

AN ABSTRACT OF THE THESIS OF

Janet Lynn Jones for the degree of Doctor of Education  
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BY MEMBERS WHO ARE OREGON PUBLIC SCHOOL  
COUNSELORS

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The fate of the public school counseling profession is an issue that receives extensive attention within the professional literature. This study was initiated as an attempt to bring together those two groups recognized as being most capable of initiating positive change and growth within the profession: professional counseling organizations and individual school counselors.

An original, three section, counselor survey questionnaire was designed, validated, and field tested by this researcher to determine counselor perceptions of existing professional counseling association services and activities. Section I of the instrument solicits respondent information regarding affiliation with other professional organizations and degree of involvement in Oregon Personnel and Guidance Association and Oregon School Counselors Association (OPGA-OSCA) activities. Section II contains 36 statements, each represented by a four point Likert-type scale, that define nine major areas

of counseling associations' services and activities. These nine topics are as follows: (1) Communication to members; (2) Representation of members; (3) Publications provided to members; (4) Workshops; (5) Conferences; (6) Placement service; (7) Ethical and legal leadership; (8) Political leadership; and (9) Human rights. Additionally, as means to provide pertinent information regarding the effectiveness of organizational communication to members, respondents are given the option, for each item, to choose a zero response indicating "I am not aware of this service." Section III contains five questions concerning the associations' strengths, weaknesses, and additionally needed services.

Initial and follow-up mailing of the questionnaire to Oregon public school counselors who were members of OPGA-OSCA resulted in a 65.27 percent return rate of usable survey instruments. Instrument reliability, item analyses, non-response bias, and zero response bias were computed respectively by the Kuder-Richardson formula 20, biserial correlation, Chi-square analysis, and t-tests.

A three-way analysis of variance, fixed design with F-tests at the .05 level of significance were used to determine significant differences within the seven null hypotheses. Results relative to the hypotheses are indicated below:

1. No significant perception difference was found to exist between certified and non-certified counselors.

2. Significant perception differences existed between elementary and secondary counselors.
3. Significant perception differences existed between counselors within 100 miles of major urban areas and counselors who work beyond 100 miles of major urban areas.
4. Significant interaction effects existed between counselor certification levels and counselor grade levels.
5. No significant interaction effects existed between counselor certification levels and counselor geographic locations.
6. Significant interaction effects existed between counselor grade levels and counselor geographic locations.
7. Three-way interaction effects among certification, grade and geographic location levels were not analyzed due to a lack of data within one cell of the eight cell design.

General conclusions from the study revealed that urban, secondary counselors were, for the most part, more positive regarding their perceptions of the Oregon professional counseling associations. Proximity, that is, the nearer the geographic location of a counselor's work site in relation to the majority of OPGA-OSCA sponsored activities, was determined as having a significant positive effect on counselor perceptions.

Overall, counselors perceived the associations in a favorable and constructive manner. Yet, as substantiated by individual counselor comments from the last section of the instrument, better

organization-counselor communication would greatly improve membership involvement and eventually begin to resolve the counselor role definition dilemma.

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School Counselors

by

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## TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION	1
Purpose of the Study	5
Need for the Study	6
Theoretical Base of the Study	7
Definition of Terms	9
Basic Assumptions	10
Limitations of the Study	10
Summary	11
II. REVIEW OF THE LITERATURE	13
The State of the Profession as Related to Counselor Role and Function	13
Counselor Education	16
Professional Associations	18
Summary	22
III. METHODS AND PROCEDURES	24
Development of the Instrument	25
Composition of the Surveyed Population	27
Data Collection Procedure	28
Treatment of the Data	28
Hypotheses to be Tested	31
Summary	32
IV. SPECIFIC STATISTICAL RATIONALES AND RESULTS OF THE STUDY	34
Compilation and Handling of the Data	35
Survey Return Rate Data	35
Non-response Bias	35
Item Analysis	37
Item Discrimination	39
Analysis of Variance	40
Zero Response Analysis	44
Findings Related to the Hypotheses	45
Hypothesis 1	45
Hypothesis 2	46



	<u>Page</u>
Hypothesis 3	46
Hypothesis 4	48
Hypothesis 5	48
Hypothesis 6	50
Hypothesis 7	51
Findings Not Directly Related to the Hypotheses	52
Organization Affiliation and Degree of Membership Activity	52
Respondent Narratives	53
Summary	54
 V. SUMMARY, DISCUSSION, AND RECOMMENDATIONS	 57
Introduction	57
Summary	57
Discussion	59
Recommendations	64
 BIBLIOGRAPHY	 66
 APPENDICES	
Appendix A. OPGA-OSCA Membership Survey, 1975	 71
Appendix B. Codesheet for OPGA-OSCA Membership Survey	 75
Appendix C. Letter to Executive Board Members	76
Appendix D. Counselor Comments	77
Appendix E. Survey Cover Letter	87
Appendix F. Survey Follow-up Letter	88
Appendix G. Item Analysis Summary	89
Appendix H. Mean Item Responses by Factors	90

## LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Chi-square table of non-respondents by levels of factors.	36
2	a. Elementary respondents cell matrix by levels of factors.	38
	b. Secondary respondents cell matrix by levels of factors.	38
3	Number of respondents by levels of factors.	41
4	Mean responses for each level of each factor.	41
5	Analysis of variance summary.	42
6	Summary of t-test analysis of differential zero response rate between levels of factors.	44
7	Percentage of respondents categorized by membership in professional associations.	52
8	Percentage of respondents categorized by self rating or degree of activity in OPGA-OSCA sponsored events.	53

## LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Bar graph displaying the mean responses of elementary and secondary counselors.	47
2	Bar graph displaying the mean responses of counselors within and beyond 100 miles of a major urban area.	47
3	Line graph displaying interaction between status and grade.	49
4	Line graph displaying the interaction between grade level and proximity.	49

# PERCEPTIONS OF OPGA-OSCA SERVICES AND ACTIVITIES BY MEMBERS WHO ARE OREGON PUBLIC SCHOOL COUNSELORS

## CHAPTER I

### INTRODUCTION

Concern exists regarding the effectiveness and even the necessity of counseling in the public schools. The literature is replete with articles and research pertaining to three specific areas: counselors' professional status as affected by differences in counselor role and function definitions; counselor education; and professional counseling associations.

The confusion that surrounds attempts to clarify the role and function of the school counselor is exemplified by the works of Eckerson (1971), Berdie (1972), Dinkmeyer (1973), Lindley (1973), Mitzel (1973), Odell, L. (1973), and Lindersmith (1975). L. Odell (1973) elaborates on the counselor role conflict:

A well known debate is again in progress: Will the counselor be a generalist, providing educational, vocational, and personal services to students, or will the counselor choose the area of service in which he or she feels most competent and comfortable and become the educational or the vocational or the personal counseling specialist in the school? (p. 153)

The trend among administrators and boards of education toward reducing counseling budgets and staff is indicative of further

questions regarding the viability and necessity of counseling programs in their schools (Arbuckle 1970; Cheikin 1971). Other authors reveal dissatisfaction with counselor training programs (Riccio 1965; Beymer 1971; Eckerson 1971; Berdie 1972; Aubrey 1973). Arbuckle (1971) directed further attention to the counselor training dilemma when he clearly specified the presence of a gap which exists between the training a counselor receives and the actual functions he is expected to perform.

The third area of concern specified within the literature is the question of the relevancy of professional organizations' activities to ameliorate the seemingly tenable status of the school counseling profession. The American Personnel and Guidance Association (APGA) and its major division, the American School Counselors Association (ASCA), drew attack, particularly in the early 1970's, for being unresponsive to the needs of their members (Stiller 1972; Whiteley and Sprandel 1972).

A determined review of the literature does supply evidence that enlightened and perceptive professionals who are committed to guidance and counseling are actively seeking to improve the effectiveness of counseling in the schools and to resolve the question of survival (Aubrey 1972; Dykstra 1972; Knox 1974). The arguments of public school personnel regarding the irrelevance of counseling and guidance programs are being more effectively countered

according to reviews of the Personnel and Guidance Journal, The School Counselor and the Counselor Education and Supervision Journal for the years 1972 through 1975. Counselors are increasingly involved in a variety of relevant activities in an attempt to alleviate some of the more perplexing problems that face the educational establishment. They participate in such areas as career development, human relations, student rights, disadvantaged students, sexism, and drug counseling. In addition counselors are assuming more responsibility in classroom management techniques and group processes. While these specific areas are indicative of increased counselor viability, much is yet to be done to reverse the negative attitudes held by some educators regarding counseling services. Recent Oregon legislation (e.g., Child Development Specialist Program, House Bill 2455, 1973; and Oregon Administrative Rules, Pupil Personnel Services, Section 22-250, 1975) indicates, however, that a more positive trend is developing in relation to the need of counseling and guidance services in the Oregon public schools.

Some counselor educators are providing evidence of attempts to bring about productive changes in training programs (Brammer and Springer 1971; Gross and Urbick 1971; Hylbert 1972). Professional practitioners, supervisors and professional organizations are gaining acceptance among educators as valuable sources for

input and feedback in training programs and counselor competency evaluation.

The professional associations are responding by reorganization from within to provide expanded services to membership and input to training programs. They have also increased their participation in helping to resolve the numerous educational and social issues of today's complex society (APGA Commission of Purposes, Functions and Operations 1970; ASCA Newsletter 1972, Post Convention, p. 3; ASCA History from 1952 to Present, 1973; ASCA, Convention to the ASCA Delegate Assembly 1975).

Oregon's chartered affiliates of the national associations are the Oregon Personnel and Guidance Association (OPGA) and its division, the Oregon School Counselors Association (OSCA). As is aptly stated by Barnette (1973), the survival of the profession necessarily appends upon a joint commitment of counselors in the field and their professional associations. He writes:

It is apparent that counselors, individually, are ineffective in dealing with the criticisms and with the multiplicity of expectancies placed on them by organized political, economical, educational and social structures. Counselors must look to themselves as a group for strength. Thus it is recommended that counselors become actively committed to their local, state, regional and national associations (p. 253).

It is reasonable to expect that the unique concerns of the "grass roots" school counselor may be more effectively met through the state and local branches of the national associations. The

effectiveness of Oregon's professional counseling associations in meeting current needs of the members is the area of consideration in this study.

### Purpose of the Study

The purpose of this study is to determine if Oregon public school counselors who are members of OPGA-OSCA perceive the services and activities of those associations as being relevant and helpful in relation to their professional development in their particular counseling setting. In addition it was the intent of this researcher to produce a valid and reliable survey instrument appropriate to this end for use by the national or other state(s) counseling organizations.

This writer hypothesizes that specific factors will produce significant differences in the perceptions of school counselors. These factors, which are further clarified in the Definition of Terms found later in this chapter, include:

1. Status level: Certification status of the counselor according to Oregon Teacher Standards and Practices regulations.
2. Grade level: Grade levels of counseling activities (i.e., elementary or secondary).
3. Proximity: Geographic location of the counselor's work site in relation to the location of the majority of the associations' sponsored activities which are held primarily in major metropolitan areas.



### Need for the Study

As the review of the literature has indicated, the school counseling profession is faced with many concerns. Many of the authors have cited the need for individual school counselors to become more professionally active in the process of resolving the questions of counselor competence and effectiveness. Professional activism, moreover, implies a call for increased commitment including affiliation with professional counseling associations. The primary purpose is that of attaining increased professional status for them as counselors in their local settings. If the counseling associations are indeed the major vehicles through which school counselors may obtain heightened professional expertise and status, it follows, then, that these organizations have a responsibility to adequately provide the means to attain those goals. This researcher is of the opinion that increased commitment will follow if school counselors believe their individual counseling concerns are and may be adequately attended to by the organizations. This opinion is appropriately reinforced by Pickens (1975), an Oregon counselor educator. She states:

Counselors in the field need (and want) an organization that leads them in professional improvement. A stimulating group that provides information, workshops, conferences, aimed at the working, grass roots counselor. So the organization needs to use the money and talent to service the membership according to their needs (type-written letter).

