

COUNSELLOR PERCEPTIONS OF THE ROLE OF THE INDIAN AFFAIRS
EDUCATION COUNSELLOR IN SASKATCHEWAN

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by

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Abstract

This study was designed to identify Counsellors' perceptions of the expectations of six major role definers and role behavior of Education Counsellors employed with the Indian Affairs Branch in Saskatchewan.

To obtain this data, the Counsellor Survey Form was constructed and administered to all Counsellors in Saskatchewan at the time of the study. The questionnaire consisted of items suggested in the literature on counselling, as well as items considered appropriate from the author's previous experience as an Education Counsellor. Items were classified into seven categories of role functions.

The study sample consisted of 25 Education Counsellors employed in Saskatchewan during the period from April to June, 1973. Totals represented 68 percent return of fully completed questionnaires.

The major areas of study were: the degree of consensus about Counsellor functions as perceived by the Counsellors among six major role definers; a comparison of the perceived role expectations of each role definer with Counsellor role behavior; and conflict inherent in the Counsellor role. The major role definers were identified as: Counsellors; District Superintendents of Education; principals; teachers; parents; and students. Statistical procedures used to test hypotheses included: one-way analysis of variance; and Newman-Keuls comparison between ordered means.

It was found that Counsellors perceived significant differences between role expectations of two or more role definers for 27 percent of the functions investigated. Counsellor role behavior differed significantly from perceived role expectations for 64 percent of all items included on the questionnaire. The majority of items for which disagreements were perceived in both dimensions of the problem were contained in the categories of functions related to assisting students and functions related to assisting administrators.

It was found that parents and students, the client group, were perceived to have similar concepts of the Counsellor role. Superintendents, principals and teachers, the educator group, were also perceived to have similar expectations of Counsellor functions. The Counsellors' concept of their role differed from that of all other role definers. For both role expectations and role behavior the Counsellors shared most correspondence with their perceptions of the Superintendents and least with the parents.

Lack of convergence of role expectations and perceived expectations for conflicting or incompatible functions were found to be sources of role conflict.

The study indicated a need for further examination of the Counsellor role with a focus on: perceived expectations and real expectations; those factors which contributed to role conflict; the influence of cultural and socio-economic differences on counselling services, and supplementary services required by joint schools to improve educational opportunities for Indian students.

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Chapter I

Introduction and Background

Responsibility for the approximately 260,000 Indians in Canada was vested in the Federal Government under Section 91, Subsection 24 of the British North America Act of 1867. The Indian Act, passed in 1876 with subsequent revisions, became the chief vehicle for the administration of Indian affairs. In 1973 the Indian Act was administered by the Indian Affairs Branch of the Department of Indian Affairs and Northern Development.

Provision for government sponsored education services was made in all post-confederation treaties (Morris, 1880) and in the original Indian Act. Responsibilities of church and state were clearly separated in some treaties. In one instance, although the actual treaty is not so explicit, the Indian were given verbal assurance that:

. . . the law, which was as strong as a treaty, provided for non-interference with the religion of the Indians in schools maintained or assisted by the government. (Report to the Commissioners for Treaty Number Eight, 1899. Cited in Citizen Plus, 1970, p. 35)

Indian Affairs, however, continued to allow the existing mission schools a great deal of autonomy in educational and religious matters for many years (Vallery, 1942). The second world war, in which many Indians served in various branches of the Canadian armed forces, offered an

opportunity for increased interaction between Indians and other Canadian citizens. This resulted in a greater awareness of and concern by many Canadians about the immense educational gap between the two groups. In response to these concerns, Indian Affairs became more directly involved in educational services for Indian people.

In line with the recommendation made by the Special Joint Committee of the Senate and the House of Commons (1948) that Indian students should have equal educational opportunities, provision was made for them to attend provincial schools. During the next decade the integration policy gained momentum with the result that some federal classrooms were phased out. In 1958 counselling services were introduced with a specific objective: to support students attending integrated schools and living in Indian Affairs' residences. The functions of the Teacher-counsellors employed to implement the program were clearly defined and closely related to the stated objective. They assisted in the supervision of homework, provided contact between residential schools and public schools, and counselled students attending public schools (Diaz, 1970). The first Teacher-counsellors were recruited mainly from the body of teachers whose positions had become obsolete due to decreasing enrollments in federal schools.

In the fifteen years since the first Teacher-counsellors were appointed, Indian Affairs education policy expanded to include other programs such as basic education for adults, placement of school-age students in urban boarding homes to continue their education, vocational and post-secondary education, and special education for the

handicapped. The role of the Teacher-counsellor was broadened through the years to include a variety of functions related to these and other policy changes. Similarly, the job-title changed from Teacher-counsellor, first to Guidance or Vocational Counsellor, to the present title of Education Counsellor.

The role and function of the Education Counsellor employed by Indian Affairs Branch is unique in Canadian society. Departmental Counsellors work with students and parents whose cultural and linguistic background differs from that of the majority of Canadians and who, as members of a social class, are denied access to power, prestige, privilege and property in Canadian society. The Education Counsellors are not school based, and their duties go well beyond the normal kind of educational counselling in provincial schools. The manual, A Guide for Guidance Counsellors (Indian Affairs Branch, 1967) implies that their role encompasses clerical, administrative, social work and classroom consultant components in addition to educational and personal counselling. Indian Affairs counselling units in Saskatchewan are staffed largely by former teachers who had some previous experience with Indian students. During the first year, a large part of their time must be spent learning the role of the counsellor as distinct from the role of teacher, or more specifically, learning to counsel in their unique counselling milieu.

One of the most significant of the complex variables which influence role behavior of the counsellor is consensus about role definition. Researchers are agreed that effective counselling depends

on the counsellor's ability to clearly define his role and to communicate it to others with whom he works. In a study of the influence of counsellor behavior on perception of the counsellor role, Rippee, Hanvey, and Parker (1965) reported that there is a relationship between what is done and what other people think the counsellor should do. They concluded:

Their (parents, students, administrators) perceptions of the counselor's role, to a large extent are based on the counselor's perception of his role and the degree to which he both implements this role and communicates it to others. The counselor, it seems, needs to understand himself and his purposes and then implement them if he expects others to seek appropriate services from him (p. 701).

Unless the counsellor has a clear understanding of his role and accurately communicates it to others, potential for differing and conflicting role expectations will be greatly increased. In a paper based on an extensive review of the literature on the role of the counsellor, Schertzer and Stone (1963) warned of problems arising from poorly articulated role definition. According to them:

. . . continued attempts (by the counsellor) to satisfy distorted images can hardly promise much except further frustration and confusion (Bentley, 1968, p. 136).

The complement of expectations of the significant role definers, in addition to his own expectations for his role, provide the counsellor with his role definition. The Education Counsellor, occupying a position in the Indian Affairs Branch of the Department of Indian and Northern Affairs, interacts with other people in the Branch and in other organizations including schools and Indian reserves. In addition to his own role expectations, the people with whom he interacts will

have expectations for his behavior.

The relationship between perceptions and behavior also has implications for the influence of role expectations on role behavior.

Combs (1969) stated:

The basic concept of perceptual psychology is that all behavior of a person is the direct result of his field of perceptions at the moment of his behaving. More specifically, his behavior at any instant is the result of (1) how he sees himself, (2) how he sees the situation in which he is involved, and (3) the interaction between the two (p. 12).

This suggests that the Education Counsellor's role behavior will be influenced by his own expectations for his role and his perceptions of the role expectations of significant others.

It is not always clear what the Education Counsellors think their role is, nor is it known how they perceive the expectations of major role definers. Clearly, if the Education Counsellor perceives that two or more role definers hold such contradictory expectations for his behavior that he cannot conform to both, he will be confronted with role conflict and his chances of performing successfully in the counsellor role diminish.

To the extent that the counsellors perceive consensus on role definition, and to the extent that counsellor functions are compatible, role conflict will be reduced, and effective counselling enhanced. It is hoped that this study will assist the Indian Affairs Branch, Education Counsellors, and Indian associations in Saskatchewan to identify and eliminate potential sources of role conflict.

The Problem

Statement of the Problem

The primary purpose of the study was to investigate the degree of consensus about expectations of Education Counsellor functions among six major role definers as perceived by the twenty-five Education Counsellors and to compare their perceptions of these expectations with their perceived role behavior.

Two distinct components of the problem were delineated and questions related to each were investigated.

I: The degree of consensus of role expectations among six major role definers as perceived by the Education Counsellors.

Were there significant differences among the Education Counsellors' perceptions of the expectations of all major role definers, and

If significant differences did exist, what categories of functions were involved?

II: A comparison of the Education Counsellors' perceptions of the expectations of role definers with perceived role behavior.

Were there significant differences between the role

behavior of the Counsellors and their perceptions of the expectations of each major role definer, and If significant differences existed, what particular categories of functions were involved?

Delimitation of the Problem

The study is an investigation of the role of the Indian Affairs Education Counsellor in Saskatchewan. It is limited to those Education Counsellors who were employed by Indian Affairs Branch in Saskatchewan in April, May, and June of 1973, and who had at least some involvement with students attending elementary or secondary schools in Saskatchewan.

Limitations of the Study

1. The study is limited to the Education Counsellors' own expectations of their role, their perceived role behavior, and their expectations of six major role definers. It does not attempt to verify the accuracy of their perceptions.
2. The study is limited to a sample of twenty-five Counsellors which represents 12,250 perceptions of role behavior and role expectations.
3. With one exception the subjects for the study were non-native.

4. The study does not differentiate teachers and principals in federal schools from those in joint schools.
5. The study does not investigate role attributes.
6. The study is limited to the investigation of role conflict stemming from perceived expectations of major role definers and incompatibility of functions.
7. The study does not investigate possible idiosyncratic differences among Indian Affairs Education Districts or individual schools.
8. The study is limited to face validity of a written instrument.

Assumptions

1. A basic assumption of the study is that roles exist within systems of social relationships in society.
2. It is assumed that a human being is an actor as well as a reactor. A person does not behave in a random manner; his behavior is influenced to some extent by his own expectations and those of others in the social system in which he is a participant.
3. It is assumed that subjective interpretation is valid. A position incumbent's perception of his role is demonstrated in his behavior and can be deduced from his own perceptions of his functions and his behavior as well as his perceptions of the expectations of significant others regarding his function.

Significance of the Study

The study seemed particularly appropriate at this time for several reasons:

The fact that there has been little systematic research on the unique role of the Education Counsellor leaves educational administrators in Indian Affairs to make decisions regarding counsellor responsibilities on the basis of personal intuition or with reference to literature on other counselling situations. If steps are to be taken to improve counselling services for Indian students, it is essential that research data be available as a basis for planned change.

At the present time numerous changes are being initiated in Indian education particularly following the official endorsement in February, 1973, of the policy paper of the National Indian Brotherhood, Indian Control of Indian Education (1972). To ensure these changes the optimal chance of success, factual information on present programs and their impact on Indian students must be available to decision-makers. This study will give Education Counsellors an opportunity to express something of their perceptions of pertinent issues and necessary changes in counselling Indian students.

Indian Affairs educational administrators and counsellors, and Indian associations in Saskatchewan can better determine the direction of their efforts for the personal and academic growth of Indian students if they are more fully aware of the factors which have an impact on the performance of the counsellors. This study will determine the degree of

consensus in role perception among a sample of Education Counsellors in 1973, and its influence on counsellor role behavior.

Recently, attention has been focused on another dimension of counselling services as paraprofessional native counsellors have been employed to assist in counselling Indian students. It is advisable that each role be clearly defined if the two roles are to be integrated so that optimal counselling services are available to the student. This study will provide some information to aid in the clarification of the Counsellor role.

Definition of Terms

An Indian is any person who is subject to the Indian Act of Canada.

A native is any person of Indian ancestry whether or not he is subject to the Indian Act.

A federal school is a school administered by the Indian Affairs Branch of the Department of Indian Affairs and Northern Development.

A joint school is a school under the jurisdiction of the Province of Saskatchewan with which the Indian Affairs Branch has formal agreements to allow for attendance of Indian students.

An Education Counsellor or Counsellor, when capitalized, refers to a person holding this job title in the Education Division of Indian Affairs Branch.

A District Superintendent of Education, or Superintendent, when capitalized, refers to a person holding this job title in the Education

Division of Indian Affairs Branch.

A position is the location of an actor or class of actors in a system of social relationships.

An expectation is an evaluative standard applied to an incumbent of a position.

A role is an expected pattern of behavior structured around specific rights and duties and associated with a particular position.

A function is a duty associated with a role.

A role attribute is the actual quality of a position incumbent which can be referred to an expectation for an incumbent of the position.

Role conflict is the condition experienced by a position incumbent and characterized by systematic difficulty in assuming or maintaining one role, or functioning in a role situation.

Chapter II

Review of the Literature

In this chapter literature in the areas of role definition, role conflict, and the Indian Affairs Branch Education Counsellor is reviewed. It is assumed that effective counselling is correlated with consensus on role definition, and with compatibility of functions the counsellor is expected to perform. Factors related to role definition are discussed. Research relevant to role conflict is reviewed. Finally, available research on the role of the Indian Affairs counsellor is summarized.

Role Definition

Define your professional role clearly to teachers, administrators, students, and parents. If you are uncertain of it, others are sure to be. (American Personnel and Guidance Association and National Education Association, 1965, p. 9)

These words reflect the role dilemma of counsellors in the educational system of North America in the early 1960's. It was suggested by some authors that a role definition for school counsellors may be premature (Deutsch, 1958; Bixler, 1963). Most agreed that a definition was necessary to clarify and delineate the counsellor's role and thereby set the counsellor apart from others in terms of how he should go about helping others and what kind of help he should give (Peters, 1962; Schertzer and Stone, 1963; Darley, 1965; Rippee, Hanvey and Parker, 1965).

The need for identifying the counsellor's role and the difficulty in determining it is adroitly suggested by Steffire (1964):

The counselor-in-training or the teacher accepting a counseling job cannot have an emotional and psychological commitment to the task of the counselor for it has not yet been clearly defined and accepted throughout the profession. What is done in the name of counselling is diverse and many splendored. Professionalism will require a degree of consensus regarding appropriate functions of the school counselor. (Steffire, 1964, p. 655)

Studies of specific expectations of parents, teachers, students, counsellors, administrators, and counsellor educators have produced ample evidence that there is a lack of consensus regarding appropriate functions of the school counsellor (Roeber, 1961; Byrne, 1963; Muro, 1966; Brown and Pruett, 1967; Zingle and Winship, 1967, Ford and Koziey, 1969; Conklin, Altmann and Hengel, 1971).

Counsellors themselves have been unable to agree on any definite goals to be attained or tasks to be performed by the school counsellor. Whether the counsellor should focus on information giving (Hoppock, 1962) or counsel students on matters of self-understanding and decision-making (Arbuckle, 1961; Rogers, 1951, 1961); whether he should concentrate on developmental counselling with all students (Hoyt, 1962) or become involved in therapy with emotionally disturbed children (Boy, 1962) are only a few of the controversial issues that have been argued at length in the literature on counselling.

Researchers have attempted to identify some of the factors that influence consensus on role expectations for counsellors.

Hansen (1965) noted that three qualities critical to effectiveness in any profession are competence, adequate autonomy, and clarity of professional image. The lack of agreement among counsellors and counsellor educators as to what their professional image should be has been viewed as a major factor inhibiting consensus on definition of the counsellor's role (Wrenn, 1957; Hummel, 1965; Bentley, 1968).

