	0
R	5	1	0	0	0
S	18	4	7	3	0
U	17	2	4	2	2
A	6	4	7	2	3

Ideal

$$\chi^2 = 55.61^* \quad N = 99$$

Item 10

Actual

	N	R	S	U	A
N	5	0	1	1	0
R	4	1	0	1	0
S	16	5	7	0	0
U	21	2	0	2	0
A	14	2	10	4	3

Ideal

$$\chi^2 = 70.75^* \quad N = 99$$

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Item 11

Actual

	N	R	S	U	A
N	4	0	0	1	0
R	6	0	1	0	0
S	15	7	5	4	0
U	16	3	8	3	0
A	8	2	9	5	1

Ideal

$$\chi^2 = 67.07^* \quad N = 98$$

Item 12

Actual

	N	R	S	U	A
N	1	0	0	0	0
R	2	1	0	0	0
S	6	1	2	1	0
U	15	2	5	6	1
A	14	5	19	9	8

Ideal

$$\chi^2 = 73.07^* \quad N = 98$$

Item 13

Actual

	N	R	S	U	A
N	3	0	1	0	0
R	10	3	1	0	0
S	22	6	1	1	0
U	19	3	2	1	0
A	14	4	5	2	1

Ideal

$$\chi^2 = 80.07^* \quad N = 99$$

Item 14

Actual

	N	R	S	U	A
N	5	0	1	0	0
R	12	4	1	0	0
S	22	5	5	0	0
U	11	5	2	1	0
A	13	5	3	4	0

Ideal

$$\chi^2 = 76.84^* \quad N = 99$$

Item 15

Actual

	N	R	S	U	A
N	0	0	0	0	0
R	1	0	0	1	0
S	2	0	5	4	0
U	4	5	11	5	3
A	2	8	23	15	10

Ideal

$$X^2 = 53.94^* \quad N = 99$$

Item 16

Actual

	N	R	S	U	A
N	11	1	0	1	0
R	8	3	2	0	0
S	12	4	7	2	0
U	12	1	3	0	0
A	19	0	8	5	0

Ideal

$$X^2 = 60.62^* \quad N = 99$$

Item 17

Actual

	N	R	S	U	A
N	13	0	0	0	1
R	9	3	2	0	0
S	14	1	5	2	0
U	11	0	0	1	0
A	20	3	7	4	2

Ideal

$$X^2 = 67.52^* \quad N = 98$$

Item 18

Actual

	N	R	S	U	A
N	13	1	0	1	0
R	4	4	1	0	0
S	12	5	4	2	0
U	11	3	3	1	0
A	11	6	9	3	5

Ideal

$$X^2 = 57.0^* \quad N = 99$$

Item 19

Actual

<u>Ideal</u>		N	R	S	U	A
	N	29	0	0	0	1
	R	11	1	2	0	0
	S	17	4	3	3	0
	U	6	3	1	0	1
	A	10	3	2	1	1

$\chi^2 = 51.03^*$ $N = 99$

Item 20

Actual

<u>Ideal</u>		N	R	S	U	A
	N	14	1	2	1	1
	R	4	2	2	0	0
	S	19	2	3	2	0
	U	17	3	0	1	0
	A	15	4	2	3	0

$\chi^2 = 56.03^*$ $N = 98$

Item 21

Actual

<u>Ideal</u>		N	R	S	U	A
	N	17	0	1	0	0
	R	10	2	1	0	0
	S	17	4	4	2	0
	U	16	2	5	1	0
	A	11	2	1	2	1

$\chi^2 = 61.31^*$ $N = 99$

Item 22

Actual

<u>Ideal</u>		N	R	S	U	A
	N	9	0	0	0	0
	R	3	0	0	1	0
	S	5	6	4	2	3
	U	11	1	6	2	2
	A	14	5	10	9	6

$\chi^2 = 54.22^*$ $N = 99$

Item 23Actual

	N	R	S	U	A
N	7	0	0	0	0
R	5	0	2	0	0
S	9	4	2	2	1
U	10	1	3	1	3
A	17	5	9	9	9

Ideal

$$X^2 = 57.27^* \quad N = 99$$

Item 24Actual

	N	R	S	U	A
N	8	0	0	0	0
R	1	2	0	0	0
S	10	4	1	2	0
U	12	4	4	5	2
A	12	5	6	13	7

Ideal

$$X^2 = 62.74^* \quad N = 98$$

Item 25Actual

	N	R	S	U	A
N	14	0	0	0	0
R	2	1	0	0	0
S	20	3	2	1	1
U	8	2	1	6	2
A	9	6	8	8	5

Ideal

$$X^2 = 59.04^* \quad N = 99$$

Item 26Actual

	N	R	S	U	A
N	9	1	1	0	0
R	3	2	0	1	0
S	18	6	2	1	0
U	19	2	4	3	1
A	16	3	5	2	0

Ideal

$$X^2 = 67.67^* \quad N = 99$$

Item 27

Actual

<u>Ideal</u>		N	R	S	U	A
	N	13	0	0	0	0
	R	4	2	0	0	0
	S	18	3	4	3	1
	U	16	0	3	1	0
	A	9	5	8	6	3

$$\chi^2 = 66.44^* \quad N = 99$$

Item 28

Actual

<u>Ideal</u>		N	R	S	U	A
	N	5	1	0	0	1
	R	1	0	0	0	0
	S	10	5	4	1	0
	U	9	1	6	3	0
	A	25	5	8	8	5

$$\chi^2 = 71.72^* \quad N = 98$$

Item 29

Actual

<u>Ideal</u>		N	R	S	U	A
	N	2	0	0	0	2
	R	2	0	0	0	0
	S	3	2	2	0	0
	U	2	0	2	2	6
	A	20	1	7	12	34

$$\chi^2 = 35.73^* \quad N = 99$$

Item 30

Actual

<u>Ideal</u>		N	R	S	U	A
	N	3	0	0	0	0
	R	3	0	1	1	0
	S	8	2	7	3	0
	U	7	4	8	6	2
	A	15	2	6	14	8

$$\chi^2 = 54.4^* \quad N = 100$$

Item 31

Actual

<u>Ideal</u>		N	R	S	U	A
	N	5	0	0	1	0
	R	4	0	0	2	0
	S	7	0	5	2	1
	U	9	3	5	1	1
	A	30	2	8	10	3