Relatively little research exists regarding membership surveys of professional counseling associations (Lewis 1975). Articles and research summaries found have been nationally or regionally based (Riccio 1965; Johnston 1968; Quinn 1974; McEwen and Shertzer 1975). These provide generalized implications for counselors. The survey instruments utilized are for the most part not designed for in-depth statistical analysis. No studies have been found that involve a membership survey of a state personnel and guidance association.

An original survey instrument has been developed in this study for the purpose of surveying OPGA-OSCA services and activities (Appendix A). Executive boards of both associations have expressed enthusiasm regarding the implications and insight this study may provide as impetus for future organizational goals and services. Further, this study provides the membership a means by which they may directly express their personal perceptions of the organizations and offer suggestions for additionally needed services. This questionnaire may be appropriate for use by other state counseling organizations and adapted by the national organizations.

### Theoretical Base of the Study

The theoretical base of this study is drawn from the basic premises of exchange theory. This theory, as promulgated by its leading author, George C. Homans, provides a general rationale for

explaining human interaction. Basically man participates in exchange relationships and will expect rewards for an activity to be proportional to its costs, or that profits will be proportional to investments (Homans 1961). He further states:

. . . men differ in their ideas of what legitimately constitutes investment, reward, and cost, and how these things are to be ranked (p. 246).

The applicability of exchange theory to group or association affiliation follows:

1. Members join organizations if they perceive benefits (activities and services) will be greater than the costs (dues, expenditure of time), less alternatives (other similar organizations).
2. Members may perceive certain functions of an association as unrewarding but maintain membership status if they perceive the majority of the activities and services as being relevant to them.
3. Opportunities for interaction (proximity) influence the amount of interaction (Burr 1973).

Accordingly, it is assumed that membership implies general approval of existing services and activities. Within the framework of exchange theory this study will attempt to ascertain if specific areas of the associations' services and activities are more relevant than others. Further, in relation to the above propositions, this study will attempt to determine if the three intervening factors, status level, grade level and geographic location, will have significant influence on membership perceptions.

### Definition of Terms

For the purpose of this study the following definitions are applicable:

1. Counselor: Those individuals who are assigned to guidance and counseling activities in a public school in the state of Oregon.
2. Certified Counselor: Those individuals who are legally counseling in Oregon public schools according to Oregon Teacher Standard and Practices regulations. These include:
  - (a) Those individuals who are in possession of a Personnel Service Certificate with an endorsement in counseling.
  - (b) Those individuals who are in possession of a teaching certificate which includes a basic or standard norm in counseling.
  - (c) Those individuals who are in possession of a five year elementary or a five year secondary teaching certificate obtained prior to 1965 (Grandfather clause counselors).
3. Non-Certified Counselor: Those individuals who do not meet the criteria as stated in number 2 above and are counseling in a public school in the state of Oregon.
4. Elementary Counselor: Those individuals whose major counseling activities are within the elementary grades as indicated in the Oregon State Department of Education, Pupil Personnel Services Counselor Roster File.

5. Secondary Counselor: Those individuals whose major counseling activities are within the secondary grades as indicated in the Oregon State Department of Education, Pupil Personnel Services Counselor Roster File.
6. Major Metropolitan Areas: Those incorporated cities which according to the Oregon Blue Book (1975-76) have populations over 75,000.

#### Basic Assumptions

The following assumptions are implicit within this study:

1. Responses to the survey questionnaire will be applicable to both OPGA and OSCA based on the realizations that membership in OPGA is a prerequisite of membership in OSCA and that both associations provide mutual and overlapping services and activities to public school counselors.
2. The majority of OPGA-OSCA activities are held within major metropolitan areas.

#### Limitations of the Study

The following limitations are recognized in this study:

1. This study is limited to Oregon public school counselors who are members of OPGA-OSCA.

2. This study is limited to those OPGA-OSCA services and activities found in the instrument used to gather the data.
3. This study is limited to the choice of procedures selected for the collection of the data.
4. This study is limited to the procedure followed in the construction of the survey instrument.
5. This study is limited by the statistical method utilized in the treatment of the data (three-way analysis of variance, fixed design).
6. This study is limited by relevant resource literature available.
7. This study is limited by the degree of accuracy of the OPGA membership roster.
8. This study is limited by the extent to which responses reflect counselor perceptions of both OPGA and OSCA.

### Summary

As previously indicated, the public school counseling profession is currently facing many concerns both from within and without the field. Authors committed to the concept that school counseling is a viable, necessary profession offer evidence that the profession is progressing from its present stage of adolescence. However, much needs to be done and the professional counseling

associations, for the most part, are charged with providing the necessary leadership.

The counselor in the field is the prime resource for providing feedback regarding the effectiveness of professional associations. This premise is inherent in exchange theory. Man participates in exchange relationships (e.g., professional organizations) and will expect rewards for his activity to be proportional to the costs. The results of the survey questionnaire developed for this study will supply relevant implications for increased organization-counselor activity and communication.

This study is limited by the population sampled, the instrument used and the research methodologies involved.

## CHAPTER II

### REVIEW OF THE LITERATURE

A review of the literature for the last two and one half decades provides a rather confusing impression concerning the value and necessity of having counselors in the public schools. Professional counseling associations are looked to more than ever as the means by which public school counselors may find unity, effective leadership and support in relation to counselor role clarification, counselor training and certification, and improved professional status.

Chapter II is divided into three sections which reflect literature germane to the present study. Section one deals with the state of the profession as related to counselor role and function; section two is devoted to counselor education and section three involves a review of publications related to professional counseling associations and organizational theory.

#### The State of the Profession as Related to Counselor Role and Function

Much of the literature reveals that public school counselors receive criticism from many sources. These criticisms are, for the most part, predicated on the disagreements regarding the counselor's role in the public schools.



Lack of counselor role definition has been evident for some time. The 1950's marked a period of questioning: Who is the school counselor (Carmical and Calvin 1970) ? Answers in terms of strong constructs based on solid theoretical design and experimental study have not been forthcoming.

Role definition is still ambiguous and the definition too often left to the individual school setting. The strong voice often defines the function of the counselor. Consequently, as pointed out by Peters (1971), the counselor may find himself working along lines described by vocational education specialists, teachers, mental health agencies and local ministers, among others, to meet these persons' needs and often not necessarily the needs of the student.

In a study conducted by Smith (1971) regarding the counselor's role in New Jersey junior and senior high schools, the counselor's role was varied and ill-defined. Counselors, teachers, administrators, school psychologists, and members of the community were in disagreement as to the functions a school counselor should perform. It was clear that all desired a clear role definition. These conclusions, however, are found in publications both prior to and after Smith's study (Arbuckle 1970; Barnette 1973; Odell, L. 1973; Lindersmith 1975).

According to Barnette (1973) the dilemma surrounding the concern of counselor role definition is further complicated by other extenuating conditions. Established educational practices, transient

federal legislation, insecure educators and authoritative administrative styles tend to produce pressures effecting counselor duties.

The American School Counselors Association (ASCA) has been acutely aware of the debilitating effect that the incongruency in counselor role and function has had on the school counseling profession (Hill 1965). As early as 1962, ASCA initiated a study which was designed to involve counselors at the local level in the process of identifying their professional role. By 1964, the American School Counselors Association Statement of Policy for Secondary School Counselors and the Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors were developed, approved and published. A revision of the study was published in 1967. Subsequent ASCA counselor role statements have been produced and are as follows: Unique Role of the Elementary School Counselors; Unique Role of the Middle-Junior High School Counselor; and Role of the Secondary School Counselor. While providing important guidelines, the impact of these ASCA role statements has not produced great or substantial changes in many counseling settings (Carmical and Calvin 1970; Lindley 1973; Mitzel 1973).

Counselors are being held more and more responsible for the diffusion of role definitions with which they find themselves surrounded. Martin (1972) and Morgan (1974) both contend that counselor apathy and lack of effort to clarify their own individual role definitely contributes to the problem. Counselors need to not

effectively speak out to their various publics as well as to listen to what the publics are trying to communicate to them. Activism by counselors is, therefore, necessary if the profession is to survive (Cheikin 1971).

### Counselor Education

Other authors sensitive to the state of the school counseling profession add another dimension to the problem; that of counselor education. Arbuckle (1972) and Aubrey (1972) clearly place a significant portion of the blame on counselor training programs. Both contend that counselor educators do a poor job of preparing counselor trainees for the expectations that will be placed upon them once they are employed. Further, Arbuckle (1972) accuses counselor training programs of doing even a poorer job of communicating a sense of professional identity to student counselors, who in turn communicate this lack of awareness to their employers and the various other publics with whom they come in contact.

That counselor educators neglect the input of practicing counselors is expressed by Barnette (1972), Dinkmeyer (1973), Odell, C. (1973), and Gerler (1974). The counselor in the field is an invaluable resource to educators who are overtly concerned about closing the gap between counselor training and actual job functions. Dinkmeyer (1973) also cites substantial evidence to support his views that counselor education has for too long stressed secondary

counselor skills rather than those skills unique to elementary counselors. The resultant effect has been that elementary counselors often receive more criticism than secondary counselors and fewer job opportunities.

Some counseling specialists are more constructive as they offer suggestions by which counselor training may become more effective. The background research by Gross and Urbick (1971) for the development of a core concept of counselor education provided impetus for innovative change at Arizona State University's counselor training center. These researchers found that emphasis on didactic course work until the last phase of counselor training did not properly prepare the neophyte counselor for field practicum. Instead, these writers suggest that student counselors be involved in various work settings from the onset of their training program. This, they contend, will allow the trainee to correlate the relationship between theory and practice more effectively.

Brammer and Springer (1971) express consensus with Gross and Urbick (1971) in their explanation of the Washington state counselor certification plan. Counselor training is an ongoing process, subject to established evaluation processes by employing school districts, colleges, and professional counseling associations. Training programs are not based upon course work credit hours but demonstrated competencies.

Ivey and Leppaluoto (1975) reported implications of the 1973 American Psychological Association Conference in Vail, Colorado, which rejected the concept of counselor training programs being modeled on the scientist-practitioner process. They too expressed the importance of counselor competence rather than accumulation of credit hours.

Not all counselor training theorists agree, however. Van Riper (1972) exemplifies those who believe that strong theoretical and academic foundations rather than subjective competency objectives are the bases upon which successful counselors are developed.

The divergent views discussed regarding counselor education leave little wonder why the counseling profession receives so much criticism from the publics it serves. It is also evident that the finger of guilt points not just to counselor educators but also to the counselors themselves. Further investigation of the literature indicates that change and professionalism can improve through counselor unity and strength. Professional counseling associations are turned to as the means by which constructive leadership may be effected.

### Professional Associations

In 1952, the American Personnel and Guidance Association (APGA) was formed. Its organizational structure provides for 13 national divisions (e.g., American School Counselors Association)

and 50 state branches (e.g., Oregon Personnel and Guidance Association). State branches are also divided into divisions (e.g., Oregon School Counselors Association). The membership in APGA exceeds 35,000 individual members (APGA 1975), who represent various employment settings. The majority of members are in schools, elementary through post secondary. Others are in private service agencies, government agencies and in industry.

The American School Counselors Association (ASCA), the most populous division of the APGA, provides school counselors with services and activities not unlike those the National Education Association offers school teachers. These services and activities include, among others, conferences, work shops, journals and newsletters, professional liability insurance, educational and audio-visual materials, and professional legal advice.

