5-1970

Differences and Similarities in Role Perception Among Practicing School Counselors, School Psychologists, and School Social Workers

Rodney G. Cox

Follow this and additional works at: https://digitalcommons.usu.edu/gradreports

Part of the Education Commons

Recommended Citation

https://digitalcommons.usu.edu/gradreports/951

This Report is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Plan B and other Reports by an authorized administrator of DigitalCommons@USU. For more information, please contact dylan.burns@usu.edu.
DIFFERENCES AND SIMILARITIES IN ROLE PERCEPTION AMONG PRACTICING SCHOOL COUNSELORS, SCHOOL PSYCHOLOGISTS, AND SCHOOL SOCIAL WORKERS

by

Rodney G. Cox

A report submitted in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in Guidance and Counseling Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1970
ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. Sterling Gerber and Rowley Bergeson, directors of my study, for their time, suggestions, and especially for their personal encouragements; and to the members of my advisory committee, Evelyn H. Lewis and Dr. Michael Bertoch, for their direction and advice.

To my wife, Marlene, special thanks is given for her patience and assistance in proofreading and typing the many rough drafts and revisions necessary in the preparation of this manuscript.

I would also like to thank my children for their patience and understanding.

Rodney G. Cox
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGMENTS</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose</td>
<td>2</td>
</tr>
<tr>
<td>Procedure</td>
<td>3</td>
</tr>
<tr>
<td>Historical Background</td>
<td>3</td>
</tr>
<tr>
<td>Summary</td>
<td>4</td>
</tr>
<tr>
<td>II. ROLE DEFINITION OF THE THREE DISCIPLINES</td>
<td>6</td>
</tr>
<tr>
<td>Counselor's Role</td>
<td>6</td>
</tr>
<tr>
<td>Psychologist's Role</td>
<td>12</td>
</tr>
<tr>
<td>Social Worker's Role</td>
<td>15</td>
</tr>
<tr>
<td>III. REVIEW OF THE LITERATURE</td>
<td>19</td>
</tr>
<tr>
<td>Counseling Literature</td>
<td>19</td>
</tr>
<tr>
<td>Psychology Literature</td>
<td>24</td>
</tr>
<tr>
<td>Social Work Literature</td>
<td>28</td>
</tr>
<tr>
<td>General Literature Combining the Three Disciplines</td>
<td>31</td>
</tr>
<tr>
<td>IV. INSTRUMENTATION, DATA, COLLECTION, AND ANALYSIS</td>
<td>34</td>
</tr>
<tr>
<td>Description of the Respondents</td>
<td>34</td>
</tr>
<tr>
<td>Results</td>
<td>35</td>
</tr>
<tr>
<td>General Summary</td>
<td>38</td>
</tr>
<tr>
<td>Recommendations</td>
<td>39</td>
</tr>
<tr>
<td>V. SUMMARY AND RECOMMENDATIONS</td>
<td>40</td>
</tr>
<tr>
<td>Summary of Results</td>
<td>40</td>
</tr>
<tr>
<td>Major Points of Similarities</td>
<td>40</td>
</tr>
<tr>
<td>Major Points of Differences</td>
<td>41</td>
</tr>
<tr>
<td>LITERATURE CITED</td>
<td>42</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>48</td>
</tr>
<tr>
<td>Appendix A. Introductory Letter to Respondents</td>
<td>49</td>
</tr>
<tr>
<td>Appendix B. Construction and Keying of Questionnaire</td>
<td>50</td>
</tr>
<tr>
<td>Appendix C. Table and Figures</td>
<td>54</td>
</tr>
<tr>
<td>VITA</td>
<td>60</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Table of differences in means between counselors, social workers, and psychologists</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Comparative response of questions answered in questionnaire by social workers, counselors, and psychologists</td>
<td>55</td>
</tr>
<tr>
<td>2.</td>
<td>Age comparison of social workers, counselors, and psychologists in Granite School District</td>
<td>57</td>
</tr>
<tr>
<td>3.</td>
<td>Comparison of professional role function in relation to total school experience</td>
<td>58</td>
</tr>
<tr>
<td>4.</td>
<td>Comparative education levels between social workers, counselors, and psychologists at degree level plus credit hours obtained above last professional degree earned</td>
<td>59</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Statement of the Problem

Considerable emphasis has been placed upon differentiations between three disciplines functioning in the schools: counselors, psychologists, and social workers. It is suspected that, in practice, differences of function are not clear-cut, resulting in more role confusion than appears from the literature. Several questions are posed regarding these differences:

1. Do members of each discipline (counselors, psychologists, and social workers) see themselves as operating in distinctly different areas and with distinctly different methods?

2. Can a clear differentiation of function between disciplines be made which includes expectations of the various publics?

The answers to these questions will involve consideration of the following:

1. Review of the role expectations of counselors, psychologists, and social workers. Each discipline receives certain expectations from the public: parents, clients, administrative bodies, and professional organizations. An attempt will be made to describe the role definition of each specialty, taking into account the divergent and varied expectations.

2. Information for this study will be obtained by an extensive review of the literature, with additional information solicited from
practicing professionals in one of Utah's largest school districts, Granite, by means of a questionnaire.

**Purpose**

Today there is much discussion about the functions of various school personnel specialists. Because of the rapid growth of these specialists--the counselor, the psychologists, and the social worker--many questions are being asked, such as: Should guidance workers be generalists or specialists? What certification requirements should be met? Should the three disciplines--counselors, psychologists, and social workers--work as a team or individually? Finally, should counselors, psychologists, and social workers teach as part of their function in the school?

Arbuckle (1967b, p. 208) reports: "In some ways we can see a struggle for professional status and professional identification of the counselor, the psychologists, and the social worker within the framework of the school." He also states that all three seem to be identified with teaching, but this is more the case with the counselor than it is with the psychologist or the social worker. All three have much in common, based on an interest in the education and functioning of students.

An analysis of the extent of overlap between the functions of the three disciplines requires the consideration of professional preparation, ascribed roles, and primary orientation of personnel from the three fields.

The purpose of this report is to cover the possible overlap in these areas and give breadth and understanding to each of the three disciplines.
Procedure

The gathering of information for this study was accomplished by a search of the resources in the Utah State University library, by writing to outside sources, and by the use of a questionnaire. The paper includes four chapters.

Chapter I deals with the introduction to the problem.

A review of the literature related to this study is presented in Chapter II, along with role definitions and requirements made by the state of Utah for the three disciplines.

Chapter III contains a description of the information gained through the use of the questionnaire.

Chapter IV contains a summary of the study along with recommendations.

Historical Background

Historically, the same job titles have represented differing functions.

According to the Encyclopedia of Educational Research:

Among state and even among city school systems, quite different psychological services are rendered by persons designated by the same job title. A school counselor may be either a school social worker or a vocational-guidance counselor. (Encyclopedia of Educational Research, 1960, p. 1070)

Because of this, a history is necessary to acquaint one with the background of guidance services.

Kowitz (1970), Staples (1967), and Arbuckle (1967b) each reviewed the history of guidance in the school. However, the Encyclopedia of Educational Research covered the historical background of the
guidance field so completely that its description will be used in its entirety.

The related streams that have joined to form the present mainstream of organized student personnel work in the elementary and secondary schools of the United States of America date back to the turn of the century. In 1905, Parsons started his work in vocational guidance in Boston at the time Binet was developing his individual test of intelligence. Just a year or two later visiting-teacher work began in Boston, New York and Hartford. Approximately ten years later the National Vocational Guidance Association was formed, 1913; the Stanford Revision of the Binet was published, 1916; and visiting-teacher work was taken over officially by the Board of Education in New York, 1913.