$$\chi^2 = 63.69^* \quad N = 99$$

Item 32

Actual

<u>Ideal</u>		N	R	S	U	A
	N	3	0	1	0	1
	R	2	1	0	1	2
	S	1	0	1	4	0
	U	2	1	0	4	4
	A	10	1	0	18	42

$$\chi^2 = 24.6^* \quad N = 99$$

Item 33

Actual

<u>Ideal</u>		N	R	S	U	A
	N	0	0	0	0	0
	R	0	1	0	0	0
	S	1	2	2	3	1
	U	0	1	4	7	3
	A	5	0	5	28	35

$$\chi^2 = 31.97^* \quad N = 98$$

Item 34

Actual

<u>Ideal</u>		N	R	S	U	A
	N	8	1	1	1	1
	R	2	2	3	0	0
	S	11	1	6	4	1
	U	8	4	5	5	1
	A	5	3	7	14	6

$$\chi^2 = 40.65^* \quad N = 100$$

Item 35

Actual

	N	R	S	U	A
N	7	0	5	0	0
R	5	2	0	0	0
S	9	6	7	3	1
U	12	2	6	2	0
A	9	6	3	11	3

Ideal

$$\chi^2 = 54.14^* \quad N = 99$$

Item 36

Actual

	N	R	S	U	A
N	6	0	1	0	0
R	5	0	2	1	0
S	11	9	8	5	0
U	10	4	9	1	0
A	10	3	4	9	2

Ideal

$$\chi^2 = 56.72^* \quad N = 100$$

Item 37

Actual

	N	R	S	U	A
N	1	0	0	0	0
R	1	0	2	0	0
S	9	3	5	0	2
U	9	5	8	7	0
A	6	8	14	12	8

Ideal

$$\chi^2 = 67.2^* \quad N = 100$$

Item 38

Actual

	N	R	S	U	A
N	0	0	1	0	0
R	2	1	0	0	0
S	3	2	6	1	0
U	3	5	10	7	0
A	2	4	19	24	10

Ideal

$$\chi^2 = 69.36^* \quad N = 100$$

Item 39

Actual

	N	R	S	U	A
N	0	0	1	0	0
R	0	0	0	0	0
S	1	2	1	2	0
U	0	0	2	6	0
A	0	1	2	15	65

Ideal

$$\chi^2 = 20.0 \quad N = 98$$

Item 40

Actual

	N	R	S	U	A
N	1	1	0	0	0
R	0	0	1	1	0
S	3	1	3	6	0
U	3	9	9	4	2
A	4	2	18	18	12

Ideal

$$\chi^2 = 50.8^* \quad N = 98$$

Item 41

Actual

	N	R	S	U	A
N	0	0	0	0	0
R	0	0	0	1	0
S	1	2	2	2	1
U	4	1	8	12	0
A	4	4	19	19	19

Ideal

$$\chi^2 = 53.8^* \quad N = 99$$

Item 42

Actual

	N	R	S	U	A
N	1	0	0	0	0
R	0	0	0	0	0
S	0	1	0	1	1
U	0	4	5	3	0
A	1	2	9	42	29

Ideal

$$\chi^2 = 59.07^* \quad N = 99$$

Item 43Actual

	N	R	S	U	A
N	1	0	0	0	0
R	0	0	0	0	0
S	1	2	0	1	2
U	4	3	9	4	1
A	3	6	15	28	20

Ideal

$$\chi^2 = 60.48^* \quad N = 100$$

Item 44Actual

	N	R	S	U	A
N	5	0	0	1	0
R	1	1	1	0	0
S	6	1	0	1	0
U	7	9	10	3	0
A	15	10	17	7	3

Ideal

$$\chi^2 = 76.86^* \quad N = 98$$

Item 45Actual

	N	R	S	U	A
N	1	0	0	0	0
R	0	0	0	1	0
S	0	1	6	2	1
U	4	3	6	9	3
A	1	5	14	16	27

Ideal

$$\chi^2 = 34.16^* \quad N = 100$$

Item 46Actual

	N	R	S	U	A
N	1	0	0	0	0
R	2	0	0	1	0
S	10	3	2	3	0
U	7	2	6	4	2
A	6	5	15	17	14

Ideal

$$\chi^2 = 61.17^* \quad N = 100$$

Item 47

Actual

	N	R	S	U	A
N	1	1	0	0	1
R	0	1	0	0	0
S	1	1	2	3	1
U	1	0	4	5	2
A	0	5	8	29	34

$$X^2 = 39.1^* \quad N = 100$$

Item 48

Actual

	N	R	S	U	A	
Ideal	N	1	0	0	0	1
	R	2	0	0	0	0
	S	2	1	1	3	1
	U	6	0	1	5	2
	A	8	9	11	19	27

$$X^2 = 48.53^* \quad N = 100$$

Item 49

Actual

	N	R	S	U	A	
<u>Ideal</u>	N	1	0	0	0	1
	R	0	1	0	0	0
	S	2	0	1	6	1
	U	3	0	6	5*	2
	A	5	7	7	20	32

$$X^2 = 33.9^* \quad N = 100$$

Item 50

Actual

	N	R	S	U	A	
<u>Ideal</u>	N	2	1	0	0	2
	R	0	1	1	0	0
	S	2	1	2	4	1
	U	3	2	4	5	1
	A	6	9	10	18	24

$$X^2 = 41.57^* \quad N = 99$$

Item 51

Actual

	N	R	S	U	A
N	0	0	0	0	1
R	0	2	2	0	0
S	1	0	1	4	0
U	4	6	9	3	2
A	4	3	9	22	26

Ideal

$$\chi^2 = 45.39^* \quad N = 99$$

Item 52

Actual

	N	R	S	U	A
N	0	0	0	0	1
R	0	1	0	0	0
S	0	3	1	3	0
U	1	0	8	9	2
A	1	2	15	33	20

Ideal

$$\chi^2 = 50.73^* \quad N = 100$$

Item 53

Actual

	N	R	S	U	A
N	0	1	1	1	0
R	1	1	1	1	1
S	0	2	7	1	1
U	2	2	8	7	2
A	1	1	11	29	18

Ideal

$$\chi^2 = 40.28^* \quad N = 100$$

Item 54

Actual

	N	R	S	U	A
N	0	0	0	0	0
R	2	0	0	0	0
S	2	0	3	4	0
U	0	2	10	8	2
A	4	2	13	26	21

Ideal

$$\chi^2 = 48.14^* \quad N = 99$$

Item 55

Actual

<u>Ideal</u>		N	R	S	U	A
	N	3	1	2	0	0
	R	3	0	1	1	0
	S	6	4	6	10	1
	U	8	5	8	6	6
	A	4	3	9	10	3

