THE POTENTIAL CLIENT'S PREFERENCES FOR SEX AND SEX-TYPE ATTRIBUTES IN A HELPING PROFESSIONAL: ARE THEY RELATED TO SEX AND SEX-TYPE ATTRIBUTES OF THE DESIRED PARENTAL HELP-GIVER?

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ABSTRACT

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Psychoanalytic theory asserts that the therapeutic helping relationship is an interpersonal situation which reactivates a client's desire for an ideal parent-child relationship. Although an accepted premise, little research has been attempted to provide empirical support for this theoretical position. A beginning examination of this psychoanalytically based assertion was made in the present study by testing the hypothesis that: the sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

A questionnaire derived from selected items of the "Bem Sex Role Inventory"[1], Broverman, et.al.'s "Male-Valued and Female-Valued Sex-Stereotypic Items"[2] and Spence and Helmreich's "Parental/Personal Attributes Questionnaire"[3] was mailed to a sysemtatically drawn sample of 1000 students registered at Michigan State University for the 1983-84 academic year. The questionnaire elicited respondent background data: sex; ethnicity; class standing; residency; and prior experience with parental and professional help-givers. The questionnaire also asked respondents to use their own words and to use item choices to indicate the sex and sex-type attributes that they desired in an early parental help-giver and that they currently preferred in a professional

help-giver. The data provided by 584 respondents was analyzed using descriptive analysis, bivariate correlation, multiple regression and discriminant analysis.

Analyses of data revealed significant relationships between sex and sex-type attributes desired in a parental help-giver and sex and sex-type attributes preferred in a professional help-giver. Further analyses indicated that of the multiple variables studied, sex-type attributes desired in an early parental helper made the greatest contribution to an explanation of the sex and sex-type attributes preferred in a professional helper. Respondent sex, ethnicity, class standing, residency and prior experience with parental and professional help-givers exerted little influence on the relationships between desired parental and preferred professional helpers. When describing preferences for professional helpers in their own words, most respondents did not indicate sex, but did use descriptors which referred to stereotypic feminine and masculine sex-type attributes.

[1]Bem, Sandra L., "The Measurement of Psychological Androgyny", Journal of Consulting and Clinical Psychology, Volume 42, 1974, pp. 155-162.

[2]Broverman, Inge K., Donald M. Broverman, Frank E. Clarkson, Paul S. Rosenkrantz and Susan R. Vogel, "Sex-Role Stereotypes and Clinical Judgments of Mental Health", Journal of Consulting and Clinical Psychology, Volume 34, No. 1, 1970, p. 3.

[3]Spence, Janet T. and Robert L. Helmreich, Masculinity and Femininity: Their Psychological Dimensions, Correlates, and Antecedents, University of Texas Press, Austin, 1978.

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CHAPTER I.

INTRODUCTION TO THE STUDY

The therapeutic helping relationship is, according to psychoanalytic theory, an interpersonal situation which reactivates a client's desire for an ideal parent-child relationship. This descriptive study was an initial effort to examine this psychoanalytic premise by testing the hypothesis that:

> The sex and sex-type attributes potential clients **desired** in their early parental help-giver(s) are related to their current **preferences** for sex and sex-type attributes in a helping professional.

The aim of this chapter is to examine the psychoanalytic principles that were the impetus for this study and to introduce the reader to the intent of the investigation. Specifically, this chapter will include discussions of the following areas: [1] identification of the problem; [2] purpose of the study; [3] importance of the study; [4] definitions of terms used in the study; [5] research hypotheses; and [6] overview of the study.

IDENTIFICATION OF THE PROBLEM:

Client expectations and preferences for contact with a helping professional represent two variables believed to be significant for the client-helper relationship. 'Expectations', as defined by Ziemelis [1974], denote a client's anticipation of reasonable or probable

outcomes of contact with a helping professional. 'Preferences' refer to those outcomes for contact most desired or valued by a client. [Ziemelis, 1974] Numerous texts on counseling theory and the psychotherapeutic process have stressed the importance of client expectations and preferences for the initiation and maintenance of the therapeutic relationship. [e.g., Mueller, 1973; MacKinnon and Michels, 1971; Arbuckle, 1968; Cameron, 1963] Both variables have been periodically researched in an effort to empirically define their implications for the kind, the duration and the effectiveness of the therapeutic relationship established. [e.g., Tinsley and Harris, 1976; Worby, 1970; Goldstein, 1962; Bordin, 1955] Few research attempts, however, have been made to examine the **sources** of client expectancies and preferences for helping professionals. Uncertainty about the determinants of client expectations and preferences has limited understanding of the client and of the client-helper relationship.

