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Date June 8, 1972

A PROSPECTIVE OF COUNSELING AT THE MONTANA VOCATIONAL-TECHNICAL CENTERS

by

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ABSTRACT

The problem of this study was to investigate the counseling programs of the five sanctioned Vocational-Technical Centers in the state of Montana. The purpose of the study was to report the status of the counseling programs now in effect and to recommend possible changes or new direction. The five categories selected to investigate are as follows: 1.) Time spent in counseling situations; 2.) Time spent in other functions; 3.) Physical environment of counseling facilities; 4.) Availability of counselors to students; 5.) Number of counselors and educational and professional qualifications of each.

The review of literature was conducted at Montana State University Library. Then a survey using a structured interview technique was made at the five Vocational-Technical Centers which are located at Butte, Billings, Great Falls, Helena, and Missoula. The data was then arranged into categories and presented in sections to correspond to the five areas chosen for the investigation.

In Section I, the time used for actual counseling was shown as a percentage of total time. The review of literature revealed this to be a desirable figure of 67 percent; while the counselors at the centers recommended 70 percent. Approximately half of the counselors at the centers are near this desired level for use of counseling time.

Section II covered time used for other functions and the investigation revealed that too much time was used for clerical work and one counselor was required to be a disciplinarian.

Section III revealed that all five centers lacked quality counseling facilities but all had plans to obtain these facilities when funds became available.

Section IV revealed that the longest a student in need of counseling would have to wait for a counselor was one hour. It also pointed out the fact that the counselors of the centers do a lot of counseling of agency referrals and walk-ins.

Section V revealed that all counselors at the centers have at least a Masters Degree in Guidance and Counseling and 75 percent have education beyond the masters. Seventy-five percent have teaching experience and 82.5 percent have experience working with industry and the same percentage have completed a practicum in counseling.

Recommendations were to obtain the required quality physical environmental facilities for counseling and to reassign the clerical duties to a clerk whenever possible. It was also recommended to eliminate disciplinarian duties for all of the counselors at the centers.

CHAPTER I

INTRODUCTION

This researcher was intrigued with the idea of combining the major area from his undergraduate program with both the major and minor areas of his graduate program into one area of research for a professional paper. Investigation of the counseling programs at the Vocational-Technical Centers in the state of Montana was the research project to fill just such a combination. The researcher's undergraduate teaching option in Industrial Arts prepared him to teach many of the courses offered at the Vocational-Technical Centers. Counseling at the Vocational-Technical Centers falls in the researcher's graduate minor area. All of the students at the centers are considered to be adults and adult education is the researcher's graduate major area.

In recent years, the need for basic skills in reading and writing has been intensified by technological advancement; and if predictions hold true, the need for these basic skills will become even greater in the future. The majority of the people who do not possess these basic skills are the same ones who dropped or were pushed out of elementary or secondary school programs earlier. The Adult Basic Education Program, which is geared to help these people, is just getting started in Montana and a viable counseling program is needed to prevent the students from dropping out of this program as they have from previous programs. There is also a growing support in the state for the

Post-Secondary Vocational-Technical Educational programs and these schools are showing a phenomenal increase in numbers of students enrolled. A viable counseling program is also needed for these students to aid in selection of courses and to assure completion of programs. The counselors at the Vocational-Technical Centers work in both the adult basic education programs and vocational-technical areas.

STATEMENT OF THE PROBLEM

The problem of this study was to investigate the counseling programs in the Vocational-Technical Centers of the state and to present a prospective.

PURPOSE OF THE STUDY

The purpose of the study was to investigate the nature of the counseling programs in the five Montana Post-Secondary Vocational-Technical Centers. In addition to the five state sanctioned centers, the guidance and counseling programs of the Bozeman Vocational-Technical School and the Flathead Valley Community College were also investigated. This study is important to both counseling and education in that an attempt has been made to synthesize the available information on the type and intensity of counseling required at these institutions and the educational qualifications of the counselors involved. It was also the desire of the investigator to show the integrated

relationship of the main aspects in counseling with the main aspects in adult education. In addition, an attempt has been made to identify problem areas where further research is required.

GENERAL QUESTIONS OF THE STUDY

The review of literature and information gained by means of a structured interview attempted to answer the following general questions about counseling of adults at Vocational-Technical Centers. What are the counseling needs of the students at Vocational-Technical Centers? Do the needs of vocational-technical students require unique counseling relationships? What is the basis for counseling programs now in effect? Have the practicing vocational-technical counselors received any special training for counseling of adults? Do the practicing vocational-technical counselors think there is a need for any special training? Do the practicing vocational-technical counselors think that a more intensified counseling program will reduce the drop-out rate? How much time is spent on counseling as compared to the amount of time spent on other duties? Other than counseling, what other duties are the counselors at Vocational-Technical Centers required to perform? How many counselors are there assigned to Vocational-Technical Centers? What are the educational/professional qualifications of the counselors at Vocational-Technical Centers?

GENERAL PROCEDURES OF THE STUDY

The general procedures followed to solve the problems of this study were, first, an extensive review of literature published in professional journals and books within the last ten years. The study also included a structured interview of counselors at the following Vocational-Technical Centers in the state of Montana: Billings, Butte, Great Falls, Helena, and Missoula. In addition, to give the investigator another point of reference, the counselors at the Bozeman Vocational-Technical School and the Flathead Valley Community College were also interviewed using the same structured interview. For another point of reference, the investigator also talked with several people in the state department of education who are connected with adult education, counseling, and vocational education.

LIMITATIONS OF THE STUDY

The researcher limited the review of literature to those books and journals published since 1962 whenever possible. The scope of the structured interviews was limited to those five sanctioned Vocational-Technical Centers located in the state of Montana. The investigation at the five centers was limited to the five categories identified in the summary on page 6.