$$\chi^2 = 30.09^* \quad N = 100$$

Item 56

Actual

<u>Ideal</u>		N	R	S	U	A
	N	2	0	0	0	0
	R	0	1	0	1	0
	S	5	2	6	3	1
	U	5	8	13	7	2
	A	2	4	8	16	14

$$\chi^2 = 46.02^* \quad N = 100$$

Item 57

Actual

<u>Ideal</u>		N	R	S	U	A
	N	0	0	0	0	1
	R	0	0	2	0	1
	S	4	3	4	5	2
	U	3	2	10	13	3
	A	1	2	10	16	18

$$\chi^2 = 25.42^* \quad N = 100$$

Item 58

Actual

<u>Ideal</u>		N	R	S	U	A
	N	1	0	0	0	0
	R	0	1	1	0	0
	S	8	6	6	3	1
	U	3	11	9	5	1
	A	7	6	13	7	11

$$\chi^2 = 56.36^* \quad N = 100$$

Item 59

Actual

	N	R	S	U	A
N	4	1	0	0	1
R	7	5	1	0	0
S	20	5	4	2	0
U	6	7	8	3	0
A	2	9	10	3	2

Ideal

$\chi^2 = 66.1^*$ $N = 100$

Item 60

Actual

	N	R	S	U	A
N	7	2	1	0	1
R	6	4	2	2	0
S	19	11	6	2	0
U	8	3	7	2	0
A	5	5	4	2	1

Ideal

$\chi^2 = 49.08^*$ $N = 100$

Item 61

Actual

	N	R	S	U	A
N	1	0	0	0	0
R	2	2	0	0	0
S	3	8	6	4	0
U	11	4	13	5	1
A	4	6	13	11	6

Ideal

$\chi^2 = 64.09^*$ $N = 100$

Item 62

Actual

	N	R	S	U	A
N	1	0	0	0	0
R	1	0	0	1	0
S	2	2	3	4	0
U	2	2	3	7	1
A	8	3	7	35	18

Ideal

$\chi^2 = 57.58^*$ $N = 100$

Item 63

Actual

<u>Ideal</u>	N	R	S	U	A
	N	0	1	0	0
	R	4	1	0	0
	S	3	1	4	3
	U	12	3	13	6
	A	10	7	14	10

$$\chi^2 = 68.05^* \quad N = 100$$

Item 64

Actual

<u>Ideal</u>	N	R	S	U	A
	N	0	0	0	0
	R	0	1	0	0
	S	2	3	3	0
	U	6	4	16	7
	A	6	4	17	21

$$\chi^2 = 73.4^* \quad N = 100$$

Item 65

Actual

<u>Ideal</u>	N	R	S	U	A
	N	2	0	0	0
	R	5	2	1	1
	S	9	2	6	1
	U	8	8	8	4
	A	8	4	16	7

$$\chi^2 = 68.21^* \quad N = 100$$

Item 66

Actual

<u>Ideal</u>	N	R	S	U	A
	N	0	0	0	0
	R	1	0	3	0
	S	3	2	4	0
	U	5	2	9	8
	A	8	9	17	17

$$\chi^2 = 68.42^* \quad N = 97$$

Item 67Actual

	N	R	S	U	A
N	5	1	1	0	0
R	5	3	2	1	0
S	1	4	1	4	1
U	2	1	8	5	0
A	13	7	18	7	9

Ideal

$$\chi^2 = 48.88^* \quad N = 99$$

Item 68Actual

	N	R	S	U	A
N	6	0	1	0	0
R	3	4	3	0	0
S	5	6	1	0	2
U	10	8	4	2	1
A	14	9	10	8	1

Ideal

$$\chi^2 = 62.44^* \quad N = 98$$

Item 69Actual

	N	R	S	U	A
N	1	0	0	0	0
R	0	0	0	0	0
S	10	6	4	3	0
U	16	4	6	1	0
A	18	6	14	6	3

Ideal

$$\chi^2 = 81.0^* \quad N = 98$$

Item 70Actual

	N	R	S	U	A
N	0	0	1	0	0
R	0	1	0	0	0
S	10	12	9	1	1
U	5	11	9	5	0
A	2	5	13	12	3

Ideal

$$\chi^2 = 71.05^* \quad N = 100$$

Item 71

Actual

	N	R	S	U	A
<u>Ideal</u>					
N	2	0	0	0	0
R	5	0	0	1	0
S	8	2	4	2	0
U	11	4	4	3	3
A	12	3	13	12	10

$$X^2 = 61.87^* \quad N = 99$$

Item 72

Actual

	N	R	S	U	A
<u>Ideal</u>					
N	2	0	0	0	0
R	2	0	2	1	0
S	10	4	6	0	3
U	7	4	8	2	4
A	7	5	10	11	10

$$X^2 = 48.51^* \quad N = 98$$

Item 73

Actual

	N	R	S	U	A
<u>Ideal</u>					
N	1	1	0	0	0
R	3	0	2	0	0
S	6	6	4	2	1
U	8	4	3	6	4
A	6	4	11	15	11

$$X^2 = 45.9^* \quad N = 98$$

Item 74

Actual

	N	R	S	U	A
<u>Ideal</u>					
N	2	0	0	0	0
R	3	0	1	0	0
S	11	3	7	1	2
U	8	3	5	6	0
A	11	5	5	13	12

$$X^2 = 58.96^* \quad N = 98$$

Item 75

Actual

<u>Ideal</u>		N	R	S	U	A
	N	0	0	0	0	0
	R	0	0	0	0	0
	S	1	5	5	1	2
	U	0	4	10	11	4
	A	1	6	8	26	14

$$\chi^2 = 44.09^* \quad N = 98$$

Item 76

Actual

<u>Ideal</u>		N	R	S	U	A
	N	2	0	1	0	0
	R	2	0	0	2	0
	S	13	8	10	4	1
	U	5	6	6	4	1
	A	9	3	8	9	2

$$\chi^2 = 51.53^* \quad N = 96$$

Item 77

Actual

<u>Ideal</u>		N	R	S	U	A
	N	4	0	0	0	0
	R	1	0	2	1	1
	S	8	6	4	1	2
	U	8	4	8	3	1
	A	10	5	9	15	4

