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THE NEW ZEALAND GUIDANCE COUNSELLOR:
AN ANALYSIS OF ACTUAL
ROLE PERFORMANCE

A thesis presented in partial fulfillment
of the requirements for the degree of Master of
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ABSTRACT

Guidance and counselling services have been an important feature of the New Zealand secondary education system for two decades now. However, there have been few official policy statements and little research on the subject, hence an adequate definition and prescription for the role of the guidance counsellor has not been produced. What type of work guidance counsellors do and how they perform their jobs has never been suitably examined in this country and it is something little known even to those who are actually involved in the service. What is known has been restricted to propositions provided by literature, which generally states what and how guidance counselling ought to be carried out, but rarely what is actually taking place. The actual role performance of guidance counsellors has been sought mostly by means of questionnaire survey studies.

The present study made a day-to-day recording of the activities and the time allocated to the various activities of three practising guidance counsellors in three New Zealand secondary schools. The recording was carried out from June to August, 1979. Each counsellor was requested to make a detailed daily recording of all the activities undertaken and the amount of time spent on them. These records were then collected from the counsellors at the end of each week; the materials were collated and arranged into various categories and the amount of time for each was calculated. Comparisons were made among the three guidance counsellors

in the activities undertaken and some comparison was also made with a comprehensive New Zealand questionnaire study. The overall results showed that the three guidance counsellors were involved in similar work patterns and about a third of their activities were in educational, vocational, and personal-social guidance areas which involved direct contacts with pupils whilst the remaining activities involved administrative duties, staff liaison, liaison with various supporting services, and a series of other minor responsibilities. Each counsellor, besides sharing the similar work patterns, was involved in some areas of activity which were unique from the other two. The counsellors had working weeks of lengthy duration which also included work done during the weekends.

Although the period of the study was relatively short and involved only one part of the year, together with the fact that only three counsellors were studied, the results, nevertheless, provide a systematic and complete account of the actual role performances of these counsellors. In this way they provide a comprehensive account of what is actually being done by a selection of people in this important school position. The aims of this study were to achieve a better understanding of the role of guidance counsellors and to help overcome the vagueness usually associated with descriptions of the guidance counsellor's role.

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Chapter I

INTRODUCTION

Guidance and counselling services have gradually become more prominent in New Zealand schools in recent years. People are beginning to accept it as one important aspect of secondary education. More and more secondary schools in New Zealand have been staffed with professionally trained guidance counsellors. As at 1980, there are 256 secondary school guidance counsellors. Four universities in this country are training counsellors and approximately thirty school guidance counsellors are trained each year. It has been planned that by the early 1980s, every secondary school in New Zealand will be staffed with at least one guidance counsellor in the formal school staffing scheme. However, there are still many people both in schools and outside who know only very little about the roles and functions of guidance and counselling and many who are still quite skeptical about it. This is probably due to the lack of research done in this area and an inadequate description and elaboration of the services to the general public. As a result, the official policies and perspectives on the implementation of these services and the actual roles and functions of the guidance counsellor remain as a type of knowledge only known to those who are actively participating in it and even there there is much confusion. The most notable literature that has been published in New Zealand having relevance to the understanding of the services are those by Webster (1970), Wadsworth (1970), Brew (1972), Winterbourn (1974), Strang (1974), Small (1976), Cummings (1978), and more recently, McDiarmid (1979). Some of these writings give a clear account of the historical developments and issues raised during the initial implementation of the services (cf. Winterbourn, Webster, and Small), others make a plea for more appropriate research studies in clarifying the role of the guidance counsellor (cf. Wadsworth), and several deal with the functioning of the services in the school settings (cf. Strang, Cummings, and McDiarmid). In

general, a great deal of emphases have been placed on considering how guidance and counselling should be done in schools; very little has been said about what is actually happening. In other words, what and how guidance counsellors do their jobs is still largely unknown.

In order to know more about the present conditions of guidance and counselling in New Zealand schools, it is essential to look at the emergence of guidance and counselling services and the recent developments related to this field in this country.

The Emergence of Guidance and Counselling Services in New Zealand

Guidance and counselling services in New Zealand were, up till the early 1970s, regarded by most as a newly established element of educational practice which was mainly an inheritance from the American and British educational systems (Winterbourn, 1974). It represents a trend away towards a more liberal and broader system, one which emphasizes not only the learning and understanding of academic knowledge by the individual through the recognition of his own interests and capability but also his emotional and social needs in relation to his various environments. In short, the functions of modern schools do not limit themselves to just the teaching of prescribed philosophy and knowledge to student but, at the same time, they are also responsible for the conditions of the total learning environment to suit each individual pupil's needs. Modern education must take into account the individual differences of pupils, such as their personality, their socio-economic backgrounds and their learning abilities. This information generally helps the school to cater for the needs of its pupils, and guidance and counselling services are used to help achieve the goal.

As stated earlier, during the last two decades or so, guidance and counselling services in New Zealand have gradually gained general acceptance as an integral part of the high school programme. However, prior to this period,

it was hardly recognized by most local educators. The concept of guidance and counselling within the school is one which has evolved from the work of youth employment personnel in England during the 1920s. The problem then was to find work for school leavers (Vince, 1963:8-12). In New Zealand, it was not until the 1930s when New Zealand was facing a long period of extensive unemployment that it emerged as a necessary facet of high school education. It was the economical depression and unemployment of that period that turned people's thoughts to vocational guidance and it was where formal guidance really began. The work in vocational service reflected the interrelationship of educational/vocational choice and thus focussed attention on the need for a person in the school to be available to both the pupils and parents for information and advice related to careers and employment. This need had received unofficial acceptance among secondary schools for almost a decade or so until official regulations were introduced in 1948 which provided for the appointment of careers advisers in all state secondary schools with rolls of 200 or more. The appointments of these careers advisers were a positive step toward formal recognition of the increasing needs of a diverse pupil population. At about the same time, the Department of Education appointed the first psychologists to three main centres in the country. As a result of this and the various changes and developments in these areas, the Vocational Guidance Service and the Psychological Service became the two major guidance bodies in helping pupils in terms of psychological assessment and advice on careers information. However, with the increase of pupil population in secondary schools, most schools found it increasingly more difficult to cope with the diverse needs of the pupils coming from different backgrounds, particularly those students who presented special problems or showed signs of social or educational maladjustment. It was hard for each school to provide adequate personal care for its pupils. Consequently, two schemes were approved on a trial basis in 1959 in which the first one was the appointment of two visiting teachers to "home schools." They were responsible

for providing remedial counselling help to their own and other schools in the district. Within these schools the careers adviser positions were retained to provide for the educational/vocational needs of pupils. Under a second scheme, guidance counsellors were appointed from experienced careers advisers in two single sex schools to fulfil a more positive role in the personal and social aspects of pupils.

By 1962, the above two schemes were extended in line with the recommendations of the Commission in Education that immediate attention should be given to the provision of counselling services particularly in large comprehensive schools in new areas, in large technical colleges with many short-stay pupils, and in large schools with a high percentage of Maori pupils (Report of the Commission on Education, 1962:669). Appointments of guidance counsellors were then made to other schools. The major role of these guidance counsellors was to deal with the personal and educational difficulties of all pupils and the vocational needs of pupils of their own sex - a careers adviser of the opposite sex attended to the vocational needs of the other pupils.

Toward the end of the 1960s, another two formal government decisions were made. The first one was the approval to appoint 12 guidance counsellors at schools with a large proportion of Maori pupils or at metropolitan schools with special problems. These appointments were to be made in 1967 and 1968 with half the number in each year. In 1968, the government confirmed its commitment to a guidance counselling service for secondary schools and provision was also made for regular training of all newly appointed guidance counsellors. The Department of Education was authorized to make ten additional appointments of guidance counsellors a year for the following five years. And so by 1971, there were 55 official guidance counsellors and 11 unofficial guidance counsellors appointed by schools from within their own staffing resources and with varying status and varying responsibilities for careers and other work (Working Party Report on Guidance, 1971:12).

The publication of a Working Party Report on Guidance in 1971 received quite a diverse reaction from professional

groups as well as individuals. It was generally praised for its timeliness and its network proposals. Other suggestions, which included the phasing out of careers advisers; a strong plea for recognized time, status, and money for guidance work; a proposal for the inclusion of guidance in teachers' college course; and the closing of the gap and the contrasts between guidance and teaching, were also generally applauded. However, there were several criticisms against it, and one of these was that the committee was ill-balanced in having too few practitioners on it. Some criticized the Report for its lack of vision on training and some wished for greater emphasis on the development of supportive services. But the issue which drew the most criticisms was the Report's recommendation that the title "guidance counsellor" be changed to "guidance teacher." On the whole, even though the Report was not an official document on the topic, it has nevertheless attracted considerable attention and interest, and possibly, better recognition of guidance and counselling services in the New Zealand secondary education system.

Extended training of guidance counsellors started when full-time university training courses for school guidance and vocational counsellors were introduced at the University of Canterbury in 1973 and at Massey University in 1974. These courses have been designed for newly-appointed school guidance counsellors. The counsellors are required to attend a one-year full-time professional training period which covers both theoretical as well as practical competence. The second year of the course requires the counsellor-trainees to work in their own schools under supervision. During this second year, they have to submit reports and samples of casework for evaluation, and are required to participate in refresher courses held by the university. The University of Waikato started a similar training course in 1977 and is joining the other universities in providing trained guidance counsellors for the whole country. Auckland University, in addition, has involved itself in the training of guidance personnel in a less specific programme since 1974.

One other significant development in guidance and counselling in the period of 1970-75 was the establishment of "pilot programmes" for guidance in five high schools - three in Auckland and two in Christchurch. Under these programmes, arrangements were made for special staffing and consultation for guidance purposes - extensive guidance staffing has been provided and more intensive and regular extramural support is given by vocational guidance officers and educational psychologists. However, despite the enthusiasm and efforts put into the programmes, the outcome of these have never been publicly reviewed.

There is no doubt about the on-going development and expansion of guidance and counselling services since they have gradually been accepted as an important feature of secondary schooling. Nevertheless, in order to achieve better recognition and acceptance for future development, the question of accountability of the services should be sought in order to justify its own credibility and significance. As mentioned earlier, even though guidance and counselling services are a fast growing part of New Zealand secondary education in the past two decades, the effectiveness of such services has never been properly evaluated in New Zealand (Small, 1976:226).

Although the reasons for not carrying out such evaluation or assessment of guidance and counselling services in the secondary schooling system must be numerous and complex, it would seem partially due at least to the lack of official definition and clarification, as well as the lack of understanding of the roles of the guidance counsellor.

The "role" of the guidance counsellor remains ill-defined even though quite a substantial amount of material has been published on guidance and counselling in New Zealand schools.

The present study does not intend to do any kind of evaluation of guidance and counselling services, but rather aims to make an investigation of the types and numbers of guidance role activities currently being undertaken by a selection of guidance counsellors and to see how they relate to studies already undertaken using different

procedures - adding to what we know about the role of the New Zealand guidance counsellor.

This chapter provides a brief introduction to this research study and a general background of guidance services in New Zealand including recent developments. The next chapter will examine more closely the literature in the role of the guidance counsellor.

Chapter II

REVIEW OF LITERATURE

Finding out what New Zealand guidance counsellors do in schools and how they do it in relation to the position they hold is a difficult task. It is not easy to produce a concise description. This is mainly due to two problems: on the one hand, guidance and counselling is a relatively new development in the secondary education system in this country; little concrete is officially stated in terms of what and how the people involved should do their jobs. On the other hand, not much empirical work has been done and the research related to this area is limited. We do know that the role of the guidance counsellor is extremely diverse. Hermansson (1980) in a review of literature on the role of the guidance counsellor determined this as being one of the main features evident from within the literature. This is brought about by the wide ranging responsibilities suggested for counsellors overall, and by such elements as the uniqueness of school situations, the proliferation of forces and expectations impinging from others, and the need for maximum flexibility to respond to evident needs. These circumstances of diversity and consequent ambiguity, inevitably provide pressure towards greater clarity about the role elements of guidance counsellors and ongoing attempts are being made to bring this about.

After a consideration of the concept of role, consideration will be given in this chapter to these efforts as they are presented overseas and in New Zealand. Particular emphasis will be given to research and related literature undertaken in this country. Finally, the last section will deal with the significance of the present study.

Theoretical Framework

In recent years, people like Coulson (1972) and Connell (1979) have presented new arguments regarding the concept of role and how it should be treated. According

to them, the concept of role has been treated as an important social theory in explaining human behaviours and relationships. Because the concept is, to many people, such an obvious and helpful tool for many situations, it has been taken for granted and people never ever question it. For Coulson and Connell, the idea of role is a theoretical ideology developed and manipulated by functionalists to prevent resistance so that societal unity could be achieved and maintained. People are being categorized under one formula of expectations and sanctions and do what they are told or expected to. Coulson and Connell both claimed that we should abandon the concept and seek for a new body of theory instead so as not to continue to perpetuate this position.

Although the arguments raised by Coulson and Connell are challenging and somewhat revolutionary, most literature on the subject adopts the more conventional perspective.

In his book "Human Behaviour in Educational Administration", Newell (1978:150) described two corresponding concepts, "position" and "role". The word "position" was defined as "the location of an actor or class of actors in a system of social relationships". It means the place or location of a person in his relationships with others. It is not isolated by itself but closely related with others. An example of this would be a person's positions in his family as a husband, a father, and his positions as an electrical engineer, a committee member or a director in his professional organization. Some of his positions are high in prestige and some are low. But they all describe his relationships with others. The word "role" is the behavioural equivalent of "position" and includes both behaviour itself and the attitudes and values that go with it. It was defined as "a set of expectations applied to an incumbent of a particular position" (Newell, 1978:150-151). An example of this would be a policeman who in patrolling the streets in order to prevent crimes and maintain social order is in a position which describes his relationships with others. He has the authority to make necessary enquiry or investigations or even an arrest if he sees something is unlawful.

Other people recognize his authority through his uniform and they expect him to behave in such manner. And therefore, the expectations that are either held by other people or the policeman himself become the fundamental basis of the policeman's role. The vast range of expectations may include differing perceptions and even disagreements regarding any particular behaviour. Every role expectation has two dimensions of which the first is direction which indicates something should or should not be done, and the second is intensity which suggests that each expectation "can be placed somewhere on a continuum which ranges from the completely permissive, through the preferential, to the mandatory" (Newell, 1978:151).

An important characteristic of role theory is the interrelatedness of roles. A person's roles cannot be understood unless his relationships with others are taken into account. These involve complementary and interlocking sets of behaviours which are expressions of the individual as well as those who are related to the individual. Gross, Mason, and McEachern (1958:17), in a research study on roles with specific reference to the school superintendency, concluded that three basic ideas were included in most role conceptualizations, namely, "that individuals: (1) in social locations (2) behave (3) with reference to expectations". In other words, all positions within any organization are closely related, and the roles attached to them are also interrelated. The behaviour of an individual is not only affected by the expectations of others, but these expectations are to a large extent an outgrowth of others' roles.

The expectations of the guidance counsellor come from an extensive role set, i.e. others who bear direct relationships with and have specific expectations on the role incumbent. The principal, teachers, parents, and pupils are regarded as important elements of the "role set" of the guidance counsellor.

The Roles of the Guidance Counsellor

As already mentioned earlier, the "roles" of the guidance counsellor have never been nor perhaps ever will be adequately defined, either overseas or in this country where the service is gaining recognition. This is mainly due to the difficulties that are involved in such a task. The most obvious ones include: (1) the lack of understanding as to the functions of guidance counsellors by the majority of people including some counsellors themselves and also a lack of acceptance in many quarters; (2) the degree of complexity and diversity is such that there is considerable role ambiguity, added to by varying role expectations within the role set of the counsellor; and (3) the demands of the ever changing society require the counsellor to adjust himself constantly in order to make a compromise between the expectations of others with his own, and thus a definition of the counsellor's roles is difficult to make. Despite these circumstances, one tendency has been to try and fully prescribe the role of the counsellor - to say what "should" be done and such statements appear more or less as policy guidelines. There are difficulties associated with this procedure as inevitably the statements must be general and they can never be relevant for all settings. Prescriptions of this kind by notable professional guidance organizations in the United States and in New Zealand regarding the "roles" and "functions" of the guidance counsellor are fairly numerous.

Prescriptions for Guidance and Counselling in the United States

The most notable professional guidance and counselling organizations in the United States which have published documents regarding the roles and functions of guidance counsellors include the American School Counsellor Association (Statement of Policy and Guidelines for Secondary School Counsellors, Washington, D.C., A.P.G.A., 1964); The American Personnel and Guidance Association, Committee on Professional Preparation and Standards (The Counsellor:

Professional Preparation and Role, Washington, D.C., A.P.A.A., 1964); The American School Counsellor Association and the Association for Counsellor Education and Supervision (Counselling a Growing Profession, Washington, D.C., A.P.G.A., 1965); The American Personnel and Guidance Association, Committee on Elementary School Guidance (Dimensions of Elementary School Guidance, Washington, D.C., 1964); The American School Counsellor Association and Association for Counsellor Education and Supervision, Committee on the Elementary School Counsellor (ACES-ASCA Committee on the Elementary School Counsellor, Washington, D.C., A.P.G.A., 1966).

Although most of these publications described the professional relationships and responsibilities of the guidance counsellor with and to his colleagues, parents, pupils and significant others in the school community, one of their most common emphases was that they unanimously considered that the counsellor's primary role was in counselling. The ASCA's statements of policy and guidelines were mainly concerned with the professional identity of school counsellors and their responsibilities for the pupils and also their roles as consultants, resource people, researchers, and educators even though these various roles were to support their primary role in counselling. The APGA's Committee on Professional Preparation and Standards saw the counsellor strictly as a "counselling-counsellor" with the main concern with providing such services to the pupils. The two APGA reports on elementary school counsellors viewed the main roles of the school counsellor as: a consultant to teachers, parents, and other adults who work with the school children, a counsellor who provides direct contacts with children, a coordinator who identifies all the particular needs of children and directs them to various resources of the school. The main role of the elementary school counsellor was viewed chiefly as a "pupil personnel worker" who is expected to be competent in a wide range of areas. On the whole, the role statements published by the above organizations seemed to generalize on the counsellor's roles in meeting the needs of the pupils as well as in

consultation, counselling and coordinating both in the school and in the community. The major feature of the statements was that they were very broad in nature. It is difficult to form a concise idea of what and how each counsellor should operate from these guidelines.

New Zealand's Statements on the Role of the Guidance Counsellor

In July, 1969, a memorandum (Circular Memorandum B.69/31) was circulated by the Department of Education on guidance counselling in secondary schools. In this memorandum, the roles of school counsellors were broadly defined. This can be regarded as the first official document on the subject in this country.

The roles of the guidance counsellor was summarized into the following three areas: the guidance counsellor was (i) to assist the principal and staff in providing each pupil with the school programme best suited to his or her needs and abilities (generally defined as educational guidance); (ii) to assist each pupil in choosing careers and planning further education (vocational guidance); (iii) to help overcome the difficulties which may impede a pupil's educational progress and personal and social development (personal guidance).

For educational guidance, several specific activities were highlighted: developing effective contacts with contributing schools and identifying those prospective pupils with special problems before enrolment; taking responsibility in the enrolment process; engaging in activities in helping the selection of courses and subjects and in reviewing the pupils' academic progress; taking part in the planning and teaching of social education programmes or liberal studies programmes.

For vocational guidance, the Circular Memorandum specified the following areas as major tasks of the guidance counsellor. These included: being responsible for careers advising in the school (although in a co-educational school there was to be assistance from a careers adviser of the

opposite sex); helping students make educational plans according to their career choices and providing employment information to all pupils; and keeping contacts with the Vocational Guidance Service.

For personal counselling, the main involvements of the guidance counsellor were to provide a counselling service for pupils with personal or social problems, and, for the pupils' parents if needed. The guidance counsellor was also responsible for making appropriate professional referrals whenever it was beyond his or her own professional competence or responsibility.

In a general category, several elements were stated including: being the main referral agent and contact for all supporting services appropriate to the pupils; helping staff develop their own understanding and competence in the school's guidance and counselling programmes; keeping close contacts with parents of pupils and organizations in the community; keeping necessary records of work; and taking part as an active member in the school's recreational and extra-curricular activities.

In addition to the major roles of a guidance counsellor mentioned above, the Circular Memorandum also pointed out it was essential not to overload the guidance counsellor by assigning duties that were not closely related to guidance and counselling. Some of these would be: asking the guidance counsellor to take full responsibility to follow up all truancy cases; assigning disciplinary responsibility; being responsible for taking attendance records; assigning playground or block duties; and arranging regular time-tabled teaching of any examinable subject. However, the Circular also maintained that the school guidance counsellor must undertake the responsibility for the planning and teaching of social education or liberal studies programmes in order to establish and maintain a natural contact with the pupils. Overall, the aim of the Circular was to delineate the role of the guidance counsellor and the selection and in-service training of guidance counsellors.

In 1971, a Working Party Report on Guidance and Counselling in Secondary Schools (generally referred to as the Renwick Report) was published by the Department of Education and this has become an important even though not official document on the subject in this country.

In the Report (p. 26), the Committee grouped roles of the guidance counsellor into the familiar three major areas: (a) educational guidance; (b) vocational guidance; and (c) personal-social guidance. According to the Report, the responsibilities involved in these three areas formed the major responsibility of the guidance counsellor. Once again, the guidance counsellor was to co-ordinate and use all the possible resources available in the school and in the community to help individual pupils. All the statements included in this report were again concerned with "what should be" rather than "what is", and although comprehensive, again were very general.

In March, 1974, an extract of the PPTA Working Party Report on Guidance and Counselling with particular emphases on guidance-conscious schools in New Zealand appeared in the PPTA Journal. The report provided a description of the general policies and philosophy on developing secondary school guidance counselling in New Zealand as well as a description on the attitudes and characteristics of schools towards the ideas of developing such a service as part of the total educational system. It has contributed somewhat towards determining the roles of a guidance counsellor.

The report claims that a school's guidance programme should contain certain essential services no matter what form of organization is used. These include the following services: general guidance; orientation and information; educational, vocational and social information; specialized counselling; diagnostic provisions; leadership training and social development; liaison; and placement and follow-up. It also points out that each school has its own uniqueness and objectives and thus the priorities and emphases on the organization and development of guidance counselling in an individual school would not necessarily be the same in all

schools. Indeed it would be unwise to expect all schools to perform within the same rigid structure.

Regarding the role of the guidance counsellor, the Report has two parts in which the first one includes ten general statements on the "roles" of a guidance counsellor. Examples of these are: the school counsellor is concerned with the nature of human relationships within the school and the improvement of them in association with other staff; the school counsellor helps to develop a guidance-conscious climate in the school so that personal integrity of individuals are observed. The second part is entitled the "duties" of the guidance counsellor which consist of twelve major duties. Examples of these are: to help individuals through temporary crises; to make appropriate referrals to various supporting services in due course. As a whole, the nature and content of the definition of the roles of a guidance counsellor given by the PPTA Working Party Report is closely in line with those defined by the Renwick Report (1971) although being rather critical of the latter. The most significant changes in the PPTA Report compared with the Renwick Report published by the Department of Education are as follows:

(a) Arising from what it sees as the Working Party Report's concern in shifting the emphasis away from individual counselling to a broader emphasis, the PPTA document indicates that individual counselling should be the major duty of a guidance counsellor even though also needing to be competent in dealing with educational, vocational, and personal development of pupils.

(b) Arising from the Report's emphasis on the teaching of social education and liberal studies, the PPTA document regards this formal teaching of social skills and "self-understanding" to adolescents as extremely difficult and even dangerous. As it claims, these involve skills, insights, and understandings which, to a large extent, should be absorbed and learned incidentally in everyday life.