DEFINITION OF TERMS

Guidance

Guidance is a process of helping individuals to help themselves through their own efforts to discover and to develop their potential resources for personal fulfillment and social usefulness. Guidance, in a school sense, is also a program of services, coordinated in such a way as to provide the most effective help for students in this direction. (Miller, 1970:p.2)

Counseling

Counseling is the major guidance service. Counseling is the process in which an experienced and qualified person assists a second person to understand himself and his opportunities, to make appropriate adjustments and decisions in the light of this insight, to accept personal responsibility for his choices, and to follow courses of action in harmony with his choices. (Miller, 1970:p.2)

Educational Counseling

Educational counseling can be defined very simply as counseling for overcoming educational handicaps. The word counseling refers to a process of communicating deeper concerns to another for assistance in resolving conflicts or gaining more objective views of the nature of problems. The phrase "educational handicaps" refers to training or skill deficiencies of an academic sort which make further learning in a particular area either unnecessarily difficult, unlikely, or even impossible. (Fisher, 1969:p.1)

Vocational Counseling

Vocational counseling refers to the recognition of and dealing with affective factors in vocational development and choice including the self-concept as related to occupational perceptions and preferences; and affective reactions to information

> which involves the self-concept such as scores on tests of aptitude and abilities. This recognition of and dealing with emotional factors makes consideration of vocational problems "counseling" rather than "guidance". (Patterson, 1966:p. 61)

Adult Educational Counseling

> Adult educational counseling, therefore, is really the program-planning process applied to an individual. It involves the same steps: 1.) establishing a climate conducive to self-analysis and self-direction; 2.) assessing the needs and interests of the individual for further learning in light of his model of what he wants to become; 3.) helping him formulate his step-by-step learning objectives; 4.) helping him identify the resources available to him and map out a sequence of learning experiences; and 5.) helping him continuously to evaluate his progress toward his objectives and repeat this cycle. (Knowles, 1970: p. 184)

SUMMARY

The introduction gave some of the background information on this study which is to investigate the counseling programs of the Vocational-Technical Centers in the state of Montana and to present a prospective. As the number of students increase, the needs for adult educational counseling will increase proportionately if a high drop-out rate is to be prevented. The purpose of the study is to report the status of the programs now in effect and to recommend possible changes or new direction. Five main categories were looked into from the standpoint of what is now in effect and what would the counselors consider to be the ideal situation for each. The five categories were: 1.) Time spent in counseling situations; 2.) Time spent on other functions;

3.) Physical environment; 4.) Availability of counselor to students; 5.) Number of counselors and the educational and professional qualifications of each. The review of literature was limited to publications after 1962 because of the rapid change in some areas of the guidance field. Also the following terms were defined: 1.) Guidance; 2.) Counseling; 3.) Educational Counseling; 4.) Vocational Counseling; 5.) Adult Educational Counseling.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The researcher reviewed many articles in professional journals and Educational Research Information Center Documents dealing with the problem of educational counseling for adult students. According to Porter (1970:p.275), a strong guidance service for adult students has been complicated because of the lack of special training programs for counselors of adult students. Wrenn (1962:p.50) implies that adult educational and vocational counseling have not been given adequate attention because they require increased knowledge and skill. Ehrle (1969:p.1) contends that there is clear evidence that we have not provided adequate educational and vocational counseling in our school systems since the late 1930's, even though there was a strong start in the vocational counseling area. Most of the other information gained from the review of literature was concentrated into the two areas that follow: the general characteristics of adult students and the general characteristics of adult students who are in need of counseling. It is not the mere possession of these characteristics by the adult student that determines the need for counseling; but rather the ability of the student to cope with the situation in which he finds himself. There was a large degree of overlap of the

characteristics cited for each type of student but no evidence was submitted to show that the listed characteristics did in fact indicate counseling was or was not needed by the student concerned.

In the first section of Chapter II, the researcher attempted to show, in brief, the development of adult education since the late 1940's and how this led to the establishment of the Vocational-Technical Centers in the state of Montana. In the second section of Chapter II, an attempt was made to identify the evolving role of the counselor. In the third section, the characteristics of adult students were discussed, and in the final section, some suggestions were made on counseling of adult students as gleaned from the review of literature.

DEVELOPMENT OF ADULT EDUCATION

In the late 1940's, when the World War II technology was turned toward peaceful purposes, it became apparent to some that the obsolescence of skills would make more frequent job changes a necessity. As technology advanced into the 1950's, the era of the intercontinental ballistic missile, it became apparent that almost all people would need some type of retraining just to maintain the pace of their vocational skill. In the 1960's, the era of the moon landings, technology brought even more technology and the vocational training a man once received to last him a lifetime now is obsolete in less than ten years.

According to Dr. Knowles (1970:p.34), in 1950 the total expenditure for adult education by the national, state, and local governments was only in the millions of dollars. In 1969, this expenditure had increased to many billions of dollars by the government's and the nation's business and industries. Religious institutions and universities had also increased their expenditures proportionately.

> As we enter the decade of the 70's, change is predicted on every front. Nowhere perhaps, will be seen greater change than in higher education. We are turning toward a more open admissions policy, toward a concept of education as an agent of change in an individual's life as a contribution to his personal development. No longer are we sure which man or woman can profit most from higher education. (Erickson, 1970:p.1)

The need for adult education will continue to come under the following influences:

1. Technological advances will continue to bring about more technological advances which in turn will bring new developments to industry.

2. New technology and developments in industry will bring about a faster obsolescence of skills which will necessitate retraining of individuals for continued employment.

3. Technological advances will also bring about the shorter work week, giving people more time for leisure activity; some of which will be spent on education.

4. Early retirement programs will also create a need for training which will bring meaning to the use of leisure time.

5. Obsolescence of man can only be prevented by keeping up-to-date and some type of schooling will be the only answer for those that do not wish to become obsolete.

There has been a rapid growth in adult education within the past twenty years due to economic and technological advances. As this writer found no predictions of economic or technological regression, it is assumed that the need for adult education will continue to grow.

