DETERMINING THE PROFESSIONAL RELATIONSHIP BETWEEN THE
PHYSICAL EDUCATION INSTRUCTOR AND THE
SCHOOL COUNSELOR

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CHAPTER I

GENERAL INTRODUCTION TO THE PROBLEM

Since the establishment of a guidance program on the secondary level, there have been a number of problems develop. One such problem concerned the physical education instructor's experiencing a close relationship with the student. As a result when the student was troubled, he tended to rely on the physical education instructor for guidance. The student did this chiefly because the physical education instructor seemed to have the ability or the understanding needed by the student at that particular time. On the other hand, the counselor envisioned that it was the counselor's duty and role to counsel the pupil confronted with a problem. The elements of conflict between the guidance counselor and the physical education instructor seemed to originate from the apparent roles of each. The range of problems has caused much concern on the part of administrators, counselors, and teachers. Thus, this concern was the reason for this study, which deals with the proper rapport between the physical education instructor and the counselor.

I. THE PROBLEM

Statement of the problem. The problem was to determine the roles of the physical education instructor and the counselor pertaining to their duties in the guidance program.
Purpose of this study. It was the purpose of this study to: (1) determine the guidance functions which had been or were being performed by the physical education instructor; (2) show the contributions of the guidance counselor to the guidance program; and (3) decide what established guidelines should be developed for proper rapport between the physical education instructor and the counselor. In this way the two can serve the guidance program in a cooperative effort rather than possibly pulling in separate directions.

Scope of the study. This study used physical education instructors and counselors in ten counties of Central Iowa, which were composed of: Boone, Dallas, Madison, Warren, Marion, Mahaska, Jasper, Marshall, Polk, and Story. The opinions of the physical education instructors related to their roles where guidance practices and functions were directly involved. The counselors also presented their conception of the degree of importance they occupied, or wished to occupy, in the guidance program.

Limitations of the study. This study covered the 1969-70 school year. The area was limited to the State of Iowa and, even more specifically, the ten counties composing the Central Iowa region. The counties were: Boone, Dallas, Madison, Warren, Marion, Mahaska, Jasper, Marshall, Polk, and Story. The study encompassed only high school physical
education instructors and counselors within the defined area. The problem was basically one of professional rapport so the only feasible approach was to enlist the services and experiences of these professionals. Their ideas and opinions were related to the researcher by means of a questionnaire, seemingly the most efficient tool for the obtaining of the necessary data. It was deduced that by drawing ideas from both sides and condensing them, the result would be solutions or recommendations.

II. DEFINITION OF TERMS USED

Physical education instructors. The term "physical education instructors" was interpreted in its broadest sense to include: coaches, physical education teachers, health instructors, and recreational directors.

Counselors. The guidance and counseling staff was composed of guidance counselors, guidance coordinators, visiting teachers, school psychologists, school psychiatrists, clinical psychologists, and social workers.

Counseling. Counseling was defined as that part of the total educational process which is concerned with helping the individual make plans and decisions to implement his development in accordance with his own emerging life patterns.

Emotional development. The gradual process of growing up by tendencies that impel action when faced by every
day situations and their emotional reactions to these situations is the definition of emotional development.

High school. High school was defined to include grades ten through twelve, or what has been labeled as a three year high school.

III. THE PROCEDURE

From the review of literature, both the general thrust of the questionnaire and specific questions were established. In constructing the questionnaire, the investigator attempted to phrase items which would bear information pertinent to the role of the counselor and the role of the physical education instructor in the area of guidance services. The questionnaire included forty-seven questions which were answered by one of five responses which were; "never", "sometimes", "frequently", "usually", and "always". All questions but two used the above procedure; however, two required written responses.

The samples were chosen from physical education instructors and guidance counselors in the ten counties surrounding Central Iowa. It was found by information from the State Department of Public Instruction that 150 counselors were included in this Central Iowa area. The researcher listed these 150 counselors in alphabetical order. To obtain the seventy-five samples needed, every other name was selected. The procedure differed in obtaining the samples for the
physical education instructors as there were 300 physical education instructors involved in this area. To obtain the correct sample of seventy-five, these individuals were put in alphabetical order and every fourth name was chosen for the sample.

The first questionnaire prepared by the investigator was mailed to a pilot sampling of ten counselors and ten physical education instructors, who were asked to be a representative group in order to validate the questionnaire as a research instrument for the survey. This sampling was chosen by drawing ten names out of a hat from the physical education instructors' group and from the counselors' group. These ten were selected from the group not selected in the major sampling.

The questionnaire was mailed to the sample group of seventy-five counselors and seventy-five physical education instructors in the ten-county area of Central Iowa on March 20, 1970. Each counselor and physical education instructor was asked to complete the questionnaire and return it to the investigator in the self-addressed stamped envelope provided for this purpose.

The data were collected and tabulated on May 20, 1970. The information regarding the desirable professional relationship between the physical education instructor and the counselor was recorded from the questionnaire.
CHAPTER II

REVIEW OF LITERATURE

Reading surveyed reflected two different schools of thought. The two different points of view were: (1) that of the physical education instructors toward guidance; and (2) that of the counselors toward guidance. The researcher used this procedure to establish the desirable professional relationship between the two factions. Within this chapter, he will report the reading data surveyed.

First, the following data were presented from those in the field of physical education.

One authority has stated:

The two objectives of physical education are:
a. The interpretive development causes the individual to think more clearly in terms of time and space, and to think of human relationships through group activities.
b. There are few activities outside of physical education, which offer more opportunities to guide the emotional drives, interest and hungers of youth and adults into approved channels.¹

Arbuckle put forth the idea that the physical education instructor had not taken the place of the professional counselor; however, if his training had been in the personnel field, there was no reason why he could not effectively

undertake the greater part of the counseling that was needed by the school. There will always be a place and a need for the professional counselor; however, he is able to contact and counsel relatively few pupils. The physical education instructor is one of the personnel workers who was in daily contact with each student. By far, the greater part of the counseling that has gone on in school was being performed, and will continue to be performed, by the physical education instructor.

Yet on the other hand, Cassidy related this impression:

The guidance role of teachers and the leaders in health, physical and recreation are responsible for concepts of body-self adequacy, skills or pride in body movement experiences. Briefly, the six areas in which such teachers and leaders should function are;

1. Set climate
2. Locate needs
   Appraisal (physical and health examinations)
   records---observation---study of relationships
   ----study of student's interests----evaluations,
   lists, inventions, conferences
3. Provide goal-centered instruction
   Orientation courses
   Self-survey and
   Goal setting----search to identify and state problem
   centers for self and for group
   Problem solving
   Evaluating
4. Change the situation (change relationships)
   Give status and recognition
   Confer with and advise parents
   Give responsibility and trust for an adult
   Offer friendship and understanding affection,
   belongingness-friends

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5. Make referral to other school or community personnel for expert counseling and aid when observation and conference show such need.

6. Keep records to improve one's own insight concerning student's needs, to share with other teachers and parents, to share with students in evaluation and planning.1

Chisholm reported his plan of reporting the work of the counselor and the physical education instructor. His categorizing would seem to infer that guidance and classroom instruction were two separate and distinct things. This plan took into account neither the capacity and ingenuity of the physical education instructor nor his rich experience in dealing with youth. There had been an assumption, also, in the plan of the separation of guidance and other work of the physical education instructor. It seemed to imply that the physical education instructor was not interested in the guidance of youth and did not possess the ability to participate actively in the guidance work. The idea that physical education must play an indispensable role in the guidance of youth, inferred that it was the individual and his development which the physical education instructor should keep uppermost in his thinking at all times. Subject matter and other experiences were used to contribute to the development of individuals.

