

AN ABSTRACT OF THE THESIS OF

Roger Gray Campbell for the degree of Doctor of Education

in the Department of College Student Services Administration, presented

on May 5, 1976

Attitudes of Selected Undergraduate Students at
Oregon State University toward the
Professional Status of Student
Personnel Workers

Redacted for Privacy

Abstract approved: _____

Dr. Charles Warnath

The purpose of this study was twofold: First, to establish a means of assessing the degree of professional status accorded student personnel workers by constructing an attitude questionnaire, for student clientele, based upon statements derived from eight criteria for evaluating professional status; Second, to determine and analyze the attitudes measured by the questionnaire of a sample of Oregon State University undergraduate students having significant contact with Campus Student Services.

After extensive review of literature, eight criteria defining professional status were chosen for the study. Positively and negatively worded statements reflecting the eight criteria were placed on cards which were then sorted by three qualified judges into appropriate categories. This procedure established the preliminary content validity of the statements. A Likert-type attitude questionnaire was developed which contained all statements retained after this sorting. This

preliminary questionnaire was submitted to additional judging groups, the purpose being to remove any unclear or ambiguous statements.

A stratified sample of 167 students (having significant contact with Student Services) was then selected for the study. The questionnaire was administered to these 167 students and then readministered to 38 students. The second administration established the test/retest reliability coefficients for each of the 80 statements comprising the questionnaire.

A major concern was to determine whether or not highly positive or highly negative attitudes could be obtained from the 167-student sample. Therefore, the mean scores of the sample were tested for extremely positive or negative responses. To do this, two means were established. Since response could range from 1 to 5, the scores of 3.5 or above and 2.5 or below were selected to represent the high and low response areas. Forty-three statements proved statistically acceptable.

A t-test for significance of scores was conducted on the sample. Sixteen statements were significantly positive or negative at the .05 level of confidence.

Two conclusions were determined from the overall results of the research:

(1) The questionnaire represented a valid and reliable preliminary effort to create a means of assessing how members of the student community "felt" about the professional status of student personnel workers.

(2) The criteria reflecting the greatest degree of positive support indicated (a) the acceptance by the sample of the essential nature of services performed by student personnel workers and (b) the positive

sense of security derived by students from student personnel workers' assumption of authority in those areas under their working jurisdiction.

However, the research revealed that students lacked knowledge about the intra-group culture or code of ethics existing within the subject occupation.

More research is recommended to find additional professional criteria more specifically applicable to student personnel workers. Additional studies involving students and student personnel workers are also recommended, to gain a wider range of attitudes toward this professional status problem.

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Oregon State University toward the
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by

Roger Gray Campbell

A THESIS

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

June 1977

APPROVED:

Redacted for Privacy

Professor of Psychology

Redacted for Privacy

Head of College Student Services Administration

Redacted for Privacy

Dean of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented May 5, 1976

Typed by Marilyn Ross for: Roger Gray Campbell

ACKNOWLEDGEMENTS

The writer wishes to express his sincere thanks to Dr. Charles Warnath, his major advisor, for his guidance and encouragement throughout this study; to his committee Dr. Les Dunnington, Dr. Franz Haun and Dr. Matt Amano and to faculty members of the Student Services Division at Oregon State University who contributed immeasurably to his education.

Most importantly the writer thanks his wife, Nancy, for her patience, understanding and continued devotion to her husband; and to his parents without whose moral support this project could not have been completed.

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I. INTRODUCTION

During the past decade, student personnel workers have been attempting to achieve a greater degree of professional recognition within the college communities which they serve. However, student personnel administrators, as well as faculty members, have questioned whether or not this group of workers actually provides a positive influence on the personal development of college students. Faculties have referred to student personnel workers as "second class citizens of the academic community," while students have labeled them as "not much different from other members of the establishment, although they are perhaps more paternalistic." Brown (1972), p. 9.

In an article frequently quoted in student personnel research, Penny (1969) admonished student personnel workers for being nonprofessional. Penny declared this profession "stillborn" in the sense that it has been ineffective in reaching its full professional potential as an influence on the educational and personal development of college students.

The recent concerns over the professional recognition of student personnel workers have their roots in the historical development of this occupation. Early efforts (during the 1920's) to define the scope of student personnel work were oriented around the premise that these workers "possess a concern for the unique individuality of each college student." Cowley (1937), p. 222. Many years later, Williamson (1961)

maintained that student personnel work had retained this point of view about students. He suggested further that a program of organized student personnel services was essential to higher education. However, in a national convention address to the American College Personnel Association, Berdie (1966) noted that recent measures taken by student personnel organizations to professionalize this occupation had been counter-productive to earlier efforts to personalize the human experience in higher education. The present occupational specialties within the student personnel field often resemble only remotely the early functions prescribed for this occupation. One result of this discord has been the increasing difficulty of defining exact standards by which to judge the professionalism of student personnel workers.

Greenleaf (1968) defined the problem as follows, stressing the present opposing viewpoints:

It appears to me that if there is any one thing we need to do as a professional group, it is to define our role in the contributions we are to make in the institutions of higher education we represent. Are we administrators with real responsibility for determining and interpreting policy, for making decisions and budgets, or are we to carry out the orders of the students, the faculty, and the general public? How do others see us? p. 22.

According to Greenleaf, the future professional recognition of student personnel workers will depend on "how others see us as effective in carrying out our functions . . . by bringing together faculty, students and other administrators to the end that each contributes to the education of the leaders of the future." p. 23.

In a recent American College Personnel Association monograph entitled Student Development in Tomorrow's Higher Education--A Return to the Academy, a challenge was made by Brown (1972) to members of the

occupation that, if student personnel workers are to be recognized as professionals and wish to have significant influence on student development in the future, these workers "are going to have to revise their own self-perceptions and the perceptions that others have about them."

p. 37. In a Carnegie Commission report (1971), similar but more specific suggestions were made for student personnel workers to produce research which actually seeks the views of college students (researcher's emphasis) as a means of arriving at a delineation of standards by which to judge the professionalism of such workers.

Values of Achieving Recognition of Professional Status

Recognition as a profession holds a number of values for any occupational group, as well as for the individual worker within that group who is striving for personal professional recognition. Dubin (1958) described four implicit values associated with the attainment of professional recognition by members of an occupation:

- (1) Individual satisfaction and career development.
- (2) Autonomy.
- (3) Occupational integrity and identification.
- (4) Economic security and enhancement.

These values may be applied not only to independent professionals, such as doctors, lawyers, scientists, and architects, but also to salaried employees such as student personnel workers.

STATEMENT OF THE PROBLEM

A basic question has existed within the student personnel field for decades: To what degree is this occupation considered to be a profession? The problem of this study was to create a general method by which to obtain responses from student clientele to this question and then to present an analysis of the responses received on one campus. However, this study did not seek to present a definitive answer to the question.

The researcher faced six important tasks:

(1) To formulate a set of reliable criteria for judging professional recognition in general.

(2) To create a method of obtaining responses, in this case the method being a questionnaire based on the chosen criteria, by which professional recognition of student personnel workers could be measured on any campus.

(3) To determine a student group, defined as clientele (those having day-to-day contacts with student personnel workers), to be questioned.

(4) To administer the questionnaire.

(5) To analyze the responses.

(6) To present the implications of the study.

This study will show the following:

(1) The sample responses will tend to conform to the normal distribution, including positive, neutral and negative responses.

(2) The sample responses will hold significantly positive attitudes to statements comprising each of the eight scales of the questionnaire.

(3) The sample responses will, in addition, indicate that student personnel workers have achieved a high degree of professionalization in each area contained in the eight criteria.

SIGNIFICANCE OF THE STUDY

Many studies conducted during the past twenty-five years related to the appraisal of student personnel work as a profession (Wrenn and Darley, 1949; Lloyd-Jones, 1949; Mueller, 1966; and Hoyt and Rhategan, 1970), but none examined the attitudes of college students toward student personnel workers in general. In recent years, a study seeking student attitudes has been directed primarily at specific groups such as counselors and deans of students (Biggs, Foxley and Solberg, 1972). However, since the recognition of student personnel workers as professionals may rest to a large degree upon social evaluation, particularly by college students rather than upon individual or group achievements in the field, the involvement of students in assessing the professional status of this occupation cannot be overstressed.

PURPOSE OF THE STUDY

The purpose of this study is twofold:

(1) To establish a means to assess the degree of recognition of professional status accorded student personnel workers by constructing

an attitude questionnaire, for student clientele, based upon statements derived from eight criteria* for evaluating professional status.

