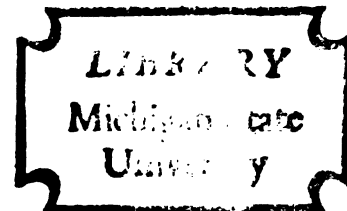


CAREER PATTERNS OF SELECTED MICHIGAN  
SECONDARY SCHOOL COUNSELORS

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
RICHARD M. MAJETIC

1968



This is to certify that the

thesis entitled

CAREER PATTERNS OF SELECTED MICHIGAN  
SECONDARY SCHOOL COUNSELORS

presented by

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has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Counseling, Personnel  
Services and Educational  
Psychology.

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## ABSTRACT

### CAREER PATTERNS OF SELECTED MICHIGAN SECONDARY SCHOOL COUNSELORS

by Richard M. Majetic

The purpose of this study was to gather a comprehensive set of data regarding the career patterns of selected secondary school counselors in the state of Michigan. The counselors selected were those listed as counselors in the state at some time between 1954 and 1964. The returns were dichotomized into groups labeled: current counselors and former counselors. In addition, a small sample of students enrolled in counselor education courses was drawn and their characteristics noted and compared with the current and former counselors. The student group was labeled, aspiring counselors.

The questionnaire upon which the study is based consisted of four parts. The first part of the questionnaire, personal-social, yielded pertinent information about each subject, his parents and his participation in professional and civic organizations. The second part, the educational history, yielded information about when the education was received, the degrees awarded, certification held, the amount of training in counseling at the time of the first counseling job and the amount of training since the first counseling job. The third part of the

questionnaire, the occupational history, yielded information about length of time at each position, the titles of the positions held, career goals at various choice points, when the decision was made to enter counseling, the reason for the decision satisfactions or dissatisfactions in the job of counseling and future job goals. The fourth part of the questionnaire was designed just for those who left counseling and yielded the reasons for leaving and their attitudes toward returning to counseling in the future.

Chi square contingency tables were used to test for the existence of relationships between responses to selected variables. Career patterns were described applying Miller and Form's analysis to determine the stability of the patterns defined. Modal descriptions of each group were ascertained.

### Findings

The groups--aspirant, current and former counselors--differed significantly on most variables. For example, the three groups differed in the proportional male to female ratio. While the current counselor group tended to be representative of the proportions found across the nation, female aspiring counselors had slightly higher representation and female former counselors had a slightly lower representation.



No statistically significant difference was observed among the groups which was related to: the place where raised; father's occupation; mother's occupation; the reasons given for becoming a counselor or the reasons for deriving satisfaction from counseling.

Of the fifty-eight comparisons made and the twenty-three that resulted in statistical significance, relationships were most often found among the variables used when applied to the current counselor group.

Contrary to previous research, father's occupation produced the fewest number of relationships with other variables.

Counselors make decision to enter the educational profession as teachers. Future goals seem to be of relatively short range. The patterns suggest careers built on opportunity and the contingencies at the job site as opposed to long-range rational planning.

Career patterns tended to be either stable or conventional.

CAREER PATTERNS OF SELECTED MICHIGAN  
SECONDARY SCHOOL COUNSELORS

By

Richard M.<sup>h</sup> Majetic

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To

Delafield Francis Sparks

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## CHAPTER I

### THE PROBLEM

#### Introduction

Researchers from the time of Galton have been aware of and interested in studying the varying characteristics of man. As a basis for such a study, workers at different times have viewed man through his conscious or unconscious, his rational or irrational, and his individual or corporate acts. The resultant patterns of behavior have been fruitful in that they have defined modal behavior and have allowed us to observe variation of behavior within groups as well as between groups.

#### The Problem in Historical Perspective

The history of the guidance movement in the United States although only fifty years old, has experienced much growth and with the growth, change. The Parsonian era, which began the movement in the early 1900's, was built on the concept that one individual could help another by placing him in a job. The conditions which spawned the need for such a role are a result of industrialism and the spread of modern forms of democracy. The increasing division of labor and the growth of technology made it abundantly clear that a "broker" of sorts was needed to serve the

employers and the would be employees. The spread of democracy was manifest in the thousands of immigrants and their families representing a huge labor force. The pioneers in the guidance movement possessed a strong belief in the "improvability" of man and society. This belief stated that man has the ability to control his evolution. This latter premise tended to change the setting for vocational decisions from the home into the schools which would provide education and the opportunity for the masses to partake of the American dream.

The person to perform the task of guidance was called a vocational counselor. Generally he was a teacher in a school who was assigned the responsibility and most often was released for some period each day to assist students with job placements. Developments in measurement grew up along with vocational guidance, providing the counselors with tests and techniques. Usually, no special training was required of the counselor in those early days. The counselor's major function was to provide information that would result in the best matching of job and applicant.

Beginning at about the time of World War II, the emphasis changed to include additional dimensions than merely information-giving about jobs. Greater interest was paid to the "actors" in the guidance process. The individual and his perception of "self" became the focus



rather than the problem the individual presented. The literature during this period is replete with examples of the various ways theorists helped to change the focus. At the same time, the counselor and his role was being surveyed. Educational programs to provide the counselor with specific counseling skills were being instituted and attempts at a better definition of role were being made. No single educational program exists for training counselors nor does a single theory exist as to how they will conduct themselves and their business. However, some general notions of what their training should be, what kind of person they should be, and what kinds of services they should perform are extant among the professional counselors.

When we speak of a job, it connotes an activity to be performed. When we speak of a career, it suggests a continuity over time. It suggests further a theme or pattern. If we speak of counselors as having a career, then it is important for us to discover, if possible, the pattern that exists for the incumbents and the enlightenment of the theorists. Specific occupations have been studied by other investigators. These studies have focused on the process of occupational choice, personal value orientations as they relate to occupational preference, and the psychology of occupations. No studies could be found in the literature that dealt with the career patterns of

counselors. This lack of information has made the need abundantly clear.

Guidance and counseling has come under close scrutiny and has been the recipient of much good publicity and financial support in recent years. Much of the research and publicity has dealt with the processes of guidance. Some research has placed emphasis on the practitioner and his characteristics. Charges have been made, in earnest and in jest, that the guidance counselor is an opportunist on his way to an administrative position. Others have suggested that counselors have been dredged from the ranks of unsuccessful teachers.

It is not the intention of this study to make value judgments or draw any conclusions concerning the charges made against guidance counselors, but rather to investigate the characteristics of counselors in Michigan and the factors which aid in defining a career pattern for them.

According to Shartle (1952), a career is a series of occupations through a person's working life. Mannheim (1952) said that career, in the strict sense, refers to the progress of a person through a bureaucracy. At each step the individual receives a neat package of money, authority, and/or prestige. In many organized careers there are unforeseen contingencies and irregularities. There are also many regularities of which people in the system may or may not be aware. The assumption is made here that there are many regularities.

What is the order in the lives of teachers who aspire to be counselors as they grow and learn; as they choose, or are chosen; as they become more devoted and deeply rooted in their work, or on the contrary, are bored? In some occupations and work systems the road to prestige, higher income, and reputation turn away from the prime activity. Counseling may be such an occupation. Those who remain in teaching may be looked upon with condescension by those who left it. The school teacher may win those small increments, but they do not win those greater prizes. To do so they would have to abandon the basic activity of teaching for counseling or administration, research, or teaching at a higher grade level. There is a need to describe those who have turned to counseling and more importantly observe any manifest patterns in social background, training or work mobility they may exhibit.

#### Statement of the Problem

The purpose of this study was to gather a comprehensive set of data regarding the career patterns of persons who aspire to be counselor, of current counselors, and of former counselors in the state of Michigan. These data include personal-social factors, educational-occupational history, career decisions, and reasons they have given for decisions involving vocational goals. An attempt will be made to determine a definable educational and

occupational career pattern, and if it exists, its nature and differentials.

#### Statement of the Sub-problems

##### 1. Personal-social:

- a) From what social backgrounds do Michigan school counselors come?
- b) To what degree does the counselor become involved in professional or community organizations?

##### 2. Educational-occupational history:

- a) What was the degree of training the counselor had when he accepted his first job as a counselor?
- b) What size college did he attend, and what was the undergraduate major he chose?

##### 3. Career goals:

- a) What are the future goals involving occupations beyond the current role?
- b) What are the positions departing counselors take?

##### 4. Reasons for change:

- a) What are the points at which vocational decisions are made?
- b) What are the observable patterns of horizontal and/or vertical mobility?
- c) What percentage of counselors remain in counseling and what are their characteristics?

#### Assumptions

It has been assumed that:

- 1. The questionnaire was constructed with a maximum of objectivity but with a likelihood that some bias may be in evidence.
- 2. The respondents were honest in the response to the items of the questionnaire.

3. Some bias is inevitable in the interpretation of such data.
4. A questionnaire can properly elicit responses to the questions asked.
5. The Michigan secondary school counselors are similar to other groups of counselors and a significant population worthy of study.

#### Definition of Terms

Michigan counselor: Any person listed by the state of Michigan Bureau of Guidance as performing a guidance function without reference to the assignment of time (i.e. periods per day) to be engaged in the counseling activity during the years under investigation.

Occupational mobility: The intra-institutional or inter-institutional movement from one job to another.

a) vertical mobility: movement from one job classification to a different job classification.

b) horizontal mobility: movement among institutions, but the incumbent performs at the same job classification.

Secondary school: Grades 7 through 14. Any school that houses any combination of grades mentioned above. These schools are commonly named junior high school or senior high school.

Personal-social: Those facts that we know about ourselves and our relations with others.

Educational-occupational history: The chronological citing of educational experiences and work experiences in an abridged form.

Career decision: An occupational goal that has been instrumentally acted upon at a time that can be specified.

Career Pattern: A representation of a work history for a given time.

Work History: The chronological occupational sequence of positions that a person occupies, and the length of time each occupational position was held.

#### The Career Pattern as a Sociological Instrument

A career pattern may be viewed as containing three interrelated factors.

1. The amount of vertical mobility as measured by the upward or downward movement on the occupational scale irrespective of the working site.
2. The amount of horizontal mobility as measured by the changes of employment within the same occupational classification.
3. Ecological mobility which may best be viewed as physical occupational migration.

Miller and Form (1962) suggest that specific careers may be analyzed in terms of three different periods or phases of career development. During the "initial work period," the job provides experience and information for



the young worker. Employment characterizing this period is usually before or after school jobs, summer full-time jobs, and jobs taken as stop-gaps until completion of education. The "trial work period," is a time of transition beginning when the worker seeks his first full-time job and continuing until he has secured a work position in which he remains three years or more. The trial work period is characterized by high occupational mobility. Occupational mobility is both horizontal and vertical. Trial work period employments are defined as jobs which are held less than a three year period for any one job. The "stable work period" is a period of job persistence. Employment during the stable period is defined as a job held more than three years.

Because the counselors, for the most part, have completed their schooling, it is anticipated that very few of the counselor's occupational positions will be represented by the initial stage that Miller and Form define. It would be well to note here that Miller and Form (1949) were able to define six patterns. These they have termed stable, conventional, unstable, sustained trial, disestablished and multiple trial. (See Table I.1.) These patterns result from the persistence of an incumbent in an occupational position. Their research indicated great stability for white collar workers. It could be assumed therefore that counselor's career patterns are

TABLE I.1.--The Career Families Named by Miller and Form Shown with Associated Job Sequences and Their Defining Characteristics.

Career Family	Job Sequence	Major Characteristics
Stable	S I-S-T-S S-T-S I-S	Early entrance into stable job
Conventional	I-T-S I-T-S-T-S T-S	The "normal" and socially acceptable progression
Unstable	T-S-T I-T-S-T	Return to a trial job after attaining stability through conventional
Sustained Trial	T-T-T-S	A series of jobs of short duration ultimately leading to stable
Disestablished	S-T I-S-T	Return to a trial job after quick attainment of a stable job
Multiple Trial	T-T-T	Consecutive trial jobs with no stable job as yet attained

Key:

I = Initial. These are usually entry jobs.  
 T = Trial. Jobs held less than three years.  
 S = Stable. Jobs held three or more years.

relatively stable. Super (1957) has reduced the career patterns to four types which may be adequate for our purposes. These four are: conventional, unstable, stable and multiple trial. The conventional career pattern follows a progression from initial through trial to stable employment. The unstable pattern is a sequence of trial-stable-trial. Here the worker gives up his potential career in one field and goes off in a different direction. The stable pattern would be characterized by the professions. These workers have gone directly from school or college into a type of work which they have consistently followed. The multiple trial pattern is marked by frequent change of employment.

#### Statement of Delimitations

The work lives of individuals have become a way in which to measure man. The dearth of research material about counselor work histories or career patterns limits this study to a survey technique. This survey in turn should prescribe the variables for further inquiry and investigation.

The population of the study was the universe of counselors listed in the state of Michigan during the years from 1954 until 1964 and those students enrolled in the Guidance 800 series during the Spring term of 1965 at Michigan State University in East Lansing, Michigan.

The chief instrument in this study is a mailed questionnaire. (See Appendix A) The information from the questionnaire was subjected to analysis to establish frequencies of response to the various items as well as cross tabulations to search for relationships between selected variables.

### Organization

Chapter II will include a review of literature pertinent to the present study and will be organized as follows: 1. theories regarding careers; 2. career pattern studies; 3. careers in education; 4. common elements of career pattern studies related to this research. Chapter III will contain a description of methods and procedures. Chapter IV will be an analysis of the three groups studied. Chapter V will consist of an analysis of selected personal-social variables. Chapter VI will consist of an analysis of the work histories and career patterns. Chapter VII will be a summary, conclusions and implications for further research. Each chapter will be concluded with a brief summary.

## CHAPTER II

### REVIEW OF THE LITERATURE

In this chapter certain studies are reviewed that are considered to be relevant to the problem under examination. Most serve as signposts for the direction of this study in that they touch on some of the variables or analyses in this study and others are of theoretical value.

Careers have been the subject of study for at least fifty years. The result is that the literature is extensive.\* The studies vary from sociological to psychological dimensions, across varying time periods, across geographical boundaries and among various occupational groupings. Because the counselor occupation is a narrower definition than teacher or educator or professional, many of the studies were helpful but did not bear directly on

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\*Cottrell's Railroader (1940), Wilson's Academic Man (1942), Gold's Janitor versus Tenants (1952), Henry's Business Executive (1949), Mills' American Labor Leaders (1948), Smith's Clergy (1953), Thomer's Nursing (1955), Wran's Foreman (1949), Hughes' Men and Their Work (1958), Caplow's The Sociology of Work (1954), Dubin's The World of Work (1958), Rogoff's Social Mobility in American Business and Industry (1955), Ryans' Characteristics of Teachers (1960), Sharp's Career Patterns of Recent College Graduates (1962), Charters' The Social Background of Teaching (1963).

this research. In other cases, several studies were conducted with essentially the same design and the results were essentially the same. Still others were written so far back as to have minor import for the counselor acting from more recent sociological forces. The result of this vast array of literature available has put the researcher in the position to be very selective in presenting research that is relevant and typical of that which is available.

The review of the literature will be focused on theories regarding vocational choice; career studies of educators; career studies of other than educators; and common elements of career pattern studies related to this research.

### Vocational Choice Theory

In ancient times, man was identified by his work. This identity is attested to until this day by many family names. Thus "Smith" was a metal worker, "Cooper" a barrel maker, and "Shepherd" was a herder. Except for the affluent families whose children went to school to learn a trade or profession, youngsters learned at the side of their fathers. The skills were passed down within the family. With the development of a more industrialized society, man has been alienated from the close identity to his work that was prevalent in the past. With the changes in society and man's identity with his work, changes have occurred in the ways man enters upon his life work.

Today, the entry into work is modified by a host of influences that are at the same time acting within and on the individual. These influences have been recognized by various theorists over the past century. Various writers have attempted to synthesize the effects of these forces in such a way so as to allow a statement of principles or theory. Because the theorists have approached the problem from different points of view, each theory has its merits. On the other hand, each suffers somewhat because they tend to be less than comprehensive. Those theorists with backgrounds in psychology tend to measure achievement, aptitudes and interests in order to plot possible vocational choices. The sociologists on the other hand tend to examine socio-economic factors, family influences, satisfactions and stated future goals. More recently we have seen theory focused on the process of choice. In all, the theories have been helpful to permit us to assign labels to the processes of vocational choice and development. However, we are still in search of a theory that will be comprehensive and at the same time be specific so that it can be adequately researched and tested.

Much of the work done in the area of vocational choice has been in the area of ascertaining group differences in the choice of occupations. There has been concern about the relationship between occupational choice and mobility. The differences which have been

of utmost concern to sociologists have been the relationship between occupational choice and socio-economic levels. Some studies focus on the differences of and within a particular group.

One of the major contributions in the area of occupational choice is the work of Ginzberg, Ginsburg, Axelrad and Herma (1951). They presented a partial theory which they attempted to test empirically. The assumption of their theory was that occupational choice is in reality a series of choices for the most part irreversible. Sixty-four boys and young men were studied in relation to occupational goals and decisions. From the study Ginzberg, et al., suggest that the process of occupational choice consists of reality factors such as social and economic characteristics of the family, the education received, the range of jobs available and the life plan of the individual; and self factors such as aspirations, interests, goals and values. Vocational development periods were linked to age periods. The first stage, fantasy, continues from birth to age 10 and is characterized by daydreaming about possible future occupational roles. The second stage, the tentative stage, encompasses ages 10 to 20. During this period, the individual is more apt to become aware of and be guided by his preferences, by his interest, abilities, personality and values as he assesses himself in relation to work. The third stage, the realistic stage,



begins at age 20. When the individual reaches this stage he is ready to enter the occupational world of work and to test himself at various jobs. The establishment of this construct of developmental stages in the process of occupational choice has aided researchers and guidance counselors as they labor in the field for greater understanding of occupational choice. However, because of lack of specificity during the fantasy stage in particular, this theory must be considered a partial theory.

Super (1953) has been in the process of studying vocational development longitudinally with a group of boys that he began with in 1951. He outlined the minimum elements of his theory at that time as:

1. People differ in their abilities, interests and personalities.
2. They are qualified by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits with tolerances wide enough however, to allow some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situations in which people live and work, and hence, their self concepts, change with time and experience.
5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance and decline.
6. The nature of career patterns is determined by the parental socioeconomic levels, mental ability and personality characteristics and by the opportunities to which he is exposed.
7. The process of vocational development is essentially that of developing and implementing a self concept.

8. Development through life stages can be guided.
9. The process of compromise between individual and social factors is one of role playing.

Using five indices of vocational maturity he defined vocational maturity in 9th grade as primarily preparation for choice and planning ahead. The indices which were postulated were: orientation to vocational choice; vocational information and planning; consistency of vocational preference, crystallization of traits relevant to choices and wisdom of vocational preferences. He found that interests reflect values regarding work.

Super (1963) suggests that people pick jobs on the basis of self concept. That is, you select a job which you think will let you be what you think you are. The choice of a job then is the implementation of our self concept. Because he sees the self concept as developmental, it changes at given periods which form several life stages. These life stages are growth, exploration, establishment, maintenance and decline. Although the age limits are approximations, he establishes the growth period from conception to about age fourteen. Super merely labels this period. The exploratory stage extends from age fifteen to about age twenty and consists of periods of fantasy, tentative and realistic choices. The third developmental period, establishment, extends from age twenty-five to forty-five. This period is also characterized by the dynamic aspects of the self concept

in that it is noted that there are periods of trial and also periods of stability. The maintenance stage extends from age forty-five to sixty-five. Typically, the worker who has reached the maintenance stage does not attempt to break new ground and is unwilling to risk what he has in the hope of greater gains. His satisfactions come from the achievements of his children, in the attractiveness of his home and in the rendering of services in the community. The last stage, decline, begins at about sixty-five. Generally the older person has less stamina and therefore becomes less active in his vocation, his home care and his community interests. Super concludes that if adequate synthesis can be made between the self concept and the occupational role, satisfaction will ensue. He sees work as a way of life rather than satisfaction of a set of needs.

Super's contribution to the understanding of vocational development has been over a large number of years and is significant indeed. On the other hand, inspection of some of the elements of his theory suggests that they may be truisms that could be attached to any developmental process, not only the vocational developmental process.

Tiedeman's (1963) theory could be best labeled a decision theory. He says, "Career development is self development viewed in relation with choice, entry,

and progress in educational and vocational pursuits." Although his research has covered age groups from the various life stages suggested by others, Tiedeman focuses on the aspects of choice and the associated attitudes and feelings which can assist in plotting a person's "cognitive map." Because he sees the process of choice as being basically rational, he describes the process in terms of differentiation and integration. The intent of differentiation is to have the individual consciously consider the choices at hand. In this problem solving mode, an attempt is made to differentiate ideas, feelings and things in a prescribed manner and to provide the person with a more differentiated condition of thought, feeling and action. Closure results when differentiated parts are integrated properly. An orderly process in problem solving consists of exploration, crystallization, choice clarification, induction, reformation and finally integration. The first four of these are seen as aspects of anticipation or pre-occupation and the last three as aspects of implementation and adjustment. While not denying the developmental stages described by others, Tiedeman argues that the school system is of primary importance in ordering the stages by the intervention of and application of good guidance.

