ADMINISTRATORS' VIEWS ON COUNSELOR PROFESSIONAL PREPARATION AND PERSONAL QUALITIES

by
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ABSTRACT

The problem of this study was to determine whether the professional preparation or the personal qualities of a counselor contributed more to counselor effectiveness in the opinions of high school administrators in the Bozeman, Montana area.

An interview schedule was prepared and administered to 13 administrators in the radius of Bozeman, Montana. They were asked to rate a selection of possible counselor duties in terms of professional preparation and personal qualities, and secondly, to rank these same duties in terms of importance in the school.

Conclusions arrived at as a result of the study were that these administrators considered the professional preparation of the counselor to be more important than his personal qualities to a significant degree. It was also found that most of the administrators considered personal qualities to be quite important, but there was some variation in this respect and also in regard to which duties were considered to be more important.

Recommendations made as a result of this study were: (1) Counselor education should emphasize course work in the counselor's preparation for performing his duties, but also that the personal qualities of the counselor be given serious consideration. (2) The prospective counselor should be made aware of the differences of opinions he is liable to encounter in various schools concerning counselor role and characteristics. (3) Further research is recommended to determine whether verification of this study is found and whether findings can be generalized to a larger population.
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CHAPTER I

NATURE OF THE PROBLEM

The role and function of the counselor in today's high schools is a perplexing one. Many opinions are given from all corners as to what the counselor should be doing and what counselor characteristics are necessary in order for a counselor to be effective in his work.

The number of duties which are suggested as making up the counselor's work are many and varied. To date, there is little consensus as to which duties should be included in the work of the counselor, nor is there agreement upon which of these duties are more important than others.

In the same manner, there are many varied suggestions as to what characteristics contribute to the make-up of a good counselor. Counselor education up to the present time has emphasized the professional preparation in terms of course work as being the most important factor in the training of the counselor. Literature in the field gives many and sometimes contradictory suggestions, but some writers are stating that the personal qualities of the counselor are very important to furthering his effectiveness, although no one seems to know which personal qualities are good ones.

The problem investigated in this study was to determine what Montana high school administrators considered to be more responsible for a counselor's effectiveness, his professional preparation or his personal qualities. In view of the possibility that administrators
may have different conceptions of the counselor's role, which differences might have affected their views in what attributes it was important that a counselor possess, their rankings of the counselor's duties in terms of importance were combined with the data concerning the counselor characteristics of professional preparation and personal qualities.

A review of related research pertinent to the question of counselor characteristics and role is presented in Chapter II.
CHAPTER II
REVIEW OF RELATED RESEARCH

A review of research reveals a certain amount of variation on the question of what the role of the counselor is, and also discrepancies as to what characteristics contribute to making an effective counselor. Many research studies have been done concerning counselors as viewed by students, by parents, and by teachers, but surprisingly few researchers have studied the administrator's view of the counselor. Considering the fact that the counselor is hired by the administrator, and his role is liable to be affected by that administrator's conception of what a counselor's work is, it would be well to know more about what the administrator currently considers to be important counselor duties and counselor characteristics.

Grant (6), in 1954, completed an open-end questionnaire survey of opinions regarding the counselor's role as perceived by 82 counselors, 200 teachers and 76 administrators selected at random from New York State Schools (excluding New York City). He found that there was considerable agreement throughout the sample in regard to the counselor's role in educational and vocational planning, and that the counselor identified himself even more strongly in that area than did the others. Approximately 70 percent of the teachers and administrators felt that someone other than the counselor would be more effective in personal-
emotional counseling. Nearly one-half of the counselors themselves indicated that other sources of assistance could be of more help to students with personal-emotional problems.

One prominent weakness of this study in the opinion of the researcher was the extreme character of the three questions relating to personal-emotional problems of the nine questions asked. One dealt with an abortion, another with a girl who "just felt like crying" and a third with an aggressive bully.

In a 1964 study, Dunlop (4) sought to determine whether there were any significant differences among counselor educators, high school administrators, teachers, counselors, seniors and mothers of high school seniors in their opinions of what tasks were appropriate to the school counselor's role. A random sample of 25 for each of the above groups was selected in the state of California with the students and mothers coming from the San Diego School District. Questionnaires were sent out listing possible counselor tasks and each respondent was asked to rate whether or not the counselor "probably should" or "probably should not" assume the task.