(2) To determine and analyze the attitudes, as measured by the questionnaire, of a sample of Oregon State University undergraduate students who had significant contact** with Student Services.

LIMITATIONS OF THE STUDY

This study is limited in the following ways:

(1) The study is limited in that the student sample is from one campus and represents only one segment of the society which ultimately can grant professional recognition to student personnel workers.

(2) The study is limited by the number of criteria (eight) chosen for the questionnaire.*

(3) The study is limited in the sampling procedure used. Deviation from random selection of students occurred in order to include those students judged to have significant contact with Student Services at Oregon State University.

DEFINITION OF TERMS

The following definitions are included for the purpose of standardizing the use of terms in the study:

(1) Attitude--a mental and emotional readiness to react to situations, persons, or things in a manner that is in harmony with previous experience. Babcock (1958), p. 81.

*These eight criteria are described in detail on pages 22-26.

**Significant contact is defined on pages 34-35.

(2) Profession--a vocation characterized by the establishment of training, conduct and standards of practice. These characteristics are understood and positively accepted by a clientele (in this research defined as undergraduate students at Oregon State University).

(3) Scales--Likert-type statements clustered around eight criteria used for measuring professionalization. The sum of responses to all statements of a scale is used to measure the direction (agreement or disagreement and magnitude of agreement or disagreement) of the attitude toward the criteria.

(4) Students--Oregon State University undergraduates enrolled full time in a course of study during the Spring quarter, 1973.

(5) Student Personnel Services--services coordinated through the Dean of Students Office, generally including: Student Financial Aid, Counseling Services, Student Activities, Memorial Union, Student Housing, and Student Health Services.

(6) Student Personnel Workers--persons employed by the University in the Division of Student Services, such as Deans, Directors, Counselors, or Activities Advisors.

II. REVIEW OF RELATED LITERATURE AND METHODOLOGY

If student personnel work is to be considered a profession by student members of the campus community, the college student constituency must exhibit attitudes toward these workers which are associated positively with criteria which characterize professionalism. Therefore, as background, this chapter:

- (1) Presents several definitions of "profession" derived from related literature.
- (2) Recounts the factors related to the professionalization of student personnel workers.
- (3) Defines attitudes and their measurement.
- (4) Specifies the eight criteria chosen for use in this study.

The first task undertaken by the researcher was to examine the literary sources which would provide the content for attitude statements appropriate for use in a questionnaire, said questionnaire to be administered to student clientele. Each questionnaire statement used for this study specifically related to some definite attitude object. In this instance, the content of the attitudes was derived from the definition and nature of a profession.

A number of authors (Flexner, 1953; Cogan, 1953; Greenwood, 1957; Becker, 1962 and Wilensky, 1964) have offered significant defining characteristics of professionalism which are applicable to student personnel work. Moreover, each of these authors supports the idea that

there must be a clientele which recognizes these characteristics as part of the personal attributes of the professional. According to Stefflre (1964), that group of persons most closely associated with student personnel workers and utilizing the services of those workers must be the college students. Even from an historic point of view, students have always been the focal point of activity generated in the student personnel workers' scope of work.

DEFINING PROFESSION

Definitions for profession may be traced to the sixteenth century. Early definitions attributed to the term a sense of "calling" to an occupation by which one earns a living. Pound (1936).

Horton (1944), p. 163, offered probably the most useful list of criteria of what he calls a "genuine profession." These criteria include:

- (1) A profession must satisfy an indispensable social need and be based upon well established and socially accepted scientific principles.
- (2) It must demand an adequate pre-professional and cultural training.
- (3) It must demand the possession of a body of specialized and systematic knowledge.
- (4) It must give evidence of needed skills which the general public does not possess.
- (5) It must have developed a scientific technique which is the result of tested experience.
- (6) It must require the exercise of discretion and judgment as to the era.
- (7) It must have a group consciousness designed to extend scientific knowledge in theoretical language.

(8) It must have self-impelling power to retain its members throughout life . . . i.e., it must not be used as a mere stepping-stone to other occupations.

(9) It must recognize its obligations to society by insisting that its members live up to an established code of ethics.

Lewis and Maude (1953) summed up the main characteristics of professional life as the establishment of training, conduct, and standards of practice. Lieberman (1956) extended these characteristics to include a "unique, definite and essential social service; an emphasis upon intellectual techniques in performing its services; a long period of specialized training; and a broad range of autonomy for both the individual practitioner as well as for the occupational group." p. 1.

PROCESS OF PROFESSIONALIZATION

Heretofore, definitions spelling out professional status have been confined to the traditional professions, such as physicians or lawyers. The emerging professional groups, such as social workers, teachers, and engineers, are almost exclusively employed by organizations, rather than being engaged in independent practice (Blau and Scott, 1962)--a circumstance which has led to discord regarding the basic function of these groups. This discord, as previously mentioned in the INTRODUCTION to the study, also touches the student personnel workers in their struggle for professional recognition (as discussed below under THE PROFESSIONALIZATION OF STUDENT PERSONNEL WORK).

In one field closely related to student personnel work, the researcher found that there are four elements associated with

professionalization which apply to the Guidance and Counseling field.

Stefflre (1964), p. 656:

(1) Acceptance of the name of the occupation as part of the self-concept of the worker.

(2) Commitment to the task of the occupation. (The attempt to clarify the nature of this commitment has resulted in sharp differences in viewpoints which affect the cohesiveness of Guidance and Counseling.)

(3) Degree of commitment to the goals of the institution (in this case, the school or university).

(4) Recognition of the significance of the occupation to society. These elements also apply to the field of student personnel work.

Pierce (1966) identified many conflicts which exist for professional identification in the business organization. These are applicable to student personnel workers in the university organization. He classified student personnel work as a bureaucracy and suggested that positions in this bureaucracy had become inoperative because persons occupying them "did not have skills or knowledge to meet current problems of the university." p. 26. Pierce suggested that student personnel workers must first recognize the climate of change on college campuses and keep ahead of it in their skills and knowledge.

THE PROFESSIONALIZATION OF STUDENT PERSONNEL WORK

The struggle for professional identity by student personnel workers may be traced to attempts to organize colleges and universities along the lines of business organizations. Although the functions of the early student personnel workers were associated with student life, few

faculty of the 1920's understood what was actually being done by these workers.

During the 1930's, the American Council of Education called a conference of personnel specialists and administrators in an attempt to define the principle functions of student personnel workers. This meeting resulted in the publication of The Student Personnel Point of View, Lloyd-Jones (1938). This publication was an attempt to change an initial concept that student personnel work was originally by definition a management function. Members of the student personnel field were challenged to orient their activities toward assisting the overall welfare of college students in and outside the classroom.

To further the efforts toward professional acceptance, the American Personnel and Guidance Association formulated the ethical standards for the Association membership. Ten marks of a professional organization were outlined in the Bylaws of the American Personnel and Guidance Association.

Student personnel organizations began to receive additional criticism regarding the professionalism issue in the 1960's. Useem (1964) maintained that, in order for student personnel work to become professionalized, "it must specialize in some aspect of everyday life about which it can know the most and have the theoretical underpinnings needed as a base for its authority." p. 285.

Mueller (1966) felt that college student personnel work is indeed an occupation in the process of becoming a profession. However, she outlined three dilemmas which inhibit the definition of this occupation as a profession which have grown out of the occupation's assuming

greater organizational responsibilities while decreasing its original emphasis on responding to the general welfare of the student.

(1) The first dilemma grows out of a contrast between the goals which student personnel professionals embrace and the functions that higher education assigns to them.

(2) The second dilemma is the inadequacy of student personnel workers to establish either their own objectives or to achieve those which the faculty and administrative officers expect of them.

(3) The third dilemma involves the paradox of developing student individuality in the increasingly bureaucratic structure of the college campus. p. 81.

These dilemmas motivated the researcher in conducting this research.

The two approaches described by Mueller and Useem illustrate the disagreement as to whether or not this occupation should concentrate more on the broad areas of the university organization and administration or to specialize in narrow and specified areas. Warnath (1971) also recognized this disagreement and suggested that:

. . . while adolescent psychology, educational philosophy, and other courses in the program planned to sensitize him to the needs and concerns of college age students, the student personnel worker seems to be preparing for a career whose central focus will be service to students; whereas, on his job, the client becomes the administrator of the institution which hires him. . . ." p. 101. If student personnel is to become a profession, decisions must be made from a body of knowledge related to the clientele served." p. 111.