Tiedeman's presentation of a theory based on rationality is intriguing indeed. However, when queried,

many individuals admit to chance, luck and irrationality in the process of occupational choice. It would seem therefore that this theory falls short of a whole theory in that it does not account for the choices that are made that cannot be classified as rational.

Miller and Form (1962) studied 276 work histories in the state of Ohio to answer the question, "What types of patterns are most typical of what types of work?" The occupations were matched to the employed population by occupational categories, age distributions in the total labor force and sex distributions in the labor force. The use of the career pattern as a sociological instrument included the collection of work histories which permitted them to assign a time dimension to the jobs held. They were able to define a career as consisting of a preparatory work period, an initial work period, a trial work period, a stable work period and a retirement period. Some of the periods do not manifest themselves in some career patterns. They found that there was greater stability among professionals, managers or officials of companies. On the other hand there was a considerable amount of instability among unskilled, semi-skilled or those employed as domestics. It can be seen that pattern theories are useful in that they supply generalizations about people and their work. However, it is difficult to assign meaning to idiosyncratic behavior of incumbents, who although in a

particular career, are deviants from the modal characteristics.

Wilensky (1961) studied the progression of jobs that may be defined as a career. He used a questionnaire with a sample of 678 males from what he terms the "middle mass." He found that the average worker had 12 jobs during a 46 year work life. In this progression he identifies six patterns. The orderly horizontal progression was followed by 13 per cent of the workers and was characterized by movement within an occupation. The orderly vertical progression was followed by 17 per cent in which the worker was more often seen to cut across occupational lines to gain higher status. The borderline orderly vertical progression was favored by 33 per cent of the workers. In these cases, the jobs may have been functionally related but were more often characterized by upward mobility. Disorderly horizontal progression was attributed to 5 per cent and meant horizontal moves to jobs that were very little related to each other. The disorderly vertical was followed by 29 per cent and was related to upward mobility with little relation to the job performed. The last type of progression was labeled one job. Here the worker moved neither horizontally nor vertically but remained in the same job. Three per cent of the workers were found to follow this pattern. He concludes that a career is a succession of related jobs

arranged in a prestige hierarchy through which persons move in an ordered sequence. The identification of the various patterns of progression make this study useful. However, because in the present study only one occupational group is involved, it is to be suspected that not all of these progressions would be seen but that it would be well to observe the progressions that do exist.

In summary it may be stated that vocational theories presume that vocational decisions are seldom a one time event. Rather they state that vocational decisions are made over a period of time. We learn that the individual is involved in making the choice and that at some stage of development he explores or "plays at" different role alternatives. Eventually the individual develops a work history. The work histories of men in various occupations can be analyzed to reveal career patterns. These patterns supply us with generalizations about people and their work.

It is seen that the theories are helpful in providing a framework to deal with some of the influences of and the process of choice. However, it is clear that although none of the theories presented were in contradiction with one another, each can be considered only as a partial theory.

### Careers in Education

Among available research is Becker's (1952) study of mobility in the careers of teachers. Analysis of unstructured interviews with 62 Chicago teachers permitted the conclusion that two different paths of mobility are followed by educational personnel. One is a horizontal mobility path in which the educator seeks positions in school systems preferred on the basis of type of pupil, location, age of children being taught, type of subject, and the like, salary not being a dominant factor in this choice. The other is a traditional vertical mobility path in which one moves up through higher levels of administrative status. The conclusions are certainly apt for large systems like Chicago, but they may have less application to non-urban situations where the opportunities for movement are limited.

Thorndike and Hagen (1961) set about answering the question, "What kinds of people stay in teaching and what kinds of people leave it to enter other fields of work?" From a group of World War II airmen who had taken the Air Crew Aptitude Test Battery they were able to follow up on 10,000 of these of whom 500 were in education. By use of questionnaires, they were able to collect information on attitudes, satisfactions and future plans for teachers and ex-teachers. Of the respondents, 250 were classroom teachers, 126 school administrators, 82 college teachers,



176 ex-teachers and 28 ex-college teachers. They concluded that the satisfactions derived by classroom teachers and administrators were derived from the many contacts with young people while the college teachers derived their satisfactions from working with books and ideas. Dissatisfaction for all three groups came from low salaries.

54.7 per cent of the classroom teachers thought they would remain in education, 70.3 per cent of the administrators and 59.3 per cent of the college teachers thought they would remain. 47.5 per cent of the ex-teachers and 46.2 per cent of the ex-college teachers thought they would return to teaching if the conditions improved. It was found that those who left teaching were superior to those who remained in the classroom. Some bias may be inherent in the study because a relatively small sample of educators are included and these are all from the air force and within a relatively narrow age group. Many of the air crew trainees were self selected and as a result, data collected on them may be appropos for drawing conclusions about air crew trainees but less so for educators.

Doherty (1962) used a questionnaire with 150 students who planned to become teachers. These students came from farm and working class families. In finding out why these people chose to become teachers he concludes that people enter teaching for diverse reasons. Further, teaching is not a way of life but rather that it serves as an entry to a way of life. It provides the means by which the

incumbent can surround himself with all of the paraphernalia of middle class respectability.

Strauss (1965) interviewed 96 professors at the University of Wisconsin to obtain their views on their own backgrounds and visited nine European Universities where 66 professors were interviewed for the same purpose. The subjects were not selected by any sampling technique, but were available at the institutions the author visited. The interviews were semi-structured and recorded. From the typescripts, key statements were selected and classified. In response to when they chose their work, about half said that they had made their career choices during their undergraduate years. The reason most often given for their selection was "general interest." He concludes that scholars in different countries are much the same kind of people, with similar motivations and attitudes. They had similar experiences during their formative years and their backgrounds were much more alike than they were different. The study suffers from the sample which can hardly be considered representative of all college teachers. The translation of conditions in Europe to American terms suggests some cultural confounding may have affected the conclusions.

Havighurst and Neugarten (1962) used a questionnaire to study 7,000 public school teachers. They found that approximately one half of the teachers moved up one rung

in the ladder of social class by entering teaching. The total career usually is within a social structure determined by salary. 50 per cent of the men planned to stay in education but not as classroom teachers. Reasons for their initial choice tend to operate to influence subsequent career patterns. Thus the person for whom entrance into teaching constitutes a clear and major step in upward social mobility may not exert himself greatly, once this step has been accomplished, to move upward within the teaching hierarchy. He found also that for many teachers, the initial decision was to enter college rather than to enter teaching. This is an excellent study but it does not look at those who left teaching, the reasons they left and the implications for further understanding of both the incumbents and the leavers.

Mason (1961) studied a 10 per cent sample of beginning teachers selected by school districts stratified by size. The distribution of men to women of the secondary level was 60 per cent and 40 per cent. Elementary teachers were distributed so that 20 per cent were male and 80 per cent female. Although 80% planned to remain in education, over 50% of the men planned to seek positions in administration or supervision. Of the women, over 50 per cent planned to leave to become homemakers for some period of time and then return to teaching. One half of the teachers had fathers who had been white collar workers and only one

third would be classified as blue collar. However, this may be an artifact of the sampling because more teachers were drawn from the urban communities for the study.

Mori (1963) used a questionnaire with 556 Michigan State University students largely in teacher preparation to determine their motives for choosing the teaching profession. She found that 24 per cent were interested in the security and they thought that salaries were adequate. Men chose teaching as a career later than did women. 63 per cent of the females had decided on teaching as a career before they entered college while only 43 per cent of the males had made that decision at that time. All of her findings suggest significant differences between males and females in regard to evaluations of teaching as a profession. Although a cross-sectional study such as this provides rich data and information, a longitudinal study that would take into account differences that are the result of the passage of time would strengthen the conclusions or provide evidence that the motivations today are different than they were 10 or 20 years ago.

White (1967) found that for women teachers, whether their mother worked and the teacher's current marital status was related to career commitment. The ages of the teachers ranged from 21 to 24 and they came largely from 13 urban and suburban systems.

Several studies have been reviewed which deal with the various indices used to measure decision points, motivations, mobility, sex differences and reasons for leaving teaching in order to understand the career patterns of teachers. Each study has its strengths. However, the weaknesses lie in sampling or the limited number of variables that are considered in the various relationships. It is probable that a number of other variables, other than those considered in the studies, are operating to influence some of the variables considered.

#### Careers Other Than Educators

Warkov (1965) has described lawyers and their careers. Using questionnaires in a longitudinal study that began with 2,468 college freshmen who preferred law as a career, he questioned them as freshmen and again as seniors. The students were taken from a sample of the colleges in the Northeast and East. He finds that the parental occupation plays a significant role in a law student's career choice. Twenty-nine per cent of the lawyers' sons selected law while only 4 per cent of the sons of non-lawyers selected law. The difference increases with time so that by the end of the senior year of college, lawyers' sons account for thirty-five per cent. He notes further that lawyers tend to come from higher socio-economic backgrounds and respondents aspired to attain an occupational status equal to or higher than that of their fathers. Limiting the

sample of this study to the geographical location that is used may also limit the generalizability of the findings. The opportunities for corporation law, lawyers in government and lawyers serving restricted and affluent populus may not be available to the small town boy from the Midwest or the West. The parental role may still be crucial but the reasons may be different.

Hubbard (1965) studied the backgrounds of 102 successful business executives to provide information on career selection. Five determinants of career selection were investigated: time of decision to enter a business career; significance of personal influences in career choice; importance of family socio-economic status; role of personal values; and long range goals as they relate to choice of career. Personal interviews covering a 100-item schedule were used. He found that business executives as a group were relatively late in making a career choice. More than half did not decide to enter business until their formal education was completed and they were part of the labor force. Vice presidents were earlier deciders than the other executives. The typical pattern was an early career choice in medicine or science with a change to business at some later time. It was found that today's executives were drawn first from the business and proprietary classes of society, and second, from the professional and semi-professional classes. The greatest number of

executives entered business with goals related to self fulfillment and personal growth as opposed to motivations of economic rewards. He concluded that there is a definite pattern of background characteristics related to executive competence and that the findings may be used to identify and direct potential executive manpower into business. This final statement suggests that a wider and more sophisticated use of psychological testing and interviewing is really necessary to permit identification of individuals possessing the temperament necessary for success in business rather than background characteristics alone. The sample, on the other hand, had good characteristics in that it had defined similarities and yet variations within the group. Additional testing with the same group would help to strengthen at least one of the conclusions.

Davidson and Anderson (1957) investigated the amount and kind of occupational movement that takes place in a community of workers and to relate it to status, education, income, dependents, and occupational level of the father. The investigation included 1,242 male workers in the San Jose, California area and the data were collected via questionnaires. They show that three quarters of the proprietors' fathers were proprietors, about 40 per cent of the skilled sons had skilled fathers and about 40 per cent of the unskilled sons came from unskilled fathers. They found further that the major motive for movement is

financial and that three-fourths of the movement of workers is within the same status level or one step up. These findings tend to support those of other investigators.

Chinoy (1952) conducted research among employees in an automobile factory to determine their aspirations and future job goals. He conducted 78 interviews with 62 men who were at least third generation in this country and who were white. The ages ranged from 20 to 63 with a mean age of 38. Most types of work in the plant were represented. He found only 8 who felt that they had promising futures and expressed aspirations toward future job goals. The restricted ambition of the others may be accounted for by the limited opportunities presented within the plant, the lower level of education they represented or may be an artifact of the sample.

Lipset and Bendix (1959) collected work histories to get a longitudinal view of patterns of work and movement. A questionnaire received a response from 935 workers in Oakland, California. The sample included middle categories of union workers. That is, the lowest and highest levels were purposely excluded from the mailing. The data revealed that the majority had unstable occupational careers. This was concluded from the large number and frequency of shifts from one job to another, one occupation to another and also moves from one community to another.



Most of the mobility occurred in the earlier years of a worker's life. Therefore, age must be considered a factor in mobility within career patterns.

#### Common Elements in Career Pattern Studies

From the preceding review, it can be seen that certain kinds of data are collected and analyzed in the efforts to define careers. Becker focused on information about mobility--horizontal and vertical. Hubbard, Warkov, Lipset and Bendix and Doherty chose to investigate socio-economic backgrounds of workers. Mori and Strauss investigated when and why they chose their work. Chinoy looked into future goals and aspirations. Wilensky, Havighurst and Neugarten, and Davidson and Anderson researched the amount and kind of movement within occupations, the initial choice of jobs and salary. Additional studies have focused on still other variables. Hansen (1967) examined the relationship among the job satisfactions and the job. 168 beginning counselors were questioned about job satisfaction and personal data. An intercorrelation matrix was developed. It was found that job satisfaction was associated with participation in professional organizations, reading professional journals and taking courses.

It appears clear that a person's parents' occupation along with sex, education, initial job choice and level of aspiration are going to influence mobility within a career,

satisfactions to be derived, the amount of participation and commitment that will be evidenced at some later point in time. It follows then that to collect and analyze data of this type for an occupational group--counselors--should provide us additional information about career patterns and help to determine whether counselors manifest any similarities to other education workers.

### Summary of the Review of the Literature

In this chapter a number of studies have been reviewed which were considered relevant to the objective of this thesis. First, the citations of several vocational theories which provide the bases for thinking about career development and its assessment. Second, studies were reviewed that represented career studies in the occupational lives of educators. Because most counselors will have come from the teaching ranks, it is well to be aware of the backgrounds of the modal group from which they come. Third, several studies were cited which point to the careers of people in occupations other than in education. They represented attempts to determine what variables might be associated with the studies of careers. Fourth, an effort was made to summarize the elements that appear to be relevant to the study of careers in general and this research in particular. The research is primarily of inferential or theoretical value. It is within the context of this literature that this study has been written.

## CHAPTER III

### RESEARCH PROCEDURE AND METHODOLOGY

In an attempt to justify the survey technique used, a short statement on scientific method seems in order. Directly or indirectly, the tasks of scientific method are related to the study of similarities of various kinds of objects or events. One of the tasks is that of classifying objects or events into categories and of describing the similar characteristics of members of each type. Natural scientists have divided material substances into categories of elements, each containing atoms that are alike in inner structure but different from those of other elements. It will be our task here to assess and describe one social group, secondary school counselors in Michigan. An attempt will be made to note regularities that occur in the process known as career.

#### General Method

Allport (1951) suggests, "If we want to know how people feel; what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do--why not ask them?" The result of statements such as this has been the construction of questionnaires and the collection of data. Sources such as



Jahoda, Deutch and Cook (1951) or Festinger and Katz (1953) present aids in the construction, use and analysis of the questionnaire.

#### Description of the Sample

The population from which the sample was drawn was Michigan counselors. The state tends to be a cross section of the country in regard to the general population. There are rural, farm areas, wealthy suburban areas, highly industrialized city complexes, and cities with hard core urban ghettos. The range of institutions in which counselors find jobs are not limited to any particular type. Rather we see large schools, small schools, old schools and new schools. The taxes levied for education will vary according to the community's ability to pay.

Michigan counselors are representative of counselors in the United States. The interest and activity in secondary school guidance in this state reaches back historically to the beginnings of the guidance movement in the nation. Although the state does not offer a certification in guidance, the quality of preparation can be attested to on two counts. First, the Universities in the state have conducted guidance institutes sponsored by the federal government under Title V-B of the National Defense Education Act (NDEA) of 1958. The awarding of

the moneys to support these institutes results after the careful assessment of the physical facilities and the caliber of personnel at the universities selected. Second, the secondary schools have been the recipients of federal funds under NDEA Title V-A. Under this program, federal funds are awarded to states that make available matching funds. In addition, the training of the personnel in the schools, the ratio of pupils to counselors and the general program of activities (i.e. testing, counseling, etc.) must meet a minimum level established by the federal agency administering the funds.

Michigan counselors tend to be active participants in the national professional counselor associations thereby having access to the thinking that goes on within the profession outside the state. An effective leadership role has been exercised from Michigan by the individuals who have held offices in the various national counselor organizations and by the writings and research of counselor educators within the state. From this background it is reasonable to assume that the counselors of Michigan are representative of counselors in the United States.

#### Sample Selection

The names of the counselors used in this study were secured from lists which are published yearly by the Guidance Bureau of the Michigan Department of Public

Instruction. The years included in this study are those from 1954 up to and including 1964. No lists were published for the years 1957, 1959 or 1962. However, it was found that two different lists were published in 1964. In that case both lists were included. Approximately 900 persons were listed as performing a guidance function in 1954 and about four times that many were listed in 1964. A total of 4,018 subjects were identified as having been counselors sometime during this period.

It was assumed that during the ten-year period, some of the counselors would remain as counselors and others would leave counseling to fill other roles. Because it was difficult to determine who had left and where they had gone, it was decided to reach them at the most recent address available and then presume that the mail would be forwarded, if indeed one had left the system or counseling.

Because most counselors begin somewhere, it was felt that to look at counselors in-training might be useful. The Michigan State University training program is comparable to the programs at other institutions. It can be assumed that the individuals being trained as counselors would be representative of those being trained at other institutions.

For our purposes we have labeled the three groups just discussed. These groups are: (1) aspirants--persons in training who aspire to be secondary school counselors; (2) current counselors--persons who currently occupy a role

as counselor; and (3) former counselors--persons who were counselors for a time and now occupy another role.

On May 18, 1965 the 4018 people who were listed as counselors for some period of time between 1954 and 1964, were sent the cover letter and questionnaire. (Appendix A) 2,179 responses were returned of which 2,008 were usable responses. Table III.1 indicates the representative percentage of total questionnaires sent that were received and usable. Of those responding, 1735 represented current

TABLE III.1.--Questionnaire mailing response.

	Number	Per cent
Total sent	4018	100.0
Total Received	2179	54.2
Total Usable	2008	50.3

counselors and 273 represented former counselors. In addition, the Postal Service returned 58 stamped "addressee unknown," ten were returned by school administrators stamped "deceased," and 158 were received after the analysis of the data was begun. A follow-up was conducted of a sample of the non-respondents. Of the fifty non-respondents selected randomly, responses were received from 13 subjects. This small number however appeared to be very similar to the original group of responders. That



is, the ratio of male to female, the ratio of current to former counselors, etc. seemed to suggest that no apparent differences in responses were evident in the group which was being followed up.

Aspiring counselors were selected from those students in the beginning sequence of courses leading to a Master's degree in Guidance and Counseling at Michigan State University and enrolled during the Spring term of 1965. Teachers of those courses at the East Lansing campus were given questionnaires to distribute to those members of their classes who considered themselves to be preparing for positions as counselors. An additional restriction placed on those responding was that only those students who perceived themselves as preparing for roles as secondary school counselors be asked to respond. Therefore, students who were enrolled but were primarily interested in other fields such as rehabilitation counseling, college student personnel work, diagnosticians or pastoral counseling were not expected to respond. Some of the students were enrolled in more than one beginning course and were therefore asked to respond only once to the questionnaire. During the spring term of 1965, 142 students were enrolled in the beginning guidance classes. Eighty-one subjects responded to those questions which applied to them and their backgrounds.

## Procedure

The questionnaire used for this study was designed to gather personal-social information, an educational history, an occupational history, career choices at various points, satisfaction in counseling and future goals. A sample of twenty counselors of the Lansing area was given the questionnaire and interviewed afterward to discover if any ambiguities were present in the form, to discover those items which resulted in the best responses in relation to what was intended and the format that would generally maximize the response from a group of counselors. The original questionnaire was redesigned and re-tested on five students from counseling classes at Michigan State University. Two graduate students in the doctoral program assisted in judging the responses made by the sample group to the questions about the second, or redesigned questionnaire. The final form is basically a precoded, thirty-item instrument designed to gather the information mentioned above. However, free responses were permitted on some of the items to reduce the length of the questionnaire and to simplify its administration.

The questionnaire was a four-page instrument that was printed by Photo-offset as was the cover letter. The mailing did not include a self-addressed return envelope as recommended in several of the resource books as a way to maximize the return. This was done to reduce the cost

of the study. The second mailing, which was to the sample of non-responders was accomplished one month after the initial mailing. Over ninety per cent of the responses were received within three weeks of the mailings. The daily return was logged and is available in Appendix A.

### Analysis

The analysis of the data consisted of quantifying the responses so that cross-tabulations could be obtained and career patterns could be constructed. The data are presented in percentages and the N's of the groups are noted. Statements are made about each of the groups in the population defined. Some of the distributions were obtained by use of the CDC 3600 computer because the data were available on IBM cards. Some of the counts were done by hand and still others by using a sorter. These different methods were used depending on whether the information was precoded or was a free-response kind of information. An attempt was made to define career patterns for counselors. Any relationships which have been observed are meant to imply modal characteristics for counselors in the state of Michigan.

### Summary

A survey method was employed to gather data about secondary school counselors in the state of Michigan. A questionnaire was designed to obtain that information

necessary to define career patterns for the population in the study as well as characteristics and other antecedent information. The counselors used in the study were those listed by the Guidance Services Division of the Department of Public Instruction between 1954 and 1964; also, those students during the Spring of 1965 at the East Lansing campus of Michigan State University who were enrolled in one of the beginning courses in the sequence leading to the Master's degree in guidance and who had professed an interest in counseling in the public schools as a career. The data were collected, analyzed and interpreted. Career patterns were described in an attempt to define a modal pattern for careers of Michigan school counselors. Tables were constructed to better show the scope of the data collected and also to describe relationships where they exist.