During the twenties, following the experiences of World War I, came the upsurge of standardized testing of intelligence, achievement, and interests; at the same time the Common Wealth Fund was supporting its countrywide demonstration of the values of visiting-teacher service. The depression of the thirties resulted in a marked increase in secondary-school attendance, with the attendant increased demand for student personnel services of all sorts.

In the wake of World War II and its momentous swelling of the school population has come an organizational maturing in all these professional fields: the American Personnel and Guidance Association was formed from five component groups including the National Vocational Guidance Association; in the new unified American Psychological Association were merged the diverse interests of academic and applied psychologists and the National Association of Social Workers took under its wing several groups, including the visiting teachers who had organized themselves previously as the National Association of School Social Workers.

Codes of ethics and certification procedures emerged from these professional groupings. Each group measured its membership in the thousands and was reaching out to embrace the tens of thousands employed in its field. In all these groups the increase in membership of public-school personnel was most marked. (Encyclopedia of Educational Research, 1960, p. 1427)

Summary

The wide scope of pupil personnel services is rendered by persons employed in a number of capacities and holding a varied list of titles.
Some persons are employed full-time to render many of these psychological services; others are employed only part-time to render a few of them. At the turn of the century, the social worker was known as the visiting teacher.

According to Witmer:

The visiting teacher is an integral part of the educational system, with the same sort of responsibility as the school doctor, school nurse, and school psychologists for contributing his skills to the fulfillment of the school's purposes. (Witmer, 1942, p. 357)

The armed forces in wartime did much to bring to the attention of the public the practical value of individual occupational diagnosis and selection.

Psychological services have been established in the schools of the United States mainly because some children had problems.

Pupil Personnel services are aimed at helping an individual to help himself. This is the goal of all the Pupil Personnel programs, regardless of the job title.

Demands for these services are constantly on the increase.
CHAPTER II
ROLE DEFINITION OF THE THREE DISCIPLINES

Counselor's Role

*Chronicle Occupational Briefs* states that according to the 1965 edition of the *Dictionary of Occupational Titles*, the counselor is defined as one who

... counsels individuals and provides group educational and vocational guidance services; collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources to appraise their interests, abilities, and personality characteristics for educational and vocational planning. He compiles and studies occupational, educational, and economic information to aid the counselee ... *(Chronicle Guidance Publications, 1968a, p. 1)*

In a field as new as counseling, there are both general vagueness and a set of sharp but unrealistic expectations regarding the counselor role. There is also uncertainty about the literal meaning of the term "role."

Bentley (1968) examines role theory and arrives at four definitions that shed light on the understanding of roles in counseling.

1. role "expectation" (what others expect you to do)
2. role "concept" (what you conceive your role to be)
3. role "acceptance" (what you will accept of other's expectations of you within the framework of your own role perception)
4. role "performance" (what you actually do on the job) *(Bentley, 1968, p. vii)*

Edward Roeber gives greater understanding when he distinguishes between role and function. He conceives role "... to be what you
are expected to do," and function to mean ". . . how you carry out your role and achieve your outcomes." (Bentley, 1968, p. vii)

From the point of view of Van Hoose (1969), the counselor serves all pupils--the normal, the gifted, the slow, and the maladjusted. He therefore should be prepared to provide both direct and indirect services not only to "normal" pupils, but to those who are classified as "exceptional." Exceptional students are those who have special needs--the gifted, the disadvantaged, and those with physical, behavioral, emotional, and learning disorders.

The trend, however, seems to be changing in what is expected of a counselor. The school counselor seems to be more aware of the uniqueness of his professional tasks and his professional responsibility. He no longer wants to be a teacher extended into counseling. He wants to be a counselor--educated and trained for this purpose.

Tyler discusses basic principles that help define counseling roles in a very down-to-earth manner:

First, counseling is more a matter of what one perceives or comprehends than it is of what one says or does. No book can give one this sensitivity, but it can help one practice it by telling him something about what to look for, how to listen, and how to make use of all available aids to understanding.

Second, success in counseling depends more upon personal qualities in the counselor than upon correct use of specified techniques. Warmth, responsiveness, and sincerity are essential. No book can give one these things, but it can help him to know how to express and manifest them.

Third, there are individual differences in what counselors do and in how clients respond, so that every interview is actually a unique experience. We cannot really standardize procedures, and we can never be sure either that two counselors are using the same methods or that two clients are being treated in the same way. (Tyler, 1961, p. v-vi)
Unless each individual believes that there is opportunity available for him, he fails to function at his full potential. The counselor, through the use of tests, helps the students gain the direction they seem to need to get started in the right direction for each as individuals.

According to Mathewson, three main functions are generally visualized when counselors are discussed:

1. The counselor as direction-pointer.
2. The counselor as information-dispenser and interpreter.
3. The counselor as problem-solver and trouble-shooter. (Mathewson, 1964, p. 40)

The criteria listed above do not imply that the counselor is trying to direct the lives of individuals he comes in contact with; rather, his goal is the development of free, self-directing persons. The individual is responsible for himself, his actions, his successes and failures.

To give further understanding of the counselor's role, the *Chronicle Occupational Briefs* state:

The counselor's primary task is to help the student to learn about himself, his relationships with others, his environment, and to relate this information to his decisions. Through working with the counselor in this manner, the student learns to make decisions more independently and to accept responsibility for his choices. (Chronicle Guidance Publications, 1968a, p. 1)

The attitude of the teacher, student, and parents toward the counselor has an effect on the scope of the counselor's job.

Arbuckle (1968) says it seems important that the client views the counselor not only as a caring and helping individual, but as one who does not represent the authority of the school. The client should be able to feel that the counselor represents the highest level of
security in the school. The student should be able to feel that he can tell the counselor anything and not have to be concerned with how far it goes.

The counselor's role is to be an expert in dealing with the problems of human communication and behavior. *Utah Pupil Personnel Services Organization and Function* gives a description of what is expected of their counselors in the Utah school system.

**Role definition of the school counselor in Utah**

Because of his special training and experience, the school counselor should bear a major portion of the responsibility for leadership in building the pupil personnel program within the school. He needs to be the kind of person who can work cooperatively with the principal and the teachers as well as with district and community people in implementing a system of services that will facilitate the educative process for each individual pupil, for the school at large, and in an even broader sense, the neighborhood and community served by the school.

The pupil personnel specialist is performing at his highest professional level when he is interacting with an individual pupil or with a group of individuals in the warm accepting relationship of counseling. Here he hopes to help the individual achieve some new insights and understandings that will enhance his own decision-making powers. This activity should be the central function of the specialist.

Among the specific functions of the school counselor are the following:

1. Gives leadership to the planning and implementing of a pupil personnel program that will meet the individual and collective needs of the pupils of the school as it facilitates the total learning process within the institution.

2. Provides individual and group counseling for all pupils in relationship to the social, economic and psychological environment in which he lives.

3. Assumes the role of leader and consultant in the field of pupil appraisal as he plans for the accumulation and use of meaningful information about each pupil. He assists pupils, their parents, teachers, and administrators in the interpretation and use of this information in the interest of the pupils and for the improvement of the total educational program of the school.
4. Secures and makes available an adequate supply of career and educational information and materials to pupils, teachers, and parents which will broaden the occupational horizons for the pupil and form the basis for a more realistic career and educational choice.

5. Assists individual pupils toward the choice of a career and in planning an educational program consistent with all the factors involved in this choice.

6. Consults with teachers, administrators, supervisors, and curriculum specialists in helping to design instructional programs that will serve the specific and general needs of the pupils served by the school.

7. Promotes a program of parent involvement in the educational process not only to help them understand the particular needs, interests, aptitudes, and problems of their own children, but also to help them understand their role as team members in the educational program.

8. Gives leadership in local research related to the characteristics and needs of the student population, the aptitude and achievement of pupils and pupil groups, follow-up of former pupils, and other research related to pupil welfare.