The psychoanalytic school of thought provides a well respected theoretical explanation of the determinants of individual expectancies and preferences. Psychoanalytic theory asserts that early life experiences (particularly those involving parents) have a continuing significant impact on a person's life-long functioning. It is asserted that childhood needs, wishes and beliefs have a powerful and enduring effect that can, for example, determine choice of career, choice of one's sexual partner or can determine one's attitudes, mannerisms and peculiarities. [Brenner, 1974] Psychoanalytic theory also suggests that early familial influences are sources of client preferences for helping professionals.

The influence of early parenting experiences on client preferences

is implied in psychoanalytic literature which examines the treatment relationship. The nature of the psychoanalytic treatment relationship is, according to theory, a dependent one. The therapeutic relationship activates reactions to a helping professional that are emotionally similar to a client's reactions to significant persons in authority during developmental years. The elements of being dependent on another for help and of being unable to control the source of help are dynamically similar to those conditions which characterized the child's relationship to parental figures. [Mueller, 1973] It is believed that the client entering the therapeutic relationship will project feelings that derive from earlier problematic relationship experiences. The client is believed to approach the relationship with a desire to recreate certain emotional conditions "...in an effort to complete a fantasy, to achieve satisfaction for some need, to reduce anxiety, or to resolve some conflict". [Mueller, 1973, p. 4] Lidz has stated that clients must place the helping professional in a position of authority in order to feel secure. Clients tend to make the helper as omniscient and omnipotent as possible. To this end, Lidz believes that clients seek to endow the helping professional with the qualities of an ideal parental figure who will care for them and protect them. [Lidz, 1976]

The belief that it is the client's desire and need to create an idealized version of the parent-child relationship in the therapeutic relationship has been assigned considerable clinical importance by some psychoanalytically oriented practitioners. This belief is, for example, particularly relevant to the aim of Franz Alexander's psychoanalytic therapy. According to Alexander [1952], the desire of the client to rework emotional conditions of the past in the present

helping relationship can be used by the clinician to provide a needed therapeutic experience. The aim of therapy is to supply a new kind of experience which is suitable for undoing problematic effects of early parental responses. The helping professional's response to the client should, in this theoretical view, be different from the parental response. The response should counteract and neutralize the disturbing influence of the parents. [Alexander, 1952]

> The cornerstone of the relationship is that the therapist has toward the patient the sort of attitude that is characteristic of a good father or mother...the therapist would like his attitude to include all the attitudes that can characterize the **helpful parent**. [Alexander, 1952, pp. 352-353]

The therapeutic strategy of having the helping professional assume an ideal "good father or mother" attitude toward the client is believed to be necessary for the undoing of pathogenic influences of the parents. [Alexander, 1952] Alexander's concept of therapy represents a clinical application of the psychoanalytic premise that: it is not only the client's desire,but his/her **need** to rework the emotional conditions of the past in the present helping relationship.

One further psychoanalytic premise had significance for the formulation of the present study. The corrective influence sought in the type of therapy just described can be achieved only if the helping professional is able to identify the problematic parental influences which need to be reworked. In the psychoanalytic tradition, this identification includes an understanding not only of actual parental forces, but also an understanding of the client's reactions to these forces: "...his impulse stirrings, his anxiety, his defenses and his fantasy distortions...". [Alexander, 1952, p. 328] The client's interpretation of their parenting experience, including desires for it

to have been different, is believed as important to the identification of problematic parental influences as the actual history of the relationship.

Psychoanalytic theory implies that a knowledge of the expectencies and preferences that a client holds for a helping professional as he/she enters therapy can assist the helping professional to understand the client's interpretation of their parenting experience. The client is believed to approach therapy and the helping professional with the desire and the need to rework past parental relationships. If the client endows the professional help-giver with parental qualities derived from early parent-child experiences, then the client's interpretation of their parenting experience, including desires for it to have been different, could be expected to find expression in the client's preferences for the professional help-giver.

