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**TEACHER, COUNSELOR, AND ADMINISTRATOR PERCEPTION OF THE ROLE
OF THE SCHOOL COUNSELOR IN COMPREHENSIVE CAREER AND
TECHNICAL HIGH SCHOOLS IN PENNSYLVANIA**

A Dissertation in

Workforce Education and Development

By

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ABSTRACT

This descriptive study examined internal support as a construct for the success of the integration of guidance curriculum. Comparative perceptions were considered between teachers, counselors, and administrators of the role of the school counselor, collaboration of faculty, and the integration of guidance and counseling services (N = 234). The framework for this investigation was the study by Robert L. Gibson (1965 & 1986), *Teachers' Opinions of High School Counseling and Guidance Programs: Then and Now*. Gibson's research addressed internal support as largely determining the "staying power" and success of counseling and guidance programs. This investigation considered the internal constructs of teachers' value for the school counseling program since programs require integration of services and administrators understanding the professional role of the school counselor which serves to maintain and enhance the comprehensive school counseling program. Nine Comprehensive Career and Technical High Schools in Pennsylvania participated in this study. Significant differences in the scores between the groups were found using a one way analysis of variance. The findings of this study suggest future empirical studies are warranted to consider internal support and systemic constructs as factors that affect the successful delivery of the school counseling program.

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Chapter 1

INTRODUCTION

Historical Perspective

The mission statement of the Pennsylvania Department of Education (PDE) is “to lead and serve the educational community to enable each individual to grow into an inspired, productive, fulfilled, life long learner” (2007, p.1). A programs’ mission that is focused on developing a sense of competence in the individual that requires intrinsic, motivational and humanistic development, assuming that a pre-requisite of “well-being” of the individual is required, needs support from professionals that are trained specifically to a psychological developmental model, and possess competencies to perform counseling functions. With all things not being equal, assuming, “non-well-being” in the individual, requires professionals to possess more in-depth skills and knowledge to meet the needs of those that face more challenges, and require interventions to satisfy the desired outcomes. As the duties of the school counselor have evolved, so to have the competencies required to satisfy the broad range of services they are called on to provide.

Developmental theory, evaluation, and research are critical needs for the successful development of the school counselor program. Miller (2006) stated, “Developmental growth or maturity (personal competence, ego development, motivation, independence, and psychological maturity), not grade point average, predicted critical indicators of adult success (e.g., occupational success, mental health, and adaptation and competence” (p. 238). These results support the rationale that counselors need to create a personal counseling theory derived from many theories ranging from: (a) existentialism, (b) person-centered, (c) Gestalt, (d) Reality

(Choice Therapy), (e) Rational-Emotive Behavioral, (f) Behavioral, (g) Cognitive, and (h) Psychoanalytic.

Counselor training, in response to providing counseling to students in an educational setting, has had an approach suggesting a need for counselors to create their own counselor theory. Mobley and Gazda, (2006), suggested counselors “begin with existentialism to affirm the human condition, utilize a person-centered approach, and use a cognitive behavioral approach to problem solve” (p. 143). The Tamminen and Miller high school study (Miller, 2006) in response to developmental interventions in the classroom noted “interventions used were based on a variety of cognitive and maturational development theories (Dewey, 1909, 1938; Kohlberg & Mayer, 1972; Loevinger, 1976; Piaget, 1948; Super, 1957). Variables examined and found helpful by counselors, included: psychological maturity, psychological skills, moral reasoning, ego development, sexual role development, and occupational value clarification (Miller, 1976)” (p. 240).

Relevant to the concept of counselors working as “Counselor Professionals” in the schools is the reality that counselors are not free agents and provide services dependent on the perception of their role held by leaders in the educational setting.

The American School Counseling Association (ASCA) has identified a problem with schools that fail to clearly define the counselor’s role “School administrators, parents with special interests, teachers or others may feel their agenda ought to be the school counseling program’s priority. The results often lead to confusion and criticisms when they are disappointed (Bernstein, 1995).” ASCA promotes school counselors being trained to inform the administrator of the contributions they plan to make based on their programs reviewed data, and seek collaboration and direction regarding their programs goals. (slide,13).

The Bureau of Career and Technical Education in Pennsylvania (CTE) has announced that: “Economists have forecasted that the key to a successful and productive society is found in maintaining an educated workforce. Pennsylvania’s commitment to developing that workforce is evidenced in our dedication to career and technical education” (2007, p.1). Connecting education and careers in Pennsylvania Schools is evidenced in their Career Pathways Program. This initiative acknowledges standards for career education and work by laying the foundation for lifelong learning and success. It mobilizes the guidance department alongside teachers and administrators to help students lay out their career pathways, and targets workforce development in areas of industry that offer a future to workers in the commonwealth. Even though the Guidance Department emerged from vocational education, acknowledgement of this department within the educational system has been foreign and dismissed. The Carl D. Perkins CTE Improvement Act of 2006 (PL 105-332), a funding source for vocational education, in its recent revision, Perkins IV, Chapter 118, acknowledged school counseling programs and student development services as critical to the school reform movement and development of an educated workforce and productive society. This forecast has further defined the counselor’s role in academic and career development of all students and their professional place in workforce education. These timely initiatives provide a resource within the Career and Technical Educational Centers to consider constructs that impact the delivery of school counseling programs.

Vocational Education, now called Career and Technical Education, has been known as the birthplace of Vocational Guidance, now called School Counseling. Grey and Herr (1998) discussed a historical perspective of vocational guidance. As occupations emerged from the industrial revolution, economic development and individual opportunity became critical, “The

separate components of identifying and selecting a job became the province of the emerging process of vocational guidance, now, career guidance, and the preparation for a job or an occupation became the role of vocational education, now workforce education” (p. 215).

The counselor’s role has had a shift in foci over the last 100 years. Historically, 3 phases have been identified by Gysbers. The first phase, “a position” from 1910 to the 1950’s, comprised of mostly teachers acting as counselors, distributing work information to students. The second phase of vocational guidance was the “service” phase, 1960’s thru the 1980’s, counselors were trained from a psychoanalytic clinical approach. The Counselors’ time was divided into two categories of services: a.) serving students “at-risk”, and b.) providing services to the college-bound. These two groups were comprised of 20% of the student’ population, the other 80% of the student body did without services. The third and current phase embraces a “model approach” to formulate an equitable means for the delivery of services to all students and embodies a developmental, progressive and systemic approach for the implementation of a comprehensive school counseling program (Gysbers, 1970).

ASCA, formed to support the efforts of the counseling profession, has made a stand on the role of the school counselor, hearing the contemporary demands, as well as the charge that throughout history there has been a lack of legitimization in recognizing the value of the school counselor’s role. The inability to respond with consistency to: “What do school counselors do?” (slide 6) has presented a lack of identity, and challenged the role that counselors play in schools from state to state. This lack of personal career accountability plays out from school to school which generates research to satisfy the counselors struggle to maintain an identity and develop a mission statement that encompasses their diverse responsibilities. ASCA has initiated a dialogue that acknowledges school counselor training programs having varied and conflicting theoretical

perspectives to within the school programs that vary regarding administrator expectations. The school counselor training programs must continue to adapt their curriculum to meet the demands within the school reform movement and satisfy the level of required training necessary to prepare school counselors to provide; professional services to meet individual student needs, and provide leadership within the educational system. Dinkmeyer, Herr, and Gysbers, et al, have argued for transformation of guidance to a competency results-based framework and Comprehensive School Counseling Program.

Statement of the Problem

ASCA has determined historical problems contributed to a lack of legitimization and identity in school counseling programs. This lack of identity has been identified as a weak link in the delivery of guidance services and has generated a broad interpretation of what the day-to-day duties are of the counselor, which has lead to varying degrees of interpretation and less effective delivery of services for students. The management and delivery system of a comprehensive school counseling program requires an integration process that is school wide. It is essential for counseling programs to be integrated into the operations of the school and community on a day-to-day basis (Radd, 2001). Critical to the delivery and outcomes of any program is collaboration and teamwork, which is locked in the structure and climate of an organization. According to McCann and Radford (1993), “Little’s research indicates that quite apart from their personal friendships or dispositions, educators are motivated to participate with one another to the degree that they require each other’s contributions in order to succeed in their own work” (p. 43). This history might bring one to question: Does the perception that teachers, counselors, and administrators have regarding the role of the school counselor, collaboration of faculty, and integration of counseling services differ? It is this researcher’s intention to do a descriptive study

in Comprehensive Career and Technical High Schools in Pennsylvania, to determine what differences exist relative to the perceptions of teachers', counselors', and administrators' in regards to: a) the role of the school counselor (day-to- day duties), b) value and support provided for integration of guidance services (classroom guidance), and, c) collaboration of faculty for the delivery of guidance and counseling services.

Significance of the Study

As we enter an age of accountability in school reform, ASCA has developed a national model that questions program purpose, objectives, results, outcomes and the degree to which children are changed or their futures affected or enhanced due to the services provided within a comprehensive school counseling program. An implication to all of these critical issues is the degree to which the school counseling program is valued by teachers in that services must be integrated through the classroom as well as the degree to which administrators understand the role of the counselor and provide value and support for counseling services, which serve to maintain and enhance the counseling program.

The need for counselors to demonstrate accountability as required by school reform and guidance practices to prepare all students for the workforce has become a concern at a state wide level. However, research has suggested that confusion regarding an understanding of the job role of the school counselor has impeded delivery of program services and that collaboration of faculty and integration of services into the classroom are critical to successful program implementation. Results of this study may have implications on how school counselors and principals are trained and address the significance of principal/counselor relationships in the delivery of school counseling services.

This study will provide data that may aid school administrators in their decision to acknowledge and understand the role of the school counselor, promote school wide events to integrate school guidance initiatives, and enhance the overall delivery and management of the school counseling program. Based on the differences that exist between counselors', teachers', and administrators' perceptions of the role of the school counselor, collaboration of faculty, and support and value for the integration of guidance curriculum results may warrant further investigations on the impact on counselor efficacy, and their ability to more fully implement comprehensive school counseling programs. Further research may also be indicated to investigate the degree to which services to students are diminished and/or enhanced based on these outcomes. Indications for training future counselors and principals may also benefit from this investigation.

Research Questions

In response to the general questions generated in the historical perspective of this investigation, the following questions will more narrowly focus on aspects relevant to this study:

1. What differences between counselors, teachers, and administrators exist relative to their self-reported perceptions of the role of the school counselor?
2. What differences between counselors, teachers, and administrators exist relative to their self-reported perceptions of collaboration of faculty in the delivery of guidance and counseling services?
3. What differences between counselors, teachers, and administrators exist relative to their self-reported perceptions of the integration of guidance and counseling curriculum?

Limitations to the Study

Descriptive research, due to its nature of collection, possesses risk for bias. There may be other variables not accounted for that may affect the outcome of this research. Other limitations may be related to the generalizability of this study.

Definition of Terms

Analysis of Variance, (ANOVA) - An inferential statistical test used for experimental designs with more than one independent variable.

Comprehensive CTE - A Career and Technical High School that provides both academic and career and technical instruction within the same school.

Delphi Study - Uses expert opinion to forecast future trends and directions, identify critical issues, achieve consensus or map points of disagreement.

Descriptive Research - Asks questions about the nature, incidence, or distribution of variables; it involves description but not manipulation of variables.

Assumptions

Factors which may affect this study and will not be controlled are the usefulness factors about the target population, and teachers', counselors' and administrators' perceptions.

Conceptual Framework

This is a descriptive study, concerned with the perceptions of teachers, counselors, and administrators regarding vocational high school counseling and guidance programs. Data was gathered using survey research, which according to Galfo, (1975) is the most popular descriptive method of determining conditions as they currently exist” (as quoted in Gibson, 1990).

Gibson's (1965, 1986) studies on "Teacher's Perceptions of the Role of the School Counselor, Then and Now," provided the rationale for this study. His extensive research on the role of the school counselor and in-depth understanding of "internal support" as a requirement for counselors to successfully implement counseling services gave credence to this study. Counselors' day-to-day duties require a collaborative and integrative framework. Gibson's work emphasized the significance of teachers' perceptions of the role of the school counselor as being critical to the effectiveness of the school counselor's delivery of services and efficacy of the counselor. Therefore, this study investigated teachers', counselors' and administrators' perceptions of the role of the school counselor. What differences exist relative to self-reported perceptions of collaboration of faculty and integration of guidance activities. This study provides data that warrant's further investigation regarding these constructs in relation to their affects on the delivery of guidance and counseling services. Two rank-order items generated from a questionnaire used by Robert L. Gibson in his 1965 and 1986 studies have been integrated into this survey. The opportunity for comparison with Gibson's earlier studies provide indications of possible changes in perceptions over the past 40-year period.