Following on from their first paper, in 1977, the PPTA completed a paper (N.Z.P.P.T.A. unpublished paper: "The Functions of School Guidance Counsellors") which attempted to define the functions and role of the school guidance counsellor very much in line with those specified by the professional organizations of guidance and counselling in the United States mentioned earlier. Despite some minor changes, obviously in an effort to accommodate for the needs of New Zealand, most of the statements are directly derived from the Role Statements as specified by the American School Counsellor Association, 1976-77. The format and headings are the same as is much of the content. Whilst it is a valuable contribution, it is questionable whether such a comprehensive commitment to a prescription from another country is in the best interests of guidance in New Zealand. What it does highlight however is the very general nature of the statement such that it can apply fairly broadly to both settings.

Empirical Studies: U.S.A.

Having looked at the general prescriptions for counsellor role behaviour, we shall now turn our attention to research studies undertaken in this field. Firstly, we shall look at the United States then at New Zealand material.

Some early literature in America typifies the kinds of issues confronting our system at this point. As early as 1949, a study done by Arnold (1949) on counsellor duties showed dilemmas to do with legitimate guidance duties. In his study, he found that most counsellors were spending more time and effort on problems of tardiness, attendance, discipline, and school failure than on educational and vocational guidance. Furthermore, he also found that the counsellor's time was divided almost equally between clerical tasks and counselling.

In a similar study done by Hitchcock (1953) which involved a study of 1,282 counsellors from 1,255 schools

throughout the United States, the researcher attempted to analyze the duties which counsellors were performing as compared to those which they felt they should perform.

The results showed that:

- Of 1,152 counsellors who assisted pupils with occupational plans, 40% did not feel this was their job.
- Of 986 counsellors who assisted pupils with failing work, 41% did not feel it was their job.
- Of 893 counsellors who interpreted test results to teachers, 37% did not feel it was their job.
- Of 1,101 counsellors who assisted teachers with pupils' problems, 37% did not feel it was their job.

The results of the above study also showed that there were quite a number of counsellors who were spending at least half of their time on administrative and clerical duties and most of all, the results indicated that a lot of them were not clear as to what and how they should perform their roles.

In 1957, Martyn (1957) did a research study on counsellors' use of time which included a study of 35 counsellors in five high schools in the San Francisco Bay area. He discovered that counsellors were spending from 43.1 to 80.7 per cent of their time on clerical work.

However, the Talent Study (1962) reported that only 25% of school counsellors throughout the United States spent more than half of their time on non-counselling duties such as teaching, form teacher duties, and administrative duties. In an American School Counsellor Association Study (1962), 25% to 35% of all full time counsellors devoted more than half their time to counselling students. The study found that counsellors rated student group counselling and orientation as fifth in importance and definitely one of the basic activities of counselling to be maintained in the future. Counselling individual students was rated first, conferences with parents second, test administration third, and liaison with teachers was rated as fourth. However, both the American School Counsellor Study (1962) and an Elementary School Counsellor Study (1962)

found that most counsellors spent more time on administrative and clerical work than in group counselling.

Grant (1954), in two studies, showed that from 50 to 80 per cent of his sample of students, teachers, and administrators agreed that counsellors should do educational and vocational counselling. However, only 4% of the students would go to the counsellor for personal-social counselling as compared to 25 to 35 per cent of the teachers and administrators who believed that this was a counsellor's role - 56% of the counsellors believed that it was. He found most of the students would seek advice outside the school concerning personal-social problems.

In another study done by Jenson (1955) from a random sample of 8,000 Phoenix high school students, he found most would prefer counsellors to parents or teachers for all kinds of problems. The students believed a counsellor's main roles were to help the student in (a) understanding abilities and interests; (b) getting along with others; and (c) increasing self-confidence.

Guidance and counselling services received tremendous attention and support from both the government and those who were involved in education in the United States during the late fifties and sixties. "All in all, the sixties were halcyon days for counsellors. They were envied by teachers, sought after by administrators, regarded hopefully by parents and students, and favoured by the federal government" (Pine, 1975:554). However, since the early seventies, school counselling's elevated position has suffered a decline. More and more school counsellors are considered frills. The 1971 Gallup poll on education revealed that out of 16 proposals for economizing, counsellor removal was ranked fourth in priority (Gallup, 1971). Federal support and funds for school counselling programmes have reached the lowest level. Three States have introduced legislation to curtail the activities of counsellors in the schools (APGA, Guidepost, April 5, 1974:2). Parents, school boards, taxpayers, and students questioned the value of counselling. Pine (1975:554) summarizes the charges

which have appeared in the professional literature, when he refers to his own paper read at the 1973 American Personnel and Guidance Association Convention in which he said:

"Counsellors isolate themselves from other school personnel; spend a disproportionate amount of time on the errant child and the child with special needs; fail to develop a consistent and coherent set of beliefs in their day-to-day work; spend the bulk of their time in counselling activities and exclude consultation; are unwilling and unable to work as part of pupil personnel teams with specialists from other disciplines; are unprepared to deal with students hooked on drugs; lack resourcefulness in dealing with parents and community organizations and lack knowledge of modular scheduling and other means of gaining flexibility in school programming; are still functioning as if social conditions remained constant during the past 10 years; appear uninformed of new practices and developments in the field of guidance and counselling; are not effective in dealing with student unrest; are afraid to face up to questions of accountability; meld readily into the Establishment and are perceived by students as hypocrites, ineffectuals, and maintainers of the status quo; do not have the minimum competencies to use tests well; have not demonstrated that their work has purpose and has yielded meaningful results; are preoccupied and over-involved in therapy and neglect career education; and know very little about the world of work outside of education."

All of these criticisms, indicates Pine (1975), seem to bring to focus the questions - what is it that counsellors should be doing and are not doing? What unique skills and services can or should the counsellor provide which cannot be offered by other professionals such as teachers, administrators, reading specialists, nurses, and speech therapists? How does the counsellor differ from these professionals in his functions and responsibilities? What is the rationale for having a person called "counsellor" in the schools? The major reason for these fundamental

questions is that concepts of guidance and counselling are still ill-defined, and consequently, this results in marked variations in the practice of school counselling from one school system to the other. In a few schools, the counsellor spends the major portion of the day counselling students regarding personal and social concerns in individual or small group sessions and consulting with teachers. In other schools, the day is devoted to guidance tasks such as testing, job placement, tertiary admissions, and career education. And, in too many schools, the counsellor functions as a "loose ends" coordinator, administrative handyman, or highly paid clerical worker (Pine, 1975).

The reason for this lack of professional role and identity of the school counsellor is that very often, in the absence of counsellor initiative, the counsellor's responsibilities and job description are defined by the school administration with little or no input from the counsellor. Moreover, there are too many counsellors who, without adequate knowledge of professional role and identity, are willing to accept any duty or responsibility assigned to them by the administration and play a quasi-administrative role. As a result of this, the counsellor is very often viewed as a jack-of-all-trades who takes and does everything according to demands. And this is often why counsellors are regarded as unimportant and their duties capable of being done by any other personnel with minimum skills. In order to change the situation, many maintain that the attainment of a realistic professional identity is of utmost importance. Only when they know why they exist, what it is they are supposed to do, and what their unique functions and responsibilities are, will they be able to make a significant contribution.

Odell (1973) described American secondary school counselling in the 1970s as being in a stage of innovation. Along with similar criticisms on guidance and counselling as those mentioned above regarding the professional role and identity of the counsellors, he described other issues that reflected the present development of the service in

the American scene. All these developments are more or less concerned with the continuous search for professional role and identity for the school counsellor.

Odell indicates that the question of whether the counsellor should be a generalist, providing educational, vocational, and personal services to student, or a specialist in the area of greatest competence and comfort and become the educational or the vocational or the personal counselling specialist in the school has been debated and is still in progress. These are issues current in the New Zealand scene as well.

Empirical Studies: New Zealand

The amount of actual research done on the area of guidance and counselling in New Zealand has been limited. This section will look at the few studies whose results are relevant to the present study.

In 1970, Wadsworth reported an analysis of the work of a male counsellor in a predominantly middle-class secondary school in a large city. The information included a one-year recording of all guidance-related activities during the first year of the establishment of the service. A total of 139 boys and 101 girls representing about 20% of the school population were involved in the study. The counsellor was a graduate and a trained secondary school teacher with past experience in social work and the completion of papers in educational guidance. The major findings of the study were that the service was used most often by pupils themselves (almost 50% being self referrals). The help sought was most often in the field of vocational guidance (42% of the boys and 39% of the girls seen), educational guidance formed a good proportion of the cases (31% and 22%), whilst pupils with personal problems or disturbed backgrounds accounted for most of the remainder (26% and 39%). Personal impressions gained during this "setting up" year were of the ready acceptance of the function of the counsellor as it was seen by the pupils,

the expectation of parents that the counsellor used the total school system as a "facilitating environment", and frustration at the narrow range of possibilities available in the treatment of problems in the educational category. The counsellor's other duties included the enrolment of new pupils,, recommending changes in the curriculum, helping in liberal studies and social education teaching, and educational and vocational guidance of class groups.

Even though the above information given by Wadsworth does not provide very detailed recordings of the counsellor's actual activities in school, it does provide some indications of the scope of his roles and responsibilities.

In July, 1972, Margit Brew (1973) of the Auckland Psychological Service made a survey of the guidance and counselling services in the Auckland area and findings of the survey were made available in 1973. In this survey, Brew sent a questionnaire which consisted of 29 items to the 27 practising guidance counsellors asking for information related to their professional backgrounds and working conditions. Twenty-four guidance counsellors completed the questionnaire (11 male, 13 female guidance counsellors from 23 state schools and one private school in the Auckland area). Twenty of these counsellors were employed as full-time counsellors and four were part-timers. The population of the schools ranged from less than 500 to around 1,500 students. Even though the results incorporated several specific areas like the adequacy of physical accommodation, the range of liberal education, counsellors' relationships with other staff members, in-service training needs for staff, acceptance of recommendations made by counsellors, communication systems, availability of avenues for exchanging and sharing information, degree of consultation in the formation of policy about discipline and regulations, consultation about academic matters by staff members, sources of and reasons for pupil referrals, and professional development of counsellors, the area that is most relevant to the present study is the allocation of counsellors' time. The results of this area are cited below:

Table 1.
Allocation of Counsellors' Time
(Brew, 1973:3)

Activity	Range	Mean
	%	%
Personal counselling	0 - 65	24
Vocational guidance and counselling including time spent on educational/vocational programmes	0 - 55	19
Educational guidance and counselling	0 - 40	15
Teaching, including Liberal Studies and/or General Studies	0 - 51	13
Administration*	1 - 20	7
Time with parents/family counselling	0 - 19	6
Contacts with staff	0 - 10	6
Home visiting	0 - 22	4
Liaison work with various agencies	0 - 20	4
Others	0 - 10	2

*1 unrecorded, 2 not calculated (work at home)

In 1973, Strang (1974) carried out a national survey of all guidance counsellors in state secondary schools in New Zealand. He obtained the information from a questionnaire sent in July 1973 to the 73 full-time guidance counsellors then working in New Zealand. The number of completed questionnaires was sixty-one, giving an 83% response. In this study, Strang focused on three major aspects of guidance counselling: the attributes of counsellors (their age, sex, qualifications), the settings in which they worked (types of school, facilities provided for guidance and counselling), and the role behaviours of guidance counsellors (time usage and work activities). He then combined parts of the data to give some 450 comparisons concerning the relationships that exist between counsellor attributes, settings and behaviour. A brief

summary of his results which have relevance to the present study on the actual role performance of counsellors is presented as follows:

What the counsellor does (Allocation of time)

Strang found that the average New Zealand guidance counsellor spent about 11-15 hours each week counselling individual students. The difference varied from less than five hours each week on group counselling, parents or family counselling, home visiting, staff liaison, liaison with outside agencies, organizing social education, teaching social education, and administrative duties. Normally, a guidance counsellor had a forty to fifty hour working week.

Types of problems dealt with by the guidance counsellor

In a period of four weeks, the average guidance counsellor saw between six and ten children in personal counselling which included personality problems, home problems, teacher difficulty and school rule breaking. He saw less than five children concerning law breaking, sex or drug problems. In educational counselling, the counsellor saw between six and ten children. The areas included course structure and choice, and learning difficulties. The counsellor, however, saw between 11 and 20 children in vocational counselling. This area included vocational clarification or information. He saw between one and five children who wanted to visit jobs and between one and five children who wanted work placement. Although the average counsellor saw more children concerning vocational counselling, the time he spent on these children did not take longer than he spent on personal counselling.

Other responsibilities undertaken by the guidance counsellor

Generally, the guidance counsellor spent between one

and five hours each week on administrative duties which include completion of welfare or probation reports, school leaving and enrolment forms, brown cards (E19/22), testimonials and school record cards. Most of the counsellors were found to be also responsible for filing these documents.

It was found that the majority of guidance counsellors were responsible for enrolment and testing even though 74% of them indicated that they accepted the Psychological Service and Vocational Guidance Service help in testing. Only about 10% of the guidance counsellors had no responsibility for enrolment.

The majority of the counsellors did not engage in subject teaching; only 11% of them were involved in teaching some subjects every week.

About 20% of the counsellors were responsible for either playground, bus or block duty but 60% of them were involved with truancy.

Other responsibilities undertaken by the guidance counsellors included running of clubs within the school (44%), coaching winter sport (31%) and summer sport (20%).

Other guidance related data recorded by Munro (1971-74) over a four-year period in a co-educational school of 1,100 to 1,200 students is also relevant here even though its emphasis was not principally on time usage and work activities.

On an average, the counsellor interviewed 112 pupils each year for educational, personal, social or emotional problems. The majority of these pupils were third-form female students. In staff liaison, the counsellor was involved in an average of 52 specific formal consultations in person with school staff.

In the area of parent or family counselling, the counsellor had 30 to 40 telephone conversations each year. The number of parent interviews ranged from 20 to 24 while home visits average 13 each year.

In liaison with outside agencies, the counsellor, in the four-year period, was involved in a number of

consultations which included the Psychological Service (37), Vocational Guidance Centres (66), the Social Welfare Department (97), Visiting Teachers (13), Medical Agencies (37), Voluntary Agencies (14), and others (47). These figures do not include consultations connected with various other activities of importance to counsellors, such as professional counsellors meetings, supervision of students in training, organization of mothers to aid remedial reading programmes and visits to medical centres with pupils.

The counsellor was also involved in teaching in a minor capacity in social studies and in a major way in social education; the number of periods spent in teaching over the four years were 197, 147, 74, and 167 respectively.

In vocational guidance, the counsellor acted as careers adviser to the girls of the school while a male careers adviser served the needs of the boys. Besides attending about three days of careers seminars organized by the Vocational Guidance Centre each year, she herself organized careers visits for groups of female students to visit different places like hospitals, factories, and other settings. On an average, she interviewed about 128 pupils each year on vocational guidance.

In a similar study to Strang's, though with a slightly different perspective from that of Strang's, McDiarmid completed in 1979 a national survey of secondary school principals and guidance counsellors about their opinions on the roles of guidance counsellors. In his research, McDiarmid sent out two different questionnaires regarding the roles of the school guidance counsellors to 173 practising counsellors and 162 principals in secondary schools throughout New Zealand in 1978. A total of 161 (93%) of the total population of practising guidance counsellors and 151 (93%) principals usable questionnaires were completed. The data were then analyzed and results were compared. The results disclosed that, in general, most counsellors were experiencing, to various degrees, role conflict and role ambiguity, believing that they were

unable to meet the demands on them, and that their abilities to meet their role expectations were impaired by poor working conditions. As the emphasis in this investigation was on finding consensus and conflicts between counsellors and principals regarding the roles of the former, it was not evident what actually was the time usage and work activities undertaken by the guidance counsellors. Hence, a comparison could not be made between the McDiarmid study and the present one. Nevertheless, a closer study of the ten high consensus items and additional data in the McDiarmid study can still be regarded as significant information in the understanding of the roles of the guidance counsellors in present New Zealand secondary schools.

According to McDiarmid, principals and counsellors, despite several discrepancies, agreed on many important role activities even though they differed on the evaluation of the importance of the activities. Ten major items were found to have high consensus between the two parties. These were to

- (i) supply occupational information to pupils with the intention of having them make their own career choice
- (ii) arrange for Vocational Guidance Officers and speakers from tertiary institutions to discuss with pupils available courses and careers
- (iii) counsel pupils who want to drop out of school
- (iv) help pupils with problems involving other pupils
- (v) counsel pupils who are in trouble with the police
- (vi) help pupils to improve their self-confidence in making decisions
- (vii) help pupils having problems in their interpersonal relationships to develop needed social skills
- (viii) meet with parents of pupils who are having serious personal problems
- (ix) refer pupils with special problems to other agencies (e.g. psychologists)
- (x) co-ordinate dealings with agencies such as Psychological Service

These ten items can, in a general sense, be regarded as the major role activities in the personal, educational, and social guidance areas as they are defined in most role statements in this area.

In the areas of conflict, different concerns by the guidance counsellors and the principals were found.

Guidance counsellors' concerns

As already mentioned earlier, role overload was the counsellor's most stressful job-related tension. They felt that they were not able to spend enough time counselling pupils because administrative and clerical duties significantly interfered with their professional duties to pupils. The counsellors were also experiencing role conflicts with the school's organizational system. They thought that the interests of the individual pupils were frequently sacrificed in the interests of the school system. The study also found that the majority of counsellors felt uncertain of what staff expected of them.

Principals' concerns

The McDiarmid study also found that the majority of principals believed that counsellors should be seen as teachers not autonomous from the rest of the staff and their expectations of the guidance counsellors depended very much on the counsellors' capabilities. Furthermore, they believed that conflicts would be avoided if counsellors provided them with confidential information, emphasized educational-vocational guidance, gained the staff's confidence, and supported the school and staff when a pupil conflicted with the school system or a teacher.

Conclusion

This chapter has provided a review of research and literature on the role of the counsellor which includes a

study of the formal policies and prescriptions and research on counsellor time usage and work activities both in the United States and in New Zealand.

It was found that even though there was some indication of how guidance counsellors from both countries utilized and allocated their time on various guidance and counselling activities, the majority of these were very broad in approach. Most of them were done by means of general questionnaires or loosely grouped presentations of non-systematic recording of guidance and counselling data. Specific and detailed recordings of counsellor's guidance and counselling activities has not been available. A day-to-day recording method would provide more systematic and comprehensive information about guidance counsellors. This type of information collected on a systematic daily basis could provide greater assistance in understanding how time is allocated and the types of activities counsellors are involved in. Additionally, this information should reflect the pressures and the range of expectations put on counsellors. It is the researcher's belief that unless we understand in some detail just what counsellors are doing we have no basis for comprehending the roles of guidance counsellors. To do this, the method adopted by the present study sets out to obtain such information. Not that this method alone is adequate, but in conjunction with the developing findings from other approaches we can begin to gain a fuller appreciation of the nature of the guidance counsellors' roles in New Zealand school settings.

Chapter III

METHODOLOGY

This chapter consists of three sections with the first describing the subjects, the second the instruments used and the third the procedures undertaken.

The Subjects

The subjects involved in this study consisted of three guidance counsellors in three different secondary schools. They were selected on the following criteria. Firstly, they were all experienced guidance counsellors and had had at least two years of experience working as guidance counsellors in well-established schools; secondly, these guidance counsellors were available and prepared to take part in such a study which they believed would be of some benefit to themselves and the profession as a whole.

Clearly a sample of three counsellors imposes major limitations on generalizing the findings. However, there were not the resources for additional numbers and the findings at best for anything but a selected representative sample would have similar restrictions. The findings inevitably will be suggestive more than conclusive, and the study has associations with a case-study approach.

A brief description of the personal background of each counsellor and the characteristics of each school follows. The counsellors and their schools will be categorized as Counsellor A, School A, Counsellor B, School B, Counsellor C, and School C respectively.

Counsellor A

Sex: Male

Age: 40

Marital Status: Married

Educational Qualifications:

1. Diploma in Teaching

2. Diploma in Theology

3. M.A. in Education

Professional Qualification:

Diploma in Guidance and Counselling (1976-77)

Previous Work Experiences:

1. Primary teaching (1958-62, 1967)

2. Minister (1968-71)

3. Secondary teaching (1972-75)

Number of years spent in present position as guidance counsellor: 3½ years

Position of Responsibility: P.R.2

School A

School Roll: 1,136

- Number of boys: 613

- Number of girls: 523

- Percentage of non-Pakeha pupils: 10%

Characteristics of the town in which the school is located:

- Basically a farming area

- Population of the town: approximately 12,000

- Number of secondary schools: 1

- Number of primary schools: 6

Approximate number of teaching staff: 67

Approximate number of non-teaching staff: 10

Guidance Coordinator at school: Male, also Senior Master

Careers Adviser: Female

Counsellor B

Sex: Male

Age: 31

Marital Status: Married

Educational Qualifications:

1. B.A. in English

2. New Zealand Secondary Teaching Certificate

3. Diploma in Teaching

4. Diploma in Education

Professional Qualification:

Diploma in Guidance and Counselling (1977-78)

Previous Work Experiences:

1. Assistant Teacher (1972-74)
2. Part-time Teacher (1975)
3. Guidance Teacher (1976)

Number of years spent in present position as guidance counsellor: 2½ years

Position of Responsibility: P.R.2

School B

School Roll: 850

- Number of boys: 448
- Number of girls: 402
- Percentage of non-Pakeha pupils: 15%

Characteristics of the town in which the school is located:

- A major provincial city which serves a number of smaller towns
- Population of the town: approximately 60,000
- Number of secondary schools: 6
- Number of primary schools: 19

Approximate number of teaching staff: 50

Approximate number of non-teaching staff: 9

Guidance Coordinator at school: Male, also Senior Master
Careers adviser: Female

Counsellor C

Sex: Male

Age: 32

Marital Status: Married

Educational Qualifications:

1. New Zealand Secondary Teaching Certificate
2. B.Sc.
3. Diploma in Education

Professional Qualification:

Diploma in Guidance and Counselling (1977-78)

Previous Work Experiences:

1. Agricultural Chemist (1968-69)
2. Secondary teaching (1971-75)

Number of years spent in present position as guidance counsellor: 2½ years

Position of Responsibility: P.R.2

School C

School Roll: 740

- Number of boys: 358
- Number of girls: 382
- Percentage of non-Pakeha pupils: 19.5%

Characteristics of the town in which the school is located:

- Basically dairy farming
- Population of the town: 6,500
- Number of secondary schools: 1
- Number of primary schools: 4

Approximate number of teaching staff: 38

Approximate number of non-teaching staff: 5

Guidance Coordinator at school: Male, also Careers

Adviser, 3rd Form Dean, and in charge of 5th Form
Alternative Programme

One part-time guidance assistant (a Maori female)

The Instrument Used

The instruments used in this study consisted of work sheets which were given to each guidance counsellor to record his daily activities and the time spent on each activity at school. These work sheets (a sample of which can be seen in Appendix A) requested each guidance counsellor to specify the time he spent on each activity. Before these work sheets were given to the counsellors, a type-written guide sheet was given to each of them. Each guide sheet contained different types of activities in categories like: individual counselling, group counselling, administration, staff liaison, liaison with outside agencies, and other activities. Each area was divided into smaller segments and every item was given a special code

number for identification purposes and also for easier classification. The total number of activities included in the guide sheet was 79 (refer Appendix B).

At the completion of the study period, a questionnaire was given to each counsellor as soon as he had completed the recording of the daily guidance activities. This questionnaire consisted of 45 questions (see Appendix C). The questions were under three major categories: the personal background of the counsellor, the characteristics and information about the school and questions related to guidance and counselling at the school. Several questions were not analyzed in the context of this research, but were similar to those within Strang's questionnaire study.

Procedures

Before counsellors were contacted, the choice of subjects and schools had been discussed with the researcher's supervisor owing to the fact that he had regular contacts with a number of practising guidance counsellors in the North Island area. It was decided, after initial consultations and discussions with practising guidance counsellors within the region, that a total of two guidance counsellors would be sought based on the criteria given at the beginning of this chapter.