## CHAPTER IV

### AN ANALYSIS OF THE RESPONDENT GROUPS

Chapter IV contains a comparison of the three groups studied--counselor aspirants, current counselors and former counselors. For some of the comparisons, chi squares were computed and for others it seemed more logical to present mean data for the groups. In the latter case, the analysis was done by inspection. These comparisons are made on the variables mentioned in Chapter III. In addition, a summary statement is included which describes the modal responses for each of the groups.

#### Personal-Social

The sex differences among the three groups suggest that a greater proportion of aspiring counselors are females than is in the current counselor population. Table IV.1 further indicates that more males leave counseling than do females. Flanagan (1962) found that 62 per cent of the nation's counselors are men. This finding would suggest that the current counselors of Michigan are rather typical in that they closely approximate the nation's counselors when distributed by sex.

TABLE IV.1.--Description of respondent groups by sex (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Male	56.8	60.2	80.2
Female	43.2	39.8	19.8

Chi Square = 15.06. Significant at  $< .01$ . df = 2.

TABLE IV.2.--Distribution of respondent groups by age (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
young	18.5	.7	0.0
24-28	43.2	10.1	2.6
29-33	14.8	18.3	8.8
34-38	13.6	19.0	24.5
39-43	6.2	14.0	20.9
44-48	0.0	10.1	9.9
49-53	3.7	11.0	16.5
over 53	0.0	16.8	16.8
Mean (in years)	28.8	40.6	43.1
Median (in years)	24.4	41.6	44.4

In Table IV.2, the respondents in the aspirant group are much younger on the average than either the current or former counselors. The average age of current counselors is 40.6 years. This finding coincides with Flanagan's findings about counselors across the nation.

Table IV.3 indicates that a higher percentage of aspirants are single and also a higher percentage are separated than in either of the other groups. Table IV.4 shows that the former counselors have more families with three or more children than do the aspirants or the current counselors.

TABLE IV.3.--Distribution of respondent groups by marital status (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Married	46.9	78.4	83.2
Single	49.4	14.1	13.9
Divorced		3.3	2.2
Separated	3.7	.7	.7
Widowed		3.5	

Chi Square - 56.0.      Significant at < .01.      df = 8

TABLE IV.4.--Description of respondent groups by number of children they have (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
None	64.2	28.8	23.6
One	6.2	13.9	5.5
Two	13.6	25.6	25.6
Three	7.4	17.7	22.0
Four	6.2	8.2	14.7
More than four	2.5	5.8	8.4
Mean	.9	1.8	2.2
Median	1.9	1.8	2.8

The questionnaire sought to determine the kind of community in which the respondents were born and also the kind of community in which they were raised. Because community environments can affect attitudes and decisions, this information is useful. Also, it was felt that the combined information would help to explain whether the patterns of family residence were characterized by mobility or relative stability of location. Table IV.5 indicates that higher percentages of aspirants than current or former counselors were born in communities labeled city or suburban rather than rural. Although all three groups exhibited some mobility from where they were born to where



TABLE IV.5.--Distribution of respondent groups by place of birth (in per cent).

	Aspirant N=81	Current N=1735	Former N=273
city	65.4	57.9	61.2
rural	19.8	33.1	31.1
suburban	14.8	9.0	7.7

Chi Square = 28.41.      Significant at < .01.      df = 4.

they were raised, a larger percentage of the aspirant group moved from its city origins to rural or suburban locations. Table IV.6 shows no significant difference among the groups with regard to the place they were raised.

TABLE IV.6.--Distribution of respondent groups by place where raised (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
city	46.9	54.2	56.4
rural	23.5	30.2	29.7
suburban	29.6	15.6	13.9

Chi Square    3.37.      Not significant.      df = 4.

Several writers suggested that the parental occupational role could be descriptive and predictive of the occupational status sought by their offspring. Particularly in the case of professional, it was found that the higher percentages came from higher status homes. Table IV.7 shows that for the three groups studied the highest percentages came from homes in which the father was a blue collar worker.

TABLE IV.7.--Distribution of respondent groups by father's occupation (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
White Collar	48.1	41.6	35.5
Blue Collar	51.9	58.4	64.5
Chi Square = 3.26.      Not significant.      df = 2.			

The mother in most instances was a housewife. However we see in Table IV.8 that 26 per cent of the mothers of current counselors were employed. The largest percentage of working mothers for all these groups were employed as white collar workers.

TABLE IV.8.--Distribution of respondent groups by mother's occupation (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
White collar	13.6	18.9	14.3
Blue collar	8.6	7.1	4.8
Housewife	77.8	74.0	80.9
Chi Square = 2.15.                      Not significant.                      df = 4.			

The median education of fathers is 6.6 years for the former counselors and 10.4 for the aspirant group. Also, whereas 14.8 per cent of the aspirant group had fathers with education beyond the bachelors degree, only 3.7 per cent of the former counselor's fathers had education beyond the bachelor's degree. TABLE IV.9 also indicates less difference between the education of fathers of the current and aspirant counselor groups.

Table IV.10 suggests a smaller difference between the median years of education of mothers for all three groups than was seen for the education of the fathers. However, whereas 79 per cent of the mothers of the aspirant group had an education beyond grade 8, only 58.2 per cent of the mothers of former counselors had education beyond grade 8. This may be due primarily to the difference in the average age of the groups under study. That is, the societal

TABLE IV.9.--Distribution of respondent groups by father's education (in per cent).

Grades	Aspirants N=81	Current N=1735	Former N=273
1--4	1.2	6.1	5.5
5--8	30.9	37.0	51.3
9--12	38.3	30.9	24.5
13--16	14.8	15.2	15.0
17 plus	14.8	10.8	3.7
Median	10.4	9.7	6.6

TABLE IV.10.--Distribution of respondent groups by mother's education (in per cent).

Grades	Aspirants N=81	Current N=1735	Former N=273
1--4	1.2	3.7	3.3
5--8	19.8	30.5	38.5
9--12	50.6	37.8	34.1
13--16	21.0	22.9	19.0
17 plus	7.4	5.1	5.1
Median	10.7	9.7	9.4

pressure and rewards for remaining in school were greater for the parents of the aspirant group than they would have been almost a generation before for the parents of either the current or former counselor groups.

Counselors are eligible to join various professional and educational organizations. Table IV.11 indicates the organizations to which the respondents belong. The American Personnel and Guidance Association (APGA), American School Counselors Association (ASCA), and the Michigan Counselors Association (MCA), represent the guidance and counseling organizations whereas the other organizations, National Education Association (NEA), Michigan Education Association (MEA), American Psychological Association (APA), Association for Counselor Education and Supervision (ACES), National Association of Secondary School Principals (NASSP), represent general education or special interest groups. Far larger numbers of all three groups were members of general education organizations rather than professional guidance organizations. The average number of organizations that former counselors are members of is 1.97, the current counselors 2.43 and the aspirant group 1.34. Tables B.1 and B.2 in Appendix B indicate patterns of organizational membership.

In addition to the professional organizations, current and former counselors belong to civic organizations. Table IV.12 suggests that former counselors exceed the other

TABLE IV.11.--Distribution of respondent groups by membership in various organizations (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
MEA	35.8	79.7	84.0
NEA	32.0	55.0	71.0
APGA	16.0	32.9	21.9
MCA	5.3	45.1	24.5
ACES	3.7	1.0	3.0
ASCA	2.4	20.7	10.6
APA	2.4	1.2	1.5
NASSP	2.4	2.1	24.1
OTHER		47.5	56.3
Median number of organizations	1.34	2.43	2.97

TABLE IV.12.--Distribution of respondent groups by whether they belong to civic organizations (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Yes	43.2	68.5	76.9
No	56.8	31.5	23.1

Chi Square = 10.7.

Significant at &lt; .01.

df = 2.

two groups in joining civic organizations. The former counselors are older on the average and probably better established in the community, also, their jobs may require more community participation.

The undergraduate major should help us to understand more about the respondent groups. Table IV.13 presents the various majors the respondents reported. For the former counselors, English, social studies, history and physical education accounted for 41.1 per cent of the group and by adding math majors, we can account for 50.2 per cent of the group. Of the current counselors 48.5 per cent had majors in English, social studies, history, and physical education. Of the aspirant group, 65.5 per cent had majors in English, social studies, history, physical education and psychology. The most noticeable difference between backgrounds of the aspirants when compared with the other two groups is the greater percentage of psychology majors.

The degrees held by the respondents can be found in Table IV.14. The aspirant group primarily held only the bachelors degree although a surprisingly large percentage already had a masters degree. The education of the former counselors compared to the current counselors suggests a slightly higher percentage of the former have education beyond the masters degree.

TABLE IV.13.--College majors selected by the respondent groups (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Accounting		.6	1.8
Agricultural Education	1.2	1.4	.8
Architecture		.1	
Art		.5	
Biology		4.6	4.7
Business Education	2.5	7.0	3.6
Chemistry	1.2	1.8	1.4
Dance		.1	
Drama		.2	
Economics	2.5	1.9	2.5
Elementary Education	6.2	.4	.8
Engineering		.4	
English	13.6	14.1	9.9
French		1.2	
Geography	1.2	.6	.4
German		.1	.8
Health	1.2	1.2	2.2
History	9.9	10.3	9.9
Home Economics	1.2	2.2	4.0
Industrial Arts		4.8	7.1
Journalism	1.2	.3	
Latin		1.8	2.5
Law		.1	.8
Liberal Arts	1.2	1.6	1.4
Library Science		.2	
Mathematics	3.7	5.5	8.8
Music	3.7	2.4	3.3
Physical Education	9.9	10.3	9.9
Physics			.4
Political Science	3.7	.8	
Psychology	16.1	3.1	3.3
Religion	4.9	.1	
Science		2.4	2.3
Social Studies	16.0	13.8	11.7
Spanish	1.2	.9	.4
Speech	2.5	1.9	2.5



TABLE IV.14.--Degrees held by respondent groups.

Degree Held	Aspirants N=81	Current N=1735	Former N=273
Bachelor	77.7	15.2	13.9
Master	22.3	83.1	82.4
Diploma for Advanced Graduate Study		.7	2.2
Doctorate		1.0	1.5

Chi Square = 117.53.      Significant at  $< .01$ .      df = 6.

Table IV.15 indicates that a greater per cent of former counselors were enrolled for additional course work toward a higher degree than were the current counselors.

The reason most often cited for currently taking course work was the desire for a higher degree. However, a substantial percentage of current counselors, 23.5 per cent, were taking courses because of interest alone.

TABLE IV.15.--Distribution of respondents by whether they are enrolled in course work (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Yes	100	29.9	35.2
No		70.1	64.8

Chi Square = 123.1.      Significant at  $< .01$ .      df = 2.

Table IV.16 also indicates that a higher percentage of current counselors than of the other two groups were taking course work for a salary increase.

It can be seen from Table IV.17 that the majority of current and former counselors have certification. However, in the aspirant group, only 25.9 per cent have permanent certification.

Current counselors had more training when they began counseling than did the former counselors. Table IV.18 indicates that 51.2 per cent of the current counselors had 19 or more hours of training whereas only 29.4 per cent of the former counselors had 19 or more hours of training. It was surprising to find that a small number, 16 per cent, of the aspirant group had already begun counseling.

TABLE IV.16.--Reasons given for taking courses (in per cent).

Reasons	Aspirants N=81	Current N=523	Former N=96
Toward Degree	88.9	57.3	70.8
Certification	4.9	4.0	5.2
Interest	3.8	23.5	13.5
Salary Increase	1.2	8.6	2.0
Re-training	1.2	4.4	5.2
By Request		.4	
Other		1.8	3.3

Chi Square = 34.51.

Significant at < .01.

df = 12.

TABLE IV.17.--Certification held by respondents (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Permanent	25.9	88.7	97.4
Provisional	38.3	11.3	2.6
Temporary	2.5		
None	33.3		

Chi Square = 128.9.      Significant at <.01.      df = 6.

TABLE IV.18.--Amount of training they had when they began as counselors (in per cent).

Quarter Hours	Aspirants N=13	Current N=1735	Former N=273
None	30.8	5.4	7.3
1--9	30.8	18.1	32.6
10--18		25.3	30.8
19--27	15.4	13.0	10.3
28--36	15.4	17.5	9.9
37 plus	7.6	20.7	9.2
Mean	13.1	21.5	15.3

### Career Preferences at Different Choice Points

In addition to gathering data on undergraduate majors, career preferences at various choice points were collected. Tables B.3, B.4, and B.5 in Appendix B contain distributions of all of the career preferences cited by each of the groups. Career preferences that amounted to 1 per cent or more at any choice point are presented in Figure I. It indicates that the largest percentage of aspiring counselors were interested in becoming teachers at grade 10, at entry into college and at graduation from college. By the time they had reached the point of their highest degree, the majority had decided on counseling as a career. At grade 10, 17.3 per cent were undecided as to a career preference but this percentage was sharply reduced by the time they had entered college.

Current counselors exhibited a pattern very similar to that of the aspiring counselors in that they also chose teaching as a career preference most often through each of the choice points including graduation from college. At the point of the highest degree, 65.8 per cent were interested in counseling as a career. The figure indicates further that 24.1 per cent were undecided at grade 10. This percentage is slightly higher than that reported for the aspirant group.



The pattern for former counselors is different from that exhibited by either of the other groups. The highest percentage at grade 10 were undecided about a career choice. This percentage, although lower at the time of entry into college, tended to remain higher than for either of the other groups. Figure I suggests that at the time of the highest degree administration and teaching rather than counseling were the dominant career preferences. Although the percentages reported are small, at grade 10 and at entry into college, a higher percentage reported career preferences for "doctor" as opposed to either of the other two groups. This may suggest that the former counselors have higher aspirations than the other two groups for occupations with higher status and prestige.

#### Attitudes Toward Counseling

Are current counselors sufficiently well satisfied with their role as counselor to continue in this occupational role? Table IV.19 indicates that 76.1 per cent intend to remain in counseling. Perhaps the reasons for entering counseling will shed some light on the reasons for leaving counseling. Table IV.20 suggests that the reason most often given for entering counseling is a personal interest in counseling with students. Also, a high percentage of respondents selected counseling for the personal satisfaction they derived from working with students in a counseling relationship. It is interesting

TABLE IV.19.--Do they plan to remain  
counselors (in per cent).

	Current N=1735
Yes	76.1
No	11.0
Undecided	12.9

TABLE IV.20.--Reasons for entering counseling (in per cent).

	Aspirants N=81	Current N=1735	Former N=273
Satisfaction	37.5	25.0	21.2
Personal Interest	36.2	36.9	36.3
Other	7.8	8.0	4.8
Influenced by a Friend	6.6	5.8	5.5
Financial	6.5	5.5	12.0
Get Out of Classroom	5.4	7.1	3.7
NDEA Institute		3.3	.7
Assigned by Principal		8.2	15.8
Wanted to Correct the Image I had of my Counselor		.2	

Chi Square = 21.08.

Not significant.

df = 16.

to note that of the former counselors, one fourth entered counseling either because they were assigned to the job by their principal or because the financial rewards were greater than the position they held at that time. Almost one fourth of both the current counselors and the former counselors entered counseling not because of some inner commitment but rather some outside influence such as being assigned by the principal, being influenced by a friend to become a counselor, having an NDEA institute available or some other reason.

Counselors were asked whether their job expectations were fulfilled in their role as counselor. With both the current counselors and the former counselors, approximately 80 per cent thought their expectations were met and 20 per cent thought their expectations were not met. The reasons why they thought their expectations were fulfilled may be seen in Table IV.21. The patterns for current counselors and former counselors look very similar. The reason most often given was that the job was satisfying. Second, the job permitted them to feel effective as persons, and third, they appreciated the chance to work more closely with students.

Table IV.22 indicates the reasons given why job expectations were<sup>r</sup> not fulfilled. One glaring difference in the pattern of current counselors when compared to the pattern of former counselors is that 27 per cent of the current counselors see the job as requiring too much clerical work. The former counselors said that the reason that job



TABLE IV.21.--Reasons why job expectations were fulfilled  
(in per cent).

Reasons	Current N=1370	Former N=222
No response	40.6	40.0
Most satisfying job	28.3	22.5
Feel effective	12.1	13.5
Closer to students	9.1	10.3
More immediate rewards from students	2.8	4.5
Basic training for administration	2.1	3.0
Satisfying but could be better	1.7	1.8
Responsibility for my program	1.4	2.2
No discipline	1.2	1.8
Professional relationships	.7	.4
Chi Square = 1.64.      Not significant.      df = 9.		

expectations were not fulfilled was that there was too little time for counseling.

TABLE IV.22.--Reasons why job expectations were not fulfilled (in per cent).

Reasons	Current N=352	Former N=51
Too much clerical work	27.0	2.2
Too little time for counseling	20.7	28.3
Lack of Administrative understanding	12.2	17.4
Too much administration	10.0	17.4
Theory and practice too divergent	9.0	10.8
Too many disciplinary duties	6.5	6.5
Too few successes	5.1	2.2
Pupil load too heavy	4.0	
Too great a strain	3.7	6.5
Too many decisions made for me	1.8	8.7
Chi Square = 41.77.      Significant at < .01.      df = 9.		

### Future Plans

In addition to delving into the past career preferences and the current attitudes, respondents were asked to report whether they were planning any jobs in the future. If any were looking ahead to a job change they were asked to report what jobs they would be most likely striving toward and what reasons they might have for the selection of another job. Then the former counselors were asked whether any had plans to return to counseling and the reasons for their response.

Table IV.23 indicates that only 45 per cent of the current counselors were looking ahead to another job. However, 52.7 per cent of the former counselors were thinking of another job. The current and former counselors appear to be relatively similar in this regard. Both groups are looking primarily toward jobs in administration. In addition, Table IV.24 shows 22.4 per cent of

TABLE IV.23.--Are respondents looking ahead to another job (in per cent).

	Current N=1735	Former N=273
Yes	45.0	52.7
No	55.0	47.3

Chi Square = 6.069.      Not Significant.      df = 1.

TABLE IV.24.--Future job goals (in per cent).

Job Title	Current N=780	Former N=145
Administrator	34.8	63.4
Director of Guidance	22.4	6.2
College Personnel	18.9	11.2
College Teacher	9.7	10.3
Psychologist	9.5	
Personnel Work in Industry	2.8	1.4
Public Relations	1.3	1.4
Missionary	.6	2.8
Return to Counseling		3.3

Chi Square = 34.32.      Significant at < .01.      df = 7.

the current counselors would like to become directors of guidance and 18.9 per cent would like to be in college personnel work. A small group, 3.3 per cent of the former counselors thought about returning to counseling. The reasons most often given for leaving counseling by former counselors were salary, personal reasons, status and lack of satisfaction. Table IV.25 indicates that these four reasons were given by 94.5 per cent of the respondents.

Although only 3.3 per cent of the former counselors said they were planning to return to counseling, Table IV.26 indicates that 11.7 per cent would return to counseling if presented the opportunity.

TABLE IV.25.--Reasons former counselors left counseling  
(in per cent).

Reasons	Former N=273
Salary	41.7
Personal	36.3
Status of new job	9.2
Lack of satisfaction	7.3
Disagreed with policies	2.7
Personal health	1.5
NDEA: college work	.7
Pregnancy	.4
Return to school	.0

TABLE IV.26.--Would former  
counselors return (in per  
cent).

	Former N=273
Yes	11.7
No	88.3

Of those who would return to counseling, the reason most often cited was the satisfaction it gave. Table IV.27 also supports one of the reasons given for leaving. That is, 23.2 per cent would return because salary is not as important now as when they left counseling.

TABLE IV.27.--Reasons former counselors would return (in per cent).

Reasons	Former N=32
Satisfaction it gave	62.9
Salary not as important now that wife is employed	23.2
Fewer pressures presented	9.4
More training now	4.5

Table IV.28 lists satisfaction with administration as the reason most often given for not returning to counseling now.

Table IV.29 cites the jobs counselors take when they leave counseling.

TABLE IV.28.--Reasons former counselors would not  
return (in per cent).

Reasons	Former N=241
Satisfactions in Administration	55.3
Close to retirement	15.3
Present work challenging	13.0
Salaries are inadequate	7.7
Inadequate preparation for counseling	5.7
Would rather teach	3.0

TABLE IV.29.--Jobs former counselors took immediately upon leaving their counseling job (in per cent).

	Former	
	Male	Female
Principal	30.5	38.7
Assistant Principal	29.7	25.8
Teacher	10.7	12.9
DPPS	9.1	
Supt. of schools	3.3	
Student	3.3	
Supervisor	2.4	6.4
Rec. Director	2.4	
Industry	1.6	
Army	1.6	
Retired	1.6	3.3
Att. Supervisor	1.6	3.3
Reporter	1.1	
Psychologist	1.1	
Housewife (maternity)		9.6

Chi Square = 182.882.

df = 14.

Significant beyond .01 level.



Modal Description of Each Group

An aspiring counselor is a single male 24.4 years of age. He was born and raised in a city. His father is a blue collar worker and his mother a housewife. His father had 10.4 years of schooling and his mother had 10.7 years of schooling. He belongs to the MEA and to no civic organizations. He has a bachelors degree in either psychology, social studies or English. He is currently enrolled in courses working toward a degree. He has either a provisional teaching certificate or none at all. He has 9 quarter hours or less in guidance course work. From the time he was in high school until he graduated from college he wanted to be a teacher. He decided on counseling as a career after graduation from college. The reasons he gives for selecting counseling as a career is the satisfactions he thinks it will bring.