Ineffective communication of the counsellor's role has been suggested by some writers to be responsible for the confusing array of expectations of the counsellor (Gibson, 1962; Grant, 1954; Jensen, 1955; Kerr, 1962; Perrone and Evans, 1964; Swann, 1963; Tyler, 1961). Schertzer and Stone (1963) recommended that articulation by the counsellors of their own identity and communication of their role to others were necessary steps for the provision of a set of complementary role expectations for the school counsellor. They stated:

Communication with teachers and principals is especially needed because students' and parents' perceptions of the school counselor are reflections of how the counselor is viewed by teachers and administrators. Their view, in turn, is dependent on how counselors view themselves. (Schertzer and Stone, 1963, p. 692)

In a paper presented at the 1973 convention of the Canadian Guidance and Counselling Association, Bedal commented on the status of guidance and counselling in Canadian schools. His review of the situation indicated that little progress had been made in ten years following Schertzer and Stone's (1963) paper. He stated:

Although we see ourselves as communications experts, we have made a dismal attempt at defining our role and communicating it to the public. (Bedal, 1973, abstract)

Wasson and Strowig (1965) compared isolated and non-isolated counsellors in relation to the influence of other counsellors, teachers and administrators on role definition. Their findings indicated that the counsellors whose work setting was shared with other counsellors tended to use teacher-administrator reference groups to a lesser extent than did the professionally isolated counsellors. These findings added support to Merton's (1957) theory that the centrality of role relationships is an influential factor affecting the way in which a position incumbent defines his role.

Other investigators found that the counsellor's role performance influenced the expectations of others for their role (Gibson, 1962; Kornick, 1970). The results of these studies suggested that one method of communicating the role was the way it was implemented.

Rippee, Hanvey, and Parker (1965) conducted a study to determine whether there was a difference between student and teacher perceptions of the high school counsellor's role before and after the introduction of counselling services into the school. They found that exposure to counselling tended to improve the accuracy of the perceptions of the counsellor role. To put it another way, in the perception of his publics, the counsellor is what the counsellor does.

A number of studies reported that counsellors frequently function as clerks or quasi-administrators with responsibility for curriculum planning, pupil attendance, discipline, schedule making, and record keeping (Martyn, 1957; Purcell, 1957; Vassello and Kindred, 1957). A more recent study investigated the counsellors' perceptions

of their role, counsellors' perceptions of the expectations of teachers, parents, students, and principals, and the actual views of the other groups (Rankine and Angus, 1971). Their results indicated that the counsellors shared most correspondence with administrators and least with students.

Merton (1957) suggested that, in addition to centrality of role relationships, those role definers who have more power and authority in the social system would exert more influence on role behavior of a position incumbent than would less powerful role definers. Other studies have identified the principal, because he is the foremost local administrator of a school, as an influential individual in managing and directing affairs within the school (Adams, 1968; Hill, 1965; Hudson, 1968, Tyler, 1969). Their findings, and those of Martyn (1957), Purcell (1957), Vassello and Kindred (1957), and Rankine and Angus (1971) tend to support Merton (1957) and to suggest that another factor in consensus on role definition is the differential influence of role definers.

Mott (1973) investigated differences between groups of counsellors, principals, and teachers in Alberta in their perceptions of:

- (1) the high school counsellor's role;
- (2) the implementation of the role by high school counsellors;
- (3) the importance of the high school counsellor's role in the education process.

While Mott did not consider students' perceptions, his findings revealed

that counsellors, teachers, and principals agreed on the role of the counsellor. However, significant differences were found between teacher group and counsellor group and between teacher group and principal group on both the implementation and importance dimensions.

Bergeron (1965) conducted a survey of guidance services and the role of the school counsellor in Louisiana. Because of the structure of the school system and the principal's overall responsibility for services provided by the school, Bergeron suggested that effective guidance services can best be provided if administrators and counsellors agree on the role of the counsellor. The results suggested the following tentative conclusions:

1. Guidance is recognized as one phase of education.
2. To a degree, a concept of guidance and the role of the counselor have been identified.
3. A widespread spectrum of job duties are performed, but major emphasis is placed on counseling (Bergeron, 1965, p. 67).

The importance of establishing some degree of professional identity was summed up in the following statement:

The lack of a stable self-concept for a profession, as for an individual, often results in a diffusion of effort within the profession with a resultant insecurity and inconsistency on the part of its members (Blocher, Tennyson and Johnson, 1963, p. 344).

Role Conflict

Drawing on the work of Gross, Mason and McEachern (1958) as a basis for their concept of role, Ivey and Robin (1966) discussed four independent types of role conflict as it related to counselling. These were:

1. Role conflict stemming from role definers. Of particular importance, they suggested, was the degree of convergence between other groups of role definers and the counsellor's own role definition.
2. Role conflict internal to the role. This type of conflict resulted from the mutually exclusive and contradictory norms frequently found within the counsellor's role.
3. Role conflict stemming from the role in interaction with the social system, in this instance, the function of the counsellor in the school system.
4. Role conflict stemming from the interaction of the individual and his role as a counsellor. Difficulties associated with personality characteristics of the counsellor, or the counsellor's refusal to accept his role or perform as expected would be sources of this type of conflict.

Bentley (1968) acknowledged the four types of role conflict identified by Ivey and Robin (1966) and suggested one additional type which he labelled "inter-sender conflict" (p. 76) and defined as different, incompatible expectations from the same person.

Although there have been various treatments of the problem of role conflict by social scientists, all have included differing or incompatible expectations as one potential, if not actual, source of conflict. Many authors have qualified their conceptions of role conflict to include the condition that the position incumbent must be aware of or perceive the differing expectations or incompatibilities of expectations for his behavior (Seeman, 1953; Parson, 1951; Stouffer, 1949, Gross, Mason and McEachern, 1958).

Several studies have tended to show the existence of potential or actual conflict in the counsellor's role.

Chenault and Seegars (1962) investigated counsellors' and principals' perceptions about the counsellor role. Using the Leary Interpersonal System as a diagnostic technique they asked their subjects to respond in terms of themselves, their ideal selves, the other, and the ideal other. These investigators found clues to possible sources of conflict in the responses of both groups regarding the "ideal" counsellor. For the principals, the ideal counsellor should be more forceful, more dominating and advice giving, and more able to give orders than he is, and should play more of the decision-making and leadership role than he does. In contrast, the counsellors felt they should emphasize an impartial observational, understanding role.

On the basis of a study of personality needs of principals and counsellors, Kemp (1962) found some support for the general impression that principals are more concerned than the counsellors with maintaining an orderly school setting and with inculcating conforming behavior.

Filbeck (1965) investigated differing perceptions of what counsellors should do in specific kinds of problem situations. His findings appear to support those of Kemp (1962) and Chenault and Seegars (1962). In situations where the student is in conflict with the policies of the school, the typical school principal in this investigation tended to favor an approach by the counsellor that:

1. was supportive of school policies,
2. was reinforcing for student acceptance of the status quo,
3. was reinforcing for student conformity to social standards or norms of behavior,
4. promised to reduce the likelihood that students will overtly challenge or threaten the authority of the school.

The counsellors, on the other hand, tended to stress an approach that emphasized student decision-making based on individual values and factors (Filbeck, 1965, p. 195).

Schmidt (1962) in his study, reported that both school counsellors and their principals tended to perceive a significant and positive relationship between the actual and ideal roles of the counsellor. The counsellors, however, tended to perceive a greater discrepancy between their actual and ideal roles than did the principals. Thus, there are indications that differences in philosophy and concepts between counsellors and principals may be a potential source of conflict in the counsellor's role.

Wrenn (1962) concluded that it is unrealistic to ask the counsellor to maintain an effective counselling relationship with the

students in general and, at the same time, assume responsibility for disciplinary action with a few. Disciplinary action, he suggested, was more appropriately an administrative function.

The findings reported by Gilbert (1965) appeared to support Wrenn's (1962) statement. He investigated students' perceptions of counselling relationships prevalent under three counsellor-disciplinarian combinations:

1. Counsellors with no responsibility for discipline.
2. Counsellors who taught guidance courses, but who had no direct responsibility for discipline.
3. Counsellors who were responsible for discipline but who taught no courses.

The study investigated five dimensions of the counselling relationship and considered other factors such as grade level of students in the three school systems. In his conclusion Gilbert stated:

1. Descriptions of an ideal counseling relationship by students at the same grade level in different schools are similar, and seem not to be affected by differences in duties assigned to and carried out by counselors in the separate schools.
2. Counseling relationships with counselors who have no responsibility for discipline are more in keeping with students' descriptions of ideal counseling relationship than are counseling relationships with counselors who have assigned responsibility for discipline. (Gilbert, 1965, p. 491)

The findings of these studies tend to bring into focus one of the major objections to the counsellor assuming administrative functions.

The principal, as an administrator, is responsible for the general

well-being of the school as a whole, while the counsellor is more concerned with the personal needs and growth of the student as an individual.

The Indian Affairs Counsellor

Very little research has been reported on the role of the Indian Affairs counsellor in Canada. There are some indications that awareness of and interest in this important but neglected area may be increasing. At a recent convention of the Canadian Guidance and Counselling Association several papers on counselling Indian students were presented (Aldous and Barnett, 1973; Aime, 1973; Bradford, 1973; Chefurka, 1973; Collins, 1973; Lavallee, 1973; Smith, 1973).

Of the four studies available to the writer, three were unpublished studies either conducted or contracted by Indian Affairs Branch and in one of them the counsellor's role is considered only as it related to the Boarding Home Program for Indian high school students in British Columbia, Alberta, Saskatchewan, Manitoba, and Ontario.

In a survey of all Indian Affairs counsellors in Canada, Barnes (1966) attempted to:

1. identify problems related to guidance as perceived by the counsellors;
2. identify available facilities and resources; and
3. solicit suggestions from the counsellors for improving the program.

In his findings he reported forty items identified by the counsellors as problematic. These he grouped into the following six categories:

1. Lack of trained personnel and satisfactory training opportunities.
2. Low salaries which made it difficult to recruit the "right" people.
3. Too much emphasis on unimportant activities.
4. Lack of resources, especially printed materials and audio-visual aids.
5. Lack of appreciation, understanding, and co-operation from parents and students.
6. Lack of understanding and acceptance from the non-Indian community, students, and teachers.

More specifically, the counsellors perceived office duties and related activities, excessive student-counsellor ratios, and lack of coordination with existing guidance services as hindering effective performance of their duties.

In one part of a larger study, Snider (1969) attempted to ascertain:

1. counsellors' perceptions of their own role in the Boarding Home Program;
2. their conceptions of the role of the boarding home parents;
3. the types of problems or crisis situations referred by various constituents of their communities;
4. prevailing patterns of recording or reporting data on case-

loads; and

5. patterns of overtime activities.

The results were reported in a series of tables summarized as follows:

1. Counselling roles were largely contingent upon counsellors conceptions of parental relationships in the boarding home.
2. There was more uniformity of data and more data recorded for students, somewhat less for the natural parents of the students, and least for boarding home parents.
3. The first 12 types of crisis situations reported by the counsellors suggested situations of such frequency and intensity that the counsellors were generally unable to cope without recourse to other community resources.
4. The matter of heavy caseloads rather than the amount of overtime seemed to give the counsellors most concern.

The findings of that portion of the study seemed to merit the following conclusion:

In the main, completed questionnaires indicated that counsellors, whether guidance or vocational, were carrying heavy caseloads, necessitating extensive periodical overtime, and that they were often coping with grievous crisis-situations which were both time-consuming and/or beyond their competence and jurisdiction. (Snider, 1968, p. 18)

Diaz (1970) attempted to identify concepts of the actual and ideal roles of Indian Affairs counsellors as they were perceived by the counsellors themselves. He found little significant variation of either the actual or ideal roles among the eight Indian Affairs regions.

For all regions he stated:

The picture of the counsellor which emerges is someone who has an involvement in administrative functions and in assisting parents and community, a slightly greater involvement with assisting students, a slightly smaller involvement with assisting teachers, and almost no involvement in research activities. (Diaz, 1970, p. 11)

The findings related to their ideal role indicated that counsellors believed they should be providing more service in most of the areas investigated. The only exception was in the area of administrative functions in which counsellors suggested they should be less involved.

As part of the Federation of Saskatchewan Indians Task Force on Indian Education, Scott and Blue (1973) studied the role of the Indian Affairs education counsellor in Saskatchewan. In the study they investigated counsellors' and students' perceptions of functions performed by the counsellor. Their results indicated that the students' and counsellors' perceptions of the duties of the counsellors and the frequency with which the counsellors performed their duties were closely related. They summarized the major findings of this portion of their study as follows:

- (a) the counsellors spend a great deal of their time in administrative duties;
- (b) the counselling performed by the counsellors is primarily school related and is directed toward keeping the Indian student in school;
- (c) less counselling is done in the areas of future planning and family and home problems; and

- (d) the counsellors do not see a need for increasing their counselling efforts in any area. (Scott and Blue, 1973, p. 115)

The heavy emphasis on administrative functions in the education counsellor role indicated in three of the studies reviewed (Barnes, 1966; Diaz, 1970; Scott and Blue, 1973) may lead to possible conflicts in the counsellor role. The existence of conflict was implied in the findings of Barnes (1966) and Diaz (1970) in which counsellors indicated they would like to be less involved in administration. The apparent absence of this desire in the third study may be explained by the format of the questionnaire in the Scott and Blue (1973) study. Counsellors were given an opportunity to indicate which functions they would like to perform but could not, but had no opportunity to express an opinion on functions they believed they should not perform.

The Snider (1969) study also indicated possible sources of conflict related to lack of consistency in role definition and the kinds of functions they were expected to perform.

Summary

These studies tend to confirm the need for consensus on definition of the counsellor role. The several factors identified in the studies which appear to be influential in role definition are: agreement among the counsellors themselves on what their role should be; accurate communication of the role to the public; the counsellor's role performance; the counsellor's reference group; and differential

influence of role definers. In most schools the administrators tend to control or at least exert the major influences on determining how each staff member, including the counsellor, functions.

Existing studies on the role of the Indian Affairs Counsellor indicate that there is a disproportionate emphasis on administrative functions. This suggests that there is at least potential for conflict in the role of the Indian Affairs Counsellor.

From these investigations several observations seem to be relevant:

1. It is not always clear what counsellors feel their role is and there may be differences between what they do and what they feel they should do.
2. The literature on counselling suggests there is a lack of consensus about the counsellor role among counsellors and other groups with whom they work.
3. There appears to be a lack of research on the role of the Indian Affairs Counsellor.

Are the Indian Affairs Counsellors experiencing the same general differences in perceptions of their role as indicated in the review of literature? Are the functions which they believe they are expected to perform compatible? This study is an attempt to answer some of the questions raised.

Chapter III

Procedure for the Study

Population and Sample

The population for the study consisted of all the Education Counsellors employed with Indian Affairs Branch in Saskatchewan in the period from April to June 1973, who were involved with elementary and high school students. The total population was 37 Education Counsellors in five education districts: North Battleford, Prince Albert, Saskatoon, Yorkton, and Touchwood-File Hills-Qu'Appelle. Counsellor Survey Forms were administered to all Education Counsellors. Five protocols were not returned and seven were incomplete and could not be analyzed, leaving a sample of 25 completed protocols to be analyzed. This represents a sample size of 67.6%. The distribution of counsellors and completed protocols is summarized in Table 1. Idiosyncratic differences among education districts was not considered in the study.

Table 1

Number of counsellors and completed protocols by Education District

Education District	North Battleford	Prince Albert	Saskatoon	Yorkton	Touchwood File Hills Qu'Appelle	All Districts
Number of Education Counsellors	6	8	8	4	11	37
Number of Completed Protocols	3	7	7	3	5	25
Percentage of Completed Protocols	50%	87.5%	87.5%	75%	45.5%	67.6%

Data Collection

Major Role Definers

Data collection was restricted to the Counsellors' perceptions of the expectations of major role definers, that is, those who exert the greatest influence on counsellor role behavior.

From the writer's personal experience as an Indian Affairs Branch Education Counsellor, and from information collected from two Education Counsellors on sabbatical leave in 1972-73, the significant role definers were identified as the District Superintendents of Education; principals and teachers of both federal and integrated schools; Indian students, and parents. Although counsellor technicians are in constant

interaction with the Counsellors, theirs was a relatively new position at the time of the study and their role relationships were somewhat unclear. Furthermore, they appeared to have little power or authority in the total social system, so would be unlikely to exert much influence over counsellor role behavior. For these reasons they were excluded as significant role definers.

The Instrument

A written instrument in three parts was developed by the writer for data collection (Appendix A). The instrument was designed to measure two perceptual levels, as follows:

Level I: Expectations of counsellor functions and perception of counsellor activities.

Level II: Perceptions of another's expectations when one assumes the other's frame of reference.