9. Cooperates with the district leadership in the coordination and utilization of all available resources in the community, both in and out of the realm of education, in the interest of better services to pupils.

10. Works with other personnel in the school in establishing and maintaining a program of activities designed to generate understanding of and involvement in the educational program of the school on the part of many people in the community being served.

11. Initiates a system for evaluation of the pupil personnel services in the school that will reflect the effectiveness of the program in the lives of the pupils it serves. (Utah State Board of Education, 1969b, p. 51-52)

Hill (1968, p. 80) states that: "The certification of guidance workers by state departments of education is a necessary means of protecting the public interest. Certification standards are minimum standards."

Standards for certification of the school counselor professional certificate

An applicant for a Utah Professional Certificate endorsed for school counselor must:

1. Hold a master's degree in an approved counselor education program, or in lieu of the degree, have
fifty-five quarter hours of approved graduate credit in courses required for the preparation of school counselors. Study must include the following areas unless otherwise approved:

a. Philosophy, organization, and administrative relationships
b. Appraising and understanding the individual
c. The counseling relationship
d. Group procedures in counseling and guidance
e. Vocational development theory
f. Statistics and research methodology
g. Supervised counseling practicum

2. Have an approved orientation to the public school system acquired through either:
   a. Meeting the qualifications for a valid teaching certificate issued by the State of Utah, or
   b. Completing a prior-approved internship under the supervision of a professional counselor which will provide familiarity and understanding of all aspects of the school environment. This experience, which should be in addition to a supervised counseling practicum, must be planned and coordinated through the counselor education program in which the applicant is working.

3. Have the recommendation of an approved institution.

4. Complete not fewer than three years of successful experience as a school counselor as verified by the employing school district. An applicant meeting all standards for endorsement on the Professional Certificate except the experience factor will be granted the endorsement on the Basic Professional Certificate for three years. Upon completion of three successive years of experience, a Professional Certificate will be issued for two years. (Exceptions will be judged when presented.) (Utah State Board of Education, 1969a, p. 1-2)

Summary

Certification is discussed in this chapter because of its impact upon the processes of identifying and recruiting school counselors.

Utah, as well as most other states, tries to involve school officials, university personnel, and lay persons in periodically reviewing and improving certification standards.
Psychologist's Role

As a relative newcomer among the sciences and professions, psychology is not fully understood by the public at large.

School psychology, as a distinct professional field, came into existence relatively late in the history of psychology. The title "school psychologist" did not appear in the professional journals until the 1920's. The formal role of the present day school psychologist didn't begin to emerge prior to the introduction of individual intelligence tests by Alfred Binet and Henri Simon in 1904. (Chronicle Guidance Publications, 1968b, p. 1)

White and Harris (1961) stress the point that functions of school psychologists will vary with the type of program in which they are involved; however, they feel that the four major services can be classified as educational diagnosis, educational remediation, personality diagnosis, and personality remediation.

Other activities of a psychological nature are given in the Encyclopedia of Educational Research; they are as follows:

1. The study of the problems of individual children.
2. Corrective and habilitative activities in the interests of such children.
3. The study and influencing of children's total environment and research. (Encyclopedia of Educational Research, 1960, p. 1068)

Illustrative of these are:

Group testing of achievement and of learning capacity; analyzing and interpreting the results of such testing; in-service training of school personnel with respect to psychological facts and principles related to special educational programs, other than working with the children who may be candidates for or may be in such programs; establishing and working with clinic programs; involved in mental health aspects of the public-school program; working with children who have problems in their emotional and social adjustment; working to effect better integration of the home, school, and community in the interests of children in difficulty; consulting on curricular problems, reporting procedures, and records; school staff and morale problems; and public relations. (Encyclopedia of Educational Research, 1960, p. 1068)
Personal characteristics of school psychologists

Statements of the desirable personal characteristics of individuals who are to render psychological services in the schools have been based on opinion more often than on research findings. The *Encyclopedia of Educational Research* says that

... these persons should be more interested in working with individuals than with groups, that they need a humanitarian outlook, and that they should be able to cultivate positive interpersonal relationships. (*Encyclopedia of Educational Research, 1960, p. 1070*)

Brayfield gives further understanding to the subject when he says:

Psychology has three major purposes: to increase the body of knowledge in its content area, to communicate this knowledge, and to apply it in a socially useful and responsible manner. Within this three fold mission, however, one encounters marked diversity in work of people who are called psychologists. Psychologists engage in research, teaching, psychological services to individuals and groups, consultation, and administration. (Brayfield, 1968, p. 195)

Psychologists do not have all of the answers, nor can they offer any pat formulae for happiness, but it does enable man to utilize these findings to help him gain a higher degree of personal satisfaction and more satisfying social relationships.

Role definition of the psychologists in Utah

The Utah State Board of Education set forth the following guide lines for psychological services in Utah schools:

The psychological services provide specialized skills in the area of child development, learning disabilities, and behavioral deviations. The psychologist's skills are devoted to the diagnosis of the pupil's problems, and then through consultation and counseling, assist the individual in coping with his problems. The school psychologist usually works at the district level under the direct supervision of the Director of Pupil
Personnel Services. In the larger districts, a supervisor or coordinator of psychological services may be responsible for specific assignments or activities of each psychologist. (Utah State Board of Education, 1969b, p. 6)

The following specific services should be available through the psychologist to pupils at all grade levels:

1. Conduct individual examinations and interpret them together with other clinical data in providing evaluations relevant to a student's learning or behavioral problems.
2. Provide therapeutic services to students in need, individually by counseling or psychotherapy, or in groups through play therapy, group therapy, activity therapy, supervise patron programs or other activities designed to achieve the desired goals.
3. Make reports to appropriate school personnel of other agencies regarding his evaluations and relevant follow-up data as a means of assisting them in initiating corrective procedures.
4. Assist the school team in understanding the learning and behavioral problems of individual students and help them in implementing recommendations resulting from diagnostic evaluations.
5. Provide staff with in-service training programs.
6. Provide parents with interpretations of diagnostic information and secure their approval and cooperation relative to corrective measures.
7. Provide counseling, short-term individual or group therapy, or make appropriate referrals to other community or private resources.
8. Serve as a resource person in the area of child development, learning disabilities, and behavioral deviations and assist in identification, programming, and follow-up of all pupils with whom he may be involved.
9. Serve as a resource person to term members involved in any facet of curriculum planning.
10. Devise and carry out programs of research and evaluation in cooperation with other members of the educational term.
11. Cooperate with other educational staff members in providing programs and classes for the exceptional child. (Utah State Board of Education, 1969b, p. 37-38)

The standards for certification for the school psychologist are set down by the Utah State Board of Education and are listed as follows:

**SCHOOL PSYCHOLOGISTS**

**Professional Certificate**

An applicant for a Professional Certificate endorsed for school psychologist must:
1. Hold or be eligible to hold a Basic Professional Certificate endorsed for school psychologist.
2. Complete not fewer than three years of successful experience as a school psychologist as verified by the employing school district.
3. Have the recommendation of an approved institution. (Utah State Board of Education, 1969b, p. 37-38)

Summary

Since there is a wide divergence of working conditions, duties, and preparation of programs, the student interested in this field should study State and local conditions and requirements. He should also study the nature of the preparation provided by educational institutions offering instruction in school psychology to insure that he will have sufficient training to meet requirements where he desires to work. (Chronicle Guidance Publications, 1968b, p. 2-3)

Social Worker's Role

The social worker plays many roles. Schultz lists some of them: referral agent, therapist, and liaison between school, home, and community agencies. She also says:

School social work exists to serve the needs of troubled school children and to contribute knowledge and information about individual children, family situations, or neighborhoods which can help school personnel in carrying out their task of education. The school social worker seeks to support other school personnel in their professional roles and to help them preserve their authority, responsibility, and professional self-images. (Schultz, 1969, p. 21)

Schools include social work services in their non-instructional services to help the students overcome any social or emotional problems they may have. Rioux (1964, p. 9) states that the social worker's unique contribution to the school's effort is to help the troubled student. He does this by gathering pertinent information, which will help tie together the school, home, and community. "He is the
synthesizer of all types of information bearing on a child's adjustment in school."

