

COLLEGE STUDENT COUNSELOR PREFERENCES  
FOR HELP WITH PROBLEMS OF SEX AND ANGER

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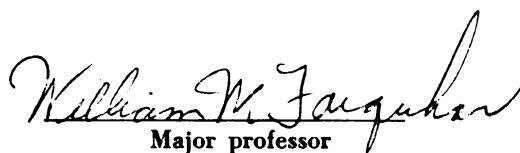
COLLEGE STUDENT COUNSELOR PREFERENCES  
FOR HELP WITH PROBLEMS OF  
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## ABSTRACT

### COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER

by Marisa Keeney

The purpose of the study was to examine the ideal image of the college counselor to help with personal problems held by university education students. A seventy-one item questionnaire was developed to test hypotheses about cross-sex differences in student (a) discomfort (b) hesitation to seek help and (c) expectation of benefiting from counselor help for problems of sex and anger which in turn became the basis for determining what type of counselor students might want for help with these problems. The instrument was judged to be adequate for use on the basis of item test-retest reliability determined by the chi square test of significance for the statistic C at the .001 level for the categorical items and observation of the weighted means for the rank-order items.

The questionnaire was administered to a sample of six hundred sixty-eight education students enrolled for the

basic course in educational psychology, Fall Term, 1965, at Michigan State University. Items of the questionnaire testing eight null and six research hypotheses were analyzed by the chi square and W statistics. Kendall's method of ordering the sum of ranks was also used to determine rank order preferences for the seven characteristics included in the study. The examined characteristics were counselor sex, age, education, experience, values, method and acquaintance.

Significant findings were as follows:

1. Female more than male education students hesitate to seek help for problems of sex ( $p < .001$ ) and anger ( $p < .05$ ).
2. Female more than male education students expect to benefit from counselor help for sexual problems ( $p < .01$ ).
3. Male education students prefer same-sex counselor more often than female students as a counselor for problems of sex ( $p < .001$ ).
4. Within-sex rank-order preferences for the counselor characteristics for both problems are the same ( $p < .01$ ).

Significant cross-sex differences were found for the



non-theorized null hypotheses as follows:

1. Preferences for type of non-professional counselor to help with both problems.
2. Preferences for acquaintance with counselor to help with the problem of sex.

Rank-order preferences for the characteristics under study, based on the criterion of a significant W were reported as follows. Females ranked counselor values first when choosing a counselor to help with both problems, and experience second. On the other hand, males ranked counselor experience first, and values second. Counselor method, education, and acquaintance were assigned middle ranks in that order by both males and females for both problems. Males, however, inverted counselor acquaintance and education for help with the problem of sex. Counselor age and sex were ranked in the two lowest positions by both males and females for both problems. Age of the counselor was the least important for both males and females for the problem of sex, while sex of counselor was least important for both male and female students for the problem of anger.

The qualitative description of the ideal college counselor selected by males for help with both problems was reported as a man, over thirty years of age with a

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Ph.D. in counseling psychology and five or more years of experience, who holds the same values as the student. The "reflecting" method was preferred for help with sexual problems, but counselor method was not definite for counselor to help with problems of anger.

Females described the ideal counselor similarly with the exception that they had no preferences for sex of counselor or counselor acquaintance for either problem.

COLLEGE STUDENT COUNSELOR PREFERENCES  
FOR HELP WITH PROBLEMS  
OF SEX AND ANGER

by  
Marisa<sup>Gesina</sup> Keeney

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## CHAPTER I

### THE PROBLEM

#### The Need and Importance of the Study

There is little clarity concerning the initial point at which a client begins the process of counseling. Often the counselor talks of having to train his client to be a client. Ordinarily he knows very little, however, at initial contact about the way he is perceived by the client either as an individual or as one filling a role. It may be that his confusion about the student's perception of him hinders quick development of a working relationship with the student. The carry-over image which the student brings with him of other significant figures in his life may be incompatible with the counselor's view of himself.

Furthermore, the role of the high school and college counselor is viewed by students to be different. Mixed evidence indicates that some high school students view the counselor as one who can help with educational-vocational problems but not personal-social problems. Other high school students view the counselor as one who only helps

with serious problems. The college student who is ambivalent about the nature of his problem might find it difficult to seek help from a counselor whose role is equally confused in his mind. Even if a student did go to a college counselor for help on a personal problem, he might not expect to benefit from the experience.

It is further known that the sex of the student is a critical source of the varied expectations and perceptions of counselor role. Previous studies suggest that in the initial stages male and female preferences for counselor sex vary. Additional sex-typed student preferences may exist though little is known about the personal and interpersonal factors operating in student choice of counselor.

Clinical evidence indicates that students bring preconceived models of the type of person from whom they would like to receive help, but the portraits of these models are yet to be fully described. It may be that such factors as similarity of values between counselor and client are viewed as important by students. It may also be that a counselor who resides in a residence hall and presents a familiar face may be perceived as more accessible and more helpful than a stranger who must be seen across campus in a special student services building.

The relative value which male and female students place on a variety of potentially important characteristics in their respective ideal counselor models is essentially unexplored. Counselor sex appears to be important to the student initially, but how important is it in relation to other characteristics? Perhaps the male student considers the sex of the counselor more important than the female student. The female student, on the other hand, may consider similarity of values between the counselor and herself more important than either the sex of the counselor or personal acquaintance with the counselor when these factors are evaluated for priority.

Another dimension of counselor role and student expectation appears to be related to the type of problem presented. There may be interaction effects between valued counselor characteristics and the nature of the problem which the student brings. The sex of the counselor may be important to a female student with certain problems and not be important for other problems. Likewise, for some problems the experience of the counselor may be more important than counselor sex to the male student. The relationship between the type of problem presented, the counselor characteristics viewed by the student as

particularly important, and the sex of the student all have a high likelihood of relevance to student expectations of counselor image and role.

### The Purpose of the Study

The purpose of this study is to examine the ideal image of the college counselor held by university students. An assessment of student (a) discomfort, (b) hesitation in seeking help and (c) expectation of receiving help from a counselor for two potentially basic personal problems is to be made which will in turn become a basis for determining what type of counselor students might want for help with these personal problems.

### Selection of the Specific Counselor Characteristics

At the completion of her study, Fuller<sup>1</sup> felt that preference for characteristics other than sex should be examined. She suggested age, education, and experience. However, this list would by no means exhaust the possible list from which selections could be made. To help determine other characteristics which might be included in the

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<sup>1</sup>Frances Fuller, "Preferences for Male and Female Counselors," The Personnel and Guidance Journal, XLII, No. 5 (January, 1964), 463-467.



study, an open-ended questionnaire was administered to a pilot group of seventy educational psychology students. They were asked to list the reasons why they would choose a male or female counselor if they were to go to one for a personal problem.

From the pilot study three predominant characteristics emerged. Students were concerned about (a) the method the counselor used to relate to them, (b) the values the counselor held to be important and (c) how well acquainted the student was with the counselor before the initial contact. Therefore, the above three counselor characteristics as well as sex, age, education, and experience of the counselor were selected for inclusion in this study.

#### Delimitations of the Study

The students to be studied consist of those enrolled for the beginning course in educational psychology offered in the College of Education at Michigan State University. These students consist of those with majors in education as well as students in the other colleges of the university with the exception of the College of Engineering.

The study is further limited to the study of the relationships between two potential problems of personal concern for students and preferences for counselor characteristics. It is recognized that two problems do not comprise all possible problems, but they are selected as being among the most basic.

Measures of anxiety, specific values, and rigidity of the subjects are not being included in this study, though it is recognized that such inclusion would be a valuable extension in another study.

The relationship between socio-economic status, grade point average, and student preferences for counselor characteristics is also viewed as an extension of this study, but these interrelations are not examined in this study.

#### Definition of Terms

Five definitions of terms used in this study follow for the purpose of clarifying communication.

Counselor characteristics are defined as those particular attributes which describe the person students would prefer for help with personal problems. Counselor characteristics fractionize into two dimensions. The personal

characteristics of the counselor are age, sex, experience and education. The interpersonal dimensions are values held by the counselor, counseling method employed, and acquaintance with the counselor.

Professional training is defined as graduate or supervised training in the field of personal counseling. It is recognized that some ministers (listed as non-professional in the questionnaire) have professional training, but on the whole it is expected that students will consider them in the same category as teacher and confidante.

"Reflecting" Method is defined as the technique used by the counselor by which he would make the client comfortable, listen to him, and understand his feelings.

"Interpreting" Method is defined as the technique used by the counselor by which he would challenge, ask questions, and interpret the feelings of the client.

Perceptions are defined as those factors which on the basis of past and present context, frame of reference, learning, motivation, and values go into making an evaluation of the saliency of the particular counselor characteristics described in this study.

Statement of the Broad  
Research Hypotheses

The broad research hypotheses for this study are set forth as follows:

1. Female students will admit to more discomfort than male students about certain basic personal problems.
2. Male students will admit to more hesitation in seeking help than will female students for certain basic personal problems.
3. Female students more often than male students will admit to expecting to benefit from seeking help for feelings of discomfort related to certain basic personal problems.
4. Male students will differ from female students in the rank orders assigned to the counselor characteristics preferred when choosing a counselor to help with certain basic personal problems.
5. Students of each sex will assign similar within-sex rank orders to the counselor characteristics preferred when choosing a counselor to help with basic personal problems.

6. Male students will prefer the same sex counselor more often than female students when selecting a counselor to help with certain basic personal problems.
7. Male and female students will differ on preferences for counselor age, education (professional and non-professional), experience, method, values, and acquaintance when seeking help for certain basic personal problems.

### Organization of the Study

The theoretical basis for the study is stated in Chapter II. A resume of Freud's psychoanalytic theory is included to provide a rationale for the selection of the basic personal problems. Margaret Mead's observations about the relation of cultural expectations and social learning to sanctioned sex role behavior are reviewed for relevance to this study. The transactional perceptionists provide the theoretical basis for student selection of counselor characteristics.

The pertinent literature is reviewed in Chapter III. The interrelationship of student perceptions of counselor role and type of problem is delineated. Current knowledge

about the counselor characteristics under study is summarized. Research related to student stereotypes of sex roles existing in American society is presented.

In Chapter IV, the sample is described, the development of the instrument is presented, and the statistical treatment is set forth.

The analysis of the data is presented in Chapter V. Discussions of significant findings, conclusions and recommendations are presented in Chapter VI.

The theoretical basis for the study follows.

## CHAPTER II

### THE THEORETICAL BASES

In this chapter the personality theory of Freud is drawn upon to provide the rationale for the selection of the two potential personal problems a client is most likely to bring to a counselor. Furthermore, the anthropological studies of Mead are used to clarify the expected sex role behavior of the students. Finally, transactional perception theory is used to delineate the process students might use to select the preferred counselor characteristics.

#### Selection of the Two Problem Areas

Most of the major personality theorists hypothesize that the two major foci of anxiety responses are related to control of sexual impulses and anger. Psychoanalytic theory emphasizes the major importance which these responses have in human development, and provides the basis for other theorizing.

According to Freud, psychological energies arising from different sources, varying in quantity or intensity,

joining in different combinations, elicit responses to some objects and events through which the constantly accumulating psychic energy can be discharged. He proposed two groups of responses through which this discharge of energy would occur. One group was sexual and the other aggressive.<sup>1</sup>

The assessment of danger for the individual depends upon learning. When some event produces excessive tension which the individual is helpless to relieve, automatic severe anxiety occurs. This process is described by Freud as follows:

Situational events (S) or innate responses (r)  
 → excessive tension (r) → helpless to terminate (ineffective R's) → intense anxiety, i.e.  
 → equals "leads to."<sup>2</sup>

Through learning, responses such as thoughts and memories, are also attached to anxiety responses. Thus when other potentially dangerous situations are recognized or remembered, mild anxiety is elicited. This signal anxiety is described as follows:

Situational events (S) → memories, thoughts,  
 or expectations (r) → mild anxiety (signal anxiety) (r)

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<sup>1</sup>Sigmund Freud, "Inhibitions, Symptoms and Anxiety" Standard Edition, ed. J. Strachey (London: Hogarth Press, 1959), XX, 14.

<sup>2</sup>Ibid., pp. 81, 166.



An approach-avoidance conflict in both sexual and aggressive instincts is subsequently learned by the individual. The avoidance side, in the case of sexual conflict, is characterized as exaggerated sexual rejection, sexual prohibitions, instinctual prohibitions, self-preservative instincts, no sexual object available, and opposing force.<sup>1</sup>

The approach side is characterized as immense sexual desire, infantile sexual wishes, sexual drive or instinct, and incestuous sexual wishful fantasies.<sup>2</sup>

In the case of aggression, Freud postulated that aggressive energy blocked from overt expression through learning manifests itself through the punitive and derogatory self-evaluative thoughts (super-ego). Anxiety, in this instance, is a consequence of potential aggression expressed through self-evaluative thoughts. In his final formulation, he spoke of a fundamental psychological energy which was in opposition to the life-maintaining energies (libido). The desire to destroy is observed in aggressive and destructive acts toward oneself.

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<sup>1</sup>Donald H. Ford and Hugh B. Urban, Systems of Psychotherapy, A Comparative Study (New York: John Wiley & Sons, 1964), p. 158.

<sup>2</sup>Ibid.

<sup>3</sup>Sigmund Freud, An Outline of Psychoanalysis (New York: Horton, 1933), p. 20.

To Freud, both sexual and aggressive instincts and resulting conflicts are therefore basic within the individual and are directly related to anxiety responses. Because of the central place which these responses hold in the assessment of maladaptive behavior of the individual, problems of relationship with the opposite sex and anger have been selected for this study as the two most likely areas of discomfort for students who might feel the need for personal counseling.

#### Expectations of Sex-Role Behavior

Every society develops patternings of sex-role behavior which to a large degree determine ways in which members of that society come to view life. The anthropologist Margaret Mead<sup>1</sup> has made extensive observations of sexual behavior in our society. Her work provides a foundation for the hypothesized sex variations in this study about student admission of discomfort about personal problems of sex and anger, hesitation to seek help, and expectation of receiving help from a male or female counselor.

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<sup>1</sup>Margaret Mead, Male and Female: A Study of the Sexes in a Changing World (New York: Morrow, 1949), pp. 206-236.

The ways which male and female adolescents have of defining their own role and the role of significant adults is influenced by the child-rearing practices to which they are exposed. Even though any given child does not see harmonious, repetitive sex-role behavior, myths related to certain successful ways of controlling sexual and hostile impulses continue to exist and in large part define characteristic behavioral patterns of the sexes.

In developing sex-role identity, Mead says that the young boy learns from his father that relationships with men require putting forth all his strength and taking defeats good-humoredly. His mother teaches him that being manly means to stand up for himself. She further teaches him strategies for not being seen as a coward. Situations are created or arranged by the mothers of several males so that all fighting between them will be self-defensive, for fighting must be viewed as defensive rather than offensive. Not to fight at all, however, is being a coward.

Mothers also set standards for fighting with girls. In this instance, however, more often than not, the boy is put in a double bind. If a girl defeats a boy even though she is twice his size, he is made to believe that this is worse than being defeated by a boy. At the same time, he

is taught not to hit a girl because she is a girl. Boys are watched anxiously by both parents to see if they show signs of not being able to defend themselves. Boys are desexed by failure. Maleness in America has to be kept and earned every day, and one essential definition is beating women in every game that both sexes play.

On the other hand, Mead states that sex role for girls is defined both by not being a coward and never acting the way a boy acts. Girls usually are flattered and spoiled by indulgent, non-disciplinary fathers, and they learn to manage men, emerging very sure of themselves. Even though mothers watch to see that their daughters are not spoiled by their fathers, they also demand that girls be successful. Somehow, the girl learns to manage her father in spite of her mother and develops an attitude of demand toward members of the opposite sex rather than being condemned to a weak or inferior role.

It would therefore be expected that males would have more hesitation in seeking help on personal problems than females. Likewise, males would also be less likely to expect to benefit from seeking help than females. It is further expected that both sexes, when considering someone to help them with feelings of discomfort related to ways

of dealing with the opposite sex and hostile impulses, would prefer male counselors. The nagging voice of conscience is feminine in both sexes--the voice which says, "You are not being the success you ought to be."<sup>1</sup> Often teacher and mother merge into one in the child's mind because each seems to highly value success. The child often attributes to the teacher the aspects of the bad mother that were once given to the step-mother in fairy-tales of another age. Likewise transference of a similar feeling to the female counselor is also likely to occur. For both the male and female adolescent in our culture, a male counselor would be expected to be seen as less demanding and more accepting, less threatening, and potentially more helpful as a counselor. From Mead's point of view, counselor sex preference would likely be avoidance of the demanding female on the part of both sexes and approach to the successful male, i.e., the counselor, who also may be viewed by girls particularly as another source of indulgence.

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<sup>1</sup>Ibid., p. 232.

The Effects of Transactional Perception  
in Student Selection of Counselor  
Characteristics

Because the students in this study are asked to project an image of the counselor to whom they would turn for help with problems of relationship with the opposite sex and anger, it is relevant to draw on transactional perception theory to explain the process involved in this task.

Ittleson and Cantril,<sup>1</sup> in speaking of perception as a transactional approach, have found perception to be a process of interpretation of present stimulus cues on the basis of expectations built as consequents of past experience. As these perceptions are confirmed and reinforced through later experience, they become more and more stable and harder to alter. Perception is viewed as an active transaction between striving organism and environment.

All ideas of what things are, where they are, and what they are good for, are based on these assumptions which have proved to be good "bets" for action. These assumptions are probabilities only, but if they have proved highly reliable

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<sup>1</sup>William H. Ittleson and Hadley Cantril, Perception: A Transactional Approach (Garden City, New York: Doublday, 1954).

in past actions, one begins to think of them as certainties and acts accordingly until other experiences show that these assumptions are wrong.

The perceptual process, according to Robins, is

...one of evaluating the world around us--visual occasions, social situations,...., by using our past experience and our purposes in making a guess about how something (or somebody) will behave.... We make these guesses based on our own unique and individual experiences and purposes; and to each the reality of the world is a personal and individual reality.<sup>1</sup>

Cantril further states that

...each transaction of living involves numerous capacities and aspects of man's nature which operate together. Each occasion of life can occur only through an environment imbued with some purpose, requiring action of some kind and the registration of the consequences of action. Every action is based upon some awareness or perception which in turn is determined by the assumptions brought to the occasion. These assumptions are in turn determined by past experience. All of these processes are interdependent. No one process could function without the others.<sup>2</sup>

Perceptual process is a transaction which occurs between the purposes and past experience of the perceiver

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<sup>1</sup>Seymour Robins, "Transactional Design," Print, X, No. 3 (1956), 31.

<sup>2</sup>Hadley Cantril, "Perception and Interpersonal Relationships," The Phenomenological Problem, ed. Arthur E. Kuenzli (New York: Harper, 1959), 182-198.

and the perceiver's environment. Context, frame of reference, previous learning, motivation and value of the object are all relative to perception.

It is expected that students making choices of counselor characteristics most valuable to them in choosing a helping person will bring with them their past experience, purposes, values and assumptions based on the American cultural milieu and that these choices will correspondingly be based on their individualized probability expectancies.

#### Summary

The theoretical basis for choosing the potential problem areas of relationship with the opposite sex and anger came from the psychoanalytic school. The observations of the cultural anthropologist, Margaret Mead, provided the basis for the hypotheses that female students are expected to be more willing to admit to feelings of discomfort about personal problems than males and to be more willing to seek help, expecting to receive it, than male students. Her observations further suggest that male counselors will be preferred by both male and female students.



Transactional perception theory was the fulcrum for the anticipated sex-typed but idiosyncratic choices made by students in value loadings given to the various counselor characteristic preferences under study.

The review of the literature pertinent to this study is presented in Chapter III.

## CHAPTER III

### REVIEW OF THE LITERATURE

Previous research related to the topic of the present study falls in two major groups. The first group of research is included to indicate the interrelationship of perceptions of counselor role and type of problem. Current knowledge about the characteristics under study is presented in the second group. Included in this group is a report of research on student stereotypes of sex roles existing in American society.

#### Role of Counselor and Type of Problem

On the whole, research about perceptions and expectations of the counselor on the part of students is sporadic and unrelated. Cottle<sup>1</sup> suggests that it is not clear that characteristics are consistently valued by all age groups.

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<sup>1</sup>William Cottle, "Personal Characteristics of Counselors," The Personnel and Guidance Journal, XXXI, No. 7 (April, 1953), 445-449.

The image of the counselor in elementary schools, secondary schools and college counseling bureaus seem to be different. To a large extent, attempts to describe characteristics which are related to successful counselors are suggestive and helpful, but inconclusive.

### Role of the Counselor

The research of Goodstein and Grigg<sup>1</sup> on satisfaction with the counseling process has generated hypotheses that client perceptions and expectations are influential in the interaction of the counseling process, but little is known about these perceptions and expectations. Mixed evidence is available on how counselors are viewed before initial contact. Grant's<sup>2</sup> study of the senior class in nine schools in New York points up that high school students view the counselor as being helpful in the area of vocational and educational planning, but not as an effective source of help in the broad area of personal-emotional problems.

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<sup>1</sup>Leonard David Goodstein and Austin E. Grigg, "Client Satisfaction, Counselors, and the Counseling Process, The Personnel and Guidance Journal, XXXVIII, No. 1 (September, 1959), 19-24.