The current counselor is a married male 41.6 years of age with 1.8 children. He was born and raised in a city. His father is a blue collar worker with 9.7 years of schooling. His mother is a housewife with 9.7 years of schooling. He belongs to the MEA and some civic organizations. He holds a masters degree and had undergraduate majors of either English, history, social studies or physical education. He is not enrolled in course work at present and holds a permanent certification. He had 21.5 quarter hours of course work in guidance when he began

counseling. In high school he was either undecided about his future vocation or wanted to be a teacher. At the time of his highest degree he wanted to be a counselor. He became a counselor because of his personal interest in the work. He finds it a satisfying job and is not planning to change from counseling to something else.

The former counselor is a married male 44.4 years of age with 2.8 children. He was born and raised in a city. His father had 6.6 years of schooling and was a blue collar worker. His mother was a housewife with 9.4 years of schooling. He belongs to MEA, NEA and some other professional organization. In addition, he is active in civic organizations. He has a masters degree and had an undergraduate major in either English, history or social studies. He has permanent certification and is not taking course work. He had 15.3 quarter hours of course work when he began to counsel. In high school he was undecided as to his future career. At college he wanted to become a teacher. At the time of his highest degree he wanted to be a principal. He found counseling a satisfying job. He is looking forward to other jobs in administration. The reason he left counseling was salary. He would not return to counseling because he likes administration.

Summary

Chapter IV presents the characteristics of aspiring counselors, current counselors and former counselors. The criteria used are personal-social dimensions, educational background, career choices at various choice points, and attitudinal information about their satisfactions in their role as counselor.

## CHAPTER V

### AN ANALYSIS OF SELECTED VARIABLES

Chapter V contains an analysis of the relationships between variables such as sex, father's occupation, time of decision to enter counseling, reason for entering counseling, certification, undergraduate major, membership in professional organizations, time of receiving education, the amount of training in counseling at the time of the first counseling job, the training in counseling since the first counseling job, reasons for satisfactions with the job as counselor, reasons for dissatisfactions with the job as counselor, and future goals. This analysis is made for the current counselors and former counselors. Aspirants were included in some but not all of the comparisons.

#### Sex

A significant relationship was found between sex and the undergraduate major (Table V.1 and V.2). Current and former counselors come to the profession from diverse experiences in their undergraduate training. The highest percentages of females had majors in English and the highest percentages of males had majors in physical education or social studies.

TABLE V.1.--Relationship between sex and undergraduate major of current counselors (in per cent).

Major	Male N=1040	Female N=695
Physical Education	15.3	8.1
Social Studies	13.7	13.9
History	13.5	5.6
Industrial Arts	7.9	.0
English	6.9	25.0
Business Education	6.9	7.0
Mathematics	5.9	4.6
Biology	5.5	3.2
Psychology	3.4	2.6
Music	2.8	1.9
Science	2.5	2.3
Agricultural Education	2.3	.0
Chemistry	2.1	1.3
Liberal Arts	1.9	1.2
Economics	1.4	1.2
Health	1.3	1.0
Speech	1.0	3.2
Accounting	.9	.0
Geography	.9	.1
Art	.6	.4
Engineering	.5	.3
Spanish	.5	1.5
Latin	.4	4.0
Architecture	.4	.0
Religion	.3	.0
Journalism	.2	.6
Drama	.2	1.2
French	.2	2.6
German	.1	.1
Home Economics		5.2
Library Science		.4
Law		.3
Dance		.1

Chi square = 368.950.

df = 37.

Significant beyond .01 level.

TABLE V.2.--Relationship between sex and undergraduate major of former counselors (in per cent).

Major	Male N=220	Female N=53
Social Studies	13.7	3.8
Physical Education	13.7	3.8
History	10.9	5.7
Mathematics	8.7	9.4
English	8.7	15.0
Industrial Arts	8.7	.0
Science	4.1	.0
Biology	4.1	7.6
Music	3.7	1.9
Business Education	3.2	5.7
Health	3.2	5.7
Psychology	2.3	3.8
French	2.3	.0
Accounting	1.8	.0
Economics	1.4	1.9
Speech	1.4	3.8
Latin	1.4	7.6
Liberal Arts	.9	3.8
Chemistry	.9	.0
Agricultural Education	.9	.0
German	.9	.0
Law	.9	.0
Architecture	.9	.0
Geography	.5	.0
Physics	.5	.0
Elementary Education	.5	1.9
Home Economics		16.9
Spanish		1.9

Chi square = 69.001.

df = 27.

Significant beyond .01 level.

No significant relationship was found between the sex of current counselors and their membership in professional organizations (Table V.3 and V.4). However, male and female former counselors differed significantly in their patterns of membership in professional organizations. Higher percentages of females had membership in counseling organizations and higher percentages of males had membership in administrative organizations.

No significant relationship was found between sex and whether training in counseling was received before or after 1958 (Tables V.5 and V.6).

A significant relationship was found between the amount of training in counseling at the time of the first counseling job and the sex of the counselor (Tables V.7 and V.8).

No significant difference was found between male and female counselors and the amount of training received since they became counselors (Tables V.9 and V.10). The findings of non-significance were true of both current counselors and former counselors.

Aspirants and former counselors displayed no statistically significant differences between the sexes and the time that a decision was made to become a counselor (Tables V.11, V.12 and V.13). Male and female current counselors made their decision to become counselors at different times with males deciding later than females.

TABLE V.3.--Relationship between sex and membership in various professional organizations: Current counselors (in per cent).

	Male N=1040	Female N=695
Michigan Education Association	28.7	26.5
Other	18.2	17.0
National Education Association	17.0	19.2
Michigan Counselors Association	16.0	16.2
American Personnel and Guidance Association	11.0	11.6
American School Counselors Association	6.0	7.9
National Association of Administrators and Secondary School Principals	.9	1.0
American Psychological Association	.7	.3
Association of Counselor Educators and Supervisors	.6	.3

Chi square = 8.864.

df = 8.

Not significant.



TABLE V.4.--Relationship between sex and membership in various professional organizations: Former counselors (in per cent).

	Male N=220	Female N=53
Michigan Education Association	28.3	27.9
National Education Association	24.8	20.1
Other	19.3	17.7
National Association of Administrators and Secondary School Principals	9.5	3.4
Michigan Counselors Association	7.7	10.3
American Personnel and Guidance Association	6.0	11.4
American School Counselors Association	2.8	6.3
Association of Counselor Educators and Supervisors	1.3	1.2
American Psychological Association	.3	1.7

Chi square = 81.348.

df = 8.

Significant beyond .01 level.

TABLE V.5.--Relationship between sex and whether education was received before or after 1958: Current (in per cent).

	Male N=1040	Female N=695
Pre-1958	59.7	61.6
Post-1958	40.3	38.4

Chi square = .333.

Not significant.

df = 1.

TABLE V.6.--Relationship between sex and whether education was received before or after 1958: Former (in per cent).

	Male N=220	Female N=53
Pre-1958	80.1	90.0
Post-1958	19.9	10.0

Chi square = .595.      Not significant.      df = 1.

TABLE V.7.--Relationship between sex and actual amount of counselor training before first job as counselor: Current counselor (in per cent).

Quarter Hours of Training	Male N=1040	Female N=695
none	4.4	6.9
1-9	16.4	20.7
10-18	27.1	22.7
19-27	14.1	11.4
28-36	16.1	19.4
37 plus	21.9	18.9

Chi square = 18.834.      df = 5.

Significant beyond .01 level.

TABLE V.8.--Relationship between sex and actual amount of counselor training before first job as counselor : Former (in per cent).

Quarter Hours of Training	Male N=220	Female N=53
none	8.2	3.8
1 - 9	32.4	33.9
10-18	32.4	22.6
19-27	9.1	15.1
28-36	7.8	18.9
37 plus	10.1	5.7

Chi Square = 10.183.      Not significant.      df = 5.

TABLE V.9.--Relationship between sex and training in counseling since becoming a counselor: Current (in per cent).

Quarter Hours of Training	Male N=1040	Female N=695
none	16.9	18.2
1 - 9	28.1	25.6
10-18	20.3	24.2
19-27	13.4	11.7
28-36	9.1	9.9
37 plus	12.2	10.4

Chi square = 6.474.      Not significant.      df = 5.

TABLE V.10.--Relationship between sex and training in counseling since becoming a counselor: Former (in per cent).

Quarter Hours of Training	Male N=220	Female N=53
none	17.4	15.1
1 - 9	25.1	20.7
10-28	24.7	18.9
19-27	12.8	9.4
28-36	10.0	22.6
37 plus	10.0	13.3

Chi square = 7.282.      Not significant.      df = 5.

TABLE V.11.--Relationship between sex and when decision was made to become a counselor: Current (in per cent).

Time of Decision	Male N=1040	Female N=695
high school	.4	1.3
undergraduate school	11.3	9.4
graduate school	38.1	44.4
first teaching job	37.9	25.4
some job after the first	12.3	19.5

Chi square = 43.490      df = 4.

Significant beyond .01 level.

TABLE V.12.--Relationship between sex and when decision was made to become a counselor: Former (in per cent).

Time of Decision	Male N=220	Female N=53
High school	.5	0.0
Undergraduate school	11.4	1.9
Graduate school	33.8	39.6
First teaching job	37.9	26.4
Some job after the first	16.4	32.1

Chi square = 11.644.      Not significant.      df = 4.

TABLE V.13.--Relationship between sex and when decision was made to become a counselor: Aspirants (in per cent).

Time of Decision	Male N=46	Female N=35
High school	0.0	3.23
Undergraduate school	12.20	19.35
Graduate School	56.10	41.94
First teaching job	24.39	32.36
Some time after first job	7.32	3.23

Chi square = 3.548.      Not significant.      df = 4.

The most frequent reasons given for entering the counseling profession by both sexes of all three groups were personal interest and anticipated satisfactions (Tables V.14, V.15 and V.16). Higher percentages of males gave salary as one of the reasons for entering counseling and higher percentages of females mentioned being assigned by their principal as one of the reasons for becoming a counselor in all three groups but only among the current counselors was there a statistically significant relationship between sex and reasons for becoming a counselor.

TABLE V.14.--Relationship between sex and reason for entering counseling profession: Aspirants (in per cent).

Reason	Male N=46	Female N=35
Satisfaction	37.84	46.67
Personal interest	37.84	43.33
Influenced by friend	8.11	3.33
Salary	5.41	3.33
Get out of classroom	5.41	0.00
Other	5.41	3.33

Chi square = 3.005.

Not significant.

df = 5.

TABLE V.15.--Relationship between sex and reason for entering counseling profession: Current (in per cent).

Reason	Male N=1040	Female N=695
Personal Interest	34.6	40.1
Anticipated satisfaction	28.1	20.4
Get out of classroom	8.3	5.4
Influenced by a friend	8.1	7.9
Salary	6.8	3.6
Assigned by principal	5.0	13.2
Other	4.7	7.4
NDEA Institute	4.2	2.0
Wanted to correct image I had of counselor	.2	0.0

Chi square = 71.834.

df = 8.

Significant beyond .01 level.

Although only 60 per cent of the respondents chose to indicate the source of their satisfaction in counseling (Tables V.17 and V.18), a significant difference was found between responses from female current counselors and male current counselors. Females more frequently than males indicated the job was their most satisfying job and it made them feel effective in what they were doing. Males more frequently than females indicated that they found

satisfaction from the more immediate rewards from the students and the autonomy the job allowed.

TABLE V.16.--Relationship between sex and reason for entering counseling profession: Former (in per cent).

Reason	Male N=220	Female N=53
Personal interest	36.5	33.9
Anticipated satisfaction	20.1	26.4
Salary	14.2	3.8
Assigned by principal	13.7	24.6
Influenced by a friend	5.5	1.9
Get out of classroom	4.6	0.0
Other	4.6	9.4
NDEA Institute	.1	00.0
Chi square = 13.725.      Not significant.      df = 7.		



TABLE V.17.--Relationship between sex and reasons cited for satisfaction from the job: Current (in per cent).

Reasons	Male N=1040	Female N=695
No response	41.4	39.3
My most satisfying job	27.5	29.5
I feel effective in what I am doing	11.6	13.4
I like closer working with students	9.3	8.9
More immediate rewards from students	5.8	3.6
I like the autonomy	2.5	.7
I like it but it could be better	1.2	1.1
Professional relationships	.3	1.4
Basic training for administration	.3	0.0
Appreciate no discipline	.1	2.1

Chi square = 22.669.

df = 9.

Significant beyond .01 level.

TABLE V.18.--Relationship between sex and reasons cited for satisfaction from the job: Former (in per cent).

Reasons	Male N=220	Female N=53
No response	43.1	27.5
My most satisfying job	22.7	22.5
I like closer working with students	10.5	10.0
I feel effective in what I am doing	10.5	27.5
More immediate rewards from students	4.9	2.5
Basic training for administration	3.3	0.0
I like the autonomy	2.1	2.5
Appreciate no discipline	1.7	0.0
Professional relationships	.7	0.0
I like it but it could be better	.7	7.5
Chi square = 20.364.      Not significant.      df = 9.		

A significant difference was found between the male and female current counselors in the reasons given for dissatisfaction in counseling. Females mentioned too little time for counseling, too much clerical work and lack of administrative understanding more frequently than did males (Tables V.19 and V.20). Male counselors reported being dissatisfied with their jobs as counselors because of too much clerical work, theory and practice too divergent and too many administrative duties.

The future goals of both current and former counselor groups were clearly different for men and women (Tables V.21 and V.22). Females were interested in college personnel work or college teaching as future jobs. Males were interested in administration as a possible future job goal.

### Summary

It was found that males and females have different college majors, different patterns of membership in professional organizations if they are former counselors and in the amount of training they had when they accepted their first counseling job. Males and females decide to become counselors at different points in time. The reasons for becoming counselors are different for women than they are for men. Males and females give different reasons

for being either satisfied or dissatisfied with the job as counselor. Men and women counselors aspire to different future jobs.

Significance was obtained for 10 of the 22 comparisons made.

TABLE V.19.--Relationship between sex and reasons cited for dissatisfactions in the job: Current (in per cent).

Reason	Male N=1040	Female N=695
Too much clerical work	28.3	24.0
Theory and practice are divergent	18.6	5.6
Too many administrative duties	12.4	5.6
Too little time for counseling	10.6	24.8
Lack of understanding of role by administrators	8.9	18.4
Too many disciplinary duties	6.6	6.4
Too few successes	5.3	4.8
Too many decisions made for me	3.9	.8
Pupil-counselor ratio too high	3.9	4.0
Too great a strain	1.5	5.6

Chi square = 22.130.

df = 9.

Significant beyond .01 level.

TABLE V.20.--Relationship between sex and reasons cited for dissatisfactions in the job: Former (in per cent).

Reason	Male N=220	Female N=53
Too little time for counseling	36.4	7.7
Theory and practice are divergent	15.2	0.0
Too many decisions made for me	12.1	0.0
Too many administrative duties	12.1	30.8
Too many disciplinary duties	9.1	0.0
Lack of understanding of role by administrators	6.1	46.2
Too great a strain	6.0	7.6
Too few successes	3.0	0.0
Too much clerical work	0.0	7.7
Chi square = 20.895.      Not significant.      df = 8.		

TABLE V.21.--Relationship between sex and future job goals:  
Current (in per cent).

Job Goal	Male N=1040	Female N=695
Administrator	42.6	16.2
Director of guidance	22.1	11.6
College personnel	20.5	30.8
College teacher	7.8	16.7
Psychologist	4.6	13.1
Personnel work in industry	1.8	5.6
Public relations	.4	4.0
Missionary	.2	2.0

Chi square = 101.869.

df = 7.

Significant beyond .01 level.

TABLE V.22.--Relationship between sex and future job goals:  
Former (in per cent).

Job Goal	Male N=220	Female N=53
Administrator	68.5	28.6
College personnel	11.0	14.3
Director of guidance	7.1	0.0
College teacher	5.5	57.1
Missionary	3.2	0.0
Public relations	1.6	0.0
Personnel work in industry	1.6	0.0
Return to counseling	1.5	0.0

Chi square = 36.927.

df = 7.

Significant beyond .01 level.

### Father's Occupation

Tables V.23 and V.24 present information about the relationship between father's occupation and when the decision was made to enter counseling. No statistically significant relationship was found for either current or former counselors.

Tables V.25 and V.26 present information about the relationship between father's occupation and reasons for entering counseling. No statistically significant relationship was found for either current or former counselors.

Tables V.27 and V.28 compare father's occupation to expressed satisfactions in counseling. No statistically significant relationship was found for either current or former counselors.

Current counselors from blue collar homes were dissatisfied with counseling because they are required to do too much clerical work and find a lack of administrative understanding (Table V.29). Counselors from white collar homes were dissatisfied with counseling because there was too little time for counseling and too much clerical work. For former counselors (Table V.30) no significant relationship could be shown between father's occupation and dissatisfaction in the job as counselor.

The relationship between father's occupation and expressed future job goals (Tables V.31 and V.32) was



found to bear no statistically significant relationship for either current or former counselors.

TABLE V.23.--Relationship between father's occupation and when decision was made to enter counseling profession:  
Current (in per cent).

Time of Decision	Blue Collar N=1010	White Collar N=725
High school	1.1	.5
Undergraduate school	11.3	10.0
Graduate school	38.3	42.4
First teaching job	33.9	32.2
Some job after the first	15.4	14.9
Chi square = 5.02.      Not significant.      df = 4.		

TABLE V.24.--Relationship between father's occupation and when decision was made to enter counseling profession:  
Former (in per cent).

Time of Decision	Blue Collar N=174	White Collar N=99
High school	1.0	.0
Undergraduate school	11.3	8.6
Graduate school	31.9	36.6
First teaching job	34.0	37.1
Some job after the first	21.8	17.7
Chi square = 3.359.      Not significant.      df = 4.		

TABLE V.25.--Relationship between father's occupation and reason for entering counseling profession: Current (in per cent).

Reason	Blue Collar N=1010	White Collar N=725
Personal interest	35.6	37.9
Anticipated satisfaction	22.9	26.5
Get out of classroom	9.4	5.4
Influenced by a friend	9.3	7.1
Assigned by principal	7.5	8.8
Other	6.3	5.4
Salary	5.0	5.8
NDEA Institute	4.0	2.9
Wanted to correct image I had of counselor	0.0	.3
Chi square = 19.819.      Not significant.      df = 8.		

TABLE V.26.--Relationship between father's occupation and reason for entering counseling profession: Former (in per cent).

Reason	Blue Collar N=174	White Collar N=99
Personal interest	26.8	41.7
Anticipated satisfaction	19.6	21.7
Assigned by principal	18.6	14.4
Salary	13.4	11.4
Other	8.2	4.0
Influenced by a friend	7.2	3.4
Get out of classroom	6.2	2.3
NDEA Institute	0.0	1.1
Chi square = 12.472.      Not significant.      df = 7.		

TABLE V.27.--Relationship between father's occupation and reasons for satisfaction with the counseling job: Current (in per cent).

Reason	Blue Collar N=1010	White Collar N=725
No response	40.7	40.5
My most satisfying job	31.3	26.0
I like closer working with students	9.3	9.0
I feel effective in what I am doing	9.1	14.7
More immediate rewards from students	3.9	5.6
I like it but it could be better	1.9	1.1
I like the autonomy	1.5	1.1
Appreciate no discipline	1.4	1.1
Professional relationships	.9	.6
Basic training for administration	0.0	.3

Chi square = 18.056.

Not significant.

df = 9.

TABLE V.28.--Relationship between father's occupation and reasons for satisfaction with the counseling job: Former (in per cent).

Reason	Blue Collar N=174	White Collar N=99
No response	42.9	39.1
My most satisfying job	21.4	23.2
I feel effective in what I am doing	12.9	13.9
I like closer working with students	11.4	9.9
Basic training for administration	5.7	1.3
More immediate rewards from students	2.9	5.3
I like it but it could be better	1.4	2.7
I like the autonomy	1.4	1.2
Appreciate no discipline	0.0	2.7
Professional relationships	0.0	.7
Chi square = 7.037.      Not significant.      df = 9.		

TABLE V.29.--Relationship between father's occupation and reasons for dissatisfaction with the counseling job:  
Current (in per cent).

Reasons	Blue Collar N=1010	White Collar N=725
Too much clerical work	20.9	30.7
Lack of understanding of role by administrators	13.4	11.5
Too little time for counseling	11.9	26.2
Theory and practice are divergent	11.2	7.3
Too many administrative duties	10.5	9.6
Too few successes	9.7	2.3
Too many disciplinary duties	8.9	5.0
Pupil-counselor ratio too high	7.5	1.8
Too many decisions made for me	3.0	2.8
Too great a strain	3.0	2.8

Chi square = 30.258.

df = 9.

Significant beyond .01 level.

TABLE V.30.--Relationship between father's occupation and reasons for dissatisfaction with the counseling job:  
Former (in per cent).

Reasons	Blue Collar N=174	White Collar N=99
Too little time for counseling	36.4	20.8
Lack of understanding of role by administrators	18.2	16.7
Too many administrative duties	18.2	16.7
Theory and practice are divergent	13.6	8.3
Too few successes	4.6	0.0
Too many decisions made for me	0.0	16.7
Too many disciplinary duties	0.0	12.5
Too much clerical work	0.0	4.2
Chi square = 10.158.	Not significant	df = 8.

TABLE V.31.--Relationship between father's occupation and future job goals: Current (in per cent).