Gibson's findings to his rank-order questions' suggest the importance of counselor functions as perceived by teachers.

Teachers currently continue to recognize that individual counseling is the most important and primary responsibility of the school counselor.

Other important activities, consecutively, were the provision of career and educational information, test administration and interpretation, college placement, and group counseling and guidance. In Gibsons' (1986) study, secondary school principals ranked the importance of counselor functions as

(a) individual counseling of students; (b) the detection, prevention, and early intervention of substance, child, and sexual abuse; (c) group counseling and guidance activities; (d) career development and planning; and (e) behavior modification and management.

(Results section, para. 3)

Gibson's findings regarding these rank order questions, from his 1965 and 1986 studies, suggest the importance of counselor functions. These findings are compared to the findings on the present study.

Limited resources on the topic of the role of the school counselor as perceived by teachers, counselors, and administrators collectively in the vocational high school, illustrates the need for this type of investigation.

Chapter 2

LITERATURE REVIEW

The professional practice of a school counselor begins in training. Relevant theory and counseling practice are foundations and critical components for how counselors will manage their profession and effectively deliver services to meet student needs and contribute to the needs of the school system (Mobley & Gazda, 2000).

Historically, school counseling practices have been inconsistent from state to state and school to school (ASCA, 2003). How counselors have been trained in their profession has varied over the course of time (Gysbers, 2001). The school counseling profession requires a Master's Degree in programs that are CACREP certified. Many programs have evolved around the psychological theories, educational psychology, developmental psychology, case management, career development theory, as well as socio/economic and cultural implications that impact the delivery of professional services. Further implications may be related to the counselor's undergraduate program of study; counselors trained in a non-counselor related area in their undergraduate studies (educator, coach) may effect the counselors' perception of their role and professional emphasis, their use of a certain model, their level of expertise, their perceived level of ability, including the perception that their role is to be quasi-administrative, and further impact the delivery of counseling services in the educational setting.

Workforce Education has been the common link between Vocational Education and School Counseling Programs. Gray and Herr (1998) defined Workforce Education as:

That form of pedagogy that is provided at the pre-baccalaureate level by educational institutions, by private business and industry, or by government-sponsored, community based organizations where the objective is to increase individual opportunity in the labor

market or to solve human performance problems in the workplace. The definition suggests that workforce education has two missions. One is to promote individual opportunity by making students more competitive in the labor force, thus allowing them to pursue personal career goals. The other mission is to make a nation economically strong and firms internationally competitive by solving human performance problems of incumbent--already employed workers (p. 4).

The opportunity for students to pursue personal career goals has perpetuated the need for career development and defined the role of the school counselor. Frank Parsons (1909), regarded as the father of vocational guidance, stated: “vocational guidance requires three steps that lead to true reasoning in the counselee: First, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities. Second, knowledge of the requirements and conditions of success, advantages, and disadvantages, compensation, opportunities and prospects in different lines of work. Third, true reasoning on the relations of these two groups of facts” (p 5).

Jay Cannon, (1998), State Administrator, Bureau of Career and Technical Education in Pennsylvania, (CTE), outlined “The Importance of Career Development” services for students. He acknowledged that career development needs to be: (a) a school-wide event, (b) supported by all staff members, (c) integrated into every subject, (d) delivered in a sequential and developmental manner (para.3). The success of such services requires all departments and educators to work collaboratively to meet the needs of all students.

Super (1990, as cited in Gray & Herr, 2003), in his construction of a Life-Career rainbow, gave an approach to career development in a career field. Also, the National Occupational Information Coordinating Committee (NOIC) has identified the National Career

Development Guidelines (NCDG) as necessary competencies and indicators for students' career development. According to O'Brien et al, (2006), The Secretary's Commission on Achieving Necessary Skills (SCANS) has also been identified as a tool for school counselors to help students transition from school to work. Today's CDG model, promotes the ASCA National Standards that were developed to standardize learning objectives and outcomes by areas; academic, personal/social and career domains. Once again, counselors are called on to be experts. The need for counselor training to provide theoretical application in a wide base of practices, further defines the scope and depth of services that the counselor is expected to deliver within a comprehensive school counseling program. School counselor training, requiring comprehensive competencies and expert knowledge in the many areas discussed, should eliminate the traditional service-oriented role counselors have been given or have accepted over the years.

The perception counselors have of their role as a school counselor in a comprehensive vocational high school is impacted not only by the time frame in which they were educated, their personal philosophy and professional training but, also, by: (a) the perception that the principal has of the school counselor's role, (b) political agendas, (c) relationship networking within the school, (d) school climate, (e) and the management and leadership style of the principal (transactional or transformational).

Research has shown that principals play a significant role in the duties the school counselor has on a day-to-day basis, their success, and the success of the school counseling program. Many principals' perceptions of the counselors' role are different than that described by the professional counselor standards, evidenced in counselors being assigned duties of administrative functions, scheduling, lunch and parking lot duty, class-room coverage,

disciplinary, clerical duties and other non-counselor related duties that have added to confusion and perceptions of role ambiguity. Role ambiguity has been a term that has parted educators into two philosophical camps regarding the role of the school counselor. Webber & Mascari, (2007), reported on school counselor professional identity where in a study by Webber (2004), 78% of Counselors investigated (N = 247), reported they viewed themselves as “a counselor working in a school setting”, and 18% viewed themselves as “ an educator using counseling skills”. They suggest credentialing has also added to role confusion: “CACREP and NBCC promote counselor identity, and NBTS promotes school counselors as educators first”. Also, NBTS does not require an M.S. degree. Conflicting demands and multiple job expectations have added to counselor workload stress and perceived efficacy (p 2).

Systemic failure has been an issue in relation to educator workload. Literature states the No Child Left Behind (NCLB) school reform initiatives have placed incessant workloads on educators with its increased system-accountability demands. Naylor,(2001) states; “ Much of the available research on teacher workload and stress states that teacher workloads are excessive, and that the negative effects of stress are having considerable impact on teachers”(p 10). This lack of balance has had an effect on teachers and public education as a system.

An historical perspective of the role of the school counselor by Norman C. Gysbers (Chapter1) determined that a lack of a defined counselor program model creates a lack of identity, and promotes guidance as an undefined program.

Guidance had become the add-on profession, counselors were seen as the ‘you-might-as-well-group’ (While you are doing this task, you might as well do this one too). Because of the absence of a clear organizational framework for guidance, it was easy to assign counselors new duties. Counselors had flexible schedules. And, since time was not a

consideration, why worry about removing current duties when new ones were added?
(p.5)

A manual developed by Gysbers and Moore (1974) provided the first description of an organizational framework for the Comprehensive Developmental Guidance Model (CDG). The (CDG) model provided a philosophy and delivery system for guidance in the school setting, defined the role of the school counselor, and provided a response to the question, what do counselors do?

Today, the ASCA (2003) Model for school counselor programs has built upon the (CDG) model with added standards for program management and evaluation. This model approach may bring consensus to the role of the school counselor, aid in the delivery of services, satisfy outcomes required by new school reform initiatives and provide more fully implemented programs to meet the needs of all students.

The Tennessee Model is representative of the ASCA model mandated by the state of Tennessee and designed by local schools to meet their students' individual needs within their school communities. Schools in Tennessee have adapted the foundation, delivery, management, and accountability framework from the ASCA model to creatively and collaboratively implement comprehensive school counseling programs. This systemic approach is designed to have counselors as professional leaders organizing programs to meet the individual needs of all students, enhance communication amongst staff, and collaborate on activities to integrate school guidance curriculum, and provide the delivery of a Comprehensive School Counseling Program.

Career and Technical Education (CTE) continues to play a role in school reform. Promoting rigor and relevance in students' vocational areas of personal interest and career aspiration combined with environments that create supportive relationships to help students

achieve their goals. Offering course work with standards and high expectations to help students to develop attitudes, skills and knowledge they need for their future in the world of work (ACTE, 2007).

As school reform makes more demands on counselors for student's overall development in the areas of personal, social, academic success, and career awareness with the ability to show accountability for how students are different due to services provided, counselors will be forced to operate from a model program and less from the traditional service oriented and "flexible schedule" format. They will need to move to a leadership role that promotes collaboration among counselors, teachers, and administrators. Zalaquett (2005), discussed in his findings:

The needs of today's public schools call all professional educators to work together to increase the strength of services for students (Wagner, 1998). In many ways, the principal and the school counselor are perceived as school leaders (Kaplan & Evans, 1999), and it is critical that they collaborate for the benefit of the entire school community (Niebuhr, et al., 1999). According to Wesley (2001) they are natural partners who should complement one another in the task of serving students and form a partnership based on knowledge, trust and a positive regard for what each professional does. Therefore, it is essential for school counselors and school principals to understand and appreciate their roles and responsibilities in order to engage in collaborative work that addresses students' needs and learning objectives (Shoffner & Williamson, 2000), (p.451).

Zalaquett concluded (2005): "Knowing the perceptions of counselors' roles held by these administrators can help counselors anticipate areas of agreement and conflict when they attempt to gain administrative support for their activities and projects. Furthermore, this information can

be used to establish better communication and understanding between school counselor and principals, and to strengthen the team building and collaboration between these key educational leaders”(Conclusions, para. 2). Lunenburg & Ornstein (2004) in their text: “Educational Administration; Concepts and Practices” defined collaboration:

Collaboration requires that professional teams and/or committee members interact with mutual respect and open communication; and jointly consider issues or problems, shared decision making, and joint ownership of purposes or programs.

Collaboration among teachers, supervisors, and curriculum leaders involves sharing information or resources to meet a common goal (p.522).

School culture is a powerful factor in determining collaboration. Increased communication and diminished departmentalization may be improved through collaborative efforts. Gibson’s (1965 & 1985) studies raised questions regarding the need for counselors to improve communications with teachers and determined “internal support” would largely determine the success of school guidance and counseling programs.

According to Lunenburg and Ornstein (2004) “the school’s culture in part determines what is important: how things are done, who does what, and what aspects of teaching, curriculum, and instruction are rewarded. The final analysis determined: collaborative efforts must be valued, sanctioned, and supported by the administration” (p. 523). The best method to promote change must have two important characteristics, according to what Fortune 500 companies have researched:

“First, the leader is viewed as trustworthy and tends to obtain the best work from employees in terms of quality and quantity. When administrators are trusted, workers tend to exhibit more emotional stability, satisfaction in working, improvement

in originality, willingness to take risks, and adaptability to change. Second, the leader is more people oriented than task oriented. When Administrators are concerned about people, people tend to put more effort into achieving the goals of the organization. (p. 522).

Demmit and House (2003) defined collaboration for school counselors in a results-based educational context as “working together toward a common goal, with shared responsibility for outcomes” (slide 4). Elements of collaboration are trust, value for collaborative style, communication, and a willingness to take responsibility for outcomes (slide 6). Counselors’ interpersonal skills and relationship building skills have through the nature of their work, enabled them to develop collaborative skills. However, collaboration requires more systemic leadership than the individual efforts of the school counselor. Teaming was defined as “a group of professionals working together to provide effective educational programs and services, it may or may not be collaborative, it’s more about structure, whereas collaboration is about ways of people working together and communicating” (slide 19).

In a paper by MacTavish & Kolb (2006), literature relevant to engaged teacher leaders was reviewed. They cited Normer (2004) who found “there is little doubt that these new millennium schools will require different forms of leadership-one that combines a force of shared leadership and values (p. 3); McLaughlin (1995) found in his study that successful schools had a teacher-learning community of cohesion, commitment, passion, and extensive interactions among teachers; Fullan (2005) emphasizes that leadership involves developing leaders throughout the system. MacTavish & Kolb (2006) concluded: “Therefore, we can see how collaboration on meaningful projects can lead to authentic relationships within a school setting.”(p. 2)

Gibson's study (1985) concluded that teachers have high respect for the skills and dedication of counselors in their schools and perceive that guidance and counseling programs make a positive contribution to the overall school program, especially, in those schools where the counselors "interacted" with the teachers on a one-to-one basis.

Rachel Carson, a biologist and nature writer alluded to perception in her famous quote: "If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow". (Website; "Rachel Carson quotes").