<sup>2</sup>Claude W. Grant, "How Do Students Perceive the Counselor's Role?" The Personnel and Guidance Journal, XXXII, No. 7 (March, 1954), 386-388.

Warman<sup>1</sup> in a study at Ohio State, using a questionnaire with both students and counselors, found that students saw professional counselors as concerned with the problems of vocational choice first, then college routine problems, and last the problem of adjustment to self and others. Counselors, on the other hand, saw their role as having to do with problems of adjustment to self and others as first priority.

In a study by Heilfron,<sup>2</sup> it was found that high school students expect counselors to devote themselves to individuals who exhibit overtly that they have extreme forms of mental and emotional abnormality.

Blocher<sup>3</sup> suggests that the confusion of incompatible roles of counselors may be the major reason for the failure

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<sup>1</sup>Roy E. Warman, "Differential Perception of the Counseling Function," The Journal of Counseling Psychology, VII, No. 4 (Winter, 1960), 269-274.

<sup>2</sup>Marilyn Heilfron, "The Function of Counseling as Perceived by High School Students," The Personnel and Guidance Journal, XXXIX, No. 2 (October, 1960), 133-136.

<sup>3</sup>Donald W. Blocher, W. Wesley Tennyson, and Ralph H. Johnson, "Dilemma of Counselor Identity," The Journal of Counseling Psychology, X, No. 4 (Winter, 1963), 344-349.

of students to see the counselor as a person able to help with personal concerns. The carry-over of an image of the high school counselor as "efficient" or "remediating" may to some degree affect the perceptions and expectations of a university undergraduate student's ambivalence about seeking help from a person so stereotyped.

The literature does substantiate the view, however, that the broad type of problem which the client has is directly related to the particular expectations the student has of counselor role and characteristics.

#### Type of Problem

In a study at Michigan State University, Grater<sup>1</sup> found that clients with personal-social problems consider affective characteristics of counselors more important than cognitive characteristics at the .01 level of significance.

Bordin<sup>2</sup> at the University of Michigan found that clients approaching counseling with the expectation of

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<sup>1</sup>Harry A. Grater, "Client Preferences for Affective or Cognitive Counselor Characteristics and First Interview Behavior," Journal of Counseling Psychology, XI, No. 3 (Fall, 1964), 248-250.

<sup>2</sup>Edward Bordin, "Implications of Client Expectations for Counseling Process," Journal of Counseling Psychology, II, No. 1 (Spring, 1955), 17-21.

receiving help in a particular decision, view the counselor as a source of information. Clients with personal problems, however, are more likely to see the personal characteristics of the counselor as an important part of the process. The view of the counselor as "someone to lean on, as impersonal and objective, and as understanding and forgiving" are relevant expectations in terms of the counseling process for those who view themselves as having personal problems.

Little research has been carried out relating type of personal problem to client perceptions of helpful counselor characteristics. Schmidt and Pepinsky<sup>1</sup> in a review of counseling research in 1963, discussed studies about counselors' views of themselves, descriptions of client attributes, the nature of the counseling process, and beliefs and attitudes toward counseling services. However, no mention was made of research describing the relationship of type of personal problem to client perceptions of the characteristics of the "helping" person. This relationship is unexplored, on the whole.

For the characteristics included in the present study,

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<sup>1</sup>Lyle D. Schmidt and Harold B. Pepinsky, "Counseling Research in 1963," Journal of Counseling Psychology, XII, No. 4 (Winter, 1965), 418-427.

research findings are limited to the effect of these characteristics in counseling, but not to the potential impact of student attitudes prior to counseling or the counseling process. However, because there is probably some interrelationship in perceptions during and prior to counseling, the available research findings on the place of method, values, and sex of counselor are subsequently described.

#### Student Perceptions of Counselor Characteristics

Research findings about characteristics of counselors viewed as helpful by students are limited. However, the existing research on preferences for counselor method, values, and sex follows.

#### Method Used by the Counselor

Grigg and Goodstein<sup>1</sup> in a study of a high school sample found significant preferences for an active, somewhat directive role for the counselor. Miller<sup>2</sup> investigated

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<sup>1</sup>Austin E. Grigg and Leonard David Goodstein, "The Use of Clients as Judges of the Counselor's Performance," The Journal of Counseling Psychology, IV, No. 1 (Spring, 1957), 31-36.

<sup>2</sup>Theodore K. Miller, "Characteristics of Perceived

characteristics of perceived helpers who were both naive and untrained. He found that resident hall section advisers who were perceived by others as exemplifying helping behavior exhibited a high degree of surgency characteristically expressed by enthusiasm, happy-go-lucky, cheerful and talkative behavior which is frank, expressive, and quick and alert in nature. These helping persons also had character or super-ego strength expressed as responsibility, perseverance and conscientiousness. Strong inner emotional expression also characterized this group. The research related to both trained and untrained "helpers" appears to be consistent in terms of student preferences for active participation on the part of the helping person.

Dunlop<sup>1</sup> found that high school seniors expect counselors to give lots of good advice. College preparatory students rejected the idea that counselors should allow students to say what they want in the counseling interview without the fear of correction or punishment. These students viewed the counselor's task as assisting in

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Helpers," The Personnel and Guidance Journal, XLIII, No. 7 (March, 1965), 687-691.

<sup>1</sup>Richard S. Dunlop, "Professional Educators, Parents and Students Assess the Counselor's Role," The Personnel and Guidance Journal, XLIII, No. 10 (June, 1965), 1024-1028.





achieving academic success and saw counselors as capable in testing and diagnosis.

Sonne<sup>1</sup> found that high school seniors expect to be told, led, informed, and questioned, and that this expectation was transferred from perceptions of other professional helpers. These researchers also found that those students with more authoritarian attitudes have a greater preference for the eclectic approach than those lower on authoritarian attitudes. The suggestion is made that preferences for the eclectic method may be an indication of a learned standard of counseling.

In McQuary's<sup>2</sup> research involving relatively unsophisticated graduate students enrolled in an introductory course in counseling, seven most preferred characteristics these students would prefer their own counselor to possess emerged. Among these were "understanding," "confidentiality," "interested in me as a person," and "friendly."

From the evidence cited, precise understanding of the nature of the counseling methods valued by both students

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<sup>1</sup>Thomas R. Sonne and Leo Goldman, "Preferences of Authoritarian and Equalitarian Personalities for Client-Centered and Eclectic Counseling," Journal of Counseling Psychology, IV, No. 2 (Summer, 1957), 134.

<sup>2</sup>John P. McQuary, "Preferred Counselor Characteristics," Counselor Education and Supervision, III (Spring, 1964), 145-148.

and researchers alike is lacking.

### Values Held by Counselor

Limited research is available on student perceptions of the importance of counselor values in the counseling process. However, Hollingshead and Redlich<sup>1</sup> and Meyers and Schafer<sup>2</sup> have demonstrated that similarity of values held by the counselor and client are important in counseling effectiveness.

### Sex of the Counselor

A considerable body of research related to sex preference of counselor exists. Koile and Bird<sup>3</sup> studied preferences of freshmen for persons from whom they would seek help, and their findings were consistent with other studies

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<sup>1</sup>August B. Hollingshead and Frederick C. Redlich, "Social Stratification and Psychiatric Disorders," American Sociological Review, XVIII, No. 2 (April, 1953), 163-169.

<sup>2</sup>John K. Meyers and L. Schafer, "Social Stratification and Psychiatric Practice: A Study of an Out-Patient Clinic," American Sociological Review, XIX, No. 4 (October, 1954), 307-313.

<sup>3</sup>Earl L. Koile and Dorothy J. Bird, "Preferences for Counselor Help on Freshmen Problems," The Journal of Counseling Psychology, III, No. 2 (Summer, 1956), 97-106.

including Brown,<sup>1</sup> Brown,<sup>2</sup> Campbell,<sup>3</sup> Harris and Tseng,<sup>4</sup> Hawkes, Burchinal and Gardner,<sup>5</sup> Secord,<sup>6</sup> and Tyler,<sup>7</sup> supporting the notion that males and females have distinct sex preference patterns. Koile and Bird,<sup>8</sup> found that although male freshmen preferred a male counselor on far

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<sup>1</sup>Daniel G. Brown, "Masculinity-Femininity Development in Children," Journal of Consulting Psychology, XXI (1957), 197-202.

<sup>2</sup>Daniel G. Brown, "Sex Role Preference in Young Children," Psychological Monographs, LXX, No. 14 (Whole No. 421), (1956).

<sup>3</sup>Elsie Hatt Campbell, "The Social-Sex Development of Children," Genetic Psychology Monographs, XXI, No. 4 (November, 1939), 461-552.

<sup>4</sup>Dale B. Harris and Sing Chu Tseng, "Children's Attitudes Toward Peers and Parents as Revealed by Sentence Completions," Child Development, XXVIII, No. 4 (1957), 401-411.

<sup>5</sup>Glenn Rogers Hawkes, Lee G. Burchinal, and Bruce Gardner, "Preadolescents' View of Some of Their Relations with Their Parents," Child Development, XXVIII, No. 4 (December, 1957), 387-399.

<sup>6</sup>Paul F. Secord, "Facial Features and Inference Processes in Interpersonal Perception," Person Perception and Interpersonal Behavior, ed., Renato Tagiuri and Lee Petrullo (Stanford, California: Stanford University Press, 1958).

<sup>7</sup>Leona Elizabeth Tyler, The Psychology of Human Differences, (New York: Appleton-Century-Crofts, 1947).

<sup>8</sup>Koile and Bird, loc. cit.

more problems than they preferred a woman counselor, and women freshmen preferred a woman counselor on more problems than they preferred a man, the proportionate number of problems on which women were willing to consult a man was greater than the proportionate number on which men were willing to consult a man. In addition, the men expressed a preference significantly more often than did the women.

Fuller<sup>1</sup> investigated university client and non-client students' statements regarding sex choice of confidante or counselor seen as a source of help for a vocational or personal problem. She found that both males and females prefer male counselors more than they prefer female counselors, and that preferences for male counselors are more stable than preferences for female counselors. Male non-clients preferred male counselors and confidantes more frequently and female counselors and confidantes less frequently than did females for both vocational and personal problems. Males expressed some preference more often when choosing a counselor for a personal problem than when choosing a confidante.

Female clients with personal problems preferred male

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<sup>1</sup>Fuller, loc. cit.

counselors more frequently than female non-clients. Clients who preferred female counselors before counseling were more likely to change preference after counseling than were clients who had preferred male counselors.

It is appropriate to review studies which relate to the stereotypes of the sexes in our culture because these stereotypes may shed light on the student preferences for male and female counselors in this study.

#### Stereotypes of the Sex Role of Males and Females in our Culture

There appear to exist in our culture certain stereotypic perceptions of the male and female in our culture which have a bearing on sex choice of counselor.

Sherriffs and Jarrett<sup>1</sup> at the University of California conducted a study which gives considerable clarity to sex preferences in our culture. Responses from one hundred introductory psychology women students given a forced choice questionnaire utilizing Sarbin's Personality Word Cards of two hundred adjectives, showed that three-fourths of these adjectives were ascribed significantly more to

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<sup>1</sup>Alex C. Sherriffs and R. F. Jarrett, "Sex Differences in Attitudes About Sex Differences," Journal of Psychology, XXXV (1953), 161-168.

one sex than the other. There were seventeen unfavorable adjectives which were saturated with unreasonable emotionality both flighty and unpleasant assigned significantly more often to women by both men and women in contrast to eight unfavorable adjectives ascribed significantly more often to men by both men and women. Twelve additional unfavorable adjectives which only women ascribed to women were summed up as "neurotic."

In another study, Sherriffs and McKee<sup>1</sup> did a qualitative examination of the characteristics which men and women ascribe to themselves. Items in the female stereotype showed larger sex differences than items in the male stereotype, and the degree to which women chose characteristics of the stereotype of their own sex was significantly greater ( $p. < .001$ ) for both favorable and unfavorable adjectives separately. A significantly greater number of women were more favorable to males than to females. Women were found to subscribe to social stereotypes more strongly than men. When describing themselves as individuals, women agreed with each other and with the stereotypes. Probably

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<sup>1</sup>Alex C. Sherriffs and John P. McKee, "Qualitative Aspects of Beliefs About Men and Women," Journal of Personality, XXV (1957), 451-464.

these are distillations of cultural beliefs described by Mead.<sup>1</sup>

McKee and Sherriffs<sup>2</sup> reported confirmation of these findings in a later study, establishing beyond reasonable doubt that sex stereotypes exist among college students. Partiality for males, however, implies only a less favorable opinion of females, and not an unfavorable one. These researchers point out that when university subjects are given a chance, they will deny partiality for either sex, which may exemplify a veneer of equalitarianism overlying more firmly established beliefs in middle class values. This assumption, however, remains untested.

Beier and Ratzeburg<sup>3</sup> found that there is a relation between the idealization of the masculine role and rejection of mother among male and female college students as well as low identification with mothers in the case of women with masculine fathers.

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<sup>1</sup>Margaret Mead, loc. cit.

<sup>2</sup>John P. McKee and Alex C. Sherriffs, "The Differential Evaluation of Males and Females," Journal of Personality, XXV (1957), 356-371.

<sup>3</sup>Ernst Gunter Beier and Fred Ratzeburg, "The Parental Identification of Male and Female College Students," Journal of Abnormal and Social Psychology, XLVIII, No. 4 (1953), 569-720.



Brown<sup>1</sup> found that both boys and girls assign greater prestige value to the masculine than the feminine role, and Harris and Tseng<sup>2</sup> Hawkes, Burchinal and Gardner<sup>3</sup> and Lynn<sup>4</sup> indicate that girls express more negative attitudes toward their own sex with increasing age.

These studies are rather consistent in describing the male in our culture as more desirable in terms of valued personality characteristics than the female.

#### Summary

Two major groups of research were reviewed. The first group showed the interrelationship of perceptions of counselor role to type of problem. It was pointed out that the role of the counselor, as viewed by students, is ambiguous. Previous research about the role of the counselor has been helpful, but on the whole, inconclusive.

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<sup>1</sup>Brown, "Sex Role Preference in Young Children," loc. cit.

<sup>2</sup>Harris and Tseng, loc. cit.

<sup>3</sup>Hawkes, Burchinal, and Gardner, loc. cit.

<sup>4</sup>D. B. Lynn, "A Note on Sex Differences in the Development of Masculine and Feminine Identity," Psychological Review, LXVI (1959), 12-36.

No clear-cut perceptions of students about counselors are given. Client expectations and perceptions, however, are considered to be influential in the interaction of the counseling process. When type of problem is related to student expectations of counselor, some research suggests that clients with personal problems consider affective characteristics of counselors more important than cognitive characteristics. Research on the relation of valued counselor characteristics and specific personal problems has not been done. Such research is needed.

The second group of research presented current knowledge about the value of certain of the characteristics under study in the counseling process. Research on counselor method, values, and sex was included. On the whole, an active, directive, expressive counselor appears to be the expectation of students because this method is the one to which most students have been exposed.

Similarity of values held by the counselor and client has been shown to be important in counseling effectiveness, but client expectations about particular counselor values has not been investigated.

A considerable body of research does exist, however, on sex preferences of clients for counselors. Both male

and female students generally prefer male counselors for most problems. It was shown that in our culture, there appears to exist a more positive male stereotype than female stereotype in perceptions of college students. Anticipated preferences for a male counselor by students of both sexes was therefore explained.

## CHAPTER IV

### THE DESIGN

The study was designed to assess college students' image of the ideal counselor. An examination of the effect of the type of personal problem on view of the counselor image was also included. The student was provided with an orientation to ways he might be handling his anger and his relationship with the opposite sex. An assessment of student (a) discomfort, (b) hesitation to seek help, and (c) expectation of benefiting from counselor help for the two problems was made. This assessment in turn became a basis for determining characteristics of the counselor the student preferred for help with the problems of sex and anger.

#### The Sample

The sample consisted of 668 students (including 500 females and 168 males) enrolled for the basic undergraduate course in educational psychology in the College of Education at Michigan State University. In the selection of the

sample, two primary factors were considered: availability of the population and representativeness of the population.

#### Availability of the population

Students enrolled for the basic course in educational psychology, Fall, 1965, were available for the study. Because of course mechanics, it was necessary to sample the entire population.

#### Representativeness of the population

Both quantitatively and qualitatively, the student population studied provides a representative sample of students at Michigan State University.

Quantitatively, the largest percentage (15%) of students in the total university population at Michigan State University is students of education.<sup>1</sup> Furthermore, students of education comprise twenty-five percent of the total United States college population earning a first four year bachelor's degree.<sup>2</sup>

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<sup>1</sup>Report from the Office of the Registrar (East Lansing: Michigan State University, Fall, 1965).

<sup>2</sup>Digest of Education Statistics (Washington, D.C.: United States Office of Education, U.S. Department of Health, Education and Welfare, 1965), Table 73, p. 94.

The representativeness of the sample is also qualitative, Getzels and Jackson<sup>1</sup> report several studies comparing various professional groups including teachers or persons preparing to become teachers. They summarize the findings of these studies by saying that there is little encouragement to researchers seeking to discriminate between teachers and non-teachers on personality variables as measured by the MMPI and the EPPS and other tests because of lack of effective criteria for any instrument. The findings reported suggest that differences in personality traits between education students and students in law, medicine, mechanical engineering, and journalism are so small as to be statistically insignificant. It is yet to be established that education student personality variables differ from students in general. Admittedly, some studies have shown intellectual differences, but student intelligence is not relevant to the purpose of this study.

It is recognized that generalizations made in this study are limited to statements about students at Michigan State University who are enrolled in the beginning course

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<sup>1</sup>J. W. Getzels and P. W. Jackson, "The Teacher's Personality and Characteristics," Handbook of Educational Research, ed. N. L. Gage (Chicago: Rand McNally & Co., 1963), 534-547.

in educational psychology.

### Description of the Sample

A description of factual information about the sample including information about sex, age, class standing, marital status, religious affiliation, socio-economic background, college major, grade point average, experience with former counseling, type of counseling, and sex of former counselor is presented in Table 4.1.

Observing the data described in Table 4.1, it is noteworthy that

- (a) a majority of the males (80%;  $N = 133$ ) are "20-24" years of age. Females, on the other hand, are somewhat younger. Only fifty-seven percent are "20-24" years of age ( $N = 280$ ). An additional forty percent are "15-19" years of age ( $N = 199$ ).
- (b) approximately half of both the males (50%;  $N = 84$ ) and females (52%;  $N = 259$ ) indicate their class standing as "juniors."
- (c) the majority of the students of both sexes are unmarried ( $M = 85\%$ ;  $N = 142$  and  $F = 90\%$ ;  $N = 449$ ).