Staples (1967) reports that social workers began to demonstrate their value in the public schools of this country when compulsory school attendance became a national pattern. The individual needs of the child became the important point, rather than the teaching of subject matter and requiring the pupil to fit into the mold of the school. The social worker in the public school is very well suited to assist the individual child to make optimal use of existing educational programs and to cooperatively influence the development of greater opportunities for educational and social growth.

According to Arbuckle (1957), the school social worker carries the history of being the attendance officer. The original attendance officer had little education or training and actually functioned as policeman. The visiting teacher was an improvement on the attendance officer; while non-attendance was still the same basic problem, it was approached in a much more professional manner by the visiting teacher.

The social worker through his professional education and experience is attuned to recognize the needs of the individual (Staples, 1967, p. 3).

Eckerson and Smith (1966) indicate that the school social workers are concerned with the whole range of social, economic, and intellectual differences among children. "They may work with disadvantaged youngsters from various ethnic groups, as well as with children who suffer from academic problems placed on them in suburban schools and homes." (p. 37)

_Utah Pupil Personnel Services_ gives the role of the social worker as being:
School social work service is a specialized form of social work focused on helping students who have social or emotional difficulties which interfere with their functioning in school. The school social worker assists the student and/or his family to find solutions to their difficulties through direct use of the social worker's professional skills and through use of community resources.

School social work is an integral part of the school program designed to assist in the educational process of helping a child develop to his potential—physically, academically, emotionally, and socially.

The social worker usually receives administrative direction from the Director of Pupil Personnel, although a supervisor of social work may coordinate the activities when several individuals are involved in a system. (Utah State Board of Education, 1969b, p. 6)

Social workers contribute to the pupil personnel team when they:

1. Provide casework services to individual students and/or their parents with the goal in mind of helping the student to improve social, emotional, and academic functioning.
2. Provide group work services to students when evaluation indicates they could benefit from this kind of help.
3. Utilize his knowledge of community resources to help the student obtain specialized help which is not available in the schools, i.e., juvenile court, mental health clinics, job corps.
4. Refer students to other helping resources within the school or district.
5. Work as a member of the school team in evaluating the needs of individual pupils and in helping children and parents move toward acceptance of special programs.
6. Provide casework service to one or both parent of students who have been referred for services.
7. Utilize group processes with parents as a method of helping them gain insight into their own and their children's problems and to modify attitudes which lead to problem situations.
8. Organize and teach parent groups on such subjects as parents roles and personality development.
9. Provide family therapy with the goal of creating meaningful communication and more healthy interaction patterns.
10. Make home contacts and obtain significant information for school personnel to aid them in decisions concerning the student.
11. Help administrators and other school personnel gain additional understanding of personality dynamics and assist in implementing sound mental health principles in the educational process.
12. Engage in research on problems relative to their district and the children they serve. (Utah State Board of Education, 1969b, p. 39-40)

The standards for certification for the school social workers are set down by the Utah State Board of Education and are listed as follows:

**SCHOOL SOCIAL WORKER**

**Professional Certificate**

An applicant for a Professional Certificate endorsed for school social worker must:

1. Hold or be eligible to hold an endorsement as a school social worker at the Basic Professional level.
2. Have completed not fewer than three years of successful school social work experience as verified by the employing school district.
3. Have the recommendation of an approved institution. (Utah State Board of Education, 1969a, p. 3)

**Summary**

There is a great deal of variation in qualifications for school social workers. The minimum requirements are generally a bachelor's degree with various courses in education, often some teaching experience, and frequently study in a graduate school of social work. The National Association of School social workers recommends that a school social worker have a master's degree from an accredited school of social work after presenting a thesis and that he have field work placement in school social work. (White and Harris, 1961, p. 17-18)
CHAPTER III
REVIEW OF THE LITERATURE

A review of the literature for this study will be presented in four sections: (1) counseling literature, (2) psychology literature, (3) social work literature, and (4) general.

Counseling Literature

Since the history of man began, there seems to be evidence that human beings have sought counsel from one another before making important decisions. Today, counseling is considered an important necessity of education.

According to Astor (1965, p. 1031), "counseling and guidance is an ever-maturing profession. Mature counselors must be people with a good amount of frustration tolerance," and also able to respond positively to challenge and changes.

Roeber (1969, p. 30) says: "The counselor respects all individuals. He respects their right to privacy, their right to make their own choices, their ability to do things for themselves, and their right to err."

There is a lot written on the counselor's role and function, but not too much on how the counselor sees himself.

Lister (1969) says that in the past, counselors have viewed themselves first as teachers and second as counselors. The modern counselor is coming to identify himself primarily with counseling and secondarily in the setting in which he works. The counselor's key
role in the school is communication; he must have the ability to communicate his role to the entire school.

The school counselor, being an expert in human behavior and communications, shouldn't have too much difficulty in communicating his role to the school administrators and other school personnel.

Shertzer and Stone (1963) point out a difference of opinion seems to exist between groups of persons interested in secondary schools as to the duties of the counselor as a professional person. So it seems necessary to discuss the school counselor and his publics. The school counselor's publics are the groups who hold conflicting expectancies: pupils, parents, teachers, administrators, and the general public; or we might say, the groups the counselor serves.

Dunlop (1965) reports differences of opinion seem to exist as to the duties of the counselor as a professional person. Through casual observation and more precise investigations, it is noted that the tasks school counselors are trained for are not necessarily the same tasks that they are actually expected by their various publics to perform.

Grant (1954) studied the help given to students by counselors and found that the students found the counselor to be much more helpful in educational and vocational planning than in personal emotional problems.

Gibson (1962) conducted another study on students' perceptions of the counselor. He found that more than one-fourth of the students indicated counselors had not assisted them personally in any way; 56 percent indicated that they were not sure what the activities of the counselor should include; and that one-third of them reported the
program had not been explained to them during their three or four years of high school, and that they felt short-changed because test results were not interpreted to them.

Jensen also made a study of pupil reactions toward the guidance program in Phoenix, Arizona, among high school students. He found that while counselors were generally preferred over teachers, parents, and friends as sources of help, students would prefer to discuss personal problems with parents and peers (Shertzer and Stone, 1963).

Even though studies seem to indicate that the students view the counselor as effective in the educational-vocational area, the students often recommend the counselor to peers who are experiencing problems.

It should be noted, according to Shertzer and Stone, that

... students say others who are in critical situations should have the benefit of the counselor's skills, despite the fact that they themselves would not seek the assistance of a counselor.

One might easily pause here and ask: why is this service for others with problems? The readily available glib generalization that this tendency merely represents a student's reluctance to admit to his own problems is inadequate. While this kind of rationalization holds a measure of comfort, it suffers from the danger of leading to still more contentment. The painful but more profitable view might be that while students are willing to see others risk themselves to this service, they are reluctant to place themselves in such an obviously risky situation. (Shertzer and Stone, 1963, p. 688)

Counselors should not become so involved in a variety of tasks that they find themselves without time for their major purpose, counseling. It seems obvious that a counselor can't do his best in counseling when his time is spent in unrelated tasks.
Teachers' opinions of counselors

Darley gives a cutting five-point description of the teachers' perceptions of the counselor:

1. counselors are administrators and the nicest thing you can say about administrators is that they are a necessary evil which may be tolerated but better yet eradicated;
2. counselors provide ancillary services and are therefore expendible;
3. counselors coddle and pamper those who would, and perhaps should flunk out;
4. the counselor's pseudo-Freudian, pseudo-psychometric jargon is the purest nonsense; and,
5. his pretense of confidentiality is merely a shield to hide behind when the welfare of the institution is involved or his activities challenged. (Shertzer and Stone, 1963, p. 688)

At this point, we might consider the point that most school counselors come from the ranks of teachers, and therefore carry with them some residual feeling from their own teaching days.