Debates are prevalent as to whether APGA-ASCA should place priority on national counseling concerns or whether the associations should emphasize state and local activities (Ohlsen 1970; Dykstra 1972; Stiller 1972; Whitely and Sprandel 1972). Proponents of the "power from the top" concept (Stiller 1972; Whitely and Sprandel 1972) list impressive evidence of the efficacy of national level activities. Whitely and Sprandel (1972) exemplify this opinion by contending that the current domestic situation necessitates that the counseling organizations bring visibility to the

profession through increased participation in national legislative activities.

Even a cursory review of APGA-ASCA literature (e.g., Guidepost, ASCA Newsletter and the Personnel and Guidance Journal) reveals the associations have influenced such important legislation and issues as the Career Guidance and Counseling Act of 1975 (HR 3270 and S 940), the Higher Education Act of 1975 (HR 3470), and the Child and Family Services Act of 1975 (HR 2966 and S 626). All have significant implications for the practicing school counselor.

Research of organizational theory substantiates the opinions of those (Dykstra 1972; Van Riper 1972; Mott 1972; Barnette 1973; Knox 1974) who believe that the most effective organizations are those that balance "power from above" with "power from below" (i.e., the individual member). The doctoral research of David L. Rogers (1968), University of Wisconsin, regarding membership attraction to voluntary associations also reflected the importance of the individual member as related to overall organizational success. Specifically, he found that the greater a member's perceived personal influence and the greater his perceived influence relative to other hierarchical positions, the greater his attraction to the group, and the greater a member's occupational commitment, the greater his attraction to a group associated with this occupation.

The need for professional associations both on the national and state levels to become more cognizant of the unique needs of their members is apparent in the writings of Arbuckle (1970), Cheikin (1971), and Hines (1972). Through letters and personal contact with APGA-ASCA and OPGA-OSCA officials, this writer was advised that little had been done by the associations to reach individual members except through publications and established organizational channels. In 1973, however, the Western Region Branch Assembly of APGA, which represents 13 western states, conducted a membership survey (Quinn 1974). The results of the survey brought about increased support from APGA for regional and state inservice programs and conventions. It is worthwhile to note, however, that the survey involved only a ten percent random sample of western region APGA members and was not particularly addressed to school counselors (Quinn 1974).

The Executive Director of APGA, Charles Lewis, responded to this researcher's request for additional professional counseling association membership surveys by saying, "I am not aware of any other specific surveys across the country" (Lewis 1973, typewritten letter).

That school counselors need to have an active role in the organizations that represent them as a professional entity is apparent (Hill 1965; Brammer and Springer 1971; Van Riper 1972; Knox 1974). Reciprocal interaction between counselors in the field



and their state counseling associations is imperative (Gerler 1974). Van Riper (1972) investigated membership percentages for 1970 and found that about one-fourth of the employed school counselors in the United States belong to the national counseling associations. The Roster of Oregon Elementary and Secondary School Counselors 1974-75 reports there was a total of 793 Oregon public school counselors for those indicated years. As determined within the definitions of this study, only 222 counselors were found to be members of OPGA-OSCA. This represents a 27.99 percent of counselors who belong to the state associations. The concerns of Van Riper (1972) are, therefore, not singularly applicable to the national associations.

Who, then, is responsible for initiating progressive change? Again, the professional associations are seen as the agents most financially and politically capable of exerting necessary influence. But, an organization is no stronger than its members and thus, meeting and serving their needs becomes the primary issue.

### Summary

Much evidence has been cited indicating that the school counseling profession is faced with serious concerns regarding professional status, counselor role and function, and counselor training programs. In addition, the literature reveals that if the profession is to meet the needs of the publics it serves, counselors and their

professional associations must unite with reciprocal involvement, evaluation and feedback activities. It is the counselor in the field who best understands his needs. Only through counselor-organization exchange can the professional associations be enabled to effectively exert the necessary influence which may begin to resolve counselor concerns and justify the existence of school counseling.

It was to this end that this research project was directed. Oregon school counselors who are members of OPGA-OSCA were given the opportunity to analyze the services and activities provided by the two associations. If the conclusions found in the literature are accurate regarding the need to improve the state of the school counseling profession, the results of this study will have significant value to OPGA-OSCA and other state associations that may wish to more adequately assess and respond to the expressed opinions of their membership.

## CHAPTER III

### METHODS AND PROCEDURES

The review of the literature has revealed that professional counseling associations rather than the counselor in the field are charged with a greater portion of the responsibility for responding to the charges that public school counseling is ineffective and/or unnecessary. The literature also indicates that little, if any, research is available regarding school counselor perceptions of professional counseling association services and activities. This study is directed toward Oregon public school counselors who are members of OPGA-OSCA and their perceptions of existing OPGA-OSCA services and activities.

Because no relevant research was located by this writer concerning counselor perceptions of state level professional counseling associations, an original questionnaire was designed for the purpose of this study.

The present chapter is divided into five sections. These sections are as follows:

1. Development of the instrument.
2. Composition of the surveyed population.
3. Data collection procedure.
4. Treatment of the data.
5. Hypotheses to be tested.

Details of the particular methods and procedures used are discussed within each section.

### Development of the Instrument

An original instrument was developed and designed for use in this study to determine Oregon public school counselors' perceptions of OPGA-OSCA services and activities.

Section I of the questionnaire was designed to solicit respondent information regarding association affiliation, work site location and degree of involvement in the associations' activities. Every instrument was individually precoded for each selected counselor as to status level, grade level, proximity and was assigned a three digit sequential identification number (Appendix B). This coding for all counselors included in the study identified each as to being of certified or non-certified, elementary or secondary, and as to work site location according to the Counselor Roster File of the Oregon Department of Education, Pupil Personnel Services Department. The Oregon Blue Book, 1974-75 mileage charts were consulted to ascertain whether the counselor's work site was within or beyond 100 miles of a major metropolitan area. In addition the Oregon State Highway Department provided verification of mileage on counselor work site locations that were difficult to determine. The precoding was deemed necessary to facilitate mailing and statistical procedures.

Section II of the instrument contains statements categorized into nine areas. These statements pertain to the services and activities provided by OPGA-OSCA. The nine major areas were based on prioritized responses of executive board members of both OPGA and OSCA as requested by this writer (Appendix C). Eighteen of the 24 executive board members who received the written request responded either by letter, telephone or personal contact.

Those areas deemed most representative of the total services and activities of the associations were as follows:

1. Communication to members
2. Representation of members
3. Publications provided to members
4. Workshops
5. Conferences
6. Placement service
7. Ethical and legal leadership
8. Political leadership
9. Human rights

Each major area was further defined by four statements to which the respondents could react. A four point Likert-type scale was selected to provide a forced choice format on a continuum from "very poorly" to "very well" for each of the 36 statements.

Section III of the instrument contains five open-ended questions. The respondent was given the opportunity to include personal

comments regarding the associations' strengths, weaknesses, and additionally needed services. Although this section was not formally incorporated into the statistical design, it provided an informative dimension to the study (Appendix D).

Face validity was established by submitting the original and subsequent drafts of the instrument to OPGA-OSCA executive board members and selected counselor educators. None who assisted with the instrument design were included in the statistical population of the study.

#### Composition of the Surveyed Population

Membership of OPGA is a prerequisite of membership in OSCA. Therefore, the 1975-76 Membership Roster of OPGA was used to determine those persons who also belonged to OSCA. OSCA members were then compared to the counselors listed within the Oregon Department of Education, Pupil Personnel Services Department Counselor Roster File. This process resulted in a listing of the counselors who made up the population of the study: 222 Oregon public school counselors who were members of both OPGA and OSCA. The counselors surveyed represented various schools within Oregon. Not included were OSCA members who were counselor educators, directors of guidance services or executive board members of OPGA-OSCA. These latter members were represented in this study through consultation with this researcher and

evaluation and feedback regarding the design of the instrument and the overall study.

### Data Collection Procedure

The survey questionnaire, letter of explanation of the study (Appendix E) and a stamped, return-addressed envelope were mailed to all 222 selected counselors. Returned questionnaires were checked for respondent accuracy in following directions. Those instruments that were returned blank or grossly incomplete were not incorporated into the overall data analysis. Counselors who did not respond to the first mailing were sent a reminder letter (Appendix F), a second copy of the instrument and another stamped, return-addressed envelope.

The three digit sequential identification number included in the precoding of each instrument allowed the researcher to determine which counselors had not responded. This process not only facilitated followup mailing but allowed the researcher to compile data necessary to analyze possible non-response bias. Confidentiality of responses was assured in the cover letters.

### Treatment of the Data

The data in the present research consisted of the marked responses of the selected counselors to the 36 Likert-type scaled

items within the survey questionnaire designed for this study. Counselor status level (precoded), grade level (precoded), and proximity to a major population area (precoded) were also incorporated into the statistical analysis. Data from counselor responses to Section I of the instrument regarding organizational affiliation and self-rated degree of activity in OPGA-OSCA activities were collected and tabulated in a percentage format. In addition, response bias was statistically examined by means of the chi-square analysis. All of the data were directly key punched from the questionnaires and the analysis conducted at the Bonneville Power Administration Computer Center.

To facilitate data analysis, number values were assigned to each possible choice on the four point Likert-type scale which represented each of the 36 statements in Section II of the survey.

Values were assigned as follows:

I am not aware of this service	0
Very Poorly	1
	2
	3
Very Well	4

It was determined by this researcher that more accurate responses regarding the associations' services and activities could be obtained by providing the respondents the option of choosing the zero value of "I am not aware of this service." A choice of zero represented no opinion. Special statistical treatment was necessary to incorporate



zero responses into the overall data analysis. Means were computed for each cell of the research design without including the zero responses. These means were then assigned for the zero values. It was found that this was a statistically acceptable process frequently utilized in the analysis of survey data (Babbie 1973). The importance of the information resulting from zero responses necessitated further analysis. t-Tests (.05 level) were, therefore, conducted to determine if significant differences existed between counselor levels.

Instrument reliability was calculated by the Kuder-Richardson formula 20 (Aiken 1971) method of computing internal consistency reliability. This formula is based on inter-item consistency and requires only a single administration of a test. Formula K-R 20 is statistically represented as follows:

$$r_{xx} = \frac{n}{n-1} \left[ 1 - \frac{\sum pq}{S_x^2} \right] \quad (1)$$

where:

n = number of items in the instrument

p = proportion of people who answered item correctly

q = proportion of people who answered item incorrectly

pq = variance of a single item scored dichotomously

$S_x^2$  = variance of the total test

An item analysis was conducted on all 36 statements in Section II of the survey. The biserial correlation coefficient was

selected as the most appropriate statistical method for the analysis. This correlation coefficient is defined as a measure of the correlation between two variables such as the relationship between scores on a single test item (right or wrong) and scores on the test as a whole. The four choice Likert-type scales representing each of the 36 items in the instrument were numerically split into a two choice option of positive or negative (i.e., the respondent either had a positive attitude or did not). This statistical method further assumes that the variable which has been classified into two categories can be thought of as being normally distributed if the variable were measured more precisely (Garrett 1966).

The formula for the biserial correlation coefficient follows:

$$r_{bis} = \frac{M_p - M_q}{\sigma} \times \frac{pq}{u} \quad (2)$$

where:

$M_p$  = Mean of category one

$M_q$  = Mean of category two

$p$  = proportion of the sample in the first group

$q$  = proportion of the sample in the second group

$\sigma$  = the standard deviation of the entire sample

$u$  = height of the normal curve ordinate dividing the parts of  $p$  and  $q$

### Hypotheses to Be Tested

All hypotheses were stated in the null form for the purpose of

developing statistical tests of significance. There were three level effect hypotheses and four interaction effect hypotheses. The statistical test used as a basis for acceptance or rejection of the hypotheses was the three-way analysis of variance, fixed design. In addition, the F test was used to determine significant differences between the levels of factors (status, grade, proximity). Significant differences were determined at the .05 level of significance. If the computed F ratio was found to be greater than the tabular F value then the null hypothesis was rejected.

Ho<sub>1</sub>: There is no significant status level effect.