There was another aspect which should not be overlooked. High-school youth soon became skeptical of the recommendations of counselors if they did not find this same spirit of guidance in the classroom and the other activities sponsored by the school.¹

Johnson's views showed a slightly different picture. His research proved that counseling which was done in a school setting was not psychotherapy. For that reason, it was possible for a physical education instructor to become involved in the counseling process to a certain degree. Teachers who desired to function as counselors should keep in mind the primary function of a counselor: (1) to do what is best for the pupil; (2) through counseling, to help a student increase his self-understanding; and (3) to have the student learn how to solve his current ones.²

Hamrin was in contrast with Johnston when she said, The teacher can and should become the chief guidance functionary in the secondary school. The reasons for this assumption are: (1) the majority of secondary schools are comparatively small and can not afford the service of a guidance specialist, (2) one of the outstanding benefits that guidance offers the secondary school is the interaction of all school and community services for the benefit of the individual pupil, (3) if a specialist were employed to perform the guidance functions, the teachers would be deprived


of one of their greatest opportunities to understand pupils, and then make their classroom work more meaningful and significant. (4) As teachers become trained professionally, they must assume the responsibilities of such training, which means increasing concern and regard for the individual pupil rather than merely for subject-matter to be taught, and (5) many teachers are qualified and willing to assume greater responsibility in this area of education. 1

Johnston implied the problems pupils brought with them to school vitally affect their ability to profit from the school experience. Johnston believed the physical education teacher should be aware of these students' behavior and problems. Johnston believed the teacher's behavior in relation to the problems of students and their fellow students' reaction to their problems vitally influenced the pupil's attitude toward the teacher and toward himself. Assisting the pupils to understand and handle their problems and to make intelligent choices in guidance, inextricably interwoven with other activities, made up the physical education instructor's role. Without consideration of these factors, teaching was bound to be ineffective. Whether he wished or not, every teacher was involved in guidance. 2

Johnston said:

In one sense, the task may be defined as helping young people grow up. This is another way of saying that our function is that of providing experiences through

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2Johnston, op. cit., p. 5.
which young people will develop into mature adults capable of dealing effectively with problems of everyday living, unless we act on our knowledge to modify the experiences pupils have in our classroom, our recognition of individual differences means nothing. 1

Cox said:

Guidance in physical education could be developed in the following manner. Physical health is closely related to mental and emotional health. Perhaps if the student is good he is happy, but more surely if he is happy he is likely to be in good physical and mental health and hence will most probably be good. Only that child is happy who respects his ability to succeed in what he is undertaking. If his successful project be stealing or destroying property or violating regulations, then he will normally express himself in anti-social ways. If it be fishing or playing baseball or hiking or singing or reading, then he may be expressing himself in harmless or desirable ways. The physical education program must find varied desirable ways. The physical education program must find varied desirable activities at which students can be in some regards uniquely successful. 2

An unsigned article in School Activities indicated that the physical education program affords its instructors a superb opportunity through group guidance to help the individual to improve almost every phase of his development physically, mentally, socially, and emotionally. The example of Jane and Bill, who were not athletically inclined because of body build, were selected as squad leaders. Their interest was aroused in many minor sports such as table-tennis, shuffleboard, and archery, as well as dancing.

1Ibid., p. 21.

Competition became keen; the feeling of adequacy, of belonging, of participating and of accomplishing became very noticeable. The unselfishness, the recognition of accomplishment, and pride in a job well done were a few of the visible outcomes of this particular pair. The most satisfying result, however, was the self-confidence gained by the two individuals. This was just a sample of usefulness that physical education can serve in group guidance.¹

Cowell stated:

The physical education instructors act as development supervisors because they provide equipment, facilities, experiences, and guidance so that by their own purposeful activities children develop their potentialities and build patterns of behavior and personality which are individually satisfying and socially effective. The gymnasium, the playground, the swimming pool, the summer camp make it possible for us to arrange conditions and situations that are appropriate to the needs of children and youth to maintain personal relationships with them that are supporting and reassuring. Not only must we understand the needs of youth but we must also organize learning experiences that lead to confidence, trust, and cooperation.²

According to La Salle, physical education has many natural group situations; and if social growth was to take place through them, guidance by the teacher was necessary. To be effective in his guidance, the teacher must understand the principles of social growth.³


³La Salle, op. cit., p. 139.
La Salle asserted:

One of the major objectives of physical education is in helping pupils develop good mental health through activities which are themselves integrating. The physical education instructor can give a child a feeling of adequacy by careful instruction in physical skills so that the child develops beyond the novice class. Research indicates that children with play skills well-developed have greater adequacy with their associates, are more respected, and have fewer fears.¹

According to Scott, physical activity helps psychological development in the following areas: attitudes were changed, social efficiency was improved, improved sensory perception and responses, improved sense of well-being, better relaxation was promoted, relief provided on psychological problems and skills were acquired.²

Cowell stated: "The physical education instructor has the capacity to look for signs of poor mental health because he can see expressions of such in physical activity."³

Cowell also said:

The following points seem essential for stable mental health: (1) an emotionally stable environment, (2) security with adults, (3) status with peers, (4) freedom from fear and anxiety, (5) freedom to explore the environment, (6) sympathetic guidance—guidance for understanding individual needs and way of life,


³Cowell, op. cit., p. 141.
(7) protection from situations in which children and youth are unable to act intelligently, (8) aid in developing understanding and clarifying meanings, and (9) aid in distinguishing fact from fiction, reality from fantasy. Of all the teachers, the physical education instructor is the one who has the greatest opportunity to do this.

Cowell indicated that psychological studies presented evidence that lack of physical skills was one important cause of fear among children; and that development of skills has made those same children lose their fears.

Combs and Snygg listed:

Three ways in which the organism moves to achieve self-esteem:
1. By mastery over people or things
2. By identification with a powerful individual or membership in a potent group
3. Through bringing about some physical change in body organizations. It is evident that programs in health, physical, and education can contribute considerably in all three aspects.

Cassidy explained that the human organism by its very nature was a goal-seeking organism.

Nash said, "Physical education can bring together all the traits and powers of an individual into one personality which responds as a whole to lofty group ideals."

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1 Ibid., p. 153.
2 Ibid., p. 92.
4 Cassidy, op. cit., p. 24.
Cowell inferred that motor development was similarly related to emotional development. The unskilled child on the playground has occasion to be insecure, fearful, or angered when facing an obstacle of threat. The more skilled child handles such situations in his stride, quite emotionally. The physical education situation offers difficulties to overcome, success to accomplish, goals to gain, and rewards to be achieved. These opportunities also require that the child participate by the rules of the game thus trying to promote self-discipline. Emotional mistakes are invariably followed by discomfort and bitter emotional balance results. Physical strength and skill alone are tremendous factors in this feeling of security in the normal ability to stand on one's own feet and care of the self.¹

Cowell also said:

Play and athletics permit the individual to relieve more primitive experiences. They provide the outstanding means of controlling, sublimiting, substituting, and compensating for many of our physical and social inadequacies in a whole way. This gives the individual a great safety valve for relieving damned-up tensions.²

Hamrin inferred that the athletic program of the school can be used to give guidance in health and physical development. Health habits become more functional if they were a part of normal physical activities. The athletic

¹Cowell, op. cit., p. 146.