The purpose of this study is to investigate teachers, counselors, and administrators self-reported perceptions of the role of the school counselor and to promote future consideration for the degree, if any, that collaboration of faculty and support and value for the integration of guidance services into the classroom contribute to a more fully implemented school counselor program. Based on the Gibson study, results indicated that the most important concern according to his study should be the school counselors' failure to adequately communicate what they are about. School guidance and counseling programs are included in the performance examination of today's secondary schools, which promote opportunities for school counselors and those involved in the preparation of school counselors to educate, persuade, and shape the perceptions of teachers and administrators on the role of the school counselor. According to ASCA, (2003), if we do not train others on what the role of the school counselor is, others will define our role for us. Research has indicated the importance of collaborative relationships between teachers, counselors and administrators. The integration of guidance curriculum into the classroom and the degree to which these are valued and supported by teachers, counselors and administrators may

impact the fully implemented school counselor program, and as a result, determine the overall preparedness and success of the students we serve.

Chapter 3

METHODOLOGY

This chapter provides a description of the research procedures used in completing the study. The type of research is identified, and detailed information is provided regarding the target population and study sample. Methods followed in developing the instrument are detailed including a brief description of the original instrument development process and modifications the researcher made for this study. The description of the data collection process is followed by the data analysis plan.

Study Purpose

Implementation and delivery of the school counselor program requires value and support of the integration of services by teachers and administrators. Understanding the counselors' role and collaborative efforts serve to maintain and enhance the counseling program. The purpose of this study is to investigate what differences exist relative to teachers', counselors', and administrators' self-reported perceptions of the role of the school counselor, collaboration of faculty, and integration of guidance curriculum into the classroom.

Research Design

Gay, Mills and Airasian (2006) identify five different quantitative research design methodologies. This study represents descriptive research (pp. 160). It represents descriptive research because the research methodology involves individuals self-reporting their perceptions and behaviors in response to a series of questions/items (p. 161). Thus for this study the research intent is to describe the current status of a phenomenon (perceptions, behaviors and characteristics of various educational personnel) and to further determine whether there is some

variation in the perceptions and behaviors of educational personnel attributed to the constructs considered as internal support.

Population and Sample

The target population for this investigation is teachers, counselors, administrators, and other in the comprehensive career and technical high schools in Pennsylvania. The sample survey gathered self-reported responses from these educators in comprehensive vocational high schools in predominantly rural and suburban areas. The study did not include urban and inner city areas in an effort to reduce the potential influence of intervening variables related to the size and structure of the school system. Schools participating in this study have been specifically identified on a list provided by the Pennsylvania Department of Education (PDE) personnel, as comprehensive area vocational technical schools (AVTS) in Pennsylvania. Comprehensive schools are defined by Lydia Hess, Bureau of Career and Technical Education, as “those schools providing both academic and vocational instruction within the same school (phone conversation, January, 2008).”

In total Pennsylvania has 16 comprehensive vocational technical high schools with locations identified as rural, suburban and urban. The nine schools in this study were identified on a list provided by PDE as Comprehensive Area Vocational Technical Schools (AVTS) in Pennsylvania. Further selections were made based on their location in rural and suburban settings with minimum employment of one full time PDE certified school guidance counselor. Schools in this study were identified as four rural and 5 suburban schools. School anonymity has been maintained by assigning letters to schools (A-I) so that confidentiality of disaggregated school data was maintained. Data were analyzed as a group by position of the respondent. Disaggregated data by school was reflected in the number of responses and percentage of

responses for the individual schools. Information in Table 3.1 reflects the distribution of responses within each school by position. When one examines the collective total number of responses, one finds that the percentage of the total responses varies somewhat across the schools per the following: A= 14.1%, B=4.7%, C=18.8%, D=9.0%, E=11.1%, F=12.4%, G=12.8, H=1.3%, I=15.8%. School size ranged from 360 to 1550 student enrollment with a mean of 805 and a median of 670 students.

Table 3 1. Distribution of participants by school by position.

School	Administration		Counselor		Academic Teacher		Vocational Teacher		Other	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
A	4(6)	17.4%	3(4)	16.7%	26(60)	21.7%	0(35)	.0%	0	.0%
B	0(3)	.0%	1(1)	5.6%	7(17)	5.8%	3(12)	4.7%	0	.0%
C	3(3)	13.0%	2(2)	11.1%	23(26)	19.2%	12(17)	18.8%	4	44.4%
D	1(5)	4.3%	2(2)	11.1%	13(50)	10.8%	5(24)	7.8%	0	.0%
E	3(3)	13.0%	1(1)	5.6%	10(17)	8.3%	12(16)	18.8%	0	.0%
F	2(2)	8.7%	1(1)	5.6%	15(21)	12.5%	11(15)	17.2%	0	.0%
G	2(2)	8.7%	3(3)	16.7%	17(20)	14.2%	8(17)	12.5%	0	.0%
H	0(3)	.0%	2(2)	11.1%	0(20)	.0%	1(16)	1.6%	0	.0%
I	8(8)	34.8%	3(4)	16.7%	9(59)	7.5%	12(32)	18.8%	5	55.6%
Total	23(35)	100.0%	18(20)	100.0%	120(289)	100.0%	64(185)	100.0%	9	100.0%

Note: Numbers in () indicate the number of surveys distributed in each school and the percent reflect % of position column total.

Instrumentation

Origin of Instrument-The primary part of the instrument consisted of items intended to assess the respondents' perceptions and behaviors relative to three construct areas: (1) the role of the school counselor in the school; (2) the extent of collaboration between the counselor and faculty; and (3) the perceived integration of a guidance curriculum within the educational program. The items related to these three construct areas were obtained from previous research which used results of a three round Delphi Study originating from the Center for School Counseling Outcome Research (CSCOR) at the University of Massachusetts, Amherst (Expert panel, 2003). The School Counseling Program Review Surveys (SCPRS) were developed for program evaluation and review. The 18 items are intended to identify the key areas of a comprehensive school counseling program according to the perceptions of teachers, counselors and administrators.

The SCPRS questionnaire consists of 18 priority items using a Likert-type response scale, (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). The 18 items were divided into three construct areas with each area including six questions/items serving as indicators of the construct area. The intent then is that a person creates a summated Likert score or value for each of the three construct areas. The higher the summated score the greater the agreement that the respective construct area has been implemented.

Table 3.2. Breakout of the school counseling program review survey items into three construct areas.

Role of the counselor

1. I have a clear understanding of the school counselors' role in the school.
4. The school counselors role is to help students to develop socially and emotionally.
5. The school counseling program **does not** help to enhance the academic achievement of all students.
10. The school counselors spend a significant amount of time managing crisis situations.
14. The role of the school counselor is to provide academic, personal/social and career guidance to all students.
15. The school counselors work as a liaison between all parties involved in students education.

Collaboration between Counselor & Others

2. The school counselors work collaboratively with administrators & teachers
3. Teachers meet with the school counselors when they have concerns about students
6. The school counselors have the necessary resources to do their jobs effectively: i.e. clerical staff, computers, etc.
7. The school counselors are supported by administration in the school.
12. I believe teachers' value the work school counselors are doing.
18. The school counselors, administrators and teachers work collaboratively to meet the needs of all students

Integration of Guidance Curriculum

8. Teachers, school counselors, & administrators share student performance data to decide how to meet student needs.
9. The school counselors integrate school wide programs to meet the needs of students
11. Teachers support counselors integrating group guidance activities for students.
13. School counselors **do not** work with teachers to provide classroom guidance curriculum.
16. The school counselors are **not** viewed as an integral part of students' education experience.
17. The school counselors in collaboration with administrators, and teachers work to improve school climate.

Note: Numbers preceding items reflect the item number on the survey

In addition two rank-order items taken from a questionnaire used by Robert L. Gibson in his 1965 and 1986 studies have been integrated into this survey. The opportunity for comparison with the earlier studies provide indications of changes in perceptions over the past 40-year period. One item based on Dr. Gibson's previous work required the participants to assess the relative importance of counselor activities and the importance of tests used by counselors.

One question has been designed to address role ambiguity a term that has divided educators and counselors into two philosophical camps and promoted role confusion. A question from Webber (2006) has been designed to assess whether the counselor is primarily viewed as an educator providing counseling skills or as a counselor working in an educational setting.

Four open-ended questions developed by the researcher were intended to provide additional information regarding the perceived strengths and weaknesses of the counseling program and to also assess factors that may inhibit collaboration between counselors and teachers and administrators and better understanding the role of the counselor. The four open ended questions included:

1. What prevents you from working in a more collaborative way with the counselor?
2. List strengths that currently exist within the school counseling program?
3. List what weaknesses currently exist within the school counseling program?
4. What will help you to more fully understand the role of the school counselor?

The instrument included items developed by the investigator and intended to collect relevant biographic and professional educational and professional experience information from the study participants. Several items were also included to obtain information relative to school size (number of students) and position held by participants.

Validity and Reliability

The questionnaire was reviewed for content validity and approved by an expert panel. Because there are three area constructs assessed using a summated Likert score/value, it was important to examine the internal consistency of those scores. Cronbach alpha was calculated using SPSS 15.0, and the results are reported in Table 3.3. The internal consistency values were all above .7 which is identified as being acceptable by Issac and Michael (1996).

Table 3.3 Summary of internal consistency results for three subscales. (n=234)

Construct Name	# of Items	Item Mean	Low Mean	High Mean	Cronbach Alpha
Role	6	3.73	3.44	4.24	.73
Collaboration	6	3.65	3.34	4.08	.75
Integration	6	3.33	2.88	3.69	.79

Response scale ranged from 1= strongly disagree through 5 strongly agree.

Variables

The primary independent variable is position of the respondent, and there are three levels of the variable (teachers, counselors, and administrators). The scale of measurement for the primary independent variable is nominal. The primary dependent variables are the summated subscale construct scores (role of the counselor, collaboration, and integration of services). The three constructs are being treated in this study as approaching interval type data. In the social sciences this is a fairly common strategy even though the summated Likert scores/values are based on an ordinal scale (Sirkin, pp 41-44)

Data Collection

The Dillman Method of Survey data collection was used (Dillman, 2002). Schools personnel were initially contacted via an introduction letter, and an e-mail response was requested indicating the schools commitment to the research project. The name of an assigned contact person at the school was requested. Surveys were mailed in Fall, 2007-2008 School year to participating schools with a cover letter. The cover letter explained what the study was about and served to convey to the respondent that the survey was useful, and, that their response was critical to the success of this research. Confidentiality was guaranteed with the understanding that data collected will be used only for research purposes. An Implied Informed Consent Form was attached to every survey defining the research topic, voluntary completion of survey, etc. which satisfies Penn State's Office of Research Protection (ORP) requirements to conduct survey research. The completion and return of surveys served as the respondent's consent to voluntarily participate. Justification for the study was emphasized and a rationale was provided for its social usefulness. Respondents were also promised a copy of the results (if possible), in an attempt to reward respondents for their participation.

Data Analysis

One-way analysis of variance was used to compare the means of the dependent variables (role of counselor, collaboration, integration) across the three levels of the independent variables (teacher, counselor, administrator) to see if the group means are significantly different from each other. One-way ANOVA was used to find the average difference between group means in relation to the average variance within each group. Statistical significant $p < .05$ value indicates statistical difference between group means. This statistical significance indicates that the null hypothesis is rejected. Data was coded and evaluated using the Statistical Package for the Social Sciences (SPSS 15.0).

Chapter 4

FINDINGS

This study examined and compared perceptions between teachers, counselors and administrators on the role of the school counselor, collaboration of faculty with the delivery of guidance and counseling services, and the support for the integration of the guidance curriculum. Personnel (N=234) in nine comprehensive career and technical high schools in Pennsylvania participated in this study.

Findings are first presented that provide a detailed profile of the study participants. Subsequently findings are presented relative to the three study research questions which compare perceptions regarding role of the counselor, collaboration and integration between administrators, counselors and teachers (academic or vocational). The final section provides results for the rank order responses regarding counselor activities and testing, primary view of the counselor as educator or counselor, time as a factor in collaboration (yes/no response). Last the responses to four open-ended questions are presented which focus on strengths and weaknesses of the counseling program and factors that inhibit working collaboratively with the counselor. The data analysis was completed using SPSS (Statistical Package for the Social Sciences, version 15.0). The analysis included basic descriptive statistics and one-way analysis of variance.