A quote from Pierson gives us some insight into the possible reason Darley expresses such a hostile opinion:

... It is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For to admit that specialists are necessary is to imply that teachers have certain limitations which they are reluctant to face. (Pierson, 1954, p. 326-327)

Administrators' opinions of counselors

What impressions do administrators have of counselors?

As indicated by Grant's (1954) findings, the administrator does not believe the counselor is competent to handle the personal-emotional problems of the student.

There are other studies that are better documented on the school administrator's view of the counselors. Among them are studies made by Martyn (1957), Purcell (1957), Vassello (1957), and Kindred (1957)
Martyn (1957) reports that much of the work done by the counselor could be done by the clerical department of the school. Not only would this leave the counselor time to do his job, but it would save the school district money inasmuch as clerks can be hired at a lower per-hour cost.

It seems in the writer's eyes to be an unfair administrative practice to hire a counselor for the purpose of counseling, and then relegate him to the position of jack-of-all-trades.

Parents' opinions of counselors

It is difficult to find published material related to parents' expectancies for counselors. Shertzer and Stone found that parents often want the counselor to aid the student in educational and occupational choices, and to help correct child-rearing mistakes that have accumulated over the years.

Bergstein and Grant completed a study of parents' expectations of school counselors based on interviewing 187 mothers and 179 fathers of students in grades 6-12. The school was located in a small compact community with an established guidance program that had maintained good public relations. They found, at a statistically significant level, that counselors were rated as more helpful in the area of educational-vocational-personal problems than were the family's best friend or the school principle. In the areas ranked, parents thought counselors were least helpful with personal-emotional-social problems. (Shertzer and Stone, 1963, p. 688)

The duties of the counselor are listed by Evraiff (Bentley, 1968, p. 133) as follows: "programming, handling school problems, counseling pupils on future careers, and counseling pupils on personal problems." His study further indicates that parents view counseling in an outdated way, since they place programming first in the counselor's duties.
The contention is not that program planning is not worthy of the counselor's time, but that it is not considered the major task of the counselor.

To summarize, parents perceive the counselor to be more helpful than people who are of average help.

**Psychology Literature**

There seems to be a tendency to group the three disciplines (counselors, psychologists, and social workers) into one heading. The label that seems most commonly used is counselor. To find information on the publics' attitudes toward the psychologist and the social worker is very difficult. The published information on counselors is vast and easy to come by.

Hill reports:

In a good many schools . . . the pupil services being provided are those of the school psychologist or the school social worker, or both. Some of these pupil personnel workers are called "counselors," especially in schools into which these workers went decades ago when the label "counselor" seemed more acceptable to parents than "psychologist." (Van Hoose and Vafakas, 1968, p. 539)

A similar viewpoint is taken by Van Hoose and Vafakas (1968, p. 539) when they state that "... there appears to be a tendency to apply the label 'counselor' to at least three 'specialists,' psychologists, social worker, and counselor."

Hummel and Bonham (1968, p. 138) report that "more and more schools are adding psychologists to their staffs, recognizing that psychology can bring to them a deeper understanding of human behavior."

The school psychologist has a responsibility to communicate his knowledge and information to the other school personnel.
According to Gregory:

No school district can afford the specialist who tries to "save" a child by himself with testing, treatment, and a written report. They cannot afford it financially and, more important, they cannot afford to deny children the benefit of better informed counselors and teachers.

The school psychologist of the future will increasingly feel a responsibility for seeing that his insights regarding a child are understood and applied by the teacher. He will see the elementary counselor as an extension of his own services to the teacher. (Gregory, 1968, p. 6)

As Arbuckle (1967b) suggests, in the minds of the general public the psychologist is not especially associated with the school setting. He reports that over the years the psychologist has not been particularly related to the school. This has seemed to be the attitude of the public, the school, and the school personnel. The school psychologist of today is more frequently identified with mental health clinics and hospitals than with schools. The psychologist must take the time to improve his relationship with his peers and correct the image that has been built over the years, whether justly or not.

Administrators' opinions of psychologists

Knowles and Shertzer conducted studies in 1965 and 1966. The most recent study concerned role attitudes of the school toward the school psychologist, and pointed out that administrators tended to see the school psychologist not only as a generalist who has some administrative responsibility and who is identified with education and by training and experience, but also as a specialist who can cope with or treat emotionally disturbed students. (Knowles and Shertzer, 1969, p. 42)
Psychologist's opinion of himself

Knowles and Shertzer's studies further indicate that:

Psychologists identified themselves less with education than school administrators might wish and saw themselves working with a greater range of students than administrators believed they should. Psychologists did view themselves as generalists in the total educational setting, but as specialists with disturbed students. However, they were more modest in their perceptions of these two functions than were administrators. (Knowles and Shertzer, 1969, p. 42)

Psychologists exist to serve the students. In order to serve the students better, psychologists are striving to gain understanding of themselves and the role they are serving in the school setting.

Gray reports that "... as research becomes a more important part of the school operation, the psychologist, trained as he is in research upon human behavior, has an important contribution to make." (Cited in Hummell and Bonham, 1968, p. 140)

Parent's opinion of the school psychologist

Many factors influence the parent's view of the psychologist. Among them are the position of the psychologist as a member of the school staff, the community's attitude toward the school guidance services, and the approach the psychologist uses in approaching parents.

White and Harris (1961) state that it is a rare parent who is satisfied to hear that his child has been referred for psychological services. Some parents, however, recognize their children have problems and are relieved when they are referred to a trained specialist. Other parents feel that the finger of scorn has been pointed at their family and react according to their own personality structures; while others flatly refuse to have their children examined by a psychologist.
White and Harris further state:

... He can help the parents to view the psychologist as a normal part of the school faculty by acting in a normal way himself, by speaking in common and easily understood language, and by looking at problems from the vantage point of the child and of the school. (White and Harris, 1961, p. 91)

The parent's view of the psychologist is generally reflected by the child; he may sense that adults feel that psychologists are for crazy people. Both parents and teachers can do a great deal to prepare the child before the meeting.

According to White and Harris:

One of the most important educational tasks facing not only school psychologists but all psychologists is teaching the public what psychologists do and do not do. So often a pupil and his parents are prevented from receiving help because they are afraid of what seeing a psychologist would do to their reputation.

The greater the degree to which the psychologist has been able to become identified with the teaching staff, the greater the likelihood that the students will look upon him as a member of the faculty. Some psychologists feel this position may imply authoritative identifications which students attribute to their teachers, and that students should see school psychologists as helpers and counselors, far removed from the disciplinary aura through which most children see teachers. (White and Harris, 1961, p. 80)

Summary

In kindergarten and the early elementary years, the psychologist is regarded as the nice person who lets the children take turns leaving the classroom to play games and talk. If the psychologist can maintain this image, the students will be more likely to feel that he shares the same goals and concerns as they do for their academic and social growth.
Social Work Literature

The social worker is one of the noninstructional specialists employed by the school to help the student who is not performing successfully. He works along with the other school personnel, giving them support in dealing with the child's difficulties; and he works with all concerned—teachers, school personnel, parents, and the child—to overcome obstacles to the child's learning.

According to Utah Pupil Personnel Services (Utah State Board of Education, 1969b, p. 40): "The Social Worker provides casework services to individual students and/or their parents with the goal in mind of helping the student to improve social, emotional, and academic functioning."