Table 4.1

## SUMMARY OF CHARACTERISTICS OF THE EDUCATION STUDENT SAMPLE

CHARACTERISTIC	MALES		FEMALES	
	f	%	f	%
<u>AGE:</u> 15-19	21	12.6	199	40.3
20-24	133	79.6	280	56.7
25-29	10	6.0	9	1.8
29 or over	2	1.2	6	1.2
Total	167	100.0	494	100.0
<u>CLASS:</u> Freshman	2	1.2	2	.4
Sophomore	40	24.0	206	41.7
Junior	84	50.3	259	52.4
Senior	34	20.4	24	4.9
Graduate	7	4.1	3	.6
Total	167	100.0	494	100.0
<u>MARITAL STATUS:</u> Single	142	85.0	449	90.0
Married	23	13.8	42	8.5
Divorced	2	1.2	2	.4
Non-response	0	0.0	1	.2
Total	167	100.0	494	100.0





Table 4.1 (Continued)

CHARACTERISTIC	MALES		FEMALES	
	f	%	f	%
<u>RELIGIOUS AFFILIATION:</u>				
Roman Catholic	31	18.6	120	24.3
Protestant; fundamentalist	29	17.4	49	9.9
Protestant: liberal	62	37.1	243	49.2
Jewish	4	2.4	20	4.0
Other	8	4.8	20	4.0
None	33	19.7	42	8.6
Total	167	100.0	494	100.0
<u>COLLEGE MAJOR:</u>				
Agriculture	13	7.8	1	.2
Arts & Letters	33	19.8	133	26.9
Business	7	4.2	8	1.6
Communication Arts	9	5.4	20	4.0
Education	40	24.0	184	38.4
Home Economics	0	0.0	53	10.7
Natural Science	28	16.8	45	9.1
Social Science	28	16.8	29	5.9
Veterinary Medicine	0	0.0	1	.2
No Preference	9	5.4	20	4.0
Total	167	100.0	494	100.0

Table 1.4 (Continued)

CHARACTERISTIC	MALES		FEMALES	
	f	%	f	%
<u>GRADE POINT AVERAGE:</u>				
2.00	12	7.2	41	8.3
2.01 - 2.49	79	47.3	186	37.6
2.50 - 2.99	49	29.3	151	30.6
3.00 - 3.49	21	12.6	92	18.6
3.50 or over	5	3.0	21	4.3
Non-response	1	.6	3	.6
Total	167	100.0	494	100.0
<u>INCOME OF HEAD OF HOUSEHOLD:</u>				
Below \$5,000	19	11.4	32	6.5
\$5,000-\$9,999	85	50.9	165	33.6
\$10,000-\$14,000	25	15.0	165	33.4
\$15,000 or over	9	5.4	120	24.3
Non-response	4	2.4	11	2.2
Total	167	100.0	494	100.0
<u>LAST EDUCATION OF HEAD OF HOUSEHOLD:</u>				
Elementary School	20	12.0	39	7.9
Secondary School	74	44.3	182	36.8
College (No degree)	41	24.6	109	22.1
College (Bachelor's degree)	26	15.6	90	18.2
Graduate School (Master's degree)	2	1.2	48	9.7
Graduate School (Doctor's degree)	0	2.3	25	5.1
Non response	4	2.3	1	.2
Total	167	100.0	494	100.0

Table 1.4 (Continued)

CHARACTERISTICS	MALES		FEMALES	
	f	%	f	%
<u>FORMER EXPERIENCE WITH COUNSELING:</u>				
HIGH SCHOOL, Personal-Social				
Individual	88	52.7	251	50.8
Group	6	3.6	34	6.9
Both	16	9.6	42	8.5
None	<u>57</u>	<u>34.1</u>	<u>167</u>	<u>33.8</u>
Total	167	100.0	495	100.0
HIGH SCHOOL, Educational-Vocational				
Individual	83	49.7	275	55.7
Group	18	10.8	50	10.1
Both	29	17.4	114	23.1
None	<u>37</u>	<u>22.1</u>	<u>55</u>	<u>11.1</u>
Total	167	100.0	494	100.0
M.S.U., Personal-Social				
Individual	54	32.3	139	28.1
Group	12	7.2	38	7.7
Both	10	6.0	24	4.9
None	<u>91</u>	<u>54.5</u>	<u>293</u>	<u>59.3</u>
Total	167	100.0	494	100.0

Table 1.4 (Continued)

CHARACTERISTIC	MALES		FEMALES	
	f	%	f	%
<u>FORMER EXPERIENCE WITH COUNSELING: (Continued)</u>				
M.S.U., Educational-Vocational				
Individual	97	58.1	333	67.4
Group	11	6.6	21	4.3
Both	15	9.0	61	12.3
None	<u>44</u>	<u>26.3</u>	<u>79</u>	<u>16.0</u>
Total	167	100.0	494	100.0
<hr/>				
PRIVATE PROFESSIONAL, Personal-Social				
Individual	26	15.6	41	8.3
Group	5	3.0	23	4.7
Both	5	3.0	6	1.2
None	<u>131</u>	<u>78.4</u>	<u>424</u>	<u>85.8</u>
Total	167	100.0	494	100.0
<hr/>				
SEX OF FORMER COUNSELOR:				
HIGH SCHOOL Counselor				
Male	98	58.7	211	42.7
Female	32	19.2	212	42.9
Both	10	6.0	41	8.3
Neither	<u>27</u>	<u>16.2</u>	<u>30</u>	<u>6.1</u>
Total	167	100.0	494	100.0

Table 1.4 (Continued)

CHARACTERISTIC	MALES		FEMALES	
	f	%	f	%
SEX OF FORMER COUNSELOR: (Continued)				
M.S.U. Counselor				
Male	114	68.3	242	49.0
Female	19	11.4	152	30.8
Both	11	6.6	53	10.7
Neither	<u>23</u>	<u>13.7</u>	<u>47</u>	<u>9.5</u>
Total	167	100.0	494	100.0
PRIVATE PROFESSIONAL Counselor				
Male	26	15.6	34	6.9
Female	3	1.8	16	3.2
Both	7	4.2	28	5.7
Neither	<u>131</u>	<u>78.4</u>	<u>416</u>	<u>84.2</u>
Total	167	100.0	494	100.0

- (d) a majority of the females report that they are either "liberal Protestant" (50%; N = 243) or "Roman Catholic" (24%; N = 120). The majority of the males report similar religious affiliation (Liberal Protestant, 37%; N = 62 and Roman Catholic, 19%; N = 31). One-fifth (N = 33) of the males, however, report having "no religious affiliation."
- (e) students included in the sample report majors in ten of the eleven colleges of the university. However, nearly two-fifths of the females (38%; N = 184) are enrolled in the "College of Education" contrasted with approximately one-fourth of the males (24%; N = 40). The "College of Arts and Letters" claims the next largest percentage of the females (27%; N = 133) and males (20%; N = 33). Seventeen percent (N = 28) of the males are enrolled in the "College of Natural Science," and the same percentage in the "College of Social Science." Eleven percent (N = 53) of the females are enrolled in the "College of Home Economics."

- (f) the majority of the students in the sample report having a grade point average in the "2.01 - 2.49" category. This group includes forty-seven percent (N = 79) of the males and thirty-eight percent (N = 186) of the females. Over all, however, females report having a higher G.P.A. than males.
- (g) the females report coming from more prosperous homes than the males. Sixty percent (N = 285) of the females come from homes where the head of the household's income is \$10,000 or more contrasted with twenty-two percent (N = 34) of the males coming from such homes.
- (h) the largest percentage of the sample including forty-four percent of the males (N = 74) and thirty-seven percent of the females (N = 182) report "secondary school" as terminal education of head of household. Females, however, report having parents with higher formal education than males. Fifteen percent of the females (N = 73) and one percent of the males (N = 2) report having parents with "graduate" degrees.





- (i) the self reporting on counseling indicates a high previous contact with counselors. A card sort reveals that only .05% (N = 8) of the males and .02% (N = 9) of the females have had no experience whatsoever with either individual, group, personal-social or educational-vocational counseling in high school, university, or private settings.
- (j) the majority of the male students who have had any type of high school counseling have had male counselors (59%; N = 98). For college counseling, the majority of the males have likewise had "male" counselors (68%; N = 114). On the other hand, the females have had high school counselors of both sexes about equally (M = 43%; N = 211). For a college counselor, females have had more "male" counselors (49%; N = 242) than "female" counselors (31%; N = 152).

There appears to be sufficient variability within each category of demographic data to consider the sample fairly heterogeneous and representative of the average student of education at Michigan State University.

### The Instrumentation

Ideas for the questionnaire used in this study came from four major sources.

1. Jersild's "Personal Issues Inventory."<sup>1</sup>
2. An open-ended questionnaire given to the pilot group of students of educational psychology.
3. Educational psychology instructors and graduate students in counseling psychology.
4. Pre-testing on forty-seven students (thirty-two females and fifteen males) enrolled for one section of the basic educational psychology course during Spring Term, 1965.

The final instrument was a questionnaire consisting of seventy-one forced-choice items. The problem of response set which is related to all paper and pencil tests was recognized, but there is no reason to believe that this instrument has special difficulties in this regard. The purpose of the study was stated at the beginning of the instrument. In addition, specific directions were

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<sup>1</sup> Arthur T. Jersild, When Teachers Face Themselves (New York: Bureau of Publications, Teachers' College, Columbia University, 1955).

given at the beginning of each sub-section. A copy of the final instrument appears in Appendix A. To facilitate scoring and analysis of the data, IBM 1230 answer sheets were used.

### Design of the Instrument

The questionnaire was designed with seven sections. The seven sections and the content they were designed to test are summarized in Figure 4.1. In Section I, demographic information about the students was gathered. In Sections II, III, and IV counselor preferences for the problem of relationship with the opposite sex was examined. In Sections V, VI, and VII preferences for counselor for the problem of anger was studied.

The factual information gathered in Section I of the questionnaire included sex, age, class, college, marital status, religious affiliation, parent's income, father's last education and grade point average. Information about previous high school, university, or private counseling, type of counseling, and the sex of the former counselor were also included because of their relevance to present student perception of counselor image.



FIGURE 4.1

## SUMMARY OF QUESTIONNAIRE CONTENT

	SECTION	ITEMS	CONTENT	HYPOTHESES
PROBLEM: Relationship with Opposite Sex	I	1-15; 70-71	Factual Information	
	II	16-22	Orientation to Problem 1	
		23	Discomfort about Problem	1
		24	Hesitation to Seek Help	2
		25	Expectation to Benefit	3
		26	Evaluation of Section II	
	III	27-33	Rank-Orders of Counselor Characteristics	4 and 5
	IV	34-42	Qualifications of Counselor Characteristics	6 - 14
	V	43-49	Orientation to Problem 2	
		50	Discomfort about Problem	1
PROBLEM: Anger		51	Hesitation to Seek Help	2
		52	Expectation to Benefit	3
		53	Evaluation of Section V	
	VI	54-60	Rank-Orders of Counselor Characteristics	4 and 5
	VII	61-69	Qualifications of Counselor Characteristics	6 - 14

The purpose of Sections II and V was to examine in relation to the problems of sex and anger the students' (a) discomfort about the particular problem, (b) hesitation in seeking help, (c) expectation of receiving help, and (d) feelings about answering such personal questions. From the pretesting, it was determined that the student needed a "stimulus" or "frame of reference" about the problems. Therefore, seven questions (Items 16-22) about sex and seven about anger (Items 43-49) were written to serve as focusing stimuli for the study. Questions were developed around several coping behaviors the students might be using for sexual and hostile impulses. These questions were not analyzed directly because they did not relate to the hypotheses of the study but served only as an orientation to the two personal problems. For each of the items, the students were directed to substitute either Always, Usually, Rarely, or Never where the asterisk appeared in the sentence. The items for the problem of sex read:

16. "I am \* attracted to a member of the opposite sex who is unattainable or not interested in me."
17. "If I were to have impulses and fantasies about the opposite sex, I would \* feel guilty."
18. "I \* blame myself for not having more social experiences with members of the opposite sex."

19. "I \* feel cheated because I have not had more opportunities for social experiences with the opposite sex."
20. "As far as my social relationships with the opposite sex are concerned, I \* feel inadequate."
21. "I \* find myself easily attracted to members of the opposite sex."
22. "If I see a member of the opposite sex to whom I am attracted, I \* find it difficult to think of anything else for a long while."

The items for the problem of anger read:

43. "I \* lose my temper."
44. "If I were to be pushed around or imposed upon by others, I would \* feel resentful."
45. "If I were mistreated by another person, I would \* feel free to complain."
46. "If my relationships with others were unsatisfactory, I would \* feel angry with myself."
47. "I \* remain angry after the occasion which has made my angry has passed."
48. "After I have been angry, I \* find myself angry with innocent bystanders."
49. "When another person has hurt me, I \* feel depressed."

On the same four response scale, the students were subsequently asked to indicate the degree of discomfort they had about their sexual or hostile feelings (Items 23 and 50). The amount of hesitation they would have in



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talking over their feelings of discomfort with a counselor was asked for in Items 24 and 51. Items 25 and 52 were included to ascertain the degree to which the students felt they could benefit from seeking help for their sexual and hostile feelings. To determine student feelings about answering such personal questions, Items 26 and 53 were included to assess the ease, interest, difficulty, or disturbance they felt.

Rank order preferences for seven characteristics of a counselor to help with the two problems were asked for in Section III and VI. These characteristics are as follows:

- (1) Sex of the counselor
- (2) Age of the counselor
- (3) Education of the counselor
- (4) Experience of the counselor
- (5) Values held by the counselor
- (6) Method used by the counselor
- (7) Prior acquaintance with the counselor

Sections IV and VII were designed to determine specific descriptive qualifications students would prefer for each of the counselor characteristics for help with the two problems. In addition to specific options for each of

the characteristics, a "no preference" option was included.

When stating descriptive qualifications for the sex of the counselor, the respondees were asked to select the alternatives of a "male" or "female" counselor.

To assess the student's preference for age of counselor, it was decided to include categories of a ten-year age span beginning with age "20," "30," "40," and "50."

The students were then asked whether they preferred a professional or a non-professional person. When a professional person was preferred, the student was asked if he would choose a person with a "M.A. in Counseling," a "Ph.D. in Counseling Psychology," a "Ph.D. in Clinical Psychology," or a "M.D." to help him. When selecting a non-professional counselor, the categories of "confidante," "teacher," and "minister" were selected as choices.

In order to ascertain the amount of experience the student would want their selected counselor to have, the categories of little experience: "two years" was presented as an option along with that of more experience: "two to five years," and substantial experience: "more than five years."

It was not undertaken to determine the type of values the student would prefer in a counselor to help with personal problems. Rather the student was asked to state preferences for a counselor with the "same" or "different" values from his.

Because it would have been difficult to clearly define and delineate all possible counselor techniques preferred by students, the study was limited to two methods: "reflecting" and "interpreting" to determine student preferences for the ways they would like the selected counselor to relate to them. The methods were selected to provide two clearly opposite points of view representative of techniques currently used by counselors.

The last characteristic studied was acquaintance with the counselor. The students were asked to state whether they preferred "to know" or "not to know" the counselor chosen to help them with personal problems.

#### Reliability of the Instrument

A measure of internal consistency for the opinionnaire used as the instrument in this study was not possible because of the nature of the items. However, it was possible to ascertain the stability of the instrument by

a test-retest interpretation of reliability. The original sample was not available for retesting; so the questionnaire was administered under the same conditions to another random sample of eighty students of the same educational psychology course, Spring Term, 1966. The first administration of the questionnaire was held on May 5, and the second administration approximately one month later on May 31. There is no reason to believe that the nature of the students comprising the test-retest sample changed from Fall to Spring term.

The nonparametric Coefficient of Contingency (C) was used for the most part as the correlation statistic in the analysis of the data. The statistic C is a uniquely useful measure for determining the extent of association between two sets of responses of categorical information. The limitations of C, reviewed by Siegel,<sup>1</sup> were recognized.

To compute the value of C, it was necessary to use the chi square statistic which itself provides a simple and adequate indication of the significance of C. The rejection of the null hypothesis of independence was set at the .05 level. Where chi square was significant, it

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<sup>1</sup>Stanley Siegel, Nonparametric Statistics (New York: McGraw Hill, 1956), 195-202.



was concluded that the association between the two sets of responses to questionnaire items differed significantly from zero. Of the forty items in the questionnaire analyzed by the statistic C, thirty-six were significant at the .001 level, three were significant at the .01 level, and one at the .05 level.

In Table 4.2, the chi square values with appropriate degrees of freedom, the Coefficient of Contingency, and the level of significance for each item is presented.

The fourteen items asking for preferences of counselor characteristics were excluded in the former analysis because of the restrictions of rank ordering in the computation of the chi square statistic. However, an analysis using weighted means of the various rank orders was done. Stability in rank-order assignment in test-retest responses is observed in five of the seven ranks for items related to each of the two problems. This analysis is presented in Table 4.3.

The seventeen items pertaining to the demographic data were excluded in the reliability analysis.

For the most part, items of the instrument had sufficiently high test-retest reliability to be judged adequate for use.

Table 4.2

CONTINGENCY COEFFICIENTS WITH CORRESPONDING CHI SQUARE VALUES FOR  
QUESTIONNAIRE ITEMS DESCRIBING RELIABILITY OF THE INSTRUMENT

ITEM	C	$\chi^2$	df	p	ITEM	C	$\chi^2$	df	p
16	.51	28.28	4	***	43	.58	41.32	6	***
17	.64	57.35	4	***	44	.41	16.16	4	*
18	.69	72.83	9	***	45	.56	37.17	4	***
19	.73	90.63	6	***	46	.48	24.40	9	**
20	.66	62.01	9	***	47	.62	50.72	9	***
21	.62	52.49	6	***	48	.51	28.24	6	***
22	.46	21.76	4	***	49	.44	19.01	4	***
23	.70	77.52	9	***	50	.47	22.28	6	**
24	.69	74.20	9	***	51	.58	40.68	9	***
25	.67	63.84	9	***	52	.61	46.50	6	***
26	.79	132.00	9	***	53	.70	77.03	9	***
34	.63	52.21	4	***	61	.60	45.27	4	***
35	.77	123.04	9	***	62	.67	65.35	12	***
36	.66	63.51	4	***	63	.38	14.22	4	**
37	.73	91.21	9	***	64	.54	33.00	4	***
38	.72	84.62	4	***	65	.66	62.00	4	***
39	.64	54.98	6	***	66	.56	36.27	9	***
40	.55	35.53	4	***	67	.50	26.10	4	***
41	.56	37.48	4	***	68	.63	57.74	4	***
42	.54	33.22	4	***	69	.58	39.59	4	***





Table 4.3  
TEST-RETEST RELIABILITY CHECK OF WEIGHTED MEANS FOR  
RANK ORDERS OF COUNSELOR CHARACTERISTICS

	Item	Description	TEST		RETEST	
			$\bar{X}$	Rank	$\bar{X}$	Rank
SEX	27	Age	4.63	6	4.68	6
	28	Sex	4.93	7	5.01	7
	29	Education	4.26	5	4.22	4
	30	Experience	3.04	1	2.81	1
	31	Values	3.11	2	2.94	2
	32	Method	3.88	3	3.88	3
	33	Acquaintance	4.16	4	4.49	5
ANGER	54	Age	5.58	7	5.68	7
	55	Sex	5.23	6	5.19	6
	56	Education	3.70	4	3.48	3
	57	Experience	2.64	1	2.31	1
	58	Values	3.08	2	3.11	2
	59	Method	3.28	3	3.53	4
	60	Acquaintance	4.46	5	4.61	5

### Collection of the Data

Each of the twelve instructors who assisted in the administration of the instrument were given an orientation to the nature of the questionnaire. In addition, a written statement of instructions to read to the respondents was provided (see Appendix B).

The questionnaire took approximately a half hour to administer, and was given during the first part of the recitation section in all cases. No attempt was made to contact those who were absent.

### Hypotheses

Fourteen hypotheses were tested in this study. Each hypothesis contained a statement about both of the personal problems selected for examination. The first six were theory based and therefore had alternate directional statements. The other eight were non-theory based null hypotheses.

Null Hypothesis 1: No differences will be found in admission of discomfort about (a) relationship with the opposite sex and (b) anger between male and female students of education.

Alternate Hypothesis 1: Female education students will admit to more discomfort about (a) relationship with the opposite sex and (b) anger than male education students.

Null Hypothesis 2: No differences will be found in admission of hesitation in seeking help on problems of (a) relationship with the opposite sex and (b) anger between male and female students of education.

Alternate Hypothesis 2: Male education students will admit to more hesitation in seeking help for problems of (a) relationship with the opposite sex and (b) anger than female education students.

Null Hypothesis 3: No differences will be found in admission of expectation to benefit from seeking help for feelings of discomfort for problems of (a) relationship with the opposite sex and (b) anger between male and female students of education.

Alternate Hypothesis 3: Female education students more often than male education students will admit to expecting to benefit from seeking help for feelings of discomfort about problems of

- (a) relationship with the opposite sex and
- (b) anger.

Null Hypothesis 4: Cross-sex rank order preferences for characteristics of counselor chosen by male and female students for help with problems of (a) relationship with the opposite sex and (b) anger are unrelated.

Alternate Hypothesis 4: Cross-sex rank order preferences for characteristics of counselor chosen by male and female students for help with problems of (a) relationship with the opposite sex and (b) anger are related.

Null Hypothesis 5: Within-sex rank order preferences for characteristics of counselor chosen by male and female students for help with problems of (a) relationship with the opposite sex and (b) anger are unrelated.

Alternate Hypothesis 5: Within-sex rank order preferences for characteristics of counselor chosen by male and female students for help with problems of (a) relationship with the opposite sex and (b) anger are related.

Null Hypothesis 6: No differences will be found between male and female education student preferences for counselor sex to help with problems of (a) relationship with the opposite sex and (b) anger.

Alternate Hypothesis 6: Male education students will prefer same sex counselor more often than female education students for counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 7: No differences will be found between male and female student preferences for age of counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 8: No differences will be found between male and female student preferences for education of counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 9: No differences will be found between male and female student preferences for type of professional education of counselor chosen to help with problems of (a) relationship with

the opposite sex and (b) anger.

Null Hypothesis 10: No differences will be found between male and female student preferences for type of non-professional counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 11: No differences will be found between male and female student preferences for years of experience of counselor chosen to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 12: No differences will be found between male and female student preferences for values of counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 13: No differences will be found between male and female student preferences for type of method used by counselor chosen to help with problems of (a) relationship with the opposite sex and (b) anger.

Null Hypothesis 14: No differences will be found between male and female student preferences for

acquaintance with counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

### Statistical Treatment

The responses of 500 females and 168 males to the questionnaire were analyzed by the Control Data 3600 Computer. A simple item response analysis, which included the frequency and percentage of responses for each item, was computed for the demographic data. Data cards were inadvertently not punched for six females and one male in the sample for this analysis, but these respondents were included in the analyses of other items used to test the hypotheses.

The chi square statistic, using the approximate 2 x 3, 2 x 4, or 2 x 5 contingency tables, was calculated for questionnaire Items 16-26 and 42-53 which were included to test hypotheses about student (a) discomfort, (b) hesitation to seek help and (c) expectation of benefiting from help for the problems of sex and anger respectively. Likewise the chi square statistic was calculated for Items 34-42 (related to the problem of sex) and 60-69 (related to the problem of anger) testing hypotheses about



differences in student preferences for the selected qualifications of the seven counselor characteristics. When expected frequencies in any of the response categories were less than five, the data in that cell were combined with the adjacent cell before computations were made. Because of the exploratory nature of the study, the rejection of all hypotheses was set at the .05 level except for the ones referring to the rank-order preferences for the counselor characteristics.

