

1985

A Comparison of the Actual and Ideal Perceptions of the School Psychologist's Role

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A COMPARISON OF THE ACTUAL
AND IDEAL PERCEPTIONS OF THE
SCHOOL PSYCHOLOGIST'S ROLE

An Abstract of a Thesis
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

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David Arthur Curry
University of Northern Iowa
December 1985

ABSTRACT

Purpose

The professional role of the school psychologist has been studied for over thirty years. The school psychologist has traditionally spent the greatest percentage of professional time engaged in testing and assessment functions. Concerns have arisen as to the effectiveness of this traditional role. School psychologists, as well as other related professionals, have indicated a desire for a greater emphasis on the Consultation function within the ideal role of the school psychologist and a decrease in emphasis on the assessment functions.

Difficulty in defining the role and function of the school psychologist was noted due to the inconsistent use of terminology. It appeared important for this study to identify the school psychologist's professional functions by specific activities which make up that function.

The purpose of this study was to determine the related professionals' perceptions of the role of the school psychologists in the State of Iowa and to compare the ideal and actual perceptions of this role from related Supervisors of Psychological Services, Directors of Special Education, and selected School Psychologists. The major job functions of Assessment and Consultation were closely studied in order to determine if significant discrepancies occurred between the ideal

and actual perceptions of these functions as was the case in related studies.

Procedures

The data for this study were obtained by utilizing a survey entitled "Professional Activities of the School Psychologist" developed by Cook and Patterson (1977). This survey was used to determine whether significant differences occurred between the ideal and actual perceptions of the role of the school psychologist. Reliability and validity were established by correlating the mean scores obtained by Cook and Patterson (1977) with the mean scores of school psychologists' perceptions obtained in this study. Comments and opinions from related professionals were also solicited. Responses from completed surveys were analyzed by applying a multi-variate analysis of variance using Wilk's Criterion. In order to determine the significance of the difference between the ideal perception mean scores and actual perception mean scores for the functions of Consultation and Assessment, the Scheffe' test was applied. Results of these analyses were examined for significance at the .05 level of confidence.

The subjects for this study consisted of the fifteen Iowa Area Education Agencies Directors of Special Education and fifteen Iowa Area Education Agencies Supervisors of Psychological Services. A random proportional sample of 1/9 of all practicing school psychologists from each Iowa Area Education Agency was also included in this study.

The first mailing included the questionnaire, the letter of introduction, and a stamped, self-addressed envelope. A large number

of completed questionnaires was returned following this initial mailing. Follow-up letters yielded a final return of 100% from Directors of Special Education, 100% from Supervisors of Psychological Services, and 81% from School Psychologists for a total return of 56 completed questionnaires.

Findings and Conclusions

Difficulty in defining the roles and functions of the school psychologist due to inconsistency in the use of terminology was revealed through the literature review. In realization of these difficulties the survey used in this study, developed by Cook and Patterson (1977), identified each of the five major job functions by specific activities.

Based on responses to the questionnaire there were significant differences between the actual and ideal perceptions of the school psychologist's role. The functions of Consultation, Evaluation, Intervention, and Assessment were rated significantly higher in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist. The job function of Administration was not rated significantly higher in the ideal perceptions of the school psychologist's role. The greatest difference between mean ratings occurred for the functions of Evaluation and Intervention.

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This Study by: David Arthur Curry

Entitled: A Comparison of the Actual and Ideal Perceptions
of the School Psychologist's Role

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ACKNOWLEDGEMENTS

I would like to acknowledge and thank each member of my thesis committee whose contributions made completion of this thesis possible: Dr. Richard Strub for his support, advice, and insights; Dr. Ralph Scott for his ideas, advice, and support throughout all stages of my thesis and graduate program; and Dr. Larry Kavich for his encouragement, patience, understanding, and expertise throughout the duration of this project. Thanks are extended to Dr. Valerie Cook of San Diego State University for her wisdom, insight, and advice shared during the development and completion of this study.

I would also like to thank my co-workers and supervisors of Area Education Agency 4. Their kind words and support throughout the duration of this project have helped me realize the many life-long friendships I have gained in the past two years. A special thanks to Shari Brouwer whose sharp eye and typing expertise were essential to the swift completion of this thesis.

Sincere appreciation is expressed to my parents Frank and Bev for their loving guidance, support, and unending faith in me.

Finally, I wish to express my deepest thanks to my wife Lorrie. Her playful curiosity, keen insights, loving patience, and bright outlook make life continually refreshing and new throughout my many "projects."

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Chapter 1

OVERVIEW OF THE STUDY

Introduction

The role and functioning of the school psychologist within the school system has been studied for over thirty years. Trachtman (1961) stated the role of the school psychologist had continued to remain the same for the ten years preceding his study. This study will attempt to review the perceptual differences pertaining to how the school psychologist and other related professionals perceive the school psychologist's professional role.

Recent related studies (Fairchild, 1974; Keogh, Kukic, Becker, McLoughlin, & Kukic, 1975; Hughes, 1979; Cook & Patterson, 1977) reveal the school psychologist continues to spend the largest percentage of his/her professional time engaged in assessment activities. Other studies have indicated that teachers and school administrators may perceive school psychological services as less than adequate. Garguilo, Fiscus, Maroney, and Fauver (1981) revealed over 39% of teachers and 23% of school principals perceived school psychological services as "somewhat below adequate" or "below adequate." The effectiveness of recommendations made by school psychologists were also rated as low by teachers in studies conducted by Baker (1965) and Grubb, Petty, and Flynn (1976). Studies by Clair and Kiraly (1971), Humes (1974), and Leviton (1974) remark school psychologists will not

be exempt from accountability studies being conducted on educational institutions. These studies emphasize the need for the school psychologist to define his/her role within the schools in order to answer these accountability questions.

To better define the professional role of the school psychologist, this study surveyed 32 practicing Iowa school psychologists, 15 Supervisors of School Psychological Services, and 15 Directors of Special Education to obtain actual and ideal perceptions of the role of the school psychologist. It sought to determine whether there were discrepancies between these Iowa Special Education personnels' actual perceptions and ideal perceptions of the role of the school psychologist.

Studies completed by Getzels (1952); Getzels and Guba (1957); Kirschner (1971); Kaplan, Chrin, and Clancy (1977); Manley and Manley (1978); Garguilo, Fiscus, Maroney, and Fauver (1981) support the assumption that the related institution and the administrators who make up the institution affect the performance of the school psychologist. In order to understand any dissonance between the actual and ideal perceptions of the role of the school psychologist, the factors which influence the school psychologist's performance were studied.

Statement of the Problem

This study attempted to determine the related professionals' perceptions of the role of the school psychologists in the State of Iowa by comparing the ideal and actual perceptions of this role from related supervisors, directors, and selected school psychologists. The

independent variable which was examined was these subjects' ideal and actual perceptions of the role of the school psychologist. The dependent variables were five major job functions, which were defined by the subactivities of the questionnaire. The actual and ideal perceptions of the role of the school psychologist were obtained utilizing a survey developed by Cook and Patterson (1977). Respondents were asked to rate 33 subactivities on a given point scale of importance from two points of view: 1) the respondents' perceptions of the ideal role of the school psychologist, and 2) perceived importance in the actual practice of the school psychologist. The survey was distributed for participation to all Iowa Area Education Agencies Supervisors of Psychological Services and Directors of Special Education, and a random proportional sample of all the practicing School Psychologists in Iowa. Data were analyzed by obtaining mean rating scores for each of the five major functions (Cook & Patterson, 1977). Mean rating scores for each of the five major functions were analyzed by Scheffe' tests in order to determine if significant differences existed between respondents' ideal and actual mean ratings. This study is related to the research of Landau and Gerken (1979), Kirschner (1971), and Cook and Patterson (1977) who indicated an inconsistency between the school personnels' actual and ideal perceptions. The results of these studies indicate that this stated discrepancy should be apparent in this type of related study. This study will place a special focus on differences between the ideal and actual ratings of the major job functions of assessment and

consultation because of studies by Hughes (1979) and Cook and Patterson (1977) which revealed highly significant differences between the ideal and actual perceptions of these functions.

Hypotheses

Hypothesis 1:

a) There exists a significant difference between Iowa Area Education Agency Supervisors' of Psychological Services actual perceptions and ideal perceptions of the role of the school psychologist. ($\alpha = .05$)

b) There exists a significant difference between Iowa Area Education Agency Directors' of Special Education actual and ideal perception of the role of the school psychologist. ($\alpha = .05$)

c) There exists a significant difference between Iowa Area Education Agency School Psychologists' actual and ideal perception of the role of the school psychologist. ($\alpha = .05$)

Hypothesis 2: Consultation will be rated significantly higher in the ideal perceptions of the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services as compared to their actual perceptions. ($\alpha = .05$)

Hypothesis 3: Assessment will be rated significantly lower in the ideal perceptions of the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services as compared to their actual perceptions. ($\alpha = .05$)

Limitations of the Study

The respondents for this study are limited to the Iowa population of Area Education Agency Supervisors of Psychological Services, Directors of Special Education and a random proportional sample of all Iowa practicing School Psychologists (total possible, N = 62).

Definitions of Terms Used

Area Education Agency (A.E.A.): The organizations within Iowa designated by the state to supply special student services to multiple county areas. There are 15 A.E.A.'s within Iowa.

Administration: This major job function of the school psychologist (as defined by Cook & Patterson, 1977) is made up of the subactivities: writing psychological reports, writing miscellaneous correspondence, preparation for meetings, and reading correspondence.

Assessment: This major job function is defined as the act or instance of assessing, to determine the value, a diagnostic appraisal. For the purposes of this study Assessment is defined by the ten individual subactivities of the survey (Cook & Patterson, 1977).

Consultation: A cooperative problems solving process for coping with or remediating children's problems. In this study Consultation is defined by the five subactivities of the survey (Cook & Patterson, 1977).

Directors of Special Education: Those persons who are employed within the structure of special education as directors of special education.

Evaluation: This major job function of the school psychologist is defined by three subactivities (Cook & Patterson, 1977): research effects of psychological services, follow-up on results of intervention, follow-up on value, use of assessment.

Function: (see role) Within this study the terms role and function are used interchangeably.

Intervention: Direct interaction with an individual or group of individuals for coping with or remediation of problems. This major job function is defined by the nine subactivities of the survey (Cook & Patterson, 1977).