²Ibid., p. 147.
staff can be of tremendous value in the other guidance areas. Few teachers have a close, personal relationship to pupils. The personality of the coach is a great significance in influencing attitudes and in developing desirable outlooks. Coaches can also assist pupils with their everyday problems; coaches have an opportunity to gain insight into the action of pupils which can be very useful to other guidance workers.\(^1\)

In his article Miller explained:

> The game of life is to be played with the same feeling there is in a football or basketball contest when you are one point behind or ahead. Athletics when properly administered represent the best in effort and excellence that enables the American ideals of sportsmanship, loyalty to a cause, individual effort, team play, disciples, triumph against odds, winning with humility, losing with dignity, and a realization of sacrifice that must be made in order to achieve.\(^2\)

Nash probably summed up the whole physical education viewpoint when he stated, "Physical education gives the student a sense of belonging and a sense of achieving."\(^3\)

The remainder of this review of literature has been devoted to the viewpoint of the counselor. Johnston explained that school counselors, whose experience and professional study had given them special competence in dealing with difficult problems of pupil adjustment and special

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\(^1\)Hamrin, *op. cit.*, p. 207.

\(^2\)W. A. Miller, "As Others See Us," *Journal of Health Physical Education and Recreation*, XXXV (September, 1964), 35.

\(^3\)Nash, *op. cit.*, p. 214.
knowledge in particular areas of pupil choice, are a valuable resource whose assistance teachers should welcome.¹

It was unfortunate fact that in some schools the mutual confidence and respect, essential to cooperative actions, have not been developed between teachers and counselors. Sometimes counselors have been jealous of their prerogatives and have not been willing to recognize the teacher as a key person in guidance. Sometimes teachers have resented the extra salary or recognition accorded the counselor and have failed to see him as a valuable resource dedicated to the same goal of success for every pupil, and with his own special skills to contribute in attaining the goal. The result of such misunderstandings is, in any case, inimical to the effectiveness of the guidance program.

Ar buckle asserted that:

The professional point of view holds that counseling is an intricate and involved process, and for the welfare of the child should be performed only by specialists who have been trained in the field.

On the other hand, Dunsmoor concluded that for any guidance worker to be able to perform the whole guidance task in any school, it would be necessary for him to have a complete training program in all the technical phases of the seven major areas of education, as outlined in the

¹Johnston, op. cit., p. 6.

²Ar buckle, op. cit., p. 6.
Cardinal Principles. It is the rare teacher who possesses such training and likewise it is the rare counselor who has, or can be expected to have, such extensive training. No one guidance functionary should undertake to assume all the guidance services for his students without the assistance of other faculty members. The essence of guidance is that it was overlapping both as to its types and as to the source from which it could be derived.¹

Johnston arbitrarily agreed with the above discussion when he viewed the role of the teacher and guidance counselor. In general he stated the teacher's main function as being one that promotes the total growth of students through the learning process. Following this, he perceived the counselor as having two functions: The first is to help those students who for one reason or another, have important needs which are not being met and which block the student's progress in the total learning process. The second of the counselor's two main functions is to serve as a consultant.²

Dunsmoor explained that if teachers are to make effective contributions to guidance, they have to have the assistance of other specialized guidance workers, the services of counselors, psychologists, psychiatrists, placement

¹Clarence C. Dunsmoor, Guidance Methods for Teachers in Homeroom, Classrooms, Core Program (Scranton, Penn.: International Textbook Company, 1942), p. 11.

workers, home visitors. Medical examiners, school nurses, and others are essential if the work is to be done completely.\(^1\)

Johnston stated:

Pooling of insight, information about pupil successes and failures, suggestions of types helping a particular pupil learn how to live more effectively with himself and with his peers and to establish reasonable and worthwhile goals toward which to work. The function of the guidance counselors is that it should be possible for the teacher to look to him for help on special problems, suggestions in regards to referrals, and, especially, for leadership in improving the teacher's skills and understanding in working with pupils.\(^2\)

Dunsmoor stated:

It is evident that the contributions of the teacher should be largely confined to the adjective phases of guidance, rather than to those which are primarily concerned with the choice of educational and vocational alternatives.\(^3\)

Weitz said:

Teachers can make a major contribution to the guidance function of the school by individualizing instruction to meet the special guidance needs of children temporarily in their care. Through individualizing instruction, the teacher can furnish opportunity for each child to develop his skill in self-decision making.\(^4\)

Hamrin implied that psychologists have often stated that an effective learning situation is impossible until the teacher is intimately acquainted with his pupils. In

\(^1\) Dunsmoor, op. cit., pp. 11-14.

\(^2\) Johnston, op. cit., p. 11.

\(^3\) Dunsmoor, op. cit., p. 16.

spite of this statement, our schools have often been organized on an impersonal relationship. No teacher can adapt his work to the individuals in his class or effectively stimulate pupils until he knows the background, interests, needs, abilities, and opportunities for each of his pupils. The guidance program was built upon the premise that this knowledge was at first essential. It provides impetus and direction to the process of learning to pupils. An effective teaching situation also depends on the success of this program.

Wrenn explained:

The teacher and counselor should move together from an emphasis upon the problem students and the problems of students to an emphasis upon the discovery and development of talent. This becomes a team operation with the teacher using his classroom contacts and insight and interviews to discover talent and to help students to utilize it.

From this, La Salle implied that group activities in physical education are the ideal mediums for social growth, but they do not insure it. It takes wise guidance in order to make the atmosphere, to establish the group purposes, and develop the interactions of children which may result in growth of desirable social attitudes. What are the principles of social growth that comprise effective

1Hamrin, op. cit., p. 413.
guidance? The development of the child as an active team member has to parallel his development as a distinctive self. Social growth takes place only in those areas of the environment which meet the individual's needs, and his ability to assimilate. Democratic attitudes and abilities have developed only through active responsible participation in group enterprises. The materials of instruction for social development are the individual and group problems inherent in playing and working together. Under proper guidance children develop the ability to generalize and build standards that carry over from one situation to another. The individual child tends to assume the standards of conduct and the spirit of the group. The quality of behavior is determined by the attitude and understanding which promoted it. Knowledge of what is socially desirable does not insure socially desirable conduct. The child's attitudes, understanding of group and individual welfare and felt needs at the time, determine his behavior.1

Arbuckle said, "No one counselor will be the best counselor for all clients. A counselor, in order to be a good one, must be secure. A counselor should not be afraid to be himself."2


Jenson found that, in general, the feeling of the student was positive toward the help of the counselor in problem areas but preferred teachers for help with problems related to making progress in school.  

Riccio summed up the guidance point of view very well, when he stated:

Guidance counselors expect teachers to refer students to them, but they do not inform teachers of the outcome of interviews, believing teachers to be too unsophisticated to handle the elicited information or believing that such information is to be regarded as sacrosanct.

I. SUMMARY

From the Review of Literature, the investigator established not only the general nature of his questionnaire, but also specific questionnaire items.

Cowell emphasized the guidance opportunities of the physical education instructor. Hence the investigator included the question: "The physical education instructor has the best opportunity for good rapport with the student."

Arbuckle put forth the idea that the physical

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3 Cowell, loc. cit.
education instructor has not taken the place of the professional counselor; however, if his training has been in the personnel field, there is no reason why he could not effectively undertake the greater part of the counseling that was needed in the school.\footnote{Arbuckle, \emph{loc. cit.}} Hence the investigator included the question: "The physical education instructor may handle any student's problems if they are on a relatively small scale."

Cassidy related this impression: "The guidance role of teachers and the leaders in health and physical education are responsible for concepts of body-self adequacy, skills for acceptance or rejection by peers, fears or pride in body movement experiences."\footnote{Cassidy, \emph{loc. cit.}} Hence the investigator included the question: "The physical education instructor should work principally with educating the child physically and getting the student to accept the idea of his physical self-concept."