$$\chi^2 = 55.61^* \quad N = 97$$

Item 78

Actual

<u>Ideal</u>		N	R	S	U	A
	N	8	0	0	0	0
	R	7	1	1	0	0
	S	9	7	4	3	1
	U	9	3	3	2	1
	A	17	9	4	3	4

$$\chi^2 = 61.3^* \quad N = 96$$

APPENDIX 1

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Item 79

Actual

<u>Ideal</u>		N	R	S	U	A
	N	13	0	0	0	0
	R	15	1	0	0	0
	S	16	2	0	0	0
	U	20	3	1	1	0
	A	22	2	1	0	0

$$X^2 = 82.0^* \quad N = 97$$

Item 80

Actual

<u>Ideal</u>		N	R	S	U	A
	N	9	1	0	0	0
	R	12	1	1	0	0
	S	21	8	1	0	1
	U	11	2	0	0	0
	A	17	4	2	3	2

$$X^2 = 73.08^* \quad N = 96$$

APPENDIX 2

OPINIONNAIRE A

PART II. FUNCTIONS YOU ACTUALLY PERFORM.

DIRECTIONS:

This is PART II of the opinionnaire. The purpose of this is to elicit your responses describing how frequently you ACTUALLY perform various functions we have described.

Please place a circle around the letter opposite each item on this opinionnaire which best describes your response. The possible responses are as follows:

N = NEVER, meaning, at no time, not ever, or on no occasion do I actually perform this function.

R = RARELY, meaning, seldom, very infrequently, or hardly ever do I actually perform this function.

S = SOMETIMES, meaning, about half of the time I do and about half of the time I do not actually perform this function.

U = USUALLY, meaning, frequently, most often, or ordinarily I do actually perform this function.

A = ALWAYS, meaning, in every instance, invariably, or without exception I do actually perform this function.

Remember, you are to make your choice in terms of the degree to which you DO ACTUALLY perform the function.

THANK YOU.

OPINIONNAIRE A

PART II. FUNCTIONS YOU ACTUALLY PERFORM.

DIRECTIONS:

This is PART II of the opinionnaire. The purpose of this part is to elicit your responses describing how frequently you ACTUALLY perform various functions we have described.

Please place a circle around the letter opposite each item on this opinionnaire which best describes your response. The possible responses are as follows:

N = NEVER

S = SOMETIMES

A = ALWAYS

R = RARELY

U = USUALLY

ACTUAL

- | | |
|---|----------------|
| 1. Have an individual conference with each child new to the school. - - - - - | (1) N R S U A |
| 2. Take pupils new to the school on a tour of the school plant. - - - - - | (2) N R S U A |
| 3. In the spring, prepare pupils for the next higher grade or school by group discussion and visits. - - - - - | (3) N R S U A |
| 4. Conduct class discussion, in the fall, on school purposes, rules, facilities, and staff members. - - - - - | (4) N R S U A |
| 5. Arrange "get acquainted" activities for pupils. - - - - - | (5) N R S U A |
| 6. Conduct studies of children presenting special learning or adjustment problems. - | (6) N R S U A |
| 7. Administer sociometric inventories.-- | (7) N R S U A |
| 8. Summarize and interpret sociogram results and develop plans to facilitate pupil adjustment with peers. - - - - - | (8) N R S U A |
| 9. Discuss with the class general sociometric findings without identifying specific children. - - - - - | (9) N R S U A |
| 10. Provide individual conferences for those children who wish to discuss sociometric results and peer relationships. - - - - - | (10) N R S U A |

				<u>ACTUAL</u>				
11. Administer personal data blanks, auto-biographies, or completion sentences as student appraisal devices. - - - - -	-(11)	N	R	S	U	A		
12. Make observations and write anecdotal records on pupils selected for study.- - -	-(12)	N	R	S	U	A		
13. Visit the home of pupils presenting special problems. - - - - -	-(13)	N	R	S	U	A		
14. Visit children's homes to better understand their total environment. - - - - -	-(14)	N	R	S	U	A		
15. Involve pupils in self-appraisal activities so that they may better know their own strong and weak points. - - - - -	-(15)	N	R	S	U	A		
16. Administer intelligence tests. - - - - -	-(16)	N	R	S	U	A		
17. Score intelligence tests.- - - - -	-(17)	N	R	S	U	A		
18. Discuss with the class the meaning of intelligence test results. - - - - -	-(18)	N	R	S	U	A		
19. Interpret to individual pupils their intelligence test results. - - - - -	-(19)	N	R	S	U	A		
20. Discuss with the groups of parents the meaning of intelligence test results.- - -	-(20)	N	R	S	U	A		
21. Interpret to individual parents their children's intelligence test results.- - -	-(21)	N	R	S	U	A		
22. Administer achievement tests.- - - - -	-(22)	N	R	S	U	A		
23. Score achievement tests. - - - - -	-(23)	N	R	S	U	A		
24. Discuss with the class the meaning of achievement test results.- - - - -	-(24)	N	R	S	U	A		
25. Interpret to individual pupils their achievement test results.- - - - -	-(25)	N	R	S	U	A		
26. Discuss with groups of parents the meaning of achievement test results. - - -	-(26)	N	R	S	U	A		
27. Interpret individually to parents their child's achievement test results.- - - - -	-(27)	N	R	S	U	A		
28. Analyze the instructional implications of intelligence and achievement test results. - - - - -	-(28)	N	R	S	U	A		

				<u>ACTUAL</u>				
29. Record the test results in the cumulative folder. - - - - - (29)	N	R	S	U	A			
30. Use group test results for diagnostic purposes. - - - - - (30)	N	R	S	U	A			
31. Test new pupils transferring into the school without adequate intelligence and achievement test results.- - - - - (31)	N	R	S	U	A			
32. Assume responsibility for keeping children's cumulative records up to date.(32)	N	R	S	U	A			
33. Analyze cumulative record information to better understand the children. - - - (33)	N	R	S	U	A			
34. Discuss with the class the purpose and contents of cumulative records.- - - (34)	N	R	S	U	A			
35. Discuss individually with children the contents of their cumulative record, except that material which is confidential.- - - - - (35)	N	R	S	U	A			
36. Discuss with parents their child's cumulative record, except for the confidential material. - - - - - (36)	N	R	S	U	A			
37. Evaluate instructional materials regarding the picture they give children concerning the world of work.- - - - - (37)	N	R	S	U	A			
38. Plan activities (discussions, field trips) to stimulate interest in the world of work.- - - - - (38)	N	R	S	U	A			
39. Help children develop the attitude that all honest occupations are worthy of respect. - - - - - (39)	N	R	S	U	A			
40. Develop and teach units on the world of work. - - - - - (40)	N	R	S	U	A			
41. Counsel with children regarding the relationship between their self concept and their future vocational plans. - - - (41)	N	R	S	U	A			
42. Teach children methods of effective studying. - - - - - (42)	N	R	S	U	A			