Psychologist: (see school psychologist) Within this study the terms psychologist and school psychologist are used interchangeably.

Role: A position within an organization which carries with it certain expectations of behavior held by both onlookers and by the person occupying the role (Owens, 1981). For purposes of this study "actual role" refers to the current job activities of the school psychologist. "Ideal role" refers to the theoretically desired professional activities of a practicing school psychologist.

School Psychologist: Those persons employed under the title school psychologist to work within the school system and provide assessment, intervention, consultation, evaluation, and administration services to facilitate the learning and development (growth) of children experiencing difficulties.

Supervisor of Psychological Services: Those persons who are employed within the structure of special education as supervisor of psychological services.

Research Design

The methodology used in this study is termed survey research.

Kerlinger described it as follows:

Survey research is that branch of social scientific investigation that studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. (Kerlinger, 1973)

In this study the independent or sociological variable was the ideal perceptions/actual perceptions of the role of the school psychologist. The dependent or psychological variables were the five major job functions of the School Psychologist defined in this study by subactivities developed by Cook and Patterson (1977).

To collect the necessary data for this study a mailed questionnaire was sent to a random proportional sample of all practicing School Psychologists from each Area Education Agency. The survey was also sent to all Area Education Agency Directors of Special Education and Supervisors of Psychological Services within the state of Iowa. This questionnaire was developed so that respondents could indicate their actual perceptions and ideal perceptions of the role of the School Psychologist in Iowa's Kindergarten through Twelfth grade schools. This questionnaire measured the perceived importance of 33 job functions of the school psychologist according to Directors of Special Education, Supervisors of Psychological Services and a sample of School Psychologists. Reliability and validity questions were answered by soliciting responses from a Director of Special Education, Supervisor of Psychological Services, and Department of Public

Instruction Consultant for School Psychological Services. Mean scores obtained by Cook and Patterson (1977) were correlated with scores obtained in this study to establish criterion validity.

Summary

Research has been completed in an attempt to more clearly define the role of the school psychologist. These studies reveal school psychologists spend the greatest percentage of their time on the job engaged in assessment activities. This emphasis on assessment-testing has generally remained the same for over thirty years. Studies in which school personnel have perceived psychological services as questionably adequate have raised concerns as to the effectiveness of the current methods of delivering school psychological services. The need to further examine the school psychologist's role has grown due to a recent trend to hold all parts of the educational institution accountable for the overall growth of children within the schools.

In attempting to define the role of the school psychologist, studies have revealed the need not only to examine the perceptions of the school psychologists themselves, but also to study the perceptions of the administrators who make up the related institution. In studying these perceptions of the school psychologist's role, a dissonance was noted to exist between the importance of specific job functions in the actual practice and the importance of these job functions within the ideal role of the school psychologist. The need to study further the role of the school psychologist as well as any inconsistency between

actual practice and the ideal role of the school psychologist was indicated by these studies.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter is to review the research and related writings which analyze the role of the school psychologist. This chapter will examine studies which have investigated regular school and special education personnel as well as school psychologists' perceptions of the role of the school psychologist in the schools. An investigation will be made into studies which have compared the actual and ideal perceptions of role of the school psychologists within several groups of subjects.

This chapter will be divided into three sections.

Section One will examine literature which: 1) defines the activities and role of the school psychologist; 2) analyzes the amount of time school psychologists spend on each activity; and 3) explores recommendations for the role of the school psychologist.

Section Two will examine: 1) Maslow's hierarchy and the drives which cause an individual to join an organization; 2) the Getzels-Guba model to further understand the relationship and effect of administrators on school psychologists; and 3) sources of role conflict.

Section Three will review research which has examined school personnel, public school administrators, special education administrators, and school psychologists' actual perceptions, perceived effectiveness, and ideal perceptions of the role of the school

psychologist. Recommendations for changes within the role of the school psychologist, based upon research, will also be explored.

In reviewing literature for this study difficulty in defining the roles and functions of the school psychologist emerged. Cook (1983) in a review of major texts for school psychology noted that "inconsistency, rather than consistency, of terminology appear to be the rule" (p. 23). It was noted that terms were at times used interchangeably and that there was occasionally overlap between some functions. It appeared important to identify these functions by the activities which made up that function.

Functions and Identity of the School Psychologist

Studies over a number of years have discussed the role of the school psychologist. This role is seen by some as ambiguous. Trachtman (1961) stated "If the school psychologist is to function as a respected and welcomed member of the educational family, . . . his role must be defined within the broad framework of the school's existing educational philosophy" (p. 159). Trachtman remarked that the role of the school psychologist had remained the same, as it had for the previous ten years, with an emphasis upon testing. Due to time limitations it was felt that desired functions were pushed aside or dealt with in a limited manner. Gilmore (1974) stated that the "psychologist cannot adopt a firm identity which can be made public" (p. 95). Instead we define our roles by what we are not: We are not clinical psychologists or remedial teachers, etc. Gilmore likened the school psychologist's identity to that of the confused identity of the

adolescent who becomes anxious when questioned about who he is. Gilmore notes several factors which he believes lead to this role confusion: 1) a divided, occasionally chaotic organizational structure, 2) variance in the functions of school psychologist from state to state and school to school, and 3) state certification requirements which advocate variety and experimentation within training programs. Bardon (1968) remarked that the school psychologist's search for a role was like a profession seeking an identity or an identity seeking a profession. He felt that most school psychologists feel the need to spend a substantial part of their time justifying their professional existence to school personnel. Bardon stated that school psychologists are often seen as psychotherapists, psychiatrists, or clinical psychologists.

The need to define the school psychologist's role has been realized for a number of years. Trachtman (1961, p. 159) remarked that the school psychologist must define his role ". . . within the broad framework of the school's existing educational philosophy" in order to function as a respected and welcomed member of the educational family. Added pressure to define the role of the school psychologist has come from demands that agencies account for the sum total of their activities. Clair and Kiraly (1971) saw the public as beginning to demand educational institutions to prove their worth related to the academic, emotional, and social growth of children. School psychologists, as part of the educational institution, would also be held accountable for their functional behavior. Clair and Kiraly

(1971) state that "accountability for the school psychologist requires a definition of his role according to specific behavioral objectives and further dictates how these objectives can be quantified" (p. 319).

Leviton (1974) developed a list of behavioral objectives in order to better answer to the concerns of accountability for school psychologists. These behavioral objectives were arbitrarily divided into four basic areas: instruction, assessment, community relations, and professional growth. Working cooperatively with parents and school personnel in a consultative setting were a large majority of the behavioral goals listed under the basic area of instruction. Eight of the thirteen goals listed in this basic area involved the psychologist in consultation activities. Developing recommendations for specific activities for remediation, identifying optional learning modalities, and providing follow up to determine effectiveness of educational programs were all seen as part of the assessment process. Leviton also saw the psychologist as an information source, keeping school personnel and the general community aware of current literature and research relevant to education.

Reilly (1974) saw the school psychologist as being a scientist involved in three procedures which are composed of phases. The procedure of assessment includes data collection procedures, problem identification, and analysis. Intervention includes specification of objectives, design of an intervention program, and implementation of that program. Evaluation is made up of product evaluation and process evaluation. Reilly stated that for school psychological services to be

effective, input from sources within the educational system must be considered. Reilly's system of processes and phases provides an output which can be measured in terms of the effectiveness of intervention programs.

Humes (1974) also developed a list of activities within the role of the school psychologist to be used in determining accountability and the effectiveness of school psychologists. Humes saw the goals and objectives of the school psychologist as going through three phases: major goal, subgoals, and (specific) objectives. These objectives are similar to Leviton's (1974) but also include criteria (usually stated in percentages) for determining successful completion of the specific objectives.

Other researchers (Cook & Patterson, 1977; Kirschner, 1971; Roberts, 1970; Waters, 1973; Fairchild, 1974) have also developed lists of job functions of the school psychologist as part of their studies. These lists appear to be quite similar to the lists of behavioral objectives for school psychologists developed by Humes (1974), Leviton (1974), and Reilly (1974). Authors of these lists of behavioral objectives consistently state that no list can be totally comprehensive and should be modified to suit differing needs. Roberts (1970) saw the school psychologist's functioning as being mostly affected by his own self-definition. Kirschner (1971) saw school administrators and supervisors as greatly affecting the functioning of the school psychologist by their description of the psychologist's role in the schools.

Fairchild (1974) stated that it is important to move beyond discussions of the services which are actually being provided by school psychologists. Studies of actual job functions of psychologists were seen as providing training institutions with important information in the preparation of students. Other researchers (Medway, 1977; Cook & Patterson, 1977; Roberts, 1970) saw these studies as providing an opportunity to examine differences between psychologist's actual job function, school personnel's perceptions, and ideal perceptions of the role of the school psychologist.

Fairchild (1974) developed a daily activities log which identified four service categories: Assessment, Intervention, Evaluation, and Administration. Subservices were defined within each larger service category. This daily log was maintained for 800 service hours within the Cedar Rapids Community School system in Iowa. The results of this study revealed that the greatest percentage (39.7%) of total service time was consumed by activities within the Assessment service category. Assessment was defined as the use of appraisal procedures to locate, identify, and synthesize information into a meaningful report which would then be translated into intervention strategies. Intervention services consumed 24.8% of the school psychologist's total service time and included the activities in which the psychologist worked directly with the student or indirectly through other professionals in an effort to improve learning or behavior. Evaluation, which studied the effectiveness of intervention service, accounted for 12% of total service time. Administration, traveling to schools, preparation for

testing and conferences, attending meetings, paperwork, etc., required 23.5% of total service time. Administration and scoring of diagnostic tests and report writing made up approximately two-thirds of the Assessment service category.

Fairchild (1974) considered subservices from within each of the four service categories to be consultation activities. These activities, which included interviews to gather diagnostic information, reporting assessment results, conferences, supervision of a practicum student, and consultation to recommend intervention strategies, accounted for 34.7% of the psychologist's time. Fairchild's data seem to indicate a need to de-emphasize coursework related to diagnostic testing with increased attention placed on consultation skills.

A study including 58 school psychologists completed by Keogh et al. (1975) seemed to agree with the findings of Fairchild (1974). An analysis of the time spent in various job functions revealed the majority of time was devoted to activities directly related to the assessment of pupils. Psychologists had little involvement in research, in-service training, or other clinical activities. Contributions as classroom and program consultants were found to be limited. Serious breaks in communication occurred between many school psychologists and school personnel, especially teachers.