Poole states:

Social work offered in a school setting has great significance because of the very nature of the service. This is a service extended to all children, of varying ages, in a setting which is of vital importance to them. The meaning of the school experience to the child is such that it has an important bearing on his total life-adjustment. (Poole, 1949, p. 454)

The statements concerning the public's opinion of social work revealed by this research gives only indirect statements or sets forth ideas of circumstances which would be desirable, but none have been demonstrated by documented studies.

Pupil's opinions of social work

Poole (1949, p. 455) comments on the child's opinion of social work in the school setting. She feels that the child can learn the nature and value of social work in the school setting which is familiar and accepted by him. It is as much a part of the educational experience
as the school doctor, school nurse, counselor, or the psychologists.

"He sees social work as an accepted part of his daily living, taking its rightful place with other services which help him to achieve his goal." This is not only important to the individual service, but to the attitudes the child forms toward the social service. Comments made by children and articles written in school papers reflect a respect for the social work profession.

The success or failure of social work in the school depends on the relationship of the entire pupil personnel staff towards the social worker.

**Principle-social worker relationship**

Staples reports that:

The principal is recognized as the responsible administrative officer of his school building and, as such, is singularly located to communicate to his faculty his sanction of the activities of the social workers. Each social worker and principal should develop a relationship which is most effective for them and this relationship must be based on a mutual recognition of their right and responsibilities and determined by the district administrator and board of education. (Staples, 1967, p. 15)

The teacher-social worker relationship is also extremely important, inasmuch as the social worker depends on the teacher for his referrals and open support of his program; while the teacher depends on the social worker for professional insight into problems concerning social and emotional adjustment.

Pearman and Burrows (1955) feel that the ultimate success of the school social worker largely depends upon the degree of cooperation he obtains from the teachers. Staples (1967, p. 16) says: "The teacher
retains responsibility for instruction and classroom management, yet recognizes the unique contributions of the school social worker."

It is evident that the school has a keen interest in the child, but within the community there are other groups who share that interest, such as mental health clinics, family service societies, and child protective services.

Relationship with community groups

According to Staples (1967, p. 18), the school social worker "... has knowledge of the school and the organization and interests of the community." Therefore, the school social worker is well suited to carry out some of the public relations responsibilities of the school. Pearman and Burrows (1955, p. 94) stated that it is necessary for the school social worker to demonstrate to the community that his service is neither a "fad nor a fancy." It is also necessary to convey to the community that his service is intended to be of value to the community. The parents are to be convinced that the welfare of the child is the main concern of the social worker. White and Harris (1961, p. 255) say: "The social worker is expected to be the major liaison worker between the school and community agencies.

Kelley comments:

In any school, regardless of grade level, there are children with problems that reflect communities with problems. Over the years, visiting teachers have reached out for specialized knowledge and skills in order to better help school children adjust and succeed. (Cited in Eckerson and Smith, 1966, p. 37)

Summary

A review of the literature in this chapter indicates that the school social worker helps students with special social, emotional,
and economic problems. The school social worker works with teachers, administrators, and other professionals, and serves as a liaison between the school, the home, and the community.

**General Literature Combining the Three Disciplines**

Public sentiment is everything. With public sentiment nothing can fail, without it nothing can succeed. Consequently he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions.

—Lincoln

According to Peters (1968), the public must have a clear understanding of the guidance services through a continuing program of interpretation. The public should know what contributions guidance functions can make to the pupil's total learning environment.

Informing the public gives them the opportunity to inquire about, use, and often participate in school guidance activities.

Shertzer and Stone report that "guidance as conceived today is a complex undertaking, and its programs reach out in many directions."

(As cited in Diedrich, 1968, p. 29)

Differences between the three disciplines are usually worked out only by extended communication and becoming better acquainted. Lack of understanding and animosity seem to block the path of good-willed contacts and responsible talk.

Mathewson gives the essential conditions for improving inter-professional relations:

1. Clear and Definite Professional Functions.
2. Good Interpersonal Relations: Mutual Respect and Trust.
3. A Team Spirit Overweighing Narrow Professional Interests.

5. Skill in Human Relations and Ability to Communicate.

6. Frequent Interchange of Ideas, and Time to Confer.

7. Psychological Settings Favorable to Professional Cooperation.

8. Adequacy of Training in Each Discipline. (Diedrich, 1968, p. 32)

Several writers comment on the functions, as well as the confusions, that exist in the minds of the publics, as well as between the three disciplines themselves. Many of those writing on the subject express the hope that in the future the three disciplines will cooperate with each other, be aware of what the others are doing, and share information or other resources they might have.

Pearman and Burrows equate the functions of the school social worker almost totally with those of the counselor and the psychologists, stating that school social workers are now interested in all areas of personal and social maladjustment, as well as academic difficulties, physical deficiencies, and confusion regarding educational and vocational choices. (Pearman and Burrows, 1955, p. 4)

The overlap of function is discussed by Knowles and Shertzer (1969), Riccio and Quaranta (1968), and Johnson (1968), along with others. Artuckle (1967a) feels that the three disciplines are being educated basically for the same purposes and have ultimately the same goals. Because of this, Arbuckle proposes an ecumenical movement between the schools and departments that are involved in the education of the counselor, the social worker, and the psychologist.

In another publication, Arbuckle discusses a rather interesting and parallel development in the case of the three disciplines:

In his earlier and less professional days, the counselor had a fairly distinct function as an advisor to secondary school students, providing information on jobs and colleges. The school psychologist could also be easily distinguished as one who administered tests to atypical children, while the attendance officer sought out
children who were not attending school. Now, however, all three groups have a higher purpose; if they have not achieved professional status yet, they are struggling mightily to do so. In this struggle they seem to be getting in each other's way. (Arbuckle, 1967b, p. 199)

Summary

Because of the possibility of overlap of function, it becomes particularly necessary for the school counselor, the school psychologist, and the school social worker to establish good communications with each other so that none work at cross-purposes and permit the needs of the pupil to go unmet.
This chapter contains a discussion of the development of the research instrument, the scales used to measure the variables, the collection of the data, and procedure used in analysis of the data.

The research questionnaire (see Appendix A) contained two major sections which were developed to collect information for the study. Section I was devoted to background concerning the respondents. Section II contained 36 questions documented from the literature describing role performance. Twelve key questions from each discipline concerning counselors, psychologists, and social workers were combined at random and presented in photocopy form, to assess differences in role perception. Respondents were requested to respond to their own personal opinions and feelings toward each item or statement, with the instructions that there were no right or wrong answers. Respondents were asked to rate their role function by the following criteria:

1. Major responsibility or activity.
2. Occasional task, moderate responsibility.
3. Not part of my functional responsibility.

Description of the Respondents

The questionnaire was given to a sample of counselors, psychologists, and social workers employed in the Granite School District, Salt Lake City, Utah.
Granite School District was composed of 6 high schools and 12 junior high schools. The school personnel services consisted of 10 social workers, 10 psychologists, and 76 counselors. All 10 social workers and all 10 psychologists were asked to participate in the study. The writer was successful in obtaining eight responses from both the social workers and the psychologists, for an 80 percent return on the questionnaire. Of the 76 counselors, the writer obtained nine responses from 10 randomly selected individuals for a 90 percent response.

This sample measured the following percent of pupil personnel workers in the Granite School District to the total pupil personnel workers in all Utah schools as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>State population</th>
<th>Sample</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors</td>
<td>336</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Psychologists</td>
<td>35</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Social workers</td>
<td>46</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

Results

Section I

Section I of the questionnaire, which dealt with personal background, yielded information concerning educational level, age comparisons, and experience in the field.

The average age of the practicing psychologist was 34.5 years. He held six years of public education experience, serving three years in the capacity of a psychologist. The study indicated that the psychologists had the highest level of education of the three disciplines.
Three had their Ph.D. degrees, and one expected to receive his Ph.D. degree in 1971.