The opposing viewpoints can be seen within the comments of the authors cited. However, the underlying assumption is that student personnel workers have the capacity to make some kind of educational contribution to the student body on a regular basis as a complement to

their specific student personnel assignments. But how well does each student personnel worker succeed in doing this, specifically in the eyes of the students served?

STUDENT ATTITUDES TOWARD STUDENT PERSONNEL WORKERS

Studies of differential perceptions and attitudes of collegiate personnel and the collegiate environment have compared students, faculty, and administrators (Stern, 1963); student personnel staff, head residents, and students (Ivey, Miller and Goldstein, 1967); graduate students and faculty (Martin, 1968); residence advisors, residence hall non-academic management personnel, and student officers (Heskett and Walsh, 1969). These research designs generally requested the subjects to report their responses through standardized instruments. However, there has been a lack of research on the degree to which student personnel workers, or other university personnel, and students share common points of view about student personnel work.

Moore (1968) reviewed a number of problems associated with examining student perception of student personnel workers. Three of these problems are as follows:

(1) Students have a fragmented, compartmentalized perception of student personnel services brought on by the proliferation of specialized functions within the field.

(2) Students are not taught the integral role of student personnel in the whole picture of college education.

(3) Students are not shown that intellectual growth can be stimulated outside the classroom through student personnel efforts.

These problems further substantiate the need to examine the criteria which may more clearly define the basis on which student personnel workers can determine their professional status and which may effect both the student perceptions and self-perceptions of student personnel workers.

MEANING OF ATTITUDE

Functional definitions of attitude are offered by Kretch and Crutchfield (1948), Remmers and Gage (1958), and--more recently--by Stern (1965) and by Shaw and Wright (1967). For the purposes of this study the definition of Shaw and Wright seemed most appropriate. Attitudes are also seen as "a relatively enduring system of effective, evaluative reactions based upon and reflecting evaluation concepts or beliefs which have been learned about the characteristics of a social object or class of social objects." p. 3.

Attitudes are perceived in a functional role by many researchers. Katz (1960) maintains that attitudes help the individual's need to develop adequate meaning and understanding of his physical world. To some degree, attitudes function to assist one to deal with inner conflicts, such as providing defenses for poor self-concept and feelings of inferiority. One's place and role within a group may also be linked to his projection of attitudes within the group.

ATTITUDE MEASUREMENT

Scales for measuring attitudes became dominant during the 1930's with the application of techniques devised by Thurstone and Chave,

Likert and Guttman. Murphy and Likert (1938) described a scale as "groups of questions which cling together statistically in clusters, since they deal with similar issues." p. 316. Ford (1954) and Good (1959) extend this description of attitude scales to include those units which have been experimentally determined and equated.

Although a number of techniques have been presented, the Thurstone (1929) method of equal appearing intervals and the Likert (1932) method of summated ratings are the most popular. Guttman (1944) developed the more laborious scalogram analysis method which stresses the concept of reproductability. Further explanation of the use of the Thurstone and Likert attitude scale questionnaire development techniques can be found in the Appendix.

The Likert scales used in this study are generally used when researchers are concerned with getting a measure of attitude differences of groups. There are several advantages in using this method with various groups. Scales have the quality of unidimensionality; in effect, this provides for the measurement of the same attitude by each statement included in the scale. Scales derived by this method are also applicable to other groups somewhat dissimilar to the original standardization group. Other advantages of the Likert method include the short period of time needed in deriving the scales (Edwards and Kearney, 1946), and the ease with which they can be adapted to modern statistical computation methods.

The Likert method was selected for this study because of its simplicity and because it is a relatively reliable method of obtaining accurate attitude measurements. This method allowed the researcher to

expend minimal effort in selection of attitude variables, since the eight criteria used served this purpose. The measures of reliability and validity were gathered with fewer steps and without the complicated statistics used in the Thurstone method.

CRITERIA

After review of literature relating to professions and professionalization (Pound, 1936; Carr-Saunders and Wilson, 1933; Horton, 1944; Lieberman, 1956; Scott, 1964; and Kleingartner, 1967), the researcher selected eight criteria for evaluating the professional status of the occupation under study. These criteria included:

- (1) The application of standards for selection and training.
- (2) The definition of job titles and functions.
- (3) The mastery of specified knowledge and skills supported by a systematic body of theory.
- (4) The development of a professional consciousness and professional culture.
- (5) The self-imposed standards of admission and performance.
- (6) The regulative code of ethics.
- (7) The community sanction of socially needed function.
- (8) The acceptance of professional authority.

Definitions for each criterion are given in Chapter III, DESIGN OF THE STUDY.

III. DESIGN OF THE STUDY

The following is an outline of the sequential development of the attitude questionnaire and its administration:

- I. Search for Initial Attitude Statements
 - A. Literature Related to Professions
 - B. Definition of Eight Criteria for the Questionnaire
- II. Evaluation and Selection of Questionnaire Statements
 - A. Guidelines
 - B. Critiques by Judging Groups
 - C. Student Pilot Studies
- III. Selection of the Sample
 - A. Student Sample
 - B. Procedures
- IV. Administration of the Questionnaire
 - A. First Administration
 - B. Test-Retest Administration

SEARCH FOR INITIAL ATTITUDE STATEMENTS

Literature Related to Professions

The questionnaire was essentially comprised of statements reflecting attitude objects from eight criteria. These criteria were gleaned from the literature on professionalism, as described in Chapter II.

Definition of Eight Criteria for the Questionnaire

Operational definitions for the eight criteria were:

- I. The application of standards for selection and training.
 - A. The individuals are selected into the profession, to perform specified functions, on the basis of training and experience.
 - B. The individuals must possess essential qualities for service in this profession, such as:
 1. Academic ability to secure a required degree.
 2. Intellectual ability, if problems are to be analyzed.
 3. Altruistic motivation.
 4. Sense of personal contribution to others.
 5. Ability to think organizationally.
 6. Ability to work over long hours and days in varying human contacts without relief.
 - C. The occupation does not settle for less well trained individuals when more highly trained individuals are not readily available. The profession's requirements for training do not depend on supply and demand conditions in the field.
 - D. The admission to graduate training programs demands a minimum experience based in a subordinate personnel function.
- II. The definition of job titles and functions.
 - A. The job definitions make clear what specific knowledges and skills are involved in the job and to what extent such jobs can be performed by persons with general academic qualifications, as opposed to specifically qualified and trained individuals.

- B. The definitions of job titles make clear the nature of the professional task involved, and there is no wasteful overlapping of common tasks performed by individuals with different titles. A systematic plan is used in defining jobs with appropriate and limiting titles.
- III. The mastery of specialized knowledges and skills supported by a systematic body of theory.
- A. The function of a systematic body of theory is a background for practice within a profession. On-the-job training is insufficient and inadequate for performing functions in a profession.
 - B. The systematic theory is the antithesis of traditionalism. Theory requires evaluation and innovation of field and generates self-criticism and theoretical controversy.
 - C. The theory provides for the development, from a nucleus of specialists, of an evolution of the researcher-theoretician.
 - D. The kind or amount of specialized knowledges or skills possessed by members of a profession is actually less significant than the combination in which these knowledges and skills are possessed.
- IV. The development of professional consciousness and professional culture.
- A. The development of a professional consciousness and culture is evidenced in such phenomena as professional journals, meetings, and organizations.

- B. The transmission and exchange of knowledge utilizes a technical vocabulary that is an inevitable characteristic of an established profession.
 - C. The professions operate through a network of formal and informal groups. Formal groups are: The institutional setting where the professional and client meet, educational and research centers, and professional associations. Informal groups are: The multitude of small, closely knit clusters of colleagues comprising a variety of affiliations.
 - D. The concept of a career is at the center of the professional culture. A career is essentially a "calling"--work that is never viewed solely as a means to an end but as an end in itself.
- V. The self-imposed standards of admission and performance.
- A. The legal or voluntary certification provided in a profession assures the competency of its members for admission to practice their skills.
 - B. The certification adds public relations value to the membership and provides measures for determining the complement of those practicing their work or employed at training institutions.
- VI. The regulative code of ethics.
- A. The profession's code is part formal and part informal. The formal is the written code which is adopted as an admission requirement to the profession. The informal is the unwritten code.