		<u>ACTUAL</u>				
43. Develop and teach a unit on how to study.(43)	N	R	S	U	A	
44. Obtain and show guidance films and discuss them with the class. - - - - - (44)	N	R	S	U	A	
45. Discuss with the pupils their future vocational plans. - - - - - (45)	N	R	S	U	A	
46. Provide individual conferences in which pupils might discuss their future goals and plans. - - - - - (46)	N	R	S	U	A	
47. Identify children who should be referred to the school nurse. - - - - - (47)	N	R	S	U	A	
48. Identify children who should be referred to the speech therapist. - - - - - (48)	N	R	S	U	A	
49. Identify children who should be referred to the school psychologist. - - - - - (49)	N	R	S	U	A	
50. Identify children who should be referred for psychiatric help.- - - - - (50)	N	R	S	U	A	
51. Refer children to be screened for special classes for the gifted or slow learners. - - - - - (51)	N	R	S	U	A	
52. Help children who are not doing well to develop effective subject matter skills.- - - - - (52)	N	R	S	U	A	
53. Give remedial help to children who have fallen behind in reading or mathematics or other subjects. - - - - - (53)	N	R	S	U	A	
54. Have individual conferences with children who are not achieving well in school.- - (54)	N	R	S	U	A	
55. Meet with small groups of children who present attendance, behavior, or learning problems. - - - - - (55)	N	R	S	U	A	
56. Develop and teach units on social and emotional adjustment. - - - - - (56)	N	R	S	U	A	
57. Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves. - - - - - (57)	N	R	S	U	A	

		<u>ACTUAL</u>				
58. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups. - - - - - (58)	N	R	S	U	A	
59. Counsel in groups children who have educational type problems in common. - - (59)	N	R	S	U	A	
60. Counsel with groups of children who have personal type problems in common. - (60)	N	R	S	U	A	
61. Plan sessions to help children to better understand and cope with their emotions.--(61)	N	R	S	U	A	
62. Seek background information about children prior to counseling. - - - - - (62)	N	R	S	U	A	
63. Schedule individual conferences for children in which they may discuss matters of concern or of interest. - - - (63)	N	R	S	U	A	
64. Use counseling to help children in their normal development. - - - - - (64)	N	R	S	U	A	
65. Develop mental health units in which children discuss or write about their fears, their angers, or their problems.-- (65)	N	R	S	U	A	
66. Provide individual counseling for those children presenting learning or adjustment difficulties. - - - - - (66)	N	R	S	U	A	
67. Counsel with children with deeper types of problems. - - - - - (67)	N	R	S	U	A	
68. Do diagnostic work with children presenting problems. - - - - - (68)	N	R	S	U	A	
69. Attend in-service education for teachers related to pupil appraisal, testing, use of school records, referral sources and procedures, and mental health in the classroom. - - - - - (69)	N	R	S	U	A	
70. Make recommendations for curriculum change.-- - - - - (70)	N	R	S	U	A	
71. Conduct parent conferences to better acquaint them with the school, the school program, and to develop a good home-school relationship. - - - - - (71).	N	R	S	U	A	

				<u>ACTUAL</u>	
72. Conduct parent conferences to discuss the academic programs and adjustment of their child in school. - - - - - (72)	N	R	S	U	A
73. Conduct parent conferences to discuss children who are experiencing academic difficulty. - - - - - (73)	N	R	S	U	A
74. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.- - - - - (74)	N	R	S	U	A
75. Consult with parents regarding the development of their child.- - - - - (75)	N	R	S	U	A
76. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment.--(76)	N	R	S	U	A
77. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral.- - - - (77)	N	R	S	U	A
78. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment. - - - - - (78)	N	R	S	U	A
79. Meet with small groups of parents when they have children with similar problems and the parents wish help. - - - - - (79)	N	R	S	U	A
80. Undertake research and evaluation studies regarding the effectiveness of the psychological services provided. - - - - (80)	N	R	S	U	A

OPINIONNAIRE B

PART III. FUNCTIONS YOU JUDGE YOU IDEALLY SHOULD PERFORM.

DIRECTIONS:

This is PART III of the opinionnaire. The purpose of this is to elicit your responses describing how frequently you judge you IDEALLY should perform the various functions we have described.

Assuming the situation or occasion arises when the function could be performed, and further assuming that you have any degree of preparation, experience, and/or freedom (from the administration) that may be required to perform the function, please place a circle around the letter opposite each item on this opinionnaire which best describes your response. The possible options are as follows:

N = NEVER, meaning, at no time, or on no occasion
should I perform this function.

R = RARELY, meaning, seldom, very infrequently, or
hardly ever should I perform
this function.

S = SOMETIMES, meaning, about half the time I
should and about half the time
I should not perform this
function.

U = USUALLY, meaning, frequently, most often, or
ordinarily I should perform
this function.

A = ALWAYS, meaning, in every instance, invariably,
or without exception I should
perform this function.

Remember, you are to record your choices on the basis of what you think is IDEAL and in view of the following assumptions:

1. A situation has arisen where the function could be performed, and
2. You have any degree of preparation, experience, and/or freedom (from the administration) that may be required.

THANK YOU.

OPINIONNAIRE B

PART III. FUNCTIONS YOU JUDGE YOU IDEALLY SHOULD PERFORM.

DIRECTIONS:

This is PART III of the opinionnaire. The purpose of this part is to elicit your responses describing how frequently you judge you IDEALLY should perform the various functions we have described.