Job Goal	Blue Collar N=1010	White Collar N=725
Administrator	31.7	40.7
College personnel	27.7	19.8
Director of guidance	16.3	19.8
College teacher	12.9	7.9
Psychologist	6.8	6.8
Personnel work in industry	3.4	2.5
Public relations	1.2	1.4
Missionary	0.0	1.6
Chi square = 19.98.      Not significant.      df = 7.		



TABLE V.32.--Relationship between father's occupation and future job goals: Former (in per cent).

Job Goal	Blue Collar N=174	White Collar N=99
Administrator	60.4	67.4
College personnel	13.2	10.1
College teacher	13.2	9.0
Director of guidance	9.4	4.5
Personnel work in industry	3.8	0.0
Missionary	0.0	4.5
Public relations	0.0	2.3
Return to counseling	0.0	2.2

Chi square = 10.497.

Not significant.

df = 7.

Summary

It was found that father's occupation was related to the dissatisfactions in counseling of current counselors.

Of ten comparisons made, father's occupation was found to bear a relationship to other variables studied in only one case.

Choice Points

The majority of current counselors who decided on counseling as a career when they were in high school, had 18 hours or less training when they took their first counseling job (Tables V.33 and V.34). Counselors who decided to become counselors while in undergraduate or graduate school had 19 hours or more. Those counselors who decided as late as the first job or some job after the first, had training that consisted of 18 hours or less when they started counseling. Former counselors appeared to have 18 hours or less training when they took their first counseling job regardless of when they made their decision to become a counselor.

Tables V.35 and V.36 compare the time when a decision was made to enter counseling to the training received since becoming a counselor. No statistically significant relationship was found for either current or former counselors.

Personal interest was offered most often by both current and former counselors as the reason for entering counseling regardless of when the decision was made to become a counselor (Tables V.37 and V.38).

A higher percentage of current counselors who decided to be counselors while still in high school said they chose counseling in order to get out of the classroom.

TABLE V.33.--Relationship between when decision was made to become a counselor and the amount of training in counseling when started on first job as counselor: Current (in per cent).

Quarter Hours of training	A N=19	B N=182	C N=703	D N=509	E N=262
None	23.1	3.3	4.3	6.3	8.0
1 - 9	7.7	6.6	16.2	17.0	33.2
10-18	61.5	14.8	22.2	31.1	27.1
19-28	0.0	18.1	15.4	11.3	8.0
29-36	7.7	23.1	19.1	18.1	8.0
37 plus	0.0	34.1	22.8	16.2	15.7

Chi Square = 141.839.

df = 20.

Significant beyond .01 level.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = Some job after first

TABLE V.34.--Relationship between when decision was made to become a counselor and the amount of training in counseling when started on first job as counselor: Former (in per cent).

Quarter Hours of Training	A N=4	B N=26	C N=95	D N=96	E N=52
None	0.0	0.0	2.1	6.1	22.6
1 - 9	0.0	19.2	28.4	36.7	39.6
10-18	100.0	34.6	30.5	33.7	22.6
19-28	0.0	11.5	11.6	12.2	3.8
29-36	0.0	7.7	13.7	7.1	9.4
37 plus	0.0	27.0	13.7	4.2	9.2

Chi square = 51.561.

df = 20.

Significant beyond .01 level.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = Some job after first

TABLE V.35.--Relationship between when decision was made to become a counselor and the amount of training since becoming a counselor: Current (in per cent).

Quarter Hours of Training	A N=19	B N=182	C N=703	D N=569	E N=262
None	15.4	25.3	16.9	16.9	14.6
1 - 9	38.5	30.8	25.2	28.4	26.4
10-18	23.1	18.1	23.0	20.2	24.5
19-28	0.0	9.3	11.7	14.1	15.7
29-36	15.4	8.2	10.7	9.8	5.4
37 plus	7.6	8.3	12.5	10.6	13.4

Chi square = 30.888.  
Not Significant

df = 20.

Key:

A = High school  
B = Undergraduate school  
C = Graduate school  
D = First job  
E = Some job after first

TABLE V.36.--Relationship between when decision was made to become a counselor and the amount of training since becoming a counselor: Former (in per cent).

Quarter Hours of Training	A N=4	B N=26	C N=95	D N=96	E N=52
None	100.0	15.4	10.5	20.4	20.8
1 - 9	0.0	23.1	18.9	24.5	33.9
10-18	0.0	30.8	28.4	18.4	20.8
19-28	0.0	7.7	13.7	13.3	9.4
29-36	0.0	11.5	13.7	16.4	5.7
37 plus	0.0	11.5	14.7	7.0	9.4

Chi square = 21.376.

df = 20.

Not significant.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = Some job after first

TABLE V.37.--Relationship between when decision was made to become a counselor and reasons for becoming a counselor:  
Current (in per cent).

Reason	A N=19	B N=182	C N=703	D N=569	E N=262
Personal interest	46.2	47.8	37.4	36.7	28.6
Get out of classroom	23.1	5.5	7.8	7.4	4.9
Anticipated satisfaction	15.4	35.2	25.3	25.7	16.4
Influenced by a friend	15.4	4.9	7.5	10.0	6.9
Assigned by principal	0.0	2.8	5.8	6.3	21.8
Other	0.0	1.1	5.9	4.2	11.8
Salary	0.0	0.0	7.9	4.6	5.3
Wanted to correct image I had of counselor	0.0	1.0	.3	0.0	0.0

Chi square = 189.968.

df = 32

Significant beyond .01 level.

Key:

A = High school

B = Undergraduate school

C = Graduate school

D = First job

E = Sometime after the first job

TABLE V.38.--Relationship between when decision was made to become a counselor and reasons for becoming a counselor:  
Former (in per cent).

Reason	A N=4	B N=26	C N=95	D N=96	E N=52
Other	100.0	3.9	4.2	3.1	11.3
Personal interest	0.0	30.8	42.1	41.8	18.9
Anticipated satisfaction	0.0	26.9	17.9	21.4	24.5
Influenced by a friend	0.0	19.2	3.2	4.1	1.9
Salary	0.0	11.5	7.4	21.4	3.8
Get out of classroom	0.0	7.7	4.2	3.1	1.9
NDEA Institute	0.0	0.0	2.1	0.0	0.0
Assigned by principal	0.0	0.0	18.9	5.1	37.7

Chi square = 87.858.

df = 28.

Significant beyond .01 level.

Key:

A = High school

B = Undergraduate school

C = Graduate school

D = First job

E = Sometime after the first job



The later the decision was made to enter counseling, the more apt the respondents were to say they were assigned by their principal to the counseling position.

Former counselors gave personal interest most frequently as the reason they became counselors if they made their decision to become a counselor in undergraduate school, in graduate school or at their first job. "Assigned by the principal" was the reason given most often by those who decided on becoming a counselor at some time after their first job. Salary and anticipated satisfaction were cited by 42.8 per cent of those who decided to become counselors at the time of their first job.

Tables V.39 and V.40 compare the time when a decision was made to enter counseling with the expressed satisfaction in counseling. No statistically significant relationship was found for either current or former counselors.

Current counselors who decided to enter counseling sometime after high school said that the chief sources of their dissatisfaction are the amount of clerical work and the lack of time for counseling (Table V.41). No statistically significant relationship between choice points and dissatisfactions was obtained for former counselors (Table V.42).

TABLE V.39.--Relationship between when decision was made to become a counselor and reasons for satisfaction with the job: Current (in per cent).

Reason	A N=19	B N=182	C N=703	D N=569	E N=262
Most satisfying job	57.1	31.9	26.0	29.4	28.6
No response	42.9	34.0	41.1	37.9	49.1
I like closer working with students	0.0	16.3	9.1	9.2	4.8
I feel effective in what I am doing	0.0	8.5	13.8	13.5	9.1
More immediate rewards from students	0.0	5.7	4.6	6.1	2.9
Yes--but	0.0	2.1	1.6	1.3	.8
Program is my responsibility	0.0	1.4	.9	.9	2.4
Appreciate no discipline	0.0	0.0	1.6	1.3	.9
Professional relationships	0.0	0.0	.9	.4	1.4
Basic training for administration	0.0	0.0	.4	0.0	0.0

Chi square = 46.08.

df = 36.

Not significant.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = Sometime after first job

TABLE V.40.--Relationship between when decision was made to become a counselor and reasons for satisfaction with the job: Former (in per cent).

Reason	A N=4	B N=26	C N=95	D N=96
No response	57.1	36.8	38.8	40.0
Most satisfying job	19.0	22.4	20.0	30.0
Appreciate no discipline	9.5	0.0	2.4	0.0
I like closer working with students	9.5	11.8	10.6	7.5
More immediate rewards from students	4.8	5.3	5.9	0.0
I feel effective in what I am doing	0.0	15.8	16.5	10.0
Yes but it could be better	0.0	6.6	0.0	0.0
Professional relationships	0.0	1.3	0.0	0.0
Program is my responsibility	0.0	0.0	3.5	2.5
Basic training for administration	0.0	0.0	2.4	10.0

Chi square = 44.419.

df = 27.

Not significant.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job

TABLE V.41.--Relationship between when decision was made to become a counselor and reasons for dissatisfaction with the job: Current (in per cent).

Reason	A N=19	B N=182	C N=703	D N=569	E N=262
Too little time for counseling	60.0	28.9	17.0	22.2	19.2
Too many disciplinary duties	40.0	7.9	3.4	8.3	7.7
Too much clerical work	0.0	36.8	28.6	23.2	26.9
Theory and practice are too divergent	0.0	7.9	8.8	10.2	7.7
Lack of understanding of administration	0.0	7.9	13.6	12.0	11.5
Too many administrative duties	0.0	7.9	10.2	8.3	15.4
Too few successes	0.0	2.6	6.8	4.6	3.9
Too many decisions made for me	0.0	0.0	5.4	0.0	3.9
Pupil-counselor ratio too high	0.0	0.0	3.4	8.3	0.0
Too great a strain	0.0	0.0	2.7	2.8	3.9

Chi square = 45.806.

df = 36.

Significant at .01 level.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = Sometime after first job

TABLE V.42.--Relationship between when decision was made to become a counselor and reasons for dissatisfaction with the job: Former (in per cent).

Reason	A N=4	B N=27	C N=95	D N=96	E N=52
Lack of understanding by administration	100.0	0.0	22.2	0.0	27.3
Theory and practice are too divergent	0.0	40.0	5.6	18.2	0.0
Too many administrative duties	0.0	40.0	22.2	0.0	18.2
Too little time for counseling	0.0	20.0	27.8	27.3	36.4
Too many decisions made for me	0.0	0.0	11.1	18.2	0.0
Too few successes	0.0	0.0	5.6	0.0	0.0
Too much clerical work	0.0	0.0	5.6	0.0	0.0
Too many disciplinary duties	0.0	0.0	0.0	27.3	0.0
Too great a strain	0.0	0.0	0.0	9.1	18.2
Pupil-counselor ratio too high	0.0	0.0	0.0	0.0	0.0

Chi square = 37.612.

df = 32.

Not significant.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = Sometime after first job

Current counselors who decided to enter counseling while they were still in undergraduate school most often cited college personnel work as their future job goal (Table V.43). Counselors who decided at other choice points named administration most often as the job to which they aspired.

Table V.44 compares the choice points of former counselors with future occupational goals. No statistically significant relationship was found.

### Summary

For current counselors decision points were related to the amount of training they had when they began their first counseling job, to the reasons given for becoming a counselor, to the reasons given for dissatisfactions with the job as counselor and to future job goals. Decision points were related to the amount of training former counselors had when they began their first counseling job and also to the reasons they give for becoming counselors.

TABLE V.43.--Relationship between when decision was made to become a counselor and future job goals: Current (in per cent).

Job Goal	A N=19	B N=182	C N=703	D N=569	E N=262
Administrator	55.6	28.1	35.6	40.1	28.6
College teacher	22.2	7.9	12.8	6.3	13.1
Missionary	22.2	0.0	.6	0.0	1.2
College personnel	0.0	40.5	18.6	23.0	25.0
Director of Guidance	0.0	16.9	20.9	19.3	20.2
Psychologist	0.0	6.7	7.7	6.3	5.9
Personnel work in industry	0.0	0.0	2.9	3.4	3.6
Public relations	0.0	0.0	.9	1.5	2.4

Chi square = 108.460.

df = 28.

Significant beyond .01 level.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job
- E = After first job

TABLE V.44.--Relationship between when decision was made to become a counselor and future job goals: Former (in per cent).

Job Goal	A N=4	B N=26	C N=95	D N=96
Administrator	66.7	48.4	77.1	84.6
College personnel	33.3	16.1	6.6	0.0
College teacher	0.0	14.5	9.8	0.0
Director of Guidance	0.0	11.3	0.0	15.4
Public relations	0.0	3.2	0.0	0.0
Missionary	0.0	3.2	3.3	0.0
Return to counseling	0.0	3.2	0.0	0.0
Personnel work in industry	0.0	0.0	3.3	0.0

Chi square = 31.055.

df = 21.

Not significant.

Key:

- A = High school
- B = Undergraduate school
- C = Graduate school
- D = First job



### Certification Held

Current counselors who had permanent certification had fewer hours of training in counseling than did those counselors with provisional or temporary certification (Table V.45). No significant relationship was found between certification and counselor training for former counselors (Table V.46).

Current counselors with permanent certification have received more training since they began counseling (Table V.47). No significant relationship was found between certification and the training since becoming a counselor for former counselors (Table V.48).

Tables V.49 and V.50 present a comparison of certification with the reasons for entering counseling. No statistically significant relationship was found for either current or former counselors.

Current counselors with provisional certification made their decision to enter counseling at the graduate school or before while those with permanent or temporary certification decided at the graduate school or later (Table V.51). No significant relationship was found between certification and decision point for former counselors (Table V.52).

Current counselors with permanent certification found counseling their most satisfying job (Table V.53). They said they felt effective in what they were doing.

Current counselors with provisional certification found the job most satisfying and liked working closely with students. Current counselors with temporary certification liked working closely with students and the autonomy the job offered.

TABLE V.45.--Relationship between certification and training in counseling at the time of the first job as counselor:  
Current (in per cent).

Quarter Hours of Training	Permanent N=1211	Provisional N=449	Temporary N=75
None	5.4	3.8	16.7
1 - 9	19.0	10.9	8.3
10-18	26.3	18.7	0.0
19-28	12.7	17.0	0.0
29-36	17.0	19.2	50.0
37 plus	19.6	30.4	25.0

Chi square = 37.683.

df = 10.

Significant beyond .01 level.

TABLE V.46.--Relationship between certification and training in counseling at the time of the first job as counselor:  
Former (in per cent).

Quarter Hours of Training	Permanent N=249	Provisional N=24
None	7.5	0.0
1 - 9	33.1	14.3
10-18	30.8	28.6
19-28	10.2	14.3
29-36	9.4	28.6
37 plus	9.0	14.2

Chi square = 4.132.

df = 5.

Not significant.

TABLE V.47.--Relationship between certification and training received since first job: Current (in per cent).

Quarter Hours of Training	Permanent N=1211	Provisional N=449	Temporary N=75
None	15.3	31.9	75.0
1 - 9	26.4	33.5	16.7
10-18	22.8	15.9	0.0
19-28	13.5	6.0	8.3
29-36	9.9	6.0	0.0
37 plus	12.1	6.7	0.0

Chi square = 75.062.

df = 10

Significant beyond .01 level.

TABLE V.48.--Relationship between certification and training received since first job: Former (in per cent).

Quarter Hours of Training	Permanent N=249	Provisional N=24
None	16.9	14.3
1 - 9	24.8	0.0
10-18	22.2	71.4
19-28	12.4	0.0
29-36	12.8	14.3
37 plus	10.9	0.0

Chi square = 10.465.

df = 5.

Not significant.

TABLE V.49.--Relationship between certification and when decision was made to enter counseling: Current (in per cent).

Reason	Permanent N=1211	Provisional N=449	Temporary N=75
Personal interest	36.9	35.2	75.0
Anticipated satisfaction	24.8	28.0	0.0
Assigned by principal	8.3	7.7	8.3
Influenced by a friend	8.2	6.6	0.0
Get out of classrooms	6.6	10.9	16.7
Other	6.2	2.8	0.0
Salary	5.7	4.4	0.0
NDEA Institute	4.4	5.5	0.0

Chi square = 22.653.

df = 14.

Not significant.

TABLE V.50.--Relationship between certification and when decision was made to enter counseling: Former (in per cent).

Reason	Permanent N=249	Provisional N=24
Personal interest	35.3	71.4
Anticipated satisfaction	21.4	14.3
Assigned by principal	15.8	14.3
Salary	12.4	0.0
Other	5.6	0.0
Influenced by a friend	4.9	0.0
Get out of classroom	3.8	0.0
NDEA Institute	.7	0.0

Chi square = 4.544.

df = 7.

Not significant.

TABLE V.51.--Relationship between certification and reasons for entering counseling: Current (in per cent).

Time of Decision	Permanent N=1211	Provisional N=449	Temporary N=75
High school	.8	.6	0.0
Undergraduate school	8.5	28.0	8.3
Graduate school	41.8	31.3	41.7
First teaching job	32.9	33.5	25.0
Sometime after first teaching job	16.0	6.6	25.0

Chi square = 74.223.

df = 8.

Significant beyond .01 level.

TABLE V.52.--Relationship between certification and reasons for entering counseling: Former (in per cent).

Time of Decision	Provisional N=249	Temporary N=24
High school	.4	0.0
Undergraduate school	9.0	28.6
Graduate school	34.2	57.1
First teaching job	36.8	0.0
Sometime after first teaching job	19.6	14.3

Chi square = 6.47.

df = 4.

Not significant.

Former counselors with permanent certification found the job their most satisfying while those with provisional certification found the greatest source of satisfaction was derived from no disciplinary responsibility (Table V.54).

Tables V.55 and V.56 present comparisons between certification and dissatisfactions with the job of counselor. No statistically significant relationship was found for either current or former counselors.

Counselors with permanent or provisional certification cited administration as the job to which they aspired (Table V.57). Counselors with temporary certification listed most often director of guidance, college personnel and public relations as the jobs to which they aspired.

Table V.58 presents a comparison of certification with future job goals of former counselors. No statistically significant relationship was found.

### Summary

The type of certification that current counselors held bore significant relationships with the amount of training the counselors had when they took their first counseling job, to the amount of training taken since becoming a counselor, to the reasons given for deriving satisfaction from the counseling job and to the jobs to which they aspire. A relationship between certification and job satisfactions was found for former counselors.



TABLE V.53.--Relationship between certification and reasons for satisfaction in counseling job: Current (in per cent).

Reason	Permanent N=1211	Provisional N=449	Temporary N=75
No response	40.6	41.6	25.0
Most satisfying job	28.9	23.5	12.5
I feel effective in what I am doing	12.5	10.7	12.5
I like closer working with students	8.2	16.1	25.0
More immediate rewards from students	5.1	3.4	0.0
Appreciate no discipline	1.3	.7	0.0
Autonomy	1.2	2.7	25.0
Yes but it could be better	1.1	1.3	0.0
Professional rela- tionships	.8	0.0	0.0
Basic training for administration	.2	0.0	0.0

Chi square = 50.41.

df = 18.

Significant beyond .01 level.

TABLE V.54.--Relationship between certification and reasons for satisfaction in counseling job: Former (in per cent).

Reason	Provisional N=249	Temporary N=24
No response	41.0	0.0
Most satisfying job	22.6	20.0
I feel effective in what I am doing	13.8	0.0
I like closer working with students	10.6	0.0
More immediate rewards from students	4.2	20.0
Basic training for administration	2.8	0.0
Autonomy	1.8	20.0
Yes, but it could be better	1.8	0.0
Appreciate no discipline	.9	40.0
Professional relationships	.5	0.0

Chi square = 54.843.

df = 9.

Significant beyond .01 level.

TABLE V.55.--Relationship between certification and reasons for dissatisfaction in counseling job: Current (in per cent).

Reason	Permanent N=1211	Provisional N=449	Temporary N=75
Too much clerical work	27.8	22.6	0.0
Too little time for counseling	20.5	25.8	0.0
Lack of understanding by administrators	12.0	9.7	50.0
Too many administrative duties	10.1	3.2	50.0
Theory and practice are too divergent	7.6	22.6	0.0
Too many disciplinary duties	6.3	9.7	0.0
Too few successes	5.4	3.2	0.0
Pupil-counselor ratio too high	4.1	3.2	0.0
Too many decisions made for me	3.1	0.0	0.0
Too great a strain	3.1	0.0	0.0

Chi square = 26.533.

df = 18.

Not significant.

TABLE V.56--Relationship between certification and reasons for dissatisfaction in counseling job: Former (in per cent).

Reason	Permanent N=249	Temporary N=24
Too little time for counseling	27.3	50.0
Lack of understanding by administrators	18.2	0.0
Too many administrative duties	18.2	0.0
Theory and practice are too divergent	9.1	50.0
Too many decisions made for me	9.1	0.0
Too many disciplinary duties	6.8	0.0
Too great a strain	6.7	0.0
Too few successes	2.3	0.0
Too much clerical work	2.3	0.0

Chi Square = 4.568

df = 8.

Not significant.

TABLE V.57.--Relationship between certification and future job goals: Current (in per cent).