- B. The profession is committed to the social welfare through its ethical code, which becomes a matter of public record.
 - C. The professional assumes an emotional neutrality, rendering service upon request--even at the sacrifice of personal convenience.
 - D. The professionals participate in collegial relationships. Consultation and referral are representative of the collegial relationship--that is, the participation in appraisal of the needs of or planning of services to the public.
- VII. The community sanction of socially needed functions.
- A. The profession's control over its training centers and admission to the profession is accepted by society.
 - B. The profession is given a relative immunity from the community on technical matters related to its field. The profession convinces society that titles are earned conventionally through professional education.
 - C. The privileges given to professions by the community rest upon essential services, and these privileges are not granted to non-professional vocations.
- VIII. The acceptance of professional authority.
- A. The extensive education in systematic theory is the basis for the professional's authority.
 - B. The client derives a sense of security from the professional's assumption of authority.
 - C. The professional must not use his position of authority to exploit the client for purposes of personal gratification.

The professional must inhibit his impulses to use the professional relationship for his need to live vicariously. (Carr-Saunders and Wilson, 1933; Wrenn and Darley, 1949; and Vollmer, 1966.)

These criteria listed are generally associated with assessing the professionalization of teachers, lawyers, and scientists. However, they were used in a previous study of personnel work (Wrenn and Darley, 1949).

EVALUATION AND SELECTION OF QUESTIONNAIRE STATEMENTS

Guidelines

The researcher began writing statements based upon operational definitions provided for each criterion. In composing the statements, the following guidelines developed by Edwards (1957), pp. 13-14, were adhered to:

- (1) Avoid statements that refer to the past rather than to the present.
- (2) Avoid statements that are factual or capable of being interpreted as factual.
- (3) Avoid statements that may be interpreted in more than one way.
- (4) Avoid statements that are irrelevant to the psychological object under consideration.
- (5) Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
- (6) Select statements that are believed to cover the entire range of the effective scale of interest.

- (7) Keep the language of the statement simple, clear, and direct.
- (8) Write short statements--rarely exceeding 20 words.
- (9) Write statements to contain only one complete thought.
- (10) Avoid statements containing universals, such as: all, always, none, and never. These terms often introduce ambiguity.
- (11) Avoid words such as only, just, merely, and others of similar nature in writing attitude statements.
- (12) Write statements in the form of simple sentences, rather than in the form of compound or complex sentences.
- (13) Avoid the use of words that may not be understood by those who are to be given the completed scale.
- (14) Avoid the use of double negatives.

The statements were written to express both positive and negative attitudes toward the psychological object defined within each criterion. Following the format devised by Likert (1932), the researcher attempted to develop an equal number of positive and negative statements for each criterion. There were originally 147 statements written for the study.

Critiques by Judging Groups

The first examination by groups of graduate students of student personnel and by Student Services Administrators revealed a number of statements to be repetitive or poorly written; these were discarded. Each criterion had approximately 12 statements clustered around it, selected from those originally written by the researcher.

The statements were then assembled into a Likert-type questionnaire. Both positive and negative statements were placed randomly throughout

the questionnaire to avoid any possibility that respondents answer in a pattern. A single page of definitions, instructions for completing the questionnaire, and an example of a statement were made part of the instrument.

A second judging group made up of three college administrators and the researcher then examined each statement for content validity. Their task also included placing the statement in as many of the eight criteria categories as seemed appropriate, according to the scale definitions.

The number of judges in this second group was limited because, according to recent evidence (Edwards, 1957), a small group can obtain reliable scale values and reduce the work involved in statement selection. The persons for this group were selected primarily for their knowledge of attitude scale construction and interest in current research related to the professionalization of student personnel work. As mentioned, the researcher was also part of this team.

Each judge made an initial independent sorting of the statements and the sortings were compared. Fifteen statements were then eliminated, since there was a lack of agreement among the judges as to their placement.

Table I (see Appendix) shows the number of statements which were placed in each scale. Statements receiving the consensus (3 or 4) for placement in any one scale were compiled into an initial test questionnaire. This draft questionnaire was examined by graduate students enrolled in a graduate course for attitude scale development. These

students made further checks on the validity and wording of each attitude statement.

Student Pilot Studies

The statements which survived the check made by the graduate students were then compiled into a second draft questionnaire and were administered to a pilot group of undergraduate students at Oregon State University. After the indications were received from the second draft questionnaire, the researcher again weeded out troublesome statements and assembled a third draft questionnaire.

This third draft was critiqued by a group of Student Services Administrators and graduate students in the College Student Services Administrator Program at Oregon State University. Sixteen graduate students agreed to assist in this third phase of the questionnaire development.

For this third phase, each participant was contacted by the researcher and was given a description of the study and its purpose. The questionnaire was presented to each member of this group, along with a cover letter. Persons in this group were instructed to respond to each statement according to the way they felt Oregon State University undergraduates would respond. The strength of the resultant feelings was recorded on a 5-point continuum, ranging from strongly agree to strongly disagree. The researcher instructed this group to circle any ambiguous words or phrases. This group was also requested to offer suggestions on the wording of statements and to comment on the clarity and

relatedness of the definitions and instructions. Comments were to be written beside each statement or on the back of the questionnaire.

After the third-draft questionnaires were completed by this group and returned to the researcher, a list of suggestions and recommendations was compiled from the responses. Statements which produced neutral responses or which were not clearly understood were eliminated or rewritten. With these revisions, 80 statements were retained for further use in the now finalized questionnaire.

Each of the eight criteria scales was comprised of positively and negatively worded statements. Below is listed the distribution of these positive and negative statements in each of the criteria scales.

Criteria Scale	Positively Worded Statement	Negatively Worded Statement	Total Statement/Scale
I	5	5	10
II	5	3	8
III	6	5	11
IV	7	4	11
V	4	5	9
VI	5	4	9
VII	5	6	11
VIII	5	6	11
	42	38	80

SELECTION OF THE SAMPLE

Student Sample

During the first weeks of Spring Quarter, 1973, the researcher received a list of 277 students, the names being submitted by members of the Student Services staff (Housing, Greek Organizations, Counseling Center, and Student Union). These students comprised the sample population for this study.

After consultation with a member of the Oregon State University Statistics Department, it was decided that 150 students would be the smallest sufficient sample which could be used for statistical treatment of the data obtained from the finalized questionnaire. However, to insure a maximum return of the questionnaire, all 277 students were included for distribution of the questionnaire.

Procedures

Students were not required to sign their names on the questionnaire, since the purpose of the study was to gain some measure of differences in group responses rather than individual responses to the questionnaire. The exception to this was that 65 questionnaires were coded at random for use in retesting for reliability coefficients of the questionnaire during a test-retest administration. The names of those students randomly given the coded questionnaires were retained for the record.

It was essential that all the students know the nature of their involvement in this study. Therefore, each Student Services representative assisting the researcher was given letters of introduction from the researcher to distribute to each student before administering the

questionnaire. The complete instrument, including this letter of introduction, is included in the Appendix. The representatives of Student Services were very cooperative in assisting with the selection of the student sample and with the administration of the questionnaire.

ADMINISTRATION OF THE QUESTIONNAIRE

First Administration

The questionnaires were printed and distributed to the student sample by the Student Services representatives. Two conditions were instituted by the researcher for administering the questionnaire:

(1) Students residing in residence halls and in cooperatives received the questionnaire from the Head Resident, who also explained the procedures for completing the questionnaire. These subjects were requested to return the questionnaire to the Head Resident.

(2) Students residing off campus or affiliated with an organization on campus received notice from the Student Services representative or organization advisor regarding the time and location of the administration of the questionnaire. Generally, these students completed the questionnaire while on campus. These students returned the questionnaire directly to the Student Services representative or to the advisor.

The format and directions for the questionnaire to the sample group were essentially the same as for the pilot study groups. Students were requested, in a cover letter, to read the definitions and instructions carefully and then to respond to all statements. The average length of time taken for completing the questionnaire was 30 minutes.

Part II of the questionnaire was a rating scale for students. This scale provided a method by which the researcher could assess their contact and familiarity with Student Services and Student Service workers at Oregon State University.

The researcher distributed the questionnaires and cover letters to the Residence Hall staff and Student Services representatives within a period of three days. Two weeks were allowed for the completion and return of the questionnaires. During this time, the researcher monitored the rate and number of questionnaires which were returned to the representatives. When 150 questionnaires had been returned, the researcher contacted the Oregon State University Statistics Department for assistance in coding the data and transferring the data to IBM cards for computer processing. Within two weeks, 212 questionnaires (76.5%) had been returned.