Profile of the Participants

Participants years of service in their current position was identified (Table 4.1) as; <1 yr. = 7.4%, 1-5=31.0%, 6-10 yr. = 23.6%, 11-20yr. = 24.0%, >20yr. = 14.0%. The most frequent response to years of service at this school was with the 1-5 year group at 34.6% and 21.1% for the 6-10 year group, and the 11-20 years of experience group included 19.7% of the participants. Most frequently counselors reported to the principal and less frequently to a director/supervisor of pupil/student personnel services (Table 4.2). Two of the 23 administrators reported having a counseling background. All counselors were PDE certified; 18 had a M.S. degree and 2 counselors held doctoral degrees.

Table 4.1. Frequency distribution of participants by gender, position and years in current position and in school.

Variable and Response Category		Count	Column N %
Gender	Male	101	45.1%
	Female	<u>123</u>	<u>54.9%</u>
	Total	224	100.0%
Current Position	Administration	23	9.8%
	Counselor	18	7.7%
	Academic Teacher	120	51.3%
	Vocational Teacher	64	27.4%
	Other	<u>9</u>	<u>3.8%</u>
	Total	234	100.0%
	Years in Current Position	LT 1 yr	17
	1-5 yr	71	31.0%
	6-10 yr	54	23.6%
	11-20 yr	55	24.0%
	GT 20 yr	<u>32</u>	<u>14.0%</u>
	Total	229	100.0%
Years in this School	LT 1 yr	21	9.2%
	1-5 yr	79	34.6%
	6-10 yr	48	21.1%
	11-20 yr	45	19.7%
	GT 20	<u>35</u>	<u>15.4%</u>
	Total	228	100.0%

Table 4.2 Summary of direct supervisor for counselor.

Direct Supervision Title	Frequency
Administrative Director	1
Director	1
Director of Pupil (Student) Personnel Services	4
Director of Pupil Personnel Services & Principal	1
Principal	7
Supervisor of Pupil (Student) Personnel Services	2
Total	16

Table 4.3. Frequency distribution for school counselor across selected variables.

Variable and Response Category	Count	Column N %
Number Counselors in School- Reported by Administrators	One	4 23.5%
	Two	7 41.2%
	Three	1 5.9%
	Four	5 29.4%
	Five	0 .0%
	Six or more	<u>0</u> <u>.0%</u>
	Total	17 100.0%
Extent of Contact with Counselor(s)	Daily	60 26.0%
	Weekly	99 42.9%
	Monthly	29 12.6%
	Very Little	<u>43</u> <u>18.6%</u>
	Total	231 100.0%
Counselor's Highest Education Level	Bachelor	0 .0%
	Master	18 90.0%
	Doctorate	<u>2</u> <u>10.0%</u>
	Total	20 100.0%

Differences in Administrator, Counselor and Teacher Role, Collaboration and Integration Perceptions

The primary intent of this study was to assess whether administrators, teachers and counselors differed in their view of the role of the school counselor, the extent they collaborated with the counselor and the extent to which a guidance curriculum was integrated into the instructional program. In this analysis the teacher group was further divided into academic teacher or vocational teacher. Thus the analysis examines differences in perceptions between administrators, counselors, academic teachers and vocational teachers. There was an additional group called “Other” in the profile of participants; however, there were only 9 cases and were not included in the analysis for this section.

Role of the Counselor

Six items represented the construct role of the counselor. The responses to the six items were totaled, and descriptive statistics for role of the counselor were calculated and are represented in Table 4.4. Counselor participants ($M = 3.83$, $SD = .74$) and administrators ($M = 3.83$, $SD = .44$) means are significantly different than the vocational teachers ($M = 3.48$, $SD = .53$). A higher score reflects greater agreement that the six position items listed are perceived to be the role of the counselor. A lower score reflects less agreement that the position items listed represent the role of the counselor. It is noteworthy that vocational teachers ($M = 3.48$) showed slightly lower mean scores in their perspective than their academic counterparts ($M = 3.51$). The analysis of variance results indicated the administrator ($M = 3.83$) and counselor ($M = 3.83$) means for the role of counselor construct were statistically higher than the means for either the academic teachers ($M = 3.51$) or the vocational teachers ($M = 3.48$).

Table 4.4 Descriptive statistics and Anova results for role of the counselor examined by position of respondent.

Position	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Administration	23	3.8333	.39248	.08184	3.6636	4.0031	3.17	4.67
Counselor	18	3.8333	.73875	.17413	3.4660	4.2007	2.00	4.83
Academic Teacher	116	3.5144	.43715	.04059	3.4340	3.5948	2.33	4.50
Vocational Teacher	64	3.4792	.53080	.06635	3.3466	3.6118	1.67	4.67
Total	221	3.5633	.50503	.03397	3.4964	3.6303	1.67	4.83

Anova summary:

F = 5.136; df = 3/217; p = .002.

Scheffe post hoc results:

Administration & counselor mean (3.83 > Academic teacher mean (3.51).

Administration & counselor mean (3.83) > Vocational teacher mean (3.47).

The distribution for the six items representing the role of the school counselor are listed in Table 4.5, and the distribution for those six items is broken out by position of the respondent in Table 4.6. Responses to the item, *Provide academic, personal/social and career guidance*, had the most uniform response distribution across all positions for the agree and strongly agree responses combined. Of the administrators, 91.3% agreed or strongly agreed that the counselors' role was to provide academic, personal/social and career guidance; counselors, 88.9%; academic teachers, 86.6%; and vocational teachers, 76.4%. The item relating to the respondents perceived value and contribution that the counseling program provides for students: *Counseling program does **not** enhance student academic achievement*, was reflected in the unified opinion reflected in the combined strongly disagree and disagree responses. Administrators (69%) viewed the counseling program enhanced student academic achievement as did counselors (77.8%). However, both academic (53.4%) and vocational (43.8%) teachers were less supportive that the counseling program enhances student academic achievement. The item with the highest distribution in neither the agree, nor, disagree response categories was *Spend significant time managing crisis*. Administrators (17.4%), counselors (27.8%) academic teachers (37.0%) and vocational teachers (35.9%) neither agreed, nor, disagreed that counselors spend a significant time managing crises. Conversely administrators (78.2%) compared to 55.5% of counselors agreed or strongly agreed counselors spend significant time managing crisis situations.

Table 4.5 Frequency distribution for role of the counselor items.

Role of Counselor Statement	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
	%	%	%	%	%
Have clear understanding of counselor role in school	5.6%	8.6%	15.5%	47.6%	22.7%
Counselor role is to help student develop emotionally & socially	3.4%	7.3%	19.2%	44.9%	25.2%
Counseling program does not help academic achievement of all students	3.9%	18.5%	22.0%	34.1%	21.6%
Counselors spend significant time managing crisis situations	3.9%	13.3%	33.5%	34.3%	15.0%
Role of counselor to provide academic, personal/social and career guidance	.9%	1.7%	12.4%	41.0%	44.0%
Counselors work as liaison between all parties in student education	3.5%	10.8%	22.5%	40.7%	22.5%

N=221 (23 administrators, 18 counselors, 116 academic teachers and 64 vocational teachers).

Table 4.6. Distribution of role of counselor item responses by position.

Item and Response Category		Current Position				
		Admin.	Counselor	Academic Teacher	Vocational Teacher	Total
		Column Valid N %	Column Valid N %			
Understanding of counselor role in school	Strongly Disagree	.0%	11.1%	5.9%	4.7%	5.4%
	Disagree	4.3%	.0%	10.9%	9.4%	8.9%
	Neither	.0%	.0%	18.5%	20.3%	15.6%
	Agree	43.5%	33.3%	46.2%	56.3%	47.8%
	Strongly Agree	52.2%	55.6%	18.5%	9.4%	22.3%
Counselor role is to help student develop emotionally & socially	Strongly Disagree	.0%	11.1%	1.7%	6.3%	3.6%
	Disagree	.0%	.0%	6.7%	12.5%	7.1%
	Neither	13.0%	.0%	23.3%	21.9%	20.0%
	Agree	52.2%	38.9%	44.2%	42.2%	44.0%
	Strongly Agree	34.8%	50.0%	24.2%	17.2%	25.3%
Counseling prog. helps the academic achievement of all students	Strongly Disagree	.0%	11.1%	2.5%	6.3%	4.0%
	Disagree	4.3%	11.1%	20.3%	25.0%	19.3%
	Neither	26.1%	.0%	23.7%	25.0%	22.4%
	Agree	43.5%	38.9%	33.9%	26.6%	33.2%
	Strongly Agree	26.1%	38.9%	19.5%	17.2%	21.1%
Counselors spend significant time managing crisis situations	Strongly Disagree	.0%	.0%	4.2%	6.3%	4.0%
	Disagree	4.3%	16.7%	14.3%	10.9%	12.5%
	Neither	17.4%	27.8%	37.0%	35.9%	33.9%
	Agree	56.5%	22.2%	31.9%	34.4%	34.4%
	Strongly Agree	21.7%	33.3%	12.6%	12.5%	15.2%
Counselor to provide academic, personal/social and career guidance	Strongly Disagree	.0%	5.6%	.0%	1.6%	.9%
	Disagree	.0%	.0%	2.5%	1.6%	1.8%
	Neither	8.7%	5.6%	10.8%	20.3%	12.9%
	Agree	52.2%	22.2%	43.3%	37.5%	40.9%
	Strongly Agree	39.1%	66.7%	43.3%	39.1%	43.6%
Work as liaison between all parties in student education	Strongly Disagree	.0%	5.6%	2.6%	6.3%	3.6%
	Disagree	4.3%	.0%	14.5%	9.4%	10.8%
	Neither	21.7%	11.1%	25.6%	23.4%	23.4%
	Agree	43.5%	27.8%	38.5%	43.8%	39.6%
	Strongly Agree	30.4%	55.6%	18.8%	17.2%	22.5%

In Table 4.6 the N for administrators = 23, counselors = 18, academic teachers = 116 and vocational teachers = 64.

These statistical findings provide the basis for answering the first research question and will be discussed in chapter 5.

Collaboration

Six items represented the construct collaboration between the counselor and educators, defined as position of the respondent. The responses to the six items were totaled, and descriptive statistics for the collaboration construct were calculated and are presented in Table 4.7. Table 4.7 summarizes scores for collaboration activities by position of the respondent. Although administrators summatively scored higher ($M = 4.00$, $SD = .5$) and may generally agree on more collaboration items (Table 4.8), the data supports the overall conclusion that counselors ($M=3.60$, $SD = .82$) and teachers (academic $M= 3.67$, $SD=.65$ and vocational $M=3.45$, $SD=.74$) are less likely to agree than administrators.

Table 4.7. Descriptive statistics and Anova results for collaboration examined by position of the respondent.

Position	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Administration	23	4.0000	.50000	.10426	3.7838	4.2162	3.17	5.00
Counselor	18	3.6019	.82077	.19346	3.1937	4.0100	1.17	4.83
Academic Teacher	117	3.6724	.64880	.05998	3.5536	3.7912	2.17	5.00
Vocational Teacher	60	3.4583	.74068	.09562	3.2670	3.6497	1.00	5.00
Total	218	3.6422	.68982	.04672	3.5501	3.7343	1.00	5.00

Anova summary:

$F = 3.713$; $df = 3/214$; $p = .012$.

Scheffe post hoc results:

Administration mean > Vocational teacher mean.

Table 4.8. Frequency distribution for collaboration items.

Collaboration Statement	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
	%	%	%	%	%
Counselor works collaboratively with teachers and administrators	2.6%	12.0%	16.3%	41.6%	27.5%
I meet with counselor regarding student concerns	2.2%	6.5%	11.3%	41.3%	38.7%
Counselor has needed resources to do job effectively	7.3%	15.0%	27.9%	32.6%	17.2%
Counselors are supported by administration	1.3%	9.0%	32.1%	39.3%	18.4%
Teachers value the work counselors are doing	4.7%	12.4%	25.2%	44.9%	12.8%
Counselors, teachers & admin collaborate to meet student needs	3.0%	13.3%	22.7%	43.8%	17.2%

N = 218 (23 administrators, 18 counselors, 117 academic teachers and 60 vocational teachers).

Although there are raw differences in the means in Table 4.7 regarding results for collaboration, the second research question was focused on examining whether those differences were statistically significant. What differences between counselors, teachers and administrators exist relative to their self-reported perceptions of collaboration with faculty in the delivery of guidance and counseling services?