There has been very little research aimed at investigating these psychoanalytic formulations. The theoretical assertion that early life experience with parental figures is a determinant of client expectations and preferences for a professional help-giver is largely unsubstantiated. This lack of research has created potentially significant **PROBLEMS** which will be addressed in this study. Briefly, the absence of research in these areas:

1. **HAS ALLOWED MAJOR THEORETICAL PREMISES OR ASSUMPTIONS TO REMAIN UNTESTED.** Are early experiences, in fact, related to current attitudes and behavior? Are the wishes, needs and desires which seem to guide behavior really derived from those early experiences? Although psychoanalytic theory would prompt an affirmative reply to these questions, there would seem to be no completely confident response. Without empirical evidence of the validity or invalidity of the relationships expressed in these questions, they can be arbitrarily accepted as truth or rejected as mistaken or irrelevant.

2. **HAS ALLOWED UNSUBSTANTIATED THEORETICAL PREMISES OR ASSUMPTIONS TO BE USED AS GUIDES TO PRACTICE.** Many helping professionals have, on the basis of unsubstantiated theory, conceptualized the therapeutic process as a form of 'reparenting' or 'corrective emotional experience'. They have, accordingly, directed their helping efforts toward providing these assumed therapeutic experiences. The psychoanalytic premises which direct their approach may or may not be well-founded. Without an adequate testing of the underlying assumptions of the psychoanalytic therapy approach, the appropriateness of the practices remains in question.

3. **MAY BE LIMITING USE OF INFORMATION WHICH COULD BE HELPFUL IN UNDERSTANDING CLIENT DYNAMICS.** Helping professionals are engaged in the enterprise of trying to understand and influence the varied forces operating in a client's experience. Understanding may be impaired if early determinants of current client preferences remain unsubstantiated. Without research, familial influences cannot, with any certainty, be recognized and appreciated for their impact on current functioning. If a client's early needs, desires, beliefs are, in fact, expressed in the preferences held by the client, then lack of research which could confirm this relatationship has represented neglect of a meaningful source of understanding of client dynamics.

4. **MAY BE LIMITING ABILITY TO MAINTAIN THE CLIENT-HELPER RELATIONSHIP.** A potential client's early termination of therapy may be due, in part, to the inability of the professional help-giver to confidently address the issues of preference that a client brings to the helping relationship. A client's communication of preferences may not be viewed by a helper as an expression of wishes or desires. Instead, preferences may be interpreted as expressions of current discontent with the helper or as expressions of expectations. If research was to provide evidence that potential client preferences do, in fact, represent early established desires to experience 'ideal' parenting, the improved understanding of the meaning of client preferences might help to prevent the disruption of the client-helper relationship that can result from a helper's misinterpretation of client preferences.

PURPOSE:

The influence of early parent-child relationships are believed to be particularly relevant to interactions which characterize the helping relationship. [e.g., Hollis and Woods, 1981; Mueller, 1973; Cameron, 1963] Specifically, it is believed that the potential client will approach the helping relationship with a residue of earlier experiences

with other helpful or not so helpful adults.[Worby, 1970] This 'residue' is assumed to find expression in a variety of ways. One means of expression would be in the preferences for a helping professional that a potential client brings to the therapeutic relationship. Expression of preferences for a help-giver would reflect the potential client's early learned beliefs and values about what is helpful and what is not. They would express the client's representation of an 'ideal' helper.

The purpose of this study was to contribute to an investigation of these theoretical premises. Addressing a need for more information about the nature of potential client preferences for helping professionals, data was gathered and analyzed that would provide information about the **sources** of client preferences. The belief that early life experiences exert a powerful effect on an individual's current attitudes and behavior was investigated through an examination of the relationship theorized to exist between desired parental help-giving and preferred professional help-giving:

> Client preferences for professional help-givers are an expression of established desires [derived from early parent-child experiences] for parental help-giver(s).