All groups generally felt that it was appropriate for counselors to engage in educational counseling and testing. Administrators, counselors, counselor educators and teachers rejected the counselor's performance of administrative clerical tasks. Attitudes varied widely
as to the counselor's involvement in personal counseling activities, but Dunlop did not specify the administrator's opinions on this topic. In general, there was a special attitude toward the counselor as being a helpful person mainly in providing assistance to students in their efforts to achieve academic success in school.

The validity and usefulness of this study can be questioned due to its lack of controls in the method used to gather the data.

Both of the above studies indicated that principals viewed the counselor as performing primarily the role of educational and vocational helper. Some disagreement to the above findings is found in Schmidt's 1962 study. Schmidt set out to determine whether there was a significant difference between the counselor's role, both ideal and actual. Through this study of Missouri counselors and administrators, he found that the ideal role was perceived by principals to include mainly personal and social counseling, vocational and educational counseling, interpreting test results to students, maintaining occupational and educational information and identifying exceptional students.

Schmidt, in effect, found that the counselor should ideally be performing all of the commonly mentioned counselor duties, but in contrast to the other studies, he did find that these administrators were more in favor of the personal counseling duties being included. Unfortunately, he did not measure the strength or validity of this
opinion, which, due to his method, could have been either strong or chosen for lack of alternatives.

The research above indicated that there may be differences of opinion among administrators in regard to the functions of a counselor. In conjunction with the decision on what the more important functions are is the decision of what counselor characteristics are more important in the make-up of an effective counselor. The administrator's conception of counselor role is liable to affect which counselor attributes are desired for performing that role.

Wrenn (18), Tooker (16), and Hobbs (9) stressed the importance of the general personality pattern of the counselor, cautioning that no one seems to know what specific type of personality a counselor characteristically has or needs to have.

There are some indications in the literature on counseling that the personal qualities of the counselor, whatever they are, should be given more consideration in the selection of counselors and counselor trainees. In 1958, Abeles (1) compared two groups of trainees rated by their supervisors as more and less promising. The significant differences were not in ability or in general adjustment, but rather in values, interests, and "characterological" traits.

Arbuckle (2) has stated that a counselor cannot be effective if he must play a role. Intellectually learned technique and methods
cannot cover up the "self" of the counselor. Either the counselor's technique must be an expression of his personality or else the technique will lack effectiveness. Robinson (12) likewise suggests that the personal characteristics of the counselor affect what the client is willing to talk about and his ease in verbalization. On the other hand, Warters (17) feels that a pleasant personality is no more an adequate substitute for professional knowledge in the counseling than it is in the medical office.

Counselor education seems to emphasize the preparation of the counselor to a great degree. Hill (8) had found in his survey of research that universities generally select their counselor trainees at two points. Applicants for counselor education are screened as to their academic potential for pursuing graduate work. And in the trainee program, counselor potential is usually assessed in the last stage of training, the practicum.

Because an overwhelmingly large proportion of the educational experiences at institutions preparing counselors seemed to rely on didactic course work, Joslin (10) came to the conclusion that most programs have one underlying assumption. There is a strong, positive relationship between knowledge and performance. He did a study to determine whether the counselor trainees' level of knowledge was related to their counseling competence in the counseling interview. His data was collected on
39 enrollees at a National Defense Education Act Counseling and Guidance Institute conducted at the University of Michigan in 1959-60.

Interviews conducted by the enrollees were taped and analyzed by three judges. A consistently low positive correlation was found between levels of knowledge and counseling competence. Joslin concluded that emotional and attitudinal factors should be given more consideration in the preparation of counselors.

Joslin's study had the same inherent weakness that other research studies have suffered from in the evaluation of counselor effectiveness. Many writers in the field of guidance feel that the counselor's personality is important, but little can be said about what kind of personality is good. It was not indicated what criteria these three judges used when making their decisions, which had to reflect the counselor trainees' particular personal qualities. Also, it was not shown that these N.D.E.A. selected trainees did not all have about the same personal abilities.