With the guidance and endorsement of the professions, labor, management; with assistance and support of state and independent agencies; and with strong directions from the state taxpayers, the Vocational-Technical Centers of the state of Montana are dedicated to meeting the challenge of new and evolving dimensions in the world of work. Vocational-Technical Education is a comprehensive term; it applies to all facets of training and education of people for gainful or useful employment. It includes programs designed to prepare students for skilled or technical level employment. It gives emphasis to the employment of knowledge, skill and desirable employee attitudes. It offers students who do not desire a college degree an opportunity to make a positive contribution to society. Vocational-technical training programs can provide the vocational training or retraining

programs needed in light of actual or anticipated employment opportunities. It provides education which meets the needs, interests and abilities of the students.

In an average year, 700,000 young men and women drop out of the nation's schools before graduating. Some of these drop-outs find jobs, but many of them flow into the pool of unemployed, lacking the skills and preparation which would make them employable. There is a growing need for continuous vocational-technical programs beginning at the elementary level, continuing through high school, and at the post-secondary level. Today, at least 25 million Americans should be receiving vocational education courses; four million of them are of high school age. This leaves us with a vocational education gap of an awesome 17 million. The Vocational-Technical Centers will do much to reduce Montana's share of this 17 million gap. However, if the vocational-technical graduates are to find employment, the counselors who guide them will have to maintain a close surveillance on the world of work to predict the coming needs of the employers.

THE EVOLVING ROLE OF THE COUNSELOR

According to Super (1955:p.2), the merging of the several streams of development in vocational guidance in the United States first had an emphasis on vocational orientation activities. The second stream, that of aptitude testing, was developed. Finally, vocational

orientation activities and aptitude testing merged leading to placement. In the last decade, this vocational guidance has assimilated a psychotherapeutic approach and has emerged as the "new" field of counseling psychology. Williamson (1964:p.42) points out that the 1951 Northwestern Conference of Counseling Psychologists revealed the beginning of an integration between the two separate but related fields of psychometrics and motivations into a comprehensive theory and practice which deals with a person as a person, taking into account his lifestyle, vocation, and personality. Then in 1952 the Veterans Administration sponsored programs for the training of counseling psychologists. Job specifications were rewritten to replace vocational counselors with counseling psychologists. Also in 1952 the National Vocational Guidance Association merged with several other similar associations to form the American Personnel and Guidance Association. This gave a more adequate expression to the interest in general adjustment while at the same time preserving special interest in occupational problems in its divisional structure.

In the 1950's, according to Stiller (1967:p.3), a counselor's experience and personal characteristics were recognized as affecting the counseling process more than his theoretical orientation. Counselor education programs stressed a behavioral sciences background, but not necessarily emphasis upon any one theoretical orientation. The launching of the "Sputnik" by the Russians in 1957 was the impetus

for extending and broadening the training of school counselors. In reaction to the national threat of the "Sputnik", the federal government enacted the National Defense Education Act of 1958 which provided funds for counselor training and the number of persons employed as counselors grew rapidly. Before this, most counselors were employed in situations that placed emphasis on vocational selection. Now, however, the emphasis was to be placed on identification of the college-bound and the gifted. Traxler (1957:p.5) says that guidance has come under the following five influences: 1.) philanthropy and humanitarianism, 2.) religion, 3.) mental hygiene, 4.) social change, and 5.) the movement to know students as individuals. Each of these have left their mark; however, the last one is now a very strong influence in counselor education. Stiller (1967:p.3) contends that school counseling has four stages, three of which it has gone through and is now embarking upon the fourth. The Parsonian concept of analysis of the individual and the job and consequent matching of the two were what was emphasized in the first stage. This lasted until about 1940 and the main function of the counselor was to provide information in order to guide students into proper jobs and, maybe, to teach a course or two in occupations.

Rogers is credited with bringing about stage two, which amounted to meeting the needs of youth as perceived by youth. Counselor education institutions were quick to recognize the Rogerian theory as representing a psychologically more tenable frame of reference for

school counseling than the earlier Parsonian concept. Most counselor trainees were exposed to Rogerian self-therapy by the early 1950's. However, the schools were not ready to accept this type of counseling and insisted that the information-giving and placement functions be followed. A good many counselors worked in the counseling field only part time, splitting their day between teaching and counseling.

By the end of the 1950's and early 1960's, Stiller (1957: p.4) claims counseling had reached the third stage which allowed the counselor to exert some influence on the counselor's functions. Counselors began to express concern over the lack of a philosophical basis for guidance activities and those that wrote about it placed their emphasis on the pragmatics of the guidance function.

In 1957, Stiller claimed that school counselors were ready to embark upon the fourth stage which is that of professionalization. The American School Counselor Association has published its "Statement of Policy for Secondary School Counselors and Guidelines for Implementation." The association is currently working with national organizations of school administrators to aid in the implementation. Stiller (1957:p.4) made a re-evaluation of the situation and said that the school counselor still does not identify with the profession. It is Stiller's conclusion that school counselors have not reached the fourth stage of development yet; instead, he agrees with Trideman and Field who say that the school counselor's primary purpose is that

of a technician to help the teacher do a more effective job of teaching. They do propose a program which would make the school counselor a professional but are quick to add that no college or university is prepared to offer the type of courses necessary.

Barry and Wolf (1962:p.183-192) leveled strong criticism at the traditional vocational guidance practices in our schools. They reached five conclusions which support their stand and the five are as follows: 1.) All vocational guidance rests on an invalid assumption; 2.) The most widely used guidance practices defeat rather than implement the aim of helping the student; 3.) There is no justification for the separate practice of vocational guidance or the more popular modern epithet, vocational counseling; 4.) There is no sound theory underlying existing practices; 5.) Today's actualities necessitate new views and new approaches.