Part I consisted of eight open-ended questions designed both as an internal check on responses and to provide an opportunity for the counsellors to contribute their own ideas regarding the counsellor role. It was placed first in the schedule to eliminate the possibility of subjects being influenced in their responses by items in the other two parts.

Part II of the schedule was designed to determine role behavior. It consisted of a list of 70 counsellor functions to which the subjects were asked to respond on a Likert type scale with values from 1 to 5 assigned to responses ranging from Never to Always. The response

categories were defined as follows:

- Never:** The function is never performed by the education counsellor.
- Rarely:** The function is performed not more than 35% of the time by the education counsellor.
- Sometimes:** The function is performed 35% to 65% of the time by the education counsellor.
- Frequently:** The function is performed 65% to 95% of the time by the education counsellor.
- Always:** The function is performed more than 95% of the time by the education counsellor.

In Part III the purpose was to determine the counsellor's expectations for his role as well as his perceptions of the expectations of the other significant role definers. The same 70 counsellor functions were itemized and the subjects were again asked to respond on a Likert type scale with values from 1 to 5 ranging from Never to Always. In this part the responses were defined as follows:

- Never:** The function is never an appropriate counsellor function.
- Rarely:** The function is an appropriate counsellor function not more than 35% of the time.
- Sometimes:** The function is an appropriate counsellor function between 35% and 65% of the time.
- Frequently:** The function is an appropriate counsellor function between 65% and 95% of the time.
- Always:** The function is an appropriate counsellor function more than 95% of the time.

In developing the instrument 252 items from three questionnaires used in earlier counsellor studies, Diaz (1970), Pawlovich (1970), and

Scott and Blue (1972) were compiled and sorted into seven categories.

The seven categories were:

1. Functions relating to assisting students.
2. Functions relating to assisting teachers and schools.
3. Functions relating to assisting parents and community.
4. Functions relating to assisting administrators.
5. Teaching functions.
6. Functions relating to professional growth.
7. Functions relating to research.

Items that were not specifically functions, for example, those items that could better be described as techniques, were eliminated from the original pool of items. Similar items from the three questionnaires were then combined and wording revised to provide consistency in the presentation of items. On the basis of the writer's personal experience, and the information obtained from the two Education Counsellors on sabbatical leave, a further 150 items were deleted as not being central to the Education Counsellor's role. The remaining 102 items were compiled as a questionnaire and administered to two former Education Counsellors who were faculty members at the University of Saskatchewan during the 1972-73 academic year. Following the pre-test, in consultation with the subjects, another 32 items were eliminated, leaving a pool of 70 items to be used in constructing the final questionnaire. The open-ended questions for Part I were then developed and the final instrument constructed. It was re-tested on

the two subjects used for the first pre-test, and completion time was noted.

Method

In the middle of May, 1973, Part I of the Counsellor Survey Form was mailed to each Education Counsellor in Saskatchewan together with a letter from the writer explaining the study (Appendix B). A letter from Mr. J. B. Freeman, Regional Superintendent of Schools, Saskatchewan Region, Department of Indian Affairs and Northern Development, confirming support of the study was also enclosed (Appendix C). The subjects were requested to complete Part I independently and bring it with them to the annual conference of Education Counsellors in Moose Jaw, May 28-30, 1973.

The remainder of the questionnaire was administered at an Education Counsellors' Conference in late May, 1973, at which time Part I was attached and 25 completed questionnaires were returned to the writer. At the conference, which was attended by the writer, a report on the Scott and Blue (1973) study was presented to the Counsellors on the day previous to the one on which the questionnaire for this study was administered. Several of the Counsellors reacted negatively to the presentation and later expressed anxiety to the writer about misinterpretation by researchers of their responses to the earlier study. On the day the questionnaire for this study was administered a previous session extended over its allotted time, collapsing the time scheduled for the study into a short period before the lunch hour. The

Counsellors were presented with two alternatives: to postpone completion of the questionnaire; or to complete it knowing that to do so would extend the time involved well into their lunch hour. They elected the latter option and the questionnaire was administered at the conference. Later private discussions between the writer and several Counsellors indicated that the negative reaction to the presentation of the findings of the earlier study, coupled with the pressures associated with timing combined to account for the 32 percent of the Counsellors who did not return completed questionnaires.

In administering the questionnaire, the writer briefly outlined the purpose and significance of the study, emphasized the confidentiality of data about individuals participating in the study, and solicited their co-operation, noting that it was not mandatory that they complete the questionnaire. All questions concerning the study raised by the subjects were responded to by the writer, then all subjects remained to complete the questionnaire. The writer then instructed the subjects to attach Part I to the balance of the questionnaire and turn to the introduction to Part II on page 8. The directions for the completion of Part II were carefully explained, and all questions pertaining to them answered. Subjects were then directed to begin and to close the booklets after completing page 13. After all subjects had completed Part II they were instructed to proceed to Part III. As before, directions for the completion of Part III were explained and related questions answered. Finally, the subjects were instructed not to refer to Part I or Part II while completing Part III.

Analysis of the Data

In this section the major statistical procedures used in the study are outlined and the assumptions under which these techniques are considered acceptable are discussed.

In the analysis of the data from Part II and Part III of the questionnaire parametric procedures were used to explore relationships assumed to be at the interval level of measurement. Justification for assuming the items for the Counsellor Survey Form, Part II and Part III, to be at the interval scale of measurement is discussed in Ferguson (1959) and Glass and Stanley (1970). The principal procedure employed was a one-way analysis of variance technique for each item on the questionnaire with Newman-Keuls comparison between ordered pairs of means. The data were analyzed in relation to questions raised in the two components of the problem (see page 6).

In order to use the analysis of variance technique, assumptions accepted about the data were: the sample was drawn from a population for which the variables being analyzed were normally distributed; the variances in the populations from which the sample was drawn were equal, or approached equality; and that the effects of the various factors on the total variations were additive. This study assumed normality of distribution of the variables because of the size of the sample. Because of the robustness of the F tests used in the analysis of variance procedure, homogeneity of variance was assumed (Glass and Stanley, 1970). Ferguson's (1959) conclusion that in most situations

there are no grounds to suspect this model supports the assumption of additive effect of various factors on the total variation.

The data in Table 2 indicate the perceptions of Counsellors investigated for component I and component II of the problem. The data in Table 3 indicate the perceptual comparisons made for each component.

A system for the content analysis of the data from Part I was devised following a method described by Carney (1972). The responses to Part I were transferred to file cards according to schedule number and question. A comparison of the responses to questions one to six concerning functions of Education Counsellors suggested a total of seven categories into which responses could be sorted for analysis of consensus. Eighty-five responses out of 716 had to be discarded as they related to role attribute, not to functions. Six of the categories included in Part II and Part III of the Counsellor Survey Form were represented in the seven categories suggested by the responses in Part I. The total number of functions related to each category were then tabulated for comparative purposes in analysis. Questions seven and eight were designed to determine perceived role conflict in the Education Counsellor role. These questions were analyzed in the same way as questions one to six.

Table 2

Perceptions of Counsellors Investigated in
Component I and Component II of the Study

COMPONENT I - PERCEPTIONS OF APPROPRIATE COUNSELLOR-FUNCTIONS

- C1. Counsellors' rating of the degree to which certain functions are appropriate counsellor-functions.
- C2. Counsellors' estimate of the district superintendents' rating of the degree to which certain functions are appropriate counsellor-functions.
- C3. Counsellors' estimate of the principals' rating of the degree to which certain functions are appropriate counsellor-functions.
- C4. Counsellors' estimate of the teachers' rating of the degree to which certain functions are appropriate counsellor-functions.
- C5. Counsellors' estimate of the parents' rating of the degree to which certain functions are appropriate counsellor-functions.
- C6. Counsellors' estimate of the students' rating of the degree to which certain functions are appropriate counsellor-functions.

COMPONENT II - PERCEPTIONS OF ROLE BEHAVIOR

- C7. Counsellors' rating of the degree to which certain counsellor-functions are now being performed.
-
-

Table 3

Perceptions of Counsellors that were compared
in Component I and Component II of the Study

Component I Perceptions Compared	Component II Perceptions Compared
C1 - C2	C1 - C7
C1 - C3	C2 - C7
C1 - C4	C3 - C7
C1 - C5	C4 - C7
C1 - C6	C5 - C7
C2 - C3	C6 - C7
C2 - C4	
C2 - C5	
C2 - C6	
C3 - C4	
C3 - C5	
C3 - C6	
C4 - C5	
C4 - C6	
C5 - C6	

Note: The symbols used to represent the perceptions were derived from Table 2.

Chapter IV

Analysis of Data and Discussion of Results

This chapter includes a description and discussion of the findings of the study. Data collected in the Counsellor Survey Form were analyzed in an attempt to suggest answers to the questions posed earlier in the study.

Descriptions of the findings is divided into four sections. In the first section the characteristics of the Counsellors are discussed in relation to position, age, sex, academic background, experience, student enrollment and caseload. In section two the degree of consensus of perceived expectations about appropriate Counsellor functions among six major role definers is examined. In section three a comparison is made between the Counsellors' perceptions of the expectations of each role definer and the role behavior of the Counsellors. Finally, the responses to open-ended questions in Part I of the Counsellor Survey Form are discussed in section four.

The method used to analyze the data for consensus about perceived role expectations among the six major role definers and to compare the expectations of Counsellor functions with role behavior was a one-way analysis of variance for each of the 70 items on the Counsellor Survey Form, Part II and Part III. The Newman-Keuls

procedure was used for comparison between ordered group means. Throughout the study, the .05 level of significance was selected to test the hypotheses since this was an exploratory study and concerned with a relatively large sample (Sax, 1968). The symbols adopted throughout this chapter to identify the groups whose perceived expectations were studied were:

C - Counsellor

DSE - District Superintendent of Education

Pr - Principal

T - Teacher

Pa - Parent

S - Student

In the description and discussion of the findings, for ease in reading, the following terminology has been adopted: expectations is used to refer to expectations as perceived by the Counsellors; disagree denotes significantly different, while agree indicates that no significant differences were found among variables compared; higher, when used in comparison of group expectations or of expectations with role behavior, reflects group means and refers to a group expectation of a function or to role behavior which was closer to "Always", while lower indicates that the group expectation or role behavior was closer to "Never" as defined on the questionnaire.

Characteristics of the Counsellors

Position

Information on present position, age, sex and academic background is summarized in Table 4. All Education Counsellors in this study indicated that they were involved in counselling Indian students presently attending school (in-school). Twenty (80%) Counsellors also had responsibility for adult students (post-school). The majority of the Counsellors in the study (60%) were responsible for counselling services for students living in both reserve and urban communities. Six Counsellors (24%) worked only with students living on reserves, while four (16%) were employed exclusively in urban communities.

Sex and Age

The data in Table 4 indicate that 21 (84%) of the Counsellors were males, while four (16%) were females. Their ages ranged from the early twenties to over fifty years of age. The largest percentage (52%) were between the ages of thirty and thirty-nine years.

Table 4

Counsellors: Their Present Position, Age, Sex, Degrees and Number of Classes Taken in Guidance and Counselling

	f	Percent
Present Position		
Urban	4	16
Rural	6	24
Urban/Rural	15	60
In-School		
In-School	5	20
Post-School	0	0
In-School/Post-School	20	80
Age		
20-29	5	20
30-39	13	52
40-49	5	20
50+	2	8
Sex		
Female	4	16
Male	21	84
Degrees		
Bachelor's (one)	11	44
Bachelor's (two)	7	28
Postgraduate Diploma	2	8
Master's	1	4
Doctorate	0	0
Partial University	4	16
Number of Classes Taken In Guidance and Counselling		
0-2	8	32
3-5	10	40
6-8	3	12
9+	4	16

Academic Background

Of the 25 Counsellors in the study three (12%) had completed postgraduate education. Of these, two had completed a Postgraduate Diploma in Guidance and Counselling, while one had obtained a Master's Degree in Sociology. Two of the three who had completed postgraduate education were female (two of the four female Counsellors in the total sample). Eleven Counsellors (44%) had one Bachelor's Degree and seven (28%) had completed two Bachelor's Degrees. Of the other four (16%) three had teaching certificates and the fourth had completed some university courses. Two of the Counsellors, in addition to other academic training, reported they had obtained a Registered Psychiatric Nursing Diploma. The data in Table 4 reveal that 10 (40%) of the Counsellors had completed three to five classes in guidance and counselling and eight (32%) had taken less than three classes in this field. Four Counsellors (16%) had completed nine classes or more, while the remaining three (12%) had taken six to eight guidance and counselling classes.

Experience

The Counsellors' professional experience is summarized in Table 5. The data show that the largest percentage of the Counsellors had between five and fourteen years of experience in the field of education (mean number of years for all Counsellors was approximately 12.16 years). The two psychiatric nurses had both had additional experience in counselling psychiatric patients. One Counsellor had

also taught university classes and worked as a research assistant. The 25 Counsellors in the study had a mean of 4.52 years experience in full-time counselling.

Table 5

**Counsellors: Their Years of Experience in Education
and Years Experience in Counselling**

	f	Percent
Years of Experience In Education		
0- 4	4	16
5- 9	7	28
10-14	6	24
15-19	3	12
20-24	3	12
25-29	1	4
30+	1	4
	$\bar{X} = 12.16$	
Years of Experience As A Counsellor		
0	2	8
1- 2	8	32
3- 4	1	4
5- 6	11	44
7- 8	1	4
9-10	1	4
Unknown	1	4
	$\bar{X} = 4.52$	

Student Enrollment and Caseload

The data in Table 6 indicate that thirteen Counsellors (52% of the sample) reported student enrollment of 300-499. Student enrollments of 100-299 were reported by seven (28%) Counsellors. Three (12%) Counsellors had enrollments of under 100 students. Two of these were employed exclusively in urban communities. One Counsellor (4%) of the total) reported a student enrollment of 500-699, while one (4%) had an enrollment of more than 700 students. Fourteen Counsellors (56%) of the respondents were carrying caseloads of fewer than 100 students, while 7 (28%) reported caseloads of 100-299. No data were available for 4 (16%) of the Counsellors in the study.

Table 6

Counsellors: Student Enrollment, Student Caseloads

	f	Percent
Student Enrollment		
Under 100	3	12
100 - 299	7	28
300 - 499	13	52
400 - 499	0	0
500 - 699	1	4
700+	1	4
Student Caseload		
Under 100	14	56
100 - 299	7	28
Unknown	4	16

Summary

The distribution of Counsellors according to sex was in favor of the males in a ratio of more than five to one. The majority of the Counsellors were working in an urban/rural situation and were responsible for counselling students both in and out of school. The modal age category of Counsellors was thirty to thirty-nine years. From the data reported over eighty percent of the Counsellors had no Postgraduate Diploma or degree in guidance and counselling and thirty-two percent had completed less than three guidance and counselling classes. Counsellors had an average of approximately 12.16 years experience in education with an average of 4.52 years experience in full-time counselling. Fifty-two percent of the Counsellors were responsible for counselling services in schools with a total enrollment of between 300 and 499 Indian students. The modal caseload of the Counsellors was less than 100 students.

Consensus on Role Expectations

The null hypothesis stated that there would be no significant differences among the Counsellors' perceptions of the role expectations of the six major role definers. The role definers compared in this analysis were: group one, Counsellors; group two, Superintendents; group three, principals; group four, teachers; group five, parents; and group six, students.

Table 7 shows the Newman-Keuls comparison of ordered means (Appendix D) for the 19, or 27.14%, of the 70 items on the Counsellor

Survey Form for which there were significant differences in expectations among the major role definers. An examination of the data in Table 7 reveals that the Counsellors' expectations were significantly lower than the expectations of all other role definers for a total of five functions (items 56, 59, 60, 66 and 70) all of which were administrative functions involving financial arrangements. The parents' expectations were significantly higher than the expectations of the students for item 55 (administer discipline) and item 64 (check on truants and their parents) but for all other functions these two groups agreed on role expectations. Thus, the parents and students tended to have similar expectations of Counsellor functions. The data also indicate a high degree of consensus among the teachers, principals and Superintendents, the "educator" group, about their expectations of the Counsellor role. The Superintendents were found to have expectations which differed significantly from those of both the principals and teachers for two functions (items 55 and 64), while there were no significant differences between the expectations of the principal and teacher groups.