Johnston implied the problems pupils brought with them to school vitally affect their ability to profit from the question: "The physical education instructor should accept children with problems in their class and try to help the student understand his problem and perhaps correct it through activity."

Arbuckle asserted that: "The professional point of
view holds that counseling is an intricate and involved process, and for the welfare of the child should be performed only by specialists who have been trained in the field.\textsuperscript{1}

Hence the investigator included the question: "The counselor should work principally to help the individual student's interests, and only consult with teachers when necessary."

Johnston emphasized the pooling of insight, information about pupil successes and failures.\textsuperscript{2} Hence the investigator included the question: "The counselor should consider himself as just one of the whole team trying to help all others in doing their best job of trying to instruct the child."

Wrenn explained: "The teacher and counselor should move together from an emphasis upon the problem students and the problems of students to an emphasis upon the discovery and development of talent.\textsuperscript{3} Hence the investigator included the question: "The counselor should interpret certain school information to physical education instructors to help facilitate understanding of the student and his problems in the school setting."

Riccio stated: "Guidance counselors expect teachers to refer students to them, but they do not inform teachers

\textsuperscript{1} Arbuckle, \textit{loc. cit.}

\textsuperscript{2} Johnston, \textit{loc. cit.}

\textsuperscript{3} Wrenn, \textit{loc. cit.}
of the outcome of interviews."¹ Hence the investigator included the question: "The counselor should have consultations with teachers in order to clarify and promote an understanding on behalf of both parties involved in an attempt to present a better overall view of a student who is experiencing problems."

¹Miccio, loc. cit.
CHAPTER III

DATA REPORT

Within this chapter, the investigator will report questionnaire data.

The question, asking whether the counselor should work principally to help the individual student's interests, and only consult with teachers when necessary was answered by all counselors and physical education instructors responding to the questionnaire. The survey revealed that sixty-two, or 57.4 per cent, of the counselors and physical education instructors always or usually considered this to be the role of the counselor; twenty-two, or 20.5 per cent, of the counselors and physical education instructors sometimes considered this to be the role of the counselor; twenty-one, or 19.4 per cent, of the counselors and physical education instructors frequently considered this to be the role of the counselor; and three, or 2.7 per cent, of the counselors and physical education instructors never considered this to be a role of the counselor.

Another question asked whether the physical education instructor should work principally with educating the child physically and getting the student to accept the idea of his physical self-concept. All 108 of the physical education instructors and counselors answered this question. Seventy-
eight, or 72.7 per cent, of the physical education instructors and counselors indicated this should always or usually be a role of the physical education instructor; fifteen, or 13.5 per cent, of the physical education instructors and counselors indicated this should frequently be a role of the physical education instructor; thirteen, or twelve per cent, of the physical education instructors and counselors indicated this should sometimes be a role of the physical education instructor; and two, or 1.8 per cent, of the physical education instructors and counselors indicated this should never be a role of the physical education instructor.

All 108 counselors and physical education instructors answered the question regarding the counselor should consider himself as just one of the whole team trying to help all others in doing their best job of trying to instruct each child. One hundred physical education instructors and counselors, or 92.6 per cent, always or usually regarded this to be a role of the counselor; four, or 3.6 per cent, frequently regarded this to be a role of the counselor; three, or 2.9 per cent, sometimes regarded this to be a role of the counselor; and one, or .9 per cent, never regarded this to be a role of the counselor.

All the counselors and physical education instructors answered the question regarding the counselor should be considered as a member of the school staff, not a member of the administrative staff. One hundred physical education
instructors and counselors, or 97.3 per cent, always or usually regarded this to be a role of the counselor; one, or .9 per cent, sometimes regarded this to be a role of the counselor; and two, or 1.8 per cent, never regarded this to be a role of the counselor.

All the counselors and physical education instructors answered the question regarding the physical education instructor should be considered as a member of the school staff. One hundred-three counselors and physical education instructors, or 97.2 per cent, always considered this to be a role of the physical education instructor; and three, or 2.8 per cent usually considered this to be a role of the physical education instructor.

One hundred-six of the 108 counselors and physical education instructors answered the question regarding the counselor should help school personnel understand that their job is in dealing with the student individually and in groups in order to help the student with educational, vocational, and personal social adjustments in life. The survey revealed that ninety-three counselors and physical education instructors, or eighty-eight per cent, always or usually considered this to be a role of the counselor; eight, or 7.4 per cent frequently considered this to be a role of the counselor; and five, or 4.6 per cent, sometimes considered this to be a role of the counselor.

All of the physical education instructors and counselors
answered the question concerning the physical education instructor is more than just concerned with the student's physical welfare but also with his many other aspects of the student's life. One hundred physical education instructors and counselors, or 92.8 per cent, always or usually related this is a role of the physical education instructor; five, or 4.6 per cent, frequently related this is a role of the physical education instructor; and three, or 2.6 per cent, sometimes related this is a role of the physical education instructor.

A majority of the physical education instructors and counselors expressed the opinion that the guidance services may not be familiar to all school personnel; therefore, the counselor should acquaint all the school staff members with the counseling services. The survey indicated that ninety-six counselors and physical education instructors always or usually perceived this to be a role of the counselor; three counselors and physical education instructors frequently perceived this to be a role of the counselor; and three counselors and physical education instructors sometimes perceived this to be a role of the counselor.

The question regarding whether the physical education instructor should take time on his own to acquaint himself with the guidance services available to his students was answered by 105 of the 108 physical education instructors and counselors. Eighty-four, or 77.7 per cent, of the
physical education instructors and counselors always or usually felt this to be a role of the physical education instructor; nineteen, or 16.8 per cent, of the physical education instructors and counselors felt this as a role of the physical education instructor; and six, or 5.5 per cent, of the physical education instructors and counselors felt this as a role of the physical education instructor.

The perception that the counselor should interpret certain school information to physical education instructors to help facilitate understanding of the student and his problems in the school setting was approved always or usually by eighty-five, or 76.7 per cent, of the counselors and physical education instructors. Nineteen, or 17.8 per cent, of the physical education instructors and counselors regarded this as frequently a role of the counselor; and six, or 5.5 per cent, of the physical education instructors and counselors regarded this as a role of the counselor.

Of the ninety-one counselors and physical education instructors responding to the question regarding whether the physical education instructor should relate and explain all instances of a student that may show evidence of problem behavior to the counselor, sixty-four counselors and physical education instructors stated that they always or usually perceived this as a role of the physical education instructor. The survey further revealed that five counselors and physical education instructors frequently perceived this as
a role of the physical education instructor; and twenty-two counselors and physical education instructors sometimes perceived this as a role of the physical education instructor.

The next question concerned whether the counselor should inform teachers of children having problems so the teacher may try to help the child to accept his problem and to correct it. Sixty-seven, or sixty-two per cent, of the physical education instructors and counselors indicated this was always or usually a role of the counselor; eighteen, or 17.7 per cent, of the physical education instructors and counselors indicated this was frequently a role of the counselor; twenty-one, or 19.4 per cent, of the physical education instructors and counselors indicated this was sometimes a role of the counselor; and one, or .9 per cent, of the physical education instructors and counselors indicated this as never a role of the counselor.

The counselors and physical education instructors were also asked whether they perceived the physical education instructor should accept children with problems in their class and try to help the student understand his problem and perhaps correct it through activity. To this question eighty-nine counselors and physical education instructors responded that they always or usually perceived this as a role of the physical education instructor; twelve counselors and physical education instructors responded that they frequently perceived this as a role of the
physical education instructor; and eight counselors and physical education instructors responded that they sometimes perceived this as a role of the physical education instructor.