Blocker (1966:p.44), the developmental psychologist, proposes the concept of human effectiveness. He criticizes counseling psychology for a lack of progress since Super's article appeared in 1955 and he contends that it has not broadened the boundaries of vocational guidance very much. Counseling psychology's most important research has been done in the area of vocational development. Counseling psychologists have also emphasized the need for integrating concepts in personality development with the other disciplines involved in counseling theory and practice. Blocker's etiology of human effectiveness would revolve

around social roles, coping behaviors, and developmental tasks and his concept focuses on the development of normal or effective behavior as opposed to the psychologists' tendency to focus on the abnormal behavior.

Wrenn (1962) discussed the responsibility of the counselor to the client. He said it is the counselor's function to help the student make informed educational and vocational choices. The counselor must start from the student's perception of himself and his needs rather than from vocational demands. A student will have to make several choices and each one of them will be an event in the lifelong process of learning to cope. The superior student should be allowed to develop more broadly and even plan ahead for more courses or even a whole new area of schooling. Counselors should avoid cut and dried vocationalism but should also help the students to accept the fact that they will continue to live in a world of insecurity and tension.

Several interdisciplinary seminars have been held that were jointly sponsored by the American Vocational Association and the American Personnel and Guidance Association while being funded by the Vocational Education Act. The seminar considered to be the most relevant, according to Ehrle (1969:p.10), was conducted in January 1969 at Ohio State University. Most participants tended to favor a "more of the same" approach in providing services to students. The participants also believed that training of guidance personnel should require more

"world of work" experience and exposure, plus training and competency in "work adjustment" counseling.

The general public, government officials, educators and other professionals all seem willing to deal with the problem of vocational guidance; but as yet, no one has developed a clear means to approach it and there seems to be a lack of resources both for training people to deal with the problem and for dealing with the problem. Recent developments indicate that technology may be on the way as some of the following improvements indicate: 1.) the existence of a junior college guidance potential; 2.) the extension of vocational guidance to the elementary schools; 3.) the use of the computer in educational-vocational guidance. It is Ehrle's contention that two positions regarding vocational counseling have slowly evolved. One is the traditional psychological vocational guidance point of view and the other is based essentially on economics and is concerned with an "active labor market policy."

GENERAL CHARACTERISTICS AND NEEDS OF ADULT STUDENTS AND SOME SUGGESTIONS FOR COUNSELING

In a paper presented at a convention of The American Personnel and Guidance Association by Mildred Erickson (1970:p.7), she recorded several of the characteristics of adult students in the following quote:

> It is recognized that adults do come for more education voluntarily, with high motivation, a body of experience, a desire for immediate use of the learning, and perhaps a better basis for decision-making.

The voluntary status of the student can denote several things, the most important of which is probably responsibility. Somehow he has recognized his need for education and has taken it upon himself to enter the class. Since he has accepted the responsibility of his direction, he will be highly motivated to get started toward his selected goal. If his perception of the goal is realistic and his experiences dictate the correct training required to reach the goal, all is well and he can be on his way. His past experience compelled him to make the decision for training and this same experience will be used to evaluate the training being presented. Only after training has passed his evaluation, will it be meaningful to the adult. For the adult whose experience is inadequate to enable him to make the proper selection, a well-qualified counselor can guide him, surreptitiously if necessary, into re-evaluating his selection of goals or the selection of training, whichever is needed.

Porter (1970:p.275), writing in Adult Leadership, states: "The press of time is a definite counseling problem unique to adults." Then he gives several examples of how time can become a major concern for an adult student. He then goes on to say: "In fact, the query, 'How long will it take?' is one of the most frequently asked questions

aimed at adult counselors." The adult who cannot budget his time satisfactorily to cover all of his responsibilities will soon develop a mental problem that only a skilled counselor can help him solve. It is also Porter's contention that there is a significant lack of confidence in themselves within the educational setting. More than once they ask themselves, "Am I too old to learn"? In addition, if their earlier learning experiences were marked by frustration or failure, extreme caution must be taken to assure the individual that the academic atmosphere does not contain the threats he remembers from his earlier years. There are also certain mechanics involved in attending school which often frustrate the adult who has been away from school for a number of years. The anxiety of the adult student is often heightened by his physical changes, such as the loss of audio and visual acuity. Defenses may be erected which in turn become barriers to learning. A lack of continuity in contacts with faculty and counselors is an adult education counseling problem not faced by other levels of education. Adults who are in evening classes and are not afforded the benefit of frequent contact with teachers and counselors can be another problem.

Another area unique to adults which they bring to the counseling situation is more experience in living. According to Porter (1970: p.259) their exposure to the real adult world gives them a background of experiences to draw from quite unlike their younger counterparts.

His experience in living often makes the adult resistent to excessive direction. Yet, caution should be exercised to insure that communications are not thwarted by too little or too much direction. Caution must be exercised so as not to impose many of the structural rigidities common to course planning for younger students. Flexibility in dealing with adult students is important in terms of requirements of time limits and other rules designed for elementary and secondary students.

The adult student is usually employed and he is concerned with keeping his job and progressing in his career while studying. Sometimes long range goals take on special significance for adult students. Family life can be a problem to all students but it has unique implications in adult education and a counselor may be called on to help out in many kinds of family problems. In most cases he enters the training situation in a very serious frame of mind; training is not "fun and games" for him even if the subject is something he intends to use during his leisure time.

In an article published in Adult Leadership, Clemmont E. Vontress and Harold A. Thomas (1968:p.290) explain that some students are not motivated to attend classes by patterns of success but rather by patterns of failure. The high school drop-out, for instance, is motivated to obtain a high school diploma through night school because he becomes aware of the fact that the percentage of people without a high school diploma is much smaller than the percentage of people that

have a high school diploma. The adult student has little time to be spent on long, drawn out theories for which he can see little or no immediate use. He usually expects the information presented in class to be correct, up-to-date, relevant, and workable. He expects his training to be specifically designed to fit his needs, to be usable, or to give him immediate improvement.