Auld (3) did a study in 1962 to analyze the responses of students and teachers toward counselors who were rated as highly proficient. Ten counselors who were generally regarded as being "good" were selected, and inventories were administered to 866 students and 99 teachers. Student selected characteristics of the three top counselors included: good character, friendliness, sincerity and personality. Students were found to respond differently to counselors who had different patterns
of personality characteristics, but the study gave no consideration of, or control for, professional preparation among the ten counselors.

A natural weakness of the study was that none of the students knew more than one or two of the counselors, so their combined rating of all ten counselors had to be inferred.

The question of whether personal qualities in general are more important than the preparation, or vice versa, has not been researched. Hill (8) found that in many cases school counselors were persons whom administrators had identified as potentially good guidance workers. Little research had been done to determine what criteria was used at that point in the selection process.

What did administrators consider when they singled out teachers as potentially effective counselors? Sweeny (15), in a study of the activities and attributes of the school counselor as perceived by counselors and their principals, couldn't identify any personal attributes except leadership abilities that might be preferred by administrators. One weakness of that study was that, of the 16 variables in the Interpersonal Check List filled out by both counselors and principals, few were likely to be desirable personal qualities of a counselor.

In summary then, there is a possible degree of confusion among administrators over counselor functions in the school, and a degree of indecision in the field of guidance concerning desirable counselor attributes.
CHAPTER III

METHODS

The purpose of this study was to determine whether the professional preparation or the personal qualities of a counselor contributed more to counselor effectiveness in the opinions of high school administrators in the Bozeman, Montana, area.

High school administrators with counselors in their employ were surveyed by means of a structured interview to record their professional opinions of what were the most important functions of a counselor in the school, and the importance of a counselor's preparation and personal qualities in performing those functions.

Interview Sample

Interviewees for the study consisted of all administrators whose schools were located in a general 100 mile radius of Bozeman, Montana. The administrator who was the closest supervisor to the actual work of the counselor was preferred as the interviewee. Thirteen administrators who met the above criteria were included in the study. A list of the schools included in the study is shown in Appendix A.

Construction of the Interview Schedule

Several methods of gathering the administrators' views were considered. The final form for the schedule included suggestions made by
several individuals in the education field to whom previous editions of it had been shown. A copy of the interview schedule is shown in Appendix B.

It was finally decided that if a list of possible counselor activities could be presented to the interviewee, he could then indicate for each duty how its performance might be affected by the two counselor characteristics.

Selection of duties to be included was the result of searching major guidance literature for all of the possible duties that were mentioned, and then combining them so that a minimum of overlap occurred while still keeping each of the duties as distinct as possible.

The completed interview schedule consisted of three parts. In the first part, the 18 possible counselor duties that had been selected were listed in random order. A solid, continuous line was placed under each of the duties representing a continuum from professional preparation to personal qualities of the counselor. An example would be:

1. testing and diagnosis

   professional preparation "--------------------" qualities

The interviewee could check anywhere on the line for each of the duties, depending upon how he would "weigh" each of the two counselor characteristics as relative contributors to a counselor's effectiveness in performing that duty. The continuum was "left bare" in order to avoid giving any direction to the interviewee in his response.
The positions of the two counselor characteristics, professional preparation and personal qualities, were alternated to appear at different ends of the continuum for each successive duty in order to prevent a "set" to one side while the schedule was being filled out. Provision was made at the end of the 18 duties for the administrator to indicate any duty that he felt had been missed.

The purpose of the second part of the interview schedule was to allow the interviewee to indicate the relative importance of the possible counselor duties. This provision was deemed necessary because it was assumed that the administrator would consider some duties more important, which consideration would enter into his overall picture of what characteristics the counselor should possess.

On the second part, then, the same counselor duties were again randomized and the interviewee was instructed to rank from one to five, in order of importance, the five counselor duties which he considered to be most important from the selection. He was also asked to rank A, B, and C the three duties he considered to be least important or appropriate for counselors, indicating with A the duty he considered least important.

The interviewee was asked to indicate, last of all, which counselor characteristics he would consider more important in the event of hiring a counselor: personal qualities or professional preparation.
Administration of the Interview Schedule

The researcher contacted the selected interviewees for the study by telephone. They were asked if they would be willing to take part in the study by having an interview in their office. Interview appointments were made with all of the administrators in the selected sample.

In each interview situation, the administrator was informed prior to his filling out the schedule that the individual schools would not be identified as such in the report of the study.