Table 7

Analysis of Variance For Items For Which Counsellors Perceived
Differing Expectations Among Groups and Newman-Keuls
Comparison Among Classification Means

Item No.	Function	F	Comparison Between Ordered Means ^a
4	Plan social activities for students while attending high school in the city	5.731**	<u>654321</u>
10	Make regular home visits to students for purposes of guidance and counselling	2.248*	<u>341256</u>
11	Give individual remedial help	2.319*	<u>543621</u>
14	Assist students to secure job placements	7.085**	<u>65 4312</u>
16	Engage in attendance counselling	4.736**	<u>435216</u>
20	Provide for students and their parents information on available financial assistance for students	4.191**	<u>652134</u>
26	Interview students referred by teachers	2.573*	<u>342516</u>
33	Serve as sponsor for club programs and other extra-class activities	7.787**	<u>653421</u>
50	Read current journals on counselling	4.233**	<u>123456</u>
51	Process attendance forms	4.221**	<u>342561</u>
54	Keep records of interviews	3.155**	<u>234156</u>
55	Administer discipline	11.662**	<u>543 261</u>

Table 7 (Continued)

Item No.	Function	F	Comparison Between Ordered Means ^a
56	Maintain records re personal allowance and board and room accounts	6.918**	<u>24356</u> <u>1</u>
59	Prepare paylists for student cheques	6.688**	<u>62534</u> <u>1</u>
60	Issue purchase orders for school supplies	4.289**	<u>65342</u> <u>1</u>
61	Complete statistical counsellors' monthly reports	4.800**	<u>213456</u>
64	Check on truants and their parents	13.319**	<u>43</u> <u>251</u> <u>6</u>
66	Arrange transportation for students	6.667**	<u>56342</u> <u>1</u>
70	Assist students to obtain school supplies	6.891**	<u>65432</u> <u>1</u>

* p < .05

** p < .01

Note: Means are ordered from highest to lowest.

^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

The data in Table 8 indicate that the students disagreed with expectations of one or more role definers for 17 of the 19 functions involved, or 24.3% of the 70 items investigated in the study, for the highest frequency of any group. However, an inspection of Table 9 shows that when pairs of groups were compared the parent and Counsellor groups were found to have the highest frequency of disagreements.

Table 8
Frequency of Disagreements On
Expectations For Each Group

	f	Percent
Counsellor	16	22.9
Superintendent	13	18.6
Principal	15	21.4
Teacher	14	20.0
Parent	15	21.4
Student	17	24.3

Note: n = 70

Table 9
Total Number of Functions For Which Counsellors Perceived
Significant Differences Between Each Pair of Groups

	C	DSE	Pr	T	Pa	S
C	-					
DSE	6	-				
Pr	9	2	-			
T	10	2	0	-		
Pa	13	5	4	3	-	
S	11	6	9	7	2	-

On the basis of the findings described in this section, the null hypothesis of no significant differences among expectations of role definers was rejected.

The second part of the question asked what categories of functions were involved if differing role expectations were found?

The functions were grouped into five categories for analysis in this part of the study. The categories were:

- (1) functions related to assisting students (items 1-24 inclusive);
- (2) functions related to assisting teachers and schools (items 25-31 inclusive);
- (3) functions related to assisting parents and community (items 32-41 inclusive);
- (4) functions related to assisting administrators (items 51-70 inclusive); and
- (5) other functions (including functions related to research, professional development, and teaching - items 42-50 inclusive).

An inspection of the data in Table 7 with regard to categories of functions reveal that of the six functions related to assisting students (4, 10, 11, 14, 16 and 20), three were considered to be most important to the parents and students. These were: item 4 (plan social activities for students while attending high school in the city); item 14 (assist students to secure job placements); and item 20 (provide for students and their parents information on available financial assistance for students).

The Counsellors disagreed with one or more groups on each of the ten functions related to assisting administrators (items 51, 54, 55, 56, 59, 60, 61, 64, 66 and 70). The six functions for which Counsellor expectations differed significantly from the expectations of the Superintendent were all found in this category. Counsellors believed that their Superintendents had significantly higher expectations than their own for administering finances (items 56, 59, 60 and 70), arranging transportation for students (item 66), and processing attendance forms (item 51). Only one function for which significant differences in expectations were perceived by the Counsellors was found in each of the other three categories.

The findings related to categories of functions involved in differing expectations among major role definers are summarized in Tables 10 and 11.

Table 10

Number and Percentage of Functions In Each Category For Which Counsellors Perceived Significant Differences in Role Expectations

Category	n	No. of Items With Perceived Significant Differences	Percent
1. Assisting students	24	6	25
2. Assisting teachers	7	1	14
3. Assisting parents	10	1	10
4. Assisting administrators	20	10	50
5. Other	9	1	11
All categories	70	19	27

Note: Percentages are expressed to the nearest whole percent.

Table 11

Comparison of Perceived Disagreements by Category and
Total Number of Items with Perceived Disagreements

Category	n	No. of Items With Perceived Disagreements	Percent
1. Assisting students	19	6	32
2. Assisting teachers	19	1	5
3. Assisting parents	19	1	5
4. Assisting administrators	19	10	53
5. Other	19	1	5

Note: Percentages are expressed to the nearest whole percent.

The data in Tables 10 and 11 reveal that of the 19 items for which Counsellors perceived significant differences among expectations of major role definers, all categories of functions were involved. The majority of the controversial items were found in the categories of functions related to assisting students (6, or 25.0%, of the 24 items included in category one) or functions related to assisting administrators (10, or 50%, of the 20 items in category four). The combined totals of the items involved in these two categories accounted for 16, or 84.2%, of the 19 items for which significant differences were found among the expectations of the major role definers.

Role Expectations and Role Behavior

Rephrased as a null hypothesis the second component of the problem stated that there would be no significant differences between

the Counsellors' perceptions of the expectations of each major role definer and perceived role behavior.

The variables compared in this part of the study were: group one, Counsellors; group two, Superintendents; group three, principals; group four, teachers; group five, parents; group six, students; and group seven, role behavior. Newman-Keuls comparison between ordered means of the seven groups (Appendix D) showed that there were significant differences between role behavior and the role expectations of at least one major role definer for a total of 45, or 64.29%, of the 70 items investigated. The 45 functions involved were classified according to the number of role definers whose expectations differed significantly from role behavior.

Counsellor role behavior was found to differ significantly from the expectations of all role definers for a total of 15 functions. These findings are summarized in Table 12. The data in Table 12 reveal that for 14 of the 15 functions involved role behavior was significantly lower than the expectations of all groups. Six of those functions (items 1, 6, 9, 21, 32 and 41) were related to guidance services, either for students or their parents. Two functions (items 2 and 22) were related to counselling students, while three (items 43, 44 and 45) were functions related to research. On the other hand, the findings suggest that the Counsellors were doing more to assist in the work of the Superintendents (item 63) than any of the groups expected them to do.

Table 12

Newman-Keuls Comparison Between Ordered Means of Items
For Which Role Behavior Differed Significantly From
Perceived Role Expectations of all Role Definers

Item	Function	F	Comparison Between Ordered Means ^a
1	Inform staff and students of guidance services	7.176**	<u>125643</u> 7
2	Conduct orientation sessions with incoming students to urban centres	4.036**	<u>126534</u> 7
6	Organize "career days", "college nights"	5.309**	<u>435261</u> 7
9	Inform staff, students and parents of available scholarships	4.327**	<u>526431</u> 7
21	Prepare bulletin boards and displays to illustrate guidance services	3.074**	<u>632415</u> 7
22	Provide group counselling for students in joint schools	6.944**	<u>234561</u> 7
31	Assist in the development and administration of testing programs for Indian students	3.865**	<u>143652</u> 7
32	Interpret the school curricular offerings and activities to parents and the Indian community	6.365**	<u>521346</u> 7
41	Develop group guidance programs for parents on reserves	3.616**	<u>345216</u> 7
43	Conduct follow-up studies of graduates	3.801**	<u>652314</u> 7
44	Direct research studies to evaluate guidance program	5.146**	<u>143652</u> 7

Table 12 (Continued)

Item	Function	F	Comparison Between Ordered Means ^a
45	Conduct follow-up studies of drop-outs	4.673**	<u>132546</u> <u>7</u>
47	Teach guidance classes	3.224**	<u>436521</u> <u>7</u>
48	Serve on guidance-related committees	5.666**	<u>213456</u> <u>7</u>
63	Assist in the work of the District Superintendent of Education	2.842*	<u>7</u> <u>526431</u>

Note: Means are ordered from highest to lowest. *p < .05 **p < .01

^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

The data in Table 13 show the Newman-Keuls comparison between ordered pairs of means for functions for which role behavior was significantly different from the expectations of three, four or five role definers. The data indicate that for eight of the items (8, 24, 42, 50, 56, 59, 61 and 69) the Counsellors' own expectations were significantly different from role behavior. These findings suggest that the Counsellors would like to provide more counselling for students on reserves (items 8 and 24), be more involved in curriculum development (item 42), spend more time reading professional journals (item 50), and spend less time on keeping statistical records (items 56, 59, 61 and 69). The Superintendents, on the other hand, agreed with role behavior for seven of the total of eleven functions included in this classification. For each of the other four functions (7, 8, 24 and 50) the Superintendents expected the Counsellors to do more than they were doing.

The data in Table 14 indicate that from a total of ten functions two of the role definers disagreed with role behavior. The majority of disagreements involved one or both of the parent and student groups (items 4, 14, 20, 23, 51 and 64). Parents and/or students expected Counsellors to provide more guidance and counselling for the students (items 4, 14, 20 and 23), and spend less time on administrative functions (items 51 and 64). The principals also expected the Counsellors to provide more counselling services (items 5, 16 and 34); however, they agreed that Counsellors should perform administrative tasks (items 51 and 64).

Table 13

Newman-Keuls Comparison Between Ordered Means For Items For Which Role Behavior Differed Significantly From Perceived Expectations of Three, Four, or Five Role Definers

Item	Function	F	Comparison Between Ordered Means ^a
7	Process college applications for students	3.894**	<u>65243 1 7</u>
8	Provide group counselling for students on reserves	3.899**	<u>1234567</u>
24	Conduct exit interviews with drop-outs to provide counselling re future plans	3.042**	<u>1253467</u>
33	Serve as sponsor for club programs or other extra-class activities	7.787**	<u>6534217</u>
42	Participate in curricular development	3.004**	<u>6152347</u>
50	Read current journals on counselling	4.233**	<u>1234567</u>
55	Administer discipline	11.662**	<u>543 2671</u>
56	Maintain records re personal allowances and board and room accounts	6.918**	<u>724356 1</u>
59	Prepare paylists for student cheques	6.688**	<u>762534 1</u>
61	Complete statistical counsellor's monthly reports	4.800**	<u>7213456</u>
69	Complete records on the number of students who are attending federal and joint schools	3.985**	<u>7324561</u>

Note: Means ordered from highest to lowest.

**p < .01

^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

Table 14

Newman-Keuls Comparison Between Ordered Means of Items
For Which Role Behavior Differed Significantly From
Perceived Expectations of Two Role Definers

Item	Function	F	Comparison Between Ordered Means ^a
4	Plan social activities for students while attending school in the city	5.731**	<u>6543217</u>
5	Provide personal-social counselling for students	2.792*	<u>2314567</u>
14	Assist students to secure job placements	7.085**	<u>65 43127</u>
16	Engage in attendance counselling on reserves	4.736**	<u>4352716</u>
20	Provide for students and their parents, information on available financial assistance for students	4.191**	<u>6521734</u>
23	Interpret test results to students	2.763*	<u>6521347</u>
34	Provide individual guidance and counselling to parents	3.169**	<u>3412567</u>
46	Teach academic, vocational, technical and/or upgrading classes	3.179**	<u>5643217</u>
51	Process attendance forms	4.221**	<u>7342561.</u>
62	Complete annual student progress reports	2.731*	<u>7231456</u>
64	Check on truants and their parents	13.319**	<u>4375216</u>

Note: Means ordered from highest to lowest. *p < .05 **p < .01

^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

Table 15

Newman-Keuls Comparison Between Ordered Means of Items
For Which Role Behavior Differed Significantly From
Perceived Expectations of One Role Definer

Item	Function	F	Comparison Between Ordered Means ^a
3	Maintain a collection of information materials concerning educational and occupational opportunities for students	2.701*	<u>6521347</u>
19	Locate and assess boarding home accommodations for students	2.964**	<u>5621347</u>
36	Provide individual guidance and counselling to boarding home parents	2.165*	<u>5621347</u>
53	Process applications for Educational Assistance	3.060**	<u>7265341</u>
60	Issue purchase orders for school supplies	4.289**	<u>765342 1</u>
65	Maintain records re students' aptitudes, personal and social adjustment	3.191**	<u>3421567</u>
66	Arrange transportation for students	6.667**	<u>563472 1</u>
70	Assist students to obtain school supplies	6.891**	<u>654372 1</u>

Note: Means ordered from highest to lowest. *p < .05 **p < .01

^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

In Table 15, eight functions for which the expectations of only one role definer were perceived to be significantly different from role behavior are summarized. Parents were perceived to want more help from the Counsellor in assuring that their children were well cared for in boarding homes (items 19 and 36). Again, the data indicate that Counsellors would like to spend less time on administrative functions (items 53, 60, 66 and 70).

The total number of functions for which each role definer was perceived to have expectations which were significantly different from role behavior is summarized in Table 16.

Table 16

Frequency and Percentage of Disagreements Between
Perceived Expectations and Role Behavior
For Each Group Role Definer

Role Definer	f	Percent (n=70)
Counsellor	30	43%
Superintendent	20	29%
Principal	27	39%
Teacher	26	37%
Parent	32	46%
Student	30	43%

The null hypothesis of no significant differences between the Counsellors' perceptions of the expectations of each major role definer and perceived role behavior was rejected on the basis of these findings. With the rejection of the null hypothesis, the data were regrouped in Table 17 in an attempt to answer the second part of the question. This was: What categories of functions were involved if significant differences were found?

The data in Table 17 reveal that a total of 17 of the 24 items (70.8%) in category one, functions related to assisting students, were involved. Counsellor role behavior was significantly lower than the perceived expectations of one or more role definers for all functions in category one. All groups expected the Counsellor to be more involved in the development and administration of a testing program for Indian students (item 31). This was the only function in category two (functions related to assisting teachers) for which significant differences were perceived between role expectations and role behavior. In category three, functions related to assisting parents, for five, or 50%, of the total of 10 functions included in that category, significant differences were found between expectations of role definers and role behavior. For all functions involved, role behavior was lower than the perceived expectations of one or more role definers. Category four, functions related to assisting administrators, accounted for 14 of the 45 functions for which significant differences were found in this part of the analysis. With the exception of two functions (item 55, administer discipline; and item 65, maintain records re students' aptitude, personal and social adjustment) the Counsellors were performing administrative functions more frequently than many role definers expected they should be.