Assuming the situation or occasion arises when the function could be performed, and further assuming that you have any degree of preparation, experience, and/or freedom (from the administration) that may be required to perform the function, please place a circle around the letter opposite each item on this opinionnaire which best describes your response. The possible options are as follows:

N = NEVER

S = SOMETIMES

A = ALWAYS

R = RARELY

U = USUALLY

						<u>IDEAL</u>
1. Have an individual conference with each child new to the school. - - - - -	(1)	N	R	S	U	A
2. Take pupils new to the school on a tour of the school plant. - - - - -	(2)	N	R	S	U	A
3. In the spring, prepare pupils for the next higher grade or school by group discussion and visits. - - - - -	(3)	N	R	S	U	A
4. Conduct class discussion, in the fall, on school purposes, rules, facilities, and staff members. - - - - -	(4)	N	R	S	U	A
5. Arrange "get acquainted" activities for pupils. - - - - -	(5)	N	R	S	U	A
6. Conduct studies of children presenting special learning or adjustment problems. - - - - -	(6)	N	R	S	U	A
7. Administer sociometric inventories. - - - - -	(7)	N	R	S	U	A
8. Summarize and interpret sociogram results and develop plans to facilitate pupil adjustment with peers. - - - - -	(8)	N	R	S	U	A
9. Discuss with the class general sociometric findings without identifying specific children. - - - - -	(9)	N	R	S	U	A
10. Provide individual conferences for those children who wish to discuss sociometric results and peer relationships. - - - - -	(10)	N	R	S	U	A

						<u>IDEAL</u>				
29.	Record the test results in the cumulative folder. - - - - -	(29)	N	R	S	U	A			
30.	Use group test results for diagnostic purposes. - - - - -	(30)	N	R	S	U	A			
31.	Test new pupils transferring into the school without adequate intelligence and achievement test results.- - - - -	(31)	N	R	S	U	A			
32.	Assume responsibility for keeping children's cumulative records up to date.(32)	(32)	N	R	S	U	A			
33.	Analyze cumulative record information to better understand the children. - - -	(33)	N	R	S	U	A			
34.	Discuss with the class the purpose and contents of cumulative records.- - -	(34)	N	R	S	U	A			
35.	Discuss individually with children the contents of their cumulative record, except that material which is confidential.- - - - -	(35)	N	R	S	U	A			
36.	Discuss with parents their child's cumulative record, except for the confidential material. - - - - -	(36)	N	R	S	U	A			
37.	Evaluate instructional materials regarding the picture they give children concerning the world of work.- - - - -	(37)	N	R	S	U	A			
38.	Plan activities (discussions, field trips) to stimulate interest in the world of work.- - - - -	(38)	N	R	S	U	A			
39.	Help children develop the attitude that all honest occupations are worthy of respect. - - - - -	(39)	N	R	S	U	A			
40.	Develop and teach units on the world of work. - - - - -	(40)	N	R	S	U	A			
41.	Counsel with children regarding the relationship between their self concept and their future vocational plans. - - -	(41)	N	R	S	U	A			
42.	Teach children methods of effective studying. - - - - -	(42)	N	R	S	U	A			

	<u>IDEAL</u>				
43. Develop and teach a unit on how to study.(43)	N	R	S	U	A
44. Obtain and show guidance films and discuss them with the class. - - - - - (44)	N	R	S	U	A
45. Discuss with the pupils their future vocational plans. - - - - - (45)	N	R	S	U	A
46. Provide individual conferences in which pupils might discuss their future goals and plans. - - - - - (46)	N	R	S	U	A
47. Identify children who should be referred to the school nurse. - - - - - (47)	N	R	S	U	A
48. Identify children who should be referred to the speech therapist. - - - - - (48)	N	R	S	U	A
49. Identify children who should be referred to the school psychologist. - - - - - (49)	N	R	S	U	A
50. Identify children who should be referred for psychiatric help.- - - - - (50)	N	R	S	U	A
51. Refer children to be screened for special classes for the gifted or slow learners. - - - - - (51)	N	R	S	U	A
52. Help children who are not doing well to develop effective subject matter skills.- - - - - (52)	N	R	S	U	A
53. Give remedial help to children who have fallen behind in reading or mathematics or other subjects. - - - - - (53)	N	R	S	U	A
54. Have individual conferences with children who are not achieving well in school.- - (54)	N	R	S	U	A
55. Meet with small groups of children who present attendance, behavior, or learning problems. - - - - - (55)	N	R	S	U	A
56. Develop and teach units on social and emotional adjustment. - - - - - (56)	N	R	S	U	A
57. Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves. - - - - - (57)	N	R	S	U	A

		<u>IDEAL</u>				
58. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups. - - - - - (58)	N	R	S	U	A	
59. Counsel in groups children who have educational type problems in common. - - (59)	N	R	S	U	A	
60. Counsel with groups of children who have personal type problems in common. - (60)	N	R	S	U	A	
61. Plan sessions to help children to better understand and cope with their emotions.--(61)	N	R	S	U	A	
62. Seek background information about children prior to counseling. - - - - - (62)	N	R	S	U	A	
63. Schedule individual conferences for children in which they may discuss matters of concern or of interest. - -- (63)	N	R	S	U	A	
64. Use counseling to help children in their normal development. - - - - - (64)	N	R	S	U	A	
65. Develop mental health units in which children discuss or write about their fears, their angers, or their problems.-- (65)	N	R	S	U	A	
66. Provide individual counseling for those children presenting learning or adjustment difficulties. - - - - - (66)	N	R	S	U	A	
67. Counsel with children with deeper types of problems. - - - - - (67)	N	R	S	U	A	
68. Do diagnostic work with children presenting problems. - - - - - (68)	N	R	S	U	A	
69. Attend in-service education for teachers related to pupil appraisal, testing, use of school records, referral sources and procedures, and mental health in the classroom. - - - - - (69)	N	R	S	U	A	
70. Make recommendations for curriculum change.-- - - - - (70)	N	R	S	U	A	
71. Conduct parent conferences to better acquaint them with the school, the school program, and to develop a good home-school relationship. - - - - - (71)	N	R	S	U	A	

APPENDIX 3

EDUCATIONAL RESEARCH CENTER

Separate Schools of Ottawa

April 17, 1969

Dear Colleague:

I am presently undertaking a study on the functions of classroom teachers in the elementary schools of Ottawa. This study intends to compare the functions you and other elementary school teachers actually perform with those functions you and other elementary school teachers judge should ideally perform; to furnish the University of Ottawa with valid and usable information for curriculum development and/or for further research along this line; and to meet the thesis requirement of the Faculty of Education, Graduate School, University of Ottawa, where I am presently completing my course.