Theoretical Framework

There are a number of factors which influence not only how the role of the school psychologist is perceived but also the professional

behaviors of the school psychologist. Owens' (1970) application of Maslow's hierarchy of needs offers an explanation of the force which causes people to join an organization, stay in it and work toward its goals. In today's society it is necessary to earn money to purchase life's basic necessities of food, shelter, etc., which comprise Maslow's lowest order need. When this lowest order is fulfilled a second step in the hierarchy of needs appears which the individual seeks to satisfy. This need for safety and security can be interpreted in terms of job security, job tenure, and a guaranteed pension which can be strong motivating factors. Owens (1970) stated, "thus at the simplest levels of human need we are motivated to join organizations, remain in them and contribute to their objectives" (p. 112).

After developing a better understanding of what causes people to join an organization, it is necessary to consider an organizational theoretical structure such as developed by Getzels and Guba (1957) to further understand the relationship and effect of administrators on school psychologists. Getzels and Guba (1957) describe the organization as a "social system which features a hierarchial role-structure" (p. 424). There are certain behavioral expectations for each role in the structure. Every person within the social system is an observer of others around himself and develops certain expectations and perceptions of how those in other roles will behave. Each member in the organization has a different expectation of how members in other roles will behave.

To further understand this relationship, it is necessary to look at an organizational theoretical structure such as developed by Getzels and Guba (1957). The two major components of this model are the designations of nomothetic and idiographic. The relationship of the two dimensions was explained by Getzels in Halpin (1958) as follows:

. . . behavior can be understood as a function of these major elements--institution, role and expectation which together refer to what we shall call the nomothetic or normative dimension of activity in a social system; and individual, personality, and need disposition, which together refer to what we shall call the idiographic or personal dimension of activity in a social system. To understand the nature of observed behavior, and to be able to predict and control it we must understand the nature and relationship of these elements. (p. 156)

This Getzels-Guba model describes the situation of the school psychologist quite well. Just as Getzels and Guba described in their model of role and expectations, the institution plays a large part in the type of observed behavior emitted by the individual, in this case the school psychologist. Getzels and Guba have postulated that a person's observed professional behavior is guided by that individual's perception of organizational roles and expectations. Similarly, the school psychologist's observable professional behavior is influenced by his/her perceptions of organizational (Area Education Agency) expectations and role. This model is referred to as the "Getzels-Guba model." This model is illustrated in Figure 1.

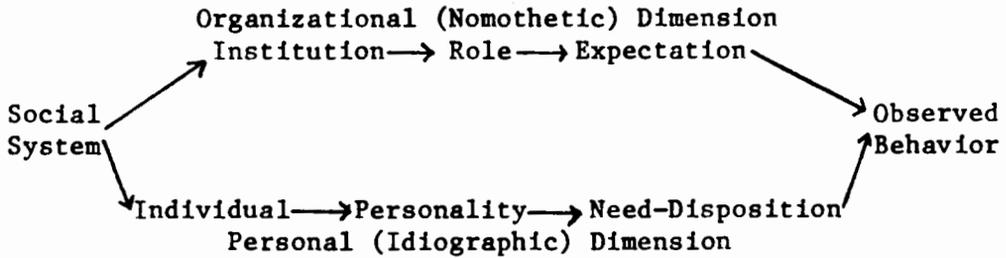


Figure 1. Model of the Organization as a Social System. From Jacob W. Getzels, "Administration as a Social Process" in Andrew W. Halpin, Ed., Administrative Theory in Education (Chicago: Midwest Administration Center, University of Chicago, 1958), p. 156.

Utilizing this model, each act of behavior is seen as stemming simultaneously from both the nomothetic and idiographic dimensions. Getzels in Halpin (1958) developed an equation derived from the Getzels-Guba model (page 19) to explain the interplay between these dimensions:

$$B = f(R \times P)$$

when B = observed behavior

R = institutional role, and

P = personality of the role incumbent

Role conflicts may stand in the way of the role incumbent (school psychologist) in his/her drive to perform effectively within the organization. Role conflict can occur if two persons are unable to establish a satisfactory, complimentary, or reciprocal role relationship. This conflict may "result from a wide variety of causes and involve a complex set of conflict behaviors" (Owens, 1970, p. 72).

Role conflicts also frequently occur where confusion over role expectation and role perception is observed. Role conflicts can also

exist within one individual if role expectation clashes with that individual's personal needs. Role ambiguity also inhibits the optimum performance of the role incumbent. This occurs in situations where the "role prescription is contradictory or vague; the situation is not so much one of conflict as it is of confusion" (Owens, 1970, p. 72).

Tension and uncertainties arise out of the role conflicts that the role incumbent experiences. These tensions and uncertainties which are commonly associated with inconsistent organizational behavior often evoke further tension and conflicts between the persons who hold complementary roles. Through a better understanding of supervisors' role expectations and perceptions this role conflict might be minimized.

Perceptions of the Role of the School Psychologist

A review of literature also reveals studies which have surveyed perceptions of the role of the school psychologist. School administrators, school personnel, special education personnel, and school psychologists have been surveyed to reveal their actual and ideal perceptions of the role of the school psychologist. Inquiry has been made into the perceived effectiveness of the current role of school psychologists, as well as recommendations for change in this role.

A study completed by Roberts and Solomons (1970) found that teachers perceive a lack of communication between psychologists and themselves. In this study, 296 classroom teachers and 100 school

psychologists were asked to rate practices of school psychologists along a continuum. On the item dealing with the frequency of conferences following evaluations of students both groups of respondents felt these conferences were very valuable; however, only 46% of teachers responding indicated these conferences occur after almost every evaluation. This is in contrast to psychologists of whom 71% of those responding indicated conferences at this frequency. There is some question as to whether teachers perceive many of these conferences as being ineffective. This may at least partially account for the discrepancy between the reported frequencies of teacher and psychologist conferences. Teachers seemed to be calling for more active involvement by psychologist and social worker after the evaluation. An analysis of mean ratings obtained from both groups of respondents indicated significant differences ($\alpha = .05$) between which persons who were responsible in actual practice and which persons should ideally be responsible for implementing recommendations made by the psychologist. Both responding psychologists and teachers desired more help and involvement from psychologists and social workers in implementing strategies in the classroom. Roberts (1970) further analyzed this data and found that psychologists desired to function in a wider number of roles, specifically those which were preventative, such as the mental hygienist's role.

Gilmore and Chandy (1973a) completed a study which also surveyed teachers' perceptions of the school psychologist's role. Data obtained

from responses to questionnaire items reveal that teachers feel psychologists' primary activity is testing and that all other activities rank second to this function. Teachers most frequently stated a desire for consistent and long-term involvement of psychological personnel when questioned as to what changes they, as teachers, would desire in psychological services. Almost 25% of the teachers simply desired more teacher-psychologist contact. Further study by Gilmore and Chandy (1973b) which included principals, school psychologists, and teachers in the study revealed a concern "that even limited teacher-psychologist contact deflates the value attributed to psychological personnel" (p. 401). The authors see the most productive way of dealing with this concern is to work cooperatively with teachers recognizing them as professionals with educational expertise which could be utilized constructively in developing possible intervention strategies for the classroom.

In 1965 Baker received responses to survey items from 333 teachers, school administrators, and school guidance personnel. Respondents were asked to respond to questionnaire items by placing a mark under "yes" if they felt positively about the item, and a mark under "no" if they disagreed with the question. An analysis of responses revealed that poor communication between the classroom teacher and the school psychologist was perceived as the largest single weakness in the delivery of psychological services. Results of the study also indicated that the classroom teacher's willingness to carry out the psychologist's recommendations was directly related to the

frequency and quality of interaction between that teacher and psychologist. Concerns were also raised that recommendations made in psychological reports may, due to this lack of communication, focus on correctional strategies already attempted by the teacher and further impair the effectiveness of the psychologist in working with the teacher.

As part of a study completed by Styles (1965), 459 teachers were asked to rate psychologists' methods of providing information based on that teacher's perception of its usefulness. These methods were rated along a continuum by the responding teachers. Individual conferences with teachers regarding specific students were rated as the most useful method of providing information (36.3%). Written reports regarding evaluations of individual students were rated as the most useful by 30 percent of responding teachers. Only 13.9 percent of teachers perceived specific test results (such as intelligence and achievement scores) as providing the most useful information.

The need to place a greater emphasis on direct services to teachers and students was also expressed in a study by Grubb, Petty and Flynn (1976). Teachers in this study expressed dissatisfaction with psychological services they were currently receiving, and 78% of those responding indicated that the services had not provided them with what they wanted or needed. Concerns were expressed regarding the length of time to receive psychological services. Major concerns were stated that psychological services only benefited a child when the child received proper placement in a special education program.

Recommendations made by psychologists were seen as not suitable for classroom use or largely irrelevant by half of the responding teachers. These findings are similar to the concerns expressed earlier by Baker (1965). Teachers were also asked to rate job functions of a school psychologist in order of preference. Direct service roles, such as consulting with teachers and counseling students, were ranked as top preferences.

School administrators have also been surveyed as to their perceptions of the role of the school psychologist. Kaplan, Chrin and Clancy (1977) remarked that it was important to consider school administrators' views as their leadership and expectations influence how school psychologists will function within the school system. In this study 418 school superintendents rated 21 functions of school psychologists as being high-, medium-, or low-priority services. Percentages for each of the three priority levels and mean ratings for each item were computed. Identification of the causes of children's academic and/or adjustment difficulties received the highest mean priority rating. Eighty percent of responding superintendents felt this function should be a high priority for school psychologists. Support was also given by superintendents for follow up on cases through conferences and observations. Seventy-eight percent of the respondents perceived this function as a high priority job function. The mean priority rating for this function indicated support for the consultation/observer role, particularly when this was done as a follow up to determine the effectiveness of recommendations. Superintendents'

mean ratings for traditional job functions (administration of tests, recommendations for school placement changes, written reports, conferences with parents) were also considered to be quite high. However, when rating administration of tests and interpretation of results, only 59 percent of school superintendents saw this function alone as being a high priority job function.