Also, each was informed that the term "professional preparation" was meant to indicate course work completed by a counselor with the purpose of preparing for a position as counselor. It was indicated that the interviewer did not have any specific "personal qualities" in mind, but that the meaning of this term was to be left up to the interviewee's interpretation. Nor was it intended by the interviewer that any particular counselor be kept in mind.

Upon completion of the interview schedule, the interviewee usually made additional remarks concerning the general problem of professional preparation versus personal qualities of counselors, and about the present method of sampling their opinions.

Analysis of the Data

The central problem of this study was to determine what counselor attributes administrators considered to be of more value in contributing to a counselor's effectiveness.
The administrators in this study had been asked to rate each of 18 possible counselor duties by placing a check on a continuum from professional preparation to personal qualities, reflecting their professional opinion as to the relative contribution of the two characteristics to the counselor's performing that duty.

Numerical values were attached to these checks by placing a grid on each of the continuums. A score was thereby given to each of the two counselor characteristics for each duty on all of the schedules. The grid consisted of nine sections numbered from one to nine from left to right and right to left. Individual checks were given two scores for whichever section they happened to land in. An example would be:

1. testing and diagnosis

<table>
<thead>
<tr>
<th>professional preparation</th>
<th>personal qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
</tbody>
</table>

For instance, if a check landed in the center of the continuum, both of the two characteristics would get a score of five. Or, if a check landed in the end of a continuum, it would get a score of one for personal qualities and nine for professional preparation, or vice versa, whichever the case may be.

Provision was made for weighting the scores on counselor characteristics for each duty as it was assumed by the researcher that some duties would be considered more important in the counselor's work than others.
The data needed for weighting the duties was contributed by part two of the interview schedule wherein the administrators had ranked the selection of duties in terms of importance. Each duty was given a score on the basis of how it had been ranked by the 13 administrators. A duty that had been given a rank of one was given five points, and a duty given a rank of five was awarded one point. A rank of C scored a -1 point, a rank of B scored -2 points and a rank of A scored -3 points. A composite score for each of the duties was arrived at by summarizing the ranking responses of all the administrators.

It was decided not to take the raw score totals as weighting factors because they would represent the extremes of importance to an unwarranted degree. A method was needed to separate the totals into more or less uniform categories. T-scores, having the characteristic necessary to achieving this end, were computed for each of the duties. Those T-scores in the top third of the distribution were given a weight of three, those in the second third, a weight of two, and the bottom third, a weight of one. Appendix C shows the duties with their scores of "importance" and the corresponding weights.

Having thereby developed a means of weighting the importance of the individual duties, it was then possible to adjust the scores given to professional preparation and personal qualities for each of the duties. Both of the scores for the two characteristics were then multiplied by the weight factor for the respective duties on all of the schedules.
A total score for personal qualities and professional preparation was then arrived at for each of the schedules by summing the scores for the two characteristics on all of the duties.

Each interview schedule thus had a score reflecting the interviewee's opinion on professional preparation and personal qualities. A total score for each of these two characteristics was achieved by summing the scores for all of the interview schedules.

The null hypothesis was stated that there would be no significant difference between the administrators' preferences for professional preparation or personal qualities in the counselor.

A two-tailed correlated t-test was computed to determine whether the means of the two sets of scores differed significantly. The correlated test was used because the same subjects provided both sets of scores.

The two assumptions for the t-test are that the populations sampled are normally distributed and that the population variances are homogeneous. Hays (7) states that the assumption of a normal distribution is the less important of the two in that so long as sample size is even moderately large for the two populations, quite severe departures from normality seem to make little practical difference. The sample size in this study was of good size for using small sample statistics and visual analysis of the distribution seemed to indicate that they did not depart greatly from normality.
Hays also states that for samples of equal size, differences in population variances have relatively small consequences for the t-test. The 13 administrators contributed both samples of opinions concerning the two counselor characteristics so the samples were of equal size.

McNemar (11) indicates that there is an accumulation of evidence showing the t-test to be robust even under violation of its assumptions. In view of the difficulty of being positive that assumptions have been met when dealing with small samples, the writer decided it might be prudent to take McNemar's suggestion in adopting a more stringent level of confidence, the .01 rather than the more commonly used .05 level, than might be the case with larger samples.