Ho<sub>2</sub>: There is no significant grade level effect.

Ho<sub>3</sub>: There is no significant proximity level effect.

Ho<sub>4</sub>: There is no significant interaction difference between status levels and grade levels.

Ho<sub>5</sub>: There is no significant interaction difference between status levels and proximity levels.

Ho<sub>6</sub>: There is no significant interaction difference between grade levels and proximity levels.

Ho<sub>7</sub>: There is no significant interaction difference among status, grade and proximity levels.

### Summary

An original survey questionnaire composed of items reflecting existing services and activities of OPGA-OSCA was designed for this study. The questionnaire was mailed to selected Oregon public school counselors who were members of both OPGA and OSCA.

Comparisons of the perceptions of the three counselor sub-groups, certified to non-certified, elementary to secondary, and counselors within 100 miles of major population areas to counselors beyond 100 miles of major population areas, were analyzed by a three-way analysis of variance, fixed design procedure. Significant differences within the seven hypotheses were determined by F-tests at the .05 level of significance. In addition test reliability and item analyses were conducted by means of the Kuder-Richardson formula 20 and the biserial correlation coefficient methods. Non-respondent bias was investigated by chi-square analysis. Zero responses, indicating "no opinion" were subjected to t-tests to ascertain whether differences existed between counselor levels as defined in this study.

## CHAPTER IV

SPECIFIC STATISTICAL RATIONALES AND  
RESULTS OF THE STUDY

The purposes of this study were to determine how Oregon public school counselors perceived the services and activities of OPGA-OSCA as being relevant to their particular needs, and to construct, validate and field test an appropriate survey instrument (Appendix A).

In order to meet the stated purposes, this study progressed through three major stages: one, construction and validation of the instrument; two, submission of the instrument to the selected population; and three, analysis of the results.

It was deemed sufficiently important by this researcher to include within this chapter additional, in-depth analysis of statistical methods and procedures to assist the reader in more clearly understanding the data results.

This writer hypothesized that three factors would produce discernible differences in perceptions within the surveyed population at the .05 level of significance. These factors, further delineated by levels, are as follows:

Status	Certified Non-certified
Grade	Elementary Secondary

Proximity

Within 100 miles of major  
population areas  
Beyond 100 miles of major  
population areas

In order to properly analyze the effect of these factors, three level effect hypotheses and four interaction effect hypotheses were formulated.

### Compilation and Handling of the Data

#### Survey Return Rate Data

Copies of the original questionnaire designed for this study were sent to 222 Oregon school counselors who were members of OPGA-OSCA. Six surveys were returned not deliverable as addressed. The actual population surveyed was 216. A total of 160 questionnaires was received which represented an overall 74.07 percent return rate. Fourteen of the surveys were not acceptable due to respondent error in following instructions or the instruments were returned blank. Five were received after the cut-off date. Therefore, the number of acceptable questionnaires returned was 141 for a 65.27 percent return rate of usable surveys.

#### Non-response Bias

Accurate survey research methods dictate that the researcher must be aware of possible response bias (Babbie 1973). The

precoding of the questionnaires facilitated the identification, by experimental factors, of counselors who did not return the survey. A chi-square analysis was conducted which compared non-respondent experimental factors to respondent factors. Table 1 contains the results of the chi-square analysis. Specifically it compares the number of non-respondents at each level of the experimental factors with the number expected based on the total number of OPGA-OSCA counselors at each level.

No response bias attributable to certification or grade level status was found. The chi-square for the proximity factor was 5.72. This is significant beyond the .05 level. An inspection of the table indicates that a higher proportion of the nonrespondents was urban counselors (within 100 miles of major population areas).

Table 1. Chi-square table of non-respondents by levels of factors.

Factor Level	Observed Frequency	Expected Frequency	$\frac{(F_o - F_e)^2}{F_e}$	Degrees of Freedom $\chi^2$	
Certified	50	53.6	0.24	1	1.20
Non-certified	17	13.4	0.96		
Elementary	13	16.7	0.84	1	1.12
Secondary	54	50.3	0.28		
Urban	57	48.2	1.60	1	5.72*
Remote	10	18.8	4.11		

\* Significant beyond .05 level.

### Item Analysis

All data collected from the Likert-type scale responses in Section II of the questionnaire were subjected to a statistical item analysis procedure to verify their reliability and appropriateness to the survey instrument.

Most item analysis procedures are designed to be used with achievement or other cognitive instruments. The procedure used in the analysis of this study's data was no exception. To make the procedure appropriate for the analysis of an affective instrument the following rationale was used. While cognitive items are stated in terms of "right" or "wrong" answers, they can also be thought of in terms of whether the respondent possesses the measured trait (e.g., mathematical ability) or does not. Thus, an affective instrument can be subjected to the same item analysis procedures as the cognitive instrument with some minor adjustments in "scoring" (Thorndike 1971).

To make these necessary adjustments the four choice Likert-type scales used in Section II of the instrument were divided into a dichotomous score. For computer analysis purposes the respondent received a "0" score if his or her response was a one or two on the Likert-type scale. He or she received a "1" score if he or she responded with a 3 or 4 (Garrett 1966). To insure that those individuals who responded to a given item with a zero value,



indicating that they were not aware of that particular service or activity, would not be invalidly included in the "0" score group and measured as not having a positive attitude toward the organizations, the following procedure was used. The total number of respondents were classified into one of the eight cells of the experimental design. Tables 2a and 2b represent the number of respondents in each cell as a result of crossing three factors each with two levels.

Table 2. Respondents cell matrix by levels of factors.

	Certified	Non-certified	Certified	Non-certified
	a. <u>Elementary</u>		b. <u>Secondary</u>	
< 100 Miles	27	5	56	14
> 100 Miles	3	0	27	9

Cell means were computed for each item. Cell means were based only on the responses and numbers of respondents who were able to make a rating on the individual item. This cell mean was then substituted for the zero scores of those individuals who were unable to make a response because of insufficient information. Missing data were processed in the same way.

This procedure is less than ideal; however, it is a more valid alternative than assuming that all zero responses indicated a negative attitude toward the associations (Babbie 1973). The inclusion of

cell means for zero responses has the effect of reducing item variance in the item analysis and yet has the overall effect of making the reliability coefficient a more conservative estimate of the test's true reliability. It was also deemed highly important by this researcher to obtain data from this study as to how well OPGA-OSCA communicated the availability of their services and activities to the membership. Zero responses, therefore, indicated that while a service or activity was available, the respondent for a variety of reasons was not aware of it.

The item analysis indicated that the instrument had a high internal consistency reliability. The Kuder-Richardson formula 20 was computed and yielded a reliability coefficient of .884. A high coefficient indicates that as each respondent answered the items on the instrument, he or she responded to all items in a consistent manner. Thus, one may assume that the instrument can be judged to be reliable and not subject to many chance and/or other non-meaningful fluctuations.

#### Item Discrimination

To assess the extent to which each item in Section II discriminated between respondents with positive and negative attitudes toward OPGA-OSCA, biserial correlations were computed between each dichotomously scored item and the total score (Appendix G).

The total test score, while not an empirically validated indicator of positive attitude, was accepted as the most practical indicator for this purpose (Thorndike 1971).

The biserial correlation is based on the assumption that the dichotomously scored item represents an underlying item continuum (Garrett 1966; Thorndike 1971). Since the Likert-type scale and the dimensions it measures are continuous and only artificially dichotomized for analysis purposes, the biserial correlation rather than the point biserial correlation is most appropriate.

Item-total score correlations ranged from .36 to .75 with the average correlation being .59. It is reasonable to assume that items with low correlations do not contribute significantly to the strength of the instrument. However, all items were retained since all correlations were positive (Garrett 1966).

### Analysis of Variance

The three-way analysis of variance, fixed design was the statistical method selected for analyzing the data from this study. The factors, levels, and number of respondents included at each level are displayed in Table 3. Additionally, Table 4 shows the average survey scores of counselors by level of factors. The higher the mean score the more positively the particular groups of counselors perceived the services and activities of OPGA-OSCA.

Table 3. Number of respondents by levels of factors.

Factor	Level	Number of Respondents
Certification	Certified	113
	Non-certified	28
Grade	Elementary	35
	Secondary	106
Proximity to urban area	Less than 100 miles	102
	More than 100 miles	39

Table 4. Mean responses for each level of each factor.

Factor Level	Average Score
Certified	95.6
Non-certified	92.7
Elementary	88.4
Secondary	97.2
Less than 100 miles	96.3
More than 100 miles	91.5

Mean item responses are reported in Appendix H and reveal that counselors were generally positive regarding their perceptions of the 36 statements representing OPGA-OSCA services and activities.

The computerized ANOVA program of the Statistical Package of the Social Sciences was chosen for the data analysis as this program has the capability of handling a design with an unequal number of subjects. The results of the analysis of variance are summarized in Table 5.

Table 5. Analysis of variance summary.

Source of Variation	Sum of Squares	DF	Mean Square	F
Main effects	3682.115	3	1227.372	6.120*
Certification	255.113	1	255.133	1.272
Grade	2865.614	1	2865.614	14.289*
Proximity	1398.490	1	1398.490	6.974*
2-Way interactions	2577.662	3	859.221	4.285*
Cert. x grade	1501.842	1	1501.842	7.489*
Cert. x prox.	588.878	1	588.878	2.936
Grade x prox.	1375.727	1	1375.727	6.860*
Residual	26872.345	134	200.540	
Total	33132.122	140	236.658	

\*Significant beyond the .05 level.

One of the consequences of computing an analysis of variance with unequal cell means is that the researcher must deal with main effects that are orthogonal (i.e., not independent)(Overall and Spiegel 1969). As a result of this dependency, the component sum of

squares does not add up to the total sum of squares. An inspection of Table 5 above reveals that this principle applies to the data analysis of this study. The sum of squares labeled certification is the sum of squares due to the additive effects of all three factors (certification, grade and proximity) minus the sum of squares due to grade and proximity. The sum of squares labeled grade and proximity are computed in a similar manner. It is therefore possible to get significant main effects while all of the components are not significant (Nie et al. 1975).

There was an overall significant main effect using the .05 level as the criterion for determining significance. There was no significant certification effect but the grade and proximity effects were both significant beyond the .05 level.

The overall two-way interaction effects were significant at the .05 level. Specific two-way interaction effects were significant with the exception of the certification by proximity to an urban area. The P value of this particular interaction was  $P = .085$  and does not meet the established significance criterion.

The three-way interaction (status x grade x proximity) could not be computed in the ANOVA analysis due to the empty cell (see Table 2a) which was noncertified, elementary counselors whose work site was beyond 100 miles of a major metropolitan area. No usable questionnaires were returned from this subsection of the population within this study. Although this researcher was

disappointed by the inability to statistically compute the three-way interaction effect, it was not deemed especially debilitating to the overall outcome of the study. The main effects and two-way interaction effects allow a more meaningful analysis of the data.

### Zero Response Analysis

While the inclusion of the zero response option definitely complicated the statistical analysis of this study, the information which resulted from its presence did provide interesting correlates to those propositions of exchange theory as stated in Chapter I. This determination was reached based on the results of t-tests conducted on zero response data to determine if significant differences existed within levels of factors. Table 6 displays the results of the t-test analysis.

Table 6. Summary of t-test analysis of the differential zero response rate between levels of factors.

Level	Mean	$S^2$	N	t
Certified	8.84	45.4	113	-0.87
Non-certified	10.14	60.2	28	
Elementary	11.46	47.6	35	2.34*
Secondary	8.33	46.4	106	
Less than 100 miles	8.66	43.7	102	-1.23
More than 100 miles	10.28	60.1	39	

\* Significant beyond the .05 level.