To test the hypotheses about the degree of relation existing between and among the sets of rankings of counselor characteristics made by male and female students for the two problems, Kendall's Coefficient of Concordance (W) was computed. Siegel<sup>1</sup> states that W, reported as a value from 0 to +1 is an "index of divergence of actual agreement shown in the data from the maximum possible (perfect) agreement." W expresses the degree of association among the sets of rankings and is considered particularly useful in determining the interjudge reliability.

For these analyses, responses to questionnaire Items 27-33 for the problem of sex and Items 54-60 for the

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<sup>1</sup>Siegel, op.cit., p. 230.

problem of anger were used. In order to properly interpret W for the cross-sex analysis of preferences, it was necessary to use approximately equal numbers of male and female respondees. Therefore, from the total sample, a group of 100 females (20%) and 101 males (60%) were randomly selected for this analysis.

In order to get an estimate of the actual within-sex rank order preferences for the characteristics for each of the two problems, it was necessary to order the sums of the rankings used in the computation of the W statistic.<sup>1</sup> Even though the study does not include hypotheses stating the expected specific ordering of the seven characteristics, it was of interest to compare student preferences for these characteristics. The criterion of a significant W, required in order to state a high likelihood that the judges are applying essentially the same standard in the rankings, was noted. Siegel<sup>2</sup> states that a significant W does not necessarily mean, however, that the order agreed upon is correct or objective, but often the pooled ordering of ranks serves as a "standard" especially when there is no relevant external

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<sup>1</sup>M. G. Kendall, Rank Correlation Methods (London: Griffin, 1948), p. 87.

<sup>2</sup>Siegel, loc. cit.

criterion. It was therefore decided that statements about counselor characteristics valued both most and least by students when choosing a counselor to help with their problems of sex and anger could be made if a significant  $W$  were observed.

Because Friedman<sup>1</sup> states that statistical findings using  $W$  when the number of judges  $>$  nine, should be interpreted at the .01 level, this level was selected for the rejection of the hypotheses about student rank-order preferences for counselor characteristics. To interpret the significance of  $W$ , a special  $\chi^2$  formula suggested by Hays<sup>2</sup> was employed. Furthermore, the table presented in Friedman<sup>3</sup> for interpreting the significance of the obtained chi square for the  $W$  statistic was used.

#### Summary

Six hundred sixty-eight students enrolled for the basic educational psychology course at Michigan State

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<sup>1</sup>Milton Friedman, "A Comparison of Alternative Tests of Significance for Problems of  $m$  Rankings," The Annals of Mathematical Statistics, ed. S. S. Wilks (Baltimore: Waverly Press, 1940), Table II, p. 89.

<sup>2</sup>William Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1962), p. 658.

<sup>3</sup>Friedman, loc. cit.

University were selected as respondents in the present study. The questionnaire was designed, pretested, and revised over a period of one and a half years for use in the study. The final questionnaire had a format which included seven sections with seventy-one items. Section I was designed to obtain factual information about the students. Sections II and V were designed to (a) orient the respondents to possible coping behaviors for sexual and hostile impulses, (b) assess their discomfort about these behaviors, (c) ascertain their hesitation to seek help and expectation of receiving help, and (d) note their reactions to answering such personal questions. Sections III and VI were identically structured to determine the rank order preferences of the students for a group of seven counselor characteristics they would choose in a counselor to help in the above two problem areas. Sections IV and VII were likewise identically structured to determine the specific qualifications for each of the characteristics the respondents would prefer in a counselor.

Test-retest reliability Coefficients of Contingency were presented for each of the items related to the hypotheses in the study. For the most part, the instrument was found to be reliable on the basis of chi square tests of

significance for the statistic C at the .001 level for the categorical items and observation of the weighted means for the rank-order items.

The data were collected by administration of the questionnaire to both morning and afternoon sections of the course in educational psychology by the instructors during Fall Term, 1965.

Six major theory-based null and alternate hypotheses were stated for each of the two personal problems along with eight non-theory based null hypotheses.

An item analysis of frequency and percentage of response was made for the questionnaire. A chi square analysis was made of items in Sections II and V testing hypotheses about similarity or difference in responses made by male and female students about (a) discomfort, (b) hesitation to seek help, and (c) expectation of receiving help from a counselor for the two problems. Likewise a chi square analysis was made on items in Sections IV and VII of the questionnaire testing hypotheses about student differences in specific qualifications for the seven counselor characteristics examined in the study. Rejection of these hypotheses was set at the .05 level.

Kendall's Coefficient of Concorance (W) was computed to test the hypotheses analyzing differences in the cross-sex and within-sex rank order preferences for the examined counselor characteristics included in Sections III and VI. Likewise, in order to make ancillary comparative statements about the characteristics both most and least valued by the students of each sex for each problem, Kendall's method of ordering the sums of the ranks obtained in computing W was used. Rejection of these hypotheses was set at the .01 level.

## CHAPTER V

### ANALYSIS OF THE DATA

Analysis of the data is presented in three major sections corresponding to those of the questionnaire used in the study. First, differences are analyzed between male and female education student (a) admission of discomfort, (b) hesitation to seek help, and (c) expectation of benefiting from help for the two personal problems of relationship with the opposite sex and anger. Second, the rank-order preferences of characteristics of counselors to help with personal problems are described. The seven characteristics, such as age, education, and sex are grossly compared across preferences. In the third section, the qualities within each characteristic, such as age, level, amount of education, and which sex are analyzed and compared for the two problems by sex preferences.

Student Discomfort, Hesitation to Seek  
Help, and Expectation of Benefiting From  
Counselor Help for Problems of Sex and  
Anger

For each of the two problems, hypotheses about student

statements of (a) discomfort about coping behaviors, (b) hesitation to seek counselor help and (c) expectation to benefit from counselor help were analyzed to ascertain differences between male and female students. Questionnaire items used to test the above mentioned hypotheses are subsequently presented. For each item, the respondees were directed to substitute either Never, Rarely, Usually, or Always where the asterisk appeared in the item. A chi square analysis of sex differences for each problem was made for each of the items. When cell responses were less than five, the responses in that cell were combined with appropriate adjacent cells prior to making the contingency tables. A statement of the three statistical hypotheses and corresponding findings from questionnaire data about basic problems follows. Furthermore, a comparison of the two problems is made for each of the hypotheses.

Admission of Discomfort about Personal Problems  
(Hypothesis I)

Student discomfort about (a) problems of relationship with the opposite sex and (b) anger were contrasted to ascertain differences between male and female student responses to questionnaire Items 24 and 51 respectively.

The hypothesis designed to test student discomfort



about the two potential problems was:

1. Null Hypothesis: No differences will be found in admission of discomfort about (a) relationship with the opposite sex and (b) anger between male and female students of education.

Seven questions (Items 16-22 for the problem of sex and Items 43-49 for the problem of anger) previously described in Chapter IV, pp. 55-56, were presented to provide the students with a frame of reference about their ways of relating with the opposite sex and controlling hostile impulses. Thereafter, the students were asked to answer Items 23 and 50, for the two problems respectively, testing Hypothesis one.

Questionnaire Items 23 and 50 are stated:

- "I \* feel discomfort because of one or more of the above statements."
- \* 1. Always
  - \* 2. Usually
  - \* 3. Rarely
  - \* 4. Never

Relationship with the Opposite Sex. The analysis of Item 23 is presented in Table 1 in Appendix C. The chi square value determined by using a 2 x 3 contingency table with two degrees of freedom was .14. Since  $\chi^2_{.05} (2) = 5.99$ , the null hypothesis was accepted and the alternate rejected.

Inspection of the frequencies subsequent to the analysis showed disproportionality in the column not the theorized row responses and a quasi-normal distribution. A minority of both males and females (15%) indicated that they always or usually feel discomfort about problems of relationship with the opposite sex. The majority of both males (55%) and females (56%) indicated rarely feeling discomfort, while thirty percent of the males and twenty-nine percent of the females indicated never feeling discomfort.

Theoretical expectations were that female students would be more willing to admit to feelings of discomfort than males due to culturally sanctioned sex-role behavior, but this expectation was not supported by the data.

Anger. Findings from the analysis of Item 50 are presented in Table 2, Appendix C, for the problem of anger. In order to reject the null hypothesis that no differences exist between male and female student statements of discomfort about anger at the .05 level,  $\chi^2 = 7.82$ , for three degrees of freedom was required. Analysis of the data, however, using a 2 x 4 contingency table, revealed a chi square value of 6.10. The null hypothesis was accepted and the alternate rejected at the .05 level.

Subsequent to the computation of the chi square, the frequencies in the data were observed and disproportionality in the columns was noted. Row differences were observable but not significant. For both males and females a quasi-normal distribution in the responses was observed. The majority of both the males (71%) and females (77%) made responses in the usually or rarely categories. When extreme cells were observed, males (26%) more than females (18%) made responses in the never cell. Substantially fewer of both the males (3%) and females (5%) reported always having discomfort about problems of anger.

Inspectional Comparison of the Two Problems. More than twice as many male and female students admitted to always or usually having discomfort about handling impulses of anger (F = 39% and M = 35%) than about ways of relating to the opposite sex (F and M = 15%). Conversely, both males and females (85%) admitted to rarely or never having discomfort about sex problems contrasted with problems of anger (F = 61% and M = 65%).

#### Hesitation to Seek Help for Personal Problems (Hypothesis 2)

Admission of hesitation to seek help for (a) problems of relationship with the opposite sex and (b) anger was

contrasted to ascertain differences between male and female student responses to questionnaire Items 24 and 51, respectively.

The hypothesis designed to test student feelings of hesitation in seeking counselor help was:

2. Null Hypothesis: No differences will be found in admission of hesitation in seeking help on problems of (a) relationship with the opposite sex and (b) anger between male and female students of education.

Questionnaire Items 24 and 51 for the problems of sex and anger respectively, testing Hypothesis two are:

"If I had feelings of discomfort..., I would \* hesitate to talk with a counselor about these feelings."

- \* 1. Always
- \* 2. Usually
- \* 3. Rarely
- \* 4. Never

Relationship with the Opposite Sex. Analysis of the responses to Item 24 using a 2 x 4 contingency table with three degrees of freedom indicated that there were significant differences between male and female student responses to the Item 24 at the .05 level of significance or beyond for  $\chi^2_{.05} (3) = 7.82$ . In Table 1, Appendix C, the analysis is presented.

Because the observed chi square value was 20.08, null hypothesis two was rejected at the .05 level of significance or beyond. Subsequent to the calculation of the chi square value, question was raised about the acceptance of the alternate hypothesis that males more than females would hesitate to seek help for the problem of sex. It was noted that the two distributions were different. The female distribution was quasi-normal and the male distribution was rectilinear. Males more than females were both more and less hesitant to seek help. Inspection of the extreme cells revealed that more males (15%) than females (8%) made responses placed in the never cell. Likewise more males (23%) than females (16%) made responses placed in the always cell. Large differences were observed between male and female responses in the usually category (M = 35%; F = 55%). For the purposes of future research, a midpoint split was made on Item 24 and responses were combined. It was observed that more males (42%) than females (29%) stated that they would rarely or never hesitate to seek help, and more females (71%) than males (59%) indicated they would always or usually hesitate to seek help. The alternate hypothesis was therefore also rejected.

Anger. Responses to Item 51 were analyzed using a 2 x 4 contingency table with three degrees of freedom testing Hypothesis two for the problem of anger. Significant differences between male and female hesitation to seek help for this problem were found at the .05 level for three degrees of freedom ( $\chi^2 = 7.82$ ). The analysis is presented in Table 2, Appendix C. The null hypothesis two was rejected at the .05 level since the observed chi square value was 10.65.

Again questions were raised about the acceptance of the alternate hypothesis when the frequencies were observed. Both the male and female distributions were quasi-normal, but the female distribution was more peaked than the male for responses in the rarely cell (F = 46%; M = 36%). In addition responses in the never cell were greater for males (25%) than females (16%). Responses of always placed in the other extreme cell were similar (M = 8%; F = 6%). When a mid-point split was made and response categories combined, both males (61%) and females (62%) made more responses placed in the rarely and never cells than responses in the always and usually cells (M = 39%; F = 38%). The antithesis of the alternate hypothesis was found. Significant differences between the sexes was accounted for be-

cause males more than females admitted to never hesitating to seek help while females more than males admitted to rarely hesitating to seek help for problems of anger. Both sexes admitted more often, however, to not being hesitant. The alternate hypothesis was therefore rejected.

Inspectional Comparison of the Two Problems. Comparing responses in the extreme cells in the analysis of the two items, it was observed that a 3:1 ratio existed favoring the problem of sex (M = 23%; F = 16%) over the problem of anger (M = 8%; F = 6%) for responses placed in the always cell. Correspondingly, both males and females were more definite in choosing the responses of never hesitating to seek help for the problem of anger contrasted with the problem of sex. Twice as many females admitted to never hesitating to seek help for the problem of anger (16%) than for the problem of sex (8%). More males (25%) also stated they would never hesitate to seek help for the problem of anger than for the problem of sex (15%).

When combining categories, almost twice as many females stated they would always and usually hesitate to seek help for problems of sex (71%) compared with problems of anger (38%). Males also indicated greater hesitancy in seeking help for the problem of relationship with the opposite

sex (58%) than for anger (39%).

When response categories rarely and never hesitating to seek help were combined, more males (42%) than females (29%) indicated little or no hesitation in seeking help for the problem of sex contrasted with about equal numbers of males (61%) and females (62%) expressing little or no hesitation in seeking help for the problem of anger. Student admission of seeking help for problems of anger is apparently not as difficult for either sex as admission of seeking help for problems of relating to the opposite sex.

### Expectation to Benefit from Help on Personal Problems (Hypothesis 3)

The hypothesis designed to test sex differences in expectation to benefit from help for the personal problems of (a) relationship with the opposite sex and (b) anger was:

3. Null Hypothesis: No differences will be found in admission of expectation to benefit from seeking help for feelings of discomfort about (a) problems of relationship with the opposite sex and (b) anger between male and female students of education.

Questionnaire Items 25 and 52, for the problems of sex and anger respectively, were designed to test this



hypothesis. These items were stated:

"If I had feelings of discomfort about...,  
I feel I could \* benefit from seeking  
help for this discomfort."

- \* 1. Definitely
- \* 2. Probably
- \* 3. Slightly
- \* 4. Never

Analysis of the data for each of the problems follows.

Relationship with the Opposite Sex. Statistical analysis of the data from Item 25 using a 2 x 4 contingency table with three degrees of freedom, presented in Table 1, Appendix C, showed that there were significant differences between male and female responses to this item at the .05 level of significance or beyond for  $\chi^2_{.05} (3) = 7.82$ . The observed chi square was 15.14. Therefore, null hypothesis three was rejected at the .05 level of significance and the alternate hypothesis accepted that female students would expect to benefit from seeking help for the problems of relationship with the opposite sex more than male students.

Observation of the frequencies subsequent to the analysis showed both row and column differences in male and female responses. The female distribution was quasi-normal, but skewed. The male distribution was quasi-normal. Female (60%) more than male (49%) responses were

placed in the probably cell, and male responses (33%) more than female responses (23%) were placed in the slightly cell. In the extreme cell of never responses, there were more males (7%) than females (2%). When a mid-point split was made in the responses, females (75%) more than males (60%) admitted to definitely or probably expecting to receive benefit. On the other hand, males (40%) more than females (25%) admitted to slightly or never expecting to receive benefit from counselor help for the problem of sex.

Anger. In Table 2, Appendix C, the statistical analysis of Item 52 using a 2 x 3 contingency table shows a chi square value of 4.77. No significant differences between male and female responses of expectation to benefit from counselor help were observed for  $\chi^2_{.05 (2)} = 5.99$ . The null hypothesis was accepted at the .05 level of significance and the alternate hypothesis rejected. Theoretical expectations were not supported in the data.

Subsequent to the analysis, inspection of the combined frequencies showed quasi-normal distributions for both males and females. Column but not the theorized row disproportionality was noted. Eighty-three percent of the female and seventy-eight percent of the male responses

were placed in the probably and definitely cells while seventeen percent of the female and twenty-two percent of the male responses were placed in the slightly and never cells.

Inspectional Comparison of the Two Problems. When definitely and probably response categories were combined, both females and males indicated expectation of benefiting from counselor help more for problems of anger (F = 83% and M = 78%) than for problems of sex (F = 75% and M = 60%). Expectation of receiving benefit was relatively high among both sexes for both problems. However, forty percent of the males expected to slightly or never benefit from help for problems of sex contrasted with twenty-two percent for the problem of anger.

#### Comparative Rank-Order Preferences for Counselor Characteristics for Problems of Sex and Anger

Two hypotheses were designed to compare rank-order preferences for counselor characteristics made by students for problems of (a) relationship with the opposite sex and (b) anger. One hypothesis tested cross-sex differences and the other within-sex differences.



### Cross-Sex Rank Order Preferences (Hypothesis 4)

The hypothesis designed to test sex differences in rank-order preferences for counselor characteristics for the problems of sex and anger was:

4. Null Hypothesis: Cross-sex rank order preferences for characteristics of counselors to help with problems of (a) relationship with the opposite sex and (b) anger are unrelated.

Seven counselor characteristics were chosen for examination. In Figure 5.1, the characteristics are described along with corresponding questionnaire items used to compare the two problems.

FIGURE 5.1

COUNSELOR CHARACTERISTIC ITEMS		
CHARACTERISTIC	PROBLEM OF SEX Item No.	PROBLEM OF ANGER Item No.
Sex	27	54
Age	28	55
Education	29	56
Experience	30	57
Values	31	58
Method	32	59
Acquaintance	33	60

The students were directed to determine their rank order preferences for these characteristics in choosing

a counselor to help them for each of the problems.

For the analysis, a random sample of 100 females (20%) and 101 males (60%) from the original sample was taken in order to make a more meaningful interpretation of the index of divergence of actual agreement between the sexes from the maximum possible (perfect) agreement. Kendall's<sup>1</sup> W statistic, a measure of divergence from perfect agreement in rank orders, was thereafter calculated. The significance of W was tested by the  $\chi^2$  formula suggested by Hays,<sup>2</sup> and interpretation of the obtained chi square value was made by using the appropriate table presented in Friedman.<sup>3</sup>

Findings related to the degree of variance between male and female student rankings of the seven characteristics previously listed are presented in Table 5.1 for each of the two problems.

For counselor to help with problems of relationship with the opposite sex, the cross-sex index of divergence (W) in rank order preferences for the counselor characteristics was .29,  $p < .01$ . For the problem of anger, W was .31,  $p < .01$ .

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<sup>1</sup>Kendall, loc. cit.

<sup>2</sup>Hays, loc. cit.

<sup>3</sup>Friedman, loc. cit.

Table 5.1

DEGREE OF VARIANCE IN CROSS-SEX RANK ORDER PREFERENCES  
FOR THE SEVEN COUNSELOR CHARACTERISTICS FOR THE TWO  
PERSONAL PROBLEMS

PROBLEM	N	W	$\chi^2$	p
Sex	M = 101; F = 100	.29	349.74	**
Anger	M = 101; F = 100	.31	361.86	**
** = p .01.				

Because the chi square values computed from Hay's<sup>1</sup> formula was 349.74 for the problem of sex and 361.86 for the problem of anger, exceeding  $\chi^2_{.01(6)} = 16.81$ , the null hypothesis that the cross-sex rankings are unrelated was rejected at the .01 level of significance for both problems. The alternate hypothesis that the cross-sex rankings are related was accepted. It was concluded that there was more agreement between the male and female students than would be expected by chance. This finding was contrary to theoretical expectations.

#### Within-Sex Rank Order Preferences (Hypothesis 5)

The hypothesis designed to test differences within-

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<sup>1</sup>Hays, loc. cit.

each sex in rank-order preferences for counselor characteristics for the problems of sex and anger was:

5. Null Hypothesis: Within-sex rank order preferences for characteristics of counselors to help with problems of (a) relationship with the opposite sex and (b) anger are unrelated.

Data from questionnaire Items 27-33 for the problem of sex and 54-60 for the problem of anger for the seven counselor characteristics previously described in Figure 5.1 were used to test the hypothesis. The W statistic was computed for the total original sample of both males and females. Findings related to the degree of variance among males and among females for each of the problems is presented in Table 5.2.

Table 5.2

DEGREE OF VARIANCE WITHIN-SEX RANK ORDER PREFERENCES  
FOR THE SEVEN COUNSELOR CHARACTERISTICS FOR THE TWO  
PERSONAL PROBLEMS

PROBLEM	STUDENT SEX	f	W	$\chi^2$	p
Sex	Male	167	.16	160.32	**
	Female	494	.20	592.80	**
Anger	Male	167	.27	270.54	**
	Female	494	.20	592.80	**
** = p < .01.					



Because the obtained chi square value for males for the problem of sex was 160.32 and 270.54 for the problem of anger, and the obtained chi square value for females was 592.80 for both problems, the null hypothesis that the within-sex rankings are unrelated was rejected at the .01 level of significance for both problems for  $\chi^2_{.01 (6)} = 16.81$ . The alternate hypothesis that the within-sex rankings are related was accepted as theoretically anticipated. Agreement on the rank ordering of the seven counselor characteristics was considerably higher than it would be by chance.