According to Mitchell (1971:p.289), the public school counselor's training and experiences are inappropriate for the role of adult educational counselor. It is his contention that the role of adult counselor is still developing and until development is complete, the exact nature of the role will not be known. However, enough is now known of the role to point out some rather specific needs and to infer that the title for the counselor of adults would be better if it was called guidance coordinator. Five of the major guidance needs of adult students are as follows: determination of entry level of the adult student; recruitment of adult students into the program; integration of the counseling problems of the adult student into the curricula; provision of special services which are unique to the adult student; initiation and coordination of a follow-up and evaluation program. It is suggested that the guidance office serve as the center for the collection of data about adult students. The counselor as a coordinator should work with the staff to develop curriculum which has practical implications for the adult in that it will meet the

immediate needs of the adult. The students must have opportunities to meet with counselors; therefore, the counselor must structure a program that will allow these opportunities.

Advocates of voluntarism suggest that this approach is preferred by secondary school students; that students not counselors should determine the need for counseling; that some students do not need or desire counseling; and that required counseling might represent an invasion of privacy of the student. In working with the adult basic education (ABE) student, the counselor must remember that this student dropped out or was pushed out of one educational program already or he would not be an ABE student. Now as an adult student, he is even less flexible to the dictates of the educational institution. Those adult educational specialists who have received their training in andragogy will advocate that voluntarism is the only way to go with adults. However, because of their training, they will also realize that adults come for education with unique needs applicable only to the adult student.

According to McDaniel (1969:p.6), the counselor of adults must always keep in mind that the counselee may not have any experience with counselors. In order to gain rapport as fast as possible, the counselor must react toward the adult student with as much gentleness of manner as he can muster. The whole interview must not be hurried and it is crucial not to use any harsh or abrupt language with the

student. The counselor will be called upon by the student to help him deal with his many fears of failure, inadequacy and inabilities to study, most of which stem from his own lack of self confidence. Fisher (1969:p.7) says that one of the best ways to aid the adult student with his self confidence is to help him determine realistic expectations of progress. It might also be an aid to review efficient reading and study habits with the student.

COUNSELORS' USE OF TIME AND PHYSICAL ENVIRONMENT

The question of an appropriate student-counselor ratio remains unanswered because no systematic research has been completed on the topic. Wrenn (1962:p.137) has recommended a counselor-student ratio of one full-time counselor for every 300 students in the school. One of the more extensive statements concerning counselor load has been made by Hatch and Stefflre (1958:p.213). They cite the following recommendations for each full-time counselor:

1 hour per day--200 hours per year--100 counselees
2 hours per day--400 hours per year--200 counselees
3 hours per day--600 hours per year--300 counselees
8 hours per day--1600 hours per year--800 counselees

Their recommendation on the number of full-time counselors based on the total students in the student body was one full-time counselor for every 250 students. A vital aspect frequently overlooked is consideration

of the duties the counselor must perform in addition to counseling.

In 1970 Kunze surveyed the practices of counselors in New York to determine the order of importance of their counseling duties. The order in which they placed the duties and the percentage of their time used for each are as follows: face to face or group counseling was ranked first and accounted for 60% of the time; teacher consultation was ranked second and accounted for 15% of the time; testing was ranked third and accounted for 5% of the time; administration of the counseling programs was ranked fourth and accounted for 5% of the time; conducting research studies was fifth and accounted for 5% of the time; last was record keeping and clerical work which accounted for the remaining 10% of the time. They were then asked to allocate the time in the percentages they considered most desirable. The desirable allocation is as follows: counseling 67%; teacher consultation 15%; testing 5%; administration of counseling programs 5%; research studies 5%; record keeping 3%.

Stoops (1959:p.281) has suggested the following criteria for planning physical facilities: 1.) be centrally located on the first floor; 2.) be adjacent to the administrative offices and, if possible, near to the library; 3.) be provided space for private counseling offices, a waiting room, central record file, clerical offices, and, if possible, one-way-vision testing room; 4.) be adequately equipped

with desks, tables, chairs, and bookcases, and, if possible, rugs, draperies and suitable pictures. Peters and Shertzer (1965:p.445) report a survey conducted by J. B. Munson in Lansing, Michigan in which 42 state supervisors of guidance and 102 school administrators were asked to list essential considerations for physical facilities of an adequate guidance program. Ninety percent of the supervisors and sixty-four percent of the administrators replied. The items listed as essential and the percentage of the total replies are as follows: private interviewing rooms 100%, individual testing facilities 99%, health rooms 95%, clerical facilities 94%, special social rooms 92%, reception room 87%, nearness to central office 87%, centralized location 76%, nearness to library 77%, social atmosphere 76%, location on first floor 68%, group testing facilities 54%.

SUMMARY

Effective counseling cannot neglect areas of influence in students' lives and as such the counseling program for adult students must take into account the life style of the student involved. Many of the students in adult basic education programs have poorly developed self-concepts and because of this their individual performance will be affected. Individual students vary as to preference for either voluntary or required counseling and the counselor must make every effort to come into contact with all the students. The guidance and

counseling program within ABE should be of such a magnitude that all students are assured an opportunity for adequate counseling.

Most of the adult students will have been away from the school situation for some time and they may not have very pleasant memories of their last encounter with organized education. The vast majority will have a feeling of insecurity and wonder if they are going to be able to learn. They will also be embarrassed for sometime after their re-entry. Even those who know that they have a problem will be reluctant to talk to anyone about it. They feel that an adult should be able to take care of his own problems and do not want to appear stupid or incapable. Each one will feel that he is differant from everyone else in the class and he does not want anyone else in the class to find out.