Table 17

Comparison Between Ordered Means^a

Item	F		Item	F	
Category 1: Functions Related to Assisting Students					
1	7.176**	<u>125643 7</u>	14	7.085**	<u>65 43127</u>
2	4.036**	<u>126534 7</u>	16	4.736**	<u>4352716</u>
3	2.701**	<u>6521347</u>	19	2.964**	<u>5621347</u>
4	5.731**	<u>6543217</u>	20	4.191**	<u>6521734</u>
5	2.792*	<u>2314567</u>	21	3.074**	<u>632415 7</u>
6	5.309**	<u>435261 7</u>	22	6.944**	<u>234561 7</u>
7	3.894**	<u>652431 7</u>	23	2.763*	<u>6521347</u>
8	3.899**	<u>123456 7</u>	24	3.042**	<u>1253467</u>
9	4.327**	<u>526431 7</u>			
Category 2: Functions Related to Assisting Teachers					
31	3.865**	<u>143652 7</u>			
Category 3: Functions Related to Assisting Parents					
32	6.365**	<u>521346 7</u>	36	2.165*	<u>5621347</u>
33	7.787**	<u>6534217</u>	41	3.616**	<u>345216 7</u>
34	3.169**	<u>3412567</u>			

Table 17 (Continued)

Item	F		Item	F	
Category 4: Functions Related to Assisting Administrators					
51	4.221**	<u>7342561</u>	62	2.731*	<u>7231456</u>
53	3.060**	<u>7265341</u>	63	2.842*	<u>7 526431</u>
55	11.662**	<u>543 2671</u>	64	13.319**	<u>4375216</u>
56	6.918**	<u>7243561</u>	65	3.191**	<u>3421567</u>
59	6.688**	<u>7625341</u>	66	6.667**	<u>563472 1</u>
60	4.289**	<u>765342 1</u>	69	3.985**	<u>7324561</u>
61	4.800**	<u>7213456</u>	70	6.891**	<u>654372 1</u>
Category 5: Other Functions					
42	3.004**	<u>6152347</u>	46	3.179**	<u>5643217</u>
43	3.801**	<u>652314 7</u>	47	2.395*	<u>436521 7</u>
44	5.146**	<u>143652 7</u>	48	4.221**	<u>213456 7</u>
45	4.673**	<u>132546 7</u>	50	4.233**	<u>1234567</u>

Note: Means are ordered from highest to lowest.

*p < .05 **p < .01

^aSub-groups underlined by a common segment of a line did not differ significantly from each other but differed from sub-groups underlined by other segments of a line.

The only function for which role behavior differed significantly from the expectations of the Superintendents in category four was item 63 (assist in the work of the District Superintendent of Education), for which their expectations were significantly lower than role behavior.

The role behavior of the Counsellors was found to be significantly lower than the expectations of one or more role definers for all functions involved in category five (other functions). All groups expected the Counsellor to be more involved in research (items 43, 44, and 45), to teach more guidance classes (item 47) and to be more active in guidance related committees (item 48).

From the data in Tables 12 to 15, the number of functions for which each role definer was perceived to have expectations which differed significantly from role behavior was calculated by category, and percentages for each group were computed. These findings, summarized in Table 18, reveal that of the 70 items on the questionnaire the parents were perceived to have the highest overall frequency of expectations which differed significantly from role behavior (32, or 45.71%). The lowest frequency (20, or 28.57%) was found for the Superintendent group. In category four, functions related to assisting administrators, the Counsellors' role behavior was significantly different from their own expectations for a total of 12 (60%) of the 20 functions included in that category. The parents' expectations differed significantly from role behavior for 14, or 58.3%, of the 24 items included in category one, functions related to assisting students.

Table 18

Frequency Distribution and Percent by Category of Functions in Which Perceived Expectations of Each Group Differed Significantly

Group	Category											
	1. n=24		2. n=7		3. n=10		4. n=20		5. n=9		Total n=70	
	f	%	f	%	f	%	f	%	f	%	f	%
Counsellor	8	33%	1	14%	2	20%	12	60%	7	77.8%	30	43%
D.S.E.	10	41%	1	14%	2	20%	1	5%	6	66.7%	20	29%
Principal	10	41%	1	14%	4	40%	6	30%	6	66.7%	27	39%
Teacher	9	37%	1	14%	4	40%	6	30%	6	66.7%	26	37%
Parent	14	58%	1	14%	4	40%	6	30%	7	77.8%	32	46%
Student	12	50%	1	14%	3	30%	7	35%	7	77.8%	30	43%

Note: Percentages are expressed in the nearest whole percent.

The frequency distribution and percentage of functions with significant differences between perceived role expectations and role behavior is summarized according to category in Table 19.

Table 19

Frequency Distribution and Percentage by Category of Functions With Significant Differences Between Perceived Expectations and Role Behavior

	f	Percent
1. Functions related to assisting students	17	37.8
2. Functions related to assisting teachers	1	2.2
3. Functions related to assisting parents	5	11.1
4. Functions related to assisting administrators	14	31.1
5. Other functions	8	17.8
T o t a l	45	100.0

The data in Table 19 show that for a total of 45 items in all categories of functions significant differences were found between role behavior and the expectations of at least one role definer. Of the five categories investigated, category one, functions related to assisting students, and category four, functions related to assisting administrators, accounted for 21, or 68.9%, of all functions involved. Category two, functions related to assisting teachers, was found to have the overall lowest frequency of disagreements (one, or 2.2%) between the expectations of all role definers and role behavior.

Counsellor Stated Counselling Functions

In Part I of the Counsellor Survey Form Counsellors were asked to complete open-ended questions identifying the five most important functions of the Education Counsellor and their estimation of the five considered to be most important by the Superintendents, principals, teachers, parents and students. In analyzing the responses a total of 716 separate items were identified. Of these, 85 were discarded as they were more descriptive of counsellor characteristics or role attribute. Examples of this type of response were: "Being positive toward goals", and "Being there to be called upon if necessary". The remaining 631 responses were classified into seven categories as follows:

1. Functions related to assisting students
 - (a) Personal-social counselling functions
 - (b) Educational guidance and vocational counselling functions
2. Functions related to assisting teachers
3. Functions related to assisting parents
4. Functions related to assisting administrators
5. Functions related to coordination and liaison
6. Functions related to research and professional development
7. Miscellaneous functions.

Categories one to four correspond to these categories in Part II and Part III of the study. Because none of the responses related to teaching functions a category for coordination and liaison functions was substituted for this analysis. As few responses were involved, functions related to research and professional development were combined into one category. Category one was subdivided to show the relative frequency of personal-social and educational-vocational responses related to assisting students. Functions stated by all respondents for each question were combined and classified into the seven categories identified above. Categories were then ranked according to the number of responses applying to each major category of functions. Specific functions in each classification were also ranked, and percentages were computed for each function out of the total number of functions listed for each question.

Question number 1: List what you believe to be the five most important functions of the Education Counsellor.

Table 20 shows the frequency distribution of the 92 replies to this question. An inspection of the data in Table 20 indicates that the Counsellors considered personal and educational guidance and counselling of students to be their top priority. A total of 44, or 47.8%, of all functions listed related to these two sub-categories. Assisting parents and community, with 20 functions listed for 21.7% of all replies, was believed to be of equal importance to providing educational and vocational guidance and counselling and ranked second in frequency among the seven categories. Only four administrative functions were mentioned by the Counsellors.

Question number 2: List what you believe your D.S.E. would think are the five most important functions of the Education Counsellor.

The frequency distribution of the 111 replies to Question 2 are summarized in Table 21. The data in Table 21 indicate that the Superintendents expected the Counsellors to provide guidance and counselling services for Indian students (35 responses for 31.8% of all replies), to work closely with parents and community (17, or 15.4%, of all replies) and in addition to carry a heavy administrative load (27, or 24.5% of the 111 responses to question 2). The single function mentioned most frequently as a function considered important by Superintendents was the keeping of records (14 responses).

Table 20

Functions Listed by Counsellors as Important
Education Counsellor Functions

Functions	Frequency Mentioned	Percentage of Replies
1. <u>Assisting students</u>	(44)	(47.8)
1.(a) Personal-social counselling	(24)	(26.1)
Help students in personal growth	14	15.2
Help students adjust to community	9	9.8
Follow-up counselling for drop-outs	1	1.1
1.(b) Educational-vocational counselling	(20)	(21.7)
Counselling re decision-making in educational and vocational matters	17	18.5
Guidance in selection of courses	2	2.2
Provide information on post- secondary education	1	1.1
3. <u>Assisting parents and community</u>	(20)	(21.7)
Work with band councils and school committee	6	6.5
Assist parents with problems concerning school	5	5.4
Work with Indian people to develop educational goals	5	5.4
Guidance re educational opportunities	2	2.2
Provide information re students' progress	1	1.1
Work with Child Care Workers	1	1.1

Table 20 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
5. <u>Coordination and liaison</u>	(13)	(14.1)
Liaison between school, community, school committee and Indian Affairs	11	12.0
Public relations	2	2.2
2. <u>Assisting teachers</u>	(7)	(7.6)
Consultation re individual students	3	3.3
Help teachers to understand Indian students	2	2.2
Assist in program planning for Indian students	2	2.2
4. <u>Assisting administrators</u>	(4)	(4.3)
Process educational allowance	2	2.2
Keep records for follow-up	1	1.1
Assist with arrangements for students as necessary	1	1.1
6. <u>Research and professional growth</u>	(1)	(1.1)
Testing and research	1	1.1
7. <u>Miscellaneous functions</u>	(3)	(3.5)
Solving problems	2	2.2
Educate the white community	1	1.1
T o t a l	92	100.0

Table 21

Counsellors' Estimate of Counsellor Functions
Considered Important by Superintendents

Functions	Frequency Mentioned	Percentage of Replies
1. <u>Assisting Students</u>	(35)	(31.8)
1.(a) Personal-social counselling	(19)	(17.3)
Counsel students re minor problems	8	7.2
Help students adjust to urban living	5	4.5
Develop meaningful communication with students	3	2.7
Counsel students re self-understanding	2	1.8
Provide follow-up counselling for graduates and drop-outs	1	0.9
1.(b) Educational-vocational counselling	(16)	(14.4)
Assist in pursuit of occupational goals	7	6.3
Guidance re educational opportunities	5	4.5
Assist with program and course selection	4	3.6
4. <u>Assisting Administrators</u>	(27)	(24.5)
Complete statistical records	14	12.6
Administer educational assistance	7	6.3
Work within policy and budget	4	3.6
Check attendance	2	1.8
3. <u>Assisting parents</u>	(17)	(15.4)
Work with band councils and school committees	9	8.1

Table 21 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
Initiate programs for Indian people	5	4.5
Counsel parents	3	2.7
5. <u>Coordination and liaison</u>	(16)	(14.4)
Provide liaison between I.A.B., schools and reserve communities	7	6.3
Public relations	7	6.3
Coordination of community and school resources	2	1.8
2. <u>Assisting teachers</u>	(6)	(5.4)
Consultation with school staff	3	2.7
Assist teachers to understand and help Indian students	2	1.8
Assist in planning for special educational needs	1	0.9
6. <u>Research and professional development</u>	(3)	(2.7)
Educational research, e.g. curriculum	2	1.8
Professional growth	1	0.9
7. <u>Miscellaneous functions</u>	(7)	(6.3)
Problem solver	3	2.7
Resource for students as necessary	2	1.8
Keep drop-outs to a minimum	2	1.8
T o t a l	111	100.0

Question number 3: List what you believe the principals in the schools you visit would think are the five most important functions of the Education Counsellor.

Table 22 shows the frequency distribution of the total of 107 replies to this question. Functions related to assisting administrators were mentioned most frequently as of importance to the principals. Category four accounted for 45, or 42.1%, of the total number of replies to this question. The function mentioned most frequently was checking the attendance of Indian students which was mentioned twenty-two times. This was the highest frequency of response for a single function in this part of the analysis. Acting as an attendance officer was, in fact, included more frequently than the combined totals of functions mentioned in any other category. Functions related to assisting teachers, category two, with a total of 18 replies, or 16.8%, of all replies, ranked second among the seven categories, while sub-categories 1(a) and 1(b) combined, contained 17 responses (15.9%) and ranked third. No functions related to research and professional development were mentioned in response to this question.

Table 22

Counsellors' Estimate of Counsellor Functions
Considered Important by Principals

Functions	Frequency Mentioned	Percentage of Replies
4. <u>Assisting administrators</u>	(45)	(42.1)
Check attendance of Indian students	22	20.6
Provide schools with supplies for Indian students	7	6.5
Administer allowances for Indian students	5	4.2
Act as disciplinarian	5	4.2
Keep records on Indian students	3	2.8
Assist with arrangements, e.g. transfers	2	1.9
Supervise school bus operation	1	0.9
2. <u>Assisting teachers</u>	(18)	(16.8)
Assist teachers to resolve problems peculiar to Indian students	6	5.6
Gather information re background of Indian students	4	3.7
Resource re Indian culture	2	1.9
Refer Indian students re health services	2	1.9
Arrange case conferences with teachers	2	1.9
Assist in developing programs for Indian students	1	0.9
Testing	1	0.9

Table 22 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
1. <u>Assisting students</u>	(17)	(15.9)
1.(a) Personal-social counselling	(11)	(10.3)
Counsel students who are in difficulty	11	10.3
1.(b) Educational-vocational counselling	(6)	(5.4)
Help students remain and progress in the vocation or school they choose	4	3.7
Provide information on educational opportunities	2	1.9
5. <u>Coordination and liaison</u>	(12)	(11.2)
Provide liaison between school and parents	10	9.3
Public relations	2	1.9
3. <u>Assisting parents</u>	(6)	(5.4)
Family counselling	3	2.8
Help parents become more informed re education	2	1.9
Work with school committees	1	0.9
6. <u>Research and professional growth</u>	(0)	(0.0)
7. <u>Miscellaneous functions</u>	(9)	(8.4)
Problem solver	3	2.8
Bridge the gap between native and non-native students	2	1.9
Avoid drop-outs	1	0.9

Table 22 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
Provide taxi service for native students	1	0.9
Assist students with health problems	1	0.9
C.I.A. agent on the reserve	1	0.9
T o t a l	107	100.0

Question number 4: List what you believe the teachers in the schools you visit would think are the five most important functions of the Education Counsellor.

A total of 104 responses to question number four are summarized in Table 23. The Counsellors perceived that teachers, like the Superintendents and principals, considered administrative functions to be very important. Category four, functions related to assisting administrators, accounted for 36, or 34.6%, of the 104 replies to the question. One function, act as truant officer, was mentioned in 18 responses and equalled the total of all other responses in category four. Checking on attendance of Indian students was listed more frequently than any single function related to assisting teachers, and almost as frequently as the combined functions in category two (22). The third ranking category, functions related to assisting students (category one), contained a total of 15 responses for 14.4% of the 104 functions mentioned, less than the frequency of the single function, checking attendance.

Table 23
Counsellors' Estimate of Functions Considered
Important by Teachers

Functions	Frequency Mentioned	Percentage of Replies
4. <u>Assisting administrators</u>	(36)	(34.6)
Act as truant officer	18	17.3
Act as disciplinarian	5	4.9
Administer allowances for students	5	4.9
Provide school supplies for Indian students	5	4.9
Keep records of students	2	1.9
Arrange student transfers and placements	1	0.9
2. <u>Assisting teachers</u>	(22)	(21.2)
Assist in formulating special programs for Indian students	5	4.9
Visit and speak to classes re Indian culture	3	2.9
Assist teacher to resolve problems peculiar to Indians	3	2.9
Administer achievement tests	3	2.9
Provide background information on Indian students	2	1.9
Consult with staff	2	1.9
Be a listening post for teachers' gripes	2	1.9
Provide instructional aids	1	0.9
In-service training for teachers	1	0.9

Table 23 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
1. <u>Assisting students</u>	(15)	(14.4)
1.(a) Personal-social counselling	(10)	(9.6)
Counsel students, e.g. behavior problems	8	7.7
Assist students to adjust to urban living	2	1.9
1.(b) Educational-vocational counselling	(5)	(4.9)
Counsel students re lack of achievement	2	1.9
Guidance re selection of courses	2	1.9
Counsel students re educational- vocational goals	1	0.9
3. <u>Assisting parents</u>	(9)	(8.7)
Provide family counselling	4	3.8
Assist parents to develop positive attitudes toward education	3	2.9
Strengthen community organization	1	0.9
Conduct school committee and parent meetings	1	0.9
5. <u>Coordination and liaison</u>	(8)	(7.7)
Liaison among parents, schools and school committees	6	5.8
Public relations	2	1.9
6. <u>Research and Professional development</u>	(0)	(0)

Table 23 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
7. <u>Miscellaneous</u>	(14)	(13.5)
Problem solver	5	4.9
Look after students' health needs	4	3.8
Deal with conflict between Native and non-Native students	3	2.9
Court room worker	1	0.9
Provide taxi service for Indian students	1	0.9
T o t a l	104	100.0

Question number 5: List what you believe the parents in your area would think are the five most important functions of the Education Counsellor.