Because a significant W was observed for each within-sex analysis, it was decided that there was considerable likelihood that the students of each sex were applying essentially the same standard in ranking the characteristics, though the ordering may not necessarily be correct or objective. The significant W was used as a "standard" in lieu of a relevant external criterion.<sup>1</sup>

An hypothesis was not made pertaining to the specific ordering of the seven characteristics under study. However, it was decided to report the actual within-sex rank-ordering of the characteristics preferred by students of both sexes and to contrast these preferences by problem.

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<sup>1</sup>Siegel, loc. cit.

In order to estimate the "true" rankings of the characteristics, Kendall's<sup>1</sup> method of ordering the various sums of ranks used in computing W was chosen. The various sums of the ranks were ordered from smallest to greatest to obtain the best estimate of the "true" rankings of the characteristics by both males and females for each of the problems. In Table 5.3 these rank order preferences are presented.

If the sums of the ranks of the various characteristics had been very different, then perfect agreement in the rank orders could be assumed. Because the reported sums of ranks are not equal and are relatively different, then some agreement exists in the rankings made by the students of each sex, though the agreement is not perfect. The agreement was considerably higher than it would have been by chance. Therefore, a report of general directional trends in the rank-orders was made with assurance.

Observation of the within-sex rank order preferences for the characteristics showed that females ranked counselor values highest when choosing a counselor to help with both problems, and experience second. On the other hand, males ranked counselor experience first, and values

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<sup>1</sup>Kendall, loc. cit.

Table 5.3

RANK ORDER PREFERENCES FOR THE COUNSELOR CHARACTERISTICS MADE BY MALE AND  
FEMALE STUDENTS FOR HELP WITH PROBLEMS OF SEX AND ANGER

PROBLEM: Sex				PROBLEM: Anger			
Student Sex	Rank	Characteristic	Sum of Ranks	Student Sex	Rank	Characteristic	Sum of Ranks
Female	1	Values	1260	Female	1	Values	1288
	2	Experience	1496		2	Experience	1389
	3	Method	1727		3	Method	1533
	4	Education	2068		4	Education	1906
	5	Acquaintance	2165		5	Acquaintance	2219
	6	Sex	2499		6	Age	2602
	7	Age	2584		7	Sex	2722
Male	1	Experience	493	Male	1	Experience	465
	2	Values	508		2	Values	508
	3	Method	644		3	Method	572
	4	Acquaintance	666		4	Education	673
	5	Education	745		5	Acquaintance	717
	6	Sex	756		6	Age	882
	7	Age	872		7	Sex	888

second for both problems. Counselor method, education, and acquaintance were assigned middle ranks in that order by both males and females for both problems. However, males inverted counselor acquaintance and education for help with the problem of sex. Counselor age and sex were ranked in the two lowest positions by both males and females for both problems. Age of the counselor was least important for both males and females for the problem of sex, while sex of counselor was least important for both male and female students for the problem of anger.

There is no more than a one place shift in the rank order preferences made by either male or female students for either problem.

Because a gross comparison of rank orders was not considered sufficient for understanding student preferences for the seven counselor characteristics, a chi square analysis of male and female differences for within-characteristic qualifications for each of the characteristics was included in the study. A presentation of the findings of these analyses follows.

### Specific Within-Characteristic Qualifications for Counselor Comparing Both Problems

A group of nine null hypotheses about student preferences for qualifications of the counselor characteristics was made for the two problems. Statements of these hypotheses, the items used to gather the data and the relevant findings follow. In Tables 3 and 4, Appendix C, the statistical findings are presented for the problems of sex and anger, respectively.

#### Counselor Sex (Hypothesis 6)

The hypothesis designed to test counselor sex preferences of students when seeking help for the two personal problems was:

6. Null hypothesis: No differences will be found between male and female student preferences for same sex counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Items 34 and 61 used to test this hypothesis for the two problems were:

- "When considering the sex of the counselor,  
I would
1. prefer a male counselor.
  2. prefer a female counselor.
  3. have no preference."

A chi square analysis using a 2 x 3 contingency table with two degrees of freedom showed that there were significant differences between male and female preferences for counselor sex for both problems. The null hypothesis was rejected at the .05 level of significance for  $\chi^2_{.05 (2)} = 5.99$ . The alternate hypothesis was accepted that male students will prefer a same sex counselor for both problems more often than female students. The observed chi square value for the problem of sex was 19.57. For the problem of anger, the chi square value was 11.72. A report of the findings for each of the problems follows.

Problem of Sex. Observation of the frequencies subsequent to the analysis shows a U-shaped male distribution and a quasi-normal female distribution. Males preferred a same sex counselor more often than females. More males (59%) preferred a "male" counselor than females (23%) preferred a "female" counselor. However, more males (41%) preferred a "female" counselor than females (11%) preferred a "male" counselor. In addition, more females (36%) had "no preference" for counselor sex than males (30%), suggesting that males consider the sex of the counselor more important than females for help with the problem of sex.

Problem of Anger. For the problem of anger, as was found in the above problem of sex, the distribution of responses for males was U-shaped and quasi-normal for females. Once again, more males (49%) preferred a "male" counselor than females (13%) preferred a "female" counselor. In addition, more males (34%) preferred a "female" counselor than females (7%) preferred a "male" counselor. "No preference" choices were greater for females (53%) than males (44%). The "no preference" choice was greater for females than preferences for counselor of either sex (47%). Males, on the other hand, were more definite in preferences for a counselor of either sex (56%).

Inspectional Comparison of the Two Problems. Male students preferred a "male" counselor for both problems more often than female students preferred a "female" counselor. Stronger preferences of both sexes, however, were made for counselor to help with problems of relationship with the opposite sex than anger. Ten percent more of both the males and females preferred a same sex counselor to help with problems of sex than anger. Similarly, the "no preference" choice was substantially higher among both males and females for the problem of anger (M = 53%; F = 44%) contrasted with the problem of sex (M = 36%; F = 30%).

Counselor Age (Hypothesis 7)

The hypothesis designed to test preferences for age of counselor to help with the two personal problems was:

7. Null hypothesis: No differences will be found between male and female student preferences for age of counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Questionnaire Items 35 and 62, which appear below, were used to test hypothesis number seven.

- "When considering the age of the counselor, I would
1. prefer a counselor 20-29 years of age.
  2. prefer a counselor 30-39 years of age.
  3. prefer a counselor 40-49 years of age.
  4. prefer a counselor 50 years of age or older.
  5. have no preference."

Because responses in the fourth response category were less than five, categories four and five were combined in the analysis of the data. A chi square analysis using a 2 x 4 contingency table with three degrees of freedom was made for each of the two problems. The results indicated that there were no significant differences between preferences stated by either male or female students for either problem.

The null hypothesis was accepted at the .05 level for



both problems for  $\chi^2_{.05} (3) = 7.82$ . For the problem of sex, the analysis showed a chi square value of 1.47, and for the problem of anger, the chi square value was .91. Since there was no directional alternate hypothesis, the data were inspected for column differences for each problem. Findings are presented in the following paragraphs.

Problem of Sex. Male and female distributions were almost identical. The response category most popular for both males (41%) and females (39%) was the "30-39" years of age category. Twenty-three percent of both males and females indicated "no preference" for counselor age. The age category "20-29" was similarly popular for both males (26%) and females (23%). A counselor "over 40" was preferred less by both males (12%) and females (13%).

Problem of Anger. Similarly for the problem of anger, the two distributions were almost identical. The "30-39" age category was most preferred by both males (33%) and females (34%). However, nearly as many males (29%) as females (32%) made a "no preference" response for counselor age. The next most popular age category was "20-29" with twenty-three percent of the males and eighteen percent of the females choosing this category. A counselor "40 years of age or older" was less preferred by both males (15%) and

females (16%). Specified counselor age was apparently not too important to students when selecting a counselor to help with problems of anger.

Inspectional Comparison of the Two Problems. For both male and female students, the "30-39" age category was most popular when choosing a counselor to help with both problems. However, students of both sexes were less concerned with specific age of the counselor for the problem of anger than for the problem of sex.

#### Counselor Education (Hypothesis 8)

Preferences for education of counselor to help with the two personal problems testing the following hypothesis were analyzed.

8. Null Hypothesis: No differences will be found between male and female student preferences for education of counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

Questionnaire Items 36 and 63 for the two problems were designed to test this hypothesis. These items read:

- "When considering the education of the counselor, I would
1. prefer a professionally trained person.
  2. prefer a person without professional training.
  3. have no preference."

The analysis of the data using a 2 x 3 contingency table with two degrees of freedom showed no significant differences between males and females for either problem for  $\chi^2_{.05 (2)} = 5.99$ . For the problem of sex, the observed chi square was 4.27 and for the problem of anger, the chi square was 5.98.

The null hypothesis was accepted at the .05 level for both problems. However, a rounding error in the calculation of the chi square for the problem of anger may have been present.

No alternate directional hypothesis was made. However, observation of the frequencies revealed large column differences. A description of these differences are presented below for each of the two problems.

Problem of Sex. Both male and female students (80%) preferred a "professionally" trained counselor. A small percentage of males (5%) and females (2%) preferred a "non-professionally trained" counselor. The "no preference" choice was made by eighteen percent of the females and fifteen percent of the males for the problem of sex.

Problem of Anger. For the problem of anger, inspection of the frequencies showed column differences approaching significance at the .05 level. "Professional" education

was definitely preferred by both males (76%) and females (78%). More females (17%) than males (14%) selected "no preference" for counselor education, but twice as many males (10%) as females (5%) preferred a "non-professional" counselor for this problem.

Inspectional Comparison of the Two Problems. "Professional" education of counselor was slightly more preferred by students for the problem of sex than anger. Moreover, a "professionally" educated counselor was highly preferred over a "non-professional" for both problems.

#### Type of Professional Education (Hypothesis 9)

The hypothesis designed to test type of professional education desired in a counselor to help with sex problems was:

9. Null Hypothesis: No differences will be found between male and female student preferences for type of professional education of counselor to help with problems of (a) relationship with the opposite sex, and (b) anger.

Questionnaire Items 37 and 64 were used to gather data to test this hypothesis. These items read:

- "When choosing a professionally trained person, I would prefer a person with
1. a M.A. degree in counseling.
  2. a Ph.D. degree in counseling psychology.

3. a Ph.D degree in clinical psychology.
4. an M.D. degree."

The chi square analysis of these items using a 2 x 4 contingency table with three degrees of freedom showed no significant differences between male and female student preferences at the .05 level ( $\chi^2_{.05 (3)} = 7.82$ ). The chi square value obtained for the problem of sex was .98 and for the problem of anger, the value was .52.

The null hypothesis was accepted at the .05 level of significance for both problems. Because no directional alternate hypothesis was stated, a review of the trends in the data for each problem follows.

Problem of Sex. Upon inspection of the frequencies for the data collected for the problem of sex, column differences between males and females were observed. Both males (60%) and females (62%) strongly prefer a person holding a "Ph.D. in counseling psychology" to help with this problem. The second most preferred type of counselor was for one holding the "M.A. degree in counseling." Twenty-five percent of the males and twenty-two percent of the females made this choice. Less than half as many of both males and females (10%) prefer a counselor with a "Ph.D. in clinical psychology," and even fewer males (5%)

and females (6%) preferred a counselor who is an "M.D."

Problem of Anger. For the problem of anger, choices similar to those mentioned above were noted. A counselor with a "Ph.D. in counseling psychology" was preferred by the majority of both males (57%) and females (60%) for help with this problem. Relatively few but equal numbers of males and females (19%) preferred a counselor with a "M.A. degree in counseling." A counselor with a "Ph.D. in clinical psychology" was similarly preferred by nineteen percent of the males and seventeen percent of the females. Very few males (4%) and females (7%) preferred a counselor with the "M.D." degree.

Inspectional Comparison of the Two Problems. The counselor with a "Ph.D. in counseling psychology" was most preferred by both males and females for both problems. A "Ph.D. in clinical psychology" was preferred about 2:1 to help with problems of anger compared with the problem of sex.

#### Type of Non-Professional Counselor (Hypothesis 10)

Preferences for type of non-professional counselor to help with the two personal problems were examined by the following hypothesis:

10. Null Hypothesis: No differences will be found between male and female student preferences for type of non-professional counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

To test this hypothesis, questionnaire Items 38 and 65 were designed to gather relevant data. These items were stated:

"When choosing a non-professionally trained counselor, I would prefer a  
1. confidante  
2. teacher  
3. minister."

A chi square analysis using a 2 x 3 contingency table with two degrees of freedom indicated significant differences between male and female student preferences at the .05 level ( $\chi^2_{.05} (2) = 5.99$ ). For the problem of sex, the observed chi square value was 10.28. For the problem of anger, the chi square value was 12.45.

The null hypothesis was rejected at the .05 level of significance for both problems. No alternate hypothesis was stated, but column and row differences in the data were observed in the analysis for the two problems. Statements about these differences follow.

Problem of Sex. The type of non-professional counselor most preferred to help with problems of sex was a

"confidante." However, more females (57%) than males (49%) stated this preference. Likewise, differences between males and females were noted for preferences for a "teacher." Responses in this category were made by thirty-one percent of the males contrasted with nineteen percent of the females, accounting for much of the significant difference. On the other hand, a "minister" was slightly more preferred by females (24%) than males (20%).

Problem of Anger. For the problem of anger, again the preferences for type of non-professional counselor differed between males and females. Fifty percent of the females contrasted with forty-three percent of the males preferred a "confidante." A "teacher" was preferred by more males (36%) than females (23%). More females (27%), on the other hand, preferred a "minister" than males (20%).

Inspectional Comparison of the Two Problems. For both problems more than half of the males and females alike preferred a "confidante" to the other examined types of non-professional counselors. However, more than one-third of the males preferred a "teacher" to help with both problems. In contrast, about one-fourth of the females stated a preference for a "minister" to help with both problems as a non-professional counselor.



Counselor Experience (Hypothesis 11)

The null hypothesis designed to test preferences for counselor experience for the two personal problems was:

11. Null Hypothesis: No differences will be found between male and female student preferences for years of experience of counselor to help with the problems of (a) relationship with the opposite sex and (b) anger.

Items 39 and 66 of the questionnaire were used to gather data for testing this hypothesis. These items read:

- "When considering the experience of the counselor, I would
1. prefer a person with less than two years of experience.
  2. prefer a person with two to five years of experience.
  3. prefer a person with more than five years of experience.
  4. have no preference."

Because responses in category one were less than five, responses categories one and two were combined for the analysis of the data for this item. The obtained chi square value using a 2 x 3 contingency table for the problem of sex was .93 and .29 for the problem of anger. Since  $\chi^2_{.05} (2) = 5.99$ , the null hypothesis was accepted for both problems and the alternate rejected.

No alternate hypothesis was made, but the frequencies were observed for column differences for each problem. These differences for each problem are stated in the following paragraphs.

Problem of Sex. A counselor with experience of "five or more years" was the most preferred by both males (60%) and females (56%). Twenty-one percent of the females and twenty percent of the males preferred a counselor with experience of "five years or less." Similarly, twenty-three percent of the females and twenty percent of the males stated "no preference" for years of counselor experience.

Problem of Anger. For the problem of anger, student preferences were almost identical to preferences for the problem of sex. Counselor experience of "five or more years" was preferred by both males (60%) and females (59%). Nineteen percent of both male and female students preferred a counselor with "five or less years" of experience. A "no preference" response was made by twenty-one percent of the males and twenty-two percent of the females.

Inspectional Comparison of the Two Problems. Student preferences for years of experience of counselor to help with both problems was almost identical. Counselor

experience of "five or more years" was preferred by a majority of both male and female students. For both problems, a "no preference" response was made by approximately one-fifth of students of both sexes.

#### Counselor Values (Hypothesis 12)

Student preferences for counselor values for the two personal problems were examined by the following hypothesis:

12. Null Hypothesis: No differences will be found between male and female student preferences for values of counselor to help with the problem of (a) relationship with the opposite sex and (b) anger.

Questionnaire items 40 and 67 were designed to test this hypothesis for the two problems. These items are:

- "When considering values held by the counselor, I would
1. prefer a person with the same values as mine.
  2. prefer a person with different values from mine.
  3. have no preference."

Male and female student responses to these items were analyzed using a 2 x 3 contingency table with two degrees of freedom. The chi square value obtained for the problem of sex was 2.63. It was 3.97 for the problem of anger. No significant differences were found between the sexes in preferences for counselor values. The null hypothesis was

accepted at the .05 level significance for  $\chi^2_{.05} (2) = 5.99$ . The frequencies were observed for trends since there was no alternate hypothesis. A report is made of the findings for each of the problems in the following paragraphs.

Problem of Sex. A majority of both males (77%) and females (71%) preferred a counselor with the "same" values as theirs. Seventeen percent of the females and nineteen percent of the males had "no preference" concerning values of counselor to help with the problem of sex. A small percentage of males (10%) and females (6%) preferred a counselor with "different" values from theirs.

Problem of Anger. For the problem of anger, again a majority of both males (64%) and females (68%) preferred a counselor with the "same" values as theirs. About one-fourth of both males (24%) and females (25%) indicated "no preference" for counselor values. A small percentage of males (12%) and females (7%) preferred a counselor with "different" values from theirs.

Inspectional Comparison of the Two Problems. For both problems, both males and females strongly preferred a counselor with the "same" values as theirs. However, a larger number of students of both sexes preferred a counselor with the "same" values to help with the problem of

sex contrasted with the problem of anger. Likewise, a slightly higher percentage of students preferred a counselor with "different" values to help with the problem of anger contrasted with the problem of sex. "No preference" responses were made by the students of both sexes more for the problem of anger than for the problem of sex.

#### Counselor Method (Hypothesis 13)

The hypothesis designed to test preferences for counselor method to help with the two personal problems was:

13. Null Hypothesis: No differences will be found between male and female student preferences for type of method used by counselor chosen to help with problems of (a) relationship with the opposite sex and (b) anger.

Items 41 and 68 of the questionnaire were used to analyze differences between males and females to test hypothesis thirteen. These items read:

- "When considering the method used by the counselor, I would
1. prefer a person who would challenge me, ask me questions, interpret my feelings.
  2. prefer a person who would make me feel comfortable, listen to me, and understand my feelings.
  3. have no preference."

Responses to these items were analyzed in a 2 x 3

contingency table with two degrees of freedom. The obtained chi square value was 4.24 for the problem of sex and .02 for the problem of anger. No significant differences were found between males and females in preferences for counselor method for either of the problems.

The null hypothesis was accepted at the .05 level of significance ( $\chi^2_{.05 (2)} = 5.99$ ). No alternate hypothesis was made; therefore, the frequencies were inspected for trends.

Problem of Sex. The "reflecting" method was preferred by students of both sexes over the "interpreting" method (M = 58% vs. 32% and F = 62% vs. 33%). Ten percent of the males and five percent of the females indicated "no preference" for counselor method.

Problem of Anger. Again the "reflecting" method was preferred by the students compared with the "interpreting" method. Equal percentages of males and females (52%) preferred the "reflecting" method to the "interpreting" method (41%). Likewise, relatively few but equal percentages of males and females (7%) indicated a "no preference" choice for counselor method.

Inspectional Comparison of the Two Problems. The "reflecting" method was strongly preferred over the

"interpreting" method by students of both sexes for both problems. However, more students of both sexes preferred the "reflecting" method for the problem of sex than for the problem of anger. More males than females indicated "no preference" for counselor method for the problem of sex, though the percentages of students making this choice were small ( $M = 10\%$ ;  $F = 5\%$ ).

#### Counselor Acquaintance (Hypothesis 14)

Student preferences for acquaintance with counselor to help with the two personal problems were examined by the following hypothesis:

14. Null Hypothesis: No differences will be found between male and female student preferences for acquaintance with counselor to help with problems of (a) relationship with the opposite sex and (b) anger.

The hypothesis was tested using the data collected from responses to questionnaire Items 42 and 69. These items were stated:

- "When considering acquaintance with the counselor, I would
1. prefer a counselor whom I already know.
  2. prefer a counselor I do not know.
  3. have no preference."

A chi square analysis of the data using a  $2 \times 3$  contingency table with two degrees of freedom showed that

significant differences were found between males and females for the problem of sex but not for the problem of anger. The obtained chi square value for the problem of sex was 7.33 and 3.12 for the problem of anger. The null hypothesis was rejected for the problem of sex and accepted for the problem of anger as  $\chi^2_{.05}(2) = 5.99$ . No alternate hypothesis was stated; so the frequencies were observed for row and column differences in responses made by students of both sexes. For each of the problems, the differences are reported in the following paragraphs.

Problem of Sex. "Acquaintance" with the counselor was most preferred by students of both sexes; however, more males (55%) stated this preference than females (47%). On the other hand, more females (30%) than males (20%) stated they did "not want to know" the counselor to help with the problem of sex. Responses in this cell accounted for a large part of the significant difference. About one-fourth of students of both sexes (M = 25%; F = 23%) made a "no preference" choice.

Problem of Anger. Students of both sexes preferred "acquaintance" with the counselor to help with the problem of anger (M = 54%; F = 46%). More females (23%) than males (17%) preferred "not to know" the counselor. Likewise



more females (31%) than males (29%) stated "no preference," but the differences did not reach significance at the .05 level.