Questionnaires which were completed improperly or completed by students with an insufficient amount of contact with Student Services were removed from consideration in the analysis of the data. As previously mentioned, the scale forming Part II of the questionnaire determined this exposure, by providing a list to each student of ten major Student Services Departments. Students indicated their amount of contact and familiarity with these services during the 1972-73 academic year on a rating scale of one to three. High degree of contact was represented by a response of three on this rating scale. The test results of a total of 167 students were eligible for the study after completion of this procedure. The test results of 38 of the 65 coded questionnaires were eligible for the retest administration.

Test-Retest Administration

The 38 eligible coded questionnaires were reserved for later use in obtaining test-retest reliability information. The 38 students were again contacted by the researcher after six weeks and administered the same questionnaire. The test-retest reliability coefficients obtained from this sample are found in the Appendix.

The primary objectives of this study were kept in mind: that the study sought to design a general method by which to obtain responses from student clientele and then to present an analysis of the responses received on one campus. By obtaining this statistical information, including the use of judging groups and a test for reliability, an indication was derived about the general effectiveness of the total questionnaire. This provided the level of confidence needed in obtaining the sample group's attitude toward the professionalization of student personnel workers in each of the eight areas used as criteria.

IV. PRESENTATION AND ANALYSIS OF DATA

PROCEDURES

The test results of the 167 eligible responses from the sample were coded and placed on computer sheets. These responses were later transferred to computer cards and submitted to the Oregon State University Statistics Department for analysis.

The test results of the eligible 38 (out of 65) coded questionnaires from the second questionnaire administration were similarly treated. This second set of 38 questionnaires acted as a test/retest reliability check on the results from the 167 eligible responses from the first questionnaire administration.

Test/Retest Procedure for Statistical Analysis

Two procedures were employed for statistical analysis of the data from the eligible responses to each questionnaire administration. The first was the test/retest measure for obtaining an indication of reliability. This was provided by analysis of the results of the second administration with its resultant 38 eligible questionnaires. The method used is called the Pearson Product Moment Correlations (Young and Veldman, 1965), through which reliability coefficients were obtained for each of the 80 questionnaire statements.*

$$*Formula: r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

The Pearson Product Moment Correlations method yielded a range of coefficients from .657 to .989. The literature was examined to determine the minimal level at which correlations may be used in interpretation for attitude scales. In this instance, Thurston (1931) reported that coefficients less than $r = .80$ could not be considered for interpretation in attitude questionnaires.

This test/retest for reliability showed that statements Nos. 24, 46, 65, and 66 had coefficients falling below .80, and so these statements were eliminated from further analysis as being unreliable for interpretation on attitude scales. The remaining statements on the questionnaire fell into the acceptable range of coefficients and so were retained for further analysis.

The Pearson Product Moment reliability method used on the eligible results from the second administration of the questionnaire provided proof that a generally positive correlation existed between the same sample group on the two separate testing occasions separated by six weeks. Not considering a variable such as memorization, it may be concluded that this form of questionnaire would tend to produce consistent responses when administered twice over a period of time exceeding one month. The correlations coefficients which were obtained from the test/retest procedure are listed on Table II of the Appendix.

Test for Significance of Statistical Data

This second procedure used in analysis of the data was employed for the eligible responses from the sample of 167 students. This procedure first required that two hypothetical means be adopted which would

determine highly positive and highly negative attitude responses. These mean scores were derived from the average scores of all the student sample on each of the 80 statements. Response categories on the questionnaire ranged from 1.0 to 5.0 for each statement, with 3.0 representing neutral responses. Therefore, hypothetical mean scores were to represent highly positive or highly negative attitudes of the sample and had to be located at either end of this range of possible responses.

After consultation with the Oregon State University Statistics Department, mean responses of 3.5 and above and 2.5 and below were designated as being in a highly positive or highly negative attitude range. Mean scores ranged from either extreme on the 1-to-5 answer continuum (see Table III in the Appendix). Scores located in these highly positive and highly negative attitudes were retained for further analysis. Neutral scores clustered around 3.0 were eliminated from additional analysis, because these represented a lack of "ability" by the sample to categorize statements representing certain elements of professional status.

Of the 80 questionnaire statements, 43 received mean responses falling into the highly positive or highly negative range, confirming the basic requirement for all Likert-type attitude scales that they produce discriminating responses from the sample--both positive and negative--in sufficient quantity that the questionnaire could be used in future administration.

These remaining 43 statements were used to further establish the relationships existing between sample responses (both positive and negative) and those elements which were previously designated at

comprising professional status. This step followed closely the earlier procedures (judging groups, pilot test, and test/retest for reliability) which established checks of validity and reliability of the questionnaire.

T-Test Procedure

The test for significance sought to determine further if differences between the actual mean scores of the 43 sample score and the two hypothetical means (3.5 and 2.5) were attributable solely to chance. If these differences were not attributable to chance, then it was reasonable to conclude that a positive or negative relationship existed between student attitudes, as reflected by the questionnaire answers, and what was defined by each statement on the questionnaire as an element of professional status of student personnel workers.

The 43 scores above 3.5 and below 2.5 were included in the t-test of significance for the questionnaire (see Table IV of the Appendix). The assumption was made that the difference between these 43 mean scores and the two hypothetical means (3.5 and 2.5) would be zero. Mean scores found to be significant at the .05 level of confidence were retained for analysis.

ANALYSIS OF WEAKNESS AND STRENGTH OF THE QUESTIONNAIRE

From the t-test, 16 statements were found to be significant at the .05 level or above. Thirteen statements out of these 16 were

significant at the .01 level of confidence. The remaining 27 statements out of the 43 were not significant.

The 16 statements significant at the .05 level or above became a core of interpretation to help establish the relationships between the students' positive or negative attitudes and professional status. Therefore, each of the 16 statements was examined to see which aspect of professionalism was represented--the negative or the positive.

Nine of the 16 statements related to significantly positive aspects of professional status. These were located in six of the eight scales. This procedure confirmed that the questionnaire would produce significantly positive attitude responses from the student sample. However, the procedure also revealed one weakness of the questionnaire, i.e., at least one significantly positive statement was not placed in EACH of the eight criteria scales, but only in six of them. It is important to note that two responses from this group of nine were found in Scales Nos. II, VI and VII. Similarly, the t-test procedure produced significantly negative responses in four of the eight criteria scales, but not in EACH of the eight criteria scales. Scales Nos. I, III, V and VII contained a sufficiently negative response.

On the basis of these results, it was believed that, had two of the criteria been eliminated from consideration prior to administration of the questionnaire, the questionnaire would have been of better quality. These two criteria concerned (1) self-imposed standards of admission and performance and (2) regulative code of ethics. In both of these criteria, there was doubt that students could adequately know about codes of ethics or standards of performance, since these are generally

in written form and possibly not even known by the majority of student personnel workers themselves.

ANALYSIS OF THE SIXTEEN ELIGIBLE STATEMENTS

Criterion Scale I	The application of standards for selection and training
Statement no. 10	It is sometimes permissible for universities to hire Student Services personnel who do not have previous graduate training.
Attitude	Negative; sample mean = 3.716
<hr/>	
Criterion Scale II	The definition of job titles and functions
Statement no. 44	It is not difficult to determine the content of Student Services work based on job titles.
Attitude	Positive; sample mean = 3.685
Statement no. 49	Student Services work often requires long working hours in various contacts with students.
Attitude	Positive; sample mean = 3.502
<hr/>	
Criterion Scale III	The mastery of specialized knowledges and skills supported by a systematic body of theory.
Statement no. 59	Unfortunately, college traditions are the principal influences governing Student Services workers' attitudes toward their jobs
Attitude	Negative; sample mean = 3.667
<hr/>	
Criterion Scale IV	The development of professional consciousness and professional culture.
Statement no. 36	Most students would agree that Student Services workers are not part of any movement to examine the policies related to students on campus.
Attitude	Positive; sample mean = 2.245
Statement no. 31	Students generally accept Student Services workers as highly trained individuals.
Attitude	Positive; sample mean = 3.826
<hr/>	
Criterion Scale V	The self-imposed standards of admission and performance.
Statement no. 37	By undergoing periodic job analysis, Student Services workers would be perceived as effective workers on the college campus.