This table indicates that elementary counselors had significantly more zero responses than did secondary counselors. Although significant differences did not exist within the status and proximity factors, it is evident that non-certified counselors averaged more zero responses than did certified counselors and counselors beyond 100 miles of major urban areas averaged more zero responses than did those counselors who are within 100 miles of major population areas.

### Findings Related to the Hypotheses

The current section provides a statement of each hypothesis and in addition the data pertinent to each are presented and interpreted.

#### Hypothesis 1

$H_{0_1}$ : There is no significant status level effect.

The F test that resulted from the analysis of variance for this factor in the study yielded an F of 1.272 with 1 and 134 degrees of freedom. This F ratio is not significant at or beyond the .05 criterion level specified for this study and, therefore, the hypothesis cannot be rejected. Based on these data from the study, it would seem reasonable to assume that certification has little influence on counselor attitudes toward professional associations.



### Hypothesis 2

Ho<sub>2</sub>: There is no significant grade level effect.

The analysis of variance for this factor resulted in an F of 14.28 with 1 and 134 degrees of freedom. This F ratio is significant beyond the .05 criterion level of significance and the hypothesis is rejected. Figure 1 depicts the mean responses of elementary and secondary counselors. Secondary counselors scored significantly higher on the attitude survey than did the elementary counselors. This indicates a more positive attitude toward the associations at the secondary level.

### Hypothesis 3

Ho<sub>3</sub>: There is no significant proximity level effect.

An F ratio of 6.97 with 1 and 134 degrees of freedom was obtained from the analysis of variance. This F ratio is also significant beyond the .05 significance level. The hypothesis is rejected. Mean responses of counselors in each level of this factor (i.e., those within 100 miles of major population areas and those beyond 100 miles) are displayed in Figure 2.

Figure 2 shows that a positive attitude toward OPGA-OSCA is associated with the proximity factor as the urban counselors scored higher than remote counselors.

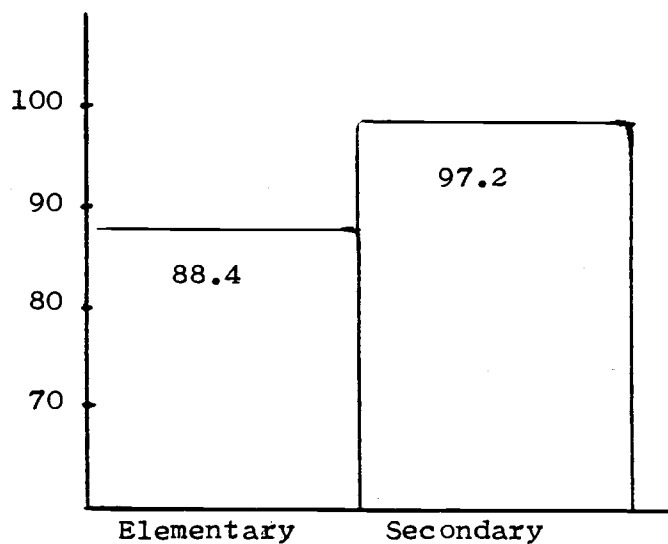


Figure 1. Bar graph displaying the mean responses of elementary and secondary counselors.

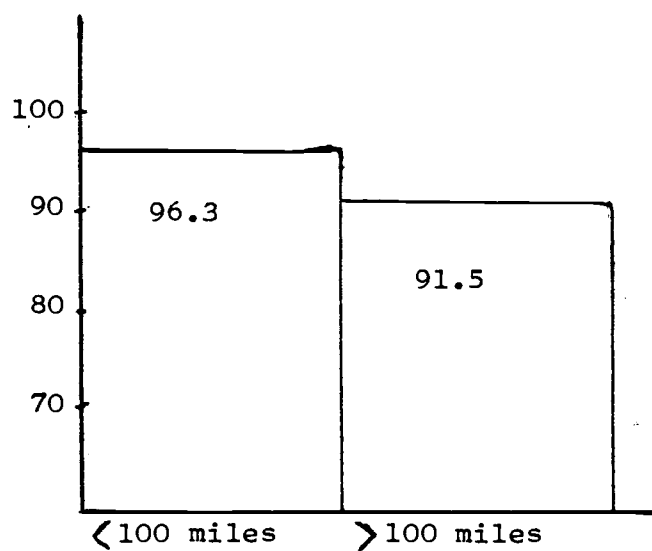


Figure 2. Bar graph displaying the mean responses of counselors within and beyond 100 miles of a major urban area.

#### Hypothesis 4

Ho<sub>4</sub>: There is no significant interaction difference between status levels and grade levels.

Although there was an overall two-way interaction effect in the study, each specific two-way interaction was tested. The F ratio for the status by grade effect was 4.28 with 1 and 134 degrees of freedom. The hypothesis is rejected as the F ratio is significant beyond the .05 level. The relationship between the levels of the status factor and the levels of the grade factor is displayed in Figure 3.

As displayed in Figure 3, secondary counselors tend to be more positive toward the associations than are elementary counselors. The addition of another dimension (i.e., certification status) produces important results. Elementary counselors who are certified tend to be more positive toward the counseling organizations than those elementary counselors who are not certified. Thus, it seems that certified secondary counselors are most positive while those who are elementary and non-certified are least positive.

#### Hypothesis 5

Ho<sub>5</sub>: There is no significant interaction difference between status levels and proximity levels.

The F tests for the interaction between status and proximity

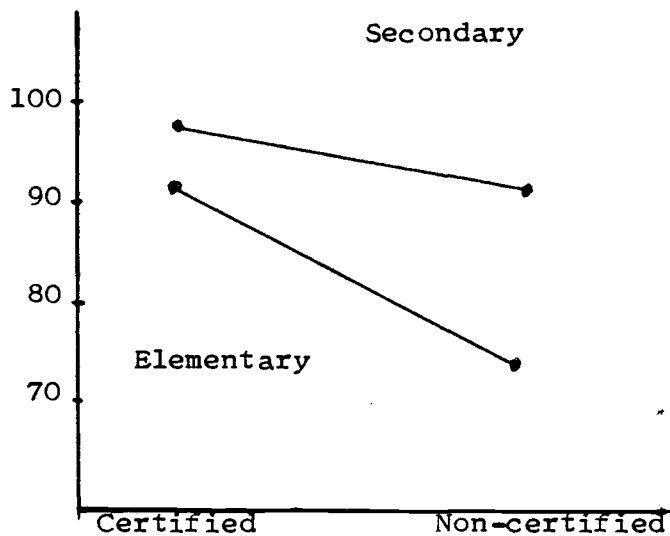


Figure 3. Line graph displaying interaction between status and grade.

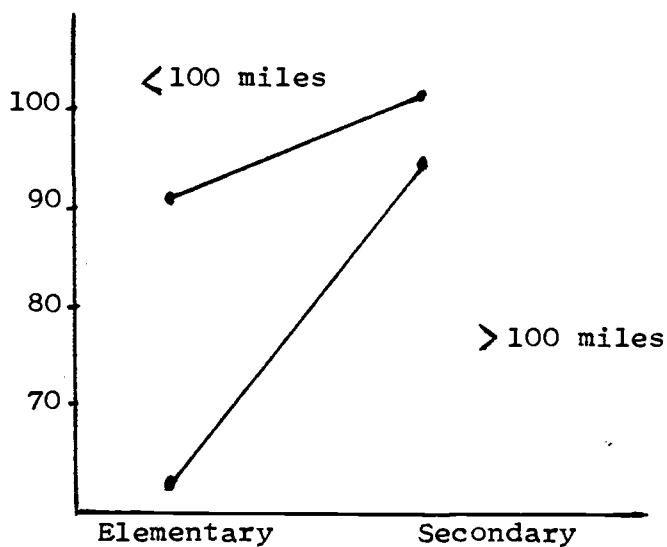


Figure 4. Line graph displaying the interaction between grade level and proximity.

resulted in an F ratio of 2.94 with 1 and 134 degrees of freedom. This hypothesis is not rejected as the F ratio was not significant at or beyond the .05 level of significance. Certification status does not appear to interact significantly with the proximity factor. That is, apparently certification status does not have a significant effect whether or not the counselor lives within 100 miles of major urban areas.

#### Hypothesis 6

Ho<sub>6</sub>: There is no significant interaction difference between grade levels and proximity levels.

The F test for this hypothesis was significant beyond the .05 level of significance. The F ratio for the test of interaction between grade level and proximity to an urban area was 6.86 with 1 and 134 degrees of freedom. The hypothesis was rejected. The relationship between grade level and proximity to an urban area is shown graphically in Figure 4.

The data again corroborates that the secondary counselors scored higher than did elementary counselors. However, the interaction result of grade level to proximity mediates this finding. Elementary counselors whose work site is less than 100 miles from a major urban area have a more positive attitude toward OPGA-OSCA than do elementary counselors who work more than 100 miles

from major urban areas. Secondary counselors are similarly affected but to a lesser degree.

#### Hypothesis 7

Ho<sub>7</sub>: There is no significant interaction difference among status, grade and proximity levels.

No F test of significance could be conducted on this hypothesis due to an empty cell in the eight cell design of this study (see Table 2a). This lack of data created a dependency in the ANOVA model that precluded the testing of the three-way interaction hypothesis. This was not viewed as a major setback in this study for at least two reasons. First, the design of this research may be easily replicated in other states. The empty cell was not indicative of poor research design but a fact existent within the surveyed population. That is, there are no non-certified elementary counselors whose work site is beyond 100 miles of a major metropolitan area and who are members of OPGA-OSCA. Second, because of the imbalance of respondents within each level of each factor, the number of respondents in each three-way interaction cell would have been very small and disproportionate. For this reason, the results of the three-way interaction could only have provided speculative conclusions, at best.

## Findings Not Directly Related to the Hypotheses

### Organizational Affiliation and Degree of Membership Activity

Other data not directly related to the specified hypotheses of this study were collected. The first of these data taken from responses to Section I of the questionnaire identified those associations to which the respondents belonged. Table 7 presents the percentage of respondents belonging to each of the listed professional organizations by levels of experimental factors.

Table 7. Percentage of respondents categorized by membership in professional associations.

Level	APGA	ASCA	OPGA	OSCA	Other
Certified	35.0	25.6	96.4	86.7	8.8
Non-certified	25.0	14.2	100.0	82.1	10.7
Elementary	31.4	22.8	100.0	82.8	2.8
Secondary	33.0	23.5	96.2	86.7	11.3
< 100 miles	33.3	23.5	96.0	85.2	9.8
> 100 miles	30.7	23.0	100.0	87.2	7.6

A review of this table reveals interesting percentages. All levels of factors for OPGA and OSCA should have been 100 percent as a criteria for inclusion in the surveyed population was membership in both these associations. The percentages representing membership in OSCA are, therefore, apparently due to respondent negligence in accurately checking the appropriate spaces.

In Section I of the questionnaire, respondents were also given the opportunity to rate themselves according to their degree of activity in OPGA-OSCA sponsored events. These data are shown in Table 8.

Table 8. Percentage of respondents categorized by self rating or degree of activity in OPGA-OSCA sponsored events.

Level	Not Involved	Somewhat Active	Moderately Active	Highly Active
Certified	9.7	47.8	27.4	15.0
Non-certified	14.3	71.4	7.1	7.1
Elementary	11.4	62.9	14.3	11.4
Secondary	10.4	49.1	26.4	14.2
< 100 miles	11.8	49.0	21.6	17.6
> 100 miles	7.7	61.5	28.2	2.6

Generally these data represented in Table 8 tend to be related to the data collected to test the hypotheses. For example, secondary counselors tend to rate themselves as more active in OPGA-OSCA sponsored activities than do elementary counselors.

### Respondent Narratives

Section III of the survey provided respondents the opportunity to make comments relative to the following questions:

1. What services presently offered by OPGA-OSCA do you feel are inappropriate?
2. What additional services should be offered by OPGA-OSCA?