The exploration of this relationship was made more managable by confining the investigation to a few, potentially significant variables: sex of desired parental help-giver; sex of preferred professional help-giver; sex-type attributes of desired parental help-giver; and sex-type attributes of preferred professional help-giver. The selection of these variables for study was based on prior research which suggested that clients used sex-role stereotyping in formulating their preferences for helping professionals.[e.g., Tinsley and Harris,

1976; Boulware and Holmes, 1970; Fuller, 1964] With the specification of these variables, the relationship examined in this study became:

> The sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

Variables such as respondent sex, age, ethnicity, residence, etc. were included in the study as potential predictor variables. These variables represented respondent characteristics or attitudes which might logically be expected to moderate relationships between desired parental helpers and preferred professional helpers.

IMPORTANCE OF THE STUDY:

It was anticipated that data gathered and analyzed in the course of this investigation would contribute needed information about the nature and strength of theorized relationships between desires for parental help-givers and preferences for helping professionals. This initial descriptive study of potentially important relationships could serve to encourage further research in this area. Eventually, a series of related investigations might:

1. **ENHANCE THE CONFIDENCE THAT CAN BE PLACED IN WIDELY ACCEPTED THEORETICAL PREMISES.** It is asserted that early parenting experiences [1] exert a significant impact on a person's current functioning and [2] promote the establishment of enduring and powerful wishes for more satisfying interpersonal relationships. The credibility of this assertion would be enhanced as it moved from acceptance based on strong personal conviction to acceptance based on empirical evidence.

2. **INCREASE THE CONFIDENCE THAT CAN BE PLACED IN SPECIFIC THERAPEUTIC PRACTICE.** Working from the above theoretical premises, clinicians currently seek to enhance client functioning through the provision of 'reparenting' or 'corrective emotional experiences'. The credibility and acceptance of such practices would increase with empirical verification of its theoretical bases.

3. **INCREASE THE DEPTH AND CONFIDENCE OF UNDERSTANDING OF CLIENT DYNAMICS.** Understanding of the varied forces operating in a client's experience is a critical task for the helping professional. Advances in theoretical understanding of client dynamics would be reflected in the clinician's increased ability to assess and intervene with client difficulties.

4. **INCREASE ABILITY TO MAINTAIN THE CLIENT-HELPER RELATIONSHIP.** Maintenance of the client-helper relationship is an essential condition if therapy is to occur. Understanding of the meaning of preferences a client brings to the helping relationship may help the professional to prevent the disruption of the client-helper relationship that can result from a helper's misinterpretation of client preferences.

DEFINITION OF TERMS USED IN THE STUDY:

Terms are used in the report of this investigation which have assumed a very specific meaning. The following definitions are offered to assist the reader in understanding their particular usage in this study.

Potential Client: refers to a respondent who has been asked to imagine that they: [1] are faced with an important personal problem they cannot solve alone and [2] have, therefore, decided that they will seek assistance from a competent helping professional. 'Potential' is deliberately used as a modifier to express the idea that a person does not become a client solely by the act of seeking assistance from a helping professional. A person is a client when s/he commits to the therapeutic relationship. The term 'potential client' also refers to a characteristic of the sample used in this study, in that 70-75% of the undergraduate students at M.S.U. are estimated to use counseling center services sometime during their approximately four year attendance.

Professional Help-Giver: or 'helping professional' refers to that general catagory of human service worker who, by training and experience, is deemed qualified to assist individuals toward the resolution of personal difficulties. This nonspecific term, chosen because research has indicated differential response to the various formal titles of such workers [Gelso, 1974], is intended to include such professionals as advisors, counselors, therapists, psychologists, social workers, etc.

Parental Help-Giver: denotes the adult or adults in a respondent's family whose identified role or function involved the rendering of assistance with personal concerns.

Desired Parental Help-Giver: refers to the adult or adults in a respondent's family that the respondent longed for or wished, though not necessarily experienced, as their source of assistance with personal problems.

Preferred Helping Professional: denotes that hypothetical person, assumed competent to assist in the resolution of an important personal problem, who evidences the valued attributes most attractive to the respondent.

Expectations: refer to a respondent's anticipation of reasonable or probable outcomes for contact with a help-giver [parental or professional]. Although expectations and preferences are often used interchangably in the research literature, the issue of what a subject predicts [ie. expects] will characterize a helping person is not addressed in this study.