Another question which was presented for the counselors' and physical education instructors' consideration was regarding whether the counselor should have some administrative duties. Of the 105 counselors and physical education instructors who answered the question, only two, stated that the counselor should always have some administrative duties; seven stated that the counselor should usually have some administrative duties; two stated that the counselor should frequently have some administrative duties; and ninety-six stated that the counselor should never or sometimes have administrative duties.

One hundred-four of the 108 counselors and physical education instructors responded to the question which stated that the physical education instructor should have some administrative duties. The survey indicated that three counselors and physical education instructors approved of the physical education instructor usually having some administrative duties; six counselors and physical education instructors approved of the physical education instructor's frequently having some administrative duties; and ninety-five counselors and physical education instructors approved of the physical education instructor's never or sometimes
having some administrative duties.

When confronted with the question of whether the counselor should have disciplinary power and use it, the majority of the counselors and physical education instructors disagreed with this concept. Their responses indicated that seven counselors and physical education instructors thought the counselor should always have disciplinary power and use it; one counselor thought he should usually have disciplinary power and use it; three counselors and physical education instructors thought the counselor should frequently have disciplinary power and use it; and ninety-two counselors and physical education instructors thought the counselor should never or sometimes have disciplinary power and use it.

Fifty-two, or 54.7 per cent, of the counselors and physical education instructors indicated that they thought the physical education instructor should always or usually have disciplinary power and use it. Fourteen, or fifteen per cent, of the counselors and physical education instructors indicated that they thought the physical education instructor should frequently have disciplinary power and use it; twenty-one, or 22.1 per cent, of the counselors and physical education instructors indicated that they thought the physical education instructor should sometimes have disciplinary power and use it; and eight, or 8.2 per cent, of the counselors and physical education instructors indicated that they thought the physical education instructor
should never have disciplinary power and use it.

Question eighteen asked if the counselor should teach a class in order to become acquainted with the students. He should not be depended on to do this according to the physical education instructors and counselors. Seven, or 6.4 per cent, of the physical education instructors and counselors stated the counselor should always teach a class; ten counselors, or 9.2 per cent, stated the counselor should usually teach a class; nine, or 8.4 per cent, of the counselors and physical education instructors stated the counselors should frequently teach a class; and eighty-two, or seventy-six per cent, of the counselors and physical education instructors stated the counselor should never or sometimes teach a class.

A majority, eighty, or seventy-four per cent, of the counselors and physical education instructors expressed the opinion that the physical education instructor should always or usually have consultations with the counselor if they observe any student in their class behaving in such a manner which might indicate that the student is experiencing problems of some kind. Eleven, or 9.4 per cent, of the counselors and physical education instructors expressed the opinion the physical education instructor should frequently have consultations with the counselor in regards to troubled students; and eighteen, or 16.6 per cent, of the counselors and physical education instructors expressed the opinion the physical
education instructor should sometimes have consultations with the counselor in regards to observing troubled students in class.

Question twenty stated, "Should the counselor have consultations with teachers in order to clarify and promote an understanding on behalf of both parties involved in an attempt to present a better overall view of a student who is experiencing problems?" Eighty-two, or seventy-nine per cent, of the counselors and physical education instructors felt the counselor should always or usually have consultations in order to understand the problems of students; twelve, or eleven per cent, of the counselors and physical education instructors felt the counselor should frequently have consultations in order to understand the problems of students; five, or 4.4 per cent, of the counselors and physical education instructors felt the counselor should sometimes have consultations in order to understand the problems of students; and eight counselors, or 7.6 per cent, felt the counselor should never have consultations in order to understand the problems of students.

A majority, eighty-two, or seventy-nine per cent, of the counselors and physical education instructors expressed the opinion that the counselor and the physical education instructor should always or usually work as a team. Fourteen, or 13.2 per cent, of the counselors and physical education instructors expressed the opinion that frequently the counselor
and the physical education instructor should work together as a team; and eight, or 7.8 per cent, of the counselors and physical education instructors expressed the opinion that sometimes the counselor and the physical education instructor should work together as a team.

The survey indicated that eighty-one of the 107, or 67.7 per cent, counselors and physical education instructors answering question twenty-one, which asked, "If the physical education instructor believes a student is experiencing problems, the instructor should always or usually refer him to the counselor," thought that this referral was the role of the physical education instructor. Seventeen, or 15.9 per cent, of the counselors and physical education instructors thought the physical education instructor should frequently refer the student experiencing problems to the counselor; and nineteen, or 17.8 per cent, of the counselors and physical education instructors felt the physical education instructor should sometimes refer the student experiencing problems to the counselor.

There was quite a difference of opinion on the question regarding, "If requested, the counselor should give and interpret all information on a particular student to the physical education instructor." Twenty-three, or 22.4 per cent, of the counselors and physical education instructors stated that usually the counselor should do this; twenty-five, or 24 per cent, of the counselors and physical education
instructors stated that always the counselor should do this; eight, or 7.8 per cent, of the counselors and physical education instructors stated that frequently the counselor should do this; forty-one, or thirty-nine per cent, of the counselors and physical education instructors stated that sometimes the counselor should do this; and seven, or 6.8 per cent, of the counselors and physical education instructors stated that never should the counselor do this.

The survey disclosed another area of difference of opinion regarding whether the physical education instructor may handle any student's problems if they are on a relatively small scale. To this question, twelve counselors and physical education instructors, or eleven per cent, responded "always"; twenty-six of the counselors and physical education instructors, or twenty-four per cent, responded "usually"; twenty-eight counselors and physical education instructors, or twenty-six per cent, responded "frequently"; forty counselors and physical education instructors, or thirty-seven per cent, responded "sometimes"; and two counselors and physical education instructors, or two per cent, responded "never".

Question twenty-five, asked whether the counselor should handle the problems of students if they are more than just minor ones. Sixty-six, or sixty-one per cent, of the counselors and physical education instructors stated the counselor should always or usually handle the problems of
students if they are more than just minor ones; twenty-four, or 22.2 per cent, of the counselors and physical education instructors stated the counselor should frequently handle most of the students with serious problems; seventeen, or 15.1 per cent, of the counselors and physical education instructors stated the counselor should sometimes handle most of the students with serious problems; and two, or 1.7 per cent, of the counselors and physical education instructors stated the counselor should never handle the students with serious problems.

The question, whether the counselor should want the problems of a particular student written as well as orally voiced from a physical education instructor was answered by 106 of the 108 counselors and physical education instructors. The survey revealed that six, or 5.6 per cent, of the counselors and physical education instructors always considered this to be a role of the counselor; twenty, or 18.1 per cent, of the counselors and physical education instructors usually considered this to be a role of the counselor; eighty, or 75.4 per cent, of the counselors and physical education instructors frequently or sometimes considered this to be a role of the counselor; and one, or .9 per cent, of the physical education instructors and counselors never considered this to be a role of the counselor.

Another question asked if the counselor should keep written records of such accounts related by the physical
education instructor. One hundred-five of the 108 physical education instructors and counselors answered this question. Sixty-six, or sixty-three per cent, of the physical education instructors and counselors indicated this should always or usually be a role of the counselor; eleven, or 10.5 per cent, of the physical education instructors and counselors indicated this should be frequently a role of the counselor; twenty-seven, or 25.6 per cent, of the physical education instructors and counselors indicated this should sometimes be a role of the counselor; and one counselor, or .9 per cent, indicated this should never be a role of the counselor.