The one-way analysis of variance results are summarized at the bottom of Table 4.7. The average amount of difference between group means relative to the average amount of variance within each group resulted in an $F = 3.173$. Statistical significance ($p = .012$) indicates that the null hypothesis was rejected. To identify exactly where the statistical difference existed in the four groups of respondents the Scheffe post hoc test was used. The post hoc test results indicated that the only statistically significant difference existed between administrators ($M=4.00$) and vocational teachers ($M=3.45$). We can be 95% confident that based on these results that the target population would have similar responses as was found in the sample subgroups.

Table 4.9 summarizes the responses to each collaboration item by position of the respondent.

Table 4.9. Distribution of collaboration item responses by position.

Item & Response Category		Current Position				
		Administration	Counselor	Academic Teacher	Vocational Teacher	Total
		Column Valid N %	Column Valid N %			
Counselor works collaboratively with teachers and administrators	Strongly Disagree	.0%	5.6%	2.5%	3.1%	2.7%
	Disagree	.0%	5.6%	15.1%	12.5%	12.1%
	Neither	8.7%	.0%	16.0%	25.0%	16.5%
	Agree	56.5%	38.9%	37.0%	45.3%	41.5%
	Strongly Agree	34.8%	50.0%	29.4%	14.1%	27.2%
I meet with counselor regarding student concerns	Strongly Disagree	.0%	5.6%	.8%	5.0%	2.3%
	Disagree	.0%	11.1%	4.2%	13.3%	6.8%
	Neither	13.0%	.0%	11.7%	13.3%	11.3%
	Agree	30.4%	50.0%	40.8%	41.7%	40.7%
	Strongly Agree	56.5%	33.3%	42.5%	26.7%	38.9%
Counselor has needed resources to do job effectively	Strongly Disagree	8.7%	16.7%	5.9%	6.3%	7.1%
	Disagree	21.7%	27.8%	14.3%	12.5%	15.6%
	Neither	4.3%	11.1%	31.9%	29.7%	26.8%
	Agree	34.8%	33.3%	29.4%	37.5%	32.6%
	Strongly Agree	30.4%	11.1%	18.5%	14.1%	17.9%
Counselors are supported by administration	Strongly Disagree	.0%	5.6%	.0%	3.1%	1.3%
	Disagree	.0%	22.2%	7.5%	10.9%	8.9%
	Neither	13.0%	11.1%	35.8%	39.1%	32.4%
	Agree	43.5%	38.9%	41.7%	32.8%	39.1%
	Strongly Agree	43.5%	22.2%	15.0%	14.1%	18.2%
Teachers value the work counselors are doing	Strongly Disagree	.0%	11.1%	5.0%	4.7%	4.9%
	Disagree	13.0%	16.7%	9.2%	18.8%	12.9%
	Neither	30.4%	16.7%	26.7%	23.4%	25.3%
	Agree	47.8%	55.6%	45.0%	40.6%	44.9%
	Strongly Agree	8.7%	.0%	14.2%	12.5%	12.0%
Counselors, teachers & admin collaborate to meet student needs	Strongly Disagree	.0%	5.6%	2.5%	4.7%	3.1%
	Disagree	4.3%	5.6%	16.8%	14.1%	13.8%
	Neither	26.1%	16.7%	23.5%	23.4%	23.2%
	Agree	43.5%	44.4%	42.0%	45.3%	43.3%
	Strongly Agree	26.1%	27.8%	15.1%	12.5%	16.5%

N = 218 (23 administrators, 18 counselors, 117 academic teachers and 60 vocational teachers).

Integration of Guidance Curriculum

The third research question examined differences between teachers, counselors and administrators relative to their self-reported perceptions regarding the integration of a guidance and counseling curriculum. Six items collectively were used to measure the construct integration. This construct was designed to assess the extent the respondents agreed the guidance curriculum was integrated into the school overall instructional program.

The distributions of responses for each item appear in Table 4.10. Examination of the data in Table 4.10 indicates that collectively 44.2% of the respondents indicated they neither agreed nor disagreed with the item, teachers support integrating group guidance activities. Examination of the more detailed information in Table 4.11 reveals that 45.4% of the academic teachers and 52.5% of the vocational teachers neither agreed nor disagreed with that item. Approximately one third of the respondents (34.8%) indicated they neither agreed nor disagreed with the item counselors integrate programs to meet student needs. For this item there was a very similar response pattern across position (administration-41%; counselor-33%; academic teacher-31%; vocational teacher-43%) of neither agreeing nor disagreeing.

A wide range of responses were reported, but no statistically significant differences ($F = 0.354$; $df = 3/210$; $p = .786$) were evident between the four respondent groups (Table 4.12).

Table 4.10. Frequency distribution of responses for integration items.

Integration Statement	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
	%	%	%	%	%
Counselors, teachers & admin share student data to meet student needs	6.4%	18.0%	22.3%	38.6%	14.6%
Counselors integrate programs to meet student needs	6.5%	15.2%	34.8%	36.1%	7.4%
Teachers support integrating group guidance activities	3.5%	13.0%	44.2%	31.2%	8.2%
Counselors do not work with teachers to provide classroom guidance curriculum	14.7%	28.6%	25.1%	20.3%	11.3%
Counselors are not viewed as integral part of student educational experience	4.3%	17.2%	21.6%	32.3%	24.6%
Counselors collaborate with admin & teachers to improve school climate	4.3%	10.7%	18.0%	44.6%	22.3%

N = 214 (administrator = 22, counselors = 15, academic teachers = 116 and vocational teacher = 61).

Table 4.11. Distribution of integration item responses by position.

Item & Response Category		Current Position				
		Administration	Counselor	Academic Teacher	Vocational Teacher	Total
		Column Valid N %	Column Valid N %			
Counselors, teachers & admin share student data to meet student needs	Strongly Disagree	.0%	5.9%	8.3%	6.3%	6.7%
	Disagree	4.3%	11.8%	20.0%	23.4%	18.8%
	Neither	21.7%	17.6%	21.7%	25.0%	22.3%
	Agree	56.5%	35.3%	35.0%	39.1%	38.4%
	Strongly Agree	17.4%	29.4%	15.0%	6.3%	13.8%
Counselors integrate programs to meet student needs	Strongly Disagree	.0%	11.1%	7.6%	6.3%	6.8%
	Disagree	18.2%	11.1%	15.3%	14.3%	14.9%
	Neither	40.9%	33.3%	30.5%	42.9%	35.3%
	Agree	36.4%	33.3%	38.1%	30.2%	35.3%
	Strongly Agree	4.5%	11.1%	8.5%	6.3%	7.7%
Teachers support integrating group guidance activities	Strongly Disagree	13.0%	.0%	1.7%	4.8%	3.6%
	Disagree	13.0%	29.4%	10.9%	11.1%	12.6%
	Neither	39.1%	23.5%	45.4%	52.4%	45.0%
	Agree	21.7%	35.3%	34.5%	25.4%	30.6%
	Strongly Agree	13.0%	11.8%	7.6%	6.3%	8.1%
Counselors work with teachers to provide classroom guidance curriculum	Strongly Disagree	8.7%	17.6%	12.6%	20.6%	14.9%
	Disagree	43.5%	11.8%	25.2%	34.9%	28.8%
	Neither	21.7%	23.5%	27.7%	22.2%	25.2%
	Agree	8.7%	41.2%	22.7%	14.3%	20.3%
	Strongly Agree	17.4%	5.9%	11.8%	7.9%	10.8%
Counselors are not viewed as integral part of student education experience	Strongly Disagree	.0%	5.6%	3.4%	7.8%	4.5%
	Disagree	.0%	16.7%	18.6%	23.4%	17.9%
	Neither	30.4%	5.6%	17.8%	28.1%	21.1%
	Agree	30.4%	55.6%	34.7%	21.9%	32.3%
	Strongly Agree	39.1%	16.7%	25.4%	18.8%	24.2%
Counselors collaborate with admin & teachers to improve school climate	Strongly Disagree	.0%	5.6%	4.2%	6.3%	4.5%
	Disagree	8.7%	5.6%	9.2%	15.6%	10.7%
	Neither	26.1%	.0%	15.1%	25.0%	17.9%
	Agree	52.2%	33.3%	48.7%	39.1%	45.1%
	Strongly Agree	13.0%	55.6%	22.7%	14.1%	21.9%

N = 214 (administrators = 22, counselors 15, academic teachers = 116 and vocational teacher = 61).

Table 4.12. Descriptive statistics and Anova results for integration examined by position of the respondent.

Position	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Administration	22	3.1667	.33728	.07191	3.0171	3.3162	2.50	3.67
Counselor	15	3.3000	.52023	.13432	3.0119	3.5881	2.17	4.33
Academic Teacher	116	3.1767	.45487	.04223	3.0931	3.2604	1.83	4.50
Vocational Teacher	61	3.1721	.48493	.06209	3.0479	3.2963	1.67	4.17
Total	214	3.1830	.45607	.03118	3.1216	3.2445	1.67	4.50

Anova summary: $F = 0.354$; $df = 3/210$; $p = .786$. Thus no means are significantly different at the .05 alpha level.

Ranking of Counselor Activities

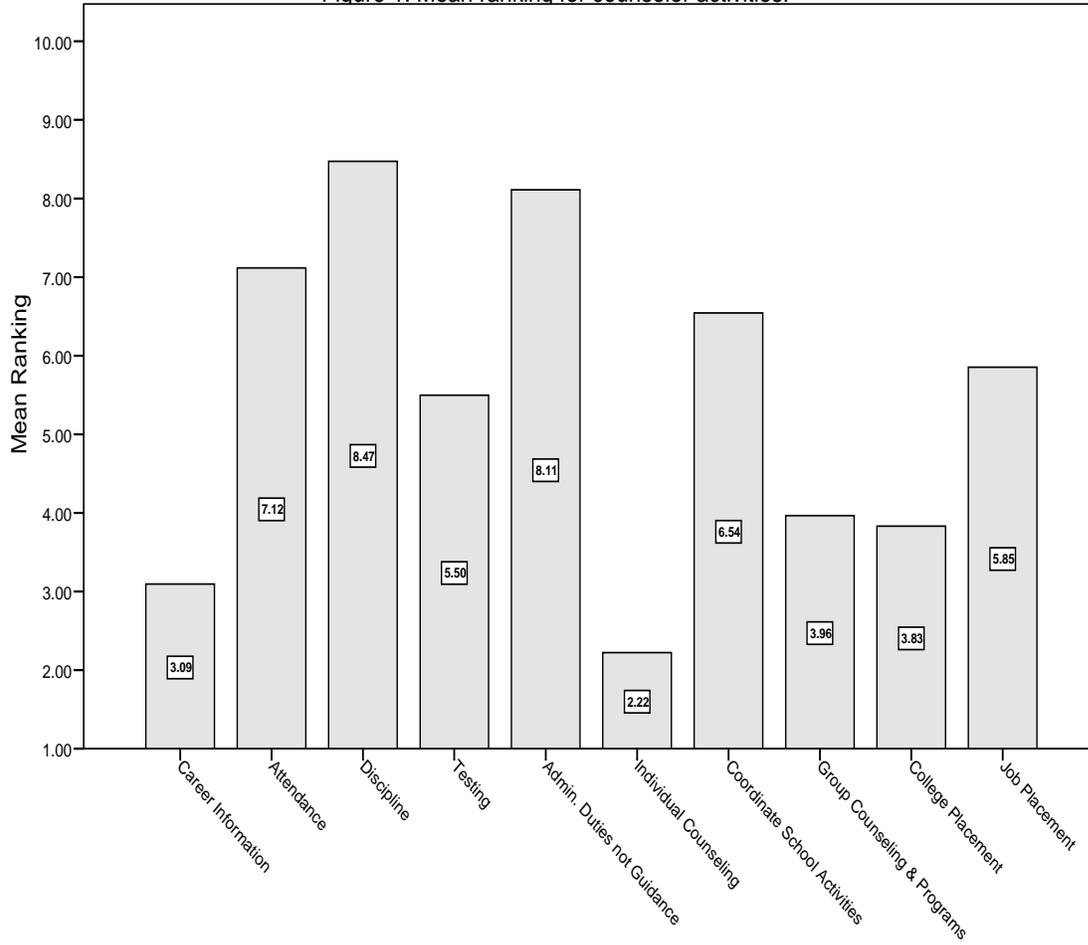
Study participants were asked to provide perceived importance rankings regarding the counselor activities and also to rank the importance of various tests typically administered by the counselor. The intent was to examine the overall rankings of the collective group rather than to examine statistically differences in the rankings by the subgroups. The rankings will be compared to previous findings by Gibson (1986).