Table 24 shows the frequency distribution of the total of 109 responses to question number five. An inspection of Table 24 shows that the category most frequently mentioned as important to the parents was that related to administrative functions. This category accounted for 41 responses, or 37.6%, of the total functions mentioned. The Counsellors believed that the parents placed the greatest priority on administering student allowances as this function was mentioned more frequently than any other single function in the responses to this question. Arranging for student enrollment in schools or Indian Affairs

residences was ranked second in category four (9 responses), and about the same as counselling students regarding personal problems (category one, 10 responses). Functions related to assisting parents (26 responses) were mentioned slightly more frequently than were functions related to assisting students, with a frequency of 24 replies. Some of the Counsellors believed that the parents wanted them to take full responsibility for the students (7 responses) while a total of 10 responses indicated that parents believe Counsellors should provide counselling for students regarding personal problems. There were no responses related to research and professional development.

Table 24

Counsellors' Estimate of Functions Considered
Important by Parents

Functions	Frequency Mentioned	Percentage of Replies
4. <u>Assisting administrators</u>	(41)	(37.6)
Provide financial assistance for students	15	13.8
Arrange for enrollment of students	9	8.3
Act as truant officer	6	5.5
Arrange transportation for students	6	5.5
Provide school supplies for students	3	2.8
Act as disciplinarian	1	0.9
Arrange for family, personal, and welfare allowance cheques	1	0.9
3. <u>Assisting parents</u>	(26)	(23.9)
Provide complete parental care for child	7	6.4
Advise parents re students' progress	5	4.5
Family counselling re behavior problems	5	4.5
Counsel re overall education system	3	2.8
Work with band council and school committee	3	2.8
Help resolve band problems	2	1.8
Be a listening post for parents' gripes	1	0.9
1. <u>Assisting students</u>	(24)	(22.0)
1.(a) Personal-social counselling	(16)	(14.7)

Table 24 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
Counsel students re personal problems	10	9.2
Arrange for boarding home accommodation	5	4.5
Arrange of extra-curricular activities	1	0.9
1.(b) Educational-vocational counselling	(8)	(7.4)
Provide information re school programs	4	3.7
Assist students with academic problems	4	3.7
5. <u>Coordination and liaison</u>	(9)	(8.3)
Liaison among home, school, and Indian Affairs	7	6.4
Public relations	2	1.8
2. <u>Assisting teachers</u>	(2)	(1.8)
Assist teachers to make education work	1	0.9
Assist in planning for special educational needs	1	0.9
6. <u>Research and professional development</u>	(0)	(0.0)
7. <u>Miscellaneous</u>	(7)	(6.4)
Problem solver	3	2.8
Look after students' health needs	2	1.8
Find jobs for students	1	0.9
Avoid drop-outs	1	0.9
T o t a l	109	100.0

Question number 6: List what you believe the students in your area would think are the five most important functions of the Education Counsellor.

The frequency and distribution of the Counsellors' estimate of functions considered important by the students is shown in Table 25. An examination of Table 25 indicates functions related to assisting students accounted for 41, or 38.0%, of the total of 108 responses to question six. Of these, a total of 23 related to personal and social counselling, while 18 were functions related to educational and vocational counselling. The two mentioned most frequently were: assistance in solving problems, and provision of adequate boarding homes.

Functions related to assisting administrators was the second ranking category. Of 108 responses given, 38, or 35.2%, were in this category. Administering educational allowances for students was mentioned in 21 replies, for the second highest frequency for a single function in this analysis.

Coordination and liaison functions and functions related to educational and vocational counselling were each included in 18 responses. The Counsellors indicated in a total of 8 responses that students expected them to act as a mediator between the students and the various authority figures with whom they come in contact. One Counsellor elaborated on this point by writing:

Act as an agent for them whenever they have problems at school, with the law or any other individual or organization (p. 5).

Table 25

Counsellors' Estimate of Functions Considered
Important by Students

Functions	Frequency Mentioned	Percentage of Replies
1. <u>Assisting students</u>	(41)	(38.0)
1.(a) Personal-social counselling	(23)	(21.3)
Assist in solving personal problems	13	12.0
Provide adequate boarding homes	9	8.3
Assist in adjustment to urban living	1	0.9
1.(b) Educational-vocational counselling	(18)	(16.7)
Guidance re occupational choices and job opportunities	8	7.4
Counsel re academic problems	7	6.5
Assist in course selection	3	2.8
4. <u>Assisting administrators</u>	(38)	(35.2)
Administer educational allowance	21	19.4
Provide school supplies for students	5	4.6
Check on attendance and return "errant" students	5	4.6
Arrange transportation for students	4	3.7
Arrange for enrollment in schools and residences	2	1.9
Initiate special programs for Indians	1	0.9
5. <u>Coordination and liaison</u>	(18)	(16.7)

Table 25 (Continued)

Functions	Frequency Mentioned	Percentage of Replies
Act as mediator between student and teacher, boarding home, or judge	8	7.4
Liaison between school and parent or student and law courts	7	6.5
Public relations	2	1.9
Provide communication link between parents and students who are away from home	1	0.9
3. <u>Assisting parents</u>	(3)	(2.8)
Help arrange anything of benefit to the family	2	1.9
Attend school committee meetings	1	0.9
6. <u>Research and professional growth</u>	(0)	(0)
7. <u>Miscellaneous</u>	(8)	(7.4)
Provide personal loans as necessary	2	1.9
Help students secure jobs	2	1.9
Look after students' health needs	2	1.9
Problem solver	2	1.9
T o t a l	108	100.0

Causes of Misunderstanding

Table 26 contains replies to question seven of Part I of the questionnaire in which Counsellors were asked to state what they believed were the causes of the greatest misunderstanding between the Counsellor and the groups with whom he works most closely. The replies were classified into six groups according to factors causing misunderstanding. Within each group sub-factors were identified, and frequency of response for each major factor and sub-factor were calculated. An inspection of the data in Table 26 indicates that the majority of factors listed as sources of misunderstanding concerned the Counsellor role. This factor accounted for 27, or 54.0%, of the 50 responses to the question. The frequency of responses related to the two sub-factors was about equally divided: administration versus counselling, 14; and lack of clear role definition, 13. The second most important factor was cultural differences and poor communication. A total of 11 responses suggested that these factors created misunderstandings for Counsellors in their work. Factors three, four and five when taken together suggest that being identified as an Indian Affairs employee, policy and pressure groups also tend to make their job very difficult. Finally, one Counsellor indicated that the parents' lack of concern for education was a source of misunderstanding.

Table 26

Causes of Misunderstandings Between
Counsellors and Other Groups

Source of Misunderstandings	Frequency Mentioned	Percentage of Replies
1. <u>Misunderstanding of the Counselor role</u>	(27)	(54.0)
Administration functions (authority figure) versus counselling functions	14	28.0
Lack of clear role definition	13	26.0
2. <u>Cultural and communication gaps</u>	(11)	(22.0)
Lack of communication among groups	5	10.0
Language and cultural differences	3	6.0
Socio-economic differences	2	4.0
Dishonesty - not saying what one means	1	2.0
3. <u>Indians' distrust of Indian Affairs Branch</u>	(4)	(8.0)
Counsellor, as Indian Affairs employee, is not interested	3	6.0
Counsellor viewed as allied with the schools	1	2.0
4. <u>Indian Affairs Branch policy and administration</u>	(5)	(10.0)
Bureaucratic "red-tape", e.g. late cheques	3	6.0
Fit student into policy	1	2.0
Conflict between Indian Affairs scheduled work day and working when needed	1	2.0

Table 26 (Continued)

Source of Misunderstandings	Frequency Mentioned	Percentage of Replies
5. <u>Politics</u>	(2)	(4.0)
Pressure groups make jobs political, frustrating	1	2.0
F.S.I. acting as a "watch-dog"	1	2.0
6. <u>Other</u>	(1)	(2.0)
Parents lack of understanding of value of education	1	2.0
T o t a l	50	100.0

Counsellors' Recommendations for Change

Table 27 contains the replies of the concluding question in Part I of the questionnaire which invited Counsellors to suggest recommendations for changes concerning their job. A total of 46 recommendations related to six major factors were made. The six factors were ranked according to frequency of response for each. Examination of Table 27 indicates a strong concern for clarifying and limiting the Counsellor role. A total of 24, or 52.2%, of all responses recommended changes in role expectations. Recommendations for eliminating administrative and financial responsibilities were considered most important, and together accounted for 19 of the 24 responses related to this recommendation. Seven responses suggested that improvement in communication was necessary to better facilitate their performance as Counsellors. Recommendations for improving conditions for Counsellors and for improving physical facilities for counselling were considered relatively unimportant. Of slightly greater importance was the suggestion that education be separated from both welfare and politics.

Table 27

Recommendations for Change in
Education Counsellor Job

Recommendations	Frequency Mentioned	Percentage of Replies
1. <u>Changes in role expectations</u>	(24)	(52.2)
Eliminate administrative duties	12	26.1
Eliminate financial responsibilities	7	15.2
Define role more explicitly	3	6.5
Include non-native students as counsellees	1	2.2
Provide more time for counselling	1	2.2
2. <u>Improve communication</u>	(7)	(15.2)
Improve communication among groups and within Indian Affairs	5	10.9
Communicate Counsellor role to "publics"	1	2.2
Inform general public of situation in native communities	1	2.2
3. <u>Separate education from welfare and politics</u>	(5)	(10.9)
Remove welfare benefits from education	3	6.5
Remove political influence from decision-making	2	4.4
4. <u>Increase community involvement</u>	(3)	(6.5)
Increase authority of school committees	2	4.4
Get community involved in policy	1	2.2

Table 27 (Continued)

Recommendations	Frequency Mentioned	Percentage of Replies
5. <u>Improve physical facilities for counselling</u>	(3)	(6.5)
Provide space for counselling in schools	2	4.4
Separate education staff from rest of Indian Affairs Branch staff	1	2.2
6. <u>Improve conditions for Counsellors</u>	(3)	(6.5)
Have smaller caseloads	2	4.4
Shorten working day	1	2.2
7. <u>Other</u>	(1)	(2.2)
Provide adequate library of information re programs	1	2.2
T o t a l s	46	100.0

Reliability of Findings

A comparison of these findings with the findings of the analysis of Part III of the Counsellor Survey Form indicates a high degree of correspondence between the results of both analyses. Items from the questionnaire were compared with similar functions listed by the Counselors in response to questions in Part I as being among most important to the groups studied. In general it was found that responses to the questionnaire items indicated that the functions involved were considered to range from frequently to always appropriate Counsellor functions.

Comparisons made between the two analyses according to categories of functions also tended to indicate parallel results. In general those categories mentioned most frequently by each group in Part I were found to have a greater number of functions in the corresponding category with expectations of "Frequently an appropriate Counsellor function", while those ranked lowest in Part I were more frequently considered as "Sometimes" or "Rarely an appropriate Counsellor function".

Coordination and liaison functions were mentioned frequently for all groups as being important Counsellor functions. There were no corresponding functions on the Counsellor Survey Form. On the other hand, six of the seven categories of functions included in Part II and Part III of the Counsellor Survey Form were mentioned in responses to Part I.

These comparisons suggest that the findings in the analysis of Part I tended to support the findings of the analysis in Part III.

Discussion of Results

The purpose of the study was to investigate the degree of consensus about expectations of Counsellor functions and to compare these expectations with their perceived role behavior. The results of the study indicate that, in the perceptions of the Counsellors, concepts of counselling held by the role definers differed for 27% of the functions investigated. Significant differences were found between role expectations and role behavior for 64% of the 70 items studied.

The reader is reminded that in the description and discussion of the findings, the following terminology has been adopted:

expectations is used to refer to expectations as perceived by the Counsellors; disagree denotes significantly different, while agree indicates that no significant differences were found among variables compared; higher, when used in comparison of group expectations or of expectations with role behavior, reflects group means and refers to a group expectation of a function or to role behavior which was closer to "Always", while lower indicates that the group expectation or role behavior was closer to "Never" as defined on the questionnaire.

The disagreements in role definition were found to be related to the degree and kind of help that Counsellors should offer students, and to Counsellor involvement in administrative tasks. The findings indicated there was a high degree of consensus about perceived expectations in categories of functions related to assisting teachers,

assisting parents, research, teaching, and professional development.

The data collected in the study showed that parents and students, the client group, were perceived to hold similar expectations for the Counsellor role. In the perceptions of the Counsellors, the client group believed that arranging for financial assistance, for school supplies, for transportation, or that assisting students to secure jobs and planning extra-curricular activities for students were more appropriate Counsellor functions than the provision of personal counselling services. In general vocational guidance and counselling was rated higher than personal-social counselling for parents and students. In other words, the parent and student groups were perceived to have expectations for Counsellors to do things for and to the students. If the Counsellors are accurate in their assumptions, it may indicate that the expectations of these groups have been influenced by role performance (Gibson, 1962; Rippee, Hanvey and Parker, 1965; Kornick, 1970). Alternately, it may indicate a lack of skill in counselling methods or perhaps reflects cultural differences which make it difficult for Counsellors to accurately empathize with the personal problems of the Indian people.

Principals, teachers and Superintendents, the educator group, tended to agree on role expectations for most functions investigated. These three groups were all believed to value personal counselling for students and their parents but the findings, especially Counsellor responses to open-ended questions, indicated that their major concerns in this area were more closely related to regular school attendance

and behavioral conformity to school standards than to the personal growth of individual students. This corresponds with the findings of Chenault and Seegars (1962), Kemp (1962), Filbeck (1965), and Scott and Blue (1973). In the Counsellors' perceptions, the educator groups believed that guidance services were frequently or always appropriate Counsellor functions. They were believed to rely heavily on the Education Counsellor to communicate on their behalf with parents and in the words of one respondent to "encourage parents and pupils of the need of education and to encourage efficient work habits, e.g. promptness of assignment completion, etc." (p. 4). Superintendents in general were thought to consider administrative tasks to be more appropriate Counsellor functions than did the principals and teachers, though differences in expectations were not significant for most administrative functions. All of these groups were perceived to expect more involvement in the performance of administrative functions than the Counsellors believed was appropriate.

The Counsellors tended to disagree sometimes with the expectations of one group, sometimes with another. The findings indicated that the Counsellors perceived their behavior and expectations to share most correspondence with their Superintendents and least with the parents and students. This supports the findings of Rankine and Angus (1971). The results of this study suggest that the Counsellors considered most functions related to assisting students, teachers and parents to be appropriate Counsellor functions. They did not believe that tutoring students, assisting with extra-curricular activities or

providing information on available financial assistance should be a very important part of their job. Counsellors' expectations were lower than those of principals and teachers for making home visits for purposes of guidance and counselling, though differences were not significant. Perhaps this was an expression of resistance on the part of the Counsellors to the large role they believed they were expected to play in liaising between home and school. With the exception of administrative functions closely related to guidance and counselling, strong support was indicated by the Counsellors for the removal of administrative duties from their role.

On the basis of differing expectations in categories related to guidance and counselling functions and administration functions, the null hypothesis of no significant differences among expectations of role definers was rejected. This supports the findings of Roeber, 1961; Byrne, 1963; Muro, 1966; Brown and Pruett, 1967, Zingle and Winship, 1967; Ford and Koziey, 1969; and Conklin, Altmann and Hengel, 1971.

The comparison of role expectations with role behavior indicated that Counsellor behavior differed significantly from expectations of role definers for all categories of functions. Perhaps the most critical findings in the study were the disagreements between role behavior and perceived expectations of Counsellor functions in categories of functions related to assisting students and assisting administrators. The data revealed that in these two categories, the performance of the Counsellors was significantly different from the expectations of role definers for 31 functions, or 40%, of all items

included in the questionnaire.

The data collected in the study indicated that Counsellors were not doing as much as was expected of them in the areas of guidance and counselling for students, research, teaching guidance or other classes, and professional development. On the other hand, they were performing administrative tasks more frequently than was considered appropriate. This corroborates the findings of earlier studies that found counsellors functioning as clerks or quasi-administrators (Martyn, 1957; Purcell, 1957; Vassello and Kindred, 1957).

In their responses to the questionnaire the Counsellors expressed a desire to offer more counselling services than they were providing. Their own responses to open-ended questions suggested that they believed their inability to do so was the result of inappropriate expectations from others for statistical record keeping, administering finances, and providing disproportionately high liaison services between home and school.