One-hundred-six of the 108 counselors and physical education instructors answered the question regarding, "When the physical education instructor refers a student to the counselor, the counselor should check all the student's other teachers to view their reactions to this individual." Seventeen, or sixteen per cent, of the physical education instructors and counselors always regarded this to be a role of the counselor; twenty-six, or twenty-four per cent, usually regarded this to be a role of the counselor; and sixty-three, or sixty per cent, frequently or sometimes regarded this to be a role of the counselor.

One hundred-six of the 108 counselors and physical education instructors answered the question regarding, "When the physical education instructor feels that he can no longer help a student adequately with his problems, he should refer..."
the individual student to the counselor." Eighty-three, or 81.1 per cent, always or usually regarded this to be a role of the physical education instructor; eleven, or 10.4 per cent, frequently regarded this to be a role of the physical education instructor; and nine, or 8.5 per cent, sometimes regarded this to be a role of the physical education instructor.

One hundred-six of the 108 counselors and physical education instructors answered the question regarding whether the counselor should seek to develop effective communications with all those who are sharing responsibility for assisting the child, and not just with the physical education instructor. Ninety-nine counselors and physical education instructors, or 93.5 per cent, always or usually considered this to be a role of the counselor; three, or 2.8 per cent, frequently considered this to be a role of the counselor; and four, or 3.7 per cent, sometimes considered this to be a role of the counselor.

One hundred-three of the 108 counselors and physical education instructors answered the question regarding whether the physical education instructor should refer only students to the help of some trained personnel like the counselor. The survey revealed that eight counselors and physical education instructors, or 7.7 per cent, always considered this to be a role of the physical education instructor; fifty-five, or 53.4 per cent, usually or frequently
considered this to be a role of the physical education instructor; twenty-eight, or 27.3 per cent, sometimes considered this to be a role of the physical education instructor; and twelve, or 11.6 per cent, never considered this to be a role of the physical education instructor.

One hundred-six of the 108 counselors and physical education instructors answered the question concerning whether the counselor feels he does not possess adequate training to help a student, he should refer the student to qualified personnel rather than pursue it on his own. Ninety-eight counselors and physical education instructors, or 92.5 per cent, felt this to be always or usually a role of the counselor; five, or 4.7 per cent, felt this to be frequently a role of the counselor; and three, or 2.8 per cent, sometimes a role of the counselor.

The question regarding whether the physical education instructor should perform guidance services of which he has knowledge rather than refer every case to the counselor indicated a feeling of great difference, between the counselors and physical education instructors. The survey indicated that fifty-three counselors and physical education instructors always or usually perceived this to be the role of the physical education instructor; sixteen counselors and physical education instructors frequently perceived this to be a role of the physical education instructor; thirty-nine counselors and physical education instructors sometimes perceived this
to be a role of the physical education instructor; and two counselors and physical education instructors never perceived this to be a role of the physical education instructor.

The conception that the physical education instructor and counselor should not try to help students where there is no possibility of helping them was disapproved. Eighty, or seventy-nine per cent, of the counselors and physical education instructors felt this concept should either never or sometimes be followed. Eight, or 7.7 per cent, of the counselors and physical education instructors felt this concept should always be followed; nine, or 8.6 per cent, of the counselors and physical education instructors felt it should usually be followed; and five, or 4.7 per cent, felt that it should frequently be practiced.

Of the 106 counselors and physical education instructors responding to the statement, "Because the counselor is acquainted with all of a student's activities, the physical education instructor should develop a closer working relationship with the counselor than any other teacher," five counselors and physical education instructors perceived this as always a role of the physical education instructor; thirty-one counselors and physical education instructors perceived this as usually a role of the physical education instructor; sixty-five counselors and physical education instructors perceived this as frequently or sometimes a role of the physical education instructor; and five counselors
and physical education instructors perceived this as never a role of the physical education instructor.

The next question concerned whether the counselor should be included in all important conferences regarding a child and his school problems. Eighty, or 75.4 per cent, of the counselors and the physical education instructors indicated this as always or usually a role of the counselor; thirteen, or 12.4 per cent, of the counselors and physical education instructors indicated this as frequently a role of the counselor; twelve, or 11.3 per cent, of the counselors and physical education instructors indicated this as sometimes a role of the counselor; and one counselor, or .9 per cent, indicated this as never a role of the counselor.

The counselors and physical education instructors were also asked, "Should the physical education instructor also be included in all important conferences regarding a child and his school problems?" To this question, four counselors and physical education instructors responded that they always or usually perceived this as a role of the physical education instructor; twelve counselors and physical education instructors frequently perceived this as a role of the physical education instructor; sixty-six counselors and physical education instructors responded that they sometimes perceived this as a role of the physical education instructor; and six counselors and physical education instructors responded that they never perceived this as a role of the
physical education instructor.

Another question which was presented for the counselors' and physical education instructors' consideration was regarding whether the counselor should become familiar with all aspects of the student's life. Of the 108 counselors and physical education instructors who answered the question, eighty stated the counselor should always or usually become familiar with all aspects of the student's life; fifteen stated the counselor should frequently become familiar with all aspects of the student's life; eleven stated the counselor should sometimes become familiar with all aspects of the student's life; and only one stated the counselor should never become familiar with all aspects of the student's life.

All 108 counselors and physical education instructors responded to the question which stated that the physical education instructor should become familiar with all aspects of the student's life. The survey indicated that twelve counselors and physical education instructors felt the physical education instructor should always become familiar with all aspects of the student's life; thirty-three counselors and physical education instructors felt the physical education instructor should usually become familiar with all the aspects of the student's life; sixty-three counselors and physical education instructors felt the physical education instructor should frequently or sometimes become familiar
with all aspects of the student’s life; and one physical education instructor felt the physical education instructor should never become familiar with all aspects of the student’s life.

When asked the question of whether the counselor and physical education instructor should work together to evaluate the child’s progress and adjustment, responses indicated that nineteen counselors and physical education instructors felt this cooperation should always be a role of the counselor and physical education instructor; fifty-nine counselors and physical education instructors indicated this should usually or frequently be a role of the counselor and the physical education instructor; and twenty-six counselors and physical education instructors indicated this cooperation should sometimes be a role of the counselor and the physical education instructor.

Sixty-one, or 59.4 per cent, of the counselors and physical education instructors indicated that they thought the parents should always or usually be informed by the counselor regarding the problems being experienced by their child. Fourteen, or 13.6 per cent, of the counselors and physical education instructors indicated the counselor should frequently tell the parents of their child’s problems; and twenty-eight, or twenty-seven per cent, of the counselors and physical education instructors indicated the counselor sometimes tell the parents of their child’s problems.
Question forty-two asked whether the physical education instructor should keep records of any student that he referred to the counselor. Seventy-seven, or seventy-four per cent, of the counselors and physical education instructors stated the physical education instructor should always or usually keep records of the referred students; four, or 3.8 per cent, of the counselors and physical education instructors stated the physical education instructor should frequently keep records of referred students; twenty, or 19.3 per cent, of the counselors and physical education instructors stated the physical education instructor should sometimes keep records of referred students; and three, or 2.9 per cent, of the counselors and physical education instructors stated the physical education instructor should never keep records of referred students.

A majority, forty-six, or seventy per cent, of the counselors and physical education instructors expressed the opinion that the physical education instructor and counselor should always or usually have only conferences regarding student's behavior of a serious nature. Eight, or 9.4 per cent, of the physical education instructors and counselors expressed the opinion that the physical education instructor and counselor should frequently have only conferences regarding a student's behavior which is of a serious nature; and fourteen, or 20.6 per cent, of the physical education instructors and counselors expressed the opinion that the
physical education instructor and counselor should sometimes have only conferences regarding student's behavior which are of a serious nature.