Attitude	Positive; sample mean = 2.199
<hr/>	
Criterion Scale VI	The regulative code of ethics
Statement no. 6	Student Services workers are often reluctant to offer assistance when asked by students.
Attitude	Negative; sample mean = 2.287
Statement no. 12	Student Services workers avoid letting their personal feelings interfere with their professional relationships with students.
Attitude	Positive; sample mean = 3.699
<hr/>	
Criterion Scale VII	The community sanction of socially needed functions.
Statement no. 7	Most Student Services answer an indispensable social need for students.
Attitude	Positive; sample mean = 3.902
Statement no. 13	In general, Student Services workers seem concerned with the total well-being of college students.
Attitude	Negative; sample mean = 2.432
Statement no. 57	Parents of students are not critical of the role of Student Services workers.
Attitude	Positive; sample mean = 3.811
Statement no. 78	Too often a lack of trust exists among students and Student Services workers.
Attitude	Negative; sample mean = 3.764
<hr/>	
Criterion Scale VIII	The acceptance of professional authority
Statement no. 9	When advising students, Student Services workers are often more concerned with maintaining college policy than with the welfare of students.
Attitude	Negative; sample mean = 3.504
Statement no. 39	Student Services workers maintain the respect of students outside their official capacities at the college.
Attitude	Positive; sample mean = 3.646

Statement no. 71 Student evaluations of Student Services workers
would reveal a lack of support for authority
granted to these workers.
Attitude Negative; sample mean = 3.679

V. SUMMARY AND CONCLUSIONS

PURPOSE NUMBER ONE: QUESTIONNAIRE DEVELOPMENT

The first purpose of this study was: To establish a means to assess the degree of recognition of professional status accorded student personnel workers by their student clientele through the construction of an attitude questionnaire based upon statements derived from eight criteria for evaluating professional status.

Procedures

Two essential procedures were required to achieve this purpose:

(1) Determination of a set of criteria by which professionalism could be measured.

(2) Research for a method of obtaining attitude measures, principally through the use of an attitude questionnaire.

Definitions of professionalism were researched and a number of criteria were reviewed and considered for inclusion in a questionnaire. The eight criteria chosen for use in the questionnaire of this study were derived from studies by Lewis and Maude, Wrenn and Darley.

These eight criteria were then written in the form of statements on an attitude questionnaire. Each statement was to measure some factor related to the professional status of student personnel workers.

Central to the use of this questionnaire was the selection of certain undergraduate students who became the sample population. Their

attitudes were sought, based upon the desire of the researcher to obtain responses from a group which is considered to be the clientele of student personnel workers.

After the questionnaire was subjected to judging groups and pilot groups of students, it was felt that the questionnaire was ready for administration to the student sample. This sample was limited to those students having a high degree of contact with student personnel workers at Oregon State University.

Principal Findings and Conclusions

The researcher felt that the resultant questionnaire represented a valid preliminary effort to respond to a decade-long challenge by noted student personnel writers (Berdie, Muller and Brown) to create a better means by which the student personnel worker could determine how others in the college community view this field of work. By using such an attitude questionnaire, an evaluation can be made of responses to obtain descriptions of specific predispositions of a sample toward the referent included in each attitude statement.

In the instance of this research, statements were not placed in the questionnaire because the researcher strongly believed they reflected qualities of student personnel workers being measured; statements were placed in the questionnaire because they reflected the results of previous definitions of criteria measuring professional status of several occupations. The reliability and validity checks of the questionnaire initially took a great deal of time, prior to the actual analysis of the results obtained from administration of the questionnaire to the sample.

Because there are difficulties in validating a questionnaire of this nature, the researcher did not set out to provide more than a means to measure professional status. The various tests of the questionnaire results revealed that the questionnaire had inherent weaknesses based in two of the criteria. However, 16 of the questionnaire statements were found to produce significantly positive or significantly negative attitude responses from the student sample, thus the total questionnaire was judged to be a valid preliminary effort. However, an important weakness in the questionnaire results was the fact that out of the eight criteria scales only two produced both positive and negative statements that were significant.

PURPOSE NUMBER TWO: ATTITUDE MEASUREMENT
AND ANALYSIS

The second purpose of this study was: To determine and analyze the attitudes, as measured by the questionnaire, of a sample of Oregon State University undergraduate students who had significant contact with Student Services.

Procedures

Essentially, the results of the questionnaire were subjected to three tests. The first was a test/retest of the questionnaire to determine eligibility coefficients of each statement and of the entire questionnaire. The second was the obtaining of means and standard deviations which gave an indication of the "level" of attitude from the sample. As expected, the resultant means ranged along a normal curve.

The researcher sought to use the means obtained at either end of this curve to determine if they were truly representative of highly positive attitudes or highly negative attitudes toward student personnel workers. The process used for this determination was the t-test. From this test, the "feelings" of the sample, as measured by the questionnaire, were obtained.

Principal Findings and Conclusions

Each of the eight criteria scales contained at least one significantly positive or one significantly negative response. As expected, the students sampled saw the area of student services as a rather complex entity on the college campus. The profile below reflects both the complexity and confusion which exist within student clientele as to a true definition of the student personnel worker.

From the responses, it appeared that few students had knowledge about such things as a student personnel worker code of ethics, professional journals, or conferences. The sample tended to relate to student personnel based on their knowledge of these workers' counseling and advising functions. To explain these responses, a compilation of attitudes (from positive through negative statements) was made to reflect what the sample consider to be a general profile of the student personnel worker.

Statistical analysis of the eligible data revealed that the students sampled believe that student personnel workers:

- (1) have job functions easily understood by students.
- (2) answer an indispensable social need for college students.

(3) perform many job functions based on traditional job definitions.

(4) are concerned with the total well-being of college students, but are often more concerned with upholding college rules than with the personal welfare of students.

(5) are highly trained individuals engaged in long hours of student contact.

(6) have little authority on campus.

(7) are engaged in making changes in college policies affecting students, but often incur a lack of trust on the part of students.

This profile may represent the basis for further research, using the 16 statements representing the core of significantly positive and negative student sample attitudes. As evidenced by the above profile, the student responses did not show conclusively that student personnel workers had attained a high degree of professional status or should be regarded as professionals. However, the sample showed a sensitivity to the function of these workers as related to their direct contact with students.

It has been noted that throughout the literature there continues to be a challenge for self-examination of the student personnel occupation along the lines which would further justify its existence alongside the college teaching field. Although this research did not probe this area, the background research for this study did imply that student personnel work should go beyond its present state of obscurity on the college campus.

This study did not define student personnel as a separate entity on the college campus, apart from the teaching faculty. It also did not depict the field as solely administrative. One point concluded in examining the background literature for this research was the fact that the student personnel worker, like the faculty member, must consider the students as clientele, as the students' attitudes are of supreme importance in the struggle for professional recognition of this occupation.

A hesitancy appears to exist among most students against actually seeking out student services except to answer what Maslow would term "basic needs." This lack of knowledge on the part of the sample clientele of this study tends to stir curiosity of the writer and to point up the necessity of educating students about the full range of services offered by this occupation.

SUMMARY

In summary, this research set out to accomplish two tasks: (1) To establish a means of assessing the degree of professional status accorded student personnel workers by constructing an attitude questionnaire for student clientele, based upon statements derived from eight criteria for evaluating professionals; and (2) To determine and analyze the attitudes measured by the questionnaire of a sample of Oregon State University undergraduate students having significant contact with Student Services. It cannot be stated that this research produced any startling revelations. It did narrow the researcher's perspective concerning the nature of student personnel work as a profession. Before undertaking the research, the researcher believed that most students at

Oregon State University had sufficient knowledge of student personnel work. This was obviously an overestimation on the part of the researcher.

This study should be regarded as a "door opener" to future research in the student personnel field. One place to begin additional research is with the six criteria established as valid in this study, after statistical analysis. These criteria, however, need refining and possibly redefining to make them more relevant to the educational field and less attached to the more traditional independent professions.

RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the initial purposes of this study and its findings, the following suggestions are made for further research:

(1) New and additional criteria must be examined to measure the professionalism of student personnel workers. The criteria for this study were based on earlier precepts of the 1940's. Today's student personnel workers should be evaluated as professionals on the basis of their contribution to students and to the college organizations they serve. It is suggested that student personnel workers themselves can best analyze which characteristics possessed by peers can be regarded as professional in nature.

(2) Students who do not have high contact with student personnel should be offered the opportunity to give their feelings about what characteristics best exemplify the professional student personnel worker. By using the feedback from such students, several factors related to professionalism may be derived; and these factors can assist

in producing a core of criteria to supplement or replace those used in this study.

(3) The 16 statements retained in this study can be placed in questionnaire form and administered again to other groups of students on the Oregon State University campus or on other campuses to verify "ability" of these statements to elicit positive or negative responses.