It is difficult to interpret these findings. The majority of the Counsellors in the study had both teacher training and experience, but little background in professional counselling prior to assuming a Counsellor position with the Indian Affairs Branch. Perhaps they felt more comfortable in the performance of straightforward administrative tasks than in getting involved in providing a service they were not trained to provide. Another possible interpretation was suggested in the comments of one of the respondents in his reply to the invitation

to suggest changes in their job. He wrote:

I don't really know for sure because all duties regardless of how seemingly trivial, are a necessary part of the job and need to be done at times (p. 7).

This statement reflects the philosophy of one of his colleagues who presented his analysis of the four stages of the Education Counsellor syndrome at a Counsellors' Conference in Saskatoon in March, 1969.

This Counsellor summed up the fourth and final stage as:

Roll up sleeves and say, "I'll do what needs to be done to the best of my ability irrespective of role preconceptions and misconceptions."
(Personal communication).

The Counsellors involvement in administrative functions may be related to the structural organization of the Education Division of Indian Affairs Branch (Scharf and Balabuck, 1973). The only higher office open to the upwardly mobile Counsellor, at least at the District or Regional levels, is a position in administration. At the time this study was conducted, at least ten of the Regional or District Superintendents of Education, or their assistants, had previously held Counsellor positions with Indian Affairs Branch. Perhaps the Counsellor who hoped to be considered for promotion felt it was necessary to demonstrate his ability in the administrative field.

The Counsellors' responses to open-ended questions indicated that there was little direct communication between the parents of Indian students and the principals and teachers of the schools their children were attending. Several respondents stated that Counsellors

were expected to relay messages between parents on the reserve and the school staff. One respondent suggested that it was easier for principals and teachers to see the Counsellor in place of the parent, while another stated that the parents expected him to speak on their behalf to principals or teachers. This apparent lack of direct communication between home and school had, it seems, cast the Counsellor in the role of intermediary and was believed by some respondents to be a source of misunderstanding which increased the difficulties of performing successfully in his job.

This study supports the findings of Wasson and Strowig (1965) who suggested that isolated counsellors tend to use administrators and teachers as reference groups more frequently than do non-isolated counsellors. Many of the Education Counsellors work out of small District Offices, each with his own geographic area, and may be assumed to interact more regularly with their Superintendents and with teachers and principals in the schools they visit than with their colleagues. Lack of communication between Districts was expressed as a source of misunderstanding in several of the responses to open-ended questions. However, this finding must remain tentative as it was not an area of investigation in the study.

The data collected in the study indicate that the Counsellor tended to agree on role definition more frequently with the educator groups than with the parents and students, the client group. Moreover, the educator groups, especially the Superintendents, tended to exert more influence over Counsellor behavior than did the other groups.

This lends support to Merton's (1957) theory of differential influence on role behavior of a position incumbent due to centrality of role relationships and the degree of power and authority each role definer had in the social system.

The results of this study suggest that Education Counsellors in Saskatchewan were experiencing conflict in the performance of their role stemming from differing expectations of major role definers. Disagreements in role expectations, as perceived by the Counsellors, were found both between the Counsellors and other role definers, and between pairs of other groups studied (Ivey and Robin, 1966).

In the content of the responses to open-ended questions the Counsellors expressed considerable frustration and anxiety resulting from their own felt need to provide more counselling services conflicting with the demands they believed were made upon them to accept a position of authority in financial matters and to enforce both attendance and students' conformity of behavior in the school system. These findings correspond with those of Filbeck (1965), Chenault and Seegars (1962) and Kemp (1962), and suggest that incompatible functions are another source of conflict in the Counsellor role.

The Counsellors believed they were expected to develop and maintain an effective counselling relationship with the students in general, and at the same time to assume responsibility for disciplinary action with those who did not conform. Gilbert's (1965) findings indicate that such conflicting expectations negatively affect the confidence students place in the counsellor as a helping person.

Finally, the Counsellors perceived simultaneous incongruent expectations from each individual group of role definers, or "inter-sender" conflict (Bently, 1968). With the exception of the Counsellors, most of the role definers expected them to be both an authority figure and a confidante to the students. Since the literature suggests these are incompatible roles, the Counsellors found themselves facing the dilemma of being unable to satisfy the expectations of any of their publics.

From the data collected in this study, it is apparent that the Counsellor role includes functions generally associated with a number of other identifiable professions. They are expected to be guidance and vocational counsellors in the usual sense of school counsellors; family counsellors with a knowledge of social casework principles and techniques; curriculum consultants; "experts" on cross-cultural education, especially as it applies to the education of Indians; public relations officers; and administrators. Those Counsellors employed exclusively in urban areas are, in addition, expected to understand all the implications of the separation of a child from his family, complicated by cross-cultural differences, and to work with the students and boarding parents to resolve difficulties associated with this situation. This corroborates the findings of earlier studies on the Education Counsellor role and suggests that at the time this study was conducted, there had been little change effected in limiting the role as a result of those studies (Barnes, 1966; Snider, 1968; Diaz, 1970).

The questionnaire was validated to a large extent by the Counsellor-listed expectations of Counsellor functions for the various role definers. Although the priority of importance given to functions in the analysis differed somewhat from that in the functions volunteered by the Counsellors, generally the two lists contained similar functions. One category of functions related to coordination and liaison services appeared in the voluntary responses and was not represented in the questionnaire. Several respondents also mentioned arranging for health care for students as among the most important functions they were expected to perform. This supports the findings of Scott and Blue (1973).

From the content of the responses to the open-ended questions, it was apparent that the Counsellors were aware of some unique factors that have precluded substantial improvements in personal growth and educational achievement of Indian students following the introduction of counselling services. For the most part their clients were culturally and linguistically different from themselves; they believed their role was not clearly defined, included inappropriate functions, and was misunderstood by the majority of the people with whom they worked most closely; their position was embedded in a bureaucracy which some found restrictive in terms of providing services they believed should be available to their clients; and a few expressed frustration due to the demands of various pressure groups.

Chapter V

Summary and Conclusions

This study was designed to investigate the degree of consensus, as perceived by the Education Counsellors in Saskatchewan, about particular Counsellor functions among six major role definers, and to compare the perceived expectations of each role definer with Counsellor role behavior. An attempt was made to obtain information to aid in the clarification of the Counsellor role; to determine those role definers whose expectations, as perceived by the Counsellors, exerted the greatest influence over role behavior; and to identify sources of actual or potential role conflict.

From the writer's personal experience as a Counsellor and from information collected from two Education Counsellors, the major role definers were identified as the Superintendents, principals and teachers of both federal and joint schools, Indian students and their parents. To collect data essential to the study the Counsellor Survey Form was constructed. It was designed to include items suggested from the literature, in particular previous studies of the Education Counsellor role, and from the writer's previous experience in counselling Indian students. The questionnaire sought information concerning demographic data about each Counsellor, their ideas regarding important Counsellor functions, their estimation of other role definers' ideas regarding

important Counsellor functions, and sources of misunderstandings in the performance of their role. In addition, respondents were given an opportunity in a large section of the questionnaire to express their ideas regarding appropriate Counsellor functions, their estimate of the ideas of the major role definers, and to report their behavior regarding the functions.

It was hoped that the analysis would provide information to aid in the reduction of frustration and anxiety associated with attempts by the Counsellors to satisfy divergent and distorted images and thus enhance the Counsellors' chances of performing successfully in the Counsellor role. As a result of changes to facilitate more successful Counsellor role performance benefits should accrue to the Indian students.

This chapter contains a summary of the procedure followed in the study; results of data analysis, conclusions based on evidence presented; and recommendations for further research and positive actions toward improving counselling services for Indian students and their parents.

Summary of the Study

The first part of the Counsellor Survey Form was sent in May, 1973, to each of the 37 Counsellors employed with the Indian Affairs Branch in Saskatchewan. The remainder of the questionnaire was administered at an Education Counsellors' Conference in late May, 1973, at which time Part I was attached and 25 completed questionnaires were

returned to the writer.

The method used to analyze the data was a one-way analysis of variance and Newman-Keuls comparison between ordered means for each of the 70 items on the questionnaire. From the comparisons between ordered means it was possible to suggest which role definers agreed or disagreed with others for each function studied. It was also possible to determine functions for which role behavior differed significantly from the perceived expectations of each role definer as well as the direction of the difference.

The questionnaire was designed to include items related to seven categories of functions which earlier studies had identified as being part of the Counsellor role. The categories identified for analysis were: assisting students; assisting teachers; assisting parents; assisting administrators; research, teaching, and professional development. An attempt was made to identify the categories of functions most involved in the disagreements found in the analysis.

Conclusions

The majority of the Education Counsellors in Saskatchewan were non-native male, were responsible for counselling students in kindergarten to grade twelve and in adult education courses, and were responsible for providing services in defined geographic areas which included both urban and reserve communities. Over 80% of the Counsellors had no Postgraduate Diploma or degree in guidance and

counselling, although all but one held valid teaching certificates. They had an average of approximately 12 years experience in the field of education with an average of 4.5 years experience in full-time counselling. Although student enrollments in most geographic areas were large, the modal caseloads of the Counsellors was less than 100 students.

Analysis of the data led to the following conclusions:

1. In the Counsellors' perceptions the degree of consensus about role expectations among major role definers was relatively low.
2. Counsellors' perceptions of parents' and students' (client group) concepts of the Counsellor role were perceived to be similar. They were believed to place priority on arrangements for financial assistance and extra-curricular activities, as well as educational and vocational guidance.
3. Superintendents, principals and teachers (educator group) were perceived by the Counsellors to have similar expectations of Counsellor functions and placed priority on administrative tasks, and guidance and counselling directed toward keeping the students in school.
4. The Counsellors' concept of their role tended to differ from their perceptions of expectations of all other role definers as they tended to place more emphasis than other groups on personal counselling, working with Indian

communities, and on professional development, and less on administrative functions.

5. Reported Counsellor behavior differed significantly from their perceived role expectations of one or more role definers for more than half of the functions studied.
6. For both dimensions, role expectations and role behavior, Counsellors shared most correspondence with their perceptions of Superintendents and least with the parents.
7. The majority of disagreements on Counsellor perceptions of both dimensions of the problem involved administrative functions and functions related to assisting students.
8. Counsellors reported that they spent a great deal of their time in administrative duties, although they did not believe that administration should be part of their job.
9. Lack of convergence of role expectations and perceived expectations of conflicting or incompatible functions were sources of role conflict.
10. In the Counsellors' perceptions, their role included functions generally associated with a variety of other identifiable professions.

Recommendations

The conclusions reached in this study and the limitations of the investigation have led the writer to make the following recommendations to the Indian Affairs Branch in Saskatchewan and the Federation of Saskatchewan Indians:

1. That a study be conducted to determine the Superintendents', principals', teachers', parents', and students' actual expectations of the Counsellor role, as well as the actual role behavior of the Counsellors.
2. That a study be conducted to identify the kinds of supplementary services required by teachers and principals in joint schools to facilitate better educational opportunities for Indian students, and to determine how the necessary services could best be provided.
3. That research be conducted to determine the kinds of counselling services required by Indian students and their parents, and how this service can best be provided.
4. That the Indian Affairs Branch give serious study and consideration to restricting the use of the job title of Counsellor to denote personnel who are trained to provide guidance and counselling services.
5. That the Indian Affairs Branch consider remedial action to increase the competence of counselling personnel by the

the provision of in-service training for present counselling staff.

6. That the Indian Affairs Branch and Indian organizations consider positive and remedial actions to clarify and limit the Counsellor role to eliminate sources of conflict identified in this study; in particular to reassign administrative functions which place the Counsellor in an authority position.
7. That a study be conducted to investigate role conflict stemming from the interaction of the Counsellor with the social systems in which he works, and from the interaction of the Counsellor with his role.
8. That a series of workshops with Counsellors be conducted to assist them to more clearly articulate their role definition and to develop strategies and action plans to accurately communicate their role to principals, teachers, parents and students.
9. That the Indian Affairs Branch give serious study and consideration to the introduction of incentives to encourage professional development of Counsellors and to ensure that they remain in counselling in preference to seeking administrative positions.
10. That research into the effects of cultural and socio-economic differences in the definition of counselling services be initiated.

In conclusion there is no doubt that counselling services for Indian students need to be and can be improved. The author feels strongly that the present confused and inclusive array of functions which Counsellors are expected to perform is detrimental to the quality of counselling services being provided for Indian children and their parents. Strong, cooperative efforts among the Indian Affairs Branch, Indian organizations, Indian parents and educators are essential to determine the direction education services in general should take for Indian people and the role of counselling services, including who should counsel Indian people, in the education process. Only if the role is clearly defined and accurately communicated and implemented can it be effective in enhancing the personal growth and educational achievement of Indian students in Saskatchewan.

Appendix A

COUNSELLOR'S SURVEY FORM

ALL INFORMATION OBTAINED FROM THIS QUESTIONNAIRE WILL BE TREATED CONFIDENTIALLY. AT NO TIME WILL THE INFORMATION FROM ANY ONE QUESTIONNAIRE BE DISCUSSED INDEPENDENTLY, EITHER IN THE DISSERTATION OR IN ANY OTHER REPORT.

1. Education District: _____

PLEASE CHECK APPROPRIATE ITEM(S) FOR QUESTIONS 2-5

2. Present Position: _____ Urban counsellor
 _____ Rural counsellor
 _____ Urban/rural counsellor
 _____ In-school students only
 _____ Post-school students only
 _____ In-school/post-school students
 _____ Other (specify) _____

3. Age: _____ 20-29 _____ 30-39 _____ 40-49 _____ 50 +

4. Sex: _____ Female _____ Male

5. Student enrollment as of May 1973:
 _____ under 100 _____ 100-299 _____ 300-499 _____ 500-699 _____ 700 +

6. With how many students are you actively engaged in counselling?

7. For how many reserves are you responsible? _____
 N/A _____

8. What is the average distance from your office to the reserves you serve? _____ N/A _____

9. How many years experience in the field of education do you have?
 _____. (If your experience in education involves other than teaching or counselling, please state other fields and the number of years experience in each).

10. How many years have you been a counsellor? _____

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PART I

IN THIS PART OF THE QUESTIONNAIRE YOU ARE GIVEN THE OPPORTUNITY TO CONTRIBUTE YOUR OWN IDEAS REGARDING THE COUNSELLOR ROLE.

1. List what you believe to be the five most important functions of an education counsellor.

2. List what you believe your D.S.E. would think are the five most important functions of the education counsellor.

-4-

3. List what you believe the principals in the schools you visit would think are the five most important functions of the education counsellor.

4. List what you believe the teachers in the schools you visit would think are the five most important functions of the education counsellor.

-5-

5. List what you believe the parents in your area would think are the five most important functions of the education counsellor.

6. List what you believe the students in your area would think are the five most important functions of the education counsellor.

-6-

7. What do you believe creates the greatest misunderstanding between the education counsellor and the groups with whom he works most closely?

-7-

8. If it were possible for you to do so, what would you change concerning your job?

-8-

PART II

DIRECTIONS:

THE PURPOSE OF THIS PART OF THE QUESTIONNAIRE IS TO DETERMINE WHAT FUNCTIONS YOU PERFORM AS AN EDUCATION COUNSELLOR IN THE FIELD.

Please read each statement carefully and make the following response to each item:

1. If the function is one that you Never perform, circle the letter N in the response column.
2. If the function is one that you Rarely perform (i.e. not more than 35% of the time whereas 65% or more of the time it is performed by others), circle the letter R in the response column.
3. If the function is one that you Sometimes perform (i.e. between 35% and 65% of the time this function is performed by you), circle the letter S in the response column.
4. If the function is one that you Frequently perform (i.e. between 65% and 95% of the time this function is performed by you), circle the letter F in the response column.
5. If the function is one that you Always perform (i.e. more than 95% of the time this function is performed by you), circle the letter A in the response column.

EXAMPLE:

For the following item, if you believe that this is a function that others might perform about 2/3 of the time but that 1/3 of the time you would be the one to do it, you would circle the letter R (Rarely) in the response column.