A two-tailed test was used because the researcher had no basis on which to predict whether the interviewees would lean toward one characteristic or the other. Scores for each of the 13 schedules are shown in Appendix D.

Results of the analysis of data are summarized in Chapter IV.
CHAPTER IV

RESULTS

An interview schedule was prepared and administered to administrators in 13 schools. The interviewees were asked to rate a selection of possible counselor duties in terms of professional preparation and personal qualities, and also to rank these duties in terms of importance. After combining the two sets of scores for all of the schedules using a weighting procedure, a t-test was computed to determine whether the means of the scores for the two characteristics differed significantly.

The t was found to be 3.3438 and the null hypothesis of no significant differences was rejected at the .01 level of confidence. Thus, administrators as a whole in this sample considered the professional preparation of the counselor to be more important than his personal qualities to a statistically significant degree.

More meaning might possibly be added to the above results by looking at the scores for the separate schedules in Appendix D. By keeping in mind that a score giving equal weight to the two characteristics would by 175, it will be readily seen that there is a "cluster" of five scores around that point. One schedule showed personal qualities to be slightly more important and four schedules showed professional preparation to be favored, but none to a significant degree. The next
seven schedules showed professional preparation to be more important in a gradually increasing degree.

By asking the administrators to rank the possible counselor duties in terms of importance, it was found that five duties were generally regarded as being most important. In order of preference, they were: personal and social counseling, identification and assistance to exceptional students, educational and occupational information, testing and diagnosis, and vocational counseling (duplicating the findings in Schmidt's (13) study as summarized in the review of related research). Discipline was considered least important by a wide margin, with teaching in an occupations course next in line. But there was considerable variation among the opinions concerning the importance of the other 11 duties.

The final question in the schedule, that of asking the administrator to check which of the two characteristics he would consider more important in the event of hiring a counselor, was found to be a poor question. Several interviewees indicated difficulty in giving an answer to the question, in which cases the interviewer directed them to assume that the counselor had a reasonable amount of both professional preparation and personal qualities. All interviewees but one then answered the question.

Through discussion of the schedule in the interview situation, it was found that the interviewees approached the last question in one of at least two different ways. Several indicated that a requisite
amount of course work had to be completed by the counselor in order for the program to be accredited, and therefore, that professional preparation was most important. Two out of this group went on to say that once this necessity was satisfied, then personal qualities would become more important, if one were "lucky enough to get both".

A second way of approaching this question was indicated when another interviewee stated that he would assume that the prospective counselor had the requisite professional preparation even before a job interview were possible.

The reasons listed above for not drawing any conclusions from the final question are supported by an analysis of the results from this question. These results are shown in Appendix D. It is readily seen that although the administrators as a whole, had considered professional preparation to be more important to a significant degree, seven of the twelve checked personal qualities as more important in the hiring of a counselor (one did not answer the question). These contradictory results can be accounted for in part by the varied approaches to the question, as was described above.

Also, it will be noted that on the one schedule which had indicated personal qualities to be more important to the counselor's function, professional preparation was checked as being more important in the hiring situation. Likewise, on the schedule which showed the second
highest score for professional preparation, personal qualities was checked as being more important in hiring.

The contradictory results of the final question led the writer to speculate on probable general weaknesses of the study. A hypothesis which could not be substantiated in any way by this study might have been that administrators really did hire counselors slightly more on the basis of personal qualities, and that the selection of duties might have been such to predetermine to some extent their greater value being placed on professional preparation when they considered the duties of the counselor separately. On the other hand, the interviewer's additional instructions in several of the interview situations in regard to assuming that the counselor had a reasonable amount of both characteristics may have had the effect of less importance being placed on professional preparation.

In summary, then, it was found that these administrators as a whole considered the professional preparation of the counselor to be more important than his personal qualities to a significant degree.
CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS  

Summary

The purpose of this study was to determine whether the professional preparation or the personal qualities of a counselor contributed more to counselor effectiveness in the opinions of high school administrators in the Bozeman, Montana, area.

An interview schedule was prepared and administered to administrators in 13 schools having counselors in their employ. Eighteen possible duties of the counselor were gathered through a search of major guidance literature. The interviewees were asked to rate this selection of duties in terms of professional preparation and personal qualities, and also to rank these duties in terms of importance. After combining these two sets of scores for all of the schedules, using a weighting procedure, a two-tailed correlated t-test was computed to determine whether the means of the scores for the two characteristics differed to a statistically significant degree.