After further consultation, visits were made to two likely counsellors and explanations were made on the aims and nature of the study. As soon as initial approval was obtained both from the principals and the guidance counsellors concerned, each counsellor was given a guide sheet in which a sample of work activities within his professional roles were listed, sub-divided and coded into different categories. Then, each counsellor was informed that the data collected from him each week would be decoded and calculated according to the categories written on the guide sheet. Therefore, each counsellor was requested to record each activity in as great a detail as possible according to the material specified on the guide sheet so as to prevent any bias or ambiguous material that would lead to

difficulty in processing and more importantly, misinterpretation of his materials.

The two counsellors consulted were requested to do a pilot study. They were asked to follow the instructions and do a recording of two days' activities at school. The results of the pilot studies seemed satisfactory. Both guidance counsellors were able to do the recording in their normal working hours and the materials which they had recorded were able to meet the requirements of the study. Consequently, the two counsellors were requested to begin the actual recording from 13 June 1979 until the end of July, giving a total period of seven weeks. Each counsellor was reminded that the researcher would visit his school at the end of each week to collect the material from him and each of them was given sufficient work sheets to last for the whole period.

After a brief period of time, it was decided to add an additional counsellor to the study so that the data collected could represent a wider population within the region. Consequently, with the consent of the supervisor, Counsellor C was contacted in early July, 1979. The same approval and assistance were obtained from him and the methods and procedures of the study were also explained. No pilot study was carried out on Counsellor C. He then started taking records from 18 July 1979 until 17 August 1979 giving a total of four weeks.

Daily work sheets were collected at the end of each full week and these materials were then decoded into different categories and the amount of time spent on each activity was calculated and recorded. The amount of time spent on each activity was measured against the total amount of time spent on all activities taken place in that week and thus a percentage for each different activity was obtained. By doing so, it was possible to compare the amount of time a counsellor spent on one particular activity with that of the other counsellors. The number and types of activities which each counsellor undertook in a week were also compared with those of the other two counsellors. Therefore, results for different activities were obtained and these became the

fundamental basis for the whole study. The data used for comparison were all on a weekly average basis. In other words, even though the three counsellors did not spend exactly the same amount of time in the study (seven weeks and four weeks respectively), only the weekly average was used so that each counsellor's data could be compared.

It should be acknowledged at this point that the data collection procedure followed in this study has some limitations. Firstly, one of the characteristics that we do know about most counsellors is that they are extremely busy and have demands made on them from several directions. It is quite likely therefore that it would be difficult to systematically maintain a record of activities during the course of a day. There would need to be reliance on memory and this introduces potential for inaccuracy. The individuals concerned indicated that they were able to record activities without too great a delay and they seemed to maintain their motivation to do so throughout the course of study. Secondly, the duration of the data collection period was relatively short and involved a particular period of the year. This limits the ability to generalize into an overall description of role performance. Thirdly, because the counsellors knew that the data was about their performance and that there would be a small sample of counsellors, the prospects of competing with the other counsellors and biased recording towards a "good counsellor" image should not be overlooked. Whilst to some extent such a bias in self recording would be inevitable, the integrity of the individuals involved would mean this would not be consciously done and the distortions would be limited. On the positive side, the procedure provides for a very systematic and detailed account of what counsellors actually do and complements other procedures used such as that of a questionnaire (cf. Strang, 1974).

The results obtained from these guidance counsellors were then compared with Strang's national study carried out in 1973-74. Consequently, two different types of data were obtained and comparisons were thus drawn.

Chapter IV

RESULTS

The data collected from the three school guidance counsellors showed that each of them spent differing amounts of time on various specific work activities even though each counsellor's major responsibilities fell within an overall common pattern. This common work pattern consisted of such activities as: individual counselling, group counselling, counselling parents or families, administrative duties, organizing and teaching careers education/social education/liberal studies and subject teaching, liaison with staff, liaison with outside agencies, testing, and additional minor responsibilities. However, it was also found that, besides the common pattern of work shared by the three guidance counsellors, each of them did spend a certain amount of time on additional areas which were unique from the other two counsellors.

This chapter will first present the initial statistics of the three guidance counsellors and then a closer analysis of the nine major categories of activities undertaken by them, and finally, an even more detailed comparison among the counsellors on the types of activities and the amounts of time spent within each major category. The findings of the present study will also be compared with other study findings.

Initial Statistics of the Three Guidance Counsellors

Counsellor A

The total duration of the study involved seven weeks or thirty-four working days. The total amount of time spent in these thirty-four days was 288 hours and 52 minutes, which gave a weekly average of 41 hours and 16

Figure 1.

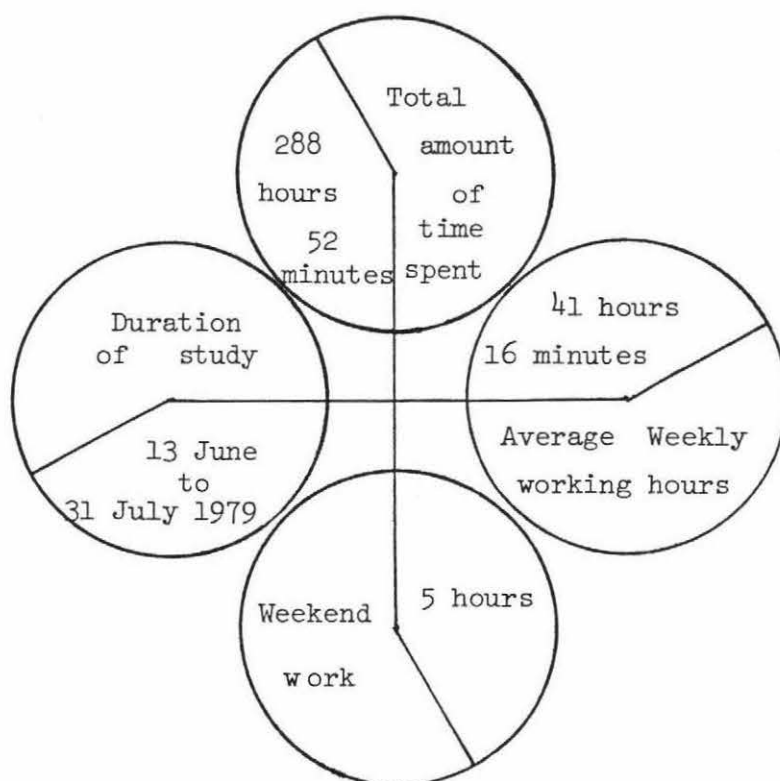


Figure 1. Initial statistics of Counsellor A

minutes. The time spent on lunch breaks and weekend work was not included. However, a total of five hours was recorded from two weekends and one day within the study was mid-term break holiday (see Figure 1).

On a weekly basis, the guidance counsellor spent 29.81% of his time (12 hours and 18 minutes) on individual counselling; 18.46% (7 hours and 37 minutes) on administrative duties; 13.13% (5 hours and 25 minutes) on liaison with staff members; 9.81% (4 hours and 3 minutes) on group counselling; 6.99% (2 hours and 53 minutes) in organizing and teaching careers education and liberal studies; 6.74% (2 hours and 47 minutes) on liaison with outside agencies; 5.49% (2 hours and 16 minutes) in counselling parents; 0.85% (21 minutes) on testing; and 8.72% (3 hours and

Figure 2.

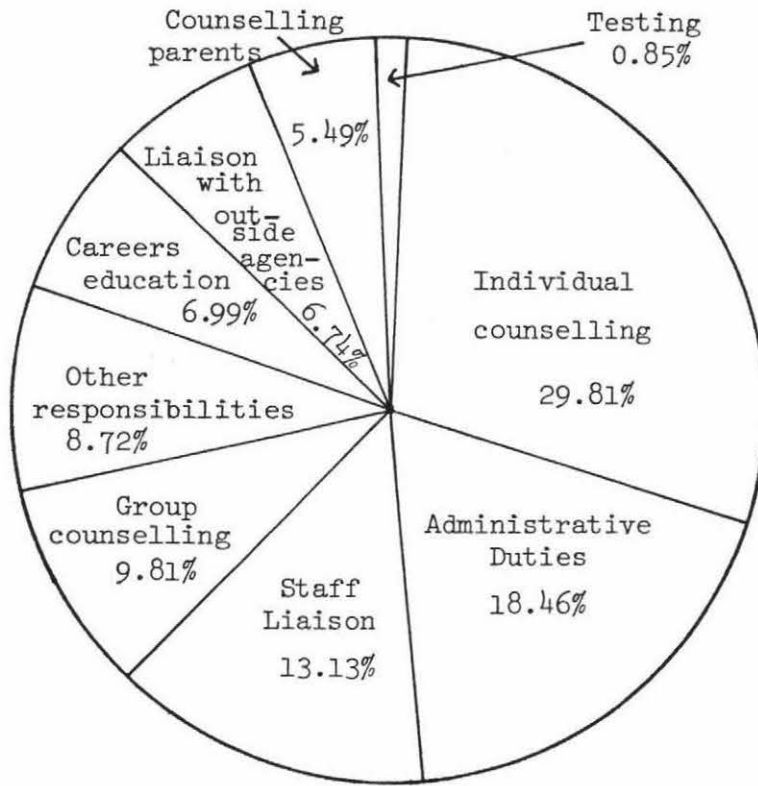


Figure 2. Weekly allocation of time to various activities by Counsellor A

36 minutes) on other minor responsibilities. All these added up to the total of 41 hours and 16 minutes (see Figure 2).

Characteristics of Counsellor A's allocation of time

Each counsellor studied had his own characteristics in terms of the amount of time allocated to various work activities. This can be seen in the differences in the amount of time spent and in the nature of work activities which the counsellor was involved in. The following paragraphs will describe the twelve most common activities in which Counsellor A spent his time.

In a period of seven weeks, the counsellor spent 13.93% of the total time (40 hours and 15 minutes) in counselling individuals about personal problems; 12.2%

Figure 3.

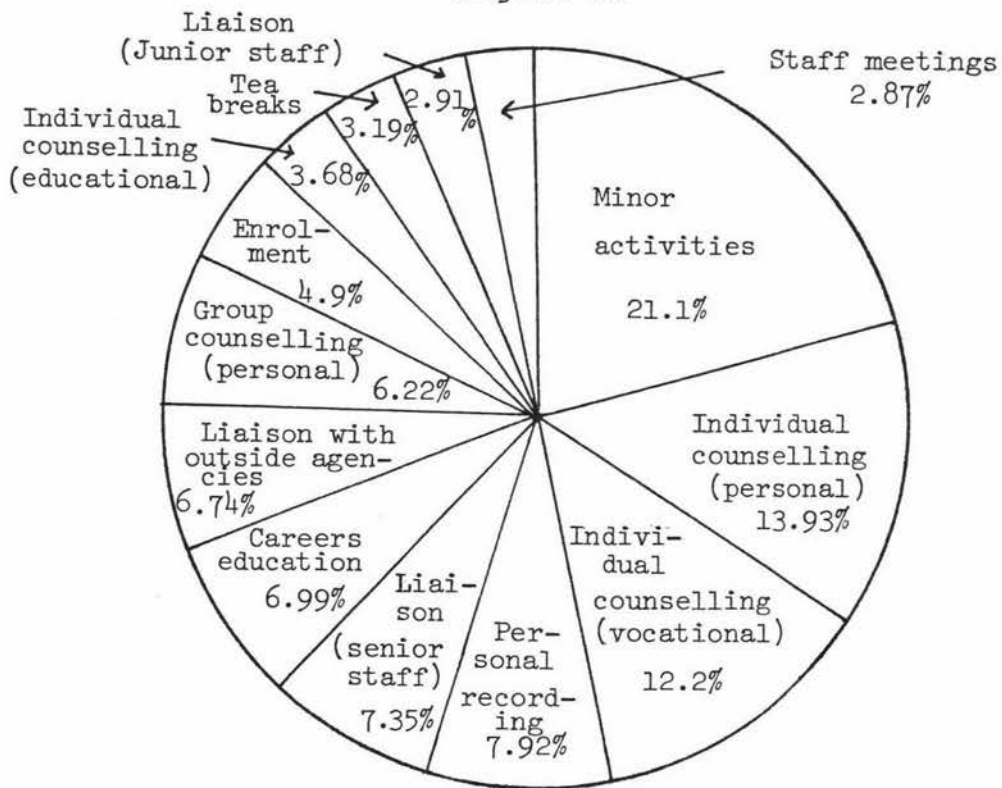


Figure 3. Allocation of time by Counsellor A over the study period (seven weeks)

(35 hours and 14 minutes) in counselling individuals regarding vocational problems and information; 7.92% (22 hours and 52 minutes) on the writing up of interviews for personal references; 7.35% (21 hours and 14 minutes) on liaison with senior staff; 6.99% (20 hours and 11 minutes) on careers education, liberal studies, and work exploration programmes; 6.74% (19 hours and 29 minutes) on liaison with outside agencies; 6.22% (17 hours and 58 minutes) on group counselling regarding personal problems; 4.9% (14 hours and 10 minutes) on enrolment; 3.68% (10 hours and 37 minutes) in counselling individuals regarding course structure and choice; 3.19% (9 hours and 13 minutes) on tea-breaks; 2.91% (8 hours and 24 minutes) on liaison with junior staff; and 2.87% (8 hours and 17 minutes) on staff meetings. These twelve most common activities added up to the total of 78.9% of the total time spent. The rest

of the 21.1% of the time was spent on a number of 38 other minor activities like school assembly, liaison with employers, professional studies, supervision of work exploration placements.

The most distinctive characteristic of this guidance counsellor's time usage and work activities was his devotion of time to individual counselling regarding personal and vocational problems (see Figure 3).

Counsellor B

Figure 4.

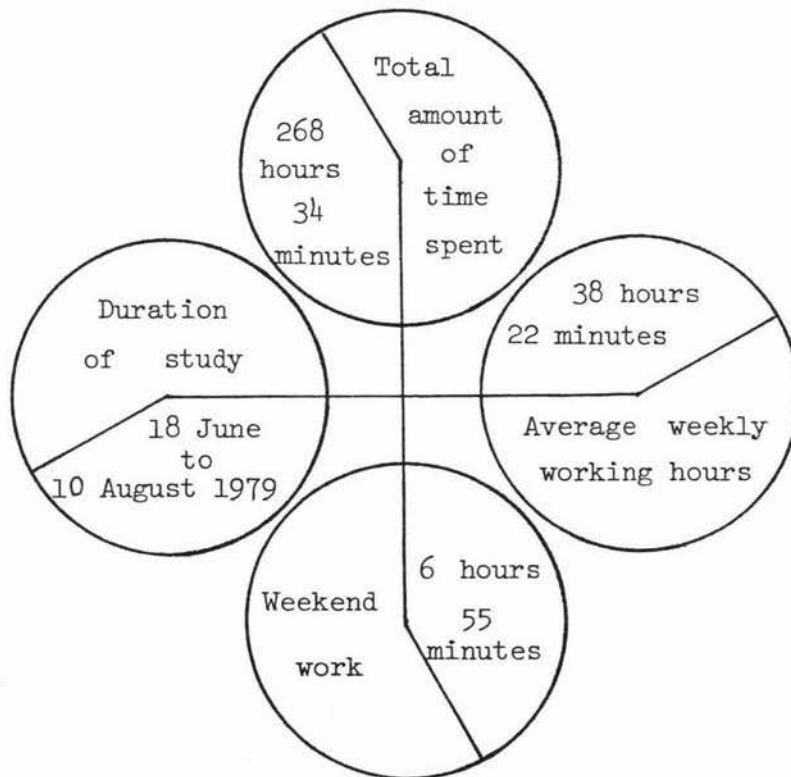


Figure 4. Initial statistics of Counsellor B

For Counsellor B, the duration of the study involved a total of seven weeks or thirty-three working days. (A total of six days were not recorded owing to the counsellor's illness and other matters; however, additional time

was provided so that a total of seven weeks of data was included.) The total amount of time spent in these thirty-three working days was 268 hours and 34 minutes, which gave a weekly average of 38 hours and 22 minutes. The time spent on lunch breaks and weekend work was again not included. A total of 6 hours and 55 minutes was spent in the weekends and one day during the period of study was mid-term break holiday (see Figure 4).

Figure 5.

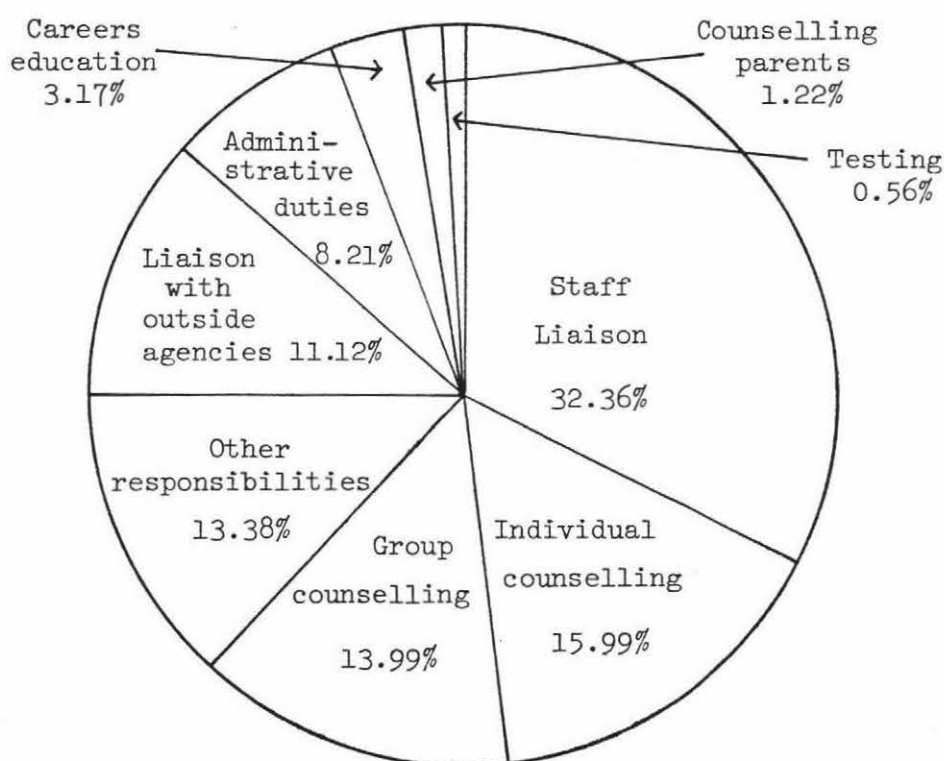


Figure 5. Weekly allocation of time to various activities by Counsellor B

On average, each week, Guidance Counsellor B spent 32.36% (12 hours and 25 minutes) on liaison with staff; 15.99% (6 hours and 8 minutes) on individual counselling; 13.99% (5 hours and 22 minutes) on group counselling; 11.12% (4 hours and 16 minutes) on liaison with outside agencies; 8.21% (3 hours and 9 minutes) on administrative

duties; 3.17% (1 hour and 13 minutes) in organizing and teaching careers education and social education; 1.22% (28 minutes) in counselling parents; 0.56% (13 minutes) on testing; and 13.38% (5 hours and 8 minutes) on minor responsibilities like school assemblies, locating and arranging students for interviews, time allocated for student consultation, and work review and planning. All these added up to the total of 38 hours and 22 minutes (see Figure 5).

Characteristics of Counsellor B's allocation of time

Figure 6.

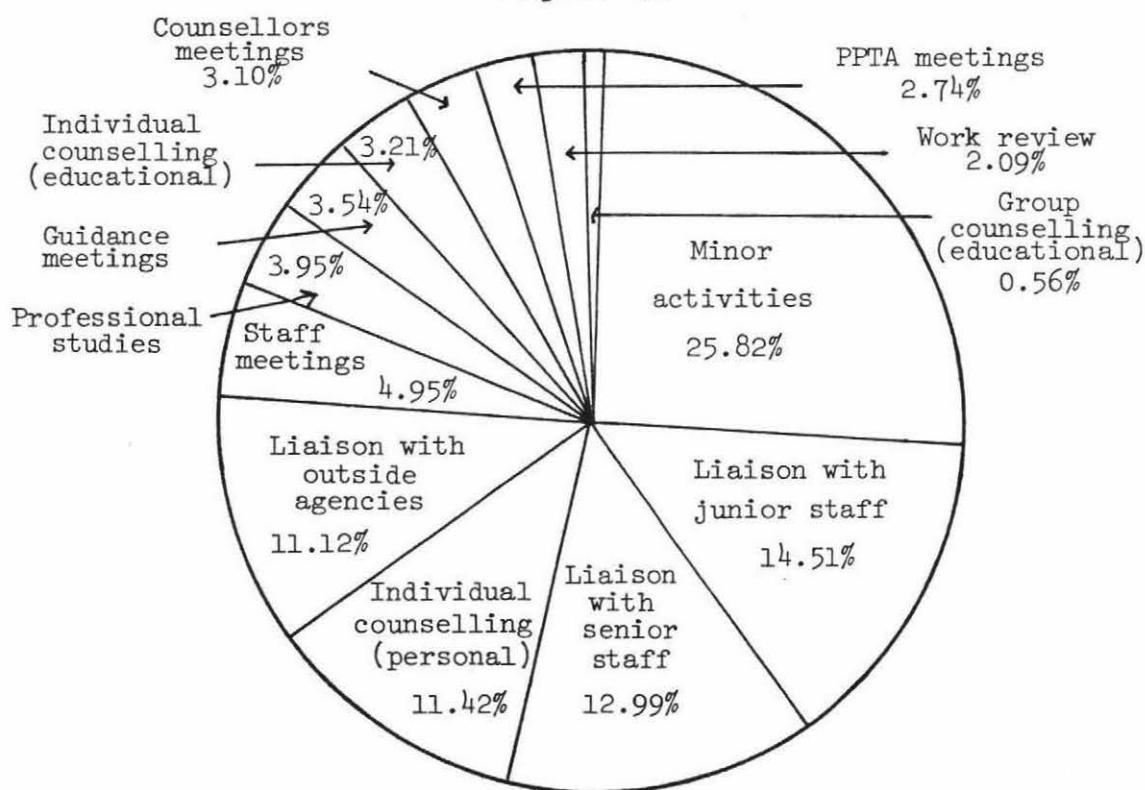


Figure 6. Allocation of time by Counsellor B over the study period (seven weeks)

The twelve most common activities in which Counsellor B had spent the most time on during the period of seven weeks were: 14.51% (38 hours and 58 minutes) of the total

time on liaison with junior staff; 12.99% (34 hours and 53 minutes) on liaison with senior staff; 11.42% (30 hours and 41 minutes) in counselling individuals about personal problems; 11.12% (29 hours and 52 minutes) on liaison with outside agencies; 4.95% (13 hours and 18 minutes) on staff meetings; 3.95% (10 hours and 37 minutes) on professional studies and in attending careers seminar held outside the school; 3.54% (9 hours and 30 minutes) on guidance meetings; 3.21% (8 hours and 38 minutes) in counselling individuals regarding course structure and educational information; 3.1% (8 hours and 20 minutes) on counsellors meetings which included professional supervision; 2.74% (7 hours and 21 minutes) in attending PPTA and PTA meetings; 2.09% (5 hours and 36 minutes) on work review and planning; and 0.56% (1 hour and 31 minutes) on group counselling regarding educational problems. All these twelve types of activities took up a total of 74.18% of the total amount of time spent in the seven weeks. The rest of the 25.82% of the time was spent on 45 other minor activities like school assembly, liaison with employers, and visiting other schools.

The most distinctive characteristic of this counsellor in terms of his time usage and work activities was the large amount of time he spent on staff liaison, individual counselling, and group counselling (see Figure 6).

Counsellor C

The total duration of the study involved four weeks or twenty working days. The total amount of time spent in these twenty working days was 181 hours and 4 minutes, giving a weekly average of 45 hours and 16 minutes. These did not include the time spent on lunch breaks or weekend work even though the total amount of time recorded for weekend work was 21 hours. Three days within the period

Figure 7.