The average social worker age was 40 years. He had worked in the school for five years. However, he had served as a social worker for 6.5 years, which suggests that the social worker had performed similar duties in other social agencies. All social workers, with the exception of one individual, held a M.S.W. degree; the one exception held a B.S. degree in social work.

The mean age of the counselor was 44 years and he held an average of 15 years of service in the school, with five years as a certified counselor. All counselors questioned held a Master's degree level of education. From the information gathered in Section I, the counselor and the psychologist appeared to be more closely identified with teaching than did the social worker (see Appendix B graph).

Section II

The objective of Section II was to investigate the role function between the three disciplines.

Respondents were asked to respond to 36 questions documented from the literature (see Appendix A) which described role function of the three disciplines: counselors, psychologists, and social workers. It was hypothesized that the three disciplines would show some areas of overlap, but at the same time show areas of distinct uniqueness.

A three-point scale was used in assigning role performance, with a "1" considered major responsibility or activity as high score. A number "2" indicated moderate responsibility, and a number "3" indicated no responsibility on the part of the respondent.
Major differences of role performance found in the questionnaire

As might be expected, the questionnaire revealed answers that were unique to several professions at the .05 level and .01 levels of significance. Data are tabulated in Table 1 (Appendix C).

Items 1, 7, 19, 28, 31, and 35 (which appear in Table 1) illustrate uniqueness to one profession as compared to the others in role function.

**Item 1: Diagnosis of learning difficulties.** Both counselors and social workers agreed that they employed a moderate responsibility in working with the student and his learning difficulties. The psychologists were almost in total agreement that their major function was in diagnosing learning difficulties, with major responsibility in this area.

**Item 7: Evaluation of pupil adjustment or performance primarily through the use of tests.** The psychologists distinctly indicated that testing, evaluation, and the use of tests were a major function of their role performance in the school. The counselors considered evaluation of pupil adjustment through the use of tests to be an occasional to moderate responsibility.

The social workers clearly perceived their role as one not concerned with tests in evaluating school performance.

**Item 19: Evaluate academic difficulties.** This item provided a clear distinction between role function of the social workers and the psychologists. The psychologist's major concern was in the areas of educational difficulties; whereas, the social worker's interest centered on the student's social-emotional adjustment.
Item 28: Provide testing program and interpretation. Responses to this item clearly pointed out a wide variance of role functions of the three pupil personnel services. Social worker responses indicated a unanimous agreement that the use of tests or interpretation was not part of their responsibility or role function. Counselors and psychologists appeared to be in very close agreement that testing programs and interpreting such tests are a major role function.

Item 31: Engage in psychotherapy. Responses received from both the psychologists and social workers considered psychotherapy (re-education of the maladjusted and abnormal behavior) as distinct functions of their roles in the school system; whereas, responses from the counselors perceived psychotherapy as a minor role function compared to their other duties.

Item 35: To have at least one individual conference with each pupil during the year. Responses from the counselors showed this item to be a major responsibility or activity during the school year program. The social workers and psychologists scoring of this item suggests no interest of contact with each student during the year.

General Summary

1. Counselors were perceived as working more with normal students and psychologists as working more with disturbed students; whereas, the social worker served as the connecting link between the school, home, and community in the student's socialization process.

2. Counselors, psychologists, and social workers all felt a desire to become more specialized in their fields.
3. Counselors and psychologists were identified more with education than social workers.

4. The area of perceived overlapping services affords an opportunity for cooperation and increasing communication, rather than representing excessive duplication of services.

Recommendations

Currently, it would not seem feasible to recommend a merger of the three specialists. Counselors, psychologists, and social workers view their roles as being different.

In the opinion of the writer, a study of more depth might suggest ways to increase opportunities for better communication and cooperation between the counselor, psychologist, and social worker.
CHAPTER V
SUMMARY AND RECOMMENDATIONS

Summary of Results

It should be noted that this study is somewhat limited due to the small sample, and may not reflect an accurate picture in relation to total population in Utah schools. However, it does suggest certain conditions that do exist in the pupil personnel services performed by counselors, psychologists, and social workers.

Major Points of Similarities

The counselor, psychologist, and social worker each perceived his role function as a major responsibility or activity in helping each individual to better understand himself (Table 1, Appendix C).

There appears to be a great deal of overlap as the three disciplines view their function in the diagnosis of emotional adjustment problems as part of their responsibility, but each offers a different contribution.

All disciplines agreed that items 11, 13, 24, and 27 are an essential responsibility in their role function.

None of the three disciplines (counselors, psychologists, and social workers) care to be associated with keeping records, copying tests on cumulative record forms, or checking excuses from home.
Major Points of Differences

Psychologists and social workers consider diagnosis of learning difficulties a major point in their function.

Social workers do not perceive evaluation of academic difficulties as being part of their role function; whereas, the psychologist in comparison considers it a major responsibility or activity in his role performance.

The counselor and social worker show no desire to become involved in classroom observation, although the psychologist sees this as part of his function.

The social worker definitely does not view testing programs and interpretations as part of his responsibility; counselors and psychologists consider this an essential area in their role function.

The psychologist and social worker view this area as a prime role function; whereas, the counselor does not see this as part of his duty.

The counselor and psychologist agreed that at least one individual conference with each pupil was an important part of their role function, while the social worker suggested no interest in this area.
LITERATURE CITED


Martyn, Kenneth A. 1957. We are wasting the counselor's time. *California Journal of Secondary Education* 32(7):438-440.


Utah State Board of Education. 1969b. *Utah pupil personnel services organization and function.* Utah State Board of Education, Salt Lake City, Utah.


Appendix A

Introductory Letter to Respondents

Dear Colleagues:

I am a graduate student carrying on a research project. I am soliciting your participation by asking that you complete the attached questionnaire. For the most part, it requires a response of your feelings toward a particular question or statement. There are no right or wrong answers. We are interested only in your personal opinions.

In order for the study to be most meaningful, it is important that we receive a high return of questionnaires from those selected to participate. Your immediate and thoughtful response will be greatly appreciated. You can rest assured that your responses will be kept confidential and will not be identified with any individual in the findings of the study.

Enclosed is a self-addressed return envelope for the completed questionnaire.

Thank you in advance for your cooperation.

Sincerely,

Rodney G. Cox
Graduate Student
Utah State University
Appendix B

Construction and Keying of Questionnaire

RESEARCH QUESTIONNAIRE

This questionnaire is concerned with how you rate yourself in your present role function.

The first part of this questionnaire asks for certain background information. Please read each question or statement carefully and answer according to the instruction.

SECTION I

Fill in the blanks. Be specific.

1. Age _______ Sex _______

2. County ____________________________

3. What is your present position in the school program?

4. Do you have any other duties in the school? ____________________________
   If so, what are they? ____________________________

5. How many years have you worked in the public schools? __________

6. How many years have you been in your present position? __________

7. Indicate the year completed and your major or area of specialization for each college degree that you have completed.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Completed Date</th>
<th>Major Area of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Bachelor's</td>
<td>___________</td>
<td>___________________________</td>
</tr>
<tr>
<td>B. Master's</td>
<td>___________</td>
<td>___________________________</td>
</tr>
<tr>
<td>C. Doctor's</td>
<td>___________</td>
<td>___________________________</td>
</tr>
<tr>
<td>D. Other</td>
<td>___________</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

8. Have you done graduate work beyond your highest degree?
   Yes _______ No _______
If yes, how many credit hours have you completed beyond your highest degree?

Semester_________ Quarter Hours_________

9. How long has it been since you last enrolled in a college or university?

10. What license or certification do you hold?

SECTION II

In the next series of questions (1-36) would you indicate the extent to which each of the statements defines your role function. In doing this, use the following scale. In each blank, indicate the number (1 through 3) that corresponds most closely to your own personal feelings.

(1) Major responsibility or activity.
(2) Occasional task, moderate responsibility.
(3) Not part of my functional responsibility.