Preferences: refer to those outcomes that a respondent desires or positively values in a help-giver [parental or professional]. Specifically, preferences denote the sex and the sex-type attributes that a potential client hopes will characterize a helping person.

Form A Respondent: refers to a subject who completed Form A of the survey questionnaire. Form A asked for information which describing a respondent's preferred professional help-giver before requesting information describing their desired parental help-giver.

Form B Respondent: refers to a subject who completed Form B of the survey questionnaire. Form B asked for information describing a respondent's desired parental help-giver before requesting information describing their preferred professional help-giver.

Mail Respondent: refers to a respondent who was solicited for participation in the study soley by means of mail requests.

Phone Respondent: refers to a respondent who was solicited for participation in the study with a follow-up phone call after nonresponse to mail requests for participation.

RESEARCH HYPOTHESES:

Six major research hypotheses formed the basis of this investigation. The six hypotheses were designed to express the theoretically based expectation that:

> The sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

These six major research hypotheses, HYPOTHESIS I through HYPOTHESIS VI, are listed below:

HYPOTHESIS I: The sex of a potential client's desired parental help-giver discriminates the sex preferred of a professional help-giver.

HYPOTHESIS II: The sex of a potential client's desired parental help-giver is related to the sex-type attributes preferred in a professional help-giver.

HYPOTHESIS III: The sex-type attributes a potential client desired in a parental help-giver discriminate preference for sex of a professional help-giver.

HYPOTHESIS IV: The sex-type attributes a potential client desired in a parental help-giver are related to the preference for sex-type attributes in a professional help-giver.

HYPOTHESIS V: The sex and sex-type attributes a potential client desired in a parental help-giver jointly contribute to discrimination of the potential client's preference for sex of a helping professional.

HYPOTHESIS VI: The sex and sex-type attributes a potential client desired in a parental help-giver, operating jointly, are related to the potential client's preference for sex-type attributes in a helping professional.

It was also hypothesized that certain respondent characteristics and attitudes might effect the relationships being investigated. Nine respondent characteristics and attitudes were hypothesized to have a moderating effect on relationships:

[1] respondent sex
[2] respondent ethnicity
[3] respondent class standing
[4] respondent residence
[5] respondent preferences for a professional based on real or imaginary persons
[6] respondent history of use of helping professionals
[7] respondent willingness to use a helping professional in the future
[8] sex of parental adult(s) lived with while growing up
[9] sex of parental adult(s) turned to for assistance while growing up

The hypothesis used to express the moderating effect of these nine respondent characteristics and attitudes is presented below as

HYPOTHESIS A. During the statistical analysis of data this hypothesis will be applied to each of the 6 major research hypotheses.

HYPOTHESIS A: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will moderate the relationships defined in HYPOTHESIS I through VI.

Two additional hypotheses were formulated to increase confidence in the validity of the research findings. [1] There was a concern that the order in which a respondent's desires for a parental help-giver and preferences for a professional help-giver were solicited would effect the relationships being investigated. The research hypothesis designed to express this effect is HYPOTHESIS B. [2] Another concern was that respondents to the questionnaire would differ from those who did not respond. Significant findings on relationshps being investigated might be attributable to the "volunteer" characteristics of respondents instead of to the major variables of interest. The research hypothesis designed to express this effect is HYPOTHESIS C.

HYPOTHESIS B: Relationships between the sex and sex-type attributes desired in a parental help-giver and the sex and sex-type attributes preferred in a professional help-giver will vary as a function of the form of the questionnaire used to record responses [ie. the order in which respondents answer items].

HYPOTHESIS C: Relationships between the sex and sex-type attributes desired in a parental help-giver and the sex and sex-type attributes preferred in a professional help-giver will vary as a function of the method used to solicit participation [ie. the 'volunteerism' of participants].

Hypotheses I through VI and subhypotheses A, B and C are restated in statistical terms in Chapter III: RESEARCH DESIGN AND METHODOLOGY.