There has been a growing interest in adult counseling throughout the nation since the end of World War II, but as yet a training program has not been developed to train those who would counsel adults. Professional counselors from the other fields continue to drift into the adult area and grope for unknown periods of time until they develop a working method of counseling adults or they quit and return to the counseling field from which they came. To be successful in working with adults a counselor must be realistic. He must realize that unless the primary goals of the adult are being met, little behavioral change will take place. If he really wants to assist

the adult, the counselor must be prepared to be a coordinator of many services and above all he must know that he cannot treat adults like children and be effective. The desirable allocation of time according to counselors surveyed by Kunze is as follows: counseling 67%; teacher consultation 15%; testing 5%; administration of counseling programs 5%; research studies 5%; record keeping 3%. Most important of the physical facilities is private counseling rooms which have ease of access for the students. It is also important to have a room where the student can wait his turn to be with the counselor.

CHAPTER III

PROCEDURES

INTRODUCTION

To assure that a complete view of the counseling program at the Montana Vocational-Technical Centers was investigated, first, a comprehensive review of literature was performed. This review included writings on counseling since 1962 which were contained in the Library of Montana State University. Second, the five sanctioned Vocational-Technical Centers were surveyed by the researcher using a structured interview technique. The questionnaire which was followed during the interview is included later in this chapter. A description of the population sampled is presented in this chapter, along with the sampling procedures that were followed. The categories of the investigation are defined and the method used to collect the data is discussed. The method used to organize data is presented. A summary of the procedures used completes this chapter.

POPULATION DESCRIPTION

In 1969, the Montana Legislative Assembly passed House Bill 481 which designated five Vocational-Technical Centers for the state. These centers are located at Billings, Butte, Great Falls, Helena, and Missoula. The centers have eight full-time counselors and 10 part-time counselors. Since there are only five centers and a total of 18

counselors, it was possible for the researcher to make a complete survey of the finite population.

METHOD OF COLLECTING DATA

The following questionnaire was developed to gain information about each of the categories listed in the summary of chapter one. The questionnaire was used as a guide by the researcher, as he conducted a structured interview with the counseling personnel of each center. Each of the questions was asked in a manner to elicit a yes or no answer and then a follow-up of why was asked to gain additional information which was used to help formulate recommendations at the end of the study.

Questionnaire

1. Are full-time counselors assigned?
   a. How many?
   b. Educational qualifications of each?
   c. Teaching experience of each?
   d. World of work experience of each?
   e. Did he have a practicum or internship?

2. Do any of the assigned counselors teach classes now?
   a. What kind?
   b. How many hours a week?

3. Does the counselor think any special training is necessary for a counselor at Vocational-Technical Centers?
   a. What kind?
   b. How much?

4. What are the duties of the counselors?
   a. Percentage of time spent at each?
   b. What duties would you like to see given to someone outside of counseling?
   c. Are there any duties that a counselor should not do at all?

5. Do you think the educational status of those students who receive counseling is affected in any way?
   a. How much?

6. Estimate of the percentage of students enrolled who get to see a counselor?
   a. Percentage who want to see a counselor and do not?
   b. What is average time must wait to see a counselor?

7. What type of follow-up system do you have on absenteeism?
   a. Does the counselor keep the records?
   b. Are the absentee students referred to the counselor?
   c. How is the whole thing handled?

8. Has an effort been made to ascertain the counseling needs of the students at the Vocational-Technical Centers?
   a. Results?
   b. Plans for the future?

9. What would be the ideal situation for your program?
   a. Percentage wise how much have you attained?

10. Type and percentage of counseling done most frequently?
    a. Educational?
    b. Psychological?
    c. Vocational?

11. Type of physical facilities where counseling takes place?
    a. Does it have a private entrance?
    b. Does client have to make appointment?
    c. Must client talk to someone else before seeing counselor?
    d. If situation is not ideal what are plans to improve?

12. Any other recommendations or areas you would like to explore or have added to the study?

DESCRIPTION OF THE INVESTIGATIVE CATEGORIES

This investigation has been divided into five categories to facilitate the investigation and to enable the investigator to compare what is now being done with what the counselors at the centers consider to be an ideal situation. Also to compare the situation to the ideal situation contained in the literature on the subject. The categories are as follows:

Category 1. How much of the counselor's time is spent in counseling? Based on answers gained from the structured interview, to what extent are the counselors at the Vocational-Technical Centers performing primary duty of counseling and how does this compare with the basic levels found in the review of literature? How does it compare to the ideal use of time as set by the counselors at the centers?

Category 2. How much of the counselor's time is spent in performance of other duties? What are the other duties the counselor performs? How many of these are considered to be undesirable duties by the counselors at the centers?

Category 3. How does the physical environment in which the counselors work compare to the ideal physical environment gleaned from the review of literature and those desired by the counselors at the centers?

Category 4. How does the availability of counselors to students compare with the requests of students to see counselors? Is the distribution

of counselors adequate to counsel the student load? Is a counselor available within a reasonable length of time, say within one hour, to counsel with the student?

Category 5. What is the number of counselors in the counseling service program at the Vocational-Technical Centers? What are the educational and professional qualifications of the counselors? What do the counselors think the educational and professional qualifications should be to do an adequate job counseling?

METHOD OF ORGANIZATION OF DATA

Data was arranged to fit into one of the five descriptive categories and each category will be covered in a corresponding section in Chapter IV. The five categories will be presented in the following manner:

Category 1. A table will be prepared to show the percentage of the counselor's time that is used in face to face or group counseling. It will also show the ideal percentage according to the literature and the ideal percentage desired by the counselors at the centers. This will be Table I, titled: "Percentage of Time Used For Counseling."

Category 2. A table will be prepared to show where the time used for other than counseling is credited. This will be Table II, titled: "Time Utilization Other Than Counseling." It will reflect only the time of the eight full-time counselors.

Category 3. A table will be prepared to show a description of the physical settings where counseling occurs and a percentage of the total that takes place there. This will be Table III, titled: "Physical Environment."

Category 4. It was the researcher's intention to show this category as a counselor to student ratio but due to the number of walk-ins and referrals from other agencies this ratio would not give an accurate or valid picture of what is really taking place in the counseling program. Therefore, a table will be prepared to show the average time a student must wait to see a counselor. This will be Table IV, titled: "Average Waiting Time."