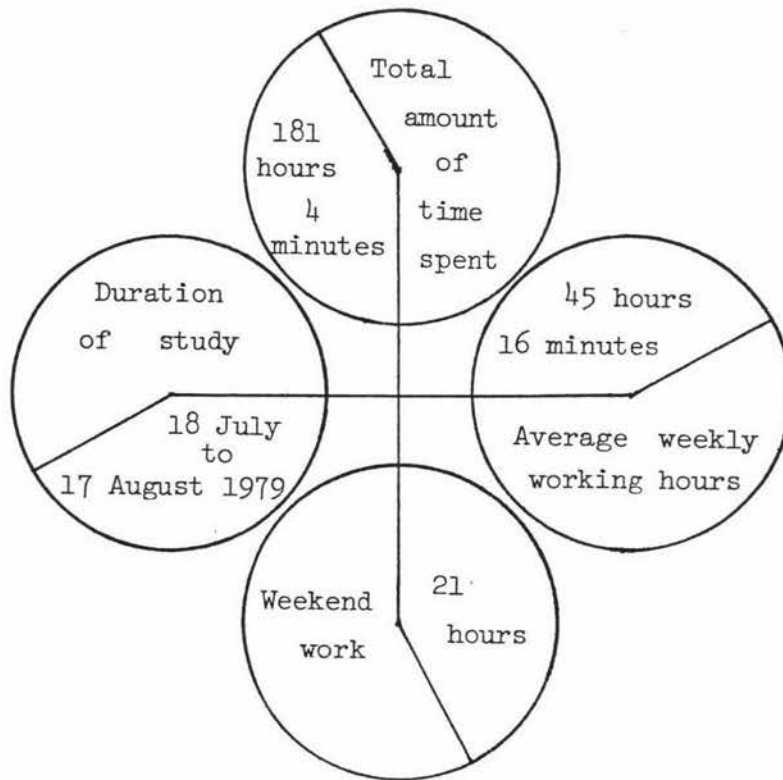


Figure 7. Initial statistics of Counsellor C

of study were sick leave; however, these absences were compensated by lengthening the scheduled time of study (see Figure 7).

The counsellor spent, on a weekly average, 17.3% (7 hours and 50 minutes) on individual counselling; 13.73% (6 hours and 13 minutes) in organizing and teaching careers education and non-examinable subjects; 13.25% (6 hours) on administrative duties; 10.20% (4 hours and 38 minutes) on liaison with outside agencies; 9.28% (4 hours and 12 minutes) on staff liaison; 2.98% (1 hour and 21 minutes) on group counselling; 2.87% (1 hour and 18 minutes) on testing; 2.39% (1 hour and 5 minutes) in counselling parents. However, the counsellor spent a total of 27.98%

Figure 8.

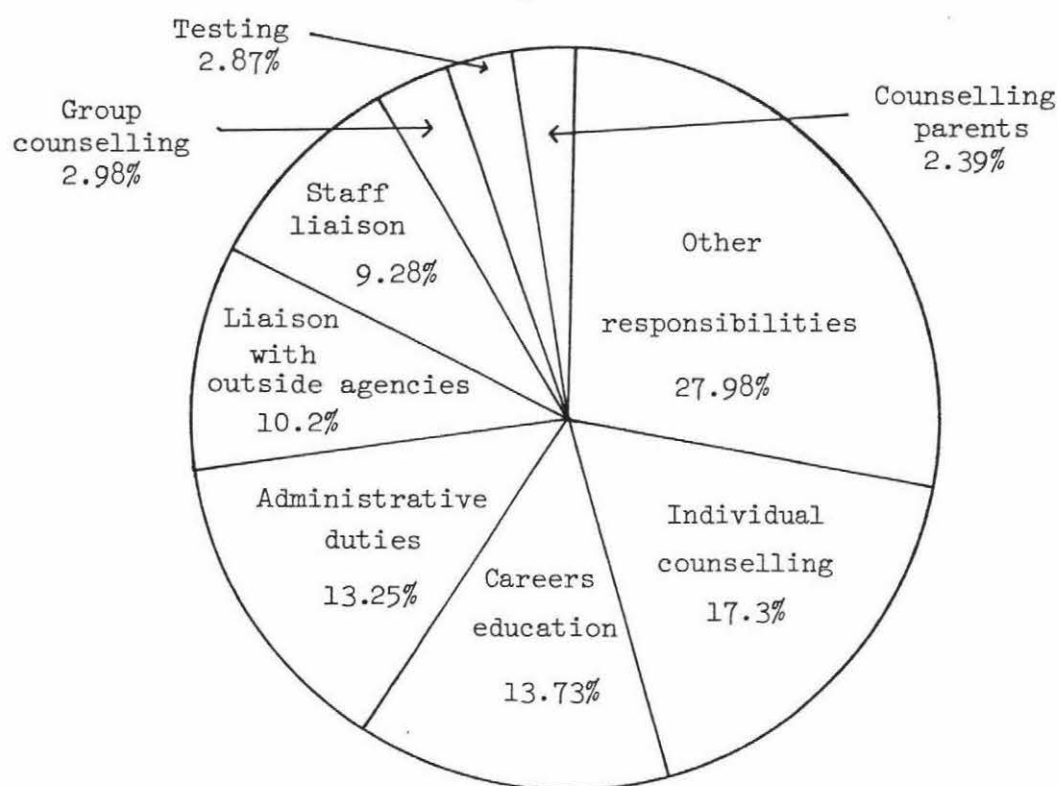


Figure 8. Weekly allocation of time to various activities by Counsellor C

(12 hours and 40 minutes) each week on other responsibilities such as sport activities and PPTA meetings. All these added up to the total of 45 hours and 16 minutes per working week for Counsellor C (see Figure 8).

Characteristics of Counsellor C's allocation of time

The twelve most common activities and the amount of time spent on them by Counsellor C in a period of four weeks were: 13% (23 hours and 32 minutes) of the total time in counselling individuals about personal problems; 10.2% (18 hours and 28 minutes) on liaison with outside agencies; 9.11% (16 hours and 30 minutes) on careers education and work exploration programmes; 7.22% (13 hours and 4 minutes) on sport activities; 5.74% (10 hours and

Figure 9.

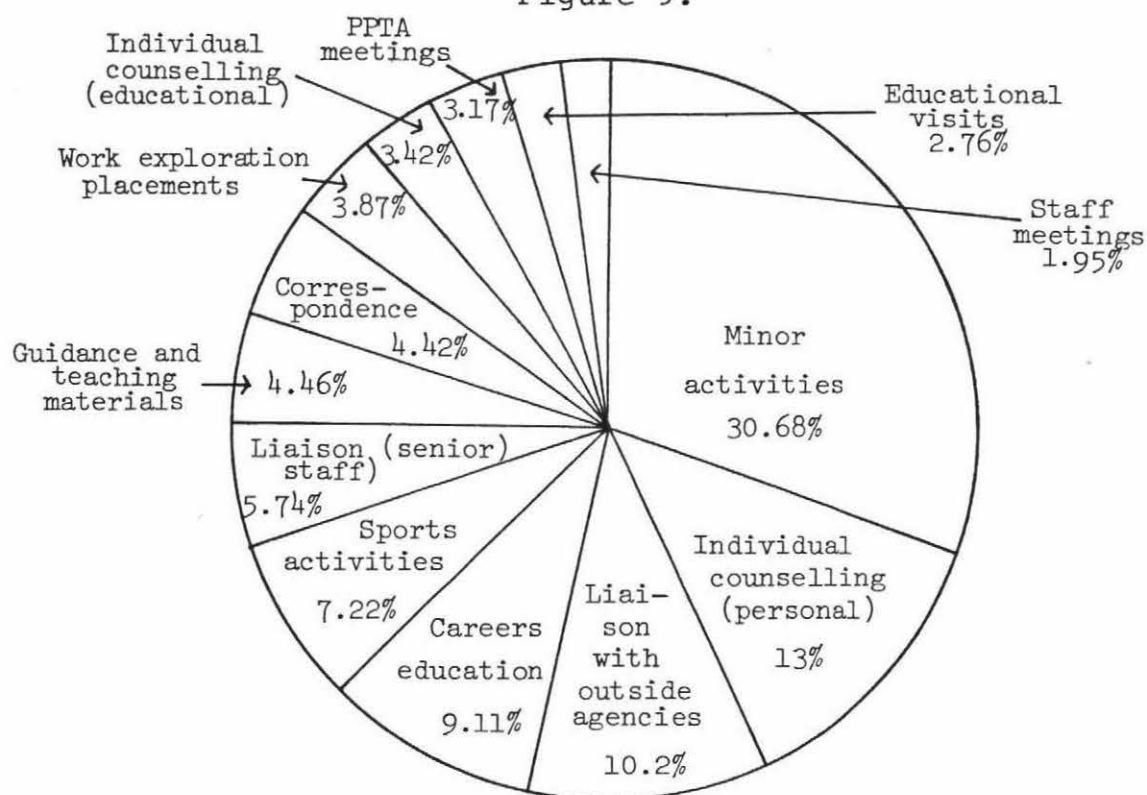


Figure 9. Allocation of time by Counsellor C over the study period (four weeks)

24 minutes) on liaison with senior staff; 4.46% (8 hours and 5 minutes) in preparing guidance and teaching materials; 4.42% (8 hours) on correspondence; 3.87% (7 hours) on supervision of work exploration placements; 3.42% (6 hours and 12 minutes) in counselling individuals regarding course structure and choice; 3.17% (5 hours and 44 minutes) in attending PPTA meetings and other related meetings; 2.76% (5 hours) in taking students on educational visits; and 1.95% (3 hours and 32 minutes) on staff meetings.

These twelve major types of activities added up to 69.32% of the total time spent in that period and the rest of the 30.68% of the time was spent on 42 other minor activities.

The most distinctive characteristic of this guidance counsellor's usage of time and work activities was his devotion of time to counselling individuals regarding

personal problems and liaising with outside agencies (see Figure 9).

The Average Guidance Counsellor

Figure 10.

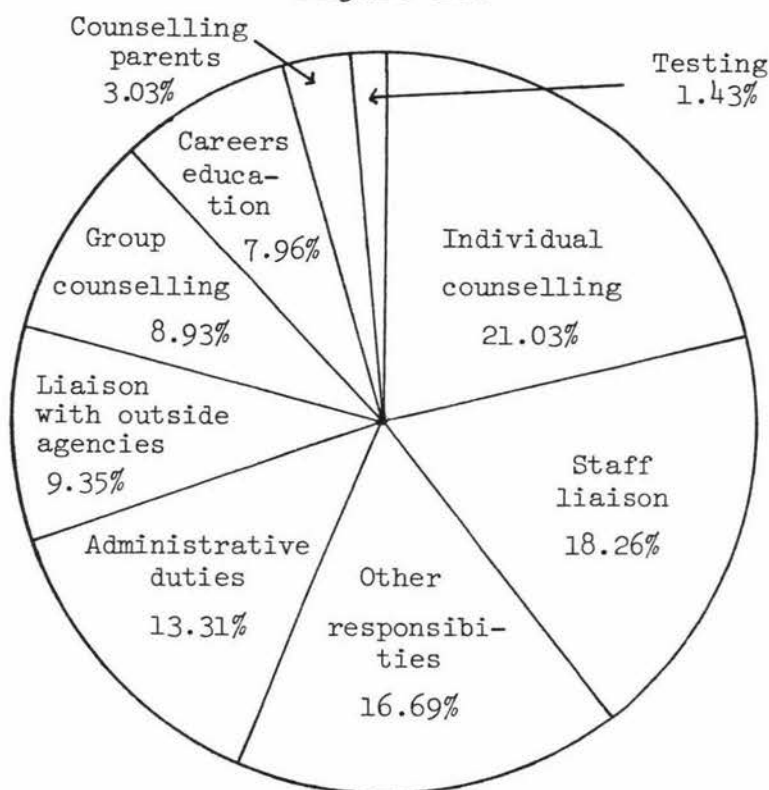


Figure 10. Allocation of time to various activities each week by the average guidance counsellor

On the average, the guidance counsellor had a 41-hour-and-38-minute working week, which did not include the lunch breaks and other work done during the weekend. This involved 21.03% (8 hours and 45 minutes) of the total time on individual counselling; 18.26% (7 hours and 21 minutes) on staff liaison; 13.31% (5 hours and 35 minutes) on administrative duties; 9.35% (3 hours and 53 minutes) on liaison with outside agencies; 8.93% (3 hours and 35 minutes) on group counselling; 7.96% (3 hours and 26 minutes) in organizing and teaching careers education,

social education, liberal studies and/or subject teaching; 3.03% (1 hour and 16 minutes) in counselling parents; 1.43% (37 minutes) on testing; and finally, 16.69% (7 hours and 8 minutes) on other minor responsibilities (see Figure 10). The average guidance counsellor also spent about 2 hours and 16 minutes during the weekend on work related to his functions, such as answering telephone calls from parents, pupils, employers, or coaching sports teams.

Detailed Comparisons of Results on the Amount of Time the Three Guidance Counsellors Spent on Various Activities

A. An analysis of major categories of activities undertaken by the guidance counsellors in the period of study

Having looked at the overall statistics of the three guidance counsellors, a closer analysis and comparison of the activities undertaken by the counsellors is appropriate. This section will first present the statistics of the three guidance counsellors within the different categories of activities and then provide some explanations and discussion. The weekly average of the amount of time spent on such activities by the three guidance counsellors will also be included and compared. The nine categories of activities to be compared include: (1) Individual counselling; (2) Group counselling; (3) Counselling parents; (4) Administrative duties; (5) Organizing and teaching careers education, social education, liberal studies and subject teaching; (6) Liaison with staff; (7) Liaison with outside agencies; (8) Testing; and (9) Other responsibilities. A summary of these activities and comparisons can be seen in Table 2 on page 51 and Figure 11 on page 52.

Table 2.
Time Usage and Work Activities by the Three Guidance
Counsellors on a Weekly Average Basis

Activities	Amount of time spent by each guidance counsellor on a weekly average basis							
	Counsellor A		Counsellor B		Counsellor C		Average	
	hr min.	%	hr min.	%	hr min.	%	%	
1 Individual counselling	12 18	29.81	6 8	15.99	7 50	17.30	21.03	
2 Group counselling	4 3	9.81	5 22	13.99	1 21	2.98	8.93	
3 Counselling parents/ family	2 16	5.49	- 28	1.22	1 5	2.39	3.03	
4 Administrative duties	7 37	18.46	3 9	8.21	6 -	13.25	13.31	
5 Organizing and teaching careers education, social education, liberal studies, and subject teaching	2 53	6.99	1 13	3.17	6 13	13.73	7.96	
6 Liaison with staff	5 25	13.13	12 25	32.36	4 12	9.28	18.26	
7 Liaison with outside agencies	2 47	6.74	4 16	11.12	4 37	10.20	9.35	
8 Testing	- 21	0.85	- 13	0.56	1 18	2.87	1.43	
9 Other responsibilities	3 36	8.72	5 8	13.38	12 40	27.98	16.69	
Average weekly total	41 16	100	38 22	100	45 16	100	100	
Average weekend work	- 43		- 59		5 15			

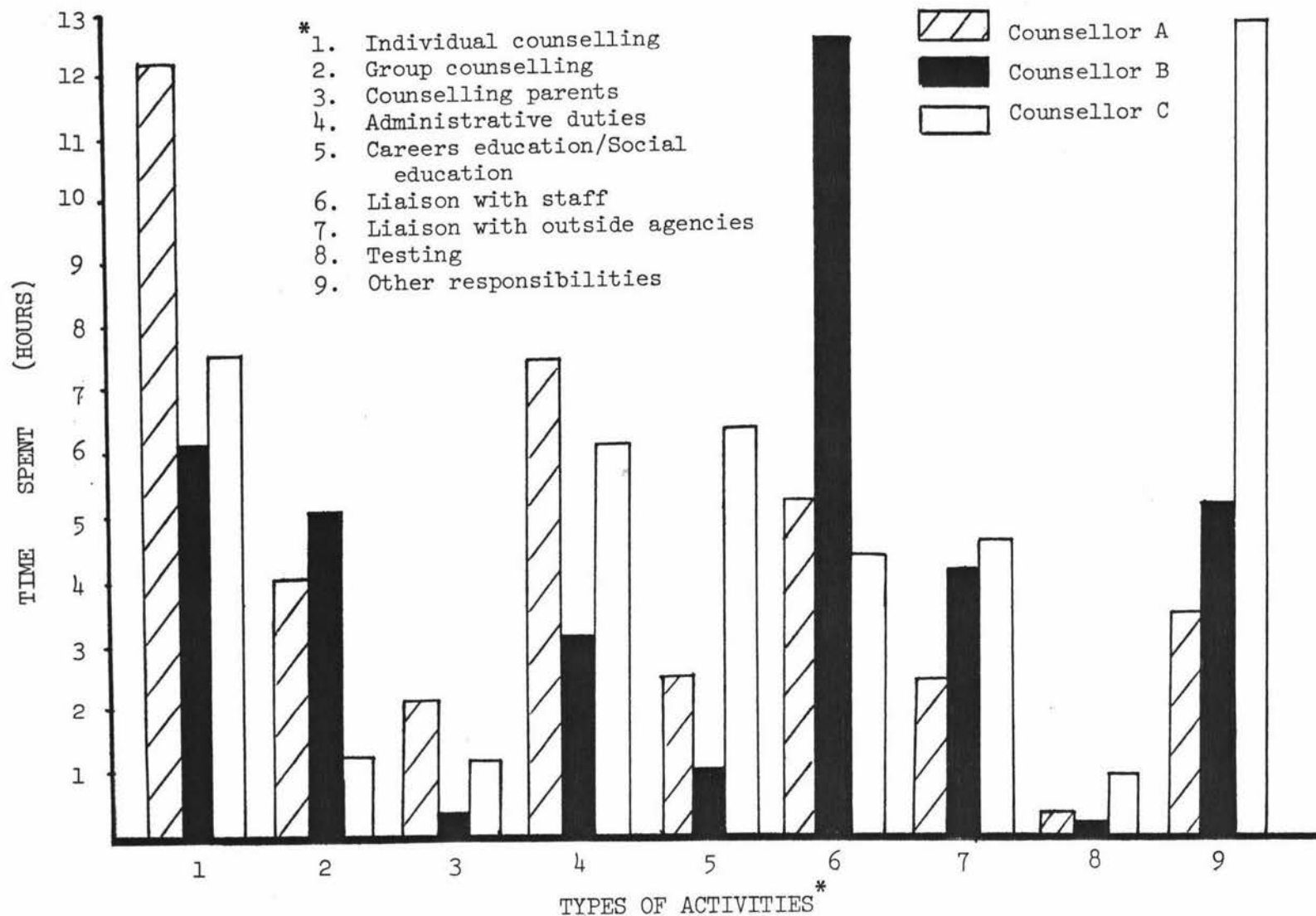


Figure 11. A comparison of time usage and work activities among the three guidance counsellors on a weekly average basis

1. Individual Counselling

Figure 12.

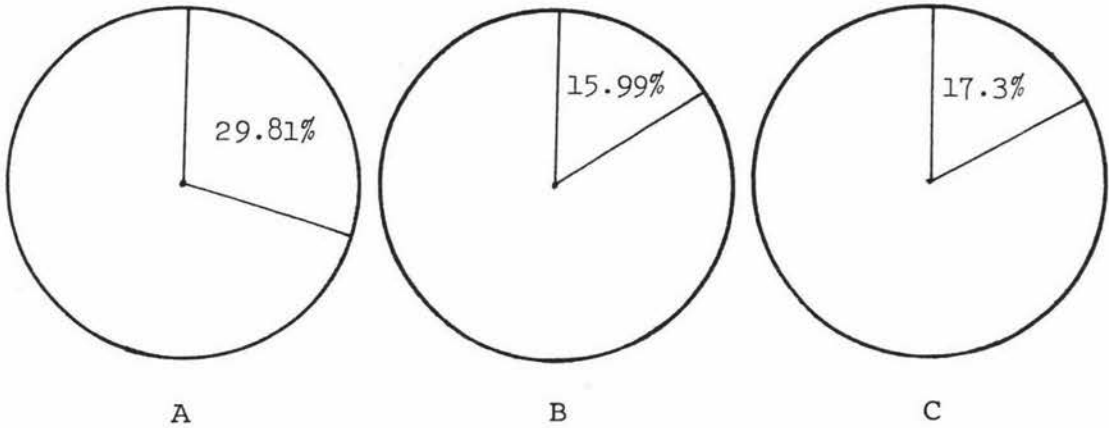


Figure 12. Total percentage of time spent
on individual counselling

Over a period of seven weeks, Counsellor A spent a total of 29.81% (average of 12 hours and 18 minutes each week)¹ of his time on individual counselling. Of this total, 44.51% (weekly average of 5 hours and 28 minutes) was spent in counselling individuals concerning personal problems; 40.1% (weekly average of 4 hours and 56 minutes) on vocational clarification and information; 12.09% (weekly average of 1 hour and 29 minutes) on course structure and choice; and the balance of 3.3% (weekly average of 24 minutes) was spent on other minor personal counselling services.

Over a similar period, Counsellor B spent a total of 15.99% (average of 6 hours and 8 minutes each week) in

¹Use is made here of the average weekly hours in contrast to the hours of the total study period. The former are regarded as more useful as they apply to a commonly used time span. However, it must be recognized that at times this will lead to somewhat meaningless figures, such as a few minutes being spent on an important activity that was only periodic over the span of data collection.

counselling individual students. Of this total, 45.01% (weekly average of 2 hours and 46 minutes) was spent in counselling individuals about personal problems; 18.28% (weekly average of 1 hour and 7 minutes) on course structure and choice; 9.7% (weekly average of 36 minutes) on problems related to teacher difficulties; 8.46% (weekly average of 31 minutes) on vocational clarification and information. The rest of the 18.55% (weekly average of 1 hour and 8 minutes) of the time was spent on other minor personal counselling services.

Over the lesser four-week period, Counsellor C spent a total of 17.3% (or 7 hours and 50 minutes each week) of his time in the same area. A great percentage of this total - 64.36% (weekly average of 5 hours and 3 minutes) was spent in counselling individual students regarding personal problems; 17.82% (weekly average of 1 hour and 24 minutes) on course structure and choice; and the remaining 17.82% (weekly average of 1 hour and 24 minutes) of the time on professional referral, vocational clarification and school rule breakings.

The above figures found in this study showed that Counsellor A spent by far the most time in counselling individual pupils; Counsellor C spent just above half the amount of time of Counsellor A while close behind was Counsellor B who spent the least time in this area (see Figure 12). An average of 21.03% of their time was spent by the three guidance counsellors on individual counselling.

2. Group Counselling

On group counselling, Counsellor A spent a total of 9.81% (average of 4 hours and 3 minutes each week) of his time. Of this total, 63.24% (weekly average of 2 hours and 34 minutes) was used on matters regarding personal problems; 20% (weekly average of 49 minutes) on vocational counselling; and 16.76% (weekly average of 41 minutes) on educational matters.

Figure 13.

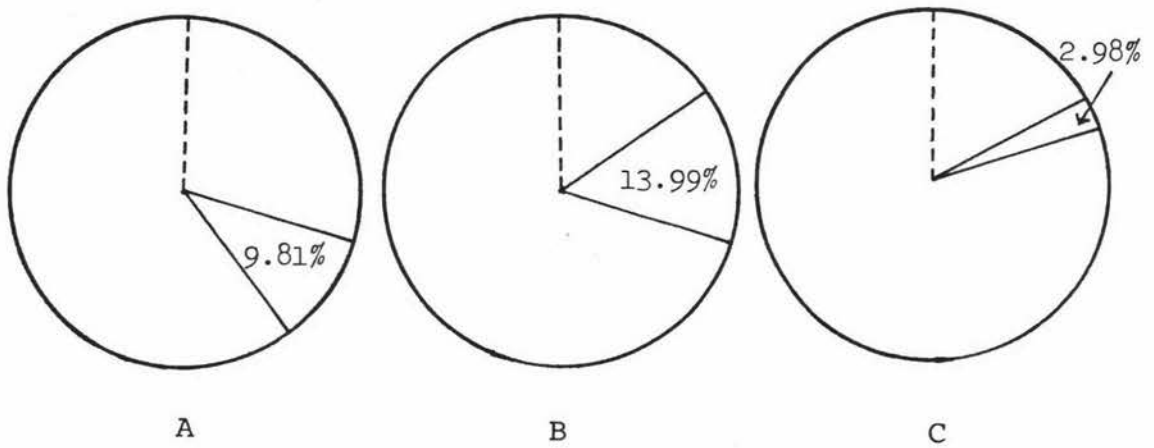


Figure 13. Total percentage of time spent
on group counselling

Counsellor B spent a total of 13.99% (average of 5 hours and 22 minutes each week) of his time in this area. A large proportion of this time - 88.83% (weekly average of 4 hours and 46 minutes) was spent in counselling groups of students regarding personal problems. The remaining 11.17% (weekly average of 36 minutes) of the time was spent on educational and vocational counselling.