1. Diagnosis of learning difficulties. (Dunn, 1967, p. 20)

2. Help each individual understand himself. (Crow and Crow, 1965, p. 133)

3. Assist the school in selecting children who need specialized services. (Hummel and Bonham, 1968, p. 194)


5. Provide each student with as satisfying a school environment as possible. (Crow and Crow, 1965, p. 133)


7. Evaluation of pupil adjustment or performance primarily through the use of tests. (Crow and Crow, 1965, p. 187)
8. Inform and assist the parent in understanding the child's needs, abilities and limitations. (Crow and Crow, 1965, p. 133)

9. Provide consultative services to the professional staff of the school system and community. (Hummel and Bonham, 1968, p. 194)


11. Provide a time and place for individual interviews free from tension and anxiety. (Crow and Crow, 1965, p. 133)

12. Provide a liaison relationship between the school and community. (Hummel and Bonham, 1968, p. 196)

13. Consultation with parents. (Utah State Board of Education, 1969b, p. 37)


17. Checking absence excuses from home. (Martyn, 1957, p. 439)

18. Using community agencies appropriate to problems outside the function of the school. (Utah State Board of Education, 1969b, p. 39)


23. Copying test and interview results onto cumulative records forms. (Martyn, 1957, p. 440)
24. To assist individual children with their personal-social adjustment problems which affect school progress. (Utah State Board of Education, 1969b, p. 39)


26. Compiling and sending written communications to the home. (Martyn, 1957, p. 440)

27. Support other school personnel in their professional roles. (Crow and Crow, 1965, p. 188)

28. Provides testing programs and interpretations. (Crow and Crow, 1965, p. 187)

29. Acquaint students and parents with occupational information. (Crow and Crow, 1965, p. 130)

30. Promoting positive school-community relations by interpreting philosophy, policy and practice. (Hummel and Bonham, 1968, p. 196)


32. To give interest inventories and tests of personality and attitude. (Crow and Crow, 1965, p. 129)

33. Work with the school teacher 50 percent or more of the time.

34. Informing the classroom teacher of difficulties and suggesting corrective procedures. (Crow and Crow, 1965, p. 129)

35. To have at least one individual conference with each pupil during the year. (Crow and Crow, 1965, p. 129)

Table 1. Table of differences in means between counselors, social workers, and psychologists

<table>
<thead>
<tr>
<th>Item</th>
<th>Social workers &lt;&gt; Counselors</th>
<th>Social workers &lt;&gt; Psychologists</th>
<th>Counselors &lt;&gt; Psychologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.28</td>
<td>1.00*</td>
<td>.97*</td>
</tr>
<tr>
<td>2</td>
<td>.26</td>
<td>.13</td>
<td>.39</td>
</tr>
<tr>
<td>3</td>
<td>.08</td>
<td>.50</td>
<td>.42</td>
</tr>
<tr>
<td>4</td>
<td>.31</td>
<td>.00</td>
<td>.31</td>
</tr>
<tr>
<td>5</td>
<td>.51</td>
<td>.38</td>
<td>.14</td>
</tr>
<tr>
<td>6</td>
<td>.38</td>
<td>.25</td>
<td>.63</td>
</tr>
<tr>
<td>7</td>
<td>.64</td>
<td>1.5**</td>
<td>.86</td>
</tr>
<tr>
<td>8</td>
<td>.26</td>
<td>.13</td>
<td>.14</td>
</tr>
<tr>
<td>9</td>
<td>.01</td>
<td>.25</td>
<td>.26</td>
</tr>
<tr>
<td>10</td>
<td>.56</td>
<td>.17</td>
<td>.40</td>
</tr>
<tr>
<td>11</td>
<td>.40</td>
<td>.25</td>
<td>.64</td>
</tr>
<tr>
<td>12</td>
<td>.26</td>
<td>.75</td>
<td>.49</td>
</tr>
<tr>
<td>13</td>
<td>.19</td>
<td>.25</td>
<td>.44</td>
</tr>
<tr>
<td>14</td>
<td>.42</td>
<td>.25</td>
<td>.67</td>
</tr>
<tr>
<td>15</td>
<td>.39</td>
<td>.25</td>
<td>.14</td>
</tr>
<tr>
<td>16</td>
<td>.17</td>
<td>.13</td>
<td>.29</td>
</tr>
<tr>
<td>17</td>
<td>.38</td>
<td>.63</td>
<td>1.00*</td>
</tr>
<tr>
<td>18</td>
<td>.85</td>
<td>.38</td>
<td>.47</td>
</tr>
<tr>
<td>19</td>
<td>.72</td>
<td>1.25*</td>
<td>.51</td>
</tr>
<tr>
<td>20</td>
<td>.40</td>
<td>.38</td>
<td>.76</td>
</tr>
<tr>
<td>21</td>
<td>.14</td>
<td>.13</td>
<td>.26</td>
</tr>
<tr>
<td>22</td>
<td>.10</td>
<td>.13</td>
<td>.22</td>
</tr>
<tr>
<td>23</td>
<td>.10</td>
<td>.13</td>
<td>.22</td>
</tr>
<tr>
<td>24</td>
<td>.26</td>
<td>.11</td>
<td>.14</td>
</tr>
<tr>
<td>25</td>
<td>.04</td>
<td>.75</td>
<td>.79</td>
</tr>
<tr>
<td>26</td>
<td>.50</td>
<td>.13</td>
<td>.63</td>
</tr>
<tr>
<td>27</td>
<td>.08</td>
<td>.13</td>
<td>.42</td>
</tr>
<tr>
<td>28</td>
<td>1.22**</td>
<td>1.38**</td>
<td>.15</td>
</tr>
<tr>
<td>29</td>
<td>.47</td>
<td>.25</td>
<td>.72</td>
</tr>
<tr>
<td>30</td>
<td>.01</td>
<td>.50</td>
<td>.51</td>
</tr>
<tr>
<td>31</td>
<td>1.19**</td>
<td>.10</td>
<td>1.28**</td>
</tr>
<tr>
<td>32</td>
<td>.56</td>
<td>.88</td>
<td>.32</td>
</tr>
<tr>
<td>33</td>
<td>.28</td>
<td>.13</td>
<td>.08</td>
</tr>
<tr>
<td>34</td>
<td>.36</td>
<td>.50</td>
<td>.86</td>
</tr>
<tr>
<td>35</td>
<td>1.29**</td>
<td>.63</td>
<td>.67</td>
</tr>
<tr>
<td>36</td>
<td>.35</td>
<td>.38</td>
<td>.72</td>
</tr>
</tbody>
</table>

*<p = .05 > .87  **p = .01 > 1.20
**<p = .05 > .99  ***p = .01 > 1.38
***p = .05 > .87  ****p = .01 > 1.20

*Significant at the .05 level.
**Significant at the .01 level.
Figure 2. Age comparison of social workers, counselors, and psychologists in Granite School District.
Figure 3. Comparison of professional role function in relation to total school experience.
Figure 4. Comparative education levels between social workers, counselors, and psychologists at degree level plus credit hours obtained above last professional degree earned.
VITA
Rodney G. Cox
Candidate for the Degree of
Master of Education

Report: Differences and Similarities in Role Perception Among Practicing School Counselors, School Psychologists, and School Social Workers

Major Field: Guidance and Counseling

Biographical Information:


Education: Attended elementary school in Manti, Utah; graduated from Manti High School in 1952; graduated from Snow College in 1954; received the Bachelor of Science degree from Utah State University, with a major in social work and a minor in biological science, in 1967; completed requirements for the Master of Education degree, specializing in guidance and counseling, with certification in secondary education, at Utah State University in 1970.

Professional Experience: 1966-68, guidance counselor at the State Youth Training Center, St. Anthony, Idaho.