3. What are the greatest strengths of OPGA-OSCA?
4. What are the greatest weaknesses of OPGA-OSCA?
5. Additional comments?

Counselor responses and suggestions were too numerous and repetitive to be reprinted in their entirety. The sample provided in Appendix D is representative of the range and intensity of counselor comments.

A summation of these comments, however, does provide valuable counselor feedback to both OPGA and OSCA. Generally counselors seemed to be concerned about the following: counselor-organization communication; effective placement services; organizational activities for remotely located counselors; additional workshops; and organizational support in defining counselor roles.

### Summary

A three-way analysis of variance, fixed design was the statistical method used to treat the data gathered regarding Oregon public school counselors' perceptions of OPGA-OSCA services and activities. Comparisons were made of respondent means by levels of factors to the Likert-type scale items (items 1-36). The results of these comparisons may be found in Table 5. The .05 level was selected to determine significance. No significant difference was found between certified and non-certified counselor perceptions. Secondary counselor perceptions, however, were significantly

different from those of elementary counselors as were those of counselors within 100 miles of a major urban area as compared to those of remotely located counselors. Interaction effects were found to be significant for the certification by grade and grade by proximity levels. The three-way interaction effect was not computed due to an empty cell in the research design. Overall main effects and interaction effects, however, were significant at the .05 level.

Internal instrument reliability and item analysis results indicated a high reliability coefficient and acceptable biserial item-total score correlations.

Table 1 presents the chi-square analysis of non-respondent bias and revealed that urban counselors were significantly less willing to complete and return the questionnaire. t-Tests (Table 6) were conducted to determine if significant differences existed within the levels of factors regarding zero responses. It was found that elementary counselors chose the "I am not aware of this service" response significantly more often than did secondary counselors.

Overall mean responses to individual items in Section II of the instrument generally tend toward the agreement end of the scale (Appendix H). It would appear, then, that all groups of counselors tend to affirm that OPGA-OSCA are providing services perceived as relevant to Oregon public school counselors.

Counselor comments (Appendix D) to questions in Section III of the instrument might be considered as expressions of concurrence regarding the all-inclusive statistical findings of the study.

## CHAPTER V

### SUMMARY, DISCUSSION, AND RECOMMENDATIONS

#### Introduction

Chapter IV reported the results of the statistical procedures used in this study. The resultant findings offer impetus for additional interpretation and encourage much speculation. This chapter will present an overview of the study, further discussion of the analyses of the responses of the counselor groups, and recommendations are included for further research related to surveys of professional counseling organizations.

#### Summary

This study examined the perceptions of OPGA-OSCA services and activities by members who were Oregon public school counselors. An original survey questionnaire was designed and validated as the means to gather data. Face validity of the instrument was attained through successive submissions of the instrument to executive board members of both associations and various counselor educators. Items were reworded or deleted based upon the recommendations of the individuals involved until consensus established an approved instrument.

The OPGA-OSCA membership survey was mailed to 222 Oregon public school counselors during the fall of 1975. Due to non-responses, blank questionnaires, or questionnaires returned after the cut-off date, the total number of usable surveys returned was 141 which represented a 65.27 percent return rate appropriate for statistical analysis. The precoded questionnaires (status level, grade level, proximity level and a three digit identification number) were checked for respondent accuracy in properly following directions and then were key-punched for computer analysis.

Seven hypotheses were investigated within this study which pertained to specific factors within the surveyed population. These factors, by levels, were as follows:

Status	Certified Non-certified
Grade	Elementary Secondary
Proximity	Within 100 miles of major urban area Beyond 100 miles of major urban area

The process of crossing three factors each with two levels resulted in three main effects hypotheses and four interaction effects hypotheses. The seventh hypotheses, a three-way interaction effect hypothesis, was not computed due to an empty cell in the research design. One main effect hypothesis (certification) was not rejected. Also, one interaction effect hypothesis was not rejected (certification

by proximity). All other null hypotheses were rejected at the .05 level of significance.

Instrument reliability (Kuder-Richardson formula 20) and an item analysis (biserial correlation coefficient) were conducted. Analysis of non-respondent bias and zero response bias were also investigated. Results indicated the instrument had a high internal reliability (K-R = .884) and a mean biserial correlation coefficient of .59. Urban counselors when compared to remotely located counselors, were found to have been significantly less willing to participate in the survey. Elementary counselors chose the zero response option representing "I am not aware of this service" significantly more often than did secondary counselors.

Following is a more in-depth discussion of the findings of this study.

### Discussion

In survey research techniques, one must be cognizant of possible biases within the surveyed subjects. The chi-square analysis of non-respondent bias produced interesting findings. Urban counselors (i.e., those within 100 miles of major population areas) were found to have been significantly higher in unwillingness to respond and return the questionnaire than were remotely located counselors. No significant differences were found within the levels of factors of certification or grade. Only general conclusions may

be drawn from this analysis as impending variables, which this researcher could not control, may have influenced the results. Perhaps remotely located counselors felt the survey provided them a needed opportunity to offer feedback to the associations and, therefore, they were more willing to reply. Urban counselors who have more ready access to OPGA-OSCA services and activities may have conversely felt no compelling need to express their views through a mailed survey. It is unreasonable to assume that non-responses were indicative of a negative attitude toward the associations as those counselors who held negative attitudes were quite explicit in their responses to the questionnaire items and the questions in Section III of the instrument.

The analysis of variance and subsequent F tests for significance at the .05 level determined whether the researcher rejected or did not reject each of the seven hypotheses.

The first hypothesis explored which was not rejected was:  
There is no significant status level effect.

Based on the available data and the overarching theory of organizational affiliation (exchange theory) the non-rejection of this hypothesis elicits further discussion. It would seem that the process of counselor training and certification would instill peripheral effects of encouraging ongoing professional growth. One could assume, therefore, that certified counselors would tend to seek out means (professional organizations) by which they may continuously

upgrade their knowledge and skills. One may be inclined to also assume that non-certified counselors evidence their unwillingness to upgrade their status by the fact they do not possess an endorsement in counseling and subsequently they would most likely not be motivated to be active in a professional organization. Stereotyped assumptions of this type were found to be just that based on the results of this study. Certification status was not a significant determiner of counselor attitude toward the professional associations. Perhaps one could conclude that persons who do join professional organizations are, for the most part, self motivated and are at least open to the exchange of new ideas. Apathy seems not to be correlated to lack of certification. It is simply a problem among counselors in general, as the review of literature indicated.

Significant differences were found to exist within hypotheses two and three as both were rejected. These are stated respectively as follows: Hypothesis 2 - There is no significant grade level effect; Hypothesis 3 - There is no significant proximity level effect.

Throughout this study it was found that secondary counselors were, in general, more responsive and more positive than elementary counselors in their attitudes toward the professional counseling associations. Perhaps as Dinkmeyer (1973) believes, counselor training and emphasis has for too long emphasized secondary counseling skills. That counselor training and the professional



associations have not been meeting the perceived needs of elementary counselors may well explain the differences in opinions as found in this study.

Counselor comments tended to support the rejection of hypothesis three. And, as exchange theory holds, the more available organizational services and activities are, the more positive and active the individual member. The geographic construct of Oregon allows wide population diversity. Remotely located counselors, particularly those in Eastern Oregon and Southern Oregon are limited by distance regarding their ability to participate in services and activities provided by OPGA-OSCA. Additionally, all accredited counselor training institutions are located within the major urban areas. Inability to upgrade skills and have more ready access to services and activities, therefore, seems to be a significant factor in remotely located counselors' perceptions and offers implications both for counselor educators and the associations.

Three interaction effects hypotheses were explored. There is no significant interaction difference between status levels and grade levels. This hypothesis was rejected. There is no significant interaction difference between status levels and proximity levels. This hypothesis was not rejected. There is no significant interaction difference between grade levels and proximity levels. Results of data analysis necessitated that this hypothesis be rejected.

Significant differences were found regarding hypotheses four and six. Hypothesis five was not rejected. Certification status did not interact significantly with proximity status. Again, it may be reasonable to assume that certification, overall, has no overpowering influence on counselor activism or perceptions. This conclusion is applicable only to the population within this survey and therefore this assumption may not be effectively generalized to counselors as a whole. Within Oregon, however, implications for counselor training may be inherent in these findings. Further, the proximity factor does appear to interact with the grade levels and reveals also that where a counselor lives and works is a more effective determinant of his opinions of the associations than his certification or grade level.

Zero responses to Section II of the questionnaire indicated the counselor was not aware of a specific service or activity. t-Tests revealed that elementary counselors chose the zero response significantly more often than did secondary counselors. In fact, elementary counselors averaged 11.46 zero responses out of a possible 36. This finding seems to correlate with other findings in the study, i.e., elementary counselors appeared to be less positive in their perceptions and somewhat less active in the associations' activities. Again, according to organizational theory, positive attitudes are often found to be correlated to perceptions held

by the member regarding the organizations' ostensive efforts to recognize and assist with the counselor's unique needs.

### Recommendations

The preceding section of this chapter offered speculations, identified as such, underlying the findings of this study. The present section offers a list of suggested recommendations for further study relative to both the current investigation and to the more general topic of counselor-organization effectiveness.

1. In the present study the limited number of surveyed counselors prohibited a more in-depth analysis of counselor responses. Replication of the study with a larger number of respondents would contribute data that could be more effectively analyzed (e.g., would reduce dependencies within variance analysis).
2. Only Oregon public school counselors who were current members of OPGA-OSCA were selected for the study. Perhaps more revealing information could have been drawn had the experimental design included responses from counselors who no longer belonged to the associations. A design which incorporates and compares current members with past members is therefore recommended.
3. The original instrument designed for this study reflects services and activities provided by OPGA-OSCA. The precise

relativity of its contents to other state associations' services and activities is unknown. A suggestion is made for a detailed investigation of the instrument in this regard.

4. Public school counselors who were present members of OPGA-OSCA were surveyed. In consideration of the concerns expressed in the review of literature, it would seem plausible that counselors-in-training, and counselor educators could add important dimensions to further professional counseling association research. A suggestion is made for the provision of their perceptions into the experimental design.
5. The zero response option available within the instrument used in this study provided informative data relative to communication between the associations and the members. A relatively high percent of the membership indicated they were not aware of one or several services. It is recommended that further investigations be conducted relative to organizational-member communication and feedback processes.
6. The instrument developed for this study was found to be highly internally reliable and had very acceptable biserial correlations indicating high item-total test correlations. There was no external criterion with which to compare the instrument's reliability and validity. It is recommended that the design and findings of this study provide a basis for further professional organization membership surveys in other states.

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## APPENDICES

# APPENDIX A

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Cols 1 - 6

## OPGA - OSCA MEMBERSHIP SURVEY

1975

This questionnaire is designed to record your perceptions of the services and activities presently offered by the Oregon Personnel and Guidance Association (OPGA) and the Oregon School Counselors Association (OSCA). Individual responses to this questionnaire will be held in strictest confidence, so please respond as frankly as you can.

### SECTION I

DIRECTIONS: Please complete the following descriptive information.

1. Please indicate the city or town where you work as a counselor.													
<hr/>													
2. Please indicate your membership in the following counseling organizations by checking the appropriate space(s).													
( ) American Personnel and Guidance Association (APGA)	Col. 7												
( ) American School Counselors Association (ASCA)	8												
( ) Oregon Personnel and Guidance Association (OPGA)	9												
( ) Oregon School Counselors Association (OSCA)	10												
( ) Other (Specify) <hr/>	11												
3. Please indicate your degree of activity and participation in events sponsored by OPGA - OSCA by circling one of the following four numbers.													
<table border="0"> <tr> <td>NOT</td> <td>SOMEWHAT</td> <td>MODERATELY</td> <td>HIGHLY</td> </tr> <tr> <td>INVOLVED</td> <td>ACTIVE</td> <td>ACTIVE</td> <td>ACTIVE</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	NOT	SOMEWHAT	MODERATELY	HIGHLY	INVOLVED	ACTIVE	ACTIVE	ACTIVE	1	2	3	4	
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### SECTION II

DIRECTIONS: Listed below are nine areas in which OPGA - OSCA provide services and activities for their members. Under each area are items that describe specific services. Read each item and indicate how well OPGA - OSCA provide the service by circling one of four numbers on the scale to the right of each item. If you are not aware of this OPGA - OSCA service, circle "0". (Please indicate your response by circling the number -- do not mark between numbers.)