OVERVIEW OF THE STUDY:

Little research has examined the theoretically based premise that early life experiences with parental figures are determinants of client preferences for a professional help-giver. Chapter I of this report introduced rationale for conducting a descriptive investigation of relationships between desired parental and preferred professional helper sex and sex-type attributes. The potential benefits of addressing a need for more information about the nature of potential client preferences for helping professionals were cited. The terminology to be used in the study was defined. Research hypotheses were presented in nonstatistical terms.

In the remaining chapters, the investigation of the research problem will be described. Chapter II will present a review of the theoretical and research literature found to be relevant to the central issues of the study. Chapter III will describe: the selection of the population and sample; the procedures used in collecting data; the instrumentation used; the research design; the statistical hypotheses; and the statistical analysis procedure. In Chapter IV, results of the descriptive and statistical analyses will be presented. The results of hypotheses tests will be summarized. Chapter V will summarize conclusions, specify the limitations of the study and discuss the findings in terms of the benefits which were anticipated to derive from the study.

CHAPTER II

REVIEW OF THE LITERATURE

In order to better understand the central issues of this study, a survey of the literature was made. The focus of literature review was on previous research which investigated some aspect of the relationship between desired parental helpers and preferred professional helpers. Limited attention was also given to theoretical writings which developed the concepts examined in the present investigation. This chapter summarizes information found to be most pertinent to an understanding of the following areas: [1] effect of early parenting on client preferences; [2] client preferences for sex of professional help-giver; [3] effect of client preferences on the helping relationship; [4] prevalence of sex-role stereotyping; [5] sex-role stereotyping applied to the helping relationship; and [6] selected sex-role measures.

EFFECT OF EARLY PARENTING ON CLIENT PREFERENCES:

Many personality theorists and helping professionals have adopted the premise that parenting experiences exert a powerful impact on a child's future interpersonal functioning. Although this belief is typically associated with the psychoanalytically oriented professional, it is a premise that enjoys support from theorists and practitioners of widely divergent schools of thought.

Dobson [1979], for example, is a developmental theorist who advocates concepts of social learning and modeling in the Judeo-Christian tradition. He strongly disavows any psychoanalytic basis to his theoretical formulations. Like psychoanalytic writers, however, he stresses the influence of parenting experiences on the child's future interpersonal functioning. Specifically, he asserts that the leadership of parents plays a significant role in the development of a child and, in particular, sets the tone for a child's eventual relationships with others.

> By learning to yield to the loving authority [leadership] of his parents, a child learns to submit to other forms of authority which will confront him later in life. [Dobson, 1979, p.171]

The premise that parenting experiences exert a powerful impact on a child's future interpersonal functioning is given considerable weight even with this non-psychoanalytic writer.

One further example of the widespread acceptance of this premise is provided by the work of Kell and Burow. In their book, Developmental Counseling and Therapy, these developmental theorists promote a theoretical and practical phenomenological approach to work with clients. It is a modified phenomenological approach in which past experiences as well as present feelings are stressed. Viewing therapy as "having to do with the repair of some failure in the developmental process", these authors look to "antecedent, interpersonal relationships - sometimes those in early childhood -" as the primary factor in developmental failure. [Kell and Burow, 1970, p.vi]

Proponents of psychoanalytic thought are most explicit in their belief that it is in the family that patterns of emotional reactivity

develop for the individual. It is in the family that interpersonal relationships are established which pattern and color all subsequent relationships. [Lidz, 1976] The subsequent relationship of obvious importance to this study is the client-helper relationship. Psychoanalytic theory addresses the determinants of this relationshop specifically.

The influence of early parent-child relationships are asserted to be particularly relevant to interactions which characterize the helping relationship. [e.g., Hollis and Woods, 1981; Mueller, 1973; Cameron, 1963] It is believed that the helping relationship typically includes significant components of parent-child interactions from the past: "...working out problems with therapists...is also working through unfinished business from long ago". [Yalom, 1975, p.15] The client is believed to approach the helping relationship with remnants of earlier experiences with other helpful or not so helpful adults.