Inspectional Comparison of the Two Problems. A majority of students of both sexes preferred to be "acquainted" with the counselor to help with both problems. Females preferred "not to know" the counselor to help with the problem of sex more often than for the problem of anger. Likewise, larger percentages of both males and females indicated "no preference" with respect to counselor acquaintance for the problem of anger than the problem of sex.

### Summary

A summary of the findings of this study follows in Table 5.4 for the problem of relationship with the opposite sex, and in Table 5.5 for the problem of anger.

In Chapter VI, summary conclusions and discussion of the hypothesis of the problem studied are presented. Implications for further research are delineated.

Table 5.4

SUMMARY OF HYPOTHESES OF DIFFERENCES BETWEEN MALES AND  
FEMALES IN ATTITUDES TOWARD COUNSELOR IMAGE WHEN  
SEEKING HELP FOR PROBLEMS OF RELATIONSHIP WITH  
THE OPPOSITE SEX

LEGEND:		A = Accept	R = Reject	
NULL HYPOTHESES		CHI SQUARE	DECISION	
			H <sub>0</sub>	H <sub>a</sub>
<u>No differences in:</u>				
1. Feelings of <u>discomfort</u> about coping with sexual impulses.	.14	A	R	
2. <u>Hesitation</u> to seek help for discomfort.	20.08***	R	R	
3. Expectation to <u>benefit</u> from help.	15.14**	R	A	
<u>Differences in:</u>				
4. <u>Cross-sex</u> rank order preferences for <u>counselor characteristics</u> .	349.74**	R	A	
5. <u>Within-sex</u> rank order preferences for <u>counselor characteristics</u> .	160.32**	R	A	
	592.80**	R	A	
<u>No differences in:</u>				
6. Preferences for counselor <u>sex</u> .	19.57***	R	A	
7. Preferences for counselor <u>age</u> .	.91	A		
8. Preferences for counselor <u>education</u> .	4.27	A		
9. Preferences for <u>type of professional education</u> .	.98	A		
10. Preferences for <u>type of non-professional counselor</u> .	10.28**	R		
11. Preferences for counselor <u>years of experience</u> .	.93	A		
12. Preferences for counselor <u>values</u> .	2.63	A		
13. Preferences for counselor <u>method</u> .	4.24	A		
14. Preferences for <u>acquaintance</u> with counselor.	7.33*	R		
* = p < .05 ** = p < .01 *** = p < .001				

Table 5.5

SUMMARY OF HYPOTHESES OF DIFFERENCES BETWEEN MALES AND  
FEMALES IN ATTITUDES TOWARD COUNSELOR IMAGE WHEN  
SEEKING HELP FOR PROBLEMS OF ANGER

LEGEND:		A = Accept		R = Reject	
NULL HYPOTHESES		CHI SQUARE	DECISION H <sub>0</sub>	H <sub>a</sub>	
<u>No differences in:</u>					
1. Feelings of <u>discomfort</u> about coping with <u>anger</u> .	6.10	A	R		
2. <u>Hesitation</u> to seek help for discomfort.	10.65*	R	R		
3. Expectation to <u>benefit</u> from help.	4.77	A	R		
<u>Differences in:</u>					
4. <u>Cross-sex</u> rank order preferences for <u>counselor characteristics</u> .	361.86**	R	A		
5. <u>Within-sex</u> rank order preferences for <u>counselor characteristics</u> .	270.54**	R	A		
	592.80**	R	A		
<u>No differences in:</u>					
6. Preferences for counselor <u>sex</u> .	11.72**	R	A		
7. Preferences for counselor <u>age</u> .	1.47	A			
8. Preferences for counselor <u>education</u> .	5.98	A			
9. Preferences for <u>type of profes-</u> <u>sional education</u> .	.52	A			
10. Preferences for <u>type of non-</u> <u>professional counselor</u> .	12.45**	R			
11. Preferences for counselor <u>years</u> of <u>experience</u> .	.29	A			
12. Preferences for counselor <u>values</u> .	3.97	A			
13. Preferences for counselor <u>method</u> .	.02	A			
14. Preferences for <u>acquaintance</u> with counselor.	3.12	A			
* = p < .05					
** = p < .01					
*** = p < .001					

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## CHAPTER VI

### SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

In this chapter, the problem, instrumentation, design and analysis are summarized. Conclusions of the study are stated and discussed. Finally, implications for further research are presented.

#### Summary

The summary is presented in three sections: the problem, the theory and instrumentation, and the design and analysis.

#### The Problem

The problem of this study was to examine the ideal image of the college counselor held by university education students. An assessment of student (a) discomfort, (b) hesitation in seeking help, and (c) expectation of benefiting from counselor help for the two potentially basic personal problems was made which in turn became the basis for determining what type of counselor students

might want for help with these problems.

### Theory and Instrumentation

The psychoanalytic school provided the foundation for selection of control of sexual and hostile impulses as the two basic problems of human development. The groundwork for assumptions made about cross-sex differences in student preferences in a counselor came from the observations of the cultural anthropologist, Margaret Mead. Transactional perception theory furnished the basis for expectations of idiosyncratic choices made by the respondents. Suggestions for the selected counselor characteristics came from the literature and responses to an open-ended questionnaire administered to a pilot group of educational psychology students at Michigan State University. The counselor characteristics, both personal and interpersonal in nature, included in this study were counselor sex, age, education, experience, values, method, and acquaintance.

The instrument developed for the study was a seven section, seventy-one item questionnaire. Section I was designed to obtain factual information about the student. Sections II and V were designed to (a) orient the respondents to possible coping behaviors for sexual and

hostile impulses, (b) assess their discomfort about these behaviors, (c) ascertain their hesitation to seek help and expectation of benefiting from help, and (d) note their reactions to answering such personal questions.

Sections III and VI were identically structured to determine the rank order preferences of the students for a group of seven characteristics they would choose in a counselor to help them with these personal problems.

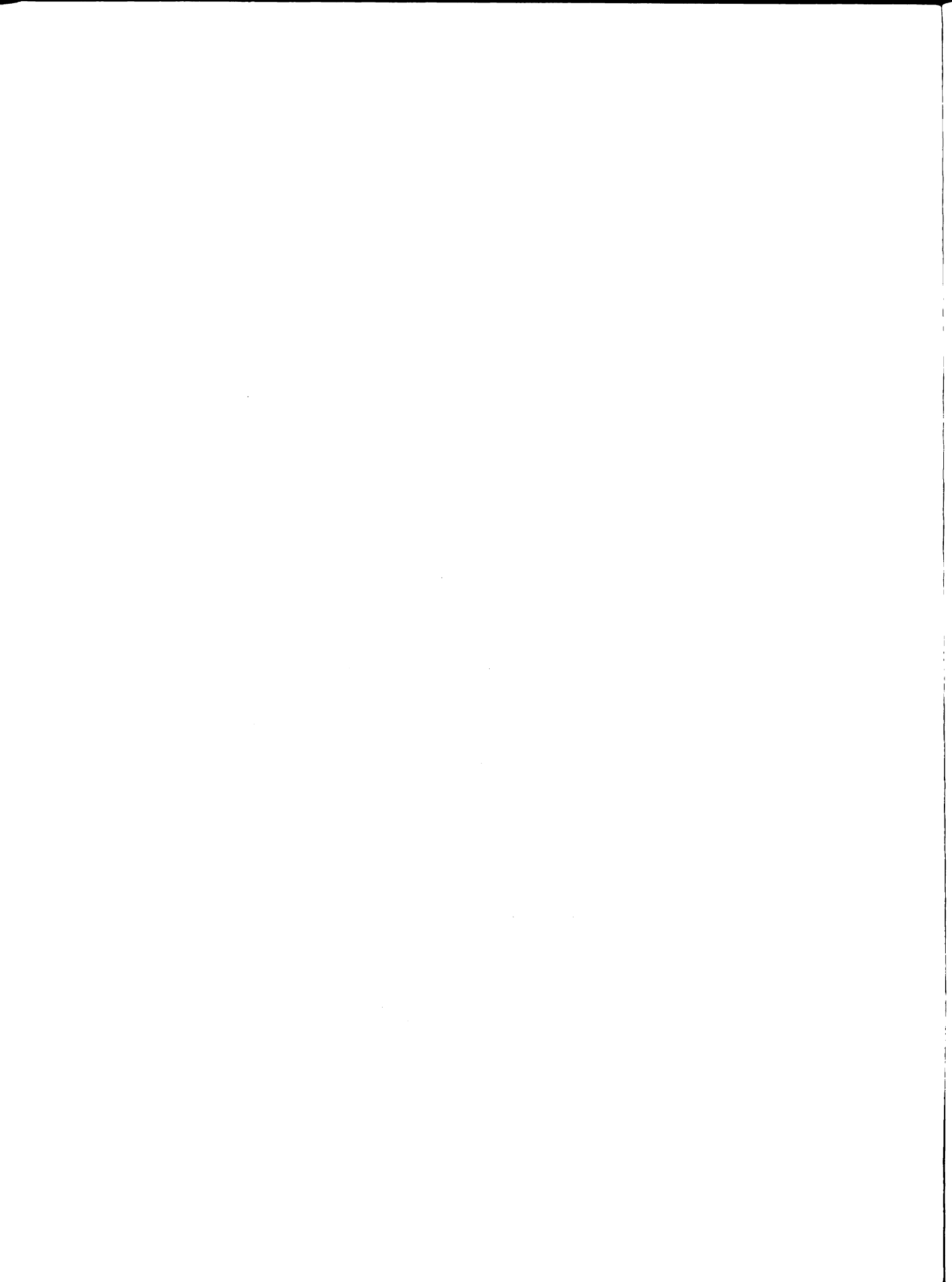
Sections IV and VII were likewise identically structured to determine the specific qualifications for each of the characteristics the respondents would prefer in a counselor.

The instrument had sufficiently high test-retest reliability on the basis of chi square tests of significance for the statistic C and observation of the weighted means of the rank orders to be judged adequate for use.

### The Design and Analysis

The sample used in this study was six hundred sixty-eight students of education enrolled for the basic course in educational psychology Fall Term, 1965, at Michigan State University.

The data were collected by administering the instrument in a group setting to the students by their recitation instructors.





Eight null and six directionalized hypotheses were tested. For the statistical treatment, an item analysis of frequency and percentage of responses was made for the questionnaire. Furthermore, a chi square analysis was made on items in Sections II and V testing hypotheses about similarity or difference in responses made by male and female students about (a) discomfort, (b) hesitation to seek help, and (c) expectation of benefiting from counselor help for the two personal problems. A chi square analysis was also made on items in Section IV and VII of the questionnaire testing hypotheses about student differences in preferences for specific qualifications for the seven characteristics examined in the study. Rejection of these hypotheses was set at the .05 level.

Kendall's Coefficient of Concordance (W) was computed to test the hypotheses analyzing differences in the cross-sex and within-sex rank order preferences for the examined counselor characteristics included in Sections III and VI. Rejection of these hypotheses was set at the .01 level. In order to make ancillary comparative statements about the characteristics both most and least valued by the students for each problem, Kendall's method of ordering the sums of the ranks obtained in computing W was used.

## Conclusions

The conclusions of the study were based on the testing of the null and directionalized hypotheses.

### Research Hypotheses

Of the six theory-based research hypotheses tested, four were accepted at the .05 level for the problem of relationship with the opposite sex and three for the problem of anger. Conclusions in support of these research hypotheses are as follows;

Significant cross-sex differences and within-sex similarities were found for

- (a) Hypothesis 2. Female education students admit to more hesitation in seeking help for problems of relationship with the opposite sex and anger than male students.
- (b) Hypothesis 3. Female education students more often than male students admit to expecting to benefit from counselor help for problems of sex.
- (c) Hypothesis 5. Within-sex male and female rank-order preferences for the counselor

characteristics for both problems are the same.

- (d) Hypothesis 6. Male education students prefer same-sex counselor more often than female students when selecting a counselor to help with both problems.

Significant cross-sex differences were not found for

- (a) Hypothesis 1. Admission of discomfort related to feelings about relationship with the opposite sex and anger.
- (b) Hypothesis 3. Admission of expectation to benefit from counselor help for problems of anger.
- (c) Hypothesis 4. Rank-order preferences for the seven counselor characteristics for both problems.

#### Non-Theory-Based Null Hypotheses

Of the eight non-theory-based null hypotheses about specific qualifications for the seven characteristics preferred by students in a counselor, two were rejected at the .05 level for the problem of sex and one for the problem of anger. Conclusions were as follows:

Significant cross-sex differences were found for

- (a) Hypothesis 10. Preferences for type of non-professional counselor to help with both problems.
- (b) Hypothesis 14. Preferences for acquaintance with counselor for the problem of sex.

Significant cross-sex differences were not found for

- (a) Hypothesis 7. Preferences for counselor age for both problems.
- (b) Hypothesis 8. Preferences for counselor education for both problems.
- (c) Hypothesis 9. Preferences for type of professional education of counselor to help with both problems.
- (d) Hypothesis 11. Preferences for years of experience of counselor to help with both problems.
- (e) Hypothesis 12. Preferences for values of counselor to help with both problems.
- (f) Hypothesis 13. Preferences for method used by counselor to help with both problems.

- (g) Hypothesis 14. Preferences for acquaintance with counselor to help with problems of anger.

Discussion of these findings follows.

#### Ancillary Findings

Because the research hypothesis testing the within-sex differences in student rankings of the counselor characteristics was accepted, it was possible to report the general order in the ranks assigned to the characteristics for both problems. The rankings were as follows:

- (1) Counselor values was ranked highest among the characteristics by females for both problems with counselor experience ranked second. On the other hand, counselor experience was ranked highest among the characteristics by males for both problems. Counselor values was ranked second by the males for both problems.
- (2) Counselor method, education, and acquaintance were ranked in that order in the middle ranks from highest to lowest by both male and female students for counselor to help with both problems. An exception was found in that male students

ranked acquaintance above education when selecting a counselor to help with problems of sex.

- (3) Counselor age was ranked lowest in the seven selected characteristics by both male and female students for counselor to help with problems of relationship with the opposite sex, while counselor sex was ranked lowest to help with problems of anger. Among the characteristics under study, counselor sex appears to be of relatively little importance to students when choosing a counselor. This finding raises questions about the importance of this variable in student selection of a counselor perceived as most helpful.

In summary, both male and female education students have essentially the same perceptions of the ideal counselor.

Ideal Counselor Image of the Male Student. A description of the ideal counselor image and role for male students based on the characteristics in this study for both problems is

A man, over 30 years of age, with a Ph.D. in counseling psychology and five or more years of experience, who holds the same values as

the student, is personally acquainted with the student, and uses the method of "reflecting" when dealing with problems of relationship with the opposite sex. For the problem of anger, the preference for counselor method is not definite.

Ideal Counselor Image of the Female Student. The ideal counselor image and role for female students when choosing a counselor to help with personal problems, on the other hand, may be described as

A person of either sex, over 30 years of age, with a Ph.D. in counseling psychology and five or more years of experience, who holds the same values as the student, and uses the method of "reflecting" for the problem of relationship with the opposite sex. For the problem of anger, counselor method preference is less definite. Moreover, counselor acquaintance for both problems appears irrelevant.

### Discussion

The combination of both positive and negative findings generated theory and future research implications.

Discomfort about Problems of Sex and Anger  
(Hypothesis 1)

Male and female differences in admission of discomfort about ways of relating to the opposite sex and ways of coping with hostile impulses were not found to be statistically significant. Furthermore, male and female student discomfort for both problems was reported as relatively low. For problems of sex, only fifteen percent of both the males and the females admitted to always and usually having such discomfort. For the problem of anger, however, admission of discomfort more than doubled for both males (35%) and females (39%).

Because of culturally sanctioned sex-role behavior described by Mead, female students were expected to be freer than males to admit to feelings of discomfort about both of the problems. This expectation was not supported in the data. Personal discomfort is more problem-related than sex-related for the population studied. Perhaps cultural sanctions are relevant, but the effect of these sanctions appears unrelated to the sex-role behavioral differences in this study. Current cultural mores have changed as man's definition of himself as a sexual being have broadened. Freedom of expression of sexuality is



more acceptable today than previously. On the other hand, extended freedom of expression of hostile impulses has not been culturally granted. Indeed, the curtailment of warfare, on the one side, has demanded more control and less expression of hostility among men. Alongside this, the development of the bureaucratic society has caused the values of conformity and obedience to increase. William Whyte describes this phenomenon in The Organization Man.<sup>1</sup> It could, therefore, be that there is more anxiety centered around control of hostile impulses than sexual impulses among the students studied, regardless of masculine or feminine role. The findings of this study support this supposition in so far as these students have been molded in bureaucratic educational institutions and probably will continue to work in such institutions upon graduation.

Hesitation to Seek Help for Problems of Sex and Anger (Hypothesis 2)

Differences between male and female education student admission of hesitation in seeking help were found to be significantly different ( $p < .05$  or beyond) for both

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<sup>1</sup>William H. Whyte, Jr., The Organization Man (Garden City, New York: Doubleday Anchor Books, 1957).

problems. It was theoretically anticipated that males would be more hesitant to seek help for both problems than females because males are permitted less open expression of dependency in our culture, and "success" is more directly tied to sex-role identity for males. Admission of need was expected to be less evident among males than among females. This expectation, however, was not supported. On the contrary, females were found to be considerably more hesitant to seek help for problems of sex (71%) than males (58%) when a mid-point split was made in the four response categories. For the problem of anger, however, males (39%) and females (38%) alike were found to be considerably less hesitant to seek help than they were for the problem of sex. Differences in male and female responses were found in the degree of willingness to ask for help for the problem of anger. More females (46%) than males (36%) reported being rarely hesitant to ask for help, and more males (25%) than females (16%) reported being never hesitant to seek counselor help. The majority of both males (61%) and females (62%) admitted to rarely or never hesitating to seek help for the problem of anger. For both problems, however, the males were more definite in extreme statements than females.

This finding supports Mead's observations that girls in our culture learn to develop subtle rather than outright verbal responses. It is not clear how meaningful the differences are between the always and usually and rarely and never response categories, however, for the meanings attached to these labels appear to vary with problem. There appear to be meaningful differences between male and female hesitation to seek help for the problem of sex, but not for the problem of anger.

It may be, moreover, that student willingness to seek help for sexual problems is curtailed because naivete in the realm of sexuality is not expected in today's culture. Less hesitation on the part of males than females to seek help for sexual problems may be due to more anxiety about sex-role identity among male education students than among females. It is also possible that the greater discomfort reported by students of both sexes about problems of anger accounts for their willingness to seek help for that discomfort.

Benefit from Seeking Help for Problems of Sex and Anger (Hypothesis 3)

Differences between male and female education student admission of expectation to benefit from help for problems

of sex were significant ( $p < .05$ ) but were not for problems of anger. For the problem of sex, females (75%) had a greater expectation of benefiting from help than males (60%). For the problem of anger, both males (78%) and females (83%) had greater expectation of receiving benefit from help than for the problem of sex.

It was theoretically anticipated that females would expect to benefit from help for both problems more than males because Mead's description of patternings of sexual identity shows that girls expect to be able to manipulate significant others for their own ends more than males. Males are further expected to be more self-reliant and to expect less help from others. The findings of this study support this expectation for the problem of sex. In addition, the findings of this study show that males consistently seem to have more anxiety centered around sex-role identity than females, causing them to be less hesitant to seek help for problems of sex and to have less expectation of benefiting from counselor help than females.

The sex-role factor is not as powerful for the education student seeking help for problems of anger. Students of both sexes have more discomfort about anger, less hesitation to seek help and higher expectation of benefiting

from help for problems of anger than problems of sex. Anxiety appears to be greater for the problem of anger in all instances. It may be, too, that counselors are viewed by students as able to help with problems of anger more than with problems of sex because of past experience with high school counselors who may not have worked with students on sexual problems. These interpretations are speculative. Further research is needed to explain male and female student differences more precisely.

Summary Findings for Hypotheses 1, 2 and 3. Type of problem appears to be relevant to student views of counselor role when findings of Hypotheses 1, 2 and 3 are interrelated. For both sexes, there is more discomfort, less hesitation to seek help, and more expectation of benefiting from counselor help for problems of anger than problems of sex. The findings of this study have been interpreted on the basis of the cultural milieu which seems to extenuate more anxiety about anger than sex. It may be, however, that counselors are not viewed by students as able to help with problems of relationship with the opposite sex as successfully as with problems of anger. Furthermore, it may be that problems of anger are more urgent for students of education than problems of sex.



More precise research is needed to clearly define the reasons behind the findings of this study.

Rank-Order Preferences for Counselor Characteristics  
for the Two Problems (Hypotheses 4 and 5)

Theoretical expectations were that the cross-sex rank-order preferences for the seven counselor characteristics for both problems would be significantly different at the .01 level. The data did not support this assumption for research hypothesis four. It was likewise anticipated that the within-sex rank-order preferences for both problems would be significantly alike at the .01 level. Support was given for research hypothesis five. With considerable assurance, the general directional trends in the rank-order preference made by students within-sex were reported because of meeting the criterion of a significant chi square in interpreting the statistic W for the rankings of the counselor characteristics.