ITEM:

Conduct occupation survey of the community

N (R) S F A

PLEASE ANSWER ALL QUESTIONS

KEY: N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	RESPONSE
1. Inform staff and students of guidance services	<u>N R S F A</u>
2. Conduct orientation sessions with incoming students to urban centres	<u>N R S F A</u>
3. Maintain a collection of information materials concerning educational and occupational opportunities for students	<u>N R S F A</u>
4. Plan social activities for students while attending school in the city	<u>N R S F A</u>
5. Provide personal-social counselling for students	<u>N R S F A</u>
6. Organize "career days", "college nights"	<u>N R S F A</u>
7. Process college applications for students	<u>N R S F A</u>
8. Provide group counselling for students on reserves	<u>N R S F A</u>
9. Inform staff, students and parents of available scholarships	<u>N R S F A</u>
10. Make regular home visits to students for purposes of guidance and counselling	<u>N R S F A</u>
11. Give individual remedial help	<u>N R S F A</u>
12. Assist students with educational and vocational plans	<u>N R S F A</u>
13. Make regular visits to students at boarding homes for purposes of guidance and counselling	<u>N R S F A</u>
14. Assist students to secure job placements	<u>N R S F A</u>

-10-

KEY: N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	RESPONSE				
15. Make referrals to community agencies	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
16. Engage in attendance counselling on reserves	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
17. Make referrals within the school setting	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
18. Assist in identifying exceptional students	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
19. Locate and assess boarding home accommodations for students	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
20. Provide for students and their parents, information on available financial assistance for students	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
21. Prepare bulletin boards and displays to illustrate guidance services	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
22. Provide group counselling for students in joint schools	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
23. Interpret test results to students	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
24. Conduct exit interviews with drop-outs to provide counselling re: future plans	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
25. Participate in case conferences with teachers, reading consultants, counsellors, and other personnel workers	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
26. Interview students referred by teachers	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
27. Discuss student problems with individual teachers	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
28. Provide individual guidance and counselling to teachers	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>

-11-

KEY; N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	RESPONSE
29. Work with individual teachers in federal schools to develop their counselling skills	<u>N R S F A</u>
30. Visit schools regularly	<u>N R S F A</u>
31. Assist in the development and administration of testing programs for Indian students	<u>N R S F A</u>
32. Interpret the school curricular offerings and activities to parents and the Indian community	<u>N R S F A</u>
33. Serve as sponsor for club programs or other extra-class activities	<u>N R S F A</u>
34. Provide individual guidance and counselling to parents	<u>N R S F A</u>
35. Report regularly to parents re: students' academic progress	<u>N R S F A</u>
36. Provide individual guidance and counselling to boarding home parents	<u>N R S F A</u>
37. Serve as a resource for school committees	<u>N R S F A</u>
38. Conduct orientation sessions with boarding parents	<u>N R S F A</u>
39. Report regularly to parents re: students' personal-social adjustment	<u>N R S F A</u>
40. Participate in educational conferences with chiefs, band councillors, and school committees	<u>N R S F A</u>
41. Develop group guidance programs for parents on reserves	<u>N R S F A</u>

-12-

KEY: N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	RESPONSE
42. Participate in curriculum development	<u>N R S F A</u>
43. Conduct follow-up studies of graduates	<u>N R S F A</u>
44. Direct research studies to evaluate guidance program	<u>N R S F A</u>
45. Conduct follow-up studies of drop-outs	<u>N R S F A</u>
46. Teach academic, vocational, technical, and/or upgrading classes	<u>N R S F A</u>
47. Teach guidance classes	<u>N R S F A</u>
48. Serve on guidance-related committees	<u>N R S F A</u>
49. Attend professional conferences	<u>N R S F A</u>
50. Read current journals on counselling	<u>N R S F A</u>
51. Process attendance forms	<u>N R S F A</u>
52. Discuss problems common to students with the district superintendent of education	<u>N R S F A</u>
53. Process applications for Educational Assistance	<u>N R S F A</u>
54. Keep records of interviews	<u>N R S F A</u>
55. Administer discipline	<u>N R S F A</u>
56. Maintain records re: personal allowances and board and room accounts	<u>N R S F A</u>

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KEY: N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	RESPONSE
57. Compile data on achievements of Indian students in joint schools	<u>N R S F A</u>
58. Evaluate financial needs of students	<u>N R S F A</u>
59. Prepare pay-lists for student cheques	<u>N R S F A</u>
60. Issue purchase orders for school supplies	<u>N R S F A</u>
61. Complete statistical counsellors' monthly reports	<u>N R S F A</u>
62. Complete annual student progress report	<u>N R S F A</u>
63. Assist in the work of the district superintendent of education	<u>N R S F A</u>
64. Check on truants and their parents	<u>N R S F A</u>
65. Maintain records re: students' aptitudes, personal and social adjustment	<u>N R S F A</u>
66. Arrange transportation for students	<u>N R S F A</u>
67. Work with the district superintendent of education on education budget problems	<u>N R S F A</u>
68. Work with administration in mapping bus routes on reserves	<u>N R S F A</u>
69. Complete records on the number of students who are attending federal and joint schools	<u>N R S F A</u>
70. Assist students to obtain school supplies	<u>N R S F A</u>

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PART III

DIRECTIONS:

THE PURPOSE OF THIS PART OF THE QUESTIONNAIRE IS TO DETERMINE WHAT YOU PERCEIVE TO BE THE EXPECTATIONS FOR YOUR ROLE AS AN EDUCATIONAL COUNSELLOR, AS WELL AS WHAT YOU PERCEIVE TO BE THE EXPECTATIONS FOR YOUR ROLE OF SOME OF THE PEOPLE WITH WHOM YOU WORK.

Your response to each item will again be one of N, R, S, F, or A where these letters refer to:

- N - The function is Never an appropriate counsellor function.
- R - The function is Rarely an appropriate counsellor function (i.e. not more than 35% of the time).
- S - The function is Sometimes an appropriate counsellor function (i.e. between 35% and 65% of the time).
- F - The function is Frequently an appropriate counsellor function (i.e. between 65% and 95% of the time).
- A - The item is Always an appropriate counsellor function (i.e. more than 95% of the time).

You are asked to respond to each item six times.

1. For the first response, you are asked to give your own opinion concerning the item.
2. For the second response, you are asked to give what you think would be the opinion of your D.S.E. concerning the item.
3. For the third response you are asked to give what you think would be the opinion of the principals of the schools you visit.
4. For the fourth response, you are asked to give what you think would be the opinion of the teachers in the schools you visit.
5. For the fifth response, you are asked to give what you think would be the opinion of the parents in your area.
6. For the sixth response, you are asked to give what you think would be the opinion of the students in your area.

Please read each item carefully and make your response by placing the appropriate letter N, R, S, F or A in the box provided.

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EXAMPLE:

FUNCTION	C	D.S.E.	Pr	T	Pa	S	L.B.
Arrange for medical services for students, e.g. optical, dental etc.	R	F	A	A	S	A	

These responses would indicate that:

1. In the opinion of the respondent, this function is more appropriately carried out by other personnel about 65% of the time.
2. The respondent believes that his D.S.E. would say that it is appropriate for the counsellor to carry it out between 65% and 95% of the time.
3. The respondent believes that the principals would say that it is appropriate for the counsellor to carry it out 95% or more of the time.
4. The respondent believes that the teachers would say that it is appropriate for the counsellor to carry it out 95% or more of the time.
5. The respondent believes that the parents would say that it is appropriate for the counsellor to carry it out between 35% and 65% of the time.
6. The respondent believes that the students would say that it is appropriate for the counsellor to carry it out between 35% and 65% of the time.

NOTE: PLEASE LEAVE THE FINAL COLUMN BLANK.

PLEASE ANSWER ALL QUESTIONS

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KEY: N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	COUNSELLOR	D.S.E.	PRINCIPAL	TEACHER	PARENT	STUDENT	LEAVE BLANK
46. Teach academic, vocational and/or upgrading classes	<input type="checkbox"/>						
47. Teach guidance classes	<input type="checkbox"/>						
48. Serve on guidance related committees	<input type="checkbox"/>						
49. Attend professional conferences	<input type="checkbox"/>						
50. Read current journals on counselling	<input type="checkbox"/>						
51. Process attendance forms	<input type="checkbox"/>						
52. Discuss problems common to students with the district superintendent of education	<input type="checkbox"/>						
53. Process applications for education assistance	<input type="checkbox"/>						
54. Keep records of interviews	<input type="checkbox"/>						
55. Administer discipline	<input type="checkbox"/>						
56. Maintain records re: personal allowances and board and room accounts	<input type="checkbox"/>						

KEY: N-Never R-Rarely S-Sometimes F-Frequently A-Always
 0 35% 35%-65% 65%-95% 95%+

FUNCTION	COUNSELLOR	D.S.E.	PRINCIPAL	TEACHER	PARENT	STUDENT	LEAVE BLANK
68. Work with administration in mapping bus routes on reserves	<input type="checkbox"/>						
69. Complete records on the number of students who are attending federal and joint schools	<input type="checkbox"/>						
70. Assist students to obtain school supplies	<input type="checkbox"/>						

Appendix C

Indian and
Northern Affairs

1874 Scarth Street,
REGINA S4P 2G7
February 5, 1973.

Our file 601/25-21 (E1)

TO WHOM IT MAY CONCERN

This letter will confirm Regional Office support for the research being conducted by Miss Isla Dafoe.

Basically, Miss Dafoe's research will attempt to identify the various components of the education counsellor's role in order to establish the congruency of this role as perceived by administrators, including superintendents and principals, counsellors and teachers involved in the education of Indian children. It is evident then, that the research pattern will entail considerable interviewing.

I would like to solicit the co-operation of all whom Miss Dafoe may involve in her study, since the findings should be of benefit not only to administrators and counsellors, but more importantly, to the Indian students.

"J. B. Freeman" (Signed)

J. B. Freeman,
Regional Superintendent
of Schools,
Saskatchewan Region.

Appendix D

MEANS AND VARIANCE OF ITEMS ON COUNSELLOR SURVEY FORM

Item	C	DSE	Pr	T	Pa	S	C.B.	F
1	4.96	4.92	4.64	4.68	4.76	4.72	3.96	7.176**
2	4.60	4.56	4.24	4.20	4.32	4.52	3.32	4.036**
3	4.56	4.60	4.56	4.36	4.68	4.84	4.12	2.701*
4	2.44	2.52	2.56	3.04	3.52	3.52	2.29	5.731**
5	4.48	4.60	4.60	4.48	4.44	4.08	3.88	2.792*
6	3.08	3.28	3.48	3.52	3.40	3.24	1.92	5.309**
7	3.16	3.80	3.52	3.56	3.96	4.00	2.67	3.894**
8	4.36	4.20	4.08	4.04	3.96	3.68	3.11	3.899**
9	4.48	4.60	4.48	4.48	4.68	4.36	3.64	4.327**
10	4.28	4.24	4.44	4.36	4.08	3.60	3.96	2.248*
11	2.40	2.92	3.16	3.36	3.48	3.04	2.92	2.319*
12	4.60	4.76	4.60	4.44	4.56	4.40	4.28	1.351
13	4.04	4.08	4.20	4.12	4.40	3.64	4.60	2.065
14	3.20	3.08	3.32	3.36	4.12	4.16	2.96	7.085**
15	3.84	3.88	3.72	3.72	3.96	3.80	3.76	0.220
16	3.44	3.72	4.36	4.44	3.80	3.20	3.48	4.736**
17	3.60	3.76	3.48	3.52	3.72	3.48	3.52	0.226
18	3.76	3.84	3.72	3.68	4.00	3.84	3.48	0.578
19	3.88	4.20	3.80	3.68	4.52	4.28	3.43	2.964**
20	4.40	4.72	4.04	4.04	4.88	4.92	4.08	4.191**
21	3.44	3.52	3.52	3.52	3.32	3.68	2.36	3.074**
22	3.80	4.16	4.00	3.92	3.88	3.84	2.54	6.944**
23	3.36	3.44	3.24	3.08	3.60	3.84	2.48	2.763*
24	4.52	4.48	4.20	4.08	4.40	3.96	3.64	3.042**
25	4.56	4.56	4.24	4.24	4.16	4.04	3.80	1.897
26	4.60	4.68	4.88	4.84	4.64	4.20	4.52	2.573*
27	4.12	4.28	4.36	4.44	4.20	3.76	4.12	1.401
28	3.84	3.96	3.60	3.56	3.88	3.92	3.52	0.736
29	3.52	3.60	3.52	3.48	3.40	3.36	2.75	1.223
30	4.80	4.84	4.84	4.72	4.52	4.60	4.60	1.372
31	3.32	2.96	3.32	3.32	3.16	3.16	2.08	3.865**
32	4.40	4.48	4.36	4.24	4.48	4.16	3.16	6.365**
33	2.60	2.76	3.32	3.24	3.68	3.72	2.28	7.787**
34	4.12	4.08	4.48	4.44	3.80	3.76	3.64	3.169**
35	4.20	4.28	4.16	4.12	4.36	3.84	3.64	1.960
36	4.16	4.20	3.96	3.88	4.40	4.20	3.42	2.165*
37	4.32	4.48	4.44	4.28	4.44	4.08	4.00	0.661
38	3.96	4.08	3.92	3.84	4.16	3.88	3.13	1.910
39	4.00	4.00	4.20	4.08	4.28	3.48	3.64	2.336
40	4.28	4.24	4.12	4.00	4.00	3.68	3.89	0.891

Appendix D (Continued)

Item	C	DSE	Pr	T	Pa	S	C.B.	F
41	3.08	3.16	3.60	3.48	3.28	3.00	2.21	3.616**
42	3.28	3.00	2.88	2.80	3.28	3.48	2.44	3.004**
43	3.36	3.44	3.40	3.28	3.52	3.56	2.20	3.801**
44	3.24	2.76	3.08	3.12	2.96	3.08	1.72	5.146**
45	4.20	4.08	4.12	3.92	4.04	3.84	2.84	4.673**
46	1.40	1.56	1.84	1.88	2.04	2.00	1.21	3.179**
47	2.16	2.25	2.42	2.58	2.33	2.38	1.40	3.224**
48	3.56	3.63	3.50	3.42	3.38	3.25	1.92	5.666**
49	4.24	4.00	3.80	3.72	3.52	3.40	3.52	2.223
50	4.60	4.44	4.40	4.32	3.76	3.76	3.52	4.233**
51	2.88	3.88	4.00	3.96	3.72	3.16	4.20	4.221**
52	4.20	4.24	4.16	4.16	3.96	3.56	4.08	1.275
53	3.00	4.00	3.32	3.32	3.84	3.92	4.40	3.060**
54	4.00	4.32	4.21	4.08	3.71	3.21	3.72	3.155*
55	1.28	1.76	2.64	3.00	3.00	1.68	1.64	11.662**
56	2.00	3.63	3.20	3.24	2.96	2.80	4.36	6.918**
57	3.80	4.24	3.88	3.84	3.92	3.56	3.36	1.445
58	3.48	3.96	3.56	3.48	4.08	4.04	3.52	1.354
59	2.08	3.68	3.12	3.00	3.60	3.92	4.48	6.688**
60	2.16	3.36	3.60	3.48	3.60	3.72	4.00	4.289**
61	3.76	4.44	3.68	3.64	3.20	3.04	4.84	4.800**
62	4.08	4.48	4.16	3.96	3.80	3.64	4.80	2.731*
63	2.24	2.60	2.36	2.36	2.72	2.40	3.44	2.842*
64	2.88	3.48	4.32	4.36	3.48	2.52	3.84	13.319**
65	3.72	4.08	4.16	4.08	3.68	3.32	3.24	3.191**
66	2.32	3.40	3.48	3.44	4.04	4.04	3.40	6.667**
67	2.16	2.44	2.20	2.20	2.36	2.28	2.16	0.299
68	2.08	2.68	2.84	2.64	2.92	2.72	2.04	2.296
69	2.84	3.68	3.80	3.40	3.20	3.04	4.60	3.985**
70	2.92	3.60	4.08	4.28	4.36	4.40	4.04	6.891**

* p .05
 ** p .01

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