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APPENDIX

TABLE I
SORTING INTO SCALES BY JUDGES

Item #	1	2	3	4	5	6	7	8
1	4							
2		3		1				
3			4					
4	2				2			
5		2					1	1
6	4					3		
7								
8				4				
9							3	1
10		1		1		2		
11					3			1
12						3	1	
13	3			1				
14			4					
15		1			3			
16				3			1	
17						1		3
18	4							
19						1		3
20						4		
21							4	
22							1	3
23	3							
24				1		1	1	1
25			3			1		
26			1		1		2	
27								4
28	2							
29	1			1		2		
30		3			1			
31			4					
32		4						
33	1					1		
34					2		1	1
35		4						
36		1		3				
37				4				

TABLE I--Continued

Item #	1	2	3	4	5	6	7	8
38			4					
39	1				2	1	1	
40	4							
41		3	1					
42	1					3		
43			4					
44								4
45						4		
46			3		1			
47						3		1
48			4					
49					1			3
50					2		2	
51				2			1	1
52						4		
53								
54					2		1	1
55	4							
56						1	3	
57			4					
58			4					
59								4
60		4						
61			3		1			
62						2	1	1
63	4							
64							3	
65			1		2			1
66							4	
67			1	3				
68					4			
69							4	
70			4					
71								4
72				4				
73							4	
74				1		3		

TABLE II
SIPS VERSION
TEST-RETEST CORRELATION COEFFICIENTS

Item	
1.	.849
2.	.956
3.	.826
4.	.930
5.	.893
6.	.844
7.	.946
8.	.901
9.	.957
10.	.989
11.	.865
12.	.947
13.	.897
14.	.861
15.	.950
16.	.889
17.	.899
18.	.953
19.	.922
20.	.923
21.	.864
22.	.893
23.	.715
24.	.762
25.	.834
26.	.918
27.	.968
28.	.976
29.	.931
30.	.869
31.	.926
32.	.931
33.	.892
34.	.948
35.	.886
36.	.932
37.	.858
38.	.949
39.	.938
40.	.881
41.	.913
42.	.949
43.	.910
44.	.963
45.	.971
46.	.713
47.	.930
48.	.969
49.	.956
50.	.977
51.	.849
52.	.959
53.	.916
54.	.967
55.	.916
56.	.964
57.	.906
58.	.961
59.	.956
60.	.857
61.	.917
62.	.808
63.	.870
64.	.830
65.	.786
66.	.692
67.	.844
68.	.867
69.	.959
70.	.840
71.	.838
72.	.931
73.	.945
74.	.961
75.	.876
76.	.963
77.	.957
78.	.987
79.	.934
80.	.865

TABLE III
ATTITUDE STATEMENT - MEANS (\bar{x}) AND STANDARD DEVIATIONS (S.D.)

Item	\bar{x}	S.D.									
1	3.021	.933	21	2.233	.882	41	2.868	.805	61	3.451	.967
2	3.886	1.520	22	3.406	.787	42	3.184	1.049	62	3.673	.991
3	2.655	.877	23	3.607	.846	43	3.387	.747	63	2.136	1.871
4	2.759	1.002	24	3.679	.866	44	3.685	1.191	64	3.653	1.036
5	3.418	.835	25	2.318	.927	45	2.411	1.002	65	3.251	.879
6	2.287	.974	26	2.113	1.089	46	2.483	.977	66	3.349	.963
7	3.903	.989	27	3.868	1.049	47	2.902	.930	67	2.015	1.357
8	2.711	.789	28	2.864	.814	48	2.901	.823	68	3.871	1.035
9	3.504	1.097	29	3.187	1.065	49	3.502	.998	69	3.251	.891
10	3.716	1.050	30	3.987	.805	50	3.053	.897	70	3.311	.835
11	2.137	.733	31	3.826	1.043	51	3.395	1.007	71	3.679	.791
12	3.699	1.175	32	3.689	.810	52	2.431	1.032	72	3.981	.835
13	2.435	.880	33	3.714	.954	53	3.419	1.075	73	2.087	.888
14	3.418	.794	34	3.236	.976	54	3.287	1.088	74	3.651	.935
15	3.289	1.016	35	3.461	1.124	55	3.287	1.010	75	3.859	1.201
16	3.177	.991	36	2.245	1.013	56	3.179	.766	76	2.135	1.116
17	3.812	1.087	37	2.199	.925	57	3.811	.987	77	2.057	1.357
18	3.771	.987	38	2.853	1.014	58	3.714	1.135	78	3.764	1.061
19	3.811	.974	39	3.646	.916	59	3.667	1.011	79	2.501	1.018
20	2.233	1.026	40	3.448	.904	60	3.598	.991	80	2.139	.761

TABLE IV
 T-TEST OF SIGNIFICANCE
 SCORES ABOVE 3.5 AND BELOW 2.5 VALUE
 (Significant at .01**, .05* Level)

Item	Item
6. -2.497**	39. 1.496*
7. 3.799**	44. 3.279**
9. 2.171**	49. 5.721**
10. 3.015**	52. -1.604
11. -1.148	57. 3.745**
12. 3.135**	58. .441
13. -3.719**	59. 3.178**
17. .661	60. 1.417
18. .831	62. 1.160
20. -1.379	63. -1.228
21. -1.191	64. .830
23. 1.008	67. -1.228
24. .116	68. .845
25. -1.515	71. 3.351**
26. .122	72. - .454
27. 1.659	73. - .573
30. 1.505	74. .348
31. 2.417*	75. 1.397
32. 1.198	76. - .729
33. -1.604	78. 1.713*
36. -3.322**	80. -1.118
37. -5.301**	

Dear Student Participant:

I would like to introduce you to a research project that is being completed as part of my doctoral research here at Oregon State University.

The attached questionnaire is a survey instrument which is a principle part of this research. I would like your assistance in the project by completing the questionnaire. In addition, your comments regarding the statements on the questionnaire will be of great benefit to me with the study.

Please note the following instructions and as closely as possible, follow this outline.

- (1) Read the definitions and instructions for completing the questionnaire in Part I. Make any remarks regarding the clarity of this section on the back of the questionnaire.
- (2) Read each statement in Part I and answer according to the directions; circle any words or phrases in these statements that you do not understand; and, write beside statements comments you have that would make them clearer to you.
- (3) Complete Part II and respond to this section in a similar manner as described to Part I.

Your honest opinion on each statement is most important as well as responses to all the statements on the questionnaire. The questionnaire requires approximately 30 minutes to complete.

Thank you for your willingness to participate in this research project.

Roger Campbell

Dear (Fellow Student) (or Name)

Thank you again for your willingness to participate as a judge for review of the attached Student Questionnaire.

I would appreciate your perusal of the overall format and design of the questionnaire and for any suggestions to me regarding changes that you think may be appropriate for the questionnaire prior to its submission to the student sample. I would like you to respond to each of the statements according to the way you think Oregon State University undergraduates would respond. Circle any words or phrases that you consider are ambiguous or unclear. Your suggestions on the wording of the statements will certainly lend to their effectiveness with the target sample of students.

Statements that you consider are unrelated to the area of professionalization of student personnel work should be noted with a check mark (✓).

I shall arrange to meet with you upon completion of the questionnaire and discuss additional suggestions on the content of this study at that time.

Again, thank you for your assistance.

Roger G. Campbell

STUDENT QUESTIONNAIRE

Part I.

The following pages contain a number of statements concerning student services and student services personnel characteristic of those at Oregon State University. Student Services are coordinated through the Office of Dean of Students and generally include: The Memorial Union (and Programs); Student Activities Center; Student Financial Aid Office; Counseling Center; Residence Halls (and Programs); Fraternity and Sorority Activities; Cooperatives; and the Student Health Center. The personnel responsible for supervising and administering these services include: the administrative staff of Student Services (Dean and Associate Dean of Students) located in the Administrative Services Building and Memorial Union; and, specialized personnel (Directors, Counselors, and Activities Advisors) located in each service who relate in an official capacity for the university with individual students or student groups.

The statements are written in such a way to reflect the general attitudes that may be held by students toward the overall area of student services and of student services personnel. To shorten each of these statements, such phrases as "in my opinion" are eliminated; respondents should infer this meaning to each statement. No "right" or "wrong" answers exist in the questionnaire.

Please read each statement carefully; then show your agreement or disagreement with each by marking in the appropriate answering column. Record your first impression--and respond to all statements.

Response choices:

Circle SA if you strongly agree with the statement.

Circle A if you partially agree with the statement.

Circle N if you are neutral toward the statement.

Circle D if you partially disagree with the statement.