Manley and Manley (1978) also completed a study on superintendents' perceptions of the role of the school psychologist. The authors of the study felt it was important to include practicing school psychologists in the study in order to examine the degree of agreement between psychologists and superintendents with regard to school psychology goals. As part of this study psychologists and superintendents were asked to place school psychology goals on a hierarchical ranking of importance. Rankings made by superintendents and school psychologists were found to be highly correlated. Several consultation activities were found to fall within the first quartile of the hierarchical rankings. These activities included consultation regarding individual students as well as discussing the special needs of exceptional children. These goals included: to develop an understanding among staff and community groups of the special needs of exceptional children, to sensitize teachers to the implications of individual differences as they relate to the learning process, to conduct conferences with individual teachers and building principals, to interpret the results of diagnostic studies of individual students, to function as a consultant to teachers and other school personnel in

the development of a positive mental health atmosphere in the schools. The psychometric role of the school psychologist was rated quite low by both responding groups. The goals to administer, score, and interpret individual tests, and to conduct interviews of students requiring such tests were placed in the lowest quartile by psychologists and the second lowest quartile by superintendents.

Garguilo, Fiscus, Maroney, and Fauver (1981) saw principals as being a major influence on how the school psychologist functions within the individual school building. Ninety principals, 51 school psychologists, and 191 teachers were surveyed in order to determine if contradictory perceptions of the role of the school psychologist were present. This study surveyed contact relations with the school psychologist as well as perceived role and function of the school psychologist. Teachers responding to the questionnaire generally had little professional contact with the school psychologist. Over 94% of those teachers had 0 to 4 consultations with the school psychologist during the school year. Discrepancies were noted within the responses of principals. Approximately 25% of the principals had 0 to 9 contacts, 24% reported 20 to 29 contacts, and 26% indicated over 40 consultations with the school psychologist had occurred over the school year. When asked to list the services provided by the school psychologist, teachers and principals indicated conferences with individual teachers, specific test results, and written evaluative reports were most beneficial. Psychologists perceived conferences with individual teachers, case study conferences and behavior modification

programs as the most beneficial psychological services they could give. Analysis of another section of the survey revealed what were felt by the authors to be a major concern. High percentages of teachers (39.8%) and principals (23.3%) rated the school psychological services they received as "somewhat below adequate" or "below adequate." These responses are in contrast to those made by psychologists. Only 13.7% of the psychologists responding to the survey perceived their services as being so inadequate. Garguilo et al. felt this dissatisfaction was likely to be related to the results of the first part of the study in which over 54% of the teachers had four or five contacts with the school psychologist during the school year. These data are made even more significant by teachers' perceptions that the consultative services and individual child study were both considered the most useful services of the school psychologist. It was understood by the authors that the evaluation and identification of handicapped children has become the necessary priority of school psychologists as a result of Public Law 94-142. Due to the necessity to assess and identify children, a lesser percentage of the school psychologist's time is spent in the role of consultant.

Hughes (1979) perceived constraints on the school psychologist's time similar to those of Garguilo et al. (1981). Due to the limited amount of time that psychologists have to devote to different job functions, Hughes stated it would be important to study the amount of time allotted to these functions in the actual perceptions of school psychologists, superintendents, and directors (directors of special

education or directors of pupil personnel services). Respondents were also questioned as to where they perceived the psychologist should spend his time under ideal conditions. One-hundred-ten psychologists, 44 superintendents, and 42 directors participated in the study. An analysis of responses revealed no significant differences between school psychologists' and directors' actual role perceptions. Differences were noted between the actual role perceptions of superintendents and school psychologists. Superintendents perceive psychologists as spending less time interpreting test results and making recommendations to school personnel and parents. School psychologists perceive themselves as spending over 60% of their time in assessment activities and only 15% in teacher consultation and in-service education. When comparing ideal role perceptions, differences were noted between psychologists and the administrators. Psychologists saw themselves as spending more time in in-service training, organizational development, and counseling, and less time in classroom observation than the administrators. When comparing actual and ideal mean percentages of each group of respondents, it was noted that all three groups want the psychologist to spend less time in test administration and report writing and more time in counseling. There was also support for broadening the psychologist's desired role in other areas as well. Psychologists and directors desire more time to be spent in parent education, in-service training, mental health consultations, organizational development, and research. Directors

desire that psychologists spend more time in client-centered consultation and classroom observation as well.

Support for an expanded role was also noted in studies of the perceptions of other special education administrators. Kirschner (1971) surveyed the perceptions of 114 pupil personnel directors/chief psychologists who served as supervisors to school psychologists. Results of the study revealed that those responding supervisors of psychological services desired school psychologists functioning as a generalist performing a wide number of functions rather than a specialist who performs only one or two functions. Of those supervisors responding, 90 perceived consultation with individual teachers or groups of teachers regarding what could be done for children with behavior or learning problems as extremely important. Seventy-six of the respondents rated assessment as extremely important revealing that both roles are essential in supervisors' perceptions.

Lesiak and Lounsbury (1977) perceived a need to compare the principals' perception of the role of the school psychologist with that of the supervisors of psychological services' perceptions. The questionnaire developed by Kirschner (1971) was used to survey the perceptions of 98 school principals. The authors felt it was important to include the principals' perceptions as most referrals are processed through these school administrators and therefore "the decision for a child to see the school psychologist is an administrative one" (p. 185). An analysis comparing supervisors of psychological services' perceptions (Kirschner, 1971) with principals' perceptions of the role

of the school psychologist revealed more supervisors than principals perceived the functions of establishing preventative programs and conducting research as important roles. More principals rated the psychologists' role in counseling parents as extremely important than did supervisors. Both groups of respondents were similar in that consultation with teachers and individual diagnostic studies of children were given the highest priority. Principals and supervisors of psychological services both preferred to employ psychologists who would function as generalists performing a wide number of functions rather than a specialist who performed only one or two functions.

School psychologists' perceptions of their role within the school undoubtedly influence the way school psychological services are delivered. Barbanel and Hoffenberg-Rutman (1974) surveyed 28 school psychologists asking them to rate 25 possible job responsibilities according to the importance they felt that function had. Psychologists responding to the survey perceived consulting about the individual child with teachers, parents, principals, and other professionals within the school as the three most important job functions. Individual psychodiagnostic evaluation was perceived as the fourth most important job function. Individual intelligence testing and individual educational testing were perceived as the seventh and ninth most important job functions, respectively. Analysis of responses revealed that individual testing was ranked highest in satisfaction with training; however, consultative skills were rated as the most important function in school psychologists' jobs. This discrepancy was seen by

the authors of the study as being a possible cause of less overall satisfaction with training.

As part of a study by Leva and Rywick (1977), 68 school psychologists' perceptions of the percentage of time they spent in various job functions were obtained. School psychologists were also asked if they felt free to perform their duties as they desired or if they felt restricted by school districts or time limitations. In response to this question regarding freedom or restriction, 85% indicated that they felt generally free in their role while 15% felt restricted. In analyzing time spent in various job functions, statistically significant differences ($p < .001$) were noted between responses made by those who perceived themselves as free and those who felt restricted. Those feeling restricted spent significantly more time testing (43.6%) than those who perceived themselves as free (25.8%). Overall, psychologists indicated that they spent 23.5% of their time consulting. However, the authors are uncertain as to if this consulting refers to test-report consultation or consultations in a more expanded sense.

Cook and Patterson (1977) studied school psychologists' perceptions of their role within Nebraska schools. It was desired to determine the job functions and role of a psychologist working in a largely rural area such as Nebraska. Thirty-one psychologists served as respondents to this study and were questioned over three areas:

- "1) the actual amount of time engaged in various activities on the job,
- 2) importance of these activities as perceived in the job situation,

and 3) importance of the activities in a hypothetical ideal situation" (p. 372). The questionnaire was developed dividing the role of the school psychologist into five major functions. These functions were further defined by 33 subactivities. Mean ratings were obtained for each major function to be used in the statistical analysis. Percentage of total time in each major function was also computed and was then transformed into a five-point scale similar to the scale used in the actual and ideal categories. An analysis of variance (3 x 5) with repeated measures across both factors was utilized to analyze the mean ratings for each major function. The two factors were defined as: the concreteness/abstraction dimension of Time, Actual, Ideal and the five major job functions: Assessment, Intervention, Consultation, Evaluation, and Administration. Both main effects were found to be significant ($p < .001$). The interaction of these two factors was also found to be statistically significant ($p < .001$). The following significant means were identified using Scheffe' tests: a) the mean ratings of the function Assessment increase in importance from Ideal to Actual to Time (a decline in importance was noted in the other four job functions along that same continuum); b) evaluation was perceived as the second most important function under Ideal, but declined in importance at a great rate and was perceived as the least important overall based upon actual time involved in each job function; c) the job function Administration declined in importance at a lower rate between Ideal and Actual than Intervention but at a greater rate between Actual and Time. Psychologists responding to the questionnaire

spent 47.7% of their professional time involved in Assessment activities while only 19.8% of their time in Administration, 14.6% in Consultation, 13.5% in Intervention, and 4.4% in Evaluation activities.

These discrepancies between psychologists' ratings of activities within the Ideal, Actual, and Time categories supports the existence of a role conflict. Consultation was ranked the highest in importance in the comparisons of mean ratings under the Ideal category. However, in actual practice (in both percentages of time spent and actual perceptions) Consultation was relegated to a position of lower importance. These data further support the suggestion that "the school psychologist's time is spent in ways that are at odds with his/her perception of the importance of that function within the job situation" (Cook & Patterson, 1977, p. 375). The authors felt that the views of others, such as principals, teachers and supervisors, as well as state regulations requiring assessment for identification of children with learning problems, have all had a major influence on the functioning and perceptions of school psychologists.

In order to more accurately judge the effectiveness of implementing a consultative service model of school psychological services, two studies were completed. Teachers and other school personnel completed questionnaires expressing their perceptions of the effectiveness of a consultative service model of school psychological services which was implemented in their schools. Fairchild (1976) saw the educational movement to mainstream mildly handicapped children into regular education classes as gradually reducing the need for

psychologists to identify and place children with learning problems. Fairchild saw a growing need to compare the effectiveness of the consultative service model with the traditional diagnostic model of school psychological services.

During the study the psychologist operated out of the traditional diagnostic model for one-half of the school year followed by one-half of the school year functioning within the consultative service model. A record was maintained of the frequency of which certain individual tests (such as the Wechsler Intelligence Scale for Children, etc.) were administered. The two delivery systems were contrasted on two variables: 1) the amount of time which elapsed from the date of the referral until the person who made the referral received meaningful feedback, and 2) the effectiveness and applicability of recommendations made by the school psychologist. The author of the study selected these variables based on the premise "the more immediate the feedback, the sooner recommendations can be implemented, and the higher the percentage of success, the more effective the service model" (Fairchild, 1976, p. 157).