One weakness of this study was the inability of determining whether the selection of duties as presented prejudiced the responses toward one of the two characteristics.
Conclusions

It was found that these administrators as a whole considered the professional preparation of counselors to be more important than their personal qualities. It was not indicated that professional preparation is much more important than personal qualities, but that the two characteristics are not statistically equal in importance. Taken individually, there was not a great deal of agreement as to the strength of this importance, with five administrators scoring quite closely to a position reflecting equal importance for the two characteristics.

The administrators in this study were in more or less general agreement that the most important functions of the counselor were personal and social counseling, identification and assistance to exceptional students, educational and occupational information, testing and diagnosis, and vocational counseling. Following these top five duties though, there was considerable disagreement in ranking the other duties except for discipline which was generally considered least important.

Recommendations

It is recommended from this study that counselor education prepare the counselor well to perform his duties, especially through the counselor's course work.
But also, course work might not appear to be enough to insure that the counselor will perform many of his duties well. The personal qualities of a counselor were considered very important by most of the administrators, although no indication is given as to how counselor education could provide for that characteristic by this study.

It is also recommended, in view of the rather large discrepancies that appeared among the administrators as to both the strengths of their preferences for the two counselor characteristics, and their views as to which counselor duties are more important, that counselor education should strive to prepare counselors for meeting this variation in opinions when they enter the field.

In view of the common practice that administrators have of selecting as counselors, teachers from within the system, it is recommended from this study that more emphasis be placed upon these counselors receiving adequate professional preparation.

It is recommended for further research on this topic that a depth interview, with no possible means of leading the interviewee or permitting misinterpretation, might allow a genuine feeling to be expressed more accurately. A duplication of the study at a later date and/or with a different sample might be fruitful in determining whether the "current thought" on counseling in a particular area might be a factor. Further research of this type might also allow one to determine whether these administrator views on counselor preparation and personal qualities,
and on the duties of a counselor, can be generalized to a larger population of administrators.

If further research on this topic is to be carried out, one additional consideration might be to compare the results with the administrators' academic backgrounds, the extent of their work with counselors and the "quality" of counselors in their employ.
## APPENDIX A

### ALPHABETIZED LIST OF SCHOOLS IN THE SAMPLE

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
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<td>Belgrade High School</td>
<td>Belgrade</td>
</tr>
<tr>
<td>Bozeman Senior High School</td>
<td>Bozeman</td>
</tr>
<tr>
<td>Broadwater County High School</td>
<td>Townsend</td>
</tr>
<tr>
<td>Ennis High School</td>
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<td>Twin Bridges</td>
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<td>Whitehall</td>
</tr>
<tr>
<td>White Sulphur Springs High School</td>
<td>White Sulphur Springs</td>
</tr>
</tbody>
</table>
APPENDIX B

INTERVIEW SCHEDULE

The following list of possible counselor duties can be found in major guidance literature. A counselor's effectiveness in performing each of these duties may, perhaps, be influenced by two characteristics: his professional preparation and his personal qualities.

Based upon your professional opinion, would you rate each of the duties that follow on a continuum from personal qualities to professional preparation, depending upon which characteristic you consider would contribute more to a counselor's effectiveness in performing that duty. Please feel free to check anywhere on the line.

The two counselor characteristics have been placed alternately at different ends of the continuum and the possible duties have been placed in random order. Please do not consider the order in which the duties are presented to represent any priority of counselor duties.