Circle SD if you strongly disagree with the statement.

Example:

SA N D SD Corvallis has more rain than Topeka.

Since A is circled this indicates that the person responding is in partial agreement with the statement.

1. SA A N D SD High standards of education are exhibited by Student Services workers in their day-to-day activities with students.
2. SA A N D SD The term Student Services is adequately defined for students on this campus.
3. SA A N D SD Students show an awareness that Student Services personnel have little knowledge of the areas within their department.
4. SA A N D SD A national organization for Student Services personnel cannot enhance their acceptance by the college community.
5. SA A N D SD Student Services show evidence of continuous in-service training for its personnel.
6. SA A N D SD Student Services workers are often reluctant to offer their assistance when asked by students.
7. SA A N D SD Most Student Services answer an indispensable social need for students.
8. SA A N D SD The area of Student Services could use evaluation by college students.
9. SA A N D SD When advising students, Student Services workers are often more concerned with maintaining college policy than with the welfare of students.
10. SA A N D SD It is sometimes permissible for universities to hire Student Services personnel who do not have previous graduate training.
11. SA A N D SD Most Student Services workers possess a number of observable skills related directly to their jobs.
12. SA A N D SD Student Services workers should avoid letting their personal feelings interfere with their professional relationships with students.
13. SA A N D SD In general, Student Services workers seem concerned with the total well-being of college students.

14. SA A N D SD Many individual student problems affecting their personal welfare are most adequately referred to Student Services.
15. SA A N D SD With their knowledge, Student Services workers should not have limits placed on their work experiences in the college community.
16. SA A N D SD The content of work performed by Student services workers is not based on any specific knowledge.
17. SA A N D SD Most Student Services personnel make a conscious effort to be visible to college students.
18. SA A N D SD The college diploma is a sufficient means to determine the job qualifications of Student Services personnel.
19. SA A N D SD Student Services workers seem highly motivated to perform their jobs well.
20. SA A N D SD Generally speaking, Student Services are not an integral part of the academic community on this campus.
21. SA A N D SD Students respect the fairness shown by Student Services workers in reaching important decisions.
22. SA A N D SD The area of Student Services does not show high standards for selecting people who want to enter the occupation.
23. SA A N D SD Most Student Services work is based on the performance of administrative detail work for the university.
24. SA A N D SD Student Services workers adhere to strict norms of behavior for themselves when working with students.
25. SA A N D SD Student Services workers have a technical vocabulary not possessed by other campus workers.
26. SA A N D SD Many of the official duties performed in Student Services are not essential to the college student.

27. SA A N D SD Student Services workers are often domineering in their attitudes toward students.
28. SA A N D SD Student Services workers show a genuine concern for college students.
29. SA A N D SD Most students understand the meaning behind the job titles given to Student Services workers.
30. SA A N D SD The area of Student Services maintains standards of competency for its personnel
31. SA A N D SD Students generally accept Student Services workers as highly trained individuals.
32. SA A N D SD The professional authority of Student Services workers over their work rests to a great extent on their position within the university.
33. SA A N D SD Prior to graduate training, Student Services workers should have a minimum experience as administrators in the Student Services area.
34. SA A N D SD Student Services workers use their best judgments to achieve the most positive results for the students with whom they work.
35. SA A N D SD Few Student Services workers on this campus possess a combination of knowledge and skill which can be applied to solving problems of students.
36. SA A N D SD Most students would agree that Student Services workers are not part of any movement to examine the policies related to students on campus.
37. SA A N D SD By undergoing periodic job analysis, Student Services would be perceived as effective workers on the college campus.
38. SA A N D SD Student Services may often prefer not to assist students in extracurricular activities.
39. SA A N D SD Student Services workers maintain the respect of students outside their official capacity at the college.

40. SA A N D SD Most student personnel workers impress me as intelligent people.
41. SA A N D SD I find too many student personnel workers performing similar jobs but with different job titles.
42. SA A N D SD Although it is not always evident, most student personnel workers excel at their jobs.
43. SA A N D SD I find it irritating when being shifted continuously from one Student Services office to another to have problems answered.
44. SA A N D SD It is not difficult to determine the content of student personnel work based on job titles.
45. SA A N D SD Most student personnel workers are willing to give their time to students for informal conversation.
46. SA A N D SD An understandable code of ethics should govern the relationship of students with Student Services workers.
47. SA A N D SD Student Services workers are generally very genuine in their relationships with students.
48. SA A N D SD Generally speaking, specific academic degree requirements at the graduate level is an essential element in preparation for work with college students.
49. SA A N D SD Student Services work often requires long working hours in various contacts with students.
50. SA A N D SD Most Student Services personnel seem to regard themselves as occupying a life-long career on the college campus.
51. SA A N D SD It is not important that Student Services workers pay close attention to the behavior of their colleagues.
52. SA A N D SD Student personnel workers often use their position within the university to take advantage of college students.

53. SA A N D SD Usually top college officials have control over the activities conducted with Student Services offices.
54. SA A N D SD It would seem that on-the-job training is sufficient educational preparation for most Student personnel workers.
55. SA A N D SD Workers in Student Services are known primarily for their knowledge of behavioral sciences such as psychology and sociology.
56. SA A N D SD A method of certification of student personnel workers would help them become more accepted as professionals by college students.
57. SA A N D SD Parents of students are not critical of the role of Student Services workers.
58. SA A N D SD Many Student Services workers should not have been permitted entry into their field of work.
59. SA A N D SD Unfortunately, college tradition is the principle influence governing Student Services workers' attitudes toward their jobs.
60. SA A N D SD Student Services workers often share with students information gained from professional journals.
61. SA A N D SD There is no need for trained Student Services workers to leave their occupations for another field of work.
62. SA A N D SD Student Services workers are often in extensive planning sessions on the behalf of students.
63. SA A N D SD Many Student Services workers should be removed from their positions because of their ineffectiveness in relating to students.
64. SA A N D SD It would seem that Student Services workers must obtain training in several academic areas in order to perform their work.
65. SA A N D SD Most Student Services workers do not show enough insight into day-to-day problems of students.

66. SA A N D SD Many Student Services workers seem unhappy with their work on this campus.
67. SA A N D SD The possession of certification in the form of licenses on the part of Student Services workers would enable more respect by students.
68. SA A N D SD Student Services workers don't often complain about the extraordinary hours they are required to keep in fulfilling their job responsibilities.
69. SA A N D SD Student Service workers offer positive direction to students engaged in college activities programs.
70. SA A N D SD Too often Student Services workers are inaccessible to students.
71. SA A N D SD Student evaluations of Student Services workers would reveal a lack of student support for the authority granted these workers.
72. SA A N D SD Student Services work is based primarily on interpersonal relations without a need for sound educational preparation.
73. SA A N D SD Work performed in Student Services is indispensable in meeting the educational needs of students.
74. SA A N D SD Student Services workers seem to be a close-knit group on this campus.
75. SA A N D SD Generally, students accept decisions made by Student Services concerning student welfare.
76. SA A N D SD Without the benefit of job titles, many Student Services workers could not relate well to students.
77. SA A N D SD Many Student Services workers seem to use their work as stepping stones to better paying jobs.
78. SA A N D SD Too often, there is a lack of trust among students and Student Services workers.
79. SA A N D SD Student Services are often unavailable to assist students with problems.

80. SA A N D SD Students often regard the Student Services worker as a person with new ideas for changes on campus.

STUDENT QUESTIONNAIRE

Part II.

Below is a list of ten major departments and activities that are part of the Division of Student Services on this campus. Beside each of these are two spaces headed A and B respectively. In the space provided under heading A please indicate the degree of contact you have had this academic year for each department or activity on a continuum of 1 to 3. (What you consider to be a high degree of contact will be represented by the number 3, infrequent contact represented by the number 2 and no contact represented by the number 1.) Again indicate in the space provided under heading B on a continuum of 1 to 3, where you have encountered Student Services workers who have had considerable effect upon you personally through your formal or informal contact with them. (What you consider to be a considerable effect will be represented by the number 3, little effect represented by the number 2 and no effect represented by the number 1.)

	A	B
Student Financial Aid Office	_____	_____
Counseling Center	_____	_____
Residence Halls (and Programs)	_____	_____
Cooperatives (and activities)	_____	_____
Fraternities (and activities)	_____	_____
Sororities (and activities)	_____	_____
Memorial Union (and Programs)	_____	_____
ASOSU Activities	_____	_____
Administrative Services (Dean and Associate Deans of Students)	_____	_____