The number of teaching days which had elapsed from the date of referral and initial contact date and the date of conference with the major referral source were recorded separately for the fall and spring semesters. Follow-up questionnaires were also sent to teachers who had made referrals. Twenty-nine teachers were questioned if they had a better understanding of the child as a result of the discussion with the psychologist, if recommendations were realistic and/or practical,

if recommendations made by the psychologist were effective, and if they as teachers had been able to carry out the recommendations of the psychologist.

A study of frequency of administration of standardized tests revealed a substantial de-emphasis of testing during implementation of the consultative service model. During the fall semester, 61% of the students evaluated were given the Wechsler Intelligence Scale for Children which is in contrast to 19% the spring semester (during implementation of the consultative model). Other test administrations dropped similarly. Differences were also noted in the number of days which elapsed in each delivery system. While the mean number of days from the date of referral to the date of first contact with the student were similar, greater differences were noted in the immediacy with which teachers received feedback from the psychologist. During the fall semester, a mean of 15.05 days passed while during the spring (consultative model implemented) the number of days elapsing was reduced to a mean of 8.85. Referral load was comparable for both semesters. This difference was even more pronounced when the total number of days which elapsed before teachers received feedback for all referrals was compared.

In studying the effectiveness of each model fewer teachers responded that "yes" they had a better understanding of the child as a result of the psychologist functioning within the consultative model. One hundred percent of teachers felt the traditional diagnostic model was effective in this way while 72% of those who referred during the

spring felt this way. Both models were judged to be equal in the practicality of recommendations made and the ability to be carried out. Positive differences were noted between these models in that a greater percentage (67%) of teachers during the spring felt the psychologists' recommendations were effective. Forty-five percent of the teachers who referred in the fall could not ascertain the effectiveness of recommendations, as compared to 22% during the spring (consultation model). Fairchild (1976) saw these results as indicating a need to merge the consultative service model and traditional diagnostic model as both models of service were perceived as important in meeting teachers' needs.

A consultative service model, which had been implemented, was also studied by Waters (1973). Teachers, counselors, and principals (total N = 73) were surveyed as to their perceptions of school psychological services six months after a shift from a psychometric model to a consultant model. Responses by school personnel to open-ended items revealed 59% specified consulting activities as most valuable while only 25% felt individual child study was most valuable. Waters suggests that these data support the choice of a consultant model for school psychologists. The author sees consultation as being practical and valuable to the "consumers" of psychological services and that psychologists can gain the acceptance and meet the needs of a number of school personnel by using this model.

Summary

Maslow's hierarchy of needs offers an explanation as to why individuals join organizations. To satisfy lower-order needs, such as the ability to obtain food, water, and shelter, and higher-order needs, such as job security, individuals are motivated to join organizations, remain in them, and contribute to their objectives. Getzels and Guba (1957) developed an organization theoretical structure which identifies the interaction between the organizational (nomothetic) dimension and the personal (idiographic) dimension. This model offers an explanation as to how this interaction affects the role and the observable behaviors of the individual within the organization. The school psychologist's professional behavior is seen as influenced by that individual and his/her perceptions of organizational (Area Education Agency) roles and expectations.

Authors have sought to define the role of the school psychologists in order to assist psychologists to be more effective within the schools. Behavioral objectives defining the role of the school psychologist have been developed in order to answer questions regarding the accountability of school psychological services. Authors saw the psychologists' own self-definition as well as the perceptions of school administrators and supervisors as affecting the functioning of school psychologists within the schools.

Actual time studies reveal school psychologists spend the greatest percentage of their professional time engaged in assessment activities. Lesser amounts of time were spent in administration, intervention,

evaluation, or consultative services. Studies into the perceptions of school psychologists, school administrators, teachers, and special education administrators reveal that in the perceptions of the actual practice of school psychologists within the schools, less time is spent in intervention and consultation activities than in assessment activities. Public Law 94-142 and the resulting need to identify and place students with learning problems was seen as a major factor affecting the amount of time spent in assessment activities. In the perceptions of the ideal role of the school psychologist, however, consultation activities were perceived to be as important or more important than assessment activities by most of the subjects surveyed. Administration and evaluation activities were perceived as of greater importance in the ideal perceptions as compared to the actual perceptions of the school psychologist's role. Studies of schools in which consultation models of psychological services have been implemented revealed that school personnel were generally satisfied with the new model of services. It was seen as important, however, not to totally discard the traditional assessment model as it also helped fulfill the needs of teachers.

Chapter 3

TYPE OF STUDY

The general methodology used in this study is classified as survey research. Wiersma (1980) stated that ". . . survey research deals with the incidence, distribution, and interrelations of educational, psychological and sociological variables" (p. 85). Kerlinger (1973) defined survey research as that which "studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution and interrelations of sociological and psychological variables" (p. 394).

Survey research was used in this study to determine if there were significant differences between the actual and ideal perceptions of the role of the school psychologist within Iowa public schools. Three groups of subjects within the structure of Iowa's Area Education Agencies were surveyed to determine if any of these significant differences existed. The differences between the rated importance of consultation and assessment within the ideal perceptions, as compared to the actual perceptions, were also closely studied. Five hypotheses were presented in response to these research questions.

The purpose of this chapter is to describe the procedures and methods used to collect, analyze and interpret the data. The hypotheses and their relationship to the research design will be examined. The population, sampling procedure, instrumentation, data

collection and data analysis will be described. The chronology of procedures will be explained at the chapter's conclusion.

Procedural Steps in the Study

1. A proposal for research and a sample survey were submitted to the Human Subjects Review Board of the University of Northern Iowa for approval. This approval was granted.

2. In order to further ascertain the validity of this study and increase participation by those receiving the questionnaire, the Area Education Agency #4 Supervisor of Psychological Services and Director of Special Education were contacted in order to obtain their comments and endorsement of the study. The Department of Public Instruction Consultant for School Psychological Services was contacted in order to obtain his comments and endorsement of the study. These endorsements were granted.

3. The names and addresses of all Iowa Area Education Agency Directors of Special Education, Supervisors of Psychological Services, and School Psychologists during the 1983-84 school year were obtained from Area Education Agency #4.

4. A sample of all practicing School Psychologists was identified by utilizing a random numbers table selecting a 1/9 sample from each Area Education Agency.

5. The Professional Activities Of The School Psychologist questionnaire was obtained from Dr. V. Cook in order to determine the significance of the difference between actual perceptions and ideal perceptions of the school psychologist.

6. To collect data for this study the Professional Activities of the School Psychologist questionnaire was mailed to the randomly selected 1/9 sample of all School Psychologists as well as the total population of Area Education Agency Directors of Special Education and Supervisors of Psychological Services during the month January, 1984.

Testing of the Hypotheses

To test the hypotheses the Professional Activities of the School Psychologist Questionnaire developed by Valerie Cook, Ph.D., was used to determine the degree of difference between the actual and ideal perceptions of Iowa Area Education Agencies Directors of Special Education, Supervisors of Psychological Services and School Psychologists. This questionnaire provided subjects with an instrument to rate thirty-three sub-activities on five levels of importance in the actual role and ideal role of the school psychologist. Each of the thirty-three individual activities was listed under five major functions of the school psychologist, and a mean rating score was obtained for each of these major functions. The mean rating scores were analyzed for significance using 1 x 5 multivariate analysis of variance and Scheffe' tests to determine if the rating scores were statistically significant at the ($\alpha = .05$) level of confidence.

Population

The population for this study consisted of the fifteen Iowa Area Education Agencies Directors of Special Education and fifteen Iowa Area Education Agencies Supervisors of Psychological Services. A random

proportional sample of all practicing school psychologists from each Area Education Agency within the state of Iowa (total N = 62) were also included within the population.

Sampling Procedure

A listing of all school psychologists within each Area Education Agency was obtained from the Department of Public Instruction in Iowa. A number was assigned to each school psychologist within each Area Education Agency. A random proportion sample of 1/9, for each Area Education Agency, was obtained using a random number table (Snedecor & Cochran, 1967).

The Instrument

To determine if differences existed between the perceptions of the actual and the ideal role of the school psychologist, data were obtained by utilizing a survey entitled "Professional Activities of the School Psychologist" (Cook & Patterson, 1977). The role of the school psychologist was divided into five major functions described by Cook: Assessment, Intervention, Consultation, Evaluation, and Administration. These were further defined into thirty-three sub-activities (Cook & Patterson, 1977). These five major functions and thirty-three subactivities were defined (Cook & Patterson, 1977) by completing an extensive literature review as well as a review of numerous state education department descriptions of the functions of school psychologists. Though defined by Cook and Patterson (1977), these are basic descriptions which are also defined in other bibliographic sources.

1. **Assessment:** Administration of intelligence tests, administration of personality tests, administration of educational diagnostic tests, group test administration, scoring tests, interpreting test results, researching records, diagnostic interviews with children, observing client's behavior, interviewing others for diagnostic information.
2. **Intervention:** Conducting individual behavior therapy, conducting other uses of behavior (specify), counseling children, counseling parents, training parents in behavior modification, family counseling, group counseling, in-class activity for behavior management of class, informal (unscheduled) counseling.
3. **Consultation:** With teachers, with principals, with other supporting professionals, with supervisor, with other individual or groups.
4. **Evaluation:** Research on effects of psychological services, follow-up on results of intervention, follow-up on value and use of assessment.
5. **Administration:** Writing psychological reports, writing miscellaneous correspondence, preparation for meetings, reading correspondence. (p. 373)

The subjects were requested to rate each of the 33 sub-activities under each of the five major functions (Assessment, Intervention, Consultation, Evaluation, and Administration) on a given point scale in terms of importance. Participants were asked to rate each sub-activity from two points of view: 1) the importance of each sub-activity from the respondent's perceptions of the ideal role of the school psychologists; and 2) the perceived importance of the sub-activity in the actual practice of the school psychologist.