Students of both sexes tended to agree on the relative importance of the same characteristics more than to disagree. It was anticipated that the student perceptions based on an active transaction between themselves and their environment would affect their behavioral choices. However, it was not anticipated that their behavior based on

individualized probability expectancies would be as similar as that observed. The current context of cultural ambiguity about sex-role identity may be affecting the variables involved in the perceptual process more than previously recognized. The flux in consensually validated values of contemporary culture may be diminishing the distinctly different sex-role patternings described by Mead at a more rapid pace than heretofore recognized. The effect of child-rearing myths may be less important than Mead's observations suggest at least insofar as the relatively sophisticated population of students in this study are concerned. This particular sample of students of both sexes seems to be more alike than different in attitudes affecting behavior. Further research on comparative personal values determining the perceptions of students of both sexes is suggested by the findings of this study.

There was no hypothesis about the specific ordering of the characteristics, but it was observed that the orderings were relatively consistent between and among the sexes for the two problems. A fuller discussion of the specific qualifications which students of each sex for each problem preferred follows in the general order of the ranking of the characteristics from first to last.



Rank 1: Values Held by the Counselor  
(Hypothesis 13)

Significant differences between the sexes were not found for preferences for counselor values for either problem. A majority of both males and females preferred a counselor with values similar to their own for both problems. Same counselor values appeared to be somewhat more important to education students for the problem of sex (M = 71% and F = 77%) than for the problem of anger (M = 64% and F = 68%). In addition, "no preference" choices for counselor values were higher for the problem of anger (M = 24% and F = 25%) than for the problem of sex (M = 19% and F = 17%). Consistency in point-of-view held by the students was seen in that female students ranked "values" first in order of preference in gross comparison of the characteristics and also had stronger preferences for type of "values" when qualifications were made for this characteristic. Males, on the other hand, ranked "values" second in importance when selecting preferred characteristics. Both males and females considered "values" of particular importance in selection of counselor to help with personal problems.



The previous findings of Hollingshead and Redlich<sup>1</sup> and Meyers and Schafer<sup>2</sup> that counselor "values" are significant in the counseling process were extended to suggest that counselor "values" are a highly important factor for both male and female education students at Michigan State University when a helpful person is described ideally prior to the counseling process.

Rank 2: Experience of the Counselor  
(Hypothesis 11)

Significant differences were not found between male and female education students for counselor experience preferences for the two problems. However, a majority of both males (60%) and females (56%) for the problem of sex and anger (M = 60% and F = 59%) preferred a counselor with "five or more years" of experience. About one-fifth of both males and females for both problems indicated "no preference" for years of experience of the counselor.

This finding is somewhat difficult to interpret since males ranked "experience" first and females ranked this characteristic second when grossly comparing characteristics

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<sup>1</sup>August B. Hollingshead and Frederick C. Redlich, loc. cit.

<sup>2</sup>J. K. Meyers and L. Schaeffer, loc. cit.

of perceived helping persons. It may be that as the students ranked the characteristics, they were not thinking in terms of numbers of years of experience but rather of the type and quality of counselor experience. Counselor experience, nevertheless, was viewed as highly important by students of both sexes seeking help from a college counselor for both of the personal problems. More precise definitions of the concept of "experience" as it relates to counselor image and role, is required.

Rank 3: Method Used by the Counselor  
(Hypothesis 12)

No significant differences between male and female education students were found for type of counselor method preferred in a helping person. For both problems, a majority of both males and females preferred the "reflecting" method to the "interpreting" method. This majority included sixty-two percent of the females and fifty-eight percent of the males favoring the "reflecting" method for help with problems of sex, and fifty-two percent of the males and females alike favoring this method for help with problems of anger. Preferences for the "interpreting" method were higher for the problem of anger (M and F = 41%) than for the problem of sex (M = 32% and F = 33%). Male

and female preferences for counselor method for help with the problem of anger were not as discriminating as preferences for counselor method for help with problems of sex.

It was anticipated that students would state preferences for the "interpreting" method because most of the research findings on the subject suggest that students expect to be told, led, informed, and questioned.<sup>1</sup> Perhaps this is an expectation but not a preference. The definitions of the two methods in this study may not have been distinct enough to clearly dichotomize the alternative methods. The "reflecting" method may have simply been perceived as less threatening by this population. Furthermore, a built-in bias favoring the "reflecting" method which included the descriptions of "listening," "understanding," and feelings of "comfort" may have been present. It is recognized that the active, directive counselor may also use these particular techniques. Nevertheless, the finding of this study that students stated preferences for the "reflecting" method, particularly for help with the problem of sex, supports Bordin's<sup>2</sup> research that college

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<sup>1</sup> Sonne and Goldman, loc. cit.

<sup>2</sup> Bordin, loc. cit.

clients with personal problems view the counselor as someone to lean on, as impersonal and objective, and as understanding and forgiving.

On the other hand, the data in the study lend minimal support to the findings of Miller<sup>1</sup> and Goodstein and Grigg<sup>2</sup> that the active, directive method is preferred by clients with personal problems. About eight percent more of both the males and females preferred the "interpreting" method for help with problems of anger in contrast to problems of sex. It may be that preferences for method are problem related. Students of both sexes in the population studied for the problem of anger more than sex are apparently more willing to have their behavior interpreted by the counselor.

Further research using more precise descriptions of counselor methods may be necessary before any generalized statements can be made about general preferences for counselor method.

#### Rank 4: Education of the Counselor (Hypotheses 8, 9, and 10)

Three hypotheses were made about counselor education. The first had to do with education student preferences for

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<sup>1</sup>Miller, loc. cit.

<sup>2</sup>Goodstein and Grigg, loc. cit.

a counselor with professional versus non-professional education. Significant differences were not found between male and female student preferences for education of counselor for the two problems. A majority of both males (Anger = 75% and Sex = 80%) and females (Anger = 78% and Sex = 80%) preferred a professionally educated counselor for both hypothesized problems. Even though Miller<sup>1</sup> in his recent research reported that untrained individuals are perceived by students as exemplifying helpful behavior, the findings of this study suggest that students of both sexes strongly prefer a professionally trained counselor over a non-professional to help with basic personal problems.

The second hypothesis related to counselor education tested differences in type of professional training students prefer for help with personal problems. No significant differences between males and females were observed for this preference. However, about three-fifths of the students of both sexes preferred a counselor with a "Ph.D in counseling psychology" over other types of professional training. The students in this sample were relatively sophisticated because the content of the course in which

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<sup>1</sup>Miller, loc. cit.

they were enrolled included an emphasis on psychological problems in the classroom. It was not expected that they would consider their problems serious enough to select a clinical psychologist to help them. In addition, they may have been reflecting a bias unfavorable to the training of high school counselors they have known.

The third hypothesis in this group tested differences in student preferences for type of non-professional help the students preferred for help with personal problems. Significant differences between males and females appeared for both problems ( $p < .05$ ). A "confidante" was the most preferred non-professional for approximately half of both the males and females for both problems. Differences in preferences occurred in the choice of a "minister" over a teacher by females for both problems and the choice of a "teacher" over a minister by the males. In part, female preferences for a "minister" may be explained by the fact that more females (91%) than males (80%) report religious affiliation, and females, likewise, rank "values" higher than males in the ordering of the counselor characteristics.

Some previous research has been done on student preferences for professional versus non-professional counselors, but it is yet to be conclusively decided that



counselor education is not an important factor to students in selection of a counselor. The findings of this study suggest that students of education prefer a professional for help with personal problems.

Rank 5: Acquaintance with the Counselor  
(Hypothesis 14)

For the problem of sex, male and female education student preferences for acquaintance with the counselor were significantly different ( $p < .05$ ). For the problem of anger, however, there were no significant differences between males and females. For both problems, eight percent more males than females preferred "to know" the counselor, and the preference "to know" the counselor was greater for both males (Sex = 55% and Anger = 54%) and females (Sex = 47% and Anger = 46%) than "not to know" the counselor. Ten percent more females (30%) than males (20%) preferred "not to know" the counselor for help with problems of sex. For the problem of anger, this percentage was six percent (F = 23% and M = 17%). Moreover, for the problem of anger, "no preference" choices for both males and females substantially increased, but more for females (Sex = 23% and Anger = 31%) than males (Sex = 25% and Anger = 29%).

Type of problem appears relevant when students consider the value of acquaintance with the counselor. It may have been less threatening for females than males in this population to deal with feelings of anger and sex with strangers than persons known to the student. Furthermore, it may be that the females have learned to handle strangers more comfortably than males, a supposition supporting Mead's<sup>1</sup> observations that girls learn more subtle manipulative patterns in interpersonal relations than males. The females considered it more desirable "not to know" the counselor for help with sexual problems more often than for problems of anger, moreover. Females expect help from any counselor more than males, who are more selective when choosing a person to help with sexual problems. Repeatedly, males appear more concerned about sex-role identity than females.

It may be that acquaintance with the counselor involves more than accessibility, moreover. Perhaps males want to be sure to have a particular male counselor they feel could help them with sex problems.

Current thinking suggests that accessibility of counselor has been too loosely defined in this study,

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<sup>1</sup>Mead, loc. cit.

however, to make any conclusive statements about the acquaintance variable.

Rank 6: Age of the counselor (Hypothesis 7)

Significant differences between male and female education student preferences for counselor age did not exist for either problem. About two-fifths of both the males and females for the problem of sex, however, preferred a counselor "30-39" years of age. About one-third of the students of both sexes preferred this age for the problem of anger. Male and female preferences for the two contrasting problems were also distributed somewhat differently for the other age preferences. More females than males expressed "no preference" for age of counselor for the problem of anger than for sex. About one-third of the females for the problem of anger had "no preference" for counselor age contrasted with about one-fourth for the problem of sex. About one-fourth of the males for both problems preferred a counselor "20-29" years of age.

It may be that counselor age and experience are viewed as integrated characteristics for the students in this study. If this is true, males particularly appear to perceive less relationship between age and experience than

females. It seems that both males and females have idiosyncratic perceptions of the function of age which are not fully assessed in this study. In general, counselor age is not viewed as particularly important when selecting characteristics of a counselor to help with either problem. However, a counselor who is thirty years of age or older is most preferred.

Further exploration beyond the scope of this study as to the meaning and relevance of counselor age is needed.

#### Rank 7: Sex of the Counselor (Hypothesis 6)

Significant differences between male and female education student preferences for sex of counselor were found both for the problem of sex ( $p < .001$ ) and anger ( $p < .01$ ). Male students prefer a "male" counselor (59%) more than female students prefer a "female" counselor (23%) for the problem of sex. In addition, male students (49%) prefer a "male" counselor more than female students (13%) prefer a "female" counselor for the problem of anger. For help with the problem of sex, more males (59%) than females (41%) prefer a "male" counselor, and more females (23%) than males (11%) prefer a "female" counselor. For help with the problem of anger, more males (49%) than females (34%) prefer a "male" counselor, and more females

(13%) than males (7%) prefer a "female" counselor. Moreover, more females (36% for the problem of sex and 53% for the problem of anger) than males (30% for the problem of sex and 44% for the problem of anger) had "no preference" for sex of counselor.

Conclusions of previous research findings state that both males and females prefer a "male" counselor. This conclusion is not supported by the data in this study. Males consistently prefer "male" counselors, but female preferences for counselor sex are not so clear. When females state preferences, they prefer "female" counselors more than "male" counselors for both problems. However, especially for the problem of anger, females have "no preference" for counselor sex. The findings of this study support those of Koile and Bird<sup>1</sup> that males express preferences significantly more often than females for sex of counselor. Support is also given to their findings that for more problems, male students prefer a "male" counselor than females prefer a "female" counselor. However, their findings that females prefer "male" counselors for proportionately more problems than females prefer "female"

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<sup>1</sup>Koile and Bird, loc. cit.

counselors was not supported. Fuller's<sup>1</sup> findings were supported that male non-clients prefer "male" counselors more frequently and "female" counselors less frequently than do female non-clients.

On the whole, however, among the several characteristics studied, counselor sex was considered of little importance to students when seeking help for personal problems of sex and anger. Contrary to previous assumptions that counselor sex is an important variable in student expectation of counselor help, it is noteworthy that the students in this study do not rank counselor sex highly. Other characteristics of the counselor are more highly valued by students of education at Michigan State University.

#### Professional Implications

Professional implications appear in six areas from the findings in this study.

1. Education about counselor role. Even though the college counselor may view himself as able to help students with personal problems, this study

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<sup>1</sup> Fuller, loc. cit.

suggests that students need to know that counselors are available for giving such help.

Further education of the university student population about the function and role of the college counselor as one able to help with personal problems is indicated. The study further provides direction as to specific content in this endeavor. Students should be made aware that counselors are able to help them with problems of relationship with the opposite sex and anger, for both problems appear relevant to the student population under study.

2. Assignment of counselees to counselor. It seems apparent from this study that the "value" dimension is a significant one for education students considering counselor help for problems of sex and anger. Another dimension is added to the current dialog about the function of the interrelationship of counselor and client values in the counseling process. The "value" variable is not only relevant during, but prior to the counseling process and may be a factor in later evaluation

of counseling effectiveness and client satisfaction. Furthermore, when decisions are made in intake interviews about counselors to work with particular clients, client preferences for counselors who hold the same values as they do should be taken into account in facilitating the counseling relationship. Counselors need to be aware that it is important to potential education student clients that they share the same values with their counselor.

This study also suggests that consideration should be given to client assignment on the basis of the "value" and "experience" factors more than on the counselor "sex" factor. The students under study consider the sex of the counselor as the least important among the several counselor characteristics. Female students of education, particularly, not only place the sex of the counselor low in the ranking of characteristics viewed as helpful, but furthermore do not have strong preferences for either a male or a female counselor for help with personal problems.



3. Relevance of type of problem to counselor method.

Type of problem has been shown to be related to the kind of person from which potential clients expect to receive help. For example, male students expect to benefit from counseling less for the problem of sex than anger. Awareness of this information could be useful in counselor choice of response elicitation techniques. Furthermore, it might prove valuable for counselors who are more comfortable with elicitation of anger responses to work with male education student clients when they appear for counseling.

Regardless of label attached to method used by the counselor, it has been demonstrated, moreover, that education students value being understood and listened to more than being asked questions and having their behavior interpreted by the counselor, especially for problems related to sex. This student perception might be considered in decisions about counseling strategy when working with this problem.

4. Counselor training. Even though it is recognized that some students view non-professional persons

as helpful to them in dealing with personal problems, the students in this study value the professional more than the non-professional. It would follow from this that support is given to those in the profession who feel that extended graduate education should be stressed within the profession. The students in this study strongly preferred counselors with advanced graduate training.

5. Hiring of counselors. This study has shown that counselor "age" does not appear to be a significant consideration in student views of a helpful person. Counselor experience, regardless of age, however, does appear to be important. This information could be helpful in standard setting for hiring practices and policies.
6. Locale for Counseling. Acquaintance with the counselor appears to be valued particularly by male education students seeking help for problems of sex. This finding would suggest that administrative personnel concerned with providing total student services for the education student consider the possibility of adding counselors to

the faculty and placing them in situations where they might get to know the student on a personal basis prior to counseling contact.

#### Implications for Further Research

This study as enlarged the body of knowledge about counselor image and role held by university students of education who are non-clients and has provided a basis for further exploration of student perceptions of counselor characteristics viewed as helpful to students for two basic personal problems of effective human functioning. However, further research extending the findings of this study is needed.

1. For replication of the study, the following suggestions are made:

- (a) Extension of the population studied to include samples of university education students from other large universities and small liberal arts colleges in order to compare conclusions about counselor image held by education students in general. Environmental press may be a contributing factor.

- (b) Examination of the same counselor characteristics used in this study. However, more precise descriptions of these characteristics should be provided as a basis for conclusions. For example, descriptions of the counselor methods which would make the "interpreting" and "reflecting" methods more dissimilar is suggested. Likewise, counselor experience should explicitly refer to years and/or type of experience. Furthermore, clarification of the relationship between age and experience is indicated. The concept acquaintance with the counselor should be refined to mean "personal" or "by reputation." In addition, the relationship of acquaintance to accessibility should be made clear.

2. Extension of this study should be made by:

- (a) A study of a pre and post client population as well as a non-client population to compare differences in counselor image and role which may exist prior to initial contact with the counselor.

- (b) Additional **exploration** of the relationship of type of personal problem to student perception of counselor image is indicated. This study suggests that students view counselors as able to help with problems of anger more than problems of sex. Would this conclusion be drawn when other problems are compared with the present ones? Furthermore, are the findings of this study more related to student values, prior experience, or anxiety? Clarification of the function of the various idiosyncratic and normative factors influencing attitudes about types of problems would be meaningful.
- (c) Assessment of the value systems which students hold and apparently desire counselors to hold with them is proposed. Because counselor values were ranked high in student preferences among the examined counselor characteristics, this area of research would be enlightening.
- (d) Measurement of student manifest anxiety would be appropriate so that correlation of these

anxiety measures with admissions of "discomfort" about control of sexual and hostile impulses reported by students in this study could be made. The effect of the anxiety factor on stated individual student perceptions should likewise be studied.

- (e) Development of more precise methods of differentiating among the factors involved in the sex-role behavioral responses is advisable.
- (f) Study of additional characteristics of counselors viewed by students as integral to counselor image and role should be examined.

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## A P P E N D I X

APPENDIX A

S T U D E N T  
P R E F E R E N C E S  
F O R  
C E R T A I N  
C O U N S E L O R  
C H A R A C T E R I S T I C S - -

A  
S U R V E Y

NO. \_\_\_\_\_

**PURPOSE:** This questionnaire is designed to assess those personal characteristics which students would value most highly in their selection of a person to help them with their feelings of discomfort centered around relationships with the opposite sex and anger.

Section I asks for general information.

Section II is a task designed to orient you to some feelings you may have about the opposite sex; Section III asks you to rank your preferences for a certain group of counselor characteristics you would choose when selecting a person to help you with these feelings; and Section IV asks you for particular preferences in relation to each of the described characteristics.

Section V is designed to orient you to some feelings you may have related to anger; Section VI asks for a second ranking of the same counselor characteristics you might choose in selecting a person to help you with feelings of anger, and Section VII asks once again for your particular preferences in relation to each of the characteristics previously described.

The information asked for will remain anonymous and confidential. Your answers on this questionnaire will in no way effect the evaluation of your work for this course. Thank you for your cooperation.

### SECTION I

**Directions:** On the accompanying answer sheet, please mark the space which corresponds to the requested information about yourself for Items 1-15. Mark no more than one response for each item. Be sure to mark your answers with heavy black marks.

1. YOUR SEX:     1. Male  
                  2. Female
2. YOUR AGE:     1. 15-19  
                  2. 20-24  
                  3. 25-29  
                  4. 29 or over
3. YOUR CLASS:   1. Freshman  
                  2. Sophomore  
                  3. Junior  
                  4. Senior  
                  5. Graduate
4. YOUR COLLEGE:  1. Agriculture  
                  2. Arts and Letters  
                  3. Business  
                  4. Communication Arts  
                  5. Education  
                  6. Home Economics  
                  7. Natural Science  
                  8. Social Science  
                  9. Veterinary Medicine  
                 10. No Preference

Continue on Page 2

5. YOUR FATHER'S INCOME:    1. Below \$5,000  
                                 2. \$5,000 - \$9,999  
                                 3. \$10,000 - \$14,999  
                                 4. Over \$15,000
6. YOUR FATHER'S LAST EDUCATION:    1. Elementary school  
   2. Secondary school  
   3. College (No degree)  
   4. College (Bachelor's degree)  
   5. Graduate school (Master's degree)  
   6. Graduate school (Doctoral degree)
7. YOUR GRADE POINT AVERAGE:    1. 2.00  
   2. 2.01 - 2.49  
   3. 2.50 - 2.99  
   4. 3.00 - 3.49  
   5. 3.50 or over

YOUR FORMER EXPERIENCE WITH COUNSELING: (Leave blank those items which are not applicable to you. If both responses are applicable, mark them both.)

8. HIGH SCHOOL, PERSONAL:    1. Individual  
   2. Group
9. HIGH SCHOOL, EDUCATIONAL-VOCATIONAL:    1. Individual  
   2. Group
10. M.S.U., PERSONAL-SOCIAL:    1. Individual  
   2. Group
11. M.S.U., EDUCATIONAL-VOCATIONAL:    1. Individual  
   2. Group
12. PRIVATE PROFESSIONAL, PERSONAL-SOCIAL:    1. Individual  
   2. Group
- SEX OF YOUR FORMER COUNSELOR:
13. HIGH SCHOOL COUNSELOR:    1. Male  
   2. Female
14. M.S.U. COUNSELOR:    1. Male  
   2. Female
15. PRIVATE PROFESSIONAL COUNSELOR:    1. Male  
   2. Female



SECTION II

Directions: As you read the statements for Items 16-25, insert the responses where the asterisk (\*) appears for each one. Then mark the space on the answer sheet corresponding to the completed statement which most accurately describes your usual behavior in each instance.