Job Goal	Permanent N=1211	Provisional N=449	Temporary N=75
Administrator	36.8	29.4	14.3
College personnel	22.4	28.3	28.6
Director of guidance	19.7	11.9	28.6
College teacher	9.6	14.1	0.0
Psychologist	5.9	14.1	0.0
Personnel work in industry	3.0	2.2	0.0
Missionary	1.6	0.0	0.0
Public Relations	1.2	0.0	28.6

Chi square = 108.71.

df = 16.

Significant beyond .01 level.

TABLE V.58.--Relationship between certification and future job goals: Former (in per cent).

Job Goal	Permanent N=249	Temporary N=24
Administrator	64.5	100.0
College personnel	11.4	0.0
College teacher	10.6	0.0
Director of guidance	6.4	0.0
Missionary	2.8	0.0
Public relations	1.4	0.0
Personnel work in industry	1.4	0.0
Return to counseling	1.4	0.0

Chi square = .547.

df = 7.

Not significant.

### Chapter Summary

Fifty-eight comparisons were made to determine relationships between such variables as sex, father's occupation, time of decision to enter counseling, reason for entering counseling, certification, undergraduate major, membership in professional organizations, time of receiving education, the amount of training in counseling at the time of the first counseling job, the training in counseling since the first counseling job, reasons for satisfactions with the job as counselor, reasons for dissatisfactions with the job as counselor and future job goals for both current and former counselors. Aspirants were included in some but not all of the comparisons. Statistical significance was obtained for 23 of the 58 comparisons made. The following conclusions are drawn from the analysis.

1. Sex is related to the undergraduate major of current and former counselors.
2. Sex is related to membership in professional organizations of former counselors.
3. Sex is related to the reasons given for becoming a counselor.
4. Sex is related to the point in time when the decision was made to enter counseling.
5. Sex is related to the amount of training counselors had when they began counseling.
6. Sex is related to the reasons given for being satisfied with counseling as an occupation for current counselors.

7. Sex is related to the reasons given for being dissatisfied with counseling as an occupation for current counselors.
8. Sex is related to the future job goals that current and former counselors express.
9. Father's occupation is related to the reasons given for being dissatisfied with counseling as an occupation expressed by current counselors.
10. The time of the decision to enter counseling is related to the amount of training in counseling former counselors had when they began their first counseling job.
11. The time of the decision to enter counseling is related to the amount of training in counseling current counselors had when they began their first counseling job.
12. The time of the decision to enter counseling is related to the reasons given for dissatisfactions in the counseling job.
13. The time of the decision to enter counseling is related to the future job goals expressed by current counselors.
14. The time of the decision to enter counseling is related to the reasons that current counselors give for becoming counselors.
15. The time of the decision to enter counseling is related to the reasons that former counselors give for becoming counselors.
16. Certification is related to the amount of training the subject had when he began counseling for current counselors.
17. Certification is related to the amount of training the subject has received since he began working as a counselor for current counselors.



18. Certification is related to the reasons that current counselors give for deriving satisfaction from their job as counselors.
19. Certification is related to the reasons that former counselors give for having derived satisfaction from their jobs as counselors.
20. Certification is related to the time the decision was made to become a counselor.
21. Certification is related to the future job goals expressed by current counselors.

CHAPTER VI

AN ANALYSIS OF WORK HISTORIES  
AND CAREER PATTERNS

Chapter VI presents a comparison of the work histories of aspiring counselors, current counselors and former counselors and analyses of the reasons for changing jobs. Counselors' career patterns are classified according to the Miller and Form career families presented in Table I.1. Finally, a summary statement about the regularity of the patterns is made.

Work History

When the subjects were asked to indicate all the different jobs they had held, the number of job titles reported by each group varied from 16 for aspiring counselors (Table VI.1), 27 for former counselors (Table VI.2), to 38 for current counselors (Table VI.3). The variation may not be due to any real differences in the make-up of each group but rather to the differences in the number of respondents in each group. If equal numbers were available for each group, it is possible the number of job titles offered would be similar.

Clearly the most frequent first job for all three groups was teacher. But even though most, 50 per cent, list teacher as their first job, a relatively high percentage, 26.2 per cent, have continued with their education as full-time students after the bachelors degree. The category "student" therefore is listed as an occupation. Hiring practices may be changing. That is, the requirements for some jobs may necessitate 5 years of preparation. It may be that some of the respondents are still undecided about teaching as a career. It is also possible that after having experienced course work or practice teaching, the individual decides to continue with his education but train for something different. Therefore rather than go into the classroom, the student stays on to receive training as a counselor because he knows that it is the job that he wants. It was interesting to note that approximately 2.5 per cent of the respondents were counselors on their first job.

For former counselors and current counselors, a noticeable shift occurs at the second job which is almost equally apt to be teacher or counselor. Members of the aspirant group are most frequently students on their second or third jobs. Housewife was mentioned third most often by current counselors as the second job. Apparently, females complete their training, take a job for a certain period of time and then resign to become housewives and then return

at some later time to teaching, administration or counseling.

By the time of third job, current counselors were counselors slightly more often than they were teachers. In addition, approximately 4 per cent have assumed some administrative post such as director of guidance, assistant principal or principal. At this same job point, former counselors mention counselor as their job title most often. A significant percentage of former counselors have entered administrative positions by job three. While 35.4 per cent mentioned counselor as the job title at the third job, 32.6 per cent had jobs as principals, assistant principals or directors of guidance.

At the time of the fourth job, 63 per cent of the current counselors were counselors while only 40 per cent of the former counselors were counselors. From the third to the fourth job, little change took place in the numbers engaged in administration, within the current counselor group. The former counselors engaged in administration changed from approximately 30 per cent at job 3 to approximately fifty per cent at the fourth job.

By the fifth job, 90 per cent of the counselors were counselors and approximately 10 per cent were directors of guidance with some counseling responsibility. Approximately 70 per cent of the former counselors were in administration or supervision of some kind at the fifth

job. In the case of small schools, principals still felt that a good portion of their time was spent counseling students. Approximately 13 per cent of the former counselors returned to the classroom.

Although some of the job histories included more than five changes of job title or location, those histories were relatively few and do not warrant reporting. Tables VI.1, VI.2 and VI.3 form the bases for the preceding discussion.

TABLE VI.1.--Frequency of job titles over work history:  
Aspirants (in per cent).

Title	1st Job N=81	2nd Job N=32	3rd Job N=10
Teacher	50.0	21.9	30.0
Student	26.2	40.6	70.0
Soldier	3.6	9.4	
Counselor	2.5		
Industry	2.5	6.2	
Social Worker	2.5	3.1	
Psychologist	2.5		
Minister	2.5		
Personnel Worker	2.5		
Recreation Director	1.2	3.1	
Speech Therapist	1.2		
Secretary	1.2		
Nurse	1.2		
Principal		6.2	
Self employed		3.1	
Assistant Principal		3.1	
Supervision		3.1	

TABLE VI.2--Frequency of job titles over work history:  
Current (in per cent).

Title	Job 1 N=1735	Job 2 N=1707	Job 3 N=1137	Job 4 N=686	Job 5 N=269
Teacher	82.8	39.1	40.0	25.5	
Soldier	5.1	3.5	2.1	.9	
Counselor	2.1	37.8	42.5	63.0	90.0
Industrial Worker	1.5	2.5	1.5	.3	
Salesman	1.5	.7	.8	.4	
Coach	1.1	.8	.3	.3	
Social Worker	1.0	.3	.8	.1	
Housewife	.8	5.7	1.6	.7	
Principal	.3	1.0	2.1	2.0	.7
Student	.1	3.8	2.2	2.0	
Director of Pupil Personnel Services		.4	1.4	2.7	8.9
Assistant Principal		.1	.9	1.0	

Twenty-seven other job titles were given by the respondents but they appeared less than 1 per cent of the time at either of the job positions.

15.5 per cent of the Current Counselors changed jobs after the fifth job which is reported. Those who moved went to other counseling jobs or a Director of Pupil Services job.

TABLE VI.3.--Frequency of job titles over work history:  
Former (in per cent).

Title	Job 1 N=273	Job 2 N=267	Job 3 N=260	Job 4 N=153	Job 5 N=77
Teacher	85.4	42.7	24.6	8.5	12.9
Soldier	7.0	4.5			2.6
Counselor	2.9	37.4	35.4	40.0	11.6
Principal	.4	6.3	14.2	22.2	36.4
Director of Pupil Personnel Services	.4	.4	2.4		9.0
Assistant Principal	.4	1.2	16.0	24.8	16.9
Student		1.6	2.0		
Housewife		1.2			
Superintendent of Schools			1.1	4.5	7.7
School Supervisor			1.2		1.4
Attendance Supervisor					1.4

Sixteen other job titles were given by the respondents. Job positions that occurred fewer than 1 per cent of the time were not recorded here.

20.5 per cent of the Former Counselors changed jobs after the fifth job which is recorded.

### Reasons for Job Changes

Nineteen reasons for changing jobs were reported. These reasons have been coarsely grouped into five categories: (1) mobility--either horizontal or vertical; (2) personal; (3) withdrawal--out of the sphere of education; (4) no control--unplanned moves; and (5) terminal. Because the reasons given for changing jobs were free responses it was necessary for the analysis to attempt some synthesis. Although other groupings can be imagined, these help in this analysis. Table VI.4 presents reasons for job changes given by the aspirant group, Table VI.5 presents reasons for job changes given by the current counselors and Table VI.6 presents reasons for job changes given by the former counselors.

The aspirants moved from their first job most often because they had finished their degree. This was in contrast to the other two groups where moves were made either because of a promotion within the system or because they left the system for a better job or a brighter future. A slightly higher percentage of current counselors reported that they left their first job "to counsel" than did either the aspiring or former counselors. Also, a slightly higher percentage of current counselors left for maternity reasons at the end of the first job.



A marked change occurs in the patterns observed as we look at reasons for changing from the second job. Whereas 25.2 per cent of the current counselors report they were promoted, 50.2 per cent of the former counselors report they were promoted. Among current counselors, 39.4 per cent left their third job because of promotion and 67.2 per cent of the former counselors reported leaving because of promotion. At job four, promotion was given as the reason for leaving by 51.4 per cent of the current counselors and 72.1 per cent of the former counselors. Former counselors more frequently give promotion as the reasons for a job change than do the current counselors.

The reasons for changing jobs which were grouped under mobility, account for 93.7 per cent of the reasons given at job 3 by former counselors and 77.7 per cent of the reasons given at job 3 by current counselors. The reasons for changing jobs which were grouped under mobility, account for 92.5 per cent of the reasons given at job 4 by former counselors and 75 per cent of the reasons given at job 4 by current counselors. This difference of approximately 16 percentage points between the two groups appears to be one factor that may help to shed light on the difference between the two groups.

TABLE VI.4.--Reasons for changing jobs over work history:  
Aspirants (in per cent).

Reasons	Job 1 N=32	Job 2 N=10	Job 3	Job 4
<hr/>				
Mobility				
Finished degree	29.5			
Return to school	20.4	70.0		
Left for better job	18.1	10.0		
Promoted	16.0			
Left to teach	10.0			
	<hr/>	<hr/>		
TOTAL	84.0	80.0		
Personal				
Personal	2.2	10.0		
	<hr/>	<hr/>		
TOTAL	2.2	10.0		
Withdrawal				
Drafted	2.2			
Quit teaching	2.2			
	<hr/>			
TOTAL	4.4			
No Control				
Husband's job moved	2.2			
	<hr/>			
TOTAL	2.2			
Terminal				
Discharged (service)	7.2			
	<hr/>			
TOTAL	7.2			
<hr/>				

TABLE VI.5.--Reasons for changing jobs over work history:  
Current (in per cent).

Reasons	Job 1 N=1707	Job 2 N=1137	Job 3 N=686	Job 4 N=269
<b>Mobility</b>				
Left for better job	28.3	27.6	21.2	13.0
Promoted	27.9	25.2	39.4	51.4
Salary	5.5	3.4	4.0	3.2
Return to school	4.0	3.1	1.6	
Left to teach	3.4	11.1	6.3	1.8
Moved up to Secondary	2.0	2.3	1.5	.4
NDEA Institute	1.1	.4	1.1	1.6
Finished degree		3.8	2.6	3.6
TOTAL	72.2	76.9	77.7	75.0
<b>Personal</b>				
To counsel	6.0	8.2	8.8	16.3
Personal	1.2	1.5	2.0	2.1
Disagreed with policies	.8	.1	1.7	
Released (fired)			.3	
TOTAL	8.1	9.8	12.8	18.4
<b>Withdrawal</b>				
Maternity	6.4	2.2	.8	
Drafted	3.7	2.1	1.1	1.4
Get out of teaching	.7	.2	.3	.4
TOTAL	10.8	4.5	2.2	1.8
<b>No control</b>				
Husband's job moved	4.1	2.7	4.1	2.1
Requested by principal to counsel				.9
TOTAL	4.1	2.7	4.1	3.0
<b>Terminal</b>				
Discharged (service)	4.8	5.2	3.2	1.8
Retired				.1
TOTAL	4.8	5.2	3.2	1.9

TABLE VI.6.--Reasons for changing jobs over work history:  
Former (in per cent).

Reasons	Job 1 N=267	Job 2 N=260	Job 3 N=153	Job 4 N=77
<b>Mobility</b>				
Promoted	34.0	50.2	67.2	72.1
Left for better job	33.4	22.4	12.9	3.8
Salary	7.7	6.4	5.6	5.0
Moved up to secondary	4.4		.6	1.5
Return to school	2.2	1.1	1.1	
Left to teach	.7	5.0	5.6	10.1
Finished degree		.8	.7	
NDEA Institute		.8		
TOTAL	82.4	86.7	93.7	92.5
<b>Personal</b>				
To counsel	.9	5.7	2.2	2.5
Disagreed with policies	.8			2.5
Personal		1.1	1.7	
Released (fired)		.8	.7	
TOTAL	1.7	7.6	4.6	5.0
<b>Withdrawal</b>				
Drafted	4.4			
Maternity	1.4			
Get out of teaching		.8	1.1	
TOTAL	5.8	.8	1.1	
<b>No control</b>				
Husband's job moved	2.2	.4	.7	
Requested by principal to counsel			.6	
TOTAL	2.2	.4	1.3	
<b>Terminal</b>				
Discharged (service)	7.0	4.5		
Retired			2.5	
TOTAL	7.0	4.5	2.5	

### Job Patterns

Job patterns refer to the sequence of jobs as student, teacher, counselor, administrator or other. Jobs outside of education have been labeled "other" and these job titles are presented in Tables VI.1, VI.2 and VI.3.

The majority (58.89 per cent) of the female aspiring counselors were teachers on their first job while 20.99 per cent continued as full-time students after the bachelors degree and 19.12 per cent had some job other than one in education. The majority (40.92 per cent) of the male aspiring counselors were teachers on their first job while 25 per cent continued as full-time students and 34.08 per cent reported starting at some job other than teaching. Tables VI.7 and VI.8 also indicate that approximately 75 per cent of the sample of aspiring counselors had patterns which were common to both sexes and the remainder had job patterns unique to one of the sexes.

Among current counselors, females in larger numbers than males start their work histories as teachers. Tables VI.9 and VI.10 indicate that 82.78 per cent of the females report their first jobs as teachers but only 57 per cent of the males start as teachers. One reason that may be offered to explain this finding is that females tend to have more firmly in mind what it is that they want to do while males remain undecided for a longer period of time.

Males and females in the current counselor group exhibited more job patterns that were unique to either sex than was observed in the aspirant groups. The disparity between the average ages of the groups may account for some of the difference. That is, the current counselors have had an opportunity to make more changes and therefore they can construct more varied patterns.

Teaching was the first job for 88.86 per cent of the female former counselors and for 76 per cent of the male former counselors. By comparisons with the male aspirant counselors or the male current counselors, a higher percentage of former counselors began in teaching as their first job. The male former counselors exhibited considerably fewer job patterns than males in the other groups. Because the average age of this group is higher than the other groups it would be thought that they should have as many or more varied patterns than the other groups. However, an alternative explanation may be that the male former counselors had developed more commitment to education in general by the time they graduated from college and were ready to begin work. It was found that the dominant patterns for males was first a job as a teacher, second a job as a counselor and then a job as an administrator. This pattern occurred 47 per cent of the time. For females, the dominant pattern was a first job as a teacher, a second job as a teacher, a job as a counselor and then a job as an administrator.

TABLE VI.7.--Most common job patterns followed by aspiring counselors: female (in per cent).

Pattern	Per cent following this pattern
Patterns also found among males	
T	32.32
Student	20.99
T Student	11.76
O	4.88
T C Student	3.31
O O	<u>3.31</u>
TOTAL	77.57
Patterns unique to females	
T O	5.88
T A T	3.31
T A	3.31
O O T	3.31
O T	3.31
C	<u>3.31</u>
TOTAL	22.43

Key:

T = Teacher  
 C = Counselor  
 O = Other  
 A = Administrator

TABLE VI.8.--Most common job patterns followed by aspiring counselors: male (in per cent).

Pattern	Per cent following this pattern
Patterns also found among females	
Student	25.00
T	16.00
O	16.00
T Student	11.38
T C Student	2.25
O O	<u>2.25</u>
TOTAL	72.88
Patterns unique to males	
T T	4.54
O Student	4.54
O C	4.54
T Army	2.25
T T T	2.25
T O T	2.25
Army O Student	2.25
Army T Student	2.25
Army T	2.25

## Key:

T = Teacher  
 C = Counselor  
 O = Other  
 A = Administrator



TABLE VI.9.--Most common job patterns followed by current counselors: female (in per cent).

Pattern*	Per cent following this pattern
Patterns also found among males	
T C	26.69
T T C	16.45
T T T C	10.60
T T T T C	4.20
T O T C	3.10
T T C C	2.19
T O C	<u>2.01</u>
TOTAL	65.24
Patterns unique to females	
T W T C	7.70
T T W T C	2.37
O O O W C	2.01
T W C	1.64
T O T T C	1.64
T C C	1.64
T W O T C	1.64
T W T T C	1.64
W T C	<u>1.64</u>
TOTAL	20.64

\*Twenty-six other patterns were seen, however each occurred less than one per cent of the time.

## Key:

T = Teacher  
 C = Counselor  
 O = Other  
 W = Wife

TABLE VI.10.--Most common job patterns followed by current counselors: male (in per cent).

Pattern*	Per cent following this pattern
Patterns also found among females	
T C	19.0
T T C	16.6
T T T C	12.0
T T T T C	7.0
T O T C	4.0
T T C C	2.0
T O C	<u>1.0</u>
TOTAL	61.6
Patterns unique to males	
T C C	6.1
T T O T C	4.0
O O T C	3.4
O T C	2.7
O T T C	2.7
O O C	2.0
O C	1.0
O T O O C	1.0
O T O T C	1.0
O O O O C	<u>1.0</u>
TOTAL	24.9

\*Nineteen other patterns were seen, however each occurred less than one per cent of the time.

Key:

T = Teacher  
C = Counselor  
O = Other

TABLE VI.11.--Most common job patterns followed by former counselors: female (in per cent).

Pattern*	Per cent following this pattern
Patterns also found among males	
T T C A	27.77
T C A	<u>14.11</u>
TOTAL	41.88
Patterns unique to females	
T C T	14.11
T C W	9.26
T T T C T	9.26
T T C T	7.40
T T C W	5.55
T C S	3.70
T O T C R	3.70
O O T C T	<u>3.70</u>
TOTAL	56.68

\*Seven other patterns were seen, however each occurred less than one per cent of the time.

Key:

T = Teacher  
 C = Counselor  
 O = Other  
 A = Administrator  
 W = Wife  
 S = Supervisor  
 R = Retired

TABLE VI.12.--Most common job patterns followed by former counselors: male (in per cent).

Pattern*	Per cent following this pattern
Patterns also found among females	
T C A	47.0
T T C A	<u>17.6</u>
TOTAL	64.6
Patterns unique to males	
T O C A A	11.1
T A C A	5.8
O T C A	5.8
O O T C A	5.8
O A C A	<u>5.8</u>
TOTAL	34.3

\*Although the majority of former counselors became administrators, some became college personnel. The two job patterns found for those was: T T C College; and O O O C College.