Instrument Validity and Reliability

The degree to which a test actually measures the variables we wish it to measure is called validity (Borg, 1981). To ascertain the

instrument validity of the Professional Activities of the School Psychologist questionnaire used in this study, comments and opinions of a Director of Special Education, Supervisor of Psychological Services, and Iowa Department of Public Instruction Consultant for School Psychological Services were solicited. Comments were made that the major job functions (and sub-activities) were a valid representation of the activities of a practicing school psychologist. Past studies (Leviton, 1974; Reilly, 1974; Humes, 1974; Kirschner, 1971; Roberts, 1970) have compiled lists of professional activities of school psychologists very similar to that of Cook and Patterson's Professional Activities of the School Psychologist (1977). The high degree of similarity between professional activities defined in other research and those compiled by Cook adds further validity to this study.

Criterion validity was established by correlating the mean scores obtained by Cook and Patterson (1977) in her study of school psychologists' perceptions with the mean scores of school psychologists' perceptions obtained in this study. These two sets of scores on different groups of school psychologists were found to be highly correlated which supports the reliability of the instrument. When comparing the actual perception means of this study with those of Cook and Patterson's study, a correlation of .79 was obtained. The ideal perceptions mean scores of the two studies were found to be even more closely related. When the two sets of mean scores for ideal perceptions were analyzed, a correlation of .96 was obtained. These

high correlations between the two groups of respondents confirms the level of validity and reliability felt to be present in this study.

Summary

The survey research method was utilized in this study to determine if there were significant differences between the actual and ideal perceptions of the role of the school psychologist within Iowa public schools. The subjects for this study included the population of Iowa Area Education Agency Directors of Special Education (N = 15), and Area Education Agency Supervisors of Psychological Services (N = 15). A random proportional sample (1/9) of all school psychologists from each Area Education Agency was also included in this study. Data on respondents' perceptions of the actual and the ideal role of the school psychologist were obtained by utilizing a survey entitled "Professional Activities of the School Psychologist."

Further understanding into school psychologists and related professionals' actual perceptions of the role of the school psychologist will be provided by this study. Differences between the actual perceptions and the ideal perceptions of the role of the school psychologist were studied in order to more clearly identify sources of conflict within the school psychologist's role. In order to understand the significance of data collected in this study, Chapter 4 will report and analyze the responses from the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services who served as respondents to this study.

Chapter 4

DATA COLLECTION AND ANALYSIS

The purpose of this chapter is to discuss and analyze data obtained from the questionnaire administered to School Psychologists, Supervisors of Psychological Services, and Directors of Special Education who served as respondents in this study. The major goal of this study was to determine if there were significant differences between the respondents' actual perceptions and ideal perceptions of the role of the school psychologist. Attention will be focused on the major job function of Consultation in order to determine if it is rated significantly higher in the ideal perceptions of those responding to the study. The major job function of Assessment will be studied to determine if it is rated significantly lower in the ideal perceptions of respondents.

Three hypotheses were developed in response to these questions. These hypotheses were:

1.a) There exists a significant difference between Iowa Area Education Agency Supervisors' of Psychological Services actual perceptions and ideal perceptions of the role of the school psychologist.

b) There exists a significant difference between Iowa Area Education Agency Directors' of Special Education actual and ideal perceptions of the role of the school psychologist.

c) There exists a significant difference between Iowa Area Education Agency School Psychologists' actual and ideal perceptions of the role of the school psychologist.

2. Consultation will be rated significantly higher in the ideal perceptions of the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services as compared to their actual perceptions.

3. Assessment will be rated significantly lower in the ideal perceptions of the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services as compared to their actual perceptions.

The data collection procedures used in this study will be examined in the first section of this chapter. The second section will focus on the three hypotheses and the related analysis of the data.

Analysis of Data

In this section, data obtained from completed "Professional Activities of the School Psychologist" questionnaires are analyzed in relation to the hypotheses of the study. To test the three hypotheses the "Professional Activities of the School Psychologist" questionnaire was utilized. This questionnaire as well as the accompanying directions were distributed to all three groups of subjects unchanged.

Testing of Hypothesis 1

To test this hypothesis, grand mean importance scores for each of the five major job function areas were computed separately for the actual perceptions and ideal perceptions of the respondents. The means for the total group of respondents appear in Table 1.

Table 1

Importance of School Psychologist Major Job Functions for Total Group of Respondents

Job function	Grand mean scores		
	Ideal perceptions	Actual perceptions	Difference
Assessment	2.013	2.234	.221
Intervention	2.398	3.152	.754
Consultation	1.691	2.204	.513
Evaluation	2.179	3.088	.909
Administration	2.194	2.374	.180

Note: The lower the score the greater the perceived importance. Total group $n = 56$.

As noted in Table 1 the major job function of Consultation was rated by the total group of respondents as being of the highest importance in the ideal perceptions of the role of the school psychologist. In the actual perception of the school psychologist's role the functions of Assessment and Consultation were rated closely in importance. The major job function of Intervention received the lowest mean importance rating in both the ideal and actual perceptions of the total group of respondents. Further examination of the differences between means revealed the greatest differences to occur for the major job functions of Evaluation and Intervention. The desire by the total

group of respondents to have the school psychologist increasingly involved in these functions may also support a desire for increased training in several areas, particularly the job functions of Evaluation and Intervention.

To gain further understanding into the three groups of respondents' perceptions, grand mean importance scores were computed separately for each of these groups. The grand mean scores for the Directors of Special Education appear in Table 2.

Table 2

Importance of School Psychologist Major Job Functions for Directors of Special Education

Job function	Grand mean scores		
	Ideal perceptions	Actual perceptions	Difference
Assessment	1.840	2.08	.24
Intervention	2.279	3.079	.80
Consultation	1.403	1.897	.494
Evaluation	1.933	2.844	.911
Administration	1.922	2.133	.211

Note: The lower the score the greater the perceived importance. n = 15.

Table 2 reveals Directors of Special Education perceive the major job function of Consultation as having the greatest importance in both

the ideal and actual perceptions of the role of the school psychologist. Assessment is rated as second in perceived importance in both the actual and ideal perceptions. Directors of Special Education perceive the job function Intervention as being of the lowest importance in both the ideal and actual perceptions of the role of the school psychologist. Further analysis of the mean scores noted the greatest magnitude of difference to occur between the means of the job functions Intervention and Evaluation. If changes were to be made in the training of school psychologists Directors of Special Education appear to desire a greater emphasis to be placed on these functions.

Grand mean importance scores for the Supervisors' of Psychological Services perceptions of the role of the school psychologist were also computed and appear in Table 3. In the ideal perceptions of the role of the school psychologist, Supervisors of Psychological Services rated the major job function of Consultation as being the most important. Consultation and Evaluation were rated as the two highest in importance in the ideal perceptions. In the actual perceptions Assessment and Consultation were rated as being of the highest importance, and both job functions were closely ranked. Examination of the differences between mean scores reveals the greatest difference to occur for the job function of Evaluation. This difference between means adds further support to the perceived need of Supervisors of Psychological Services to have School Psychologists place increased emphasis on this job function.

Table 3

Importance of School Psychologist Major Job Functions for Supervisors
of Psychological Services

Job function	Grand mean scores		
	Ideal perceptions	Actual perceptions	Difference
Assessment	2.060	2.327	.267
Intervention	2.451	3.023	.572
Consultation	1.933	2.400	.467
Evaluation	1.978	2.933	.955
Administration	2.289	2.589	.30

Note: The lower the score the greater the perceived importance. $n = 15$.

The mean rating scores for School Psychologists' actual and ideal perceptions of their role appear in Table 4. The major job function of Consultation received the highest mean rating of importance in the ideal perceptions of responding school psychologists. In school psychologists' actual perceptions Assessment and Consultation were closely rated as the major job functions of greatest importance. The job functions of Intervention and Evaluation were closely ranked, in terms of importance in both the ideal and actual perceptions of school psychologists. While these two functions received the lowest mean ratings on the questionnaire, the greatest difference between the ideal perceptions mean score and actual perceptions mean score was noted to

occur for these two job functions. Increased emphasis on these job functions in the practice and training of the school psychologist was supported by this group of respondents as well.

Table 4

Importance of School Psychologist Major Job Functions for School Psychologists

Job function	Grand mean scores		
	Ideal perceptions	Actual perceptions	Difference
Assessment	2.085	2.265	.180
Intervention	2.435	3.268	.833
Consultation	1.717	2.267	.550
Evaluation	2.437	3.318	.881
Administration	2.297	2.389	.092

Note: The lower the score the greater the perceived importance. $n = 26$.

To further test this study's three hypotheses a 1 x 5 multivariate analysis of variance (MANOVA) was undertaken using Wilk's Criterion with ideal perceptions/actual perceptions of the role of the school psychologist serving as the independent variable. The five major job functions served as the dependent variables. A significant main effect for the independent variable ideal perceptions/actual perceptions ($F(5,102) = 9.11, p < .0001$) was revealed by the MANOVA. The

significance of this main effect supports Hypothesis 1 which sought to determine if a significant difference existed between the actual and ideal perceptions of the role of the school psychologist for the three groups of respondents.

Testing of Hypothesis 2

Respondents to past research on the actual and ideal perceptions of the role of the school psychologist have generally rated the job function of Consultation as being of greater importance in the ideal perception of the role of the school psychologist as compared to the actual perceptions of the role of the school psychologist. Hypothesis 2 was developed in order to facilitate inquiry into whether a significant difference exists between the actual and ideal perceptions of this major job function. To test this hypothesis a Scheffe' test to identify significant mean was performed. Table 5 presents the grand mean rating scores for the ideal perceptions and actual perceptions of the five major job functions including Consultation, plus the results of the Scheffe' tests. Examination of Table 5 reveals significant differences ($p < .001$) between the ideal and actual mean ratings of the importance of the major job function Consultation. The major job function Consultation received a significantly higher ($p < .001$) mean rating score in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist. These findings support Hypothesis 2 which sought to determine if the major job function of Consultation was rated significantly higher in the ideal perceptions of the role of the school psychologist as compared with the actual perceptions of the respondents.

Table 5

A Summary of the Mean Rating Scores and the Results of the Scheffe'
Tests for Significant Means

Job function	Ideal perceptions	Actual perceptions	p
Assessment	2.013	2.234	.022
Intervention	2.398	3.152	.0001
Consultation	1.691	2.204	.0001
Evaluation	2.179	3.088	.0001
Administration	2.194	2.374	.087

Note: The lower the perceptions score the greater the perceived importance. $n = 56$.