16. I am \* attracted to a member of the opposite sex who is unattainable or not interested in me.

1. Always
2. Usually
3. Rarely
4. Never

17. If I were to have impulses and fantasies about the opposite sex, I would \* feel guilty.

1. Always
2. Usually
3. Rarely
4. Never

18. I \* blame myself for not having more social experiences with members of the opposite sex.

1. Always
2. Usually
3. Rarely
4. Never

19. I \* feel cheated because I have not had more opportunities for social experiences with the opposite sex.

1. Always
2. Usually
3. Rarely
4. Never

20. As far as my social relationships with the opposite sex are concerned, I \* feel inadequate.

1. Always
2. Usually
3. Rarely
4. Never

21. I \* find myself easily attracted to members of the opposite sex.

1. Always
2. Usually
3. Rarely
4. Never

22. If I see a member of the opposite sex to whom I am attracted, I \* find it difficult to think of anything else for a long while.
1. Always
  2. Usually
  3. Rarely
  4. Never
23. I \* feel discomfort because of one or more of the above statements.
1. Always
  2. Usually
  3. Rarely
  4. Never
24. If I had feelings of discomfort due to my relationships with the opposite sex, I would \* hesitate to talk with a counselor about those feelings.
1. Always
  2. Usually
  3. Rarely
  4. Never
25. If I had feelings of discomfort about my relationships with the opposite sex, I feel I could \* benefit from seeking help for this discomfort.
1. Definitely
  2. Probably
  3. Slightly
  4. Never
26. I found answering the items in this section
1. easy.
  2. interesting.
  3. difficult.
  4. disturbing.

SECTION III

Directions: For this section, you are asked to rank the following seven characteristics which describe the counselor you would choose to help you with your feelings about your relationships with the opposite sex.

In answering this section, find the characteristic which would be most helpful to you in choosing this counselor. Place a (1) in the blank to the left of that characteristic on this sheet. Do not use the answer sheet yet. Place a (2) to the left of the characteristic which is next most important to you, and continue to number the characteristics in the order of their importance to you. The characteristic you see as being least important should have a (7) beside it. Each item ( 27-33) must have a different rank.

27. \_\_\_\_\_ Sex of the counselor.
28. \_\_\_\_\_ Age of the counselor.
29. \_\_\_\_\_ Education of the counselor.
30. \_\_\_\_\_ Experience of the counselor.
31. \_\_\_\_\_ Values held by the counselor.
32. \_\_\_\_\_ Method used by the counselor.
33. \_\_\_\_\_ Prior acquaintance with the counselor.

After you have completed this ranking (1-7) for the seven characteristics, mark each item (27-33) on the answer sheet with the number corresponding to the rank you have given that characteristic.

SECTION IV

Directions: For this section, place a mark in the space corresponding to the description of the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind that you are choosing a counselor to help you with feelings about your relationship with the opposite sex. Be sure to answer each question with only one mark.

34. When considering the sex of the counselor, I would
1. prefer a male counselor.
  2. prefer a female counselor.
  3. have no preference.
35. When considering the age of the counselor, I would
1. prefer a counselor 20-29 years of age.
  2. prefer a counselor 30-39 years of age.
  3. prefer a counselor 40-49 years of age.
  4. prefer a counselor 50 years of age or older.
  5. have no preference.
36. When considering the education of the counselor, I would
1. prefer a professionally trained person.
  2. prefer a person without professional training.
  3. have no preference.
37. When choosing a professionally trained person, I would prefer a person with
1. a M.A. degree in counseling.
  2. a Ph.D. degree in counseling psychology.
  3. a Ph.D. degree in clinical psychology.
  4. an M.D. degree.
38. When choosing a non-professionally trained counselor, I would prefer a
1. confidante.
  2. teacher.
  3. minister.
39. When considering the experience of the counselor, I would
1. prefer a person with less than two years of experience.
  2. prefer a person with two to five years of experience.
  3. prefer a person with more than five years of experience.
  4. have no preference.
40. When considering values held by the counselor, I would
1. prefer a person with the same values as mine.
  2. prefer a person with different values from mine.
  3. have no preference.

41. When considering the method used by the counselor, I would

1. prefer a person who would challenge me, ask me questions, interpret my feelings.
2. prefer a person who would make me feel comfortable, listen to me, and understand my feelings.
3. have no preference.

42. When considering acquaintanceship with the counselor, I would

1. prefer a counselor whom I already know.
2. prefer a counselor I do not know.
3. have no preference.

SECTION V

Directions: As you read the statements in this section, once again insert the responses where the asterisk (\*) appears for each one. Then mark the space on the answer sheet corresponding to the completed statement which most accurately describes your usual behavior in each instance.

43. I \* lose my temper.

1. Always
2. Usually
3. Rarely
4. Never

44. If I were to be pushed around or imposed upon by others, I would \* feel resentful.

1. Always
2. Usually
3. Rarely
4. Never

45. If I were mistreated by another person, I would \* feel free to complain.

1. Always
2. Usually
3. Rarely
4. Never

46. If my relationships with others were unsatisfactory, I would \* feel angry with myself.

1. Always
2. Usually
3. Rarely
4. Never

47. I \* remain angry after the occasion which has made me angry has passed.

1. Always
2. Usually
3. Rarely
4. Never

48. After I have been angry, I \* find myself angry with innocent bystanders.

1. Always
2. Usually
3. Rarely
4. Never

49. When another person has hurt me, I \* feel depressed.

1. Always
2. Usually
3. Rarely
4. Never

50. I \* feel discomfort because of one or more of the above statements.

1. Always
2. Usually
3. Rarely
4. Never

51. If I had feelings of discomfort about my anger, I would \* hesitate to talk with a counselor about these feelings.

1. Always
2. Usually
3. Rarely
4. Never

52. If I had feelings of discomfort about my anger, I feel I could \* benefit from seeking help for this discomfort.

1. Definitely
2. Probably
3. Slightly
4. Never

53. I found answering items in this section

1. easy.
2. interesting.
3. difficult.
4. disturbing.

SECTION VI

Directions: For this section, you are asked once again to rank the same seven characteristics you saw in Section III. In this instance, however, consider your preferences in relation to describing the counselor you would choose to help you with your feelings of discomfort about anger.

Find the characteristic which would be most helpful to you in choosing this counselor. Place a (1) in the blank to the left of that characteristic on this sheet. Do not use the answer sheet yet. Place a (2) to the left of the characteristic which is next most important to you, and continue to number the characteristics in the order of their importance to you. The characteristic you see as being least important to you should have a (7) beside it. Each item (54-60) must have a different rank.

- 54. \_\_\_\_\_ Sex of the counselor.
- 55. \_\_\_\_\_ Age of the counselor.
- 56. \_\_\_\_\_ Education of the counselor.
- 57. \_\_\_\_\_ Experience of the counselor.
- 58. \_\_\_\_\_ Values held by the counselor.
- 59. \_\_\_\_\_ Method used by the counselor.
- 60. \_\_\_\_\_ Prior acquaintance with the counselor.

After you have completed this ranking (1-7) for the seven characteristics, mark each item (54-60) on the answer sheet with the number corresponding to the rank you have given that characteristic.



SECTION VII

**Directions:** Once again, place a mark in the space corresponding to the description of the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind this time that you are choosing a counselor to help you with discomfort related to your feelings of anger. Be sure to answer each question with only one mark.

61. When considering the sex of the counselor, I would
1. prefer a male counselor.
  2. prefer a female counselor.
  3. have no preference.
62. When considering the age of the counselor, I would
1. prefer a counselor 20-29 years of age.
  2. prefer a counselor 30-39 years of age.
  3. prefer a counselor 40-49 years of age.
  4. prefer a counselor 50 years of age or older.
  5. have no preference.
63. When considering the education of the counselor, I would
1. prefer a professionally trained person.
  2. prefer a person without professional training.
  3. have no preference.
64. When choosing a professionally trained person, I would prefer a person with
1. a M.A. degree in counseling.
  2. a Ph.D. degree in counseling psychology.
  3. a Ph.D. degree in clinical psychology.
  4. an M.D. degree.
65. When choosing a non-professionally trained counselor, I would prefer a
1. confidante.
  2. teacher.
  3. minister.
66. When considering the experience of the counselor, I would
1. prefer a person with less than two years of experience.
  2. prefer a person with two to five years of experience.
  3. prefer a person with more than five years of experience.
  4. have no preference.
67. When considering values held by the counselor, I would
1. prefer a person with the same values as mine.
  2. prefer a person with different values from mine.
  3. have no preference.

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68. When considering the method used by the counselor, I would
1. prefer a person who would challenge me, ask me questions, interpret my feelings.
  2. prefer a person who would make me feel comfortable, listen to me, and understand my feelings.
  3. have no preference.
69. When considering acquaintanceship with the counselor, I would
1. prefer a counselor whom I already know.
  2. prefer a counselor I do not know.
  3. have no preference.

\* \* \* \* \*

## SECTION I (Continued)

70. MARITAL STATUS:
- a. Single
  - b. Married
  - c. Divorced
  - d. Widowed
71. RELIGIOUS AFFILIATION:
- a. Roman Catholic
  - b. Protestant: fundamentalist
  - c. Protestant: liberal
  - d. Jewish
  - e. Other
  - f. None

\* \* \* \* \*

Before turning this questionnaire in, please go back and check to see that you have marked all questions on the answer sheet. Spaces 1 - 71 should be used, with the exception of Items 8-15, which should be marked only if appropriate to you.

1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (1)$$

where  $x$  is a real number. It is shown that the function  $f(x)$  is continuous and differentiable on the whole real axis. The derivative of the function is found to be

$$f'(x) = \frac{1}{1+x^2}.$$

$$\begin{aligned} f(x) &= \int_0^x \frac{1}{1+t^2} dt \\ &= \arctan t \Big|_0^x \\ &= \arctan x. \end{aligned}$$

It is also shown that the function  $f(x)$  is bounded on the whole real axis. The maximum and minimum values of the function are found to be

$$f(0) = 0.$$

2. The second part of the paper is devoted to the study of the properties of the function  $g(x)$  defined by the equation

$$g(x) = \int_0^x \frac{1}{1+t^4} dt, \quad (2)$$

where  $x$  is a real number. It is shown that the function  $g(x)$  is continuous and differentiable on the whole real axis. The derivative of the function is found to be

$$g'(x) = \frac{1}{1+x^4}.$$

Dec. 1, 1965

MEMO TO EDUCATION 200 INSTRUCTORS

I will be using a questionnaire entitled: "Student Preferences for Certain Counselor Characteristics" which is to be given on December 7, Tuesday, at both sections following the scheduled film. The time required will depend on individual speed of each student, but it should average about 20 minutes.

On December 6, you will be provided with enough questionnaires, answer sheets and pencils for both of your sections. This will be done in order that any questions you may have can be answered in advance. Please keep a tight security check on these questionnaires. This is essential. The questionnaires should not be given at another time because possible conversation about the questions among the students will interfere with the results.

The instructions which need to be given are minimal. Tell the students not to fill in any information on the answer sheets and to ignore the number blank on the questionnaire itself. There is to be no identification whatsoever on these questionnaires or answer sheets. However, because of this, it is essential that you make certain that they hand in both the answer sheet and the questionnaire. Please watch them for this check.

After each class period, will you please return both used and unused questionnaires along with the answer sheets to me. Return the pencils at the end of the second class period. A check will be made as to the number of questionnaires taken and returned.

Your cooperation is appreciated.

MARISA KEENEY

## APPENDIX C

TABLE 1

SECTION II AND V RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESES 1, 2 AND 3 FOR THE PROBLEM OF RELATIONSHIP WITH THE OPPOSITE SEX

LEGEND:    A = Always    U = Usually    R = Rarely    N = Never D = Definitely    P = Probably    S = Slightly    T = Total										
ITEM	CONTENT	RESPONSE	FEMALES			MALES			X <sup>2</sup>	p
			O-f	E-f	%	O-f	E-f	%		
23. <u>Discomfort</u> about coping behaviors (Hypothesis 1)	A & U		77	77	15	25	25	15		
	R		272	274	55	93	91	56		
	N		<u>148</u>	<u>146</u>	<u>30</u>	<u>47</u>	<u>49</u>	<u>29</u>	.14	
	T		497	497	100	165	165	100		
24. <u>Hesitation</u> to seek help (Hypothesis 2)	A		80	88	16	37	29	23		
	U		273	247	55	59	83	35		
	R		103	112	21	46	38	27		
	N		<u>42</u>	<u>51</u>	<u>8</u>	<u>25</u>	<u>17</u>	<u>15</u>	20.08	***
	T		498	498	100	167	167	100		
25. Expectation of <u>benefit</u> from seek- ing help (Hypothesis 3)	D		76	71	15	19	24	11		
	P		299	286	60	83	96	49		
	S		113	126	23	55	42	33	15.14	**
	N		<u>12</u>	<u>17</u>	<u>2</u>	<u>11</u>	<u>6</u>	<u>7</u>		
	T		500	500	100	168	168	100		

\*\* =  $p < .01$ .\*\*\* =  $p < .001$ .

TABLE 2

SECTION II AND V RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTION-NAIRE ITEMS RELATED TO HYPOTHESIS 1, 2 AND 3 FOR THE PROBLEM OF ANGER

LEGEND:		A = Always D = Definitely		U = Usually P = Probably		R = Rarely S = Slightly		N = Never T = Total	
ITEM	CONTENT	RESPONSE		FEMALES		MALES		X <sup>2</sup>	p
		O-f	E-f	%	O-f	E-f	%		
50. <u>Discomfort</u> about coping behaviors (Hypothesis 1)	A	26	23	5	5	5	3		
	U	169	167	34	54	56	32		
	R	213	208	43	65	70	39		
	N	<u>90</u>	<u>100</u>	<u>18</u>	<u>44</u>	<u>34</u>	<u>26</u>	6.10	
	T	498	498	100	168	168	100		
51. <u>Hesitation</u> to seek help (Hypothesis 2)	A	30	33	6	14	14	8		
	U	162	160	32	52	54	31		
	R	229	216	46	59	72	36		
	N	<u>78</u>	<u>90</u>	<u>16</u>	<u>42</u>	<u>30</u>	<u>25</u>	10.65	*
	T	499	499	100	167	167	100		
52. <u>Expectation of benefit</u> from seeking help (Hypothesis 3)	D	90	97	18	39	33	23		
	P	322	310	65	93	105	55		
	S & N	<u>85</u>	<u>90</u>	<u>17</u>	<u>36</u>	<u>30</u>	<u>22</u>	4.77	
	T	497	497	100	168	168	100		

\* = p. < .05.

TABLE 3

SECTION IV RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE  
ITEMS RELATED TO PREFERENCES FOR COUNSELOR CHARACTERISTICS FOR THE PROBLEM OF  
RELATIONSHIP WITH THE OPPOSITE SEX

ITEM	CONTENT	RESPONSE	FEMALES			MALES			X <sup>2</sup>	p
			O-f	E-f	%	O-f	E-f	%		
34. Counselor Sex		Male	205	227	41	99	77	59		
		Female	115	100	23	18	33	11		
		No Preference	180	173	36	51	58	30	19.57	***
		Total	500	500	100	168	168	100		
35. Counselor Age		20-29 Years	112	116	23	43	39	26		
		30-39 Years	207	204	41	66	69	39		
		40 Years or over	67	65	13	20	22	12		
		No Preference	112	113	23	38	37	23	.91	
		Total	498	498	100	167	167	100		
36. Counselor Education		Professional	398	399	80	135	134	80		
		Non-Professional	10	13	2	8	5	5		
		No Preference	90	86	18	25	29	15	4.27	
		Total	498	498	100	168	168	100		
37. Professional Education		M.A. (Cnslg.)	108	112	22	41	37	25		
		Ph.D. (Cnslg. Psy.)	309	306	62	99	102	60		
		Ph.D. (Clin. Psy.)	48	49	10	17	16	10		
		M.D.	30	28	6	8	10	5	.98	
		Total	495	495	100	165	165	100		

\*\*\* = p &lt; .001

TABLE 3 (Continued)

ITEM	CONTENT	RESPONSE	FEMALES		MALES		$\chi^2$	p
			O-f	E-f	O-f	E-f		
38. <u>Non-Professional</u> Counselor		Confidante	283	273	80	90	49	
		Teacher	93	108	50	35	31	
		Minister	120	115	33	38	20	10.28 **
		Total	496	496	163	163	100	
39. Counselor <u>Experience</u>		5 or less years	105	103	33	35	20	
		Over 5 years	278	283	101	96	60	
		No Preference	114	111	34	37	20	.93
		Total	497	497	168	168	100	
40. Counselor <u>Values</u>		Same	382	376	120	126	71	
		Different	31	35	16	12	10	
		No Preference	86	88	32	30	19	2.63
		Total	499	499	168	168	100	
41. Counselor <u>Method</u>		Interpreting	163	163	53	54	32	
		Reflecting	309	304	96	101	58	
		No Preference	26	32	16	10	10	4.24
		Total	498	498	165	165	100	
42. <u>Acquaintance</u> with Counselor		Prefer	233	243	92	82	55	
		Do not Prefer	151	137	33	47	20	
		No Preference	112	116	43	39	25	7.33 *
		Total	496	496	168	168	100	

\* =  $p < .05$ \*\* =  $p < .01$



TABLE 4

SECTION VII RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO STUDENT PREFERENCES FOR COUNSELOR CHARACTERISTICS FOR THE PROBLEM OF ANGER

ITEM	CONTENT	RESPONSE	FEMALES		MALES		X <sup>2</sup>	p
			O-f	E-f	O-f	E-f		
61. Counselor Sex		Male	172	190	81	64	49	
		Female	64	57	12	19	7	
		No Preference	263	253	74	85	44	11.72 **
		Total	499	499	167	167	100	
62. Counselor Age		20-29 Years	92	97	38	33	23	
		30-39 Years	167	166	55	56	33	
		40 Years or over	80	79	26	27	15	
		No Preference	159	156	49	52	29	1.47
		Total	498	498	168	168	100	
63. Counselor Education		Professional	388	385	125	128	76	
		Non-Professional	23	29	16	10	10	
		No Preference	85	82	24	27	14	5.98
		Total	496	496	165	165	100	
64. Professional Education		M.A. (Cnslg.)	95	95	32	32	19	
		Ph.D. (Cnslg. Psy.)	298	295	95	98	57	
		Ph.D. (Clin. Psy.)	82	85	31	28	19	
		M.D.	20	20	7	7	4	.52
		Total	495	495	165	165	100	

\*\* =  $p < .01$ .

TABLE 4 (Continued)

ITEM	CONTENT	RESPONSE	FEMALES			MALES			X <sup>2</sup>	p
			O-f	E-f	%	O-f	E-f	%		
65. <u>Non-Professional</u> Counselor		Confidante	247	239	50	70	78	43		
		Teacher	112	129	23	59	42	36		
		Minister	<u>136</u>	<u>127</u>	<u>27</u>	<u>33</u>	<u>42</u>	<u>21</u>	12.45	**
		Total	495	495	100	162	162	100		
66. Counselor <u>Experience</u>		5 or less years	95	95	19	32	32	19		
		Over 5 years	295	297	59	102	100	60		
		No Preference	<u>108</u>	<u>106</u>	<u>22</u>	<u>33</u>	<u>35</u>	<u>21</u>	.29	
		Total	498	498	100	167	167	100		
67. Counselor <u>Values</u>		Same	341	355	68	104	110	64		
		Different	34	40	7	19	13	12		
		No Preference	<u>123</u>	<u>123</u>	<u>25</u>	<u>40</u>	<u>40</u>	<u>24</u>	3.97	
		Total	498	498	100	168	168	100		
68. Counselor <u>Method</u>		Interpreting	202	203	41	69	68	41		
		Reflecting	261	260	52	87	88	52		
		No Preference	<u>36</u>	<u>36</u>	<u>7</u>	<u>12</u>	<u>12</u>	<u>7</u>	.02	
		Total	499	499	100	168	168	100		
69. <u>Acquaintance</u> with Counselor		Prefer	231	240	46	87	78	54		
		Do not Prefer	113	106	23	28	35	17		
		No Preference	<u>152</u>	<u>150</u>	<u>31</u>	<u>47</u>	<u>49</u>	<u>29</u>	3.12	
		Total	496	496	100	162	162	100		

\*\* = p &lt; .01.

## AUTOBIOGRAPHICAL STATEMENT

Name: Miss Marisa Keeney

Birth: December 11, 1927, Amarillo, Texas

Education: Amarillo High School, Amarillo, Texas, June, 1945; Amarillo College, Amarillo, Texas, June, 1947; Trinity University, San Antonio, Texas, June 1949, A.B.; Princeton Theological Seminary, Princeton, New Jersey, June, 1952, M.R.E. (Prin.); Michigan State University, East Lansing, Michigan, December, 1966, Ph.D. in Counseling Psychology.

Positions: Director of Educational Services, Mt. Lebanon Presbyterian Church, Pittsburgh, Pennsylvania, August, 1952 - August, 1956; Director of Educational Services, First Presbyterian Church, Ann Arbor, Michigan, August, 1956 - August, 1963; Assistant Instructor, Counseling Center, Michigan State University, East Lansing, Michigan, September, 1963 - June, 1964; June, 1965 - September, 1965; June, 1966 - September, 1966; Assistant Instructor and Instructor, College of Education, Department of Counseling, Personnel and Educational Psychology, September, 1964 - September, 1966; Counselor, Counseling and Testing Bureau, Wayne State University, Detroit, Michigan, September, 1966 -.

Memberships: The American Personnel and Guidance Association; The National Association of Women Deans and Counselors; The National Vocational Guidance Association; Michigan Personnel and Guidance Association; Delta Kappa Gamma.

Travel: England, France, Germany, Switzerland, Austria, Italy, the Netherlands, Denmark, Sweden, Norway, Canada, the United States.

Publications: "Conviction and Climate," Discovery, Westminster Press, January, 1964.