1. testing and diagnosis

professional preparation _______________ personal qualities

2. educational and occupational information

personal qualities ________________________________ professional preparation

3. identification and assistance to superior students, potential dropouts and slow students

professional preparation ___________________________ personal qualities

4. group guidance

personal qualities ________________________________ professional preparation

5. aiding in curriculum development

professional preparation ___________________________ personal qualities
6. vocational counseling

personal qualities ................................专业准备

7. follow-up surveys

专业准备 ..................................................个人品质

8. case studies

个人品质 ..................................................专业准备

9. personal and social counseling

专业准备 ..................................................个人品质

10. job placement

个人品质 ..................................................专业准备

11. working with teachers in case conferences

个人品质 ..................................................专业准备

12. research activities

个人品质 ..................................................专业准备

13. counseling with students' parents

个人品质 ..................................................专业准备

14. student course selection

个人品质 ..................................................专业准备
15. cumulative records
   professional preparation ________________ personal qualities

16. teaching occupations course
   personal qualities __________________________ professional preparation

17. orientation of students
   professional preparation ______________________________ personal qualities

18. discipline
   personal qualities __________________________ professional preparation

19. list any other duties
   professional preparation ______________________________ personal qualities

Based upon your professional opinion, would you rank 5 of the counselors' duties in order of importance, 1 being the number you consider to be the most important.

The following randomized list of possible counselor duties has been drawn from major guidance literature. Please do not consider the order in which the duties are presented to represent any priority of counselor duties.

  ___ 1. counseling with students' parents
  ___ 2. testing and diagnosis
  ___ 3. student course selection
  ___ 4. case studies
  ___ 5. personal and social counseling
  ___ 6. follow-up surveys
  ___ 7. educational and occupational information
8. research activities
9. aiding in curriculum development
10. vocational counseling
11. discipline
12. job placement
13. working with teachers in case conferences
14. group guidance
15. identification and assistance to superior students, potential dropouts and slow students
16. cumulative records
17. teaching occupations course
18. orientation of students
19. any other duties

Would you also rank A, B, and C the 3 duties you consider to be least important or appropriate for counselors, A being the term you consider to be the least important.

If you were to hire a counselor, which would you consider the more important of two characteristics:

   personal qualities, or
   professional preparation
APPENDIX C

LIST OF DUTIES, THEIR SCORES OF IMPORTANCE, AND WEIGHTING FACTORS

<table>
<thead>
<tr>
<th>Duties</th>
<th>Schedules</th>
<th>Score</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>1. personal and social counseling</td>
<td>A B C D E F G H I J K L M</td>
<td>1 1 3 3</td>
<td>3 3 1 3</td>
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<tr>
<td>2. identification and assistance to superior students, potential dropouts and slow learners</td>
<td>3 1 1 2 1 1</td>
<td>27</td>
<td>3</td>
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<tr>
<td>3. educational and occupational information</td>
<td>5 3 2 1 4 5 2 2</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>4. testing and diagnosis</td>
<td>3 1 5 2 1 2 4</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>5. vocational counseling</td>
<td>2 4 2 1 4 4 3 5</td>
<td>23</td>
<td>3</td>
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<tr>
<td>6. student course selection</td>
<td>2 1 3 B 5 4</td>
<td>13</td>
<td>2</td>
</tr>
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<td>7. working with teachers</td>
<td>4 4 1 5</td>
<td>12</td>
<td>2</td>
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<td>8. orientation</td>
<td>A 3 3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>9. group guidance</td>
<td>2 5 2 4</td>
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<td>10. follow-up</td>
<td>2 5</td>
<td>5</td>
<td>2</td>
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<tr>
<td>11. counseling with students' parents</td>
<td>C 5 2</td>
<td>4</td>
<td>2</td>
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<tr>
<td>12. cumulative records</td>
<td>5 4 C B 4 B 4 5 B</td>
<td>-1</td>
<td>2</td>
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<td>Duties</td>
<td>Schedules</td>
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<tr>
<td>13. job placement</td>
<td>C</td>
<td>-2</td>
<td>1</td>
</tr>
<tr>
<td>14. aiding in curriculum</td>
<td>B C 5 A</td>
<td>-4</td>
<td>1</td>
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<tr>
<td>development</td>
<td>B C</td>
<td></td>
<td></td>
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<tr>
<td>15. case studies</td>
<td>A B</td>
<td>-5</td>
<td>1</td>
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<tr>
<td>16. research activities</td>
<td>C B A C</td>
<td>-7</td>
<td>1</td>
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<tr>
<td>17. teaching occupations</td>
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<td>course</td>
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<td>18. discipline</td>
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APPENDIX D

LIST OF INTERVIEW SCHEDULE SCORES AND FINAL QUESTION RESULTS

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<th>Professional Preparation</th>
<th>Personal Qualities</th>
<th>Final Question Results</th>
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<td>C</td>
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