Key:

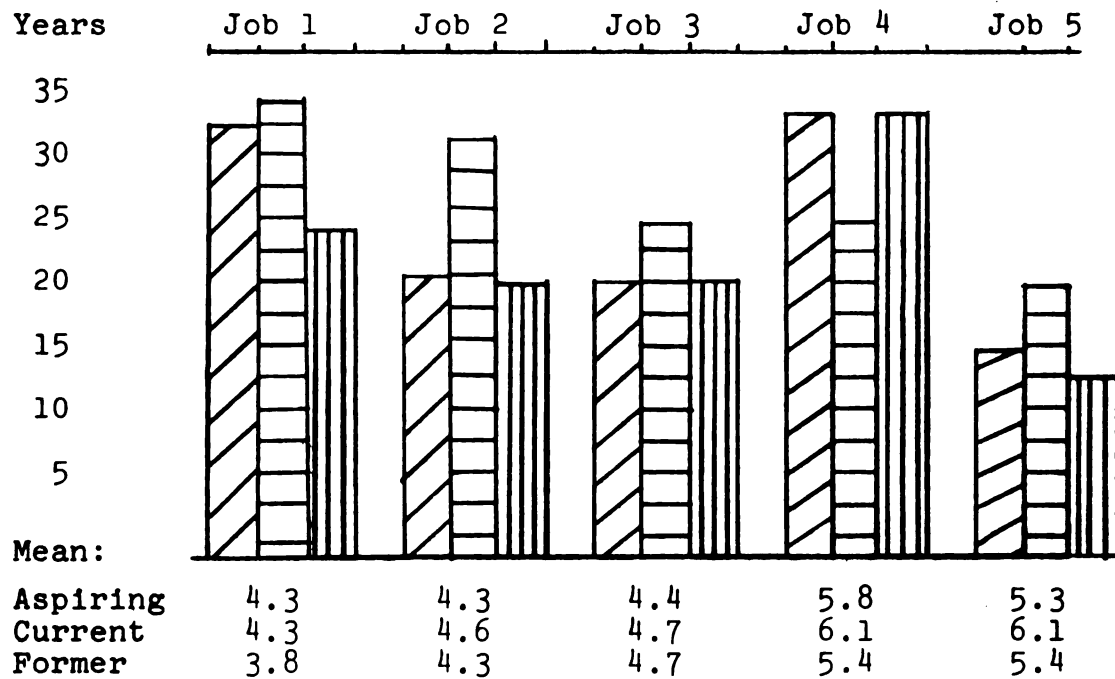
T = Teacher  
C = Counselor  
O = Other  
A = Administrator

TABLE VI.13.--Distribution of when first job as counselor  
(in per cent).

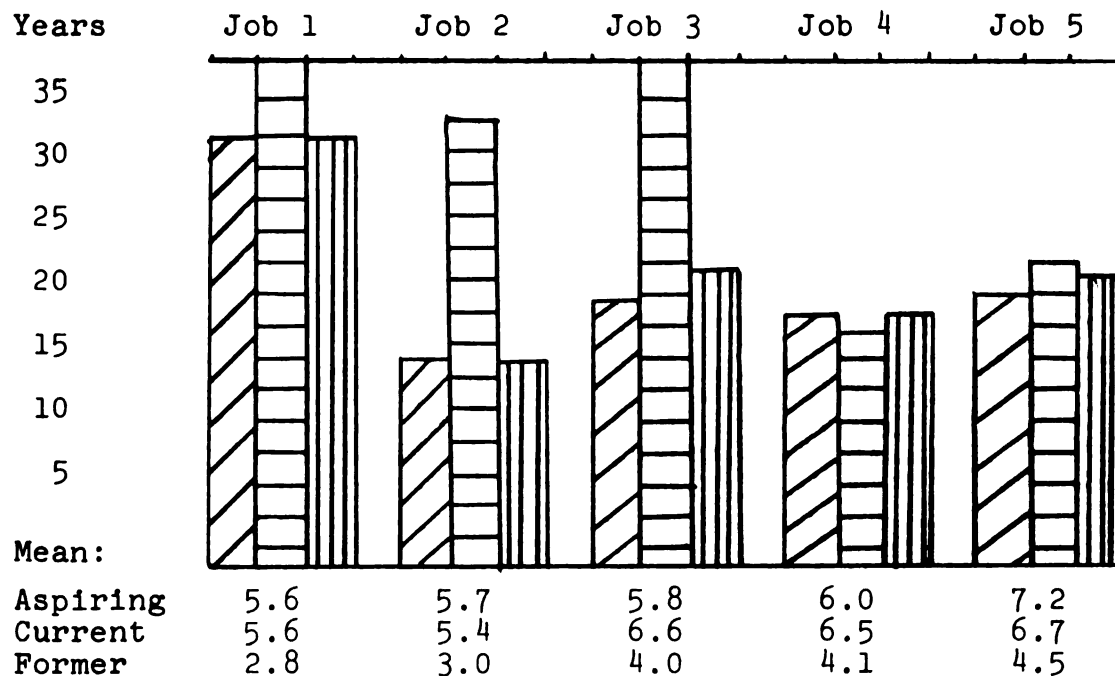
	Current		Former	
	Female N=689	Male N=1036	Female N=53	Male N=220
First Job	6.6	7.2	10.0	7.8
Second Job	30.3	42.9	36.6	37.5
Third Job	28.5	31.5	13.3	35.1
Fourth Job	21.4	13.2	26.8	16.4
Fifth Job	13.2	5.2	13.3	3.2
Mean	3.0	2.5	3.0	2.7

Table VI.13 presents information indicating when counselors held their first counseling job. Although 10 per cent of the female former counselors as compared to 7.8 per cent of the male former counselors were counselors on their first job, higher percentages of males reported being counselors at the second and third jobs. Approximately 60 per cent of the females and 80 per cent of the males were counselors by their third job.

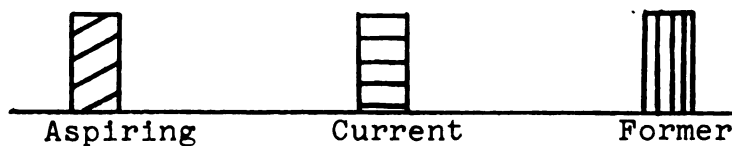
In addition to reporting job titles in their work histories, the respondents were asked to report the length of time spent at each job. Figure II presents a synthesis of these data. Except for the fourth job, the current counselors reported staying at a given job longer than did either of the other groups. Females tended to stay at a job longer than did males. Because in some instances only a few subjects reported staying as long as 37 years at a job, means were computed for each group at each job position. The females of the aspirant and current counselor groups still had longer tenure at each of the job positions. On the average for all six groups the female former counselors reported the shortest tenure at each of the job positions and the former male counselors the next shortest. This supports the idea presented earlier that the former counselors are more mobile, primarily through promotion, and move through the educational hierarchy more rapidly than do the others. Females may remain at one job longer than do the males because they have greater role identification or as stated previously they may have fewer opportunities for change. Because most of them are married, many are bound to a limited geographical area due to their husband's job. Within the school system, jobs with higher status than teaching may be viewed more often as male roles and females either receive little consideration for these jobs or choose not to strive for them.

**Figure II.** Range of times spent at job location (male).

Range of times spent at job location (female).



Key:



### Career Patterns

To establish the career pattern types presented in Tables VI.14, VI.15 and VI.16, a job was designated as trial if the job was held for two years or less or stable if it was held for three or more years. An initial job was the first job providing it was held for no more than one year. Patterns are reported for both sexes within each of the counselor groups.

The career families to which the patterns belong are stable, conventional, unstable, sustained trial, disestablished and multiple trial. These family designations result from the persistence of an incumbent in an occupational position. The stable pattern is characterized by early entrance into a stable job or movement that results in positions that are held for three or more years. The conventional pattern is characterized by the normal or socially acceptable progression from a trial period in one job and then movement to a stable position. The unstable pattern is identified by a return to a trial job after attaining stability through a conventional pattern. Sustained trial can be seen as a series of trials before exhibiting a stable job. The disestablished pattern is one where the incumbent moves back to a trial position after quick attainment of a stable position. Multiple trial is characterized by consecutive trial jobs with little or no attainment



of stability. The stable pattern would be characteristic of the professions. These workers have usually gone directly from school into a type of work for which they have prepared.

Fewer different kinds of job sequences were reported by the aspiring counselors. This finding can be attributed to two possible causes. First, the smaller number of subjects limited the number of job sequences reported. Second, the lower average age of the group resulted in their not having had time to have as many job experiences as the other two groups. A single job where the incumbent has remained for 2 years or less is designated as a trial job and a person having such a career pattern is said to have a conventional pattern. Forty-nine per cent of the female aspirant counselors were observed to have this pattern. A stable career pattern was reported by 49.8 per cent of the male aspiring counselors. This pattern usually consisted of one job where they remained for at least three years or a series of jobs where they stayed at least three years at each of the jobs. A conventional career pattern was reported by 20.1 per cent of the male aspiring counselors. As with the females, this was characterized by a single job where they had remained for two years. A multiple trial pattern was reported by 14.6 per cent of the male aspiring counselors. This pattern was characterized by a series of

TABLE VI.14.--Career patterns exhibited by aspiring  
counselors (in per cent).

Career Family	Job Sequence	Male	Female
Stable	S	29.1	24.2
	S-S	8.3	2.8
	S-S-S	6.3	2.8
	I-S	2.1	2.8
Conventional	T	20.1	49.4
Disestablished	S-T	8.3	12.1
	S-S-T	2.1	
Multiple Trial	I-T-T	8.3	
	T-T	6.3	
	T-T-T		6.0

Key:

I = Initial  
T = Trial  
S = Stable

TABLE IV.15.--Career patterns exhibited by current counselors (in per cent).

Career Family	Job Sequence	Male*	Female**
Stable	S	7.6	4.6
	I-S-T-S	20.1	13.6
	S-T-S	7.1	15.6
	I-S	4.4	7.9
Conventional	I-T-S	14.6	9.2
	T-T-S-T-S	6.8	5.2
	T-S	15.0	6.6
Unstable	T-S-T	3.5	2.1
	T-T-S-T	1.7	8.8
Sustained Trial	T-T-T-S	3.2	1.4
Disestablished	S-T	8.6	7.5
	I-S-T	5.6	2.4
Multiple Trial	T-T-T	5.7	6.0

\*Twenty-five other patterns were observed however, each represented either less than 1 per cent of the respondents or did not fall under the Miller and Form classification.

\*\*Twenty other patterns were observed however, each represented either less than 1 per cent of the respondents or did not fall under the Miller and Form classification.

Key:

I = Initial  
T = Trial  
S = Stable

TABLE VI.16.--Career patterns exhibited by former counselors (in per cent).

Career Family	Job Sequence	Male*	Female**
Stable	S	19.8	20.6
	I-S-T-S	11.5	12.9
	S-T-S	2.3	12.8
	I-S	11.5	2.9
Conventional	I-T-S	2.5	8.6
	T-T-S-T-S	13.4	8.0
	T-S	10.2	3.7
Unstable	T-S-T	4.1	6.0
	T-T-S-T	11.5	6.0
Sustained Trial	T-T-T-S		2.9
Disestablished	S-T	2.3	2.9
	I-S-T	6.4	2.9
Multiple Trial	T-T-T		2.9

\*Thirteen other patterns were observed however, each represented either less than 1 per cent of the respondents or did not fall under the Miller and Form classification.

\*\*Eleven other patterns were observed however, each represented either less than 1 per cent of the respondents or did not fall under the Miller and Form classification.

Key:

I = Initial  
T = Trial  
S = Stable

jobs where the incumbent remained only two years or less at each job.

Patterns of male and female current counselors tended to be more alike than did the patterns for either of the other groups. The stable pattern was most frequently observed for both males and females. A larger number of different job sequences were reported by the current counselors. The larger number of job sequences reported may be related to the larger number of current counselors on whom data were collected as opposed to the other two groups where the numbers of respondents were fewer. The stable pattern was observed for 39.2 per cent of the males and 41.7 per cent of the females in the current counselor group. The job sequence most often reported included two stable positions, each held for more than 3 years.

Career patterns of former counselors were predominantly stable patterns. The females reported 49.2 per cent of their patterns as stable and the males reported 45.1 per cent of their patterns as stable. The job sequence most often reported by males was a single position held for more than 3 years. The job sequence most often reported by females was also a single job where she remained for three years or more.

Table VI.17 summarizes the patterns observed. The chi square analysis suggests a relationship between the career pattern and sex within each of the counselor groups studied. Female former counselors had a higher percentage of stable patterns than did the others. Female aspiring counselors had a higher percentage of conventional patterns than did the others and male aspirants had a higher percentage of multiple trial patterns than did the others. The dominant stable and conventional patterns suggest that counselor's career patterns resemble those found for other professionals.

TABLE VI.17.--Summary of counselor's career patterns applying Miller and Form's pattern descriptions ( in per cent).

	Aspirants		Current		Former	
	Male	Female	Male	Female	Male	Female
Stable	45.8	32.6	39.2	41.7	45.1	49.2
Conventional	20.1	49.4	36.4	21.0	26.1	20.3
Unstable			5.2	10.9	15.6	12.0
Sustained trial			3.2	1.4		2.9
Disestablished	10.4	12.1	14.2	9.9	8.7	5.8
Multiple Trial	14.9	6.0	6.0	5.7		2.9

Chi square = 68.40.

df = 25.

Significant beyond .01 level.

\* Columns do not total 100 per cent because career patterns representing fewer than 1 per cent of the respondents were not included in this analysis.

### Modal Description of Work Histories and Career Patterns

The majority of aspiring counselors were teachers at their first job and full-time students at their second job. The reasons most frequently given for leaving their first job was that they had finished their degree and therefore sought advancement or they wished to return to school. Female aspirants were most frequently teachers on their first job. Males were most frequently students on their first job. The female aspirant counselors remained an average of 5.6 years at their first job while the males remained an average of 4.3 years. The most common patterns were conventional for the female aspiring counselors (49.4 per cent) and stable for the male aspiring counselors (45.8 per cent).

The majority of the current counselors were teachers on their first and also their second jobs. Current counselors most frequently became counselors at their third job. The reasons reported most frequently for leaving a job were promotion or leaving the system for a better job. By the fifth job, the majority were counselors and some were directors of guidance. The females tend to stay longer at each job location or position than the males. Males and females have similar stable career patterns and have remained longer than three years at each job.

The majority of the former counselors were teachers on their first job. They were counselors at either the second or third job. Former counselors were administrators by the fourth or fifth jobs. They changed jobs because of promotion. At job 1 they may have left for a better job, but thereafter their job changes resulted from a promotion within the same system. Their job sequence is teacher, counselor, administrator if they are male and teacher, teacher, counselor, administrator if they are female. On the average, former counselors do not stay at each job position as long as do the current counselors. As they get older they tend to change jobs less often and therefore stay longer at jobs four and five than they did at job one. The career patterns of former counselors can be characterized as stable. The females in particular are likely to exhibit a stable career pattern.

### Summary

Chapter VI presents the work histories, the reasons given for leaving each job and the most common job patterns. Career patterns were labeled according to the system devised by Miller and Form. In conclusion, modal descriptions of the aspiring counselor, the current counselor and the former counselor using the above data were given.



## CHAPTER VII

### SUMMARY AND CONCLUSIONS

#### The Problem

The purpose of this study was to gather a comprehensive set of data regarding the career patterns of selected secondary school counselors in the state of Michigan. The counselors selected were those listed as counselors in the state at some time between 1954 and 1964. Slightly more than 50 per cent of the total responded. The returns were dichotomized into groups labeled: current counselors and former counselors. In addition, a small sample of students enrolled in counselor education courses was drawn and their characteristics noted and compared with the current and former counselors. The student group was labeled, aspiring counselors.

Questionnaires were sent to the counselors in the state and distributed in classes to the aspiring counselors. A follow up was conducted with a sample of the non-respondents, to determine the characteristics of the non-respondents, compare them with the respondents and judge the representativeness of the sample.

The questionnaires upon which the study is based consisted of four parts. The first part of the questionnaire, personal-social, yielded pertinent information about each counselor, his parents and his participation in professional and civic organizations. The second part of the questionnaire, the educational history, yielded information about when the education was received, the degrees awarded, certification held, the amount of training in counseling at the time of the first counseling job and the amount of training since the first counseling job. The third part of the questionnaire, the occupational history, yielded information about the length of time at each position, the titles of the positions held, career goals at various choice points, when the decision to enter counseling was made, the reason for the decision, satisfactions or dissatisfactions in the job and future job goals. The fourth part of the questionnaire was designed for just those who left counseling and yielded the reasons for leaving and their attitudes toward returning to counseling in the future.

Once the subjects were categorized as aspirant, current or former counselors, their responses were tabulated. These tabulations permitted an analysis which yielded modal characteristics for each of the groups. Career patterns were described applying Miller and Form's analysis to determine the stability of the patterns

defined. Selected variables were analyzed by use of the chi square contingency table to test for the existence of relationships between responses to the selected variables. The relationships tested were between: sex, father's occupation, decision point to enter counseling, certification and amount of training at time of first counseling job, amount of training since the first counseling job, reasons for satisfaction or dissatisfaction and expressed future goals.

### The Findings

A. Modal Characteristics.--An aspiring counselor is a single male 24.4 years of age. He was born and raised in a city. His father is a blue collar worker and his mother a housewife. His father had 10.4 years of schooling and his mother had 10.7 years of schooling. He belongs to the Michigan Education Association and to no civic organizations. He has a Bachelors degree in either psychology, social studies or English. He is currently enrolled in courses and working toward a degree. He has either a provisional teaching certificate or none at all. He has 9 quarter hours or less in guidance course work. From the time he was in high school until he graduated from college he wanted to be a teacher. He decided on counseling as a career after graduation from college. The reason he gives for selecting counseling as a career is the satisfactions he thinks it will bring.

The current counselor is a married male 41.6 years of age with 1.8 children. He was born and raised in a city. His father is a blue collar worker with 9.7 years of schooling. His mother is a housewife with 9.7 years of schooling. He belongs to the Michigan Education Association and some civic organizations. He holds a masters degree and had an undergraduate major in either English, history, social studies or physical education. He is not enrolled in course work at present and holds a permanent certification. He had 21.5 quarter hours of course work in guidance when he began counseling. In high school he was either undecided about his future vocation or wanted to be a teacher. At the time of his highest degree he wanted to be a counselor. He became a counselor because of his personal interest in the work. He finds it a satisfying job and is not planning to change from counseling to something else.

The former counselor is a married male 44.4 years of age with 2.8 children. He was born and raised in a city. His father had 6.6 years of schooling and was a blue collar worker. His mother was a housewife with 9.4 years of schooling. He belongs to Michigan Education Association, National Education Association and some other professional organizations. In addition, he is active in civic organizations. He has a masters degree and had an undergraduate major in either English, history or social studies. He has permanent certification and is not taking

course work. He had 15.3 quarter hours of course work when he began to counsel. In high school he was undecided as to his future career. At college he wanted to become a teacher. At the time of his highest degree he wanted to be a principal. He found counseling a satisfying job. He is looking forward to other jobs in administration. The reason he left counseling was salary. Currently he is an administrator. He would not return to counseling because he likes administration.

B. Relationships of Selected Variables.--Chi square analysis indicated statistically significant differences for 23 of the 58 comparisons. The amount of training a counselor had was related to sex. Males tended to have slightly more training than females. Sex was related to the point in time when the decision was made to enter counseling. Males tended to make the decision later than females. The reasons for satisfactions or dissatisfaction in the job as counselor were related to sex. Males cited salary more often than females and females cited more often that they were assigned by their principal as the reason for entering counseling. Sex was related to future goals expressed. Females were most often interested in college personnel work or college teaching. The predominant response for males was administration.

Counselors who came from blue collar families found counseling their most satisfying job. Counselors from

white collar homes found satisfaction from feeling effective in what they were doing and the more immediate rewards from students. Counselors from blue collar families found the pupil-counselor ratio too high, theory and practice divergent, lack of administrative understanding, too many disciplinary duties and too few successes. Counselors from white collar families found dissatisfaction because there was too little time for counseling and too much clerical work. Counselors from blue collar homes aspired toward positions in colleges while counselors from white collar homes aspired to administrative positions. These findings held only for current counselors.

Current counselors who decided on counseling as a career when they were in high school, had 18 hours or less training when they took their first counseling job. Counselors who decided in undergraduate or graduate school had 19 hours or more. Former counselors appeared to have training of 18 hours or less regardless of when they decided to become counselors. The reasons given by current counselors for dissatisfactions for those who decided to enter counseling some time after high school was too much clerical work and too little time for counseling. The future goal most often cited by those current counselors who decided to enter counseling in undergraduate school was college personnel work. Counselors who decided at other choice points cited administration most often as the job to which they aspired.

Counselors who held permanent or provisional certification had more training when they began counseling and continued to have more training since they began counseling than those counselors who held a temporary certificate. Counselors who held permanent or provisional certification more often made the decision to enter counseling while at their first teaching job while those counselors with temporary certification more often made their decision to enter counseling at graduate school. Current counselors liked counseling because it was a satisfying job if they held permanent or provisional certification. 50 per cent of those who held temporary certification liked counseling because they enjoyed working closer with students or the autonomy in the job. Counselors with permanent or provisional certification aspired most often to administration while those with temporary certification aspired to college personnel work or public relations.

C. Career Patterns.--The mean number of positions to the first job position held as a counselor was 3.0 for females in both the current and former counselor groups and 2.5 for male current counselors and 2.7 for male former counselors. The reasons for movement from one job to another were most often promotion within the system or a better job with a brighter future in another system. Although not the dominant reason for changing jobs, current counselors cited wanting to counsel as a reason

more often than did former counselors. Salary was given as a reason for change more often by former counselors than current counselors. Generally, females reported longer tenure at a job location than did males. However, both females and males in the former counselor group tended to have shorter tenure at job locations than did the other groups. Counselor's careers resemble those found for other professionals in that the dominant patterns are considered either stable or conventional. 45.8 per cent of the males aspiring to be counselors displayed a stable progression which is characterized by relatively quick entry into a position in which the incumbent stays at least 3 years. 20.1 per cent had conventional progression characterized by at least 1 trial job before entering a stable position and 14.6 had the multiple-trial progression, which is characterized by a series of jobs, each held less than 3 years. Male and female current counselor's patterns revealed that 39.2 per cent of the males had stable progressions and 41.7 per cent of the females had stable progressions. 36.4 per cent of the males had conventional patterns and 21 per cent of the females had conventional patterns. The only other unique pattern observed was the disestablished pattern where 14.2 per cent of the males were included. The former counselor's patterns showed that the stable pattern was followed by 45.1 per cent of the males and 49.2 per cent of the females.