Counsellor C spent a total of 2.98% (average of 1 hour and 21 minutes each week) of his time in the same area. This included 86.15% (weekly average of 1 hour and 10 minutes) on educational counselling; 9.23% (weekly average of 7 minutes) on vocational counselling; and 4.62% (weekly average of 4 minutes) in counselling students with personal problems.

It was found that Counsellor B spent the most time on group counselling followed closely by Counsellor A and then by Counsellor C who spent a relatively lesser amount of time in the same area (see Figure 13). Averaging the results for the three counsellors, it was found that a weekly average of 8.93% of their time was spent on group counselling.

3. Counselling Parents

Figure 14.

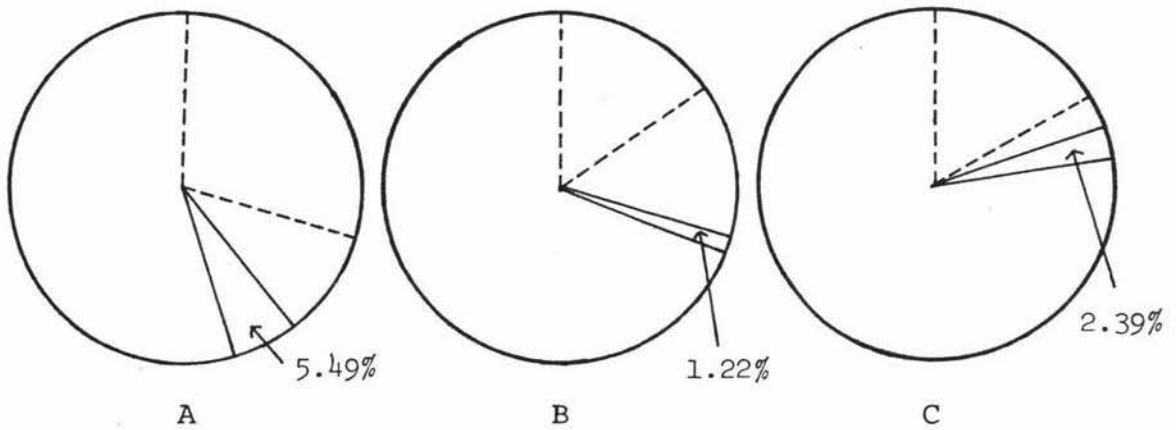


Figure 14. Total percentage of time spent
in counselling parents

Counsellor A spent a total of 5.49% (average of 2 hours and 16 minutes each week) in counselling parents: 56.32% (weekly average of 1 hour and 16 minutes) of this time was spent in interviewing parents; 25.78% (weekly average of 35 minutes) in counselling parents by telephone; and 17.89% (weekly average of 24 minutes) on home visits.

On his contacts with the parents, Counsellor B spent only a total of 1.22% (average of 32 minutes each week) of his time discussing the students' personal problems. He did it either through personal interviews with parents or by contacting parents by telephone and also by means of correspondence. Occasionally, he discussed the students' problems with the parents and teachers concerned together.

Counsellor C, however, spent a total of 2.39% (average of 1 hour and 5 minutes each week) of his time in this area. He discussed the students' personal problems with the parents mostly by telephone; occasionally he interviewed parents face-to-face regarding their children's personal problems.

This showed that Counsellor A spent about twice the amount of time of Counsellor C and about five times that of Counsellor B in counselling parents (see Figure 14). An average of 3.03% of their time was spent in this area each week.

4. Administrative Duties

Figure 15.

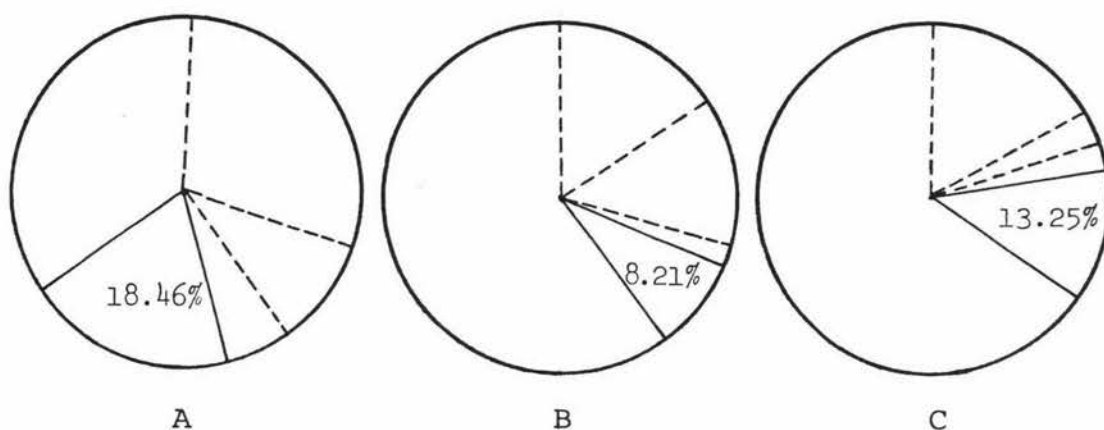


Figure 15. Total percentage of time spent on administrative duties

For administrative duties, Counsellor A spent a total of 18.46% (average of 7 hours and 37 minutes each week) of his time: 42.81% (weekly average of 3 hours and 16 minutes) of this time was spent in writing up personal interviews; 26.56% (weekly average of 2 hours and 1 minute) on enrolment; 9.84% (weekly average of 45 minutes) on correspondence; 7.66% (weekly average of 35 minutes) in filing and recording careers materials; 6.09% (weekly average of 28 minutes) on liaison with parents of new entrants and arrangement for organizations to visit the school; and the remaining 7% (weekly average of 32 minutes) of the time on truancy, and in filing and preparing court reports, testimonials, distributing guidance materials, and supervising classes for other teachers.

Administrative duties took up 8.21% (average of 3 hours and 9 minutes each week) of Counsellor B's time. Of this total, the counsellor spent 26.09% (weekly average of 49 minutes) in supervising classes for other teachers; 15.13% (weekly average of 29 minutes) on liaison with office staff; 14.98% (weekly average of 28 minutes) on correspondence; 13.99% (weekly average of 26 minutes) in distributing guidance materials and related matters; 5.59% (weekly average of 11 minutes) on truancy matters; 3.4% (weekly average of 6 minutes) in writing up personal interviews; and the rest of 20.8% (weekly average of 39 minutes) of the time on other minor administrative duties.

Counsellor C spent a total of 13.25% (average of 6 hours each week) of his time in this area. Of this total, 33.33% (weekly average of 2 hours) was used on correspondence; 15.62% (weekly average of 56 minutes) in filing and preparing reports; 13.89% (weekly average of 50 minutes) on the writing of notices and the checking of the availability of classrooms; 9.38% (weekly average of 34 minutes) in filing and recording careers materials; another 9.38% (weekly average of 34 minutes) in distributing guidance materials; and 18.4% (weekly average of 1 hour and 6 minutes) in supervising teachers' work, visiting classes, truancy, and liaison with educational authority.

The results showed that Counsellor A spent the most time on administrative duties, followed closely by Counsellor C and then by Counsellor B who spent only about half the amount of time by the other two counsellors (see Figure 15). On an average, it was found that 13.31% of the three counsellors' time was spent in this area each week.

5. Organizing and Teaching Careers Education, Social Education, Liberal Studies, and Subject Teaching

Counsellor A spent a total of 6.99% (average of 2 hours and 53 minutes each week) of his time in organizing and teaching careers education, liberal studies, as well as the organizing and supervision of work exploration programmes.

Figure 16.

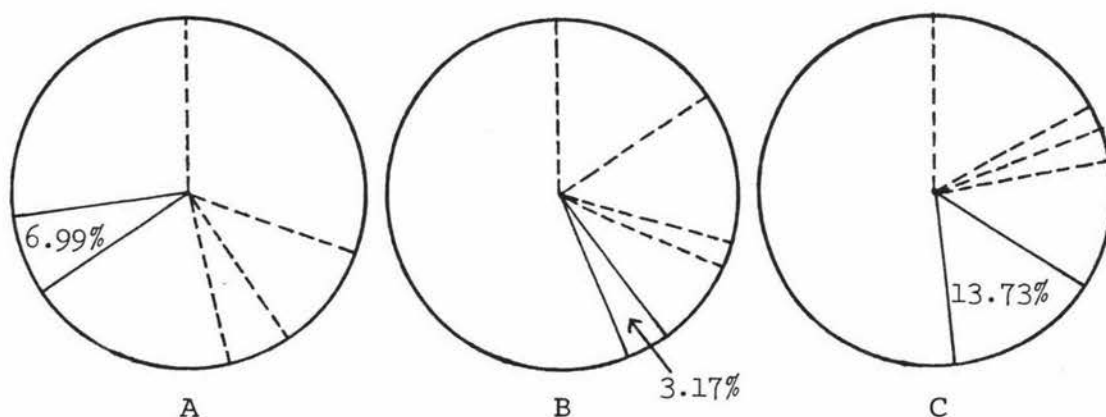


Figure 16. Total percentage of time spent in organizing and teaching careers education, social education, liberal studies, and subject teaching

Of this total, he spent 26.03% (weekly average of 45 minutes) in preparing and teaching careers education; 56.19% (weekly average of 1 hour and 37 minutes) on work exploration programmes; and the remaining 17.77% (weekly average of 31 minutes) of the time in preparing and teaching liberal studies.

Counsellor B spent a total of 3.17% (average of 1 hour and 13 minutes each week) of his time organizing and teaching careers education and social education. He spent 60.23% (weekly average of 44 minutes) of this time organizing and teaching social education; 24.37% (weekly average of 18 minutes) preparing and teaching careers education; and 15.59% (weekly average of 11 minutes) working with teachers in class.

In organizing and teaching careers education, work exploration programmes, and subject teaching, Counsellor C altogether spent a total of 13.73% (average of 6 hours and 13 minutes each week) of his time. Out of this total, 45.97% (weekly average of 2 hours and 51 minutes) was spent on the preparing and teaching of careers education;

35.57% (weekly average of 2 hours and 13 minutes) on work exploration programmes; and 18.46% (weekly average of 1 hour and 9 minutes) in preparing and teaching Psychology to 7th Form students.

In comparison, it was found that Counsellor C spent considerably more time than the other two counsellors in this area owing to the fact that he was involved in teaching Psychology to 7th Form students. Counsellor A spent a relatively small amount of his time in this activity of teaching and Counsellor B spent the least time in this area (see Figure 16). A weekly average of 7.96% of their time was found to have spent in this area by the three counsellors.

6. Liaison with Staff

Figure 17.

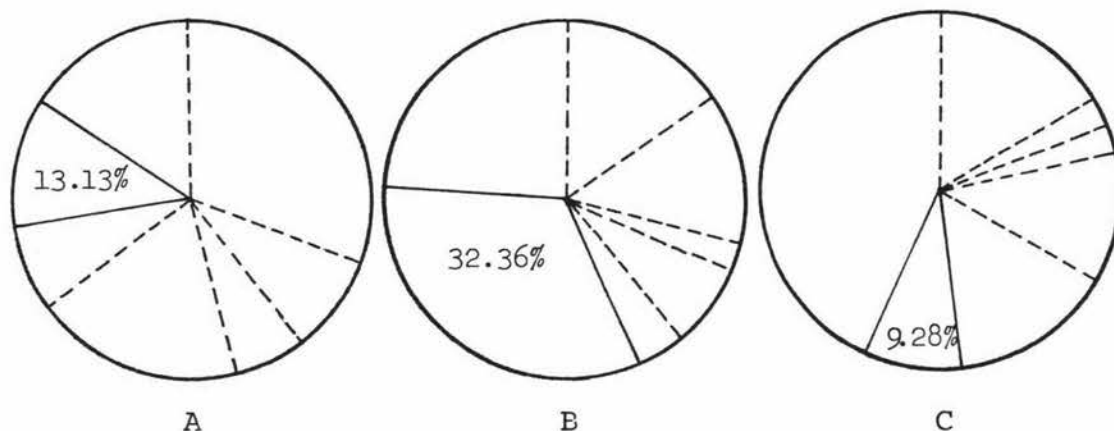


Figure 17. Total percentage of time spent on liaison with staff

In this area of activity, Counsellor A spent 13.13% (average of 5 hours and 25 minutes each week) of his time. This was spent in the following ways: 40.91% (weekly average of 2 hours and 13 minutes) on liaison with senior staff; 28.73% (weekly average of 1 hour and 39 minutes)

on staff meetings; and 30.36% (weekly average of 1 hour and 33 minutes) on liaison with junior staff.

On liaison with staff, Counsellor B spent a total of 32.36% (average of 12 hours and 25 minutes each week) of his time, of which 44.84% (weekly average of 5 hours and 34 minutes) was used on liaison with junior staff; 39.82% (weekly average of 4 hours and 57 minutes) on liaison with senior staff; and 15.34% (weekly average of 1 hour and 54 minutes) in attending staff meetings.

For Counsellor C, a total of 9.28% (average of 4 hours and 12 minutes each week) of his time was spent on liaison with staff members. Of this amount of time, 61.89% (weekly average of 2 hours and 36 minutes) was spent on liaison with senior staff; 21.29% (weekly average of 54 minutes) on staff meetings; and 16.83% (weekly average of 42 minutes) on liaison with junior staff members.

In comparison, it was found that Counsellor B spent almost three times the amount of time each of the other two counsellors spent in this area. Further study showed that a large proportion of this time was spent by Counsellor B in consultation with other guidance personnel in the school regarding group counselling. However, besides this, Counsellor B still spent the most time in general staff liaison, followed by Counsellor A and Counsellor C (see Figure 17). A weekly average of 18.26% of their time was spent in this area by the three counsellors.

7. Liaison with Outside Agencies

In liaison with outside agencies, Counsellor A spent a total of 6.74% (average of 2 hours and 47 minutes each week) of his time in this area. A great proportion of this time - 82.04% (weekly average of 2 hours and 17 minutes) was used in liaising with other personnel such as other guidance counsellors, Social Welfare Officers, Maori Affairs Officers, and psychologists, while the remaining 17.96% (weekly average of 30 minutes) was spent in attending regional counsellors meetings.

Figure 18.

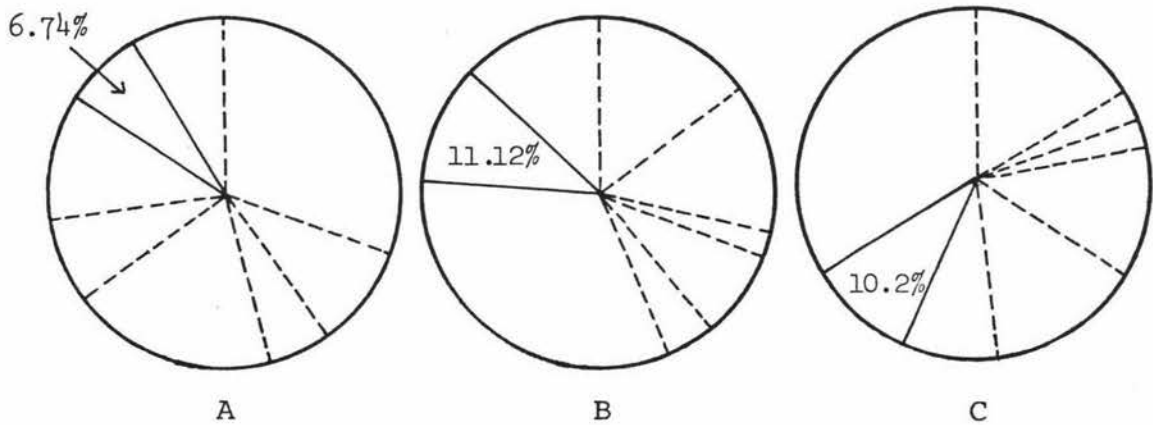


Figure 18. Total percentage of time spent on liaison with outside agencies

Counsellor B spent 11.12% (average of 4 hours and 16 minutes each week) of his time in the same area. He spent 58.2% (weekly average of 2 hours and 29 minutes) of this time on liaison with other personnel such as other guidance counsellors, psychologists, Maori Affairs Officers, and Social Welfare Officers. The remaining 41.8% (weekly average of 1 hour and 47 minutes) of the time was spent in attending counsellors meetings.

On his contacts with outside agencies, Counsellor C spent a total of 10.2% (average of 4 hours and 37 minutes each week) of his time. Eighty-seven percent (weekly average of 4 hours and 1 minute) of this time was mainly spent in liaising with personnel such as psychologists, Social Welfare Officers, and other welfare officers, the remaining 13% (weekly average of 36 minutes) of the time in attending supervision meetings.

The results showed that the amounts of time spent in this area by the three counsellors were very close, with Counsellor B spending the most time, followed by Counsellor C and then Counsellor A (see Figure 18). Averaging the results for the three counsellors, it was found that 9.35% of their time was spent on liaison with outside agencies.

8. Testing

Figure 19.

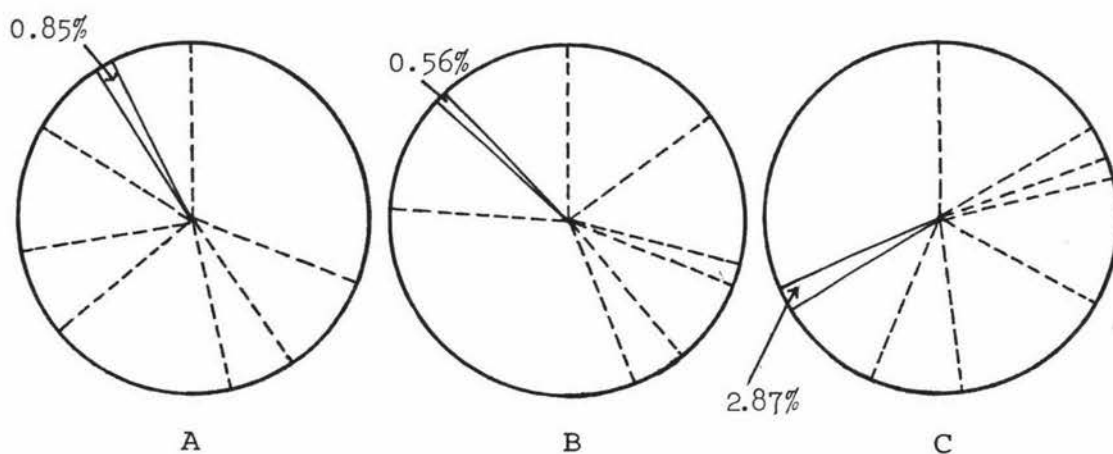


Figure 19. Total percentage of time spent on testing

In this area, Counsellor A spent a total of 0.85% (average of 21 minutes each week) of his time in carrying out the tasks. This time was used in the marking and supervising of individual and group tests. A more detailed description of the types of tests used by the three guidance counsellors can be seen in the next section of this chapter.

Testing took up only 0.56% (average of 13 minutes each week) of Counsellor B's time, of which 33.33% (weekly average of 4 minutes) was spent on individual tests; 22.22% (weekly average of 3 minutes) on group tests; 33.33% (weekly average of 4 minutes) on the marking of these tests; and 11.11% (weekly average of 1 minute) in discussing the test results with related teachers.

Counsellor C, however, spent 2.87% (average of 1 hour and 18 minutes each week) of his time on testing. Fifty percent (weekly average of 39 minutes) of this time was spent on individual testing whereas the other 50% (weekly average of 39 minutes) on the marking of these tests.

The results showed that Counsellor C spent the most time in this area of activity, followed by Counsellor A

and then by Counsellor B (see Figure 19). This gave an average of 1.43% of their time spent in this area each week.

9. Minor Responsibilities

Figure 20.

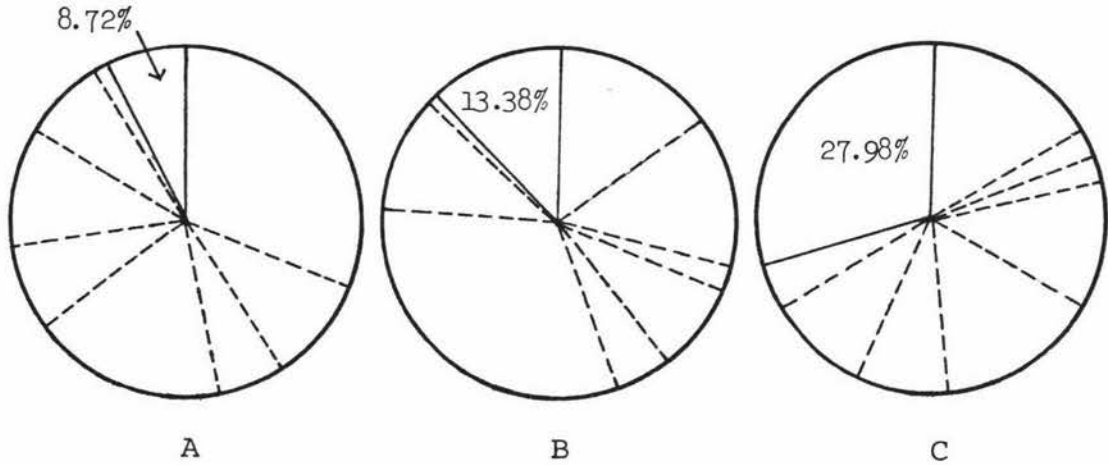


Figure 20. Total percentage of time spent on minor responsibilities

A total of 8.72% (average of 3 hours and 36 minutes each week) of Counsellor A's time was spent on a vast variety of other minor responsibilities. Of this total, 36.63% (weekly average of 1 hour and 19 minutes) was spent on tea-breaks; 21.78% (weekly average of 47 minutes) on professional studies; 15.18% (weekly average of 32 minutes) on school assemblies; and 26.4% (weekly average of 58 minutes) on other miscellaneous matters such as work reviews, sports activities, locating students, visiting other schools, liaison with employers, and students' consultation on school activities.

Counsellor B spent a total of 13.38% (average of 5 hours and 8 minutes each week) of his time in carrying out various minor responsibilities. He spent 29.66% (weekly average of 1 hour and 31 minutes) of this time on other

professional studies as well as attending seminars held outside the school; 20.48% (weekly average of 1 hour and 3 minutes) in attending PPTA meetings and related matters; 13.67% (weekly average of 42 minutes) on tea-breaks; and the remaining 36.19% (weekly average of 1 hour and 52 minutes) of the time on activities like school assemblies, locating students, and taking part in school social functions.

In the same area, Counsellor C spent 27.98% (average of 12 hours and 40 minutes each week) of his time on the following activities: 19.74% (weekly average of 2 hours and 30 minutes) in coaching rugby teams; 13.82% (weekly average of 1 hour and 45 minutes) on the supervision of work exploration placements; 11.35% (weekly average of 1 hour and 26 minutes) in attending PPTA meetings; 9.87% (weekly average of 1 hour and 15 minutes) in taking students on educational visits; 7.89% (weekly average of 1 hour) in travelling; another 7.89% (weekly average of 1 hour) on tea-breaks; 7.07% (weekly average of 54 minutes) in collecting and reading mail; 5.43% (weekly average of 41 minutes) in attending sport meetings; and the remaining 16.94% (weekly average of 2 hours and 9 minutes) on school assemblies, professional studies, liaison with employers, and work reviews and planning.