	I am not aware of this service	Very Poorly		Very Well	
A. Communication to membership					
1. Informs members of state association programs, conferences and activities .....	0	1	2	3	4
					13
2. Makes members aware of the kinds of services available to them .....	0	1	2	3	4
					14
3. Provides a regular and relevant news-letter to members .....	0	1	2	3	4
					15
4. Provides information from the national organization to members .....	0	1	2	3	4
					16

	I am not aware of this service	Very Poorly			Very Well	
<b>B. Representation of members</b>						
5. Solicits the opinions of members on important issues. ....	0	1	2	3	4	17
6. Encourages all counselors in the state to become involved in the organizations ...	0	1	2	3	4	18
7. Responds to requests from individual members .....	0	1	2	3	4	19
8. Insures representative participation on the executive board.....	0	1	2	3	4	20
<b>C. Publications provided to members</b>						
9. Provides a publication that covers the practical techniques of counseling .....	0	1	2	3	4	21
10. Provides a publication that discusses new theories in the field of counseling ....	0	1	2	3	4	22
11. Provides a publication that reviews current literature (e.g. new books) .....	0	1	2	3	4	23
12. Provides a publication that solicits and includes articles from practicing counselors .....	0	1	2	3	4	24
<b>D. Workshops</b>						
13. Provides workshops designed to update and improve the skills of members .....	0	1	2	3	4	25
14. Provides workshops that are conducted by skilled and able workshop leaders .....	0	1	2	3	4	26
15. Provides workshops that are reasonably accessible to all members .....	0	1	2	3	4	27
16. Provides workshops that focus on problems of concern to members from divergent work settings. (e.g. rural, urban, etc.) .....	0	1	2	3	4	28
<b>E. Conferences</b>						
17. Organizes conferences designed to discuss and solve problems arising from the counselor's daily work .....	0	1	2	3	4	29
18. Organizes conferences designed to serve as a forum to discuss theoretical problems .....	0	1	2	3	4	30
19. Organizes conferences that allow members to discuss concerns about the organization and make suggestions to change it .	0	1	2	3	4	31
20. Organizes conferences that are accessible to all members .....	0	1	2	3	4	32

## F. Placement Service

	I am not aware of this service	Very Poorly			Very Well	
21. Provides a placement service that lists job openings in the state in the area of counseling. ....	0	1	2	3	4	33
22. Provides job information that is current and up to date .....	0	1	2	3	4	34
23. Provides a placement service that is readily available to all members .....	0	1	2	3	4	35
24. Provides a placement service that makes the organization visible to outsiders (including administrators) .....	0	1	2	3	4	36

## G. Ethical and Legal Leadership

25. Provides leadership that helps clarify a counselor's roles and responsibility. ....	0	1	2	3	4	37
26. Provides legal information to members ..	0	1	2	3	4	38
27. Provides support and legal assistance in breach of ethics cases .....	0	1	2	3	4	39
28. Assists counselors in the interpretation of laws .....	0	1	2	3	4	40

## H. Political Leadership

29. Backs candidates with pro education/ counseling sentiments .....	0	1	2	3	4	41
30. Assists state officials in drawing up and updating certification standards for counselors .....	0	1	2	3	4	42
31. Provides a lobby at the state legislature .	0	1	2	3	4	43
32. Provides a liaison with the State Department of Education .....	0	1	2	3	4	44

## G. Human Rights

33. Provides guidelines for the protection of human rights .....	0	1	2	3	4	45
34. Assists in settling disputes and concerns dealing with human rights .....	0	1	2	3	4	46
35. Makes its human rights leadership and services known to members .....	0	1	2	3	4	47
36. Has a human rights committee with strong legal influence .....	0	1	2	3	4	48

(continued on reverse side)

## SECTION III

DIRECTIONS: This section of the questionnaire is designed to record suggestions from the membership on what should and should not be the mission of OPGA - OSCA. Please briefly answer the following questions.

1. What services presently offered by OPGA - OSCA do you feel are inappropriate?

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2. What additional services should be offered by OPGA - OSCA?

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3. What are the greatest strengths of OPGA - OSCA?

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4. What are the greatest weaknesses of OPGA - OSCA?

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5. Additional Comments?

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## APPENDIX B

Codesheet for OPGA-OSCA Membership  
Survey - 1975

Column

1	Certification status	1 = certified 2 = non-certified
2	Grade level of employment	1 = elementary 2 = secondary
3	Proximity	1 = less than 100 miles 2 = more than 100 miles
4-6	Respondent identification	Sequential three digit number
7	Membership: APGA	1 = yes, 0 = no
8	Membership: ASCA	1 = yes, 0 = no
9	Membership: OPGA	1 = yes, 0 = no
10	Membership: OSCA	1 = yes, 0 = no
11	Membership: Other	1 = yes, 0 = no
12	Degree of organizational activity	1 (low) through 4 (high)
13-48	Items 1 through 36 (Section II)	0 = not aware of services 1 = very poorly 2 3 4 = very well

## APPENDIX C

Letter to Executive Board Members

Dear

I would like to request your assistance for ideas and areas of concern which may be incorporated into a needs assessment survey instrument I am developing as part of my doctoral dissertation at Oregon State University. Basically, the dissertation will be an assessment of public school counselor needs regarding the services of OPGA and OSCA. Considerable investigation of the literature has revealed that no appropriate, validated instrument exists. Therefore, I am soliciting any and all ideas you, as an Executive Board Member, feel should be included.

All data from the research will be made readily available to OPGA and OSCA. Also, both Executive Boards will have the opportunity to review the instrument prior to field testing to assist with item validity and semantic clarification.

I would appreciate your response as soon as possible. Enclosed is a stamped self-addressed envelope for your convenience. If you have any questions, please feel free to call me at OSU 754-1317 or 753-9923 after 5:30 p.m.

Sincerely,

Janet L. Jones  
Doctoral Candidate in  
Counseling and Guidance



## APPENDIX D

Counselor Comments

Approximately 80 percent of the counselors who responded to the questionnaire supplied comments to the five questions in Section III of the instrument. Many were repetitive and the sample listed below is, therefore, representative of the nature and intensity of all those submitted.

The three digit number which precedes each comment indicates that counselor's certification status, grade level and proximity code. The reader may refer to Appendix B to determine the specific experimental level of the counselor who made each comment. Counselor identification numbers have been deleted for the sake of anonymity. Comments are listed as applicable to each question in the instrument and are displayed as written without revision in spelling, syntax, or punctuation.

1. What services presently offered by OPGA-OSCA do you feel are inappropriate?
  - (111) None - I am still becoming familiar with our purpose.
  - (121) The Scan (OSCA) and Counselor (OPGA) duplicate each other.
  - (121) Some overt activity on the part of OPGA that we knew about might make it possible to answer this question.
  - (121) Most services are appropriate. There just aren't enough.

(222) None are inappropriate.

(121) If, as indicated in the questionnaire we are involved in legal disputes I feel it is inappropriate.

(121) All services are worthwhile, it is only to what degree.

(121) Poor conferences and convention presenters--The list of presenters for upcoming convention is mediocre to atrocious, to say the least.

(112) Communication - most of the time I don't know what workshops are going on, etc.

(111) I'm not sure any of the services are inappropriate. Perhaps its a matter of priorities. With less emphasis on on organization concerns w/ national and more emphasis on local problems.

(121) Occasionally OPGA has been too "far-out" for most working members.

(121) I don't feel any are inappropriate, some are ineffective and participation by membership is minimal.

2. What additional services should be offered by OPGA-OSCA?

(121) We need help in the practical problems we meet every day - student motivation, techniques for working with parents and students - the "non-worker" and drop-out.

(111) I feel most concelors think OPGA does little for them except have an annual conference. More help and encouragement should be filtered down to the areas - ex - free workshops on new ideas and techniques.

(111) More regional leadership. More opportunity for counselors to discuss important issues with other counselors.

(121) A strong placement program and definition of counselors role in education.

(121) Improved placement services. More practical articles on counseling in periodicals.

- (111) More public relations for the spread of knowledge about the organizations. More cooperation between divisions.
- (122) regional workshops
- (111) More info on what is new in guidance
- (221) Work more closely with national organizations and tie in local objectives also with NEA to provide more strength for counselor at the bargaining table for counselors rights.
- (111) I obviously don't use the services now provided--just wasn't aware of them.
- (121) Better placement facilities Stronger political power
- (121) A stronger placement service, a more sophisticated and professional journal, stronger legislative lobbying.
- (111) A placement service that includes information about other states
- (121) More inservice, conferences for us - conducted by worthwhile professionals in our field. (2) Publicity regarding services, better communication via a monthly newsletter.
- (121) More help in organizing outlying districts.
- (121) Portland has been and is losing ground in counseling and guidance staffing and services. Perhaps OPGA and OSCA could censor or bring attention to the central administration of this weakening pattern.
- (122) Small meeting in local areas to discuss common problems.
- (222) Personally, I would like a "sounding-board" for problems encountered--Brief book reviews would also help keep one informed.
- (222) regular meetings of a regional group for purposes of informal discussion of mutual problems.

- (111) Better distribution of information about counseling programs and practices around the state--what counselors are doing.
- (111) More contact with potential members statewide
- (121) More effort to encourage schools to employ only trained counselors in positions.
- (121) I feel that OPGA-OSCA should insist upon a counseling staff in schools made up of certified counselors. Kill the grandfather clause.
- (121) Workshops perhaps with school administrators
- (221) Inform the members what services are available to members in Oregon
- (222) We need more workshops in southern Oregon. Last year there were two & they were helpful.
- (121) There is an absolute need to meet with members, get feedback, send regular publications, and let members know OPGA is out there.
- (111) a means to get smaller groups of counselors together on an informal basis to share thoughts, ideas, & questions.
- (111) Workshops offered for each district for graduate credit. This would be especially helpful if they would count toward Standard Certification.
- (121) more workshops in isolated areas viz. Elgin, Astoria--by members or outside experts
- (221) Liability insurance and reasons for it
- (121) OSCA probably need some help with the counselors role in the new graduation competencies. There is an extreme lack of uniformity among minimum competencies.
- (122) Area Meetings--Central Oregon, Southern Oregon, Coast, etc. One convention per year is not enough to give counselors a real feeling of cohesiveness throughout the state.

(122) Interpretation of laws such as confidentiality, records, etc. More input and pressure into the need of elementary counselors. More pressure and input in to administration areas so they understand the roles of a counselor - and counselors have the right to refuse to do "paperwork" & other non counselor chores.

(222) More workshops on learning and training disabilities

(111) More frequent newsletters with more involvement of counselors from all over Oregon.

(121) Good group training.

(121) More information to the public for better understanding of counselor roles.

(221) Suggested reading lists on current writings such as Rogers, May, etc.

### 3. What are the greatest strengths of OPGA-OSCA?

(111) Newsletter very good. I feel this is an active progressive group - have no criticisms - but all positive opinions

(221) The workshops and conferences under our excellent leadership.

(211) The persons willing to maintain the administrative power within the Associations.

(111) The Fall Workshops & conferences. They bring counselors together with Nationally known people as contributors. Fantastic people!

(122) Professional Journals giving up-to-date info on literature case studies etc.

(111) The eager hard working people that put together the conference, journal & news letters.

(111) the fall conference and the 1 day workshops that have been held in the spring during the past few years.