Question forty-four, stated that the physical education instructor has the best opportunity to establish a good rapport with any student. Five, or 4.8 per cent, of the counselors and physical education instructors felt the physical education instructor always has the best opportunity to establish a good rapport with students; sixty-seven, or 64.3 per cent, of the counselors and physical education instructors felt that usually or frequently the physical education instructor has the best opportunity to establish good rapport with students; thirty-one, or thirty per cent, of the counselors and physical education instructors stated sometimes the physical education instructor has the best opportunity to establish good rapport with students; and one counselor, or .9 per cent, stated that the physical education instructor never has the best opportunity to establish good rapport with students.

The survey indicated that five of the 105, or 4.9 per cent, of the counselors and physical education instructors felt the counselor always has the best opportunity to establish good rapport with any student. Seventy, or 67.5 per cent, of the counselors and physical education instructors thought the counselor usually or frequently has the best opportunity to establish good rapport with students; and
twenty-nine, or 27.6 per cent, of the counselors and physical education instructors thought the counselor sometimes has the best opportunity to establish good rapport with students.

Question forty-six regarding whether the physical education instructor should perform some counseling was answered by all 108 counselors and physical education instructors. Ten, or 9.7 per cent, of the counselors and physical education instructors stated the physical education instructor should always perform some counseling; seventeen, or 16.5 per cent, of the counselors and physical education instructors stated the physical education instructor should usually perform some counseling; seventy-five, or 71.8 per cent, of the counselors and physical education instructors stated the physical education instructor should frequently or sometimes perform some counseling; and three, or two per cent, of the counselors and physical education instructors stated the physical education instructor should never perform any counseling.

Finally, the question which inquired whether the counselor should perform all the guidance services, was answered by 105 of the 108 counselors and physical education instructors. Six, or 5.7 per cent, of the counselors and physical education instructors indicated the counselor should always perform all the guidance services; thirty-four, or 32.4 per cent, of the counselors and physical
education instructors indicated the counselor should usually perform all the guidance services; seven, or 6.7 per cent, of the counselors and physical education instructors indicated the counselor should frequently perform all the guidance services; and fifty-eight, or 55.2 per cent, of the counselors should never or sometimes perform all the guidance services.

I. SUMMARY

The summary drawn from the data were as follows:

A. The counselors and physical education instructors likewise perceived their duties as follows:

1. The counselor should work principally to help the individual students' interest, and only consult with teachers when necessary; however, the physical education instructor should work principally with educating the child physically and getting the student to accept the idea of his physical self-concept.

2. The counselor, physical education instructor, and the other teachers should be considered as members of the school staff and should work as if they are just one of the whole team trying to help all others in doing their best job of trying to instruct each child.

3. The counselor should help school personnel to understand that their job is in dealing with the student
individually and in groups, in order to help the student with educational, vocational, and personal social adjustments in life.

4. The counselor should acquaint all school staff members with the counseling services, as the physical education instructor should take time to acquaint himself with those services.

5. The counselor should interpret certain school information to the physical education instructors to help facilitate understanding of the student and his problems in the school setting.

6. The physical education instructor should relate and explain to the counselor all behavior of a student that may show evidence of problem behavior.

7. The counselor should inform teachers of children with problems so the teacher may try to help the child to accept his problem and to correct it; therefore, the physical education instructor should accept children with problems in their class, and try to help a student understand his problem and perhaps correct it through activity.

8. The physical education instructor should have disciplinary power and use it.

9. The counselor should have consultations with teachers, in order to clarify and promote an understanding on behalf of both parties involved in an attempt to
present a better overall view of a student experiencing problems.

10. The counselor should handle the problems of students if they are serious.

11. Sometimes the counselor may want the problem of a particular student written as well as orally voiced by the physical education instructor, and the counselor should record such accounts related by the physical education instructor or any other teacher.

12. The counselor should seek to develop effective communications with all those who are sharing responsibility for assisting the child, and not just the physical education instructor.

13. If the counselor or physical education instructor feels he does not possess adequate training to help a student, he should refer the student to qualified personnel.

14. Frequently the counselor is acquainted with all of a student's activities; the physical education instructor should develop a closer relationship with the counselor than with any other teacher.

15. The counselor and sometimes the physical education instructor should be included in important conferences regarding a child and his school problems.

16. The counselor and physical education instructor should become familiar with all aspects of the
student's life.

17. The counselor and physical education instructor should frequently work together to evaluate the child's progress and adjustments.

18. The parents should be informed by the counselor regarding the problems being experienced by their child.

19. Usually the physical education instructor and frequently the counselor has the best opportunity to establish a good rapport with any student.

B. The counselors and physical education instructors agreed on the following:

1. The counselor should not have administrative duties.

2. The physical education instructor should not have administrative duties.

3. The counselor should not have disciplinary responsibility.

4. It should not be necessary for a counselor to teach a class to become acquainted with the students.

5. The physical education instructor should not try to help students where there is no possibility of helping them.

6. The counselor should direct the guidance services.

The above established guidelines should improve the professional relationship between the physical education instructor and the counselor.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The study reported here was one of the integral questions that has concerned counselors and physical education instructors in Central Iowa. It was thought that this study would be of value in helping both the counselors and the physical education instructors in the performance of their service to the high school students of Central Iowa.

The problem was to determine the roles of the physical education instructor and the counselor as pertaining to the guidance program.

From the Review of Literature, both the general thrust of the questionnaire and specific questions were established. In constructing the questionnaire, the investigator attempted to phrase items which would bear information pertinent to the role of the counselor and the role of the physical education instructor in the area of guidance services. The questionnaire included forty-seven questions which were answered by one of five responses which were: "never", "sometimes", "frequently", "usually", and "always". All questions but two used the above procedure; however, two required written responses.

The samples were chosen from physical education instructors and guidance counselors in the ten counties
surrounding Central Iowa. It was found by information from the State Department of Public Instruction that 150 counselors were included in this Central Iowa area. The researcher listed these 150 counselors in alphabetical order. To obtain the seventy-five samples needed, every other name was selected. The procedure differed in obtaining the samples for the physical education instructors as there were 300 physical education instructors involved in this area. To obtain the correct sample of seventy-five, these individuals were put in alphabetical order and every fourth name was chosen for the sample.

The first questionnaire prepared by the investigator was mailed to a pilot sampling of ten counselors and ten physical education instructors, who were asked to be a representative group in order to validate the questionnaire as a research instrument for the survey. This sampling was chosen by drawing ten names out of a hat from the physical education instructors' group and from the counselors' group. These ten were selected from the group not selected in the major sampling.

The questionnaire was mailed to the sample group of seventy-five counselors and seventy-five physical education instructors in the ten county area of Central Iowa on March 20, 1970. Each counselor and physical education instructor was asked to complete the questionnaire and return it to the investigator in the self-addressed stamped envelope.
provided for this purpose.

The data were collected and tabulated on May 20, 1970. The information regarding the desirable professional relationship between the physical education instructor and the counselor was recorded from the questionnaire.

I. CONCLUSIONS

Counselors and physical education instructors were in agreement concerning a large number of facets of a desirable relationship between their two positions.

The role of the physical education instructor as the teacher who may have the best rapport with students of all faculty members was understood by the counselors.

Also the necessity of the physical education instructor's keeping the counselor advised as to students who may have problems was indicated by the physical education instructors.