Testing of Hypothesis 3

Studies discussed in Chapter 2 reveal the school psychologist spends a large percentage of his/her time engaged in the Assessment job function. Several studies including one by Cook and Patterson (1977) revealed the major job function of Assessment to be rated significantly lower in the ideal perceptions of the role of the school psychologist as compared to the actual perceptions. Hypothesis 3 was developed in order to facilitate inquiry into whether the major job function Assessment is rated significantly lower in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist. To test this hypothesis a Scheffe' test to identify significant means was performed. The respondents' mean rating scores

for ideal and actual perceptions and the results of the Scheffe' tests are presented in Table 5. Table 5 reveals significant differences ($p < .022$) between the ideal and actual mean ratings of importance for the major job function Assessment. The mean rating for Assessment was noted to increase significantly ($p < .022$) from actual perceptions to ideal perceptions of the role of the school psychologist. These findings do not support Hypothesis 3 which sought to determine if the major job function of Assessment was significantly lower in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist.

Summary

Analysis of data for the three groups of respondents revealed significant trends between the means for actual perceptions and ideal perceptions of the importance of the job functions: Assessment, Intervention, Consultation, and Evaluation. Mean ratings were noted to significantly increase from the actual to the ideal perceptions of these four major job functions. The mean ratings for the job functions of Intervention, Consultation, and Evaluation were significant at the $p < .0001$ level. The mean importance rating for assessment was significant at the $p < .05$ level. This indicates school psychologists and related professionals see the school psychologist's ideal role as expanding in these four major job function areas. This trend appears particularly significant for the job functions of Intervention, Consultation, and Evaluation. No significant differences were noted

between the mean importance ratings of actual and ideal perceptions of the job function Administration. No support is given for increased involvement within the Administration job function in the school psychologist's ideal role.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This study was concerned with the perceptions of the role of the school psychologists in the State of Iowa. It sought to determine whether there were discrepancies between the ideal perceptions and actual perceptions of the role of the school psychologist. The purpose of this chapter is to provide a summary of: 1) the attempts to define the role and factors which relate to the role of the school psychologist; 2) review of the three hypotheses developed for this study; and 3) the methodology and instrumentation used in this study to test these three hypotheses. The final sections of this chapter will present the conclusions and recommendations related to the findings of this study.

Summary

In the attempt to define the role and functioning of the school psychologist a number of studies have been completed over the past thirty years. Studies have sought to define the role of the school psychologist in order that he/she becomes a more respected and effective member of the educational system. Further pressure comes from an awareness that school psychologists may soon have to prove their worth related to the academic, emotional, and social growth of children. Defining the role and functioning of the school psychologist continues to be difficult due to the inconsistent use of terminology and the occasional overlap between the functions defined by researchers and authors.

One approach which has been utilized to better define the current role of school psychologist makes use of a daily activities log to study the percentage of total service time consumed by specific professional activities. Fairchild (1974) identified four service categories of Assessment, Intervention, Evaluation, and Administration in his study. He found that the greatest percentage (39.7%) of service time was consumed by activities within the Assessment service category. Fairchild found that 34.7% of the school psychologist's time was spent in what he considered to be consultation activities which were identified from within each of the four major service categories. Results of other studies including that of Cook and Patterson (1977) and Keogh et al. (1975) essentially reflect the findings of Fairchild (1974).

In order to better understand the factors which influence the professional behavior of the school psychologist a theoretical framework developed by Getzels and Guba was reviewed in Halpin (1958). Getzels and Guba have postulated that a person's, in this case school psychologist's, observed professional behavior is guided by that individual's perception of organizational roles and expectations. The school psychologist's observable professional behavior is influenced by his/her perceptions of organizational (Area Education Agency) expectations and role. Studies by Kirschner (1971) and Kaplan et al. (1977) support the assumption that the related institution and the administrators who make up the institution affect the performance of the school psychologist. In order to understand and identify

discrepancies between the ideal and actual perceptions of the role of the school psychologist it was important to consider the related professionals' perceptions as well as the school psychologists' perceptions. Studies completed by Gilmore and Chandy (1973a, 1973b), Kaplan et al. (1977), Cook and Patterson (1977), and Hughes (1979) studied teachers', school administrators', special education administrators', and school psychologists' perceptions of the role of the school psychologist. These studies revealed that there was significant support for the development and maintenance of a cooperative working relationship with school personnel. These studies supported increased emphasis on consultation activities in the ideal role of the school psychologist. A de-emphasis on test administration was desired by the respondents to the studies of Cook and Patterson (1977), Kaplan et al. (1977), and Hughes (1979).

The Hypotheses

In response to the questions raised by these studies the following three hypotheses were developed. A special focus was placed on the differences between the ideal and actual ratings of the major job functions of assessment and consultation due to the highly significant differences revealed in the studies by Cook and Patterson (1977), Kaplan et al. (1977), and Hughes (1979).

Hypothesis 1:

a) There exists a significant difference between Iowa Area Education Agency Supervisors' of Psychological Services actual

perceptions and ideal perceptions of the role of the school psychologist.

b) There exists a significant difference between Iowa Area Education Agency Directors' of Special Education actual and ideal perception of the role of the school psychologist.

c) There exists a significant difference between Iowa Area Education Agency School Psychologists' actual and ideal perception of the role of the school psychologist.

Hypothesis 1 was supported at the ($\alpha = .05$) level of confidence when a 1×5 multivariate analysis of variance (MANOVA) was applied using Wilk's Criterion.

Hypothesis 2: Consultation will be rated significantly higher in the ideal perceptions of the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services as compared to their actual perceptions. This hypothesis was supported at the ($\alpha = .05$) level of confidence when a Scheffe' test to identify significant means was performed.

Hypothesis 3: Assessment will be rated significantly lower in the ideal perceptions of the School Psychologists, Directors of Special Education, and Supervisors of Psychological Services as compared to their actual perceptions. This hypothesis was not supported at the ($\alpha = .05$) level of confidence when a Scheffe' test to identify significant means was applied.

Methodology and Instrumentation

To test these hypotheses it was necessary to design the study so that it would: 1) obtain the maximum number of responses from those selected as the sample for the study; 2) obtain a questionnaire which would gain the responses and information necessary to determine the significance of any difference between the ideal and actual roles of the school psychologist; 3) solicit the responses of the participating Directors of Special Education, Supervisors of Psychological Services, and School Psychologists by use of the questionnaire; 4) compile the responses and record the results in a workable form; and 5) analyze the data based upon the developed hypotheses.

The population for this study consisted of the fifteen Iowa Area Education Agencies Directors of Special Education and fifteen Iowa Area Education Agencies Supervisors of Psychological Services. A random proportional sample of 1/9 of all practicing school psychologists from each Area Education Agency within the state was obtained using a random number table (Snedecor & Cochran, 1967).

The data for this study were obtained by utilizing a survey entitled "Professional Activities of the School Psychologist" developed by Cook and Patterson (1977). (See Appendix G.) This survey (Cook & Patterson, 1977) was developed by completing an extensive literature review as well as reviews of state education department descriptions of the functions of school psychologists. As a result of this review the role of the school psychologist was divided into five major functions described by Cook and Patterson: Assessment, Intervention,

Consultation, Evaluation, and Administration. These five major job functions were defined into thirty-three subactivities which were rated by subjects on a given point scale in terms of importance. Comments and opinions of a Director of Special Education, Supervisor of Psychological Services, and Iowa Department of Public Instruction Consultant for School Psychological Services were solicited in order to establish reliability and validity. Reliability and validity were further established by correlating the mean scores obtained by Cook and Patterson (1977) with the mean scores of school psychologists' perceptions obtained in this study.

The questionnaire was mailed with a letter of introduction to the Directors of Special Education, Supervisors of Psychological Services, and School Psychologists. To encourage participation in the study the letters of introduction sent to school psychologists was co-signed by the Department of Public Instruction Consultant for School Psychological Services. Letters of introduction being sent to Directors of Special Education were co-signed by the Area Education Agency 4 Director of Special Education. Those letters sent to Supervisors of Psychological Services were co-signed by the Area Education Agency 4 Supervisor of Psychological Services. A high return of questionnaires followed this first contact. To further encourage participation in this study follow-up letters were also used.

Findings

To test the study's three hypotheses a 1 x 5 multivariate analysis of variance was undertaken using Wilk's Criterion with ideal/actual

perceptions of the role of the school psychologist serving as the independent variable and the five major job functions serving as the dependent variable. A significant main effect for the independent variable ($F(5,102) = 9.11, p < .001$) was revealed by the MANOVA. This supports Hypothesis 1 which sought to determine if a significant difference existed between actual and ideal perceptions of the role of the school psychologist for the three groups of respondents.

In order to determine the significance of the difference between the ideal perception mean scores and actual perception mean scores a Scheffe' test was applied. The mean ratings for the job function of Consultation increase ($p < .0001$) from the actual to ideal perceptions of the importance of that job function. This supports Hypothesis 2 which sought to determine if Consultation would be rated significantly higher in the respondents' ideal perceptions as compared to the actual perceptions of the role of the school psychologist.

The Scheffe' tests were also applied to determine if Assessment would be rated significantly lower in the ideal perceptions of respondents as compared to their actual perceptions. The mean rating for Assessment was noted to increase significantly ($p < .022$) from the actual perceptions to the ideal perceptions of the role of school psychologist. This does not support Hypothesis 3.

While not tested for statistical significance, the greatest differences occurred between the actual perception mean ratings and ideal perception mean ratings for the major job functions of Intervention and Evaluation. These findings reveal a desire by the

three groups of respondents for increased involvement by school psychologists within the major job functions of Intervention, Consultation, Evaluation, and Assessment. There was not significant support ($p < .05$) for increased involvement of school psychologists within the major job function of Administration in the ideal perceptions of the school psychologist's role.

Conclusions

The following conclusions were drawn from the analysis of data in response to the hypotheses and questionnaire. Conclusions 2 through 4 are related to the hypotheses while conclusions 5 and 7 pertain to the questionnaire.

1. Difficulty in defining the roles and functions of the school psychologist was revealed through the literature review for this study. Cook (1983) in a review of major texts for school psychology noted that "inconsistency, rather than consistency of terminology appears to be the rule" (p. 23). In realization of these difficulties the survey used in this study, developed by Cook and Patterson (1977), identified each of the five major job functions by specific activities which make up that function (see Appendix G).

2. Based on responses to the Professional Activities of the School Psychologist questionnaire there was a significant difference between the actual and ideal perceptions of the role of the school psychologist for the total group of respondents.