(221) Political action

- (121) Workshops Getting together to discuss mutual interests
  - (211) Several members seem to know some important law makers. Also the workshops at the state conventions A first class.
  - (121) Conferences, workshops, support, encouragement and exchange of new ideas via newsletter, journal, meetings, etc.
  - (111) Communication with St. Bd. of Educ. Fall Conf. generally well done and diversified enough to meet members needs and interests.
  - (121) Consistently strong "core" membership - sometimes excellent leadership
  - (121) the members
  - (121) Making us aware of changes
  - (111) Resources of leadership; support for counselors in the field.
  - (111) It is a growing organization that will serve more and better all the time. For ex-it has a growing political strength to speak for counselors.
4. What are the greatest weaknesses of OPGA-OSCA?
- (121) need more "political" clout to influence school districts.
  - (121) lack of local visibility & involvement
  - (121) Poor leadership (at present)
  - (111) Publications aren't too practical - need to focus on specific issues and helps for counselors
  - (111) Communication with members
  - (111) accessibility to counselors in rural areas
  - (121) Their workshops - meetings are often too far away for many of the counselors in the state to attend conveniently.

- (121) "No guts" Really can't put forth the political strength to make counselors a strong force.
- (121) (a) The 2 separate organizations operating individually.  
(b) Not enough room for communication from individual member to executive board. Some areas are very large.  
(c) Too much money spent on getting people to board meetings.
- (111) Only once a year conference
- (111) Lack of communications between National, State & local organizations and the members.
- (121) Not enough support by members
- (111) Haven't even thought about it-feel really quite removed from the org.-if I need any thing I call people I know at the State level.
- (121) Not enough opportunity for input to OPGA
- (121) Most of the work is done and the decisions made by a relatively small number of members. We need broader participation.
- (111) Communication in a lot of areas. Also no placement service.
- (121) Lack of professional approach in all of the above areas - No publicity to residents of Oregon so that they might be aware of our existence and potential worth.
- (222) Limited primarily to metropolitan areas located along Interstate 5
- (222) Lack of communication. Meaningful workshops to suit needs of counselors (school counselors) Many times the theoretical is not the practical and has no relationship to the actual school situation.
- (111) Placement service listings very limited - probably out-dated due to infrequent publications. Frequently info. on special conf. comes out too late to allow attendance (info. only a couple of days before conf.

- (222) The same as those of other organizations for people in Eastern Oregon, activity centered in and around Portland - many counselors do not belong.
- (111) Placement services--I would like to see a much greater effort to solicit and distribute information about openings within the state.
- (111) Seems to be run by a select few - need to diversify leadership and membership in some way.
- (112) Lack of commitment to the task of enforcing counseling standards-to many uncertified 'counselors' inability to convince administrators of counseling concept and its place as a part of the school program.
- (111) It does nothing to make me a better counselor. I'm tired of "hand-holding" sessions. I thought Fall Conf. in Bend was the worst I had ever attended, small crowded dining facilities, over-crowded session rooms, high room rent, and poor speakers! This Fall conf. holds no interest for me.
- (121) I would like to contribute much more but feel unable to do so except when I hold an office.
- (121) No Ethical Practices Committee. Little support for individuals who are laid off.
- (121) Communication is the great weakness-members do not know what is going on. I feel members would get involved if they had direction.
- (121) Lack of counselor participation. We fail to back up our organization.
- (111) Getting Standard Certification Programs uniform and more easily available to counselors at great distances from the valley's colleges.
- (122) No visitations from leaders
- (122) Lack of money
- (122) getting people from outlying areas involved (not their fault)



- (121) need more visibility or impact to public, fellow teachers, administration.
- (122) Need better communication east of the mountains
- (121) These are white organizations answering to white needs
- (111) local meetings

5. Additional comments ?

- (111) I don't feel myself to be active in the group. Would be willing to assist if requested.
- (121) A better attempt should be made to mail conference registration materials out. the weekend before the conference is hardly enough time.
- (221) I'd like to see some pressures put on the counselor education institutions particularly U of O and OSU to make counselor training more available to people already in education.
- (211) I am no longer employed as a school counselor, and have not joined OPGA/APGA next year. I am now an Asst. Principal.
- (122) The conference should be shortened to one day of meaningful activities and program. It's gotten to be too much of a "good time" & "booze" party.
- (122) Workshops in areas other than the metropolitan areas. Would like to know more about legal services available to counselors through our organization. Is there someone I can call for legal advice and interpretation of laws?
- (122) I appreciate that E. Ore presents a problem but to me the lack of attention is discrimination based on geographical regions.
- (121) There is a need to get information about what is happening out to the members each month during the school year and placement needs should be published every 2 wks during the summer. There should be more area reps-meeting once a month to discuss: school policies, needs of new graduates, role of the counselor,

sharing ideas about the future of counseling in Ore. etc.

- (111) Organizations are not my "bag"
- (122) I feel my answers are not as thorough because I am somewhat "new" to OPGA and OSCA.
- (121) I, personally, have benefitted greatly from the membership in the past 8 yrs. Knowing other counselors throughout the state as well as sharing ideas - also the very high caliber workshops offered have been of great help and support to me in my job.
- (111) I would hope this questionnaire would also be sent to non-OPGA-OSCA counselors. Thus member and non-member responses could be compared and analyzed.
- (121) As my age increases my enthusiasm for attending meetings decreases.
- (111) After working on this questionnaire I feel that there are activities and services being offered that I am not aware of.
- (221) Continue to upgrade the profession by making workshops and current information available at local level. Inservice or graduate credit offered.
- (211) After only one year in membership of OPGA I really do not know that much about the organization.
- (222) Due to the lack of representation of any of the Organizational Committees from the Eastern part of the state we are not included in a lot of the activities that the organization backs. I believe that representation from the Eastern part of the state is definitely needed.
- (111) We still need to find some effective means of attracting new members and proving our worth to them.

## APPENDIX E

Survey Cover Letter

Dear

A research project is being conducted through Oregon State University by Janet L. Jones, part time staff member and doctoral student at this institution.

Because you are a public school counselor who is a member of the Oregon Personnel and Guidance Association and the Oregon School Counselors Association, we need your perceptions regarding the services and activities of both organizations. Your responses to the enclosed OPGA-OSCA Membership Survey will help us to identify specific areas of strengths and weaknesses within the associations.

The answers you make on this survey will be held in complete confidence. All questionnaires have been precoded to facilitate mailing and statistical procedures. Only a summation of responses will be incorporated into the results of the study.

When you have completed the enclosed questionnaire please return it to us in the pre-addressed envelope by September 26, 1975. If you have any questions feel free to call Jan Jones at 307-362-8730.

Oregon State University and the executive boards of OPGA-OSCA appreciate your time in contributing to the evaluation of Oregon's major counseling associations. Your responses will provide an impetus for future organizational goals and services not only in Oregon but may have significant implications for the national and other state associations.

Sincerely,

Glenn E. Clark, Coordinator  
Counseling and Guidance Department

Janet L. Jones, Staff  
Counseling and Guidance Department

## APPENDIX F

Survey Follow-up Letter

Dear

Approximately two weeks ago you were mailed an OPGA-OSCA Membership Survey as part of a study being conducted through Oregon State University.

We have not yet received your questionnaire. Possibly it did not reach you, or these letters passed in the mail. However, your opinions are of definite value to this research, Oregon's professional counseling associations and to public school counselors.

Therefore, another questionnaire and return envelope are enclosed for your convenience. Please complete the survey according to the directions at the beginning of each section.

If you have already responded, we appreciate your time and consideration and you may disregard this letter.

Sincerely,

Glenn E. Clark, Coordinator  
Counseling and Guidance Department

Janet L. Jones, Staff  
Counseling and Guidance Department

## APPENDIX G

Item Analysis Summary

<u>Item Number</u>	<u>Difficulty</u>	<u>Biserial</u>	<u>Item Number</u>	<u>Difficulty</u>	<u>Biserial</u>
1	.11	.49	19	.54	.54
2	.43	.59	20	.33	.49
3	.15	.59	21	.67	.60
4	.53	.66	22	.79	.64
5	.56	.68	23	.75	.75
6	.36	.60	24	.90	.67
7	.24	.68	25	.28	.62
8	.23	.44	26	.33	.68
9	.47	.52	27	.64	.60
10	.60	.70	28	.44	.61
11	.77	.60	29	.21	.46
12	.36	.49	30	.18	.56
13	.14	.56	31	.12	.36
14	.12	.63	32	.13	.49
15	.32	.43	33	.22	.61
16	.29	.65	34	.55	.66
17	.28	.65	35	.55	.70
18	.47	.46	36	.68	.63

## APPENDIX H

Mean Item Responses for Factor 1  
(Certification Status)

<u>Item Number</u>	<u>Certified</u> <u>(N = 113)</u>	<u>Non-certified</u> <u>(N = 28)</u>
1	3.4	3.4
2	2.7	2.5
3	3.2	3.0
4	2.4	2.4
5	2.3	2.5
6	2.8	2.8
7	2.6	2.4
8	2.9	2.8
9	2.4	2.2
10	2.3	2.0
11	2.2	2.0
12	2.7	2.6
13	3.3	3.1
14	3.3	3.2
15	2.8	2.4
16	2.9	2.6
17	2.8	3.0
18	2.5	2.8
19	2.4	2.6
20	2.8	2.8
21	2.3	2.4
22	2.2	2.1
23	2.3	2.2
24	1.9	2.1
25	2.8	2.7
26	2.6	2.4
27	2.4	2.5
28	2.4	2.5
29	2.7	2.9
30	3.1	2.9
31	2.8	3.0
32	3.1	2.9
33	2.8	2.8
34	2.4	2.1
35	2.4	2.2
36	2.3	1.9

Mean Item Responses for Factor 2  
(Grade Level)

<u>Item Number</u>	<u>Elementary</u> <u>(N = 35)</u>	<u>Secondary</u> <u>(N = 106)</u>
1	3.3	3.5
2	2.6	2.8
3	3.0	3.2
4	2.1	2.4
5	2.2	2.4
6	2.6	2.8
7	2.3	2.8
8	3.0	2.9
9	2.3	2.4
10	2.1	2.4
11	2.1	2.2
12	2.6	2.7
13	3.0	3.3
14	3.2	3.3
15	2.7	2.8
16	2.7	2.9
17	2.6	2.9
18	2.3	2.7
19	2.0	2.6
20	2.7	2.8
21	2.0	2.4
22	1.9	2.3
23	2.1	2.3
24	1.7	2.0
25	2.8	2.8
26	2.4	2.6
27	2.1	2.5
28	2.1	2.5
29	2.5	2.8
30	2.9	3.1
31	2.8	2.8
32	3.1	3.1
33	2.7	2.9
34	2.1	2.4
35	1.9	2.5
36	1.7	2.4

Mean Item Responses for Factor 3  
(Proximity)

<u>Item Number</u>	<u>Less than 100 miles</u> (N = 102)	<u>More than 100 miles</u> (N = 39)
1	3.4	3.4
2	2.7	2.6
3	3.2	3.1
4	2.4	2.3
5	2.4	2.3
6	2.8	2.9
7	2.7	2.6
8	2.9	2.9
9	2.4	2.4
10	2.3	2.2
11	2.2	2.2
12	2.8	2.5
13	3.3	3.1
14	3.3	3.2
15	3.0	2.2
16	2.9	2.6
17	2.8	2.9
18	2.6	2.6
19	2.5	2.3
20	3.0	2.4
21	2.4	2.2
22	2.2	2.2
23	2.4	1.9
24	1.9	1.9
25	2.9	2.5
26	2.6	2.5
27	2.4	2.3
28	2.5	2.3
29	2.8	2.6
30	3.0	3.0
31	2.9	2.5
32	3.1	3.0
33	2.8	2.8
34	2.4	2.1
35	2.4	2.3
36	2.2	2.3