Rank Order of Counselor Activities

Ten counselor activities were listed on the survey and respondents were asked to rank those items using a ranking scale of one (1) through ten (10) using 1 to reflect most important activity and 10 being least important activity. The mean rankings for each activity are summarized in Figure 1. Only 171 of the 234 study participants ranked all activities.

The mean ranking results are summarized in Figure 1. The most important activity of the counselor was providing individual counseling services (mean rank = 2.2). The second most important activity of counselors was providing career information (mean rank = 3.1). These top two rankings support the findings of Gibson on his 1968 & 1986 studies in which teachers recognized individual counseling and career information as the most important counselor activities, consecutively. The least important counselor activities were discipline (mean rank = 8.5) and administrative duties other than guidance (mean rank = 8.1). Compared to Gibsons' 1986 study the least important counselor activities were reported as administrative duties other than guidance and attendance checking and recording. And, in his 1968 study the least important counselor activities were reported as administrative duties other than guidance and college placement.

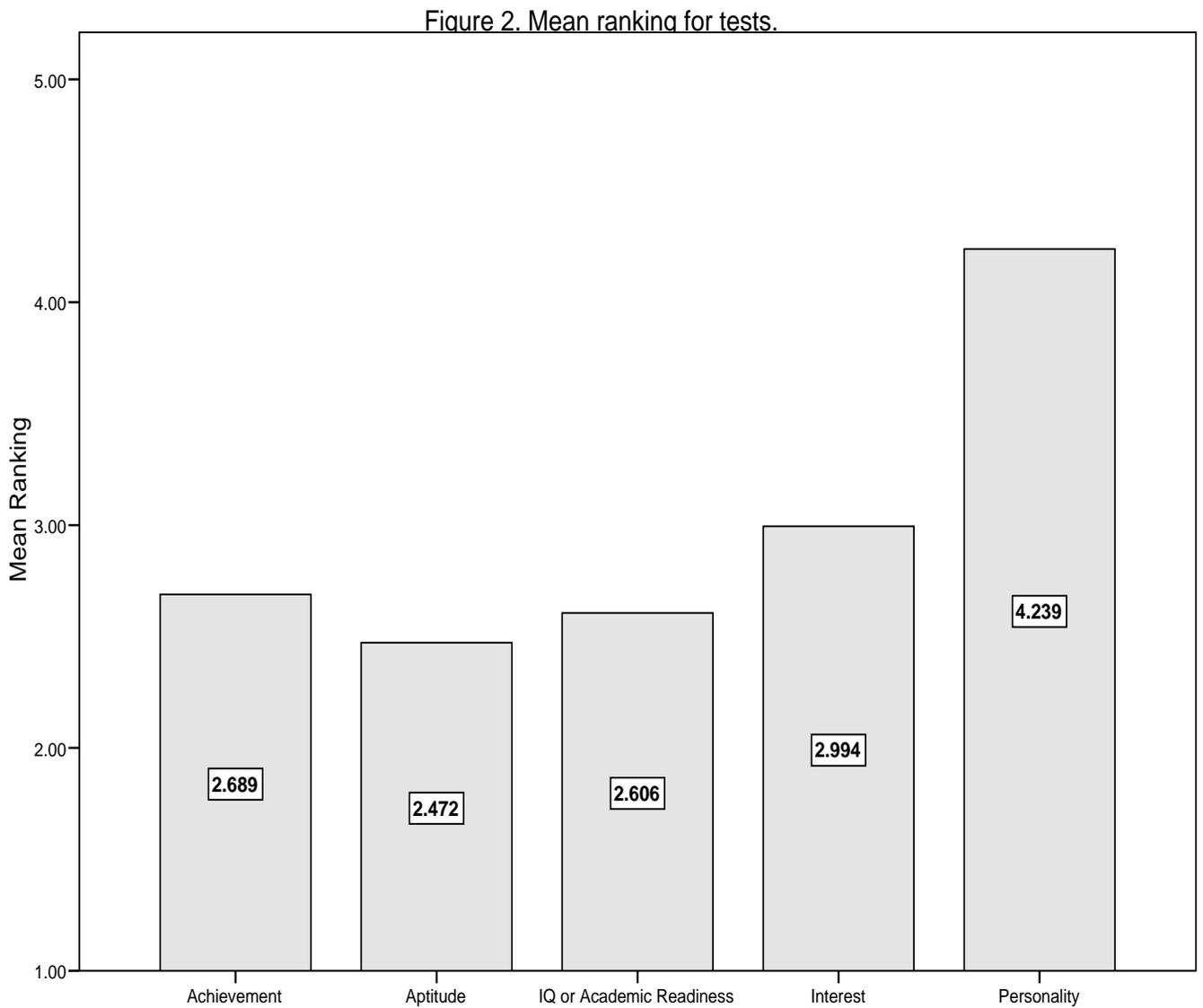
Figure 1. Mean ranking for counselor activities.



Scale: 1 = most important to 10 = least important.

Rank Order of Tests

Respondents were asked to rank the importance of five common tests. Figure 2 summarizes the mean rankings for those tests. Of the 234 participants only 180 ranked the importance of all five tests. Aptitude tests had the highest mean rank (2.47) with IQ or academic readiness tests (2.60) and achievement tests (2.69) literally ranked the same.

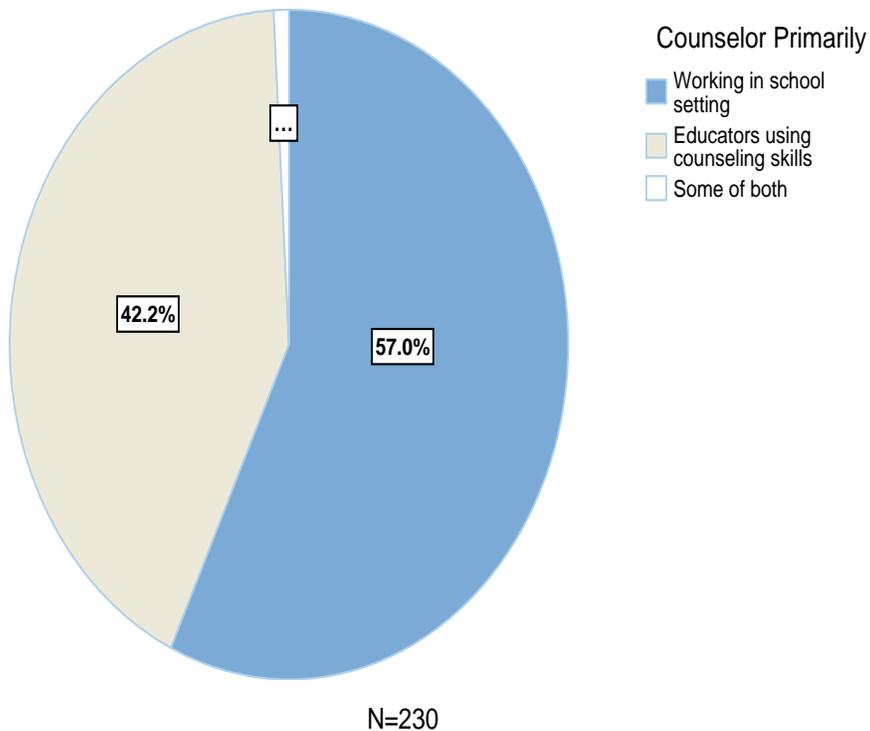


Scale: 1 = most important to 5= least important.

Counselor Primary Role

The respondents were asked to indicate what they perceived to be the primary role of the counselor. Of the 230 responding to this item, 57% viewed the counselor as primarily working in a school setting and 42% viewed the counselor as primarily being an educator using counseling skills. Less than one percent indicated the counselor was some of both.

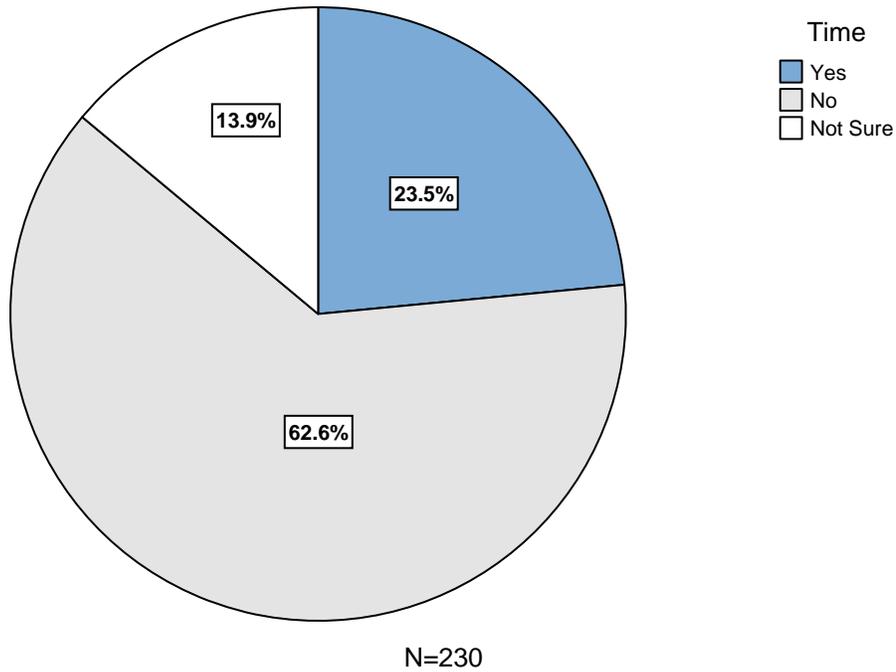
Figure 3. Perception of counselor primary role.



Time as a Factor for Collaboration

Figure 3 represents responses to the question whether respondents believed teachers had adequate time to collaborate with the school counselor. Of the 230 responses Sixty three percent reported no, teachers did not have adequate time to collaborate and 14% were not sure.

Figure 3. Teachers have adequate time to collaborate.



Open Ended Questions

What prevents you from working in a more collaborative way with the counselor?

The most common response to this question was time “everyone is so busy.” Educators believe there is not enough time to collaborate, the demands on their own time in the classroom is excessive, no common planning time, conflict in schedules to coordinate services and the workload is excessive. Teachers also described feeling “pressured.” “There are too many meetings, committees and pressure to meet AYP on PSSA testing.”

Please list the most significant strengths that currently exist within the School Counseling Program? Themes are; “The dedication the counselors have is admirable”; “The counselors are very caring and hardworking”; “they help students with decision-making with course selection and scheduling and crisis situations.” One school gave recognition to a school wide program that they viewed as effective and providing services in a collaborative way, however, it was not stated that it was exclusive to guidance.

Please list the most significant weaknesses that currently exist within the School Counseling Program? “Too many other administrative duties”, “Counselor workload is excessive, does not involve counselors with helping kids”; “Counselors have too many students on their caseloads”; “not all students receive services”; “a lot of the counselors work involves crisis response, scheduling and non-counselor duties”, “I don’t know.”

What will help you more fully understand the role of the school counselor?

“Have counselors provide in-service or workshops on their job duties”, “Have the Counselor’s communicate their program goals” and “I don’t know” were the most common responses reported by teachers. The majority of administrators and counselors did not respond to this question.

Chapter 5

SUMMARY AND CONCLUSIONS

This chapter reviews critical literature for consideration as it relates to the intent of this study. Analysis presented in Chapter 4 of basic descriptive statistics and one-way analysis of variance are used to answer the three research questions. The discussion and recommendations will be based on the findings as they relate to the literature.

ASCAs' questions; "What do counselors do? And; How are students different or their lives enhanced due to what counselors do?" have set the stage for accountability within outcomes-based education in the domain of the Professional School Counselor. The Professional School Counselor's role is providing programs in the areas of academic, personal/social and career development for all students. According to Myrick, (2003), the terms guidance and counseling can be further defined as; "guidance" is more of an overarching term, and involves a collection of services geared at students' adjustment to school, personal/social, educational and career development. The term "counseling" refers to the confidential and interactive process of helping a student with personal/social or other concerns. The counselors' role, poorly understood by educators, and designed by administrators, has been viewed as a peripheral service within the school (Gysbers). Research has shown that the ability to measure how children's lives are enhanced by guidance and counseling services is enhanced when using a comprehensive model (ASCA).