Both groups of respondents emphasized the need of counselors and physical education instructors to work together.

II. RECOMMENDATIONS

This study has been concerned with the role of the counselor and physical education instructor in the high school. It is recommended that a similar study be done for selected junior high schools and elementary schools.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


APPENDIX A

LETTER FOR QUESTIONNAIRE

R.R. 2
Altoona, Iowa
March 15, 1970

Dear ________________.

As a partial fulfillment of the requirements for a Master's degree at Drake University, I am working on a field study concerned with determining the desirable professional relationship between the physical education instructor and the counselor in regards to guidance services. It is thought that this study will be of value in helping both the counselor and the physical education instructor in the performance of their duties to the high school included in the ten counties of Central Iowa.

Will you please take a few minutes of your time and complete the enclosed check list? Keep in mind that your responses are in terms of what you would like the relationship to be and not necessarily what it is at the present time.

May I take this opportunity to express my sincere appreciation for your cooperation.

Sincerely yours,

Roy H. McCleary

Enc.
APPENDIX B

QUESTIONNAIRE

Survey of the Professional Relationship Between the Physical Education Instructor and the School Counselor

Following each statement, please check the response which indicates what you would like the relationship to be, and not necessarily what it is at the present time.

1. The Counselor should work principally to help the individual student's interests, and only consult with teachers when necessary.
   Always Usually Frequently Sometimes Never

2. The Physical Education Instructor should work principally with educating the child physically and getting the student to accept the idea of his physical self-concept.
   Always Usually Frequently Sometimes Never

3. The Counselor should consider himself as just one of the whole team trying to help all others in doing their best job of trying to instruct each child.
   Always Usually Frequently Sometimes Never

4. The Counselor should be considered as a member of the school staff, and not a member of the administrative staff.
   Always Usually Frequently Sometimes Never

5. The Physical Education Instructor should be considered as a member of the school staff.
   Always Usually Frequently Sometimes Never
6. The Counselor should help school personnel to understand that their job is in dealing with the student individually and in groups in order to help the student with educational, vocational, and personal social adjustments in life.

   Always    Usually    Frequently    Sometimes    Never

7. The Physical Education Instructor is more than just concerned with the student's physical capacity but also with his many other aspects of the student's welfare.

   Always    Usually    Frequently    Sometimes    Never

8. The Guidance Services may not be familiar to all school personnel; therefore, Counselors should acquaint all the school staff members with the counseling services.

   Always    Usually    Frequently    Sometimes    Never

9. The Physical Education Instructor should take time on his own to acquaint himself with the Guidance Services available to his students.

   Always    Usually    Frequently    Sometimes    Never

10. The Counselor should interpret certain school information to Physical Education Instructors to help facilitate understanding of the student and his problems in the school setting.

    Always    Usually    Frequently    Sometimes    Never

11. The Physical Education Instructor should relate and explain all instances of a student's action that may show evidence of problem behavior to the school's Counselor.

    Always    Usually    Frequently    Sometimes    Never

12. The Counselor should inform teachers of children having problems so the teacher may try to help the child to accept his problem and to try to correct it.

    Always    Usually    Frequently    Sometimes    Never
13. The Physical Education Instructor should accept children with problems in their class and try to help the student understand his problem and perhaps correct it through activity.

Always Usually Frequently Sometimes Never

14. The Counselor should have some administrative duties.

Always Usually Frequently Sometimes Never

15. The Physical Education Instructor should have some administrative duties.

Always Usually Frequently Sometimes Never

16. The Counselor should have disciplinary power and should use it.

Always Usually Frequently Sometimes Never

17. The Physical Education Instructor should have disciplinary power and should use it.

Always Usually Frequently Sometimes Never

18. The Counselor should teach a class in order to become acquainted with the students.

Always Usually Frequently Sometimes Never

19. The Physical Education Instructor should have consultations with the Counselor if they observe any student in their class behaving in such a manner which might indicate that the student is experiencing problems of some kind.

Always Usually Frequently Sometimes Never

20. The Counselor should have consultations with teachers in order to clarify and promote an understanding on behalf of both parties involved in an attempt to present a better overall view of a student who is experiencing problems.

Always Usually Frequently Sometimes Never
21. The Counselor and the Physical Education Instructor should work as a team.

Always  Usually  Frequently  Sometimes  Never

22. If the Physical Education Instructor believes a student is experiencing problems, the instructor should refer him to the counselor.

Always  Usually  Frequently  Sometimes  Never

23. If requested the Counselor should give and interpret all information on a particular student to the Physical Education Instructor.

Always  Usually  Frequently  Sometimes  Never

24. The Physical Education Instructor may handle any students' problems if they are on a relatively small scale.

Always  Usually  Frequently  Sometimes  Never

25. The Counselor should handle the problems of students if they are more than just minor ones.

Always  Usually  Frequently  Sometimes  Never

26. The Counselor should keep written records of such accounts by the Physical Education Instructor.

Always  Usually  Frequently  Sometimes  Never

27. The Counselor may want the problems of a particular student written as well as orally voiced from a Physical Education Instructor.

Always  Usually  Frequently  Sometimes  Never

28. When the Physical Education Instructor refers a student to the Counselor, the Counselor should check all the student's other teachers to view their reactions to this individual.

Always  Usually  Frequently  Sometimes  Never
29. When the Physical Education Instructor feels that he can no longer help a student adequately with his problems, he should refer the individual student to the counselor.

Always Usually Frequently Sometimes Never

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30. The Counselor should seek to develop effective communications with all those who are sharing the responsibility for assisting the child, and not just the Physical Education Instructor.

Always Usually Frequently Sometimes Never

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31. The Physical Education Instructor should refer only students who absolutely need the help of some trained personnel like the Counselor.

Always Usually Frequently Sometimes Never

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32. If the Counselor feels he does not possess adequate training to help a student, he should refer the student to qualified personnel rather than pursue it of his own.

Always Usually Frequently Sometimes Never

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33. The Physical Education Instructor should perform guidance services of which he has knowledge rather than refer every case to the counselor.

Always Usually Frequently Sometimes Never

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34. The Physical Education Instructor and Counselor should not try to help students where there is no possibility of helping them.

Always Usually Frequently Sometimes Never

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35. Because the Counselor is acquainted with all of a student's activities, the Physical Education Instructor should develop a closer working relationship with the Counselor than with any other teacher.

Always Usually Frequently Sometimes Never

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36. The Counselor should be included in all important conferences regarding a child and his school problems.

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37. The Physical Education Instructor should also be included in all important conferences regarding a child and his school problems.

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38. The Counselor should become familiar with all aspects of the students' life.

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</table>

39. The Physical Education Instructor should become familiar with all the aspects of the students' life.

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<th>Frequently</th>
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40. The Counselor and Physical Education Instructor should work together to evaluate the child's progress and adjustment.

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<th>Always</th>
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41. Parents should also be informed by the Counselor regarding the problems being experienced by their child.

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<th>Always</th>
<th>Usually</th>
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42. The Physical Education Instructor should keep records of any student that he referred to the Counselor.

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<th>Always</th>
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43. The Physical Education Instructor and Counselor should have only conferences regarding students' behavior that are of a serious nature.

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<th>Always</th>
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44. The Physical Education Instructor has the best opportunity to establish good rapport with any student.

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45. The Counselor has the best opportunity to establish good rapport with any student.

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46. The Physical Education Instructor should perform some counseling.

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47. The Counselor should perform all the guidance services.

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<th>Frequently</th>
<th>Sometimes</th>
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Please explain the reason or reasons for your responses to items 46 and 47.