The results showed that, in this area of activity, Counsellor C spent more than twice the amount of time of Counsellor B and almost four times that of Counsellor A (see Figure 20). On a weekly average basis, it was found that 16.69% of the counsellors' time was spent in this area.

A general comparative summary of the above results for the nine major activities showed that Counsellor A spent the most time on the activities of individual counselling (29.81%), counselling parents (5.49%), and administrative duties (18.46%). Counsellor B spent most time on group counselling (13.99%), liaison with staff (32.36%),

and liaison with outside agencies (11.12%). Counsellor C, however, spent the most time on activities of organizing and teaching careers education and subject teaching (13.73%), testing (2.87%), and a series of minor responsibilities (27.98%).

B. More detailed examination of the nine major activities

It is envisaged that a deeper understanding of the types of functions performed by the guidance counsellors would be achieved by more detailed analysis of their activities. A closer examination of the nature of the task and the amount of time the three guidance counsellors spent on various elements of the major activities is made. For instance, in the area of individual counselling, consideration was given to how much time was spent on counselling individuals regarding personal, vocational, or educational problems. In staff liaison, how frequent were the contacts and how much time was spent in liaising with the various staff - principal, deputy principal, guidance teacher? What types of duties were the counsellors actually involved in in their minor activities? This is important information for knowing more exactly what kinds of functions guidance counsellors are performing within their roles.

1. Individual Counselling

The study found that a weekly average of 12 hours and 18 minutes was spent on individual counselling by Counsellor A. This included 5 hours and 45 minutes in counselling students on personal problems; 1 hour and 31 minutes on educational problems; and 5 hours and 2 minutes on vocational problems.

In the same area, Counsellor B spent a weekly average of 6 hours and 8 minutes of his time. This included 4 hours and 23 minutes on personal problems; 1 hour and 14 minutes on educational problems; and 31 minutes on vocational problems.

Table 3.

Amount of Time Spent on Various Individual
Counselling Problems by the Three Guidance Counsellors

Types of Problems	Counsellor A		Counsellor B		Counsellor C	
	Weekly Average	% of Total	Weekly Average	% of Total	Weekly Average	% of Total
	hr min.		hr min.		hr min.	
Personal	5 45	13.93	4 23	11.43	5 53	13.00
Educational	1 31	3.68	1 14	3.21	1 33	3.42
Vocational	5 2	12.20	- 31	1.35	- 24	0.88
Total	12 18	29.81	6 8	15.99	7 50	17.30

Counsellor C spent 7 hours and 50 minutes of his time on individual counselling. This time included 5 hours and 53 minutes on personal problems; 1 hour and 33 minutes on educational problems; and 24 minutes on vocational problems (see Table 3).

It was found that, in the area of individual counselling, all the three guidance counsellors spent the most time on personal problems and less time on educational problems. The amount of time they spent in counselling students regarding vocational problems varied greatly with Counsellor A spending about ten times more than the other two counsellors. This was due to the fact that Counsellor A took over this responsibility when the careers adviser of School A was absent for four weeks within the study period.

2. Group Counselling

The amount of time the three guidance counsellors spent on group counselling can be seen in the following table:

Table 4.
Amount of Time Spent on Various Group Counselling
Problems by the Three Guidance Counsellors

Types of Problems	Counsellor A		Counsellor B		Counsellor C	
	Weekly Average	% of Total	Weekly Average	% of Total	Weekly Average	% of Total
	hr min.		hr min.		hr min.	
Personal	2 34	6.22	4 46	12.42	- 4	0.15
Educational	- 41	1.65	- 13	0.56	1 10	2.57
Vocational	- 48	1.94	- 23	1.01	- 7	0.26
Total	4 3	9.81	5 22	13.99	1 21	2.98

As shown in Table 4, Counsellor A spent an average of 4 hours and 3 minutes of his time each week on group counselling. This included 2 hours and 34 minutes on personal problems; 41 minutes on educational problems; and 48 minutes on vocational problems.

Counsellor B spent 5 hours and 22 minutes of his time in the same area of which 4 hours and 46 minutes were spent on personal problems; 13 minutes on educational problems; and 23 minutes on vocational problems.

Counsellor C, however, spent only 1 hour and 21 minutes of his time on group counselling. This time included 4 minutes on personal problems; 1 hour and 10 minutes on educational problems; and 7 minutes on vocational problems.

This showed that both Counsellor A and Counsellor B spent much more time on group counselling than Counsellor C who spent only a very limited amount of time on this area of activity. In addition, Counsellor A and Counsellor B spent the most time on personal problems as compared to Counsellor C who dealt mainly with educational problems.

3. Counselling Parents

In the area of counselling parents, it was found that the three guidance counsellors had various ways of making contacts with the students' parents. These included interviews, telephone conversations, correspondence, home visiting, and joint discussion with the parent(s) and teachers concerned. Details of these are shown in Table 5 on page 70.

As can be seen from Table 5, the present study found that Counsellor A spent an average of 2 hours and 16 minutes each week in counselling parents. He did it by means of face-to-face interviews (1 hour and 17 minutes); telephone contact (35 minutes); and home visiting (24 minutes). It was found that all of these contacts with the parents were related to personal problems of the students.

Counsellor B spent only 28 minutes each week in this area: 8 minutes on face-to-face interviews; 12 minutes on contacts by telephone; 3 minutes on correspondence with parents; and 5 minutes on joint discussions with parents and teachers concerned. All these contacts with parents were also related to the students' personal problems.

Counsellor C spent 1 hour and 5 minutes of his time each week in this area. Of this amount of time, 52 minutes were spent on contacts with parents concerning the students' personal problems: 15 minutes by face-to-face interviews; 28 minutes on the telephone; 9 minutes by joint discussions with parents and teachers concerned. However, he also spent 8 minutes on educational problems: 5 minutes through interviews and 3 minutes by telephone. The remaining 5 minutes of his time was used in making contacts with parents by telephone regarding the students' vocational problems.

The most obvious characteristic of the three counsellors in the area of counselling parents was that their contacts with the parents were mainly concerned with the students' personal problems.

Table 5.
Amount of Time Spent in Counselling Parents
by the Three Guidance Counsellors

Problems	Counsellors	Types of Contact with Parents										Total		Grand Total	
		Interview		Telephone		Correspon- dence		Home Visiting		Discussion with parents & teachers					
		hr min.	%	hr min.	%	hr min.	%	hr min.	%	hr min.	%	hr min.	%	hr min.	%
Personal	A	1 17	3.11	- 35	1.41	- -	-	- 24	0.97	- -	-	2 16	5.49	2 16	5.49
	B	- 8	0.35	- 12	0.52	- 3	0.13	- -	-	- 5	0.22	- 28	1.22	- 28	1.22
	C	- 15	0.55	- 28	1.03	- -	-	- -	-	- 9	0.33	- 52	1.91	1 5	2.39
Educational	A	- -	-	- -	-	- -	-	- -	-	- -	-	- -	-		
	B	- -	-	- -	-	- -	-	- -	-	- -	-	- -	-		
	C	- 5	0.18	- 3	0.11	- -	-	- -	-	- -	-	- 8	0.30		
Vocational	A	- -	-	- -	-	- -	-	- -	-	- -	-	- -	-		
	B	- -	-	- -	-	- -	-	- -	-	- -	-	- -	-		
	C	- -	-	- 5	0.18	- -	-	- -	-	- -	-	- 5	0.18		

4. Administrative Duties

The range of administrative duties and the amount of time spent on them by the three guidance counsellors are presented in Table 6 on page 72.

It was found that Counsellor A spent an average of 7 hours and 37 minutes each week on administrative duties which included: 35 minutes on the filing and recording of careers materials; 45 minutes on correspondence; 4 minutes in filing or preparing court reports and/or testimonials; 28 minutes in arranging for organizations to visit the school and liaising with parents of new entrants; 2 hours and 1 minute on enrolment and liaison with office staff; 9 minutes on supervision of junior staff; 3 minutes in supervising classes for other teachers; 9 minutes in distributing guidance materials; 1 minute in liaising with educational authorities such as the local Education Board and representatives of the PTA and PPTA; 6 minutes on truancy and in locating students; and 3 hours and 16 minutes in writing up personal records.

Counsellor B was found to have spent an average of 3 hours and 9 minutes each week on administrative duties which included: 4 minutes in filing and recording careers materials; 28 minutes on correspondence; 9 minutes in filing or preparing court reports and/or testimonials; 29 minutes on enrolment and liaison with office staff; 3 minutes on supervision of junior staff; 49 minutes in supervising classes for other teachers; 7 minutes on work related to new appointments, availability of room and writing and putting up notices; 27 minutes in distributing guidance materials; 8 minutes on liaison with educational authority; 18 minutes on truancy and in locating students; 1 minute in checking and visiting classes; and finally, 6 minutes in writing up personal records.

In the same area, Counsellor C was found to have spent an average of 6 hours of his time each week. This time was spent on the following activities: 34 minutes in filing and recording careers materials; 2 hours on correspondence; 56 minutes in filing or preparing court reports and/or

Table 6.
Amount of Time Spent on Various Administrative Duties
by the Three Guidance Counsellors

Activities	Amount of time spent by each guidance counsellor on a weekly average basis					
	Counsellor A		Counsellor B		Counsellor C	
	hr min.	%	hr min.	%	hr min.	%
1 Filing and recording careers materials	- 35	1.41	- 4	0.17	- 34	1.25
2 Correspondence	- 45	1.82	- 28	1.22	2 -	4.42
3 Filing or preparing court reports	- 4	0.16	- 9	0.39	- 56	2.06
4 Arrange for organizations to visit school/Liaison with parents of new entrants	- 28	1.13	- -	-	- 2	0.07
5 Enrolment/Liaison with office staff	2 1	4.90	- 29	1.26	- 2	0.07
6 Supervision of junior staff	- 9	0.36	- 3	0.13	- 11	0.41
7 Supervising classes for teachers	- 3	0.12	- 49	2.13	- -	-
8 Work related to: New appointments/Availability of room/Notices	- -	-	- 7	0.30	- 50	1.84
9 Distributing guidance materials	- 9	0.36	- 27	1.17	- 34	1.25
10 Liaison with educational authority	- 1	0.04	- 8	0.35	- 29	1.07
11 Truancy/Locating students	- 6	0.24	- 18	0.78	- 9	0.33
12 Checking/Visiting classes	- -	-	- 1	0.04	- 13	0.48
13 Write-ups (Personal records)	3 16	7.92	- 6	0.26	- -	-
Average Weekly Total	7 37	18.46	3 9	8.21	6 -	13.25

testimonials; 2 minutes in arranging for organizations to visit the school and liaising with parents of new entrants; 2 minutes on enrolment and liaison with office staff; 11 minutes on supervision of junior staff; 50 minutes on work related to new appointments, availability of room and writing and putting up notices; 34 minutes in distributing guidance materials; 29 minutes on liaison with educational authority; 9 minutes on truancy and in locating students; and 13 minutes in checking and visiting classes.

In comparison, Counsellor A was found to have spent the most time on activities such as filing and recording careers materials; arranging for organizations to visit the school and liaising with parents of new entrants; enrolment and liaising with office staff; and writing up personal records. However, he spent the least amount of time on activities like filing or preparing court reports and/or testimonials; distributing guidance materials; liaising with educational authorities; truancy and locating students. He was also found to have spent no time at all on work related to new appointments, availability of room and writing and putting up notices; and checking and visiting classes. Counsellor B, when compared with the other two counsellors, spent the most time in supervising classes for other teachers and on truancy and locating students. He was found to have spent the least amount of time in filing and recording careers materials and on supervision of junior staff. He spent no time at all in arranging for organizations to visit the school and on liaison with parents of new entrants. Counsellor C, however, was found to have spent the most time on the following administrative duties: correspondence; filing or preparing court reports and/or testimonials; supervision of junior staff; work related to new appointments, availability of room and putting up notices; distributing guidance materials; liaison with educational authority; and checking and visiting classes. He spent the least time on enrolment and liaison with office staff and no time at all in supervising classes for other teachers and in writing up personal records.

5. Organizing and Teaching Careers Education, Social Education, Liberal Studies, and Subject Teaching

In matters like the organizing and teaching of careers education, social education, liberal studies, and subject teaching, the present study found that none of the three guidance counsellors was engaged in all the areas. The only common characteristic among them was that they all did spend some time on the preparation and teaching of careers education. Otherwise they spent different amounts of time on one or two particular areas (see Table 7).

Table 7.

Amount of Time Spent on Various Guidance Programme
Work by the Three Guidance Counsellors

Activities	Amount of time spent by each guidance counsellor on a weekly average basis					
	Counsellor A		Counsellor B		Counsellor C	
	hr min.	%	hr min.	%	hr min.	%
1 Preparing and teaching careers education	- 45	1.82	- 18	0.78	2 51	6.30
2 Work exploration programmes	1 37	3.92	- -	-	2 13	4.89
3 Organizing and teaching liberal studies	- 31	1.25	- -	-	- -	-
4 Organizing and teaching social education	- -	-	- 44	1.91	- -	-
5 Working/teaching with teachers in class	- -	-	- 11	0.48	- -	-
6 Subject teaching	- -	-	- -	-	1 9	2.54
Average Weekly Total	2 53	6.99	1 13	3.17	6 13	13.73

It can be seen from Table 7 that Counsellor A spent an average of 45 minutes each week in preparing and teaching careers education; 1 hour and 37 minutes on work exploration programmes; and 31 minutes in organizing and teaching liberal studies. He did not undertake any subject teaching.

Counsellor B spent an average of 18 minutes each week preparing and teaching careers education; 44 minutes organizing and teaching social education; 11 minutes working with teachers in class. He, like Counsellor A, did not engage in any subject teaching.

Counsellor C, however, was found to have spent an average of 1 hour and 9 minutes each week in teaching a non-examinable subject; 2 hours and 51 minutes in preparing and teaching careers education; and 2 hours and 13 minutes on work exploration programmes.

6. Liaison with Staff Members

The present study found that the three guidance counsellors ranged from a weekly average of 4 hours and 12 minutes to 12 hours and 25 minutes in liaising with staff. The following tables show the actual number of times the guidance counsellors saw or had contacts with their colleagues each week and the amount of time they spent on such contacts.

(a) Principal

On liaison with the principal, both Counsellor A and Counsellor B, in a period of seven weeks, had met their principals 14 times respectively. Counsellor A spent a total of 3 hours and 55 minutes on the contacts or 10.15% of the time spent on staff liaison, giving a weekly average of two contacts with 33 minutes spent on them. Counsellor B, however, spent 7 hours and 19 minutes on his 14 contacts with his principal, giving an average of 1 hour and 3 minutes on two contacts every week, or 8.46% of

Table 8.
Liaison with the Principal

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	14	3 55	2	- 33	10.15
B	7	14	7 19	2	1 3	8.46
C	4	8	4 55	2	1 13	28.97

the time spent on staff liaison. Counsellor C had eight contacts with his principal in four weeks. The amount of time spent was 4 hours and 55 minutes, giving an average of 1 hour and 13 minutes for two contacts each week, or 28.97% of the time spent on liaison with staff (see Table 8).

(b) Deputy Principal, Senior Master, and Guidance Coordinator

On liaison with deputy principal, senior master, and guidance coordinator¹, Counsellors A, B, and C had 20, 18, and nine contacts respectively. The total amount of time they spent on these contacts were 6 hours and 55 minutes for Counsellor A, 3 hours and 13 minutes for Counsellor B, and 3 hours and 45 minutes for Counsellor C. This gave a weekly average of 18.15% of the time spent on staff liaison or 59 minutes on 2.86 contacts for Counsellor A,

¹In School A and School B, the guidance coordinators were also the senior masters.

Table 9.
Liaison with Deputy Principal, Senior Master,
and Guidance Coordinator

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	20	6 55	2.86	- 59	18.15
B	7	18	3 13	2.57	- 28	3.76
C	4	9	3 45	2.25	- 56	22.22

3.76% or 28 minutes on 2.57 contacts for Counsellor B, and 22.22% or 56 minutes on 2.25 contacts for Counsellor C (see Table 9).

(c) Deans

Table 10.
Liaison with Deans

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	22	8 25	3.14	1 12	22.15
B	7	38	8 18	5.43	1 11	9.53
C	4	6	1 15	1.50	- 19	7.54

On liaison with deans, Counsellor A had 22 contacts with them in seven weeks. The total amount of time spent on these contacts was 8 hours and 25 minutes, giving a weekly average of 1 hour and 12 minutes on 3.14 contacts or 22.15% of the time spent on staff liaison. Counsellor B had 38 contacts in the seven weeks and the amount of time spent on them was 8 hours and 18 minutes, giving a weekly average of 9.53% of the total on staff liaison or 1 hour and 11 minutes on 5.43 contacts. Counsellor C had six contacts with his dean in four weeks. The amount of time spent was 1 hour and 15 minutes, giving a weekly average of 19 minutes on 1.5 contacts or 7.54% of the total liaison time (see Table 10).

(d) Heads of Departments

Table 11.

Liaison with Heads of Departments

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	2	- 35	0.29	- 5	1.54
B	7	15	4 15	2.14	- 36	4.83
C	4	-	- -	-	- -	-

On liaison with heads of departments, Counsellor A spent a total of 35 minutes on two contacts with them in a period of seven weeks. This gave a weekly average of five minutes on 0.29 contact or 1.54% of his time spent on staff liaison. Counsellor B spent a total of 4 hours and 15

minutes on 15 contacts with the heads of departments in seven weeks, and this gave a weekly average of 36 minutes on 2.14 contacts or 4.83% of the total on staff liaison. In School C, the guidance counsellor did not have any guidance contact with the heads of departments (see Table 11).

(e) Hostel Manager

Table 12.
Liaison with Hostel Manager

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	4	1 -	0.57	- 9	2.77
B	7	-	- -	-	- -	-
C	4	1	- 30	0.25	- 8	3.17

Only School A and School C had school hostels, therefore comparison was made just between these two schools. Counsellor A spent a total of one hour on four contacts with the hostel manager in a period of seven weeks, giving a weekly average of nine minutes on 0.57 contact or 2.77% of the time he spent on staff liaison. In School C, the counsellor spent 30 minutes on one contact with the hostel manager in a period of four weeks and this gave a weekly average of eight minutes on 0.25 contact or 3.17% of the total liaison time.

(f) School Nurse

Table 13.
Liaison with the School Nurse

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	-	- -	-	- -	-
B	7	31	7 13	4.43	1 2	8.32
C	4	-	- -	-	- -	-

Only School B had a nurse on the staff, so it was not possible to make any comparisons. However, in a period of seven weeks, Counsellor B spent a total of 7 hours and 13 minutes on 31 contacts with the school nurse. This gave a weekly average of 1 hour and 2 minutes on 4.43 contacts or 8.32% of the time he spent on staff liaison (see Table 13).

(g) Guidance Teacher and Careers Adviser

On liaison with the guidance teacher and/or careers adviser, Counsellor A spent only 30 minutes on two contacts with the careers adviser in seven weeks, giving a weekly average of 4 minutes on 0.29 contacts or 1.23% of the time he spent on staff liaison. This was influenced, however, by the fact that during the period of study, there was no guidance teacher in School A, and the careers adviser was absent for the first four weeks. However, Counsellor B spent a total of 4 hours and 19 minutes on 12 contacts with the guidance teacher and careers adviser in the

Table 14.
Liaison with Guidance Teacher/Careers Adviser

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	2	- 30	0.29	- 4	1.23
B	7	12	4 19	1.71	- 37	4.97
C	4	-	- -	-	- -	-

seven-week period of study, and this gave a weekly average of 37 minutes on 1.71 times of contact, or 4.97% of his time spent on staff liaison. Counsellor C, in the four weeks, made no such contacts as the position of careers adviser was vacant (see Table 14).

(h) Junior Staff

On liaison with junior staff (staff other than those previously nominated), Counsellor A spent a total of 8 hours and 25 minutes on 29 contacts with the junior staff of his school in the seven-week period. This gave a weekly average of 1 hour and 12 minutes on 4.14 contacts or 22.15% of the time he spent on staff liaison. Counsellor B spent a total of 38 hours and 59 minutes on 132 contacts with the junior staff in seven weeks, giving a weekly average of 5 hours and 34 minutes on 18.86 contacts, or 44.83% of the total liaison time. Counsellor C, however, spent only a total of 2 hours and 50 minutes on eight contacts in a period of four weeks, and this gave a

Table 15.
Liaison with Junior Staff

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on staff liaison
			hr min.		hr min.	
A	7	29	8 25	4.14	1 12	22.15
B	7	132	38 59	18.86	5 34	44.83
C	4	8	2 50	2.00	- 43	17.06

weekly average of 43 minutes on two contacts or 17.06% of the total time on staff liaison (see Table 15).

The above figures showed that Counsellor B spent about five and seven times more than the amount of time spent by Counsellor A and Counsellor C respectively on this area. The records showed that Counsellor B spent a great deal of this time chatting with teachers at school after 3.30 p.m. on each school day.

As a whole, Counsellor A spent 78.14% (4 hours and 14 minutes) of the total 5 hours and 25 minutes each week on actual liaison with the staff, the remaining 21.86% (1 hour and 11 minutes) of the time was spent in attending staff meetings. Counsellor B spent 84.7% (10 hours and 31 minutes) of the total 12 hours and 25 minutes each week on actual liaison with the staff while 15.3% (1 hour and 54 minutes) was spent in attending staff meetings. In the same area, Counsellor C spent 78.96% (3 hours and 19 minutes) of the 4 hours and 12 minutes each week in actual liaising with the staff and 21.03% (53 minutes) was spent in attending staff meetings.

In the area of staff liaison, it was found that Counsellor A spent the most time in liaising with the deputy principal, senior master, and guidance coordinator; deans; and hostel manager. He spent the least amount of time in liaising with his principal; heads of departments; and guidance teacher/careers adviser. Counsellor B, however, spent the most time in liaising with heads of departments; guidance teacher/careers adviser; and junior staff. He also spent quite a great percentage of time liaising with the school nurse but spent much lesser time with the deputy principal, senior master, and guidance coordinator. Counsellor C was found to have had the most contacts with his principal but least contacts with deans; hostel manager; and junior staff.

7. Liaison with Outside Agencies

The following section analyzes the frequency of contact and the amount of time spent on liaison with outside agencies by the three guidance counsellors in the period of study. These outside agencies included Psychological Services, Social Welfare Department, Maori Affairs Department, Vocational Guidance Officers, Army Recruiting Officers, State Service Recruitment Officers, RNZAF Careers Officers, other guidance counsellors, Probation Officers, Alateen, Tertiary Institutions, and Visiting Teachers. Details of these contacts can be seen in the following:-

(a) Psychologists

Counsellor A spent a total of 2 hours and 15 minutes on eight contacts in a period of seven weeks with educational psychologists. This gave a weekly average of 19 minutes on 1.14 contacts or 11.38% of the time he spent on liaison with outside agencies. Counsellor B, in the same length of time, spent a total of 4 hours and 18 minutes on his 11 contacts, which gave a weekly average of 37 minutes

Table 16.
Liaison with Psychologists

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly		Average
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	8	2 15	1.14	- 19	11.38
B	7	11	4 18	1.57	- 37	14.45
C	4	9	3 30	2.25	- 53	19.13

on 1.57 contacts or 14.45% of the total on liaison with outside agencies. Counsellor C, in a period of four weeks, spent 3 hours and 30 minutes on nine contacts, which gave a weekly average of 53 minutes on 2.25 contacts or 19.13% of the time spent on liaison with outside agencies (see Table 16).

(b) Social Welfare Department

In the seven-week study period, Counsellor A spent a total of 2 hours and 20 minutes on his nine contacts with the Social Welfare Department. This gave a weekly average of 20 minutes on 1.29 contacts or 11.98% of the time he spent on liaison with outside agencies. Counsellor B, in the same period, spent a total of 5 hours and 22 minutes on his 21 contacts with the Department, which gave a weekly average of 46 minutes on three contacts or 17.97% of the total on liaison with outside agencies. Counsellor C, in a period of four weeks, spent 4 hours and 5 minutes

Table 17.
Liaison with Social Welfare Department

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	9	2 20	1.29	- 20	11.98
B	7	21	5 22	3	- 46	17.97
C	4	5	4 5	1.25	1 1	22.02

on five contacts and this gave a weekly average of 1 hour and 1 minute on 1.25 contacts or 22.02% of his total time on liaison with outside agencies (see Table 17).