Gibsons' studies are noteworthy in the areas of; "Teachers perceptions of the role of the school counselor" and provides a framework in which to consider educator perceptions as a factor in reporting counselor efficacy and effectiveness, and presenting systemic constructs that may have direct effects on the counselors ability to deliver comprehensive school counseling

programs. Gibson determined in his research that “internal support” is a leading factor for counselor success and program sustainability, and that counselors may be reinforcing the perceptions educators have by the way they spend their time. The purpose of this investigation was to determine what differences exist in the perceptions of teachers, counselors and administrators regarding the role of the school counselor, their perceptions of collaboration of faculty and their support for the integration of guidance and counseling activities. However, counselors are not free agents and their role is largely determined by administrations’ constructs. Organizational goals based on reform initiatives such as NCLB, may be too powerful, putting counselors in a double-bind.

Research Questions

The statistical findings will allow us to address the following research questions;

1. What differences between counselors, teachers and administrators exist relative to their self-reported perceptions of the role of the school counselor?

Descriptive statistics for the role of the school counselor were calculated and represented in table 4.4. Counselor participants ($M = 3.83, SD = .74$) and administrators ($M = 3.83, SD = .44$) or the vocational teachers ($M = 3.48, SD = .53$). A higher score reflects greater agreement that the six position items listed are perceived to be the role of the counselor. A lower score reflects less agreement that the position items listed are the role of the counselor. These overall scores show that perceptions of the respondents generally were that they neither agree nor disagree regarding the role of the school counselor. Counselor and administrator means reflected more agreement in their understanding of the role. Counselors had a wider range of responses which may reflect their “other jobs” or poorly defined job roles. Overall responses fell within the neither agree nor

disagree range, which implies ambivalence in the opinion of respondents regarding the role of the counselor.

2. What differences between counselors, teachers and administrators exist relative to their self-reported perceptions of collaboration of faculty in the delivery of guidance and counseling services?

The one-way analysis of variance results are summarized at the bottom of Table 4.7. The average amount of difference between group means relative to the average amount of variance within each group resulted in an $F = 3.173$. Statistical significance ($p = .012$) indicates that the null hypothesis was rejected. To identify exactly where the statistical difference existed in the four groups of respondents the Scheffe post hoc test was used. The post hoc test results indicated that the only statistically significant difference existed between administrators ($M=4.00$) and vocational teachers ($M=3.45$). We can be 95% Confident that based on these results that the target population would have similar responses as was found in the sample subgroup.

3. What differences between teachers, counselors, administrators' exist relative to their self-reported perceptions of the integration of guidance and counseling curriculum?

Summary statistics on Table 4.12 for integrated activities provide a total mean score ($M = 3.18$) which indicate that collectively the respondents neither agreed nor disagreed regarding the integration of counseling and guidance services. A wide range of responses were reported but no real statistical differences were evident between the four respondent groups. This ambivalence may further indicate that respondents do not know what the counselors' day-to-day duties are and the overall role the counselor plays within their organization. These findings may also indicate less understanding of the concept of integration of guidance and counseling services by teachers and administrators.

Discussion

Findings suggest that faculty do not understand the role of the counselor, nor do they work collaboratively to deliver counseling services or support the integration of guidance into the curriculum. Respondents to this survey generally, neither agreed, nor disagreed, with the Questionnaire items. Vocational teachers' responses tended to reflect the lowest level of agreement compared with the other groups. This raises questions about their ability to observe the counselor and their level of interaction. They reported an inability to collaborate with counseling efforts and integrate guidance curriculum due to schedule conflicts and workload. Educational preparation for collaboration and teamwork in the pre-service training of teachers may also be a factor. MacTavish & Kolb (2006) concluded: "We can see how collaboration on meaningful projects can lead to authentic relationships within a school setting"(p. 2). These findings may suggest systemic problems within the educational field. Workload and time constraints preventing collaboration with counselors was a recurrent theme among respondents. This scenario limits counselors' opportunity to provide more direct counseling services to students. Support for the integration of guidance curriculum was also identified as a limiting factor due to administrator, teacher and counselor workload, insufficient time and schedule conflicts. In addition, reviewing the results of descriptive statistics and ANOVA results for integration examined by position of the respondent in Table 4.12 raises the question of whether respondents understand the concept of "integration of guidance curriculum." The concept of counselor's integrating guidance curriculum into the classroom is a concept embraced by comprehensive developmental counseling programs (CDG). Research suggests that only 50% of the states have adopted a comprehensive model approach or a form of the CDG model. Therefore, the outcome to the six questions on integration may have been affected due to a lack

of understanding as to what integration is and how it affects the overall delivery of guidance services. In Zalaquett's research he determined that only 27.8% of principals in his study believed the use of the ASCA National Standards (guidance curriculum) were relevant to counselor job duties, 33.9% were unsure and 27.4% were not familiar with the national standards. Therefore, In-service training is warranted for educators to understand the counselors' role, CDG model, the integration of guidance curriculum and collaboration of guidance and counseling services.

Role ambiguity was identified when 43% of the respondents indicated the primary function of the counselor was as an Educator and not as a Counselor, 57% believed the primary function is providing counseling services in an educational setting. Gibson suggests counselors' ability to communicate who they are in their educational settings can have a profound effect on educators understanding their role, and gaining support for their goals and ultimately improve the sustainability of their program.

Systemic factors impact faculty understanding the role the counselor plays within the educational system, and begins with the support and value demonstrated by administration. The counselors' job description according to ASCA is to provide academic, personal/social and career development to students to enhance their attitude, skills and knowledge and promote optimum development of all students. This defines the value and requires support for counselors as professionals. This is not the case when counselors' primary role is performing quasi-administrative tasks that support the integrity of the educational institution, as reported by educators in this study. Educators reported counselors having strong ethics, being hard workers, caring about the students they serve, but also reported a lack of services provided to all students. Testing, recruitment, scheduling, secretarial tasks, and various other duties are still barriers for

the delivery of counseling and guidance services to all students. Idyllic counselor/student ratios are identified by ASCA as 1:250. The schools in this study averaged a 1:389 counselor/student ratio.

Findings suggest greater emphasis is needed in the preparation programs for counselor and administrator candidates. Understanding the role of the school counselor is necessary to promote collaboration and support for the integration of guidance services as well as maintain and enhance the counseling program. Principals often come from a teaching background and receive minimal or no training regarding the roles and perspectives of the school counselor (Ross and Herrington, 2005). School principals and school counselors often do not agree on the day to day duties and responsibilities of the counselor. The counselors' perception of their role as a professionally grounded, self-directed specialist may be challenged if the administrator fails to understand the counselor role or perceives their role as quasi-administrative whose time and resources may be reallocated based on problems and circumstances that come up (Gysbers). When non-counseling duties are added to meet political or administrative agendas, counselors are less likely to define themselves by their professional training and expertise as counselors (Webber, 2004). Factors that may impact faculty to more fully understand the role of the counselor were addressed in earlier chapters: a) Communication by counselors of what they do; b) Inform administrators based on program data what the program goals are for that year; c) One-on-one interaction with faculty; d) Guidance and counseling services that involve parents and teachers; e) Increased leadership by counselors to collaborate with teachers and administrators to deliver school-wide guidance services.

Confusion and ambiguity concerning the role of the counselor is a result of inconsistent criteria in both counselor and principal training programs (Ross & Herrington, 2005). Systemic

factors contributing to barriers in the counselors' ability to develop and deliver Comprehensive School Counseling Programs remains an issue. If the school counseling profession is to transform itself to align with ASCA recommendations for data driven programs with the ability to demonstrate accountability, then the educational system must become the vehicle that promotes counselors; demonstrating and communicating their professional role which provides support and value for the collaborative approach, and integration of guidance services.

These findings may warrant future studies to consider internal support and systemic constructs that affect counselor efficacy and the delivery of more fully implemented school counseling programs.

Recommendations

- 1) Recognition of internal support as a construct for the successful delivery of the school counseling program is warranted. The promotion of the Professional Counselors role as providing counseling services in an educational setting for academic, personal/social, and career development of all students requires counselors communicating what they do to faculty. Educators in this study recommend counselors in-service faculty at the start of the school year on guidance services and program goals. Counselors need to demonstrate their role by job description and day-to-day tasks assigned by administration that will further define the counselor role within their school community.
- 2) Training programs for Counselor and Principal Candidates that include an understanding of a collaborative systemic approach for the delivery of the guidance services will promote; a partnership between these two professional

groups to maintain and enhance the development and delivery of the school counseling program.

- 3) Counselors need to initiate collaborative efforts with teachers that are promoted and supported by the administration. Counselors with teachers can integrate school wide guidance activities that enhance school climate, develop conflict resolution skills, build interpersonal skills, improve retention rates, improve academic performance and promote innovative practices for collaborative teaching and learning.
- 4) Counselor's need to in-service teachers and administrators on emergent concepts and new developments within the school counselor field; ASCA standards, CEW's, integration of guidance services, etc.
- 5) Counselors substantiate outcomes for all students that are due to the services they provide via data and demonstrations of their activities.
- 6) Counselors that work as engaged leaders and self-directed specialists have the autonomy to design counseling programs that are collaborative, developmental and comprehensive to meet all student's individual needs and promote healthy work and learning environments.

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APPENDIX

High School Counselor Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to questions will assist in the review of the School Counseling Program. All responses will be kept confidential. Your voluntary completion of this survey and return in the provided envelope (sealed) will constitute your consent to participate in this research.

Please circle the response that best answers each question.

Gender: Male Female Employment status: Full time Part time

What is your discipline: PDE Certified School Counselor Social Worker (MSW)

Other: _____(please define).

How many years have you worked in this position? < 1 1-5 6-10 11-20 21+

How many years have you worked at this school? < 1 1-5 6-10 11-20 21+

Your highest level of education: Bachelors Masters Doctorate

How much contact do you have with the School Principal? Daily Weekly Monthly Very Little

In what capacity did you work before becoming a school counselor?_____

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

1. I have a clear understanding of the School Counselors' role in the school. 1 2 3 4 5
2. The School Counselors work collaboratively with administrators & teachers. 1 2 3 4 5
3. Teachers meet with the School Counselors when they have concerns about Students 1 2 3 4 5
4. The School Counselors role is to help students to develop socially and emotionally. 1 2 3 4 5
5. The School Counseling Program **does not** help to enhance the academic achievement of all students. 1 2 3 4 5
6. The School Counselors have the necessary resources to do their jobs effectively: i.e. clerical staff, computers, etc. 1 2 3 4 5
7. The School Counselors are supported by Administration in the school. 1 2 3 4 5

8. Teachers, School Counselors, & Administrators share student performance data to decide how to meet student needs. 1 2 3 4 5
9. The School Counselors integrate school wide programs to meet the needs of students 1 2 3 4 5
10. The School Counselors spend a significant amount of time managing crisis situations. 1 2 3 4 5
11. Teachers support Counselors integrating group guidance activities for students. 1 2 3 4 5
12. I believe teachers' value the work School Counselors are doing. 1 2 3 4 5
13. School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5
14. The role of the School Counselor is to provide academic, personal/social and career guidance to all students. 1 2 3 4 5
15. The School Counselors work as a liaison between all parties involved in Students education. 1 2 3 4 5
16. The School Counselors are **not** viewed as an integral part of students' education experience. 1 2 3 4 5
17. The School Counselors in collaboration with administrators, and teachers work to improve school climate. 1 2 3 4 5
18. The School Counselors, Administrators and Teachers work collaboratively to meet the needs of all students 1 2 3 4 5

Please Rank what you believe to be the most important activities of the School Counselors.

Rank the activities by importance, #1 being most important. Rank tests by importance, #1 being most important

ACTIVITIES

- Career information
- Attendance checking & recording
- Discipline
- Test Administration & interpretation
- Administrative duties other than guidance
- Individual counseling services
- Coordination of the school activities
- Group counseling & orientation Programs
- College Placement
- Job placement, part time & full time

TESTS

- Achievement
- Aptitude
- Intelligence or Academic readiness
- Interest
- Personality

Please circle what you most believe.

I believe school counselors are primarily: a.) Counselors working in a school setting, or

b.) Educators using counseling skills

Do you believe that **teachers** have adequate time to collaborate with the school counselor?

Yes

No

Not Sure

1. What prevents you from working in a more collaborative way with **teachers and administrators**?

2. Please list the most significant **strengths** that currently exist within the School Counseling Program?

3. Please list the most significant **weaknesses** that currently exist within the School Counseling Program?

4. What will help **teachers and administrators** to more fully understand the role of the school counselor?

Thank you for taking the time to complete this survey.