The conventional pattern was followed by 26.1 per cent of the males and 20.3 per cent of the females. The unique pattern observed for this group was the 15.6 per cent of the males who had unstable patterns.

### Conclusions

The three groups differed in the proportional male-to-female comparison. While the current counselor group tended to be representative of the proportions found across the nation, aspiring female counselors had a slightly higher representation and female former counselors had a slightly lower representation. Because females reach a decision to enter counseling earlier than males, this may be the reason for greater representation among aspirants. An alternate possibility is that the sampling in the classes acted to exclude some of the males. Apparently males leave counseling more frequently than females do by a ratio of 4 to 1. Greater opportunities afforded males in administration coupled with their interest in administration and higher salaries motivate them to move. Havighurst and Neugarten (1962), Thorndike and Hagen (1961), and Mori (1963) reported salary as instrumental to the movement of teachers.

Where chi square analysis was used or means compared it was seen that the groups--aspirant, current, and former counselors--differed significantly on most variables. No

statistically significant difference was observed among the groups which was related to: the place where they were raised; father's occupation; mother's occupation; the reasons given for becoming a counselor or the reasons for deriving satisfaction from counseling.

It may well be that the classification used for father's occupation--blue collar, white collar--is too coarse a division and the seven point scale employed in the Dictionary of Occupational Titles would have resulted in significant differences. A similar argument can be presented for the reasons for entering counseling. Eight choices were presented and it is possible that these were not sufficiently specific to capture all of the different reasons for entering counseling. However, the one general response, "other" did not receive but between 5 per cent and 8 per cent of the responses. We must conclude therefore that the reasons for entering counseling for those who leave and those who stay are not significantly different.

Although a chi square analysis was not performed, from the observation of the organizations that each group joined, we conclude that the former counselors belong to more professional and civic organizations than do current counselors. Also, we find that a higher percentage of former counselors as opposed to current counselors, are looking to their next job. This suggests that the former counselor is more apt to participate in professional

organizations and has higher aspiration. Further, the reason the highest percentage of former counselors gave for leaving counseling was salary. Although Thorndike and Hagen (1961) found that almost half of those who had left teaching would return if the conditions motivating them to leave were improved, the overwhelming majority of the former counselors would not return to counseling. Of course, they were referring to males only and those who had left education completely whereas, the administrators and college personnel in this study have remained in education but have reached higher status within the hierarchy.

Of the fifty-eight comparisons made and the twenty-three that resulted in statistical significance, relationships were most often found among the variables used when applied to the current counselor group. That is, where relationships existed between sex, father's occupation, decision points or certification with other variables, relationships existed for current counselors more often than they did for former counselors or aspirants. One can raise questions as to the relevancy of the variables used for the comparisons or the discrepancy between the numbers included in sample. Although the relationships that were observed in no way imply cause and effect, it appears that the current counselor is more predictable. This by itself may not be a startling

fact, however it does offer a possible benchmark against which future research can be compared.

### Implications for Educational Careers

Contrary to previous research, father's occupation produced the fewest number of relationships with other variables. These negative findings may be explained in several ways. The first possibility is that any measurable effective relationship may exist with the job in total and not with single variables subsumed under the job. That is, the cumulative effect of relationships, which in themselves are not statistically significant, may produce a "total effect" relationship. Similar to a regression effect where one variable with another may produce minimal relationship but as additional relevant variables are added, the cumulative effect results in the observance of a firm relationship. Second, father's occupation may have been too narrowly defined. The effect of this would be that no differentiation would be observed.

The pattern that emerges as one sifts through all of the data is that counselors make a decision to enter the educational profession as a teacher. Very few were interested in specialization within education when they made early decisions. For that matter, this view held to and through graduate school for a large number. At some time after they begin their teaching career, the

person who will become a counselor, has greater awareness of the opportunities and specializations available. At this point, thinking is re-directed toward these other job possibilities. In some instances the opportunities are immediate. That is, opportunities exist for movement into counseling or administration within the system in which the teacher is employed. If little opportunity exists, the person who would be a counselor, moves to another location, possibly another teaching job, but one that offers the opportunity for movement into the counselor's office or the principal's office.

For the most part, the goals that are established appear to be of relatively short range. Rarely did a respondent aspire to a job that was not a short distance from his own. That is, teacher to counselor, to assistant principal, to principal in an orderly progression seemed the way that aspirations were patterned. A former counselor did not establish a goal to become a superintendent of schools and then work toward that end. This orderly, incremental progression may be characteristic of education alone among the professions. It suggests careers built on opportunity and the contingencies at the job site as opposed to long-range rational planning.

What is observed may be a result of the laws set down by the profession. It is accepted that the counselor

or administrator should have had classroom experience. This experience in turn would help to shape the next and future goals. As opposed to other professions where roles are more clearly defined and universally accepted, teaching and counseling roles are defined and described locally. The counselor in a metropolitan area, the counselor in a suburban area, the counselor in a small rural school and the counselor in a private school will have similar training but their occupational roles might be quite dissimilar. Where one concentrates on discipline another concentrates on college choice. Where one concentrates on occupational placement another concentrates on emotional adjustments. These differences help to account for satisfactions or dissatisfactions and as a result help us to understand also the future job goals. Where dissatisfactions exist, it is reasonable to assume the counselor will be exploring the possibilities to move either to another job site or another job within his system.

#### Suggestions for Future Research

Because this study focused on surveying counselors in three stages of career development, it tended to be broad in perspective more often than specific. A smaller sample that could be pursued in greater depth psychologically and sociologically would seem appropriate. Some of the questions left unanswered point the way to further research.

1. If counselors are representative of those who enter teaching, we must conclude that the career as teacher, at some point, represents a goal and an end in itself. At some later point in time, the decision is made to "specialize" in counseling or administration. The question then must be raised to discover if this is characteristic of other professions. When the aspiring doctor reaches a decision, does he see the opportunities for specialization early or does he, like the teacher, commit himself in a general way and then find areas of specialization that he anticipates will provide greater reward and satisfaction? Are goals of aspiring lawyers, law in general or do they early make decisions about specialization in family cases, criminal law or corporation law? A comparative study across professional occupations observing the time of decision points for the various specializations would increase our knowledge in this area.

2. Because the majority of counselors mentioned "interest" as the reason for entering counseling, one must ask, "What influence do measured abilities, interests and values have on not only job choice but also on the career pattern?"

3. This study has defined the counselor merely by title without regard for role definition or perception. What effects on career patterns do different role definitions or role perceptions have?

4. Similarly, since role in part is defined by the school milieu, how do differing school environments impinge on movement in and out of counseling?

5. Because the determinants appear to emerge from broad cultural forces, what cross cultural differences define career patterns?

6. We have defined modal characteristics and patterns but of equal interest would be studies of the deviants. That is, counselors who exhibit wholly different backgrounds and satisfactions from the "norm" would add to our knowledge of the whole of a career in the profession.

7. It seems fairly apparent that economic forces act on the career patterns of males and that other socio-cultural forces act on the career patterns of females. What changes take place in the female interests, attitudes and values during her working life? The suggestion here is not a cross-sectional study of women of different ages but rather a longitudinal study that would map the changes in relation to internal and socio-cultural forces.

8. What relationship exists between counselor success and movement from counseling into another job?

Although some of the variables used suggest forces that underlie career patterns, this study has focused on describing what exists as a career pattern for secondary school counselors. Because no attempt was made to develop causal relationships, we do not know what produces the career pattern or how it might be altered.



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## APPENDICES

APPENDIX A

COVERING LETTER AND QUESTIONNAIRE

Dear Colleague,

I am asking you to respond to the attached questionnaire. It will take only a few minutes of your time, and will add to the store of information about counseling as a profession.

In 1954 in the state of Michigan, approximately 900 persons were listed as performing a guidance function. In 1964, the number had increased to more than four times that number. What influence had the NDEA act of 1958 on this increase? What differences in training and commitment can be traced in the career patterns of these counselors? These are questions that should be answered.

It is axiomatic that good counseling requires good counselors. With the continuing growth in the ranks of guidance, it is increasingly important to know who is entering guidance, how the entrance came about, and the likelihood of retention in or departure from the field. This study will seek to provide some of this information.

A career pattern study, such as this, will try to identify choice points, the reasons for these, and any similarities that might exist among careers of the various counselors throughout the state.

It is important that both former counselors as well as current counselors respond to the questionnaire if we are going to be able to make meaningful statements about the career patterns of all the counselors of Michigan.

Although your name isn't required on the questionnaire, we would like it in the space provided below. It will be removed and destroyed after we have checked it against a master list.

Return to:

Richard M. Majetic  
Room 401 Erickson Hall  
Michigan State University  
East Lansing, Michigan

Name \_\_\_\_\_ School \_\_\_\_\_

## QUESTIONNAIRE

# Career Pattern Study

---

Your answers will help provide information regarding career patterns of guidance counselors.

Your replies will be held in confidence.

PLEASE MARK ALL QUESTIONS

If the question does not apply to you, mark it DNA

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### Personal History

1. Sex:

0. ( ) Male                      1. ( ) Female

2. Marital Status:

0. Married                      1. ( ) Single                      2. ( ) Divorced  
3. ( ) Separated              4. ( ) Widowed

3. Number of Children:

0. ( ) none                      1. ( ) one                      2. ( ) two  
3. ( ) three                      4. ( ) four                      5. ( ) or more

4. Your age:

0. ( ) young                      1. ( ) 24-28                      2. ( ) 29-33  
3. ( ) 34-38                      4. ( ) 39-43                      5. ( ) 44-48  
6. ( ) 49-53                      7. ( ) over

5. Where were you born?

0. ( ) city                      1. ( ) rural                      2. ( ) suburban

6. Where were you raised?

0. ( ) city                      1. ( ) rural                      2. ( ) suburban

7. How would you classify your father's primary work?

0. ( ) white collar              1. ( ) blue collar

8. List the highest grade your father attained in school.

0. ( ) 1-4                      1. ( ) 5-8                      2. ( ) 9-12  
3. ( ) 13-16                      4. ( ) 17 plus

9. How would you classify your mother's primary work?

0. ( ) white collar              1. ( ) blue collar              2. ( ) housewife



10. List the highest grade your mother attained in school.

0. ( ) 1-4                      1. ( ) 5-8                      2. ( ) 9-12  
3. ( ) 13-16                      4. ( ) 17 plus

11. What kind of career would you like your children to pursue?

0. ( ) counseling              1. ( ) not counseling              2. ( ) DNA

12. Professional organizations to which you belong:

0. ( ) APGA                      1. ( ) NEA                      2. ( ) MEA  
3. ( ) APA                      4. ( ) ACES                      5. ( ) ASCA  
6. ( ) NAASP                      7. ( ) MCA                      8. ( ) other

13. Do you belong to one or more civic or fraternal organizations?

0. ( ) yes                      1. ( ) no

### Educational History

14. List chronologically your educational history since high school graduation.

<u>Years</u>	<u>College Attended</u>	<u>Major</u>	<u>Minor</u>	<u>Degree</u>

15. Are you currently taking courses at a college or university?

0. ( ) yes                      1. ( ) no

16. If you answered yes to the previous question, for what purpose are you taking the course?  
Answer one.

0. ( ) toward degree              1. ( ) re-training              2. ( ) salary  
3. ( ) by request                      4. ( ) for certification  
5. ( ) general interest              6. ( ) other

17. Type of educational certificate you currently hold.

0. ( ) permanent              1. ( ) provisional              2. ( ) temporary

18. Were you trained as a counselor when you first began counseling in Michigan?

0. ( ) yes                      1. ( ) no

19. Which most nearly represents the number of term hours of training you had when you began counseling?

0. ( ) none                      1. ( ) 1-9                      2. ( ) 10-18  
 3. ( ) 19-27                      4. ( ) 28-36                      5. ( ) 36 or more

20. Which most nearly represents the number of term hours of training you have had since you began counseling?

0. ( ) none                      1. ( ) 1-9                      2. ( ) 10-18  
 3. ( ) 19-27                      4. ( ) 28-36                      5. ( ) 36 or more

## Occupational History

Please list in chronological order your work and educational experience since you graduated from high school. Include full time military service or full time spent as a student or a housewife. Do not include part time educational training, or part time employment. Please account for every year since high school graduation.

<u>Dates</u>	<u>Job Title</u>	<u>Organization or Institution</u>	<u>Time In Guidance</u> (ie: 1/4, 1/2, full)
--------------	------------------	------------------------------------	---

Explanation of change: \_\_\_\_\_

Explanation of change: \_\_\_\_\_

Explanation of change: \_\_\_\_\_

Explanation of change: \_\_\_\_\_

Explanation of change: \_\_\_\_\_

## Career Choice

21. As accurately as you can remember, what was your career goal at each of the following points in your life? (ie: lawyer)

- a) at grade 10: \_\_\_\_\_  
 b) at entry into college: \_\_\_\_\_  
 c) at college graduation: \_\_\_\_\_  
 d) at time of highest degree: \_\_\_\_\_

22. When did you decide to enter counseling?

0. ☐ high school    1. ☐ undergraduate    2. ☐ graduate  
3. ☐ first teaching job

23. To the best of your memory what were the main reasons you became a guidance counselor?

0. ☐ financial advance    1. ☐ get out of classroom  
2. ☐ satisfaction    3. ☐ personal interest  
4. ☐ NDEA Institute    5. ☐ other  
6. ☐ influenced by a friend

24. Were your expectations of the position of counselor fulfilled?

0. ☐ yes    1. ☐ no

Explain \_\_\_\_\_

25. Looking ahead, have you thought of any other positions that you would like to achieve?

0. ☐ yes    1. ☐ no

26. What kind: \_\_\_\_\_

27. How do you expect to achieve it? \_\_\_\_\_

28. If you are still a counselor, do you expect to remain one?

0. ☐ yes    1. ☐ no    2. ☐ undecided

### Complete the Following if You Are No Longer a Counselor

29. To the best of your memory, what were your main reasons for leaving counseling?

0. ☐ salary    1. ☐ status    2. ☐ lack of satisfaction  
3. ☐ pregnant    4. ☐ health    5. ☐ disagreed with school  
6. ☐ NDEA    7. ☐ return to school    8. ☐ other

30. Do you plan to return to secondary school counseling in the future?

0. ☐ yes    1. ☐ no

Explain \_\_\_\_\_

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The questionnaire was mailed on May 14, 1965 and the following table describes the daily return rate until the cut-off of June 14, 1965.

TABLE A.1.--Record of the flow of responses received.

Date Received		Volume Received
May	16	77
	17	96
	20	105
	21	82
	22	80
	23	94
	24	96
	27	104
	28	86
	29	92
	30	108
	31	90
June	3	98
	4	109
	5	107
	6	99
	7	100
	10	123
	11	105
	12	87
	13	96
	14	79
TOTAL		2102

This total does not coincide with the one given in the text because all returned questionnaires were not usable. Some were returned with no responses made, others had partial data that was not interpretable, some were in the categories described elsewhere, deceased or addressee unknown.

## APPENDIX B

## ADDITIONAL TABLES

TABLE B.1.--Distribution of respondent groups by membership in various professional organizations (in per cent).

Organization	Aspirants N=81	Current N=1735	Former N=273
APGA	16.0	32.9	21.9
ASCA	2.4	20.7	10.6
MCA	5.3	45.1	24.5
NEA	32.0	55.0	71.0
MEA	35.8	79.7	84.0
APA	2.4	1.2	1.5
ACES	3.7	1.0	3.0
NAASP	2.4	2.1	24.1
OTHER		47.5	56.3

TABLE B.2.--Distribution of respondent groups by number of professional organizations to which each belongs (in per cent).

Number of Organizations	Aspirants N=81	Current N=1735	Former N=273
One	.9		
Two	1.8		3.4
Four	64.1		
Five			9.0
Six		9.3	33.4
Seven	33.2		24.2
Eight		61.6	30.0
Nine		29.1	

TABLE B.3.--Frequency of career choices at different choice points: Aspirants (N=81) (in per cent).

Career Choice	Grade Ten	College Entry	Graduation	At Time of Highest Degree
Farmer	3.7			
Teacher	22.2	43.2	61.7	18.5
Counselor		1.2	8.6	58.0
Nurse	4.9	3.7		
Undecided	17.3	8.6	1.2	1.2
Business	2.5	6.2	3.7	1.2
Engineer	9.9	8.6		
Journalist		1.2		
Personnel work			2.5	2.5
Architect	2.5	1.2		
Lawyer	2.5	3.7	3.7	
Principal				3.7
Doctor	3.7	1.2		
Psychologist		1.2	3.7	3.7
Coach	1.2			
Writer	2.5	3.7	2.4	
Policeman	1.2			
Religious life	2.5	7.4	6.2	4.9
Soldier	2.5			
Researcher	2.5	2.5	1.2	
Artist	1.2			
Pro. athlete	3.7			
Buyer	1.2	1.2		
Dentist	1.2			
Aviator	1.2			
Social worker		1.2	2.5	2.5
Secretary	3.7			
Foreign service	1.2			1.2
Pharmacist		1.2		
Archeologist		1.2		
Cartographer	1.2			
Speech therapist			1.2	2.5
Radio announcer	1.2			
Veterinarian	1.2			
Home economics	1.2	1.2	1.2	



TABLE B.4.--Frequency of career choices at different choice points: Current (N=1735) (in per cent).

Career Choice	Grade Ten	College Entry	Graduation	At Time of Highest Degree
Farmer	2.0	.6	.4	
Teacher	27.4	24.8	72.7	21.9
Counselor		.4	6.9	65.8
Nurse	3.1	1.8	.4	.5
Undecided	24.1	8.5	1.4	1.0
Business	1.8	3.6	1.9	.2
Engineer	5.0	5.6	.2	.2
Journalist	1.2	1.4	.2	
Personnel work		.6	.9	.1
Architect	1.0	.5	.2	
Lawyer	2.8	3.0	.3	.2
Band director		.1	.1	.3
Salesman	.4	.3	.4	
Insurance man	.1			
Principal	.1	.2	1.0	7.6
Doctor	4.2	4.0	.7	
Psychologist	.1	.5	.8	.9
Coach	2.3	4.0	.9	.2
Cowboy	.1			
Actor	.9	.6	.3	
Writer		.6	.2	.1
Librarian	.3	.3		
Phys. ed. teacher	3.0	2.5	2.2	.1
Forest ranger	1.0	.7		
Policeman	1.0	.5	.1	
Health service	.1	.2	.2	.1
Religious life	3.7	1.3	.6	.1
Soldier	.9			
Musician	1.2	.7	.2	
Researcher	.4	.7	.3	
Artist	.4	.3		.1
Pro.athlete	3.5	1.0	.2	
Buyer	.2	.2	.1	
Mechanic	.8			
Industry	1.0	.3	.1	
Dentist	.3	1.0		
Aviator	1.0	.2		
County agent	.1	.1		
Social worker	.4	1.0	.9	.5
Secretary	1.8	.3	.1	
Dancer	.1			
Foreign service	.1	.1	.2	
Pharmacist	.4	.3	.2	.1
Chemist	.2	1.0	.2	
Housewife	.2	.3	.2	.1
Mortician	.2	.1		
Biologist	.1	.1		
Archeologist	.1			
Cartographer		.2		
Accountant	.2	.9	.1	
Speech therapist		.1	.1	.1
Radio announcer	.2	.6		
Veterinarian	.1	.4		

TABLE B.5.--Frequency of career choices at different choice points: Former (N=273) (in per cent).

Career Choice	Grade Ten	College Entry	Graduation	At Time of Highest Degree
Farmer	1.8	.4		
Teacher	21.8	43.6	74.0	30.4
Counselor	.4	.4	3.6	24.1
Nurse	.8		1.1	
Undecided	36.7	11.7	2.9	1.1
Business	1.8	4.7	.4	.4
Engineer	7.6	8.2		
Journalist		1.2		
Personnel work				1.8
Architect	.8			
Lawyer	2.9	6.6	1.4	.4
Band director				.4
Butcher	.8			
Salesman		1.2	.7	
Insurance man			.7	
Principal	.8		4.0	39.5
Doctor	5.1	6.6	.7	
Psychologist	.4		1.4	.5
Coach	2.2	6.2	6.2	.7
Actor		.8	.7	
Librarian	.4			
Forest ranger	.4	.4		
Policeman	.5			
Religious life	.5	1.2		
Soldier	1.6			
Musician	2.2	1.2	.7	
Researcher	.8	.4		.7
Artist	.8	.8		
Pro. athlete	2.6	.4		
Industry	2.2	.4		
Dentist	1.8	1.6		
Aviator	1.6			
County		.4		
Social worker			.7	
Pharmacist	.8	.8		
Housewife			.4	
Chemist	.8	.8		
Accountant	.5	1.2	.4	
Radio announcer		.4		
Archeologist	.8			

TABLE B.6.--Number of jobs held (in per cent).

Number of Jobs	Aspirants N=81	Current N=1735	Former N=273
One	60.5	1.2	0.0
Two	27.1	32.2	5.5
Three	12.4	26.7	29.8
Four		24.2	37.5
Five		15.7	27.2
More than five			
Average (Mean)	1.5	3.2	3.9

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