In order to make this study a success, the highest possible percentage of participation is necessary. I am, therefore, humbly requesting your kind cooperation.

Enclosed is a set of OPINIONNAIRES which I hope will not take much of your time to accomplish. This instrument has three parts. Part I asks for your personal and school data; Part II (OPINIONNAIRE A) asks for functions you actually perform; and Part III (OPINIONNAIRE B) asks for functions you judge you ideally should perform. Please rest assured that all data gathered in this opinionnaire will be treated with strict confidentiality.

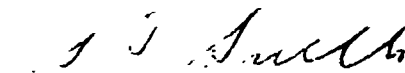
Inasmuch as the end of this academic year is fast approaching, may I venture to expect the return of the enclosed opinionnaire, duly accomplished, in two-weeks time? Enclosed is a stamped, self-addressed envelope for your convenience. You will notice that the said envelope is addressed:

Dr. Lionel Desjarlais.
Dean, Faculty of Education
University of Ottawa

Dr. Desjarlais is concurrently Coordinator of the Separate School Board Research Center. The return of this opinionnaire to the above address is made possible through an arrangement with the Office of the Dean.

Hoping for your prompt response, I express my sincere thanks and gratitude for your participation in this study.

Sincerely yours,


S. T. SEVILLE

CENTRE DE RECHERCHES PEDAGOGIQUES
Ecoles Séparées d'Ottawa.

Le 17 avril 1969.

Cher collègue,

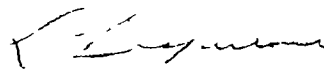
Serez-vous assez bon de bien vouloir répondre au questionnaire que nous vous adressons ce matin: je ne tiens compte que le fait qu'il soit en anglais est peut-être contraire aux principes que nous tenons en ce qui a trait aux recherches qui se font dans nos Ecoles. Cependant, il s'agit ici d'un projet de recherche de doctorat que poursuit un de nos étudiants qui vient de l'Asie et qui ne possède pas la langue française suffisamment pour vous offrir son questionnaire en français. La traduction, d'ailleurs, de ce questionnaire serait assez coûteuse et retarderait le projet au point qu'il nous serait impossible de vous demander cette année de bien vouloir y apporter votre collaboration.

Tout en répondant au questionnaire vous vous rendrez compte, je crois, que les renseignements que nous demandons seront d'une grande utilité pour le Comité des Recherches Pédagogiques des Ecoles Séparées. Grâce à ces renseignements nous croyons qu'il nous sera possible d'implanter d'ici quelque temps un programme d'orientation beaucoup plus réaliste à l'école élémentaire.

D'une façon générale nous demandons l'anonymat quoique ce genre de recherche ne l'exige pas. Nous pouvons vous assurer que tout renseignement que nous tirerons de vos réponses restera strictement confidentiel et ne sera connu d'aucune façon du public en général ou du corps professoral de l'école en particulier.

Cependant, vous vous rendrez compte avec nous qu'il est très important que nous puissions rappeler à votre mémoire ce petit service. C'est pour cette raison que nous avons inscrit sur votre questionnaire un numéro; ce numéro servira uniquement pour contrôler la ceuillette des questionnaires et nullement pour vous identifier. Nous vous demandons de nous faire confiance et nous voulons encore une fois vous remercier pour ce service qui sera, je le répète, d'une grande utilité dans la planification d'un programme d'orientation scolaire à l'école élémentaire qui tiendra compte du potentiel de l'enseignant de même que la possibilité de services supplémentaires que pourrait offrir un orienteur. Merci,

Bien à vous,



Lionel Desjarlais, Ph.D.,
Docteur.

LD/ja

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Table XVI.-
Personal and School Data *Sample*

Item	Response Categories					
	Male			Female		
1. Sex	44			56		
	20 to 24	25 to 29	30 to 34	35 to 44	45 to 54	55 and up
2. Age	28	37	9	13	10	3
	1-2	3-4	5-6	7 or more		
3. How many years have you served as a teacher in Grade K through 8?	23	13	16	48		
	Yes, Full Time	Yes, Part Time	No			
4. Do you serve as a counselor in your school?	0	18	81			
	Yes, Full Time	Yes, Part Time	None			
5. Does your school have a guidance counselor?	11	18	59			
	Yes	No				
6. Do you have a B.A. degree?	20	80				

1. Entries under each response category are the number of teachers responding. The total number of teachers in the sample is 100. If the entries on an item do not sum up to 100, this is due to failure of some teachers to respond.

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Table XVI.- continued.

	<u>Elementary Guidance Certificate</u>	<u>Intermediate Guidance Certificate</u>	<u>Specialist Guidance Certificate</u>	<u>None</u>
7. Which of the certificates listed at the right have you earned?	18	3	0	76
	<u>Via Department of Education</u>	<u>Via Colleges of Education</u>	<u>Via Graduate Units</u>	
8. How did you earn it?	18	0	2	
	<u>0 to 299</u>	<u>300 to 399</u>	<u>400 to 499</u>	<u>500 or more</u>
9. What is the total enrolment in the school or schools you serve?	26	39	14	17
	<u>At pre- sent.</u>	<u>1-3</u>	<u>4-8</u>	<u>9 or more</u>
10. How many years has it been since you were most recently engaged in educational graduate level studies (if applicable)?	31	11	8	6

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Greene's Opinionnaire

OPINIONNAIRE ITEMS

1. At the beginning of the year have an individual conference with each child new to the school.
2. Have an individual conference with new children transferring into the school during the year.
3. Take pupils new to the school on a tour of the school plant.
4. In the spring, prepare pupils for the next higher grade or school by group discussion and visits.
5. Conduct class discussion, in the fall, on school purposes, rules, facilities, and staff members.
6. Arrange "get acquainted" activities for pupils.
7. Meet the parent groups to acquaint them with various aspects of the school program.
8. Plan and coordinate the school orientation programs.
9. Conduct studies of children presenting special learning or adjustment problems.
10. Administer sociometric inventories.
11. Summarize and interpret sociogram results and develop plans to facilitate pupil adjustment with peers.
12. Discuss with classes general sociometric findings without identifying specific children.
13. Provide individual conferences for those children who wish to discuss sociometric results and peer relationships.
14. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.