(c) Maori Affairs Department

Table 18.
Liaison with Maori Affairs Department

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	7	- 35	1	- 5	2.98
B	7	4	1 10	0.57	- 10	3.91
C	4	4	3 5	1	- 46	16.61

Counsellor A, in a period of seven weeks, contacted the Maori Affairs Department seven times and spent a total of 35 minutes on such contacts, which gave a weekly average of five minutes on one contact, or 2.98% of the time he spent on liaison with outside agencies. In the same period, Counsellor B made four contacts with the Department and spent a total of 1 hour and 10 minutes on them. This gave a weekly average of 10 minutes on 0.57 contact or 3.91% of the total liaison time. Counsellor C, however, contacted the Department four times in a period of four weeks and spent a total of 3 hours and 5 minutes on these contacts. This, as a result, gave a weekly average of 46 minutes on one contact or 16.61% of the time he spent on liaison with outside agencies.

(d) Vocational Guidance Officers

Table 19.

Liaison with Vocational Guidance Officers

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	13	2 45	1.86	- 24	14.37
B	7	6	1 35	0.86	- 14	5.47
C	4	2	- 20	0.50	- 5	1.81

On liaison with vocational guidance officers, Counsellor A spent a total of 2 hours and 45 minutes on 13 contacts in a period of seven weeks. This gave a weekly average of

24 minutes on 1.86 contacts or 14.37% of the time he spent on liaison with outside agencies. Counsellor B, in seven weeks, spent 1 hour and 35 minutes on six contacts which gave a weekly average of 14 minutes on 0.86 contact or 5.47% of the total liaison time. Counsellor C spent 20 minutes on two contacts in a period of four weeks and this gave a weekly average of five minutes on 0.50 contact or 1.81% of the time he spent on liaison with outside agencies (see Table 19).

(e) Army Recruiting Officers and others

Table 20.

Liaison with Army Recruiting Officers, State Services Recruitment Officers, and RNZAF Careers Officers

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly Average		
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	8	1 10	1.14	- 10	6
B	7	2	- 15	0.29	- 2	0.78
C	4	4	1 20	1	- 20	7.22

On liaison with Army Recruiting Officers, State Services Recruitment Officers, and RNZAF Careers Officers, Counsellor A spent a total of 1 hour and 10 minutes on eight contacts in a period of seven weeks. This gave a weekly average of 10 minutes on 1.14 contacts or 6% of the time he spent on liaison with outside agencies. Counsellor B, in the same length of time, made two contacts and spent

15 minutes on both, giving a weekly average of two minutes on 0.29 contact or 0.78% of the total liaison time. Counsellor C spent 1 hour and 20 minutes on four contacts in a period of four weeks. This gave a weekly average of 20 minutes on one contact or 7.22% of the total time on liaison with outside agencies (see Table 20).

(f) Other Guidance Counsellors

Table 21.
Liaison with Other Guidance Counsellors

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly		Average
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	12	7 10	1.71	1 1	36.53
B	7	13	15 30	1.85	2 13	51.95
C	4	4	2 25	1	- 36	13

In seven weeks, Counsellor A spent a total of 7 hours and 10 minutes on 12 contacts with other guidance counsellors. This gave a weekly average of 1 hour and 1 minute on 1.71 contacts, or 36.53% of the time spent on liaison with outside agencies. Counsellor B, also in seven weeks, spent a total of 15 hours and 30 minutes on 13 contacts with other guidance counsellors and this gave a weekly average of 2 hours and 13 minutes on 1.85 contacts or 51.95% of the total liaison time. Counsellor C, in four weeks, spent 2 hours and 25 minutes on four contacts, giving a weekly average of 36 minutes on one contact or

13% of the total time he spent on liaison with outside agencies (see Table 21).

The figures showed that the three counsellors had had significant numbers of contacts with other guidance counsellors and the amounts of time they spent on such contacts were considerably large in comparison with the time they spent on contacts with other outside agencies. The results disclosed that both Counsellors A and B had more contacts with other guidance counsellors than Counsellor C. This was probably because the locations of School A and School B were close to other schools within the district and thus provided them with easy access to other counsellors. School C, however, was relatively far from other secondary schools, and consequently Counsellor C was unable to have as many contacts with other counsellors as his counterparts.

(g) Probation Officer, Alateen and others

Table 22.

Liaison with Probation Officer, Alateen, Tertiary Institutions, and Visiting Teachers

Counsellor	Length of study (weeks)	No. of contacts	Total time spent	Weekly		Average
				No. of contacts	Time spent	% of weekly total on liaison with outside agencies
			hr min.		hr min.	
A	7	16	3 18	2.29	- 28	16.77
B	7	6	1 40	0.86	- 14	5.47
C	4	6	3 45	1.50	- 56	20.22

Finally, on liaison with Probation Officer, Alateen, tertiary institutions, and visiting teachers, Counsellor A spent a total of 3 hours and 18 minutes on 16 contacts he made in a seven-week period, giving a weekly average of 28 minutes on 2.29 contacts or 16.77% of the time he spent on liaison with outside agencies. Also in seven weeks, Counsellor B spent 1 hour and 40 minutes on six contacts which gave a weekly average of 14 minutes on 0.86 contacts or 5.47% of the total liaison time. Counsellor C, in four weeks, spent a total of 3 hours and 45 minutes on six contacts which gave a weekly average of 56 minutes on 1.5 contacts or 20.22% of the time he spent on liaison with outside agencies (see Table 22).

These figures showed that, on a weekly average basis, the three guidance counsellors varied significantly in the amounts of time they spent on liaison with the various agencies. In this area of activity, it was found that Counsellor C spent four times the amount of time spent by Counsellor B and twice that of Counsellor A.

Figure 21 on page 91 gives a summary of the amount of time the three guidance counsellors spent on their contacts with staff members within the school and with various outside agencies on a weekly average basis. It can be seen from the figure that, comparatively, Counsellor A only spent the most time with the vocational guidance officers while Counsellor B was ahead of the other two counsellors in several liaison activities such as with the principal; deans; heads of department; the school nurse; the guidance teacher/careers adviser; junior staff; and other guidance counsellors. Counsellor C, however, spent the most time with the deputy principal, senior master and guidance co-ordinator; hostel manager; Social Welfare Department; Maori Affairs Department; psychologists; Army Recruiting Officers, State Services Recruitment Officers; RNZAF Careers Officers; and Probation Officer, Alateen, tertiary institutions, and visiting teachers.

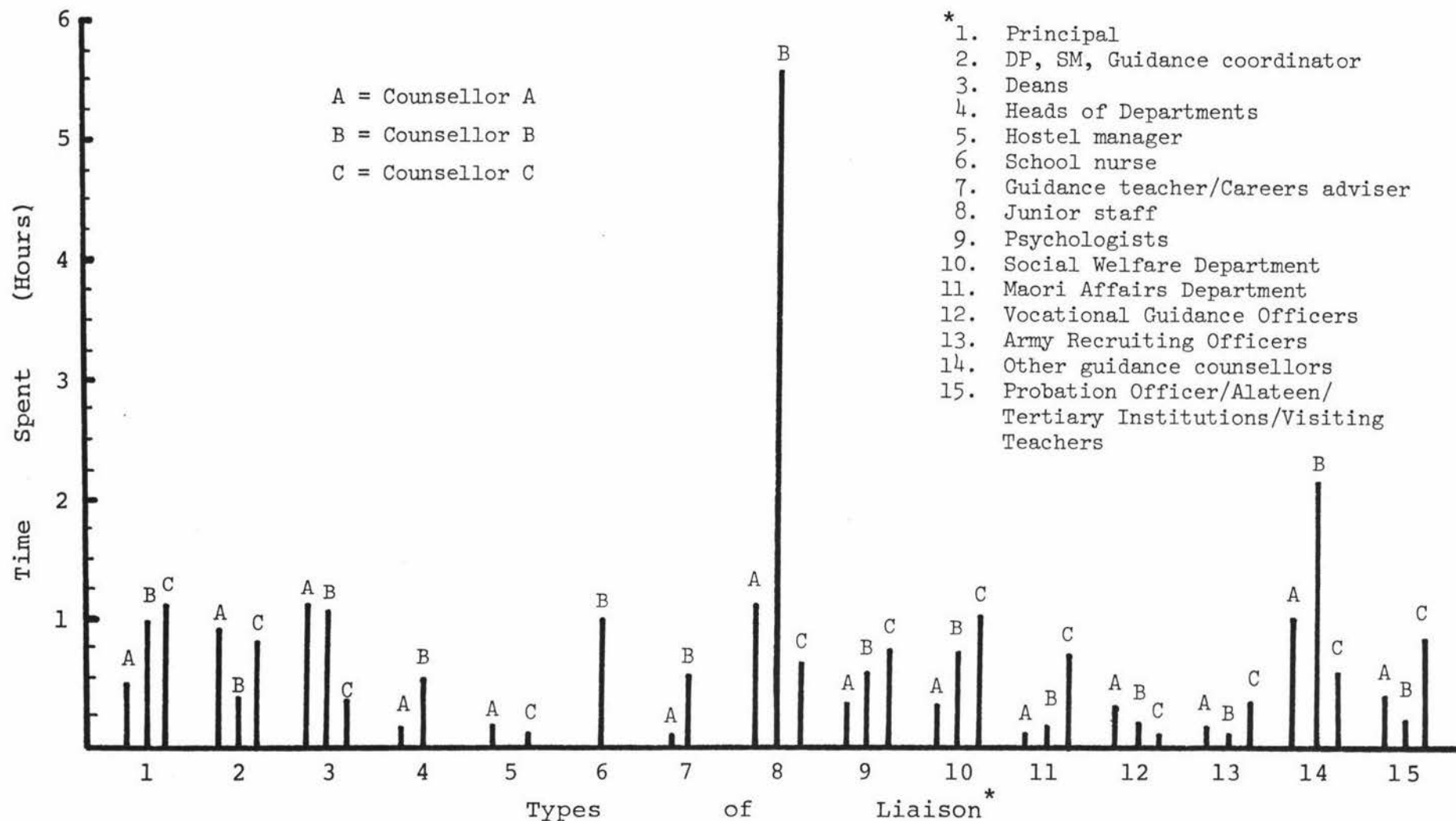


Figure 21. Amount of time the three guidance counsellors spent on liaison with staff and outside agencies on a weekly average basis

8. Testing

A study of the types of tests and the amount of time involved in administering and marking such tests by the three counsellors was made. In the period of the study, it was found that APU, PAT, and Reading tests were the most commonly administered tests. Other tests used by the counsellors were: the Ravens, SHEIK, Army Careers, Otis, Mooney Problem Checklist, PAT Study Skills and WISC. The total amount of time spent on testing over the study period ranged from 1 hour and 30 minutes to 5 hours and 10 minutes.

Table 23 shows the types of tests used and the amount of time spent by each counsellor on such tests.

Table 23.
Types of Tests Used and the Amount of Time Spent
by the Three Guidance Counsellors

Types of Tests	Amount of time spent by each guidance counsellors		
	Counsellor A	Counsellor B	Counsellor C
	hr min.	hr min.	hr min.
Ravens	- -	- 15	- -
SHEIK	- 5	- -	- -
Reading	- 40	- -	- 45
APU	1 5	- 20	2 15
PAT	- -	- 40	- -
Army Careers	- 20	- -	- -
Not-specified	- 15	- 15	2 10
Total amount of time spent	2 25	1 30	5 10
Length of study (weeks)	7	7	4

9. Other Minor Responsibilities

The present study found that all the three guidance counsellors, besides engaging themselves in a number of major activities as already mentioned, also had a wide variety of minor responsibilities as shown in Table 24 on page 94.

It was found that Counsellor A spent a weekly average of 8.72% (3 hours and 36 minutes) of his time on the following minor activities: 1.3% (32 minutes) on school assemblies; 0.24% (6 minutes) in locating and arranging students for interviews; 3.19% (1 hour and 19 minutes) on tea-breaks; 0.4% (10 minutes) on liaison with employers; 1.90% (47 minutes) on professional studies; 0.40% (10 minutes) on work review and planning; 0.61% (15 minutes) on students' consultation about school activities; 0.36% (9 minutes) on sports activities; and 0.32% (8 minutes) in visiting other schools.

In comparison, Counsellor B spent a weekly average of 13.38% (5 hours and 8 minutes) of his time on minor responsibilities. The amount of time and the types of activities involved were: 0.60% (14 minutes) on school assemblies; 0.74% (17 minutes) in locating and arranging students for interviews; 0.52% (12 minutes) on student general consultations; 1.82% (42 minutes) on tea-breaks; 0.22% (5 minutes) on liaison with employers; 3.95% (1 hour and 31 minutes) on professional studies; 2.09% (48 minutes) on work review and planning; 0.70% (16 minutes) on students' consultation about school activities; and the remaining 2.74% (1 hour and 3 minutes) in attending PPTA meetings.

The present study found that Counsellor C spent much more time on a wider variety of relatively minor activities than the other two counsellors. He spent a weekly average of 27.98% (12 hours and 40 minutes) of his time on the following activities: 1.58% (43 minutes) on school assemblies; 0.62% (17 minutes) in locating and arranging students for interviews; 2.21% (1 hour) on tea-breaks; 0.59% (16 minutes) on liaison with employers; 0.62% (17 minutes) on professional studies; 0.22% (6 minutes) on work review

Table 24.
Amount of Time Spent on Other Responsibilities
by the Three Guidance Counsellors

Activities	Amount of time spent by each guidance counsellor on a weekly basis					
	Counsellor A		Counsellor B		Counsellor C	
	hr min.	%	hr min	%	hr min	%
1 School assembly	- 32	1.30	- 14	0.60	- 43	1.58
2 Arranging students for interviews	- 6	0.24	- 17	0.74	- 17	0.62
3 Time allocated for student consultation	- -	-	- 12	0.52	- -	-
4 Tea-breaks	1 19	3.19	- 42	1.82	1 -	2.21
5 Liaison with employers	- 10	0.40	- 5	0.22	- 16	0.59
6 Professional studies	- 47	1.90	1 31	3.95	- 17	0.62
7 Work review and planning	- 10	0.40	- 48	2.09	- 6	0.22
8 Students' consultation on school activities	- 15	0.61	- 16	0.70	- -	-
9 Educational visits	- -	-	- -	-	1 15	2.76
10 Collecting and reading mail	- -	-	- -	-	- 53	1.95
11 Sports activities (attending sport functions/coaching)	- 9	0.36	- -	-	2 35	5.71
12 Sports meetings	- -	-	- -	-	- 41	1.51
13 Travelling	- -	-	- -	-	1 -	2.21
14 Supervision of work exploration placements	- -	-	- -	-	1 45	3.87
15 Counselling adult students	- -	-	- -	-	- 3	0.11
16 PPTA meetings	- -	-	1 3	2.74	1 26	3.17
17 Visiting other schools	- 8	0.32	- -	-	- 23	0.85
Total	3 36	8.72	5 8	13.38	12 40	27.98

and planning; and 2.76% (1 hour and 15 minutes) in taking students on educational visits. He also spent 1.95% (53 minutes) in collecting and reading mail; 5.71% (2 hours and 35 minutes) in coaching sports teams; 1.51% (41 minutes) in attending sports meetings; and 2.21% (1 hour) in travelling. The time he spent on supervision of work exploration placements was 3.87% (1 hour and 45 minutes). Other minor responsibilities undertaken by him included 0.11% (3 minutes) in counselling adult students; 3.17% (1 hour and 26 minutes) on PPTA meetings; and 0.85% (23 minutes) in visiting other schools.

The above figures indicated that Counsellor C, comparatively, spent a significantly larger amount of time on a greater number of minor responsibilities than the other two counsellors. It was found that his major activities included sports activities, supervision of work exploration placements, and PPTA meetings. Both Counsellor A and Counsellor B were engaged in a relatively smaller number of activities and the amounts of time they spent on these activities were more evenly distributed.

Amount of Time Spent After 3:30 p.m.

Even though the official "knock-off" time for most teaching staff is said to be 3:30 p.m. each week day, a study was made on the amount of time each guidance counsellor spent beyond this time. The amount of time calculated in this study involved from the time immediately after 3:30 p.m. in which the counsellor still remained at school until he left the school and the time he spent at home answering telephone calls from parents, employers, colleagues, students, and various social service agencies. This time also included the work the counsellor did at home which had direct relation to his roles and function as a school counsellor, for example, attending supervision or supportive groups in the evening, professional studies, and writing a particular report for the principal. It was found that all the three counsellors in this study spent

an average of about two hours each day working either at school or at home after 3:30 p.m.

In a period of seven weeks (excluding weekend work), Counsellor A spent a total of 67 hours and 20 minutes outside the normal school hours. This gave a daily average of 1 hour and 59 minutes and a weekly average of 9 hours and 37 minutes. Counsellor B spent a total of 64 hours and 45 minutes, a daily average of 1 hour and 58 minutes and a weekly average of 9 hours and 15 minutes. Counsellor C, in a period of four weeks, spent a total of 45 hours and 15 minutes, a daily average of 2 hours and 16 minutes and a weekly average of 11 hours and 18 minutes.

Number and Sex of Students Interviewed/Counselled

During the period of the study, an effort was made to compare the number of students interviewed/counselled and the amount of time spent on these interviews by the three guidance counsellors. However, it must be pointed out that the number of students involved in this particular analysis might include those who paid regular visits to the guidance counsellor as well as those who were interviewed only once. The main purpose of this analysis was to indicate the number of students the counsellors saw in this period and the amount of time they spent on pupil contact in relation to other activities.

It was found that Counsellor A spent a total of 120 hours and 5 minutes interviewing 335 students in a period of seven weeks. Of this amount of time, 49 hours and 45 minutes was spent in interviewing 135 boy students; 55 hours and 20 minutes interviewing 152 girl students; and the remaining 15 hours interviewing 48 students whose sexes were not specified by the counsellor.

Counsellor B spent a total of 81 hours and 42 minutes in the seven weeks interviewing 392 students: 41 hours and 10 minutes was spent in interviewing 251 boy students; 34 hours and 37 minutes interviewing 114 girl students; and 5 hours and 55 minutes interviewing 27 students whose sexes

were not specified by the counsellor.

Counsellor C, in four weeks, spent a total of 35 hours and 45 minutes interviewing 85 students. However, he was unable to recall the sexes of the students he had interviewed and therefore a comparison among these counsellors in this activity would not be feasible and appropriate. On average, Counsellors A, B, and C interviewed/counselled 48, 56, and 21 students respectively each week (see Table 25).

Table 25.

Number and Sex of Students Interviewed/Counselled and the Amount of Time Spent by the Three Guidance Counsellors

Counsellor	Length of study (weeks)	Boys		Girls		Sex not-specified		Total		Weekly Average (Number)
		Number	Time spent	Number	Time spent	Number	Time spent	Number	Time spent	
			hr min.		hr min.		hr min.		hr min.	
A	7	135	49 45	152	55 20	48	15 -	335	120 5	48
B	7	251	41 10	114	34 37	27	5 55	392	81 42	56
C*	4							85	35 45	21

* Counsellor C did not specify the sexes of the students interviewed/counselled.

A Comparison of the Strang Study and the Present Study

In Strang's study, quoted earlier, he found that the typical New Zealand guidance counsellor spent from 11 to 15 hours each week in counselling individual students, from one to five hours on the following - group counselling, counselling parents and family, visiting homes, staff

Table 26.
Comparative Studies on Time Allocations to Role Components
by Guidance Counsellors Each Week

Activities	STRANG'S STUDY						PRESENT STUDY		
	Percentage of Counsellors						Counsellor		
	Hours per week allocated to various activities						A	B	C
							hr min.	hr min.	hr min.
1 Individual Counselling	14%	32.8%	26.2%	11.5%	3.3%	1.6%	12 18	6 8	7 50
	below 10 hrs	11-15	16-20	21-25	31-35	36			
2 Group Counselling	9.8%	63.9%	21.3%	3.3%			4 3	5 22	1 21
	None	1-5	6-10	11-15					
3 Counselling Parents	9.8%	75.4%	11.5%	1.6%			2 16	- 28	1 5
	None	1-5	6-10	11-15					
4 Administrative Duties	54%	28.3%	9.6%				7 37	3 9	6 -
	None	1-5	6-10						
5 Social Education	Organizing	32.8%	57.4%	4.9%	1.6%		2 53	1 13	6 13
		None	1-5	6-10	11-15				
	Teaching	34.4%	52.5%	11.5%					
		None	1-5	6-10					
6 Subject Teaching	86.9%	9.8%	1.6%				- -	- -	1 9
	None	1-5	11-15						
7 Liaison with Staff	1.6%	67.2%	26.2%	1.6%	1.6%		5 25	12 25	4 12
	None	1-5	6-10	11-15	16-20				
8 Liaison with Outside Agencies	6.6%	82%	9.8%				2 47	4 16	4 37
	None	1-5	6-10						
9 Other Responsibilities	54.1%	19.7%	16.4%	6.6%			3 36	5 8	12 40
	None	1-5	6-10	11-15					

liaison, liaison with outside agencies, organizing social education, teaching social education and doing administrative duties. The typical counsellor did not teach any examinable subjects.

A comparison between the Strang study and the present one showed that there were certain similarities and differences between the two and these can be seen from Table 26.

Time spent on individual counselling

Strang revealed in his study that 32.8% of the counsellors spent between 11 and 15 hours a week in counselling individual students; 26.2% spent 16 and 20 hours; 11.5% spent 21 and 25 hours; 3.3% spent between 31 and 35 hours; 1.6% spent 36 hours; and 14% spent below 10 hours. The three counsellors in the present study each spent 12 hours 18 minutes, 6 hours 8 minutes, and 7 hours 50 minutes respectively in counselling individual students. Even within this group of three counsellors there was considerable variation, and two of the counsellors were in the bottom 14% of Strang's data and one in the major group of 32.8%.

Time spent on group counselling

The results of the present study on group counselling (4 hours 3 minutes, 5 hours 22 minutes, and 1 hour 21 minutes by Counsellors A, B, and C respectively) corresponded with the time spent by the majority of counsellors (63.9%) found by Strang in which these counsellors spent between one and five hours weekly on the area. Strang also found that 21.3% of the counsellors spent between six and 10 hours a week on this area; 3.3% spent between 11 and 15 hours; and 9.8% did not engage in this activity at all.

Time spent in counselling parents and family

Strang found that 75.4% of the counsellors spent between one and five hours per week counselling parents or visiting homes; 11.5% spent between six and 10 hours; 1.6% spent between 11 and 15 hours; and 9.8% spent no time at all in this area. The figures found in this study ranged from 28 minutes to 2 hours 16 minutes. All three guidance counsellors in the present study did engage themselves in this activity even though less time was spent on home visiting as compared to counselling parents at school or by means of telephone.

Time spent on administrative duties

Strang received only a 46% response on the question of time spent on other activities. It was found that 28.3% of the counsellors spent between one and five hours per week on administrative and clerical duties and 9.6% of them spent between five and 10 hours on clerical work. The three counsellors of the present study, however, spent 7 hours 37 minutes, 3 hours 9 minutes, and 6 hours respectively per week on administrative duties which included the filing and recording of careers materials; correspondence; filing and preparing court reports/testimonials; truancy; enrolment; locating runaway students; supervising teachers' work; supervising classes for other teachers; writing up personal records; liaising with parents of new entrants; and arranging for organizations to visit the school.

Time spent on subject teaching and the organizing and teaching of careers education, social education, liberal studies, and work exploration programmes

In Strang's study, only 11% of all the counsellors were found to have responsibilities in subject teaching; however, a high percentage was found to have spent between one and five hours organizing and teaching social education.