Category 5. A table will be drawn up to show the number of counselors, their educational and professional qualifications and the ideal qualifications as seen desirable by the counselors at the centers. This will be Table V, titled: "Qualifications of Counselors."

SUMMARY

The population to be sampled consisted of the counselors at the five sanctioned Vocational-Technical Centers in the state of Montana. Such a finite population lent itself to a complete survey without excessive expense. There were only eight full-time and 10 part-time counselors in all five of the centers. The data was collected by use of the structured interview technique, which enabled the researcher

to gain additional information during the interviews. A questionnaire was prepared to guide the researcher in his task.

The investigation was divided into five categories to facilitate the investigation and organization of data. The five categories were as follows: Category 1.) How is the time of the counselor used? Category 2.) How much of the counselor's time is spent in performance of other duties? Category 3.) What is the physical environment where counseling takes place? Category 4.) How does the availability of counselors compare to the students needs for counseling? Category 5.) What are the educational and professional qualifications of the counselors?

The data will be presented in such a manner as to allow comparison of the actual, which is taking place at the centers, with the ideal gleaned from the literature or the ideal as proposed by the counselors themselves at the centers.

CHAPTER IV

RESULTS

INTRODUCTION

The results of this investigation are presented in five sections. These sections correspond to the five categories which were defined in Chapter III. Category 1 describes how the counselor's primary time is spent. Category 2 describes the other duties of the counselor and the percentage of time spent on each of them. Category 3 gives the physical environment where counseling takes place. Category 4 shows the availability of counselors when needed. Category 5 discloses the educational and professional qualifications of the counselors.

SECTION I -- USE OF COUNSELING TIME

The counselors at the five centers have indicated that a 70-30 ratio on use of time would be ideal. This means that ideally 70% of a counselor's time would be spent in a counseling situation of either individual face to face counseling or in small groups where individual encounters are taking place. The ideal ratio obtained from the literature was 67-33. The following table gives a breakdown of how the counseling time was utilized by the counselors at the five centers.

TABLE I

PERCENTAGE OF TIME USED FOR COUNSELING

Full-Time Counselors	% of time in counseling	Part-Time Counselors	% of time in counseling
C # 1	75%	PC # 1	100%
C # 2	65%	PC # 2	90%
C # 3	60%	PC # 3	70%
C # 4	60%	PC # 4	70%
C # 5	55%	PC # 5	65%
C # 6	55%	PC # 6	55%
C # 7	50%	PC # 7	50%
C # 8	40%	PC # 8	45%
		PC # 9	45%
		PC # 10	40%
N=8 Average	57.5%	N=10 Average	63%

Five of the eighteen or 27.7% have exceeded the ideal use of their time. Four of the eighteen or 22.2% are approaching the ideal use of their time.

SECTION II -- USE OF TIME OTHER THAN COUNSELING

In Section I, the table shows that 57.5% of the time used by the full-time counselors is for counseling which leaves 42.4% of their time for other than counseling duties. In this section, the researcher will endeavor to show how this time is utilized; and the approximate percentage of use in each area. Ideally the 30 percent side of the 70-30 ratio would be used for counseling related duties, such as: case studies, public relations, administration, consultation with teachers or parents. Ideally speaking, half of the non-counseling time, or 15% of the total time, would be used for consultation with teachers.

TABLE II

TIME UTILIZATION OTHER THAN COUNSELING

Duties Other Than Counseling	Counselors Involved	Percentage of Time
Clerical Work	4	20%
Teacher Consultation	8	20%
Public Relations	6	15%
School Administration	4	15%
Financial Aid	5	10%
Testing	3	5%
Tours	8	10%
Discipline	1	5%

SECTION III -- PHYSICAL SETTING FOR COUNSELING

Cribbin (1966:p.132) states that a counselor needs a fixed place which is properly equipped. He claims that normally good, effective counseling cannot be done in halls, classrooms, or in the auditorium. It is essential to have a private place in which to talk and it should also have a private entrance so that the whole world will not know who has been to counseling. The following table shows places the counselors in the Vocational-Technical Centers use for counseling and the approximate percentage of counseling that takes place in each one.

TABLE III

PHYSICAL ENVIRONMENT

Location	Percentage of Total Counseling
Administration Office	30%
Private Office	20%
Coffee Shop	20%
Corridor or Hall	10%
Classroom	10%
School Library	10%

Not one of the five centers has an ideal counseling place which is properly equipped but they all have plans to obtain one just as soon as the funds are available.

SECTION IV -- AVAILABILITY OF COUNSELOR

All five of the centers make their counselors available to clients from several referral agencies as well as to any client that just walks in the door and asks for help. Clients are referred to the counselors by the following agencies: Veterans, Veterans Welfare, Hospitals, High Schools, Churches, Students, Friends, Mental Health Agency, etc. At present no records are kept of the number and source of the clients seen by the counselors but a couple of the centers are working on simplified record keeping programs which if perfected will be put into use. Most counselors now spend more than the desired amount of time on record keeping and unless a simplified method is perfected they do not want to invest more of their counseling time in clerical work.

TABLE IV

AVERAGE WAITING TIME

Session Arranged By	Maximum Waiting Time
Student Prior Appointment	0
Student No Appointment	1 hour
Referral Time Arranged	0
Referral No Time Arranged	1 hour
Walk-In	1 hour

In all cases where one hour is shown the maximum time would only come up on those occasions where the counselor had just started a session with another client. It was indicated to the researcher that in most cases when the full-time counselors are busy, one of the part-time counselors can usually drop what he is doing to work with a client in need.

SECTION V -- QUALIFICATIONS OF COUNSELORS

One counselor has three years experience in the field of counseling; all the rest have more experience than that up to a maximum of nine years for one counselor. The following table shows other qualifications of the full-time counselors at the centers.