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15. Use toys, dolls, etc., to better understand the behavior of children.
16. Make observations and write anecdotal records on pupils selected for study.
17. Visit the home of pupils presenting special problems.
18. Visit children's homes to better understand their total environment.
19. Involve pupils in self-appraisal activities so that they may better know their own strong and weak points.
20. Administer scholastic ability tests.
21. Score scholastic ability tests.
22. Discuss with classes the meaning of scholastic ability test results.
23. Interpret to individual pupils their scholastic ability test results.
24. Discuss with groups of parents the meaning of scholastic ability test results.
25. Interpret to individual parents their children's scholastic ability test results.
26. Administer achievement tests.
27. Score achievement tests.
28. Discuss with classes the meaning of achievement test results.
29. Interpret to individual pupils their achievement test results.
30. Discuss with groups of parents the meaning of achievement test results.
31. Interpret individually to parents their child's achievement test results.
32. Analyze the instructional implications of ability and achievement test results.

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33. Record the test results in the cumulative folder.
34. Use group test results for diagnostic purposes.
35. Coordinate and plan the testing program of the school.
36. Test new pupils transferring into the school without adequate ability and achievement test results.
37. Assume responsibility for keeping children's cumulative records up to date.
38. Analyze cumulative record information to better understand the children.
39. Discuss with classes the purposes and contents of cumulative records.
40. Discuss individually with children the contents of their cumulative record, except that material which is confidential.
41. Discuss with parents their child's cumulative record except for the confidential material.
42. Evaluate instructional materials regarding the picture they give children concerning the world of work.
43. Plan activities (discussions, field trips) to stimulate interest in the world of work.
44. Help children develop the attitude that all honest occupations are worthy of respect.
45. Develop and teach units on the world of work.
46. Counsel with children regarding the relationship between their self concept and their future vocational plans.
47. Teach children methods of effective studying.
48. Develop and teach a unit on how to study.
49. Obtain and show guidance films and discuss them with classes.
50. Discuss with classes their future vocational plans.

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51. Develop self appraisal units which pupils could complete prior to talking about their future goals.
52. Provide individual conferences in which pupils might discuss their future goals and plans.
53. Identify and refer children to the school nurse.
54. Identify and refer children to the speech therapist.
55. Identify and refer children to the school psychologist.
56. Identify and refer children for psychiatric help.
57. Identify and refer children to community agencies.
58. Refer children to be screened for special classes for the gifted or slow learners.
59. Screen children for special classes by using individual tests, (e.g. Stanford-Binet).
60. Help children who are not doing well to develop effective subject matter skills.
61. Give remedial help to children who have fallen behind in reading or mathematics or other subjects.
62. Have individual conferences with children who are not achieving well in school.
63. Meet with small groups of children who present attendance, behavior, or learning problems.
64. Develop and teach units on social and emotional adjustment
65. Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves.
66. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups.
67. Counsel in groups children who have educational type problems in common.
68. Counsel with groups of children who have personal type problems in common.

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69. Plan sessions to help children to better understand and cope with their emotions.
70. Seek background information about children prior to counseling.
71. Use toys, dolls, etc., to facilitate communication with children.
72. Schedule individual conferences for children in which they may discuss matters of concern or of interest.
73. Use counseling to help children in their normal development.
74. Develop mental health units in which children discuss or write about their fears, their angers, or their problems.
75. Provide individual counseling for those children presenting learning or adjustment difficulties.
76. Give psychotherapeutic help to children with deeper types of problems.
77. Counsel with children with deeper types of problems.
78. Make and listen to tape recordings of your counseling sessions.
79. Do diagnostic work with children presenting problems.
80. Provide in-service education for the staff regarding orientation services.
81. Conduct in-service education programs for the staff in the area of pupil appraisal.
82. Conduct in-service education for the staff regarding the standardized testing program.
83. Conduct in-service education for the staff regarding the effective use of school records.
84. Discuss referral sources and procedures with the staff.
85. Conduct in-service education programs for staff members regarding mental health in the classroom.

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86. Assist in parent-teacher conferences.
87. Provide the teacher with suggestions for more effective teaching techniques.
88. Obtain guidance materials and films for the teacher.
89. Provide individual counseling for teachers who have personal or professional problems.
90. Help teachers cope with children who present learning or adjustment problems.
91. Consult with teachers regarding the development of a child.
92. Make recommendations for curriculum change.
93. Conduct group discussions with the staff in which staff members may discuss their personal or professional concerns.
94. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.
95. Conduct parent conferences to discuss the academic programs and adjustment of their child in school.
96. Conduct parent conferences to discuss children who are experiencing academic difficulty.
97. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
98. Consult with parents regarding the development of their child.
99. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment.
100. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral.
101. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.
102. Meet with small groups of parents when they have children with similar problems and the the parents wish help.
103. Provide leadership in evaluating guidance services.
104. Conduct research regarding the effectiveness of guidance services.

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ABSTRACT OF

A STUDY OF THE GUIDANCE FUNCTIONS PERFORMED AND PREFERRED BY
GRADES 7 AND 8 TEACHERS IN THE SEPARATE SCHOOLS OF OTTAWA¹

From the literature, a theory seems to evolve stating the existence of convergence or similarity of good teaching in the elementary schools and performance of recognized guidance functions.

Using a questionnaire which describes such functions, the writer set out to test this theory.

His research hypothesis was concerned with the variables of actual guidance functions performed by teachers and those functions they felt they should perform.

It was hypothesized that there were no significant differences between the frequencies on functions actually performed and ideally perceived by the elementary classroom teachers.

A sample of one-hundred grades 7 and 8 teachers in the elementary separate schools of Ottawa were secured to participate in the study.

The hypothesis was tested on each of the items in the Opinionnaire using the chi-square procedure and a five-by-five contingency table.

The findings showed that the hypothesis was rejected in all, except one of, the items; that is, there were significant differences between the frequency of the teachers' responses on the options under the actual and the ideal response types. Based on the ten general areas of

¹ Saturnino T. Seville, doctoral thesis presented to the Faculty of Education of the University of Ottawa, Ontario, January 1970, xi-133 p.

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guidance services, the trend was that a large percentage of the items under the referral services and the information and planning services were usually or always performed by a majority of the respondents; a large percentage of the items under the orientation services, pupil appraisal services, group testing services, cooperation with the staff, and research and evaluation services, were never or rarely performed by a majority of the participants; and on the remaining three areas, namely, record services, counseling and adjustment services, and services to the parents, the frequency of the teachers' responses were almost equally distributed among the three options.