In comparison, only Counsellor C in the present study was engaged in subject teaching (a non-examinable subject) but all three counsellors were reported to be spending 2 hours 53 minutes, 1 hour 13 minutes, and 6 hours 13 minutes respectively per week organizing and teaching careers education, social education, liberal studies, and work exploration programmes. (The time spent on subject teaching by Counsellor C was also included in his data.)

Time spent on liaison with staff

In Strang's study, 67.2% of the counsellors were found to have spent from one to five hours per week on staff liaison while 26.2% spent from 6 to 10 hours; 1.6% spent from 11 to 15 hours; 1.6% spent from 16 to 20 hours; and another 1.6% spent no time at all on this area.

The present study revealed considerable variation in this area - Counsellor A spent 5 hours 25 minutes on staff liaison, Counsellor B 12 hours 25 minutes, and Counsellor C 4 hours 12 minutes - with two counsellors in the category involving the largest percentage (67.2%) in Strang's work, and one in the upper limit areas.

Time spent on liaison with outside agencies

In this area, Strang found that 82% of the counsellors spent between one to five hours per week in liaising with outside agencies - with 2 hours 47 minutes, 4 hours 16 minutes, and 4 hours 37 minutes respectively by the three counsellors in the present study. The amount of time spent by the counsellors in this study was close to one another and fitted the norm of other counsellors. Strang, however, also found that 6.6% did no liaison with outside agencies at all and 9.8% spent from six to 10 hours on this activity.

Time spent on other responsibilities

The Strang study received only a 46% response regarding the amount of time spent on "other" activities. Nineteen percent of the total counsellors spent between one and five hours per week on these activities; 16.4% spent between six and 10 hours; and 6.6% spent between 11 and 15 hours. Strang classified these other responsibilities as general administrative and clerical duties which included testing; enrolment; teaching examinable subjects; playground, bus or block duty; truancy involvement; leading clubs within the school; and coaching summer or winter sports. The present study, however, divided these responsibilities into two different categories in which the first one consisted mainly of administrative and clerical duties as described earlier in the section regarding "administrative duties". The residue of other activities undertaken by the counsellors included attending school assemblies; arranging students for interviews; time allocated for student consultation; tea-breaks; liaison with employers; professional studies; work review and planning; consultation with students on school activities; taking students on educational or vocational visits; collecting and reading mail; sports activities; sports meetings; travelling; supervision of work exploration placements; counselling adult students; attending PPTA meetings; and visiting other schools. The present study found that the three counsellors spent 3 hours 36 minutes, 5 hours 8 minutes, and 12 hours 40 minutes respectively on these activities, with the latter score figuring in the upper levels of Strang's findings.

It was difficult to make comparisons between this study and that undertaken by Strang. The data obtained from the three counsellors in most cases fitted into the majority grouping determined by Strang. However, the large scale questionnaire approach has a tendency to

disguise some quite extensive variations among particular subjects and this was evident from the data obtained from the three counsellors in the case study approach. It is only when consideration is given to the more detailed analysis of time and activities that these differences will emerge and they serve as an important complement and qualifier to questionnaire findings.

Chapter V

DISCUSSION AND CONCLUSION

This chapter seeks to (1) discuss particular issues that emerged from the present study and consider their implications; (2) point out the limitations and strengths of the study; (3) make suggestions for future research; and (4) make some concluding statements.

Issues Emerging from the Study

The results of the present study, in general terms, indicated that the subjects were involved in a wide range of activities in performing their roles as school guidance counsellors. The work patterns and the time allocations observed promoted several issues which are significant to the understanding of the role of the guidance counsellor in general. These issues appeared to be those of:

(a) Generalist vs. Specialist Approach

It was found that a "generalist" approach had been adopted by the three guidance counsellors from this study. This is likely to be the most common pattern in this country for all guidance counsellors.

The present study found that all the three guidance counsellors were extensively involved in the now three familiar areas, i.e., (i) educational guidance; (ii) vocational guidance; and (iii) personal-social guidance. Even though each guidance counsellor was found to have spent different amounts of time over the three areas, the allocation to these areas indicated that they were the major concerns of the counsellor as compared to other possible activities. This suggested, on the one hand, the fact that counsellors perhaps adopted a "generalist" approach as recommended by government bodies and professional organizations (cf. Commission on Education, Working Party Report on Guidance, and PPTA's policy on Guidance). On the other

hand, it might also indicate that this represents a clear expectation from the work settings, or perhaps even as a result of training emphases. It was not possible from the present study to determine why such an approach had been adopted. Its implication to the service, however, seems to be that guidance counsellors generally provide a wide range of helping services to the pupils whose needs are constantly changing as a result of the on going trend in the demands of the society. With the complexity of these demands which have been placed on the individual pupils and the limited resources and personnel in the school, the counsellor has, therefore, no other alternatives but to take up as many duties as appropriate.

(b) Workload

The workload of guidance counsellors appears as heavy as has already been reported in most studies.

The present study found that the three guidance counsellors had extensive working weeks including time spent on guidance related work during the weekend. Besides centering on providing guidance and counselling services to the pupils in the educational, vocational, and personal-social domains, it was found that a large proportion of the counsellors' time was spent on various supplementary activities such as administrative duties, liaison with staff, attending meetings, and extra-curricular activities. The amount of time the three guidance counsellors spent in having direct student contacts (through individual and group counselling) accounted for only about 30% of the total time they spent in each week. The rest of the time was allocated to administrative duties, staff liaison, liaison with outside agencies, liaison with parents, employers, and other duties not involving direct counselling of pupils. This means that the counsellors were involved in a tremendous amount of other commitments and dealt with a wide range of people both in and out of the school setting. Staff liaison and consultation appears to be an important aspect of the counsellors' role and

responsibilities towards students and is consistent with the generalist approach.

Even though the present study did not make any attempt to find out the opinions of the three guidance counsellors on their workload as to whether they felt overloaded, several questionnaire survey studies (cf. Strang, 1974 and McDiarmid, 1979) have indicated that this was the case for the majority of counsellors.

(c) Teaching

The three guidance counsellors were responsible for either organizing and teaching social education/liberal studies programmes or engaging in subject teaching.

The question regarding the guidance counsellor's responsibility in organizing and teaching social education and liberal studies programmes had been debated during the late 1960s and in the early 1970s. The Education Department's Working Party Report on Guidance (1971) recommended that this should be the responsibility of the guidance counsellor while the PPTA Working Party Report (1974) argued that the guidance counsellor should not undertake this responsibility but should instead make use of this time for more direct contacts with the pupils. It was found that two of the three guidance counsellors in this study were responsible for the organizing and teaching of either social education or liberal studies programmes. The third counsellor, however, was involved in teaching a non-examinable but time-tabled subject. In addition, all the three guidance counsellors were found to have responsibility in teaching careers education to classes. It appears as though classroom contact of some kind is part of the experience of counsellors and none of them gave indications of wanting to keep out of this area of activity.

(d) Administration

The three guidance counsellors undertook large numbers of administrative duties and similar minor responsibilities.

Although this area is rather similar to the one discussed previously regarding the counsellors' workload, it is, however, necessary to regard this as another important issue since the amount of time the counsellors spent in these areas was significantly large. In other words, it obviously affected tremendously the amount of time the counsellors could spend on direct person-to-person contact. In the Working Party Report (1971:47), it was recommended that clerical assistance would be required for the guidance counsellor if the guidance network of the school was to function effectively and the skills of related personnel be made use of to the maximum. The present study found no indication of this service being provided for the three guidance counsellors who spent a large amount of time weekly on administrative duties. The amount of time the three guidance counsellors spent in this area ranked fourth in the amounts of time spent within the nine major categories of activities each week while the time they spent in carrying out other minor responsibilities ranked third. These two categories of activities undertaken by the three guidance counsellors, if combined and averaged, came to a massive 30.67% of their time they spent each week. By looking at these figures and the types of activities the three guidance counsellors were involved in, it is not difficult to see the extensive weight of their load and the diverse responsibilities which they faced. This inevitably has potential for role ambiguity and role conflict experience, and counsellors need to work very hard to clarify their responsibilities in this area and to seek assistance for their administrative tasks.

(e) Varying Emphases

As has already been stated, it was found that even though there was much in common that the guidance counsellors were doing there were differences in their activities. For example, one counsellor was mainly involved in providing a counselling service to individual pupils and in administrative duties (the amount of time he spent in

these areas accounting for almost half the amount of time he spent in a week); a second counsellor spent most time on liaison with staff and in counselling pupils (the amount of time he spent in these two areas also added up to about half of the time he spent each week); the third counsellor, however, had still a different emphasis spending a large proportion of his time in carrying out a range of minor activities and this, along with the time he spent in counselling pupils, accounted for half of his activities. Whether these distinct differences reflect the different needs of these schools or the different expectations which had been put upon the counsellors is a question that needs to be further examined. It is also very likely that these unique aspects may represent the results of three different types of personalities and preferred work habits.

Limitations and Strengths of the Study

As previously mentioned, it was thought that several disadvantages could relate to the day-to-day recording method adopted for this study. In actuality it did not seem to be any hindrance, but there is no way of knowing how accurate the recording was. During the period when the researcher was involved in collecting daily recording materials from the three guidance counsellors, it was found that, for a time, two of the three were finding it difficult to note down all the activities which they had undertaken and they had to rely on memory, sometimes having to recall some activities after a day or two. However, in discussion, the counsellors indicated that they would try to avoid this problem and they were much more diligent about their recording. Secondly, the duration of the study was rather short and it took place over a particular time of the year and thus the results could only represent the activities undertaken by the three guidance counsellors during one segment of the year. However, even though the duration of the study was short,

it reviewed a relatively sizeable segment of time and was comprehensive. As to the time of the study, it was indicated by the counsellors that most of the activities which they undertook in this period could be regarded as typical examples of their work which they would normally undertake throughout the whole school year. Finally, because the three guidance counsellors knew that the number of counsellors taking part in this study was small and the materials collected from them would be compared in the end, it was thought that they might unwittingly bias their recordings in order to present a "good picture". The extent to which this might have occurred is unknown, but the results themselves do not suggest this to any marked extent. One other limitation found in the present study was that the researcher was not able to constantly remind the three guidance counsellors to make the recordings in greater details and as a result, a small percentage of the activities recorded and reported by them was rather confusing and ambiguous and it was difficult for the researcher to arrange them into specific categories. In most of these cases, this was rectified by referring it back to the counsellor concerned and then made the necessary clarification and correction, and only very rarely that the researcher had to make his own judgement in classifying data.

Despite these limitations, the most significant advantage of the present study was that it was done in a systematic, comprehensive, and detailed manner. The information obtained through this study revealed the actual role performances of these counsellors as compared to those generally collected through questionnaire survey which tend to give only a general picture. The day-to-day recording method adopted by the present study required the counsellors to keep systematic and detailed records of what they did while they retained their freedom and flexibility in presenting such records. However, this could not be done in a questionnaire survey since all the questions would have to be very general and non-specific and

consequently, the results would also be general.

Suggestions for Future Research

Future research in this area could involve more counsellors in the study and lengthen the duration of the study period so as to get a much more complete account of the total role performances of guidance counsellors. This would be a major research undertaking, but it would nevertheless provide significant information as to what and how guidance counsellors do their jobs and would tap variations to do with locations, or training experiences. Furthermore, other issues such as the types of expectations and needs of each individual school setting and the needs and work habits of each individual counsellor could also be studied. This would be informative as to the forces operating to bring about variations in role performances.

Conclusions

Overall, this study has provided some additional information and understanding on what guidance counsellors in New Zealand schools are actually doing. In itself it has not provided any major or unique findings that could describe the characteristics of the role of guidance counsellors overall, but, as additional material to go alongside other studies done on this topic, it provides complementary information. The most important feature that came out of the study was that despite many similarities there were quite marked differences among the three individuals, and that these differences might well be masked by other procedures of determining role behaviour.

APPENDICES

Guide SheetIndividual Counselling

<u>Code No.</u>	<u>Personal-social Items</u>
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A1a	Personal problems
A1b	Home problems
A1c	Teacher difficulty
A1d	School rule breaking
A1e	Student's request for appointment
A1f	Class placement
A1g	Professional referral
A1h	Recreational information

<u>Code No.</u>	<u>Educational Items</u>
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A2a	Course structure and choice/educational information
A2b	Learning difficulty

<u>Code No.</u>	<u>Vocational Items</u>
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A3a	Vocational clarification or information/ joint counselling with a staff
A3b	Visit jobs
A3c	Work placement
A3d	Counsellor acts as referee

<u>Code No.</u>	<u>General Matters</u>
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A4	Counselling
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Group Counselling

<u>Code No.</u>	<u>Items</u>
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B1	Personal/Joint counselling
B2	Educational/Joint counselling
B3	Vocational/Joint counselling

Counselling Parents

<u>Code No.</u>	<u>Items</u>
C1a	Face-to-face interview regarding pupil's personal problems
C1b	Face-to-face interview regarding pupil's vocational problems
C1c	Face-to-face interview regarding pupil's educational problems
C2a	Liaison with parents by telephone about pupil's personal problems
C2b	Liaison with parents by telephone about pupil's vocational problems
C2c	Liaison with parents by telephone about pupil's educational problems
C3a	Liaison with parents by correspondence about pupil's personal problems
C3b	Liaison with parents by correspondence about pupil's vocational problems
C3c	Liaison with parents by correspondence about pupil's educational problems
C4	Home visiting
C5	Face-to-face interviews with parent(s) and teacher(s) together

Clerical and Administrative Duties

<u>Code No.</u>	<u>Items</u>
D1a	Filing and recording careers materials
D1b	Correspondence
D1c	Filing or preparing (court) report/ writing testimonials
D1d	Arrange for other organizations to visit school
D1e	Talk to parents of new entrants and prepare related programmes
D1f	Enrolment
D1g	Liaison with office staff

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Dlh	Supervising junior staff
Dli	Supervising classes for teachers
Dlj	Work related to new appointments/checking availability of room/writing notices

Testing

<u>Code No.</u>	<u>Items</u>
D2a	Individual tests
D2b	Group tests
D2c	Marking tests and writing up test results
D2d	Discussion with staff/students about test results
D3a	Distributing guidance materials
D3b	Liaison with educational authority

Teaching

<u>Code No.</u>	<u>Items</u>
E1	Teaching examinable subjects
E2	Teaching non-examinable subjects
E3	Preparing teaching materials
E4	Careers education teaching
E5	Working with teachers in class

Social Education/Liberal Studies

<u>Code No.</u>	<u>Items</u>
F1	Organizing social education/liberal studies
F2	Teaching social education/liberal studies

Staff Liaison

<u>Code No.</u>	<u>Items</u>
G1	Guidance meeting within the school
G2	Meeting with guidance coordinator

G3	Liaison with senior staff
G4	Liaison with junior staff
G5	Staff meeting

Other Responsibilities

<u>Code No.</u>	<u>Items</u>
H1	Truancy and locating students
H2	Checking or visiting class
H3	Liaison with outside agencies: psychologists, Social Welfare Officers, police, RNZAF Careers Officers, visiting teachers and others
H4	School assembly
H5	Locating and arranging students for interviews
H6	Time allocated for students' consultations
I1	Personal recording
I2	Tea-breaks
I3	Talk/correspondence with employers
I4	Professional studies
I5	Attending careers seminar outside school
I6	Regional counsellors' meeting
I7	Students' consultation on school activities
I8	Writing report for principal
I9	Taking students on educational visits
I10	Collecting and reading mail
I11	Sports related activities
I12	Sports meetings
I13	Time spent on travelling
I14	Supervising students' work exploration placements
I15	PTA/PPTA meetings
I16	Weekend work

Questionnaire

1. Your age: _____
2. Time spent in present school position as Guidance Counsellor: _____
3. Formal teaching qualifications:
None _____
N.Z. Primary Teaching Certificate _____
N.Z. Secondary Teaching Certificate _____
Others _____
4. Which societies/associations do you belong to?
N.Z.E.I. _____
P.P.T.A. _____
N.Z.P.S. _____
N.Z.A.S.W. _____
N.Z.C.G.A. _____
Others _____
5. How many papers have you done in each of the following subject areas?
Education: _____
Psychology: _____
Sociology: _____
Anthropology: _____
Maori Studies: _____
Others: _____
6. On an average, how many in-service training (on guidance) days have you attended each year since being appointed to your present position?
_____ days
7. Is there a careers adviser in your school?
No _____
Male careers adviser _____
Female careers adviser _____

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8. Is your position extra to the normal staffing entitlement for your school? _____
9. What P.R. units are allocated to your position?
- | | |
|-------------|-------------|
| P.R.1 _____ | P.R.3 _____ |
| P.R.2 _____ | P.R.4 _____ |
10. What sort of previous work experience in permanent position have you got?
- | <u>Positions/Occupations</u> | <u>Period of employment</u> |
|------------------------------|-----------------------------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |
| e. _____ | _____ |
11. What sort of community activities related to counselling in which you have previously been engaged, or are currently engaged in? (e.g. Marriage Guidance Work, Church Youth Work, and Youthline, etc.)
- | <u>Nature of activities</u> | <u>Time</u> |
|-----------------------------|-------------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |
| e. _____ | _____ |
12. The approximate size of your office: _____
13. Telephone: Through switchboard _____
- Private line _____
14. Easy chairs for clients: _____
15. Carpet in office: _____
16. Lockable filing system: _____
17. Waiting area: Private _____
- Public _____
18. Number of pupils in your school: _____
19. Sex of pupils: a. Approximate no. of boys: _____
- b. Approximate no. of girls: _____
- c. Approximate no. of non-pakeha children: _____

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20. Of the children you normally see, please indicate the referral source:

Self referral:	_____ %	Careers Adviser:	_____ %
Principal/D.P./		Form teacher:	_____ %
S.A.M./S.M.:	_____ %	Other teachers:	_____ %
Deans/Tutors:	_____ %	Friends of child:	_____ %
Parents:	_____ %	Others:	_____ %

21. The quality of your relationships with other staff:

	Excel- lent	Good	Satis- factory	Unsatis- factory	Very unsatis- factory
Principal	_____	_____	_____	_____	_____
D.P.	_____	_____	_____	_____	_____
S.A.M.	_____	_____	_____	_____	_____
S.M.	_____	_____	_____	_____	_____
Deans, HODs	_____	_____	_____	_____	_____
Careers Adviser	_____	_____	_____	_____	_____
Guidance Coor- dinator	_____	_____	_____	_____	_____
Rest of teaching staff	_____	_____	_____	_____	_____

22. Please indicate the extent of consultation with other staff:

	often	sometimes	rarely	never
Principal	_____	_____	_____	_____
D.P.	_____	_____	_____	_____
S.A.M.	_____	_____	_____	_____
S.M.	_____	_____	_____	_____
Deans, HODs	_____	_____	_____	_____
Careers Adviser	_____	_____	_____	_____
Guidance Coor- dinator	_____	_____	_____	_____
Rest of teaching staff	_____	_____	_____	_____

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23. To what extent do other staff members carry out the recommendations which you make?

	often	sometimes	rarely	never
Principal	_____	_____	_____	_____
D.P.	_____	_____	_____	_____
S.A.M.	_____	_____	_____	_____
S.M.	_____	_____	_____	_____
Deans, HODs	_____	_____	_____	_____
Careers Adviser	_____	_____	_____	_____
Guidance Coor- dinator	_____	_____	_____	_____
Rest of teaching staff	_____	_____	_____	_____

24. What proportion of the school staff do you feel you know well enough for effective contact over guidance matters? _____ %
25. Have you any form of staff in-service training concerning guidance and counselling within the school?

26. In your opinion, what proportion of staff are non-sympathetic to the idea of a guidance counsellor in the school? _____ %
27. Does your school have a formal guidance network set out on paper, or in the school scheme?
_____ (Yes/No)
28. Are guidance network meetings held regularly?
_____ (Yes/No)
How often if yes _____
29. Who acts as the main co-ordinator of guidance?

30. Rank the following people in order, according to the extent to which they are involved in the guidance network of the school (enter 1, 2, 3, etc. indicating rank).

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Principal	_____	Guidance Coordinator	_____
D.P.	_____	Guidance Counsellor	_____
S.A.M.	_____	Careers Adviser	_____
S.M.	_____	Form teachers	_____
Deans, HODs	_____	Others	_____

31. Are you consulted in the formation of policy about such as discipline, school regulations, etc.?
often _____ sometimes _____ rarely _____ never _____
32. Are you consulted by other staff about academic matters such as subject options, course structure, streaming, etc.?
often _____ sometimes _____ rarely _____ never _____
33. How often do the leaders of the school student government call on you for advice and guidance concerning student policy and action?
often _____ sometimes _____ rarely _____ never _____
34. How often do you attend the meetings of the school council or prefects?
often _____ sometimes _____ rarely _____ never _____
35. Of the non-pakeha children in your school, please indicate the approximate number of children in the different ethnic groups:

	<u>Approximate number</u>
Maori	_____
Pacific Islanders	_____
Others:	_____

36. How many hours of your time is spent with non-pakeha children? _____ hours each week.
37. Do you have any problem counselling these non-pakeha children? _____

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38. Do you have any playground, bus or block duty?

playground _____

bus _____

block duty _____

39. Are you involved in following up truancy cases?

40. Does your school have some form of social education/
liberal education programme?

If yes,	3rd Form	4th	5th	6th	7th
At what levels in the school does this operate?	_____	_____	_____	_____	_____
How many period a week does it operate for?	_____	_____	_____	_____	_____
Are you involved in teaching these courses?	_____	_____	_____	_____	_____
Are you involved in planning these courses?	_____	_____	_____	_____	_____

41. Testing:

	A	B	C	D	E	F
On how many occasions would you administer tests in a year?						
_____	_____	_____	_____	_____	_____	_____
Which tests do your school own?	_____	_____	_____	_____	_____	_____
Do Psychological Services and/or Vocational Gui- dance Services admini- ster any of these tests for you?	_____	_____	_____	_____	_____	_____

(NB: A = I.Q. Group Test

B = I.Q. Individual Test

C = Personality Adjustment Test

D = Interest Test

E = Reading Attainment Diagnostic

F = Others)

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Professional training and present position

42. In your opinion, does the training you received provide you with the necessary expertise in doing your job?

_____ (Yes/No)

43. What percentage do you think this training contributes to the total competence of your present profession?

_____ %

44. Of all the required papers you have done during your professional training, please indicate in rank order those you found most meaningful and which you think were helpful to your present position:

Human Development (Adolescence)	_____
Educational Guidance	_____
Measurement and Evaluation	_____
Vocational Guidance	_____
Counselling	_____
Special Education and Social Services	_____
Social and Organizational Contexts	_____
Psychology of Work	_____
Vocational Psychology	_____
Special Topic _____	_____

45. Please indicate your personal view on the degree of importance of the following activities which may or may not relate to your present position.

	Very impor- tant	Impor- tant	Not impor- tant	Should not be under- taken
Pupil interviews concerning personal problems	_____	_____	_____	_____
Discussions with staff members	_____	_____	_____	_____
Interviews with parents	_____	_____	_____	_____

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	Very impor- tant	Impor- tant	Not impor- tant	Should not be under- taken
Visits to homes	—	—	—	—
Administration, filing w/b cards	—	—	—	—
Enrolments	—	—	—	—
Liaison with con- tributing schools	—	—	—	—
Liaison with out- side agencies (Medical, Psycho- logical, Social Welfare, etc.)	—	—	—	—
Vocational guidance interviews	—	—	—	—
Arranging career visits	—	—	—	—
Assistance with job placements	—	—	—	—
Vocational guidance in group sessions	—	—	—	—
Parent training in child rearing (evening discus- sions, etc.)	—	—	—	—
Planning academic courses	—	—	—	—
Changing subject options	—	—	—	—
Testing (psycholo- gical assessments)	—	—	—	—
Staff training in counselling	—	—	—	—
Organizing orienta- tion week	—	—	—	—
Social/liberal edu- cation programme	—	—	—	—
Teaching	—	—	—	—
School duty	—	—	—	—

Thank You Very Much For Your Help!

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