High School Teacher Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to questions will assist in the review of the School Counseling Program. All responses will be kept confidential. Your voluntary completion of this survey and return in the provided envelope (sealed) will constitute your consent to participate in this research.

Please circle the response that best answers each question.

Gender: Male Female

In which area is your teaching discipline: Academic Vocational Other_____

How many years have you worked in this position? <1 1-5 6-10 11-20 21+

How many years have you worked at this school? < 1 1-5 6-10 11-20 21+

How much contact do you have with the School Counselors? Daily Weekly Monthly Very Little

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I have a clear understanding of the School Counselors' role in the school. | 1 | 2 | 3 | 4 | 5 |
| 2. The School Counselors work collaboratively with administrators & teachers. | 1 | 2 | 3 | 4 | 5 |
| 3. I meet with the School Counselors when I have concerns about students in my classes. | 1 | 2 | 3 | 4 | 5 |
| 4. The School Counselors role is to help students to develop socially and emotionally. | 1 | 2 | 3 | 4 | 5 |
| 5. The School Counseling Program does not help to enhance the academic achievement of all students. | 1 | 2 | 3 | 4 | 5 |
| 6. The School Counselors have the necessary resources to do their jobs effectively: i.e. clerical staff, computers, etc. | 1 | 2 | 3 | 4 | 5 |
| 7. The School Counselors are supported by administration in the school. | 1 | 2 | 3 | 4 | 5 |
| 8. School Counselors, teachers & administrators share student performance data to decide how to meet student needs. | 1 | 2 | 3 | 4 | 5 |
| 9. The School Counselors integrate school wide programs to meet the needs of students. | 1 | 2 | 3 | 4 | 5 |

10. The School Counselors spend a significant amount of time managing crisis situations. 1 2 3 4 5
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16. The School Counselors are **not** viewed as an integral part of students' education experience. 1 2 3 4 5
17. The School Counselors in collaboration with administrators, and teachers work to improve school climate. 1 2 3 4 5
18. The School Counselors, administrators and teachers work collaboratively to meet the needs of all students 1 2 3 4 5

Please Rank what you believe to be the most important activities of the School Counselors.

Rank the activities by importance, #1 being **most** important. **Rank tests by importance**, #1 being **most** important

ACTIVITIES

- Career information
- Attendance checking & recording
- Discipline
- Test Administration & interpretation
- Administrative duties other than guidance
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- Group counseling & orientation Programs
- College Placement
- Job placement, part time & full time

TESTS

- Achievement
- Aptitude
- Intelligence or Academic readiness
- Interest
- Personality

Please circle what you most believe

- I believe school counselors are primarily:
- a.) Counselors working in a school setting, or
 - b.) Educators using counseling skills

Do you believe that teachers have adequate time to collaborate with the School Counselor?

Yes No Not Sure

1. What prevents you from working in a more collaborative way with the school counselor?

2. Please list the most significant **strengths** that currently exist within the School Counseling Program?

3. Please list the most significant **weaknesses** that currently exist within the School Counseling Program?

4. What will help you to more fully understand the role of the school counselor?

Thank you for taking the time to complete this survey.

High School Administrator Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to questions will assist in the review of the School Counseling Program. All responses will be kept confidential. Your voluntary completion of this survey and return in the provided envelope (sealed) will constitute your consent to participate in this research.

Please circle the response that best answers each question.

Gender: Male Female What is your Job Title: _____

How many years have you worked in this position? <1 1-5 6-10 11-20 21+

How many years have you worked at this school? < 1 1-5 6-10 11-20 21+

To whom do the counselors report? Principal Director of Guidance Other_____

How much contact do you have with the School Counselors? Daily Weekly Monthly Very Little

How many School Counselors are working in your school? 1 2 3 4 5 6+

How many students are enrolled in your school?_____

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I have a clear understanding of the School Counselors' role in the school. | 1 | 2 | 3 | 4 | 5 |
| 2. The School Counselors work collaboratively with administrators. | 1 | 2 | 3 | 4 | 5 |
| 3. I meet with the School Counselors when I have concerns about students | 1 | 2 | 3 | 4 | 5 |
| 4. The School Counselors role is to help students to develop socially and emotionally. | 1 | 2 | 3 | 4 | 5 |
| 5. The School Counseling Program does not help to enhance the academic achievement of all students. | 1 | 2 | 3 | 4 | 5 |
| 6. The School Counselors have the necessary resources to do their jobs effectively: i.e. clerical staff, computers, etc. | 1 | 2 | 3 | 4 | 5 |
| 7. The School Counselors are supported by Administration in the school. | 1 | 2 | 3 | 4 | 5 |
| 8. Teachers, School Counselors, & Administrators share student performance data to decide how to meet student needs. | 1 | 2 | 3 | 4 | 5 |

9. The School Counselors integrate school wide programs to meet the needs of students 1 2 3 4 5
10. The School Counselors spend a significant amount of time managing crisis situations. 1 2 3 4 5
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17. The School Counselors in collaboration with administrators, and teachers work to improve school climate. 1 2 3 4 5
18. The School Counselors, Administrators and Teachers work collaboratively to meet the needs of all students 1 2 3 4 5

Please Rank what you believe to be the most important activities of the School Counselors.

Rank the activities by importance, #1 being most important. Rank tests by importance, #1 being most important

ACTIVITIES

- Career information
- Attendance checking & recording
- Discipline
- Test Administration & interpretation
- Administrative duties other than guidance
- Individual counseling services
- Coordination of the school activities
- Group counseling & orientation Programs
- College Placement
- Job placement, part time & full time

TESTS

- Achievement
- Aptitude
- Intelligence or Academic readiness
- Interest
- Personality

(Please circle what you most believe)

I believe school counselors are primarily:

- a.) Counselors working in a school setting, or
- b.) Educators using counseling skills

Do you believe that **teachers** have adequate time to collaborate with the School Counselor?

Yes No Not Sure

1. What prevents you from working in a collaborative way with the school counselor?

2. Please list the most significant **strengths** that currently exist within the School Counseling Program.

3. Please list the most significant **weaknesses** that currently exist within the School Counseling Program.

4. What will help you more fully understand the role of the school counselor?

Thank you for taking the time to complete this survey



Dear Administrator:

Thank you again for agreeing to participate in this research project. Enclosed you will find your **Survey Materials** which **include**:

- 1.) **Teacher Surveys**, for all teachers, academic, vocational and other professionals and para-professionals working in your school.
- 2.) **Counselor Surveys**, for all part-time and full time personnel in guidance: certified school counselors, social workers, and other professionals providing counseling in your building.
- 3.) **Administrator Surveys**, for the director, assistant director, principals, assistant principals, director of guidance, director of special education, and other administrators.

Envelopes for participants to seal completed surveys in and return to you.

Consent forms are attached to all surveys.

Also enclosed is a **large postage paid self-addressed envelope** to return all completed surveys to me.

Please note on the consent form, **participants are requested to complete the survey within 3 days** of its receipt and return it to you or a designated area or person in the provided envelope sealed. After 3 days people tend to forget or become less motivated to fill out surveys. Your active support in ensuring a high return rate is critical to the success of this project. A 2 week turn around is anticipated from the time of your receipt of the survey packets to your return of completed surveys in the provided self addressed envelope. This will allow the distribution of materials to be distributed at best time and at your convenience.

Please contact me at smm260@psu.edu with any questions or concerns.

Your contribution to Workforce Education and Development is greatly appreciated.

Sincerely,

Susan M.Mamett
206 Ringtown Mountain Road
Catawissa, PA 17820



**IMPLIED INFORMED CONSENT FORM FOR SOCIAL SCIENCE RESEARCH
THE PENNSYLVANIA STATE UNIVERSITY**

**TITLE OF PROJECT: TEACHERS', COUNSELORS', AND ADMINISTRATORS'
PERCEPTIONS OF THE ROLE OF THE SCHOOL
COUNSELOR**

**PRINCIPAL
INVESTIGATOR: SUSAN M. MAMETT, GRADUATE STUDENT
206 RINGTOWN MOUNTAIN ROAD
CATAWISSA, PA 17820
(570) 799-0587; SMM260@PSU.EDU**

**ADVISOR: DR. RICHARD WALTER
301 KELLER BUILDING
UNIVERSITY PARK, PA 16802
(814) 863-2596; RAW18@PSU.EDU**

**THE PURPOSE OF THIS RESEARCH IS TO EXPLORE HOW SCHOOLS CAN IMPROVE
THE DELIVERY OF SCHOOL COUNSELING SERVICES.**

**COMPLETION AND RETURN OF THIS SURVEY IMPLIES YOUR CONSENT TO
PARTICIPATE IN THIS RESEARCH. PARTICIPANTS MUST BE 18 YEARS OF AGE OR
OLDER TO TAKE PART IN THIS RESEARCH STUDY. PLEASE KEEP THIS FORM FOR
YOUR RECORDS.**

**COMPLETION OF THE FOLLOWING SURVEY IS ON A VOLUNTARY BASIS. YOU DO
NOT HAVE TO ANSWER QUESTIONS YOU DO NOT WANT TO ANSWER. YOU CAN STOP
AT ANY TIME. RESPONSES WILL BE CALCULATED FOR RESEARCH PURPOSES
ONLY. CONFIDENTIALITY WILL BE GRANTED TO ALL PARTICIPANTS AND SCHOOL
DISTRICTS. RESULTS WILL BE CALCULATED AS A GROUP AND ONLY FOR
EDUCATIONAL PURPOSES.**

**IT WILL TAKE ABOUT 15 MINUTES TO COMPLETE THIS SURVEY. AFTER
COMPLETING THE FOLLOWING SURVEY PLEASE FOLD AND PLACE SURVEY IN THE
PROVIDED ENVELOPE, SEAL THE ENVELOPE, AND RETURN TO THE DESIGNATED
PERSON IN YOUR BUILDING WITHIN 3 DAYS AFTER RECEIVING THE SURVEY.**

**FOR CONCERNS, COMPLAINTS, OR QUESTIONS REGARDING THIS SURVEY YOU MAY
CONTACT THE PRINCIPAL INVESTIGATOR: SUSAN MAMETT, OR, PENN STATE
ADVISOR: DR. RICHARD WALTER.**

**THANK YOU FOR YOUR CONTRIBUTION TO IMPROVE EDUCATIONAL
SERVICES.**

Vita

Susan M. Carr Mamett

206 Ringtown Mountain Road
Catawissa, PA 17820

Phone: (570) 799-0587
e-mail: smm260@psu.edu

MY GOAL: Working in an Administrative Role at a Vocational High School

EDUCATION: **The Pennsylvania State University, University Park, PA**
Ph.D. Candidate, Workforce Education and Development
Director Certification
Alvernia College, Reading, PA
Principal Certification
The Pennsylvania State University, University Park, PA
M.S. Workforce Education and Development
Co-operative Education Certification
Westminster College, New Wilmington, PA
Secondary School Guidance
The Pennsylvania State University, University Park, PA
B.S. Rehabilitation Education and Vocational Counseling

EMPLOYMENT: 1990-present, **Columbia-Montour AVTS**, Bloomsburg, PA
Professional School Counselor
2006-2007, **The Pennsylvania State University**, Professional
Personnel Development Center/Workforce Education and
Development, University Park, PA
Instructor, Professional Development Team, Governor's Institute Team,
Recruiter and Workshop Presenter

ACADEMIC PREPARATION: Work Based Education, Data Analysis, Research in WFED,
Needs Assessment, Research Methods, Administrating Personnel Services,
Professional Studies, Platform Skills, Seminar Skills,
Social/Economic Foundations of WFED, History, Philosophy and Public
Relations, Qualitative/Quantitative Research, WFED Research

HONORS/AWARDS:

- Pi Lambda Theta International Honor Society and Professional Association in Education
- Recognized by PDE for development of a Comprehensive School Counseling Program.
- Columbia Montour AVTS recognized as a PACE SETTER school due to this Comprehensive Counseling Program.

RESEARCH:

- A Correlation Study of the Relationship between Ninth Grade Stanford Achievement Test Reading Scores and Students' Twelfth Grade Cumulative Grade Point Average at Columbia-Montour Area Vocational-Technical School.
- Perceptions of the Role of the School Counselor In Comprehensive Career and Technical High Schools in PA

PROGRAMS DEVELOPED:

- Developed and implemented a Comprehensive Guidance Program acknowledged as a "Best Practice" by PDE.
- Developed and implemented a school climate program.
- Developed and implemented two job units: plant nursery and pottery studio with a marketing strategy for job readiness with a Schizophrenic population.