3. Based on responses to the questionnaire the job function of Consultation was rated significantly higher in the ideal perceptions as

compared to the actual perceptions of the role of the school psychologist.

4. Based on responses to the questionnaire the job function of Assessment was rated significantly higher in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist. (This does not support Hypothesis 3.)

5. The major job functions of Evaluation and Intervention were rated significantly higher in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist.

6. Although not tested for statistical significance the greatest magnitude of difference occurred between the actual perceptions mean ratings and ideal perceptions mean ratings for the major job functions of Evaluation and Intervention for the three groups of respondents.

7. The major job function of Administration was not rated significantly higher ($p < .05$) in the ideal perceptions as compared to the actual perceptions of the role of the school psychologist.

Recommendations

The results of this study support the following recommendations:

1. This study should be reviewed by Directors of Special Education, Supervisors of Psychological Services, and School Psychologists within the State of Iowa in order that they may gain an awareness and better understanding of the differences between the actual and ideal perceptions of the school psychologist's role.

2. This study should be reviewed by training institutions which are contemplating changes in the training programs for school

psychologists as the results of this study are felt to have implications for training programs.

3. Future studies should examine respondents' years of experience, sex, level of education, and location and years of training in order to determine if these factors have any effect on the perceptions of the role of the school psychologist.

4. Research on the perceptions of the role of the school psychologist should be repeated in other states to determine if the findings of this study can be generalized to other regions and/or states.

5. Further studies should be considered to determine the presence of any discrepancies between actual time spent on specific professional activities and the perceptions of time spent on these activities.

6. This study was conducted on a sample of Iowa's Directors of Special Education, Supervisors of Psychological Services, and School Psychologists which resulted in a limited total number of subjects. The results of this study should be viewed with this in mind. It is recommended that studies with larger numbers of subjects, expanded beyond the state of Iowa, be conducted in order to determine if the results of this study will generalize to larger areas and populations.

Studies will continue in an attempt to define the role and functioning of the school psychologist as well as to determine any significant differences between the actual perceptions and ideal perceptions of this role. Based on the findings of this study

significant increases in the ratings of four of the five major job functions defined in this study do occur between the actual perceptions and ideal perceptions of the role of the school psychologist. These findings reveal a desire to expand the training and current functioning of School Psychologists within the state of Iowa. This expansion is also desired within the agencies responsible for the performance and educational training of School Psychologists.

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Appendix A

January 18, 1984

Dear Director of Special Education,

To gain a more accurate understanding of how Area Education Agency administrators view the role of the school psychologist, I am asking your cooperation in completing this questionnaire. In conversation with colleagues, there appears to be discrepancies between their actual and ideal perceptions of the role of the school psychologist. It is my intent to determine if this discrepancy also occurs in the perceptions of the director of special education.

As you will notice, the survey is short and easily answered by marking the appropriate blank. Because of this format, the questionnaire can be completed quickly.

Please be assured that the information you provide will be held in the strictest confidence, will appear in the study in statistical form only, and no names will be used. Questionnaire copies will be numbered only to check their returns.

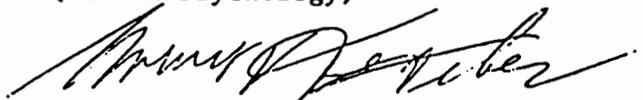
When the results of this study have been assembled, you will receive feedback in terms of the findings. Your cooperation is greatly appreciated.

The completed questionnaire is to be returned in the stamped return envelope provided.

Sincerely,



David A. Curry
Specialist in Education Candidate
(School Psychology)



Robert Tegeler
Director of Special Education
Area Education Agency #4.

DAC:sb
Enclosures

Appendix B

January 17, 1984

Dear Supervisors of Psychological Services,

To gain a more accurate understanding of how Area Education Agency administrators view the role of the school psychologist, I am asking your cooperation in completing this questionnaire. In conversation with colleagues, there appears to be discrepancies between their actual and ideal perceptions of the role of the school psychologist. It is my intent to determine if this discrepancy also occurs in the perceptions of the supervisor of psychological services.

As you will notice, the survey is short and easily answered by marking the appropriate blank. Because of this format, the questionnaire can be completed quickly.

Please be assured that the information you provide will be held in strictest confidence, will appear in the study in statistical form only, and no names will be used. Questionnaire copies will be numbered only to check their returns.

When the results of this study have been assembled, you will receive feedback in terms of the findings. Your cooperation is greatly appreciated.

The completed questionnaire is to be returned in the stamped return envelope provided.

Sincerely,



David A. Curry
Specialist in Education Candidate
(School Psychology)



James W. Spradling, Ed.D.
Psychological Services Supervisor
Area Education Agency #4

DAC:sb
Enclosures

Appendix C

January 12, 1984

Dear School Psychologist,

To gain a more accurate understanding of how Area Education Agency personnel view the role of the school psychologist, I am asking your cooperation in completing this questionnaire. In conversation with colleagues, there appears to be discrepancies between their actual and ideal perceptions of the role of the school psychologist. It is my intent to determine if this discrepancy also occurs in the perceptions of practicing school psychologists.

As you will notice, the survey is short and easily answered by marking the appropriate blank. Because of this format, the questionnaire can be completed quickly.

Please be assured that the information you provide will be held in strictest confidence, will appear in the study in statistical form only, and no names will be used. Questionnaire copies will be numbered only to check their returns.

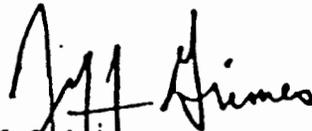
When the results of this study have been assembled, you will receive feedback in terms of the findings. Your cooperation is greatly appreciated.

The completed questionnaire is to be returned in the stamped return envelope provided.

Sincerely,



David A. Curry
Specialist in Education Candidate
(School Psychologist)



Jeff Grimes
Consultant Special Education
Department of Public Instruction

DAC:sb
Enclosures

Appendix D

February 3, 1984

Dear

Although I realize that this is a hectic time of year for Iowa administrators, I believe the five minutes you spend on the enclosed questionnaire will prove beneficial to you and your colleagues.

I am asking only Area Education Agency administrators to participate in this study. To date, eight Directors of Special Education have returned their questionnaires. Since the total number of administrators is quite small, your participation in the study is considered vital to its success.

I have enclosed another questionnaire, just in case the first was misplaced, and a self-addressed envelope for your mailing convenience. Your efforts in identifying the role of the school psychologist will be greatly appreciated.

Sincerely,



David A. Curry
Specialist in Education
(School Psychology)

sb

Appendix E

February 3, 1984

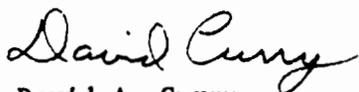
Dear

Although I realize that this is a hectic time of year for Iowa administrators, I believe the five minutes you spend on the enclosed questionnaire will prove beneficial to you and your colleagues.

I am asking only Area Education Agency administrators to participate in this study. To date, fourteen Supervisors of Psychological Services have returned their questionnaires. Since the total number of administrators is quite small, your participation in the study is considered vital to its success.

I have enclosed another questionnaire, just in case the first was misplaced, and a self-addressed envelope for your mailing convenience. Your efforts in identifying the role of the school psychologist will be greatly appreciated.

Sincerely,



David A. Curry
Specialist in Education
(School Psychology)

sb

Appendix F

February 3, 1984

Dear

Although I realize that this is a hectic time of year for school psychologists, I believe the five minutes you spend on the enclosed questionnaire will prove beneficial to you and your colleagues.

I am asking only a sample of Area Education Agency school psychologists to participate in this study. To date 65 percent of school psychologists have returned their questionnaires. Since the total number of this sample is small, your participation in the study is considered vital to its success.

I have enclosed another questionnaire, just in case the first was misplaced, and a self-addressed envelope for your convenience. Your efforts in identifying the role of the school psychologist will be greatly appreciated.

Sincerely,



David A. Curry
Specialist in Education
(School Psychology)

sb

Appendix G

PROFESSIONAL ACTIVITIES OF THE SCHOOL PSYCHOLOGIST

- A. In each box in the left column, under the heading Ideal Perceptions, rate each of the following categories and subcategories in terms of their importance, as you believe the role of the school psychologist ideally should be.

Rate each activity as follows: 1. Absolutely essential, 2. Very important, 3. Important, 4. Unimportant, 5. Not a responsibility

- B. In the right column, under the heading Actual Perceptions, rate each category and subcategory in terms of their importance in the present job situation of the school psychologist--that is, as dictated by state laws, department of public instruction, local school administrators and supervisors. Use the same rating scale as in A above.

ASSESSMENT:	<u>IDEAL</u> <u>PERCEPTIONS</u>	<u>ACTUAL</u> <u>PERCEPTIONS</u>
(as defined by individual subactivities)		
Individual test administration (all types)	()	()
Group test administration (all types)	()	()
Administration of personality tests (group and individual)	()	()
Educational diagnostic test administration (group and individual)	()	()
Scoring tests	()	()
Interpreting test results	()	()
Researching records	()	()
Diagnostic interviews with children	()	()
Observing client's behavior	()	()
Interviewing others for diagnostic information	()	()
 INTERVENTION:		
(as defined by individual subactivities)		
Conducting individual behavior therapy	()	()
Conducting other types of therapy (specify) _____	()	()
Counseling children	()	()
Counseling parents	()	()
Training parents in behavior modification	()	()
Family counseling	()	()
Group counseling	()	()
In class activity for behavior management of the class	()	()
Informal (unscheduled) counseling	()	()

	<u>IDEAL</u> <u>PERCEPTIONS</u>	<u>ACTUAL</u> <u>PERCEPTIONS</u>
CONSULTATION:		
(cooperative problem solving process for coping with or remediating children's problems)		
Working jointly with teachers	()	()
Working jointly with principals	()	()
Working jointly with other supporting professionals	()	()
Working jointly with supervisors	()	()
Working cooperatively with other individuals or groups (specify)	()	()
<hr/>		
EVALUATION:		
(as defined by individual subactivities)		
Research on effects of psychological services	()	()
Follow up on results of intervention	()	()
Follow up on value and use of assessment	()	()
ADMINISTRATION:		
(as defined by individual subactivities)		
Writing psychological reports	()	()
Writing miscellaneous correspondence	()	()
Preparation for testing	()	()
Preparation for meetings	()	()
Attendance at meetings	()	()
Reading correspondence	()	()