TABLE V

QUALIFICATIONS OF COUNSELORS

Qualification	Number of Counselors	Percentage
Masters Degree in Counseling	8	100%
Education Beyond Masters	6	75%
Practicum	7	82.5%
Teaching Experience	6	75%
World of Work Experience	7	82.5%
Counseling in Industry	4	50%

SUMMARY

The counselors at the centers set a ratio of 70-30 as the ideal use of counseling time to non-counseling time. This is higher than the ideal found in the review of literature which was 67-33. Approximately 30 percent of the counselors have exceeded this goal, while another 20 percent are approaching it. Table I, on page 37, shows the percentages of total times used for counseling.

In Section II, the ideal breakdown of non-counseling time is given and ideally 50 percent of non-counseling time, or 15 percent

of the total time, should be used for teacher consultation. Table II, on page 38, shows how the non-counseling time is used.

In Section III, on page 39, the physical facilities where counseling takes place are displayed in Table III. A private office is desirable for counseling; however, only 50 percent of the counseling at the centers takes place in private offices.

The availability of a counselor when needed is dealt with in Section IV. Counselors are available to students in need of counseling within a maximum of one hour at all five of the centers.

In Section V, the qualifications of all of the full-time counselors are shown. All of the full-time counselors have a Masters Degree in Guidance and Counseling; and all but one have at least one year's experience in the world of work outside of the school atmosphere.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The problem of this study was to investigate the counseling programs of the five sanctioned Vocational-Technical Centers in the state of Montana and to present a prospective. As the number of students increases, the needs for adult counseling will increase proportionately if a high drop-out rate is to be prevented. The purpose of the study was to report the status of the counseling program now in effect and to recommend possible changes or new direction. Five main categories were looked into from the standpoint of what is now in effect and what would the counselors at the centers consider to be the ideal situation for each. The five categories were: 1.) Time spent in counseling situations; 2.) Time spent in other functions; 3.) Physical environment of counseling facilities; 4.) Availability of counselors to students; 5.) Number of counselors and the educational and professional qualifications of each.

Effective counseling cannot neglect areas of influence in students' lives and as such the counseling program for adult students must take into account the lifestyle of the students involved. The counseling program should be of such a magnitude that all students are assured an opportunity for adequate counseling. There has been

a growing interest in adult counseling throughout the nation since the end of World War II, but as yet a training program has not been developed to train those who would counsel adults. Professional counselors from the other fields continue to drift into the adult area and grope for unknown periods of time until they develop a working method of counseling adults or they quit and return to the counseling field from which they came. If the counselor wants to assist the adult, he must be prepared to be a coordinator of many services and above all he must know that he cannot treat adults like children and be effective. Kunze (1970:p.33) allocates the time of the counselor as follows: counseling 67%; teacher consultation 15%; testing 5%; research 5%; administration of counseling program 5%; record keeping 3%. Most important of the physical facilities is private rooms for counseling which have ease of access for the students.

The population which was sampled consisted of the counselors at the five sanctioned Vocational-Technical Centers in the state of Montana. The method used was a structured interview technique where the researcher used a prepared questionnaire as a guide. To facilitate the investigation and aid in organization of data, the investigation was divided into five categories which correspond to the five mentioned earlier in this summary. The data was organized into the five categories and presented in Chapter IV by means of sections that corresponded to the five categories which are as follows: 1.) Use of counseling

time; 2.) Use of time other than for counseling; 3.) Physical setting for counseling; 4.) Availability of counselors; 5.) Qualifications of counselors.

CONCLUSIONS

The researcher has come to the conclusion, based on his research for the study, that counselors usually conduct activities in terms of institutional requirements rather than from a student requirement position. Vocational counseling, which is a part of adult counseling, once was a relatively straight forward matter of matching aptitudes and job requirements; but it is now seen as involving attitudes as well as aptitudes, and as needing consideration of the client's perception of himself, fully as much as vocational information. Vocational counseling is now viewed as dealing with a client's perception of what he wants to be, in which the vocation is a means to a psychological end as well as an economic end. What the person will do in the vocation becomes a function of what kind of a person he wants to be. To be successful in working with adults a counselor must be realistic and he must realize that unless the primary goals of the adult are being met, little behavioral change will take place. All of the coordination of services must take place in a non-judgmental and non-evaluative atmosphere.

Notice in Table II, page 38, that one counselor was required to handle some of the school's discipline; this is totally against the non-judgmental, non-evaluative role of the ideal counselor. This researcher will conclude that the counselor involved will find it difficult, if not impossible to gain the trust and confidence of a student if he is seen as having a part-time authoritarian role. Any time used for discipline is too much and it places the counselor in an undesirable role in which he should not allow himself to be placed if he desires to maintain an effective counseling position.

The ideal use of counseling time as gleaned from the review of literature is three percent lower than the ideal standard desired by the counselors at the five centers. The growth of the Vocational-Technical Centers has taken place in the last ten years; therefore, there were no qualified vocational-technical counselors available to step into the positions when they were needed. The educational and professional qualifications of the counselors, as indicated in Table V on page 42, is very high as well as the goal of 70-30 which they set for use of counseling time. Programs do not develop overnight, but with the excellent credentials of the counseling personnel and the high goal which they have set for the use of counseling time, an outstanding counseling program is almost assured.

It is a conclusion of this researcher that adult education, adult educational counseling, and vocational-technical education will

all be combined into one area of educational endeavor and this area will be where the emphasis of education will be placed for the next decade.

RECOMMENDATIONS

It should be the goal of all counselors at the five Vocational-Technical Centers to obtain acceptable office space as soon as possible where ideal conditions could be maintained for counseling to take place.

It is also recommended that the administrators of the Vocational-Technical Centers look into the clerical duties required of the counselors and wherever possible assign these duties to a clerk thus allowing the counselor's time to be used for counseling.

The final recommendation is that a review of all counseling programs be accomplished to assure that the counselors are not involved in disciplinarian actions. Where this review indicates that the counselor is also disciplinarian, recommend reorganization of the program to prevent such action.

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