> ...the revivals of emotional residues from childhood are likely to be present in any therapeutic situation, simply because of the unique relationship between the patient and his therapist. [Cameron, 1963, p.754]

It is assumed that the potential client (designated 'potential' because s/he does not really assume the client role until actually committed to the helping relationship) expresses preferences for a help-giver that reflect established beliefs and values about what is helpful and what is not. [Worby, 1970]

Established beliefs and values derived from early parent-child experiences are not, according to theory, based solely on **actual** relationship experiences. Psychoanalytic theory asserts that early life experiences also promote the establishment of enduring and

powerful wishes and desires. A large number of theorists and practitioners have adopted this premise as an organizing principle to assist in the understanding of client dynamics and in the practice of therapy. [e.g., Patterson, 1973; Ackerman, 1971; Snyder and Snyder, 1961] Clients, it is believed, carry with them, not only feelings and memories generated in past relationships, but fantasies, wishes and desires.

Potential clients approaching the helping relationship may have a sense, conscious or unconscious, of recapitulating a relationship which they have already lived through or fantasized living through with the parental helpers of their past. Some client experiences with parental help-givers may have been so characterized by disappointment, frustration or dissatisfaction that they have prompted the emergence of powerful and enduring wishes for a very different experience (or even different parents). Professionals who subscribe to this theoretical view tend to conceptualize the client-therapist relationship as a situation which stimulates or reactivates the client's craving for a 'wished for', ideal parent-child relationship. [Ackerman, 1971] It is a view clearly evident in those psychoanalytic treatment approaches which emphasize the therapeutic function of 'reparenting' or of 'corrective emotional experiences'. Practitioners who adopt such treatment approaches stress the:

> ...primary importance of one aspect of the therapist's role - his assumption of the functions of auxillary parent in an improved version. [Ackerman, 1971]

Although the therapist's conception of an 'improved version' of the parent may not have exact correspondence to the potential client's established conception of what is or is not helpful, both client and

therapist are viewed as entering a relationship with the aim of re-enacting some modified version of the parent-child relationship.

A search of the research literature on client preferences for helping professionals revealed only one study in which the parent-child relationship of subjects was directly examined for possible influences on preferences. The parent-child relationship was used as one of several experimental variables in the Boulware and Holmes [1970] investigation. The aim of the study was to discern if there were any relationships between a subject's preferences for a therapist and the parent that a subject felt closest to during the subject's growing up years. No evidence of relationship was found. This finding, although it afforded no definitive results, was the prototype of a research that would consider early parenting a potentially important variable for understanding the interpersonal attraction between potential client and helping professional.

Other researchers have implied the importance of early parenting influences by approaching their examination of the client-therapist relationship as a special case of relationships-in-general. They have sought to apply the laws (or folklore) of dyads to the client-therapist relationship. [Meltzoff and Kornreich, 1970] One 'law' that has received a fair amount of research attention is the maxim that "opposites attract". In research of this maxim, groups of subjects are directed to form dyads. Characteristics of the subjects who form the pairings are examined. Interactions between pairs of subjects judged to be dissimilar in their characteristics are then studied to determine if the hypothesized complimentarity of interaction is present. The findings of this type of research have suggested that subjects do

approach a dyadic relationship seeking a partner with dissimilar and complementary needs. Mueller [1973] proposed a specific application of this model to the helping relationship by forwarding the belief that the client approaches the helping professional with the desire to achieve satisfaction, to complete himself, or to try (in various ways) to shape the helper to fit his unmet needs. [Mueller, 1973, pp.42-49]

Argyle [1972], examining the components of interpersonal behavior suggested by Mueller, concluded that each person brings to the dyadic situation a set of motivations which will lead him to try to establish a complimentary relationship. Applied to the client-helper relationship, it is believed that the potential client seeks in a helper a reciprocity that would best satisfy unmet needs. Argyle also noted that the complimentary matching of the two participants in a dyad would have consequences for their ability or motivation to continue the relationship.

> The more a person can succeed in establishing the pattern of behavior which meets his needs, the more he will enjoy the situation; the more he has to move away from his preferred interaction pattern, the less he will like it. [Argyle, 1972, p.110]

The implications seemed evident for the client-helper dyad: in the early stages of interaction between the two participants [ie. when the potential client, with his very individual and meaningful preferences, is first encountering the helper] the relationship is highly unstable. Not having reached a state of equilibrium, small disturbances [e.g., helper cues which suggest that some of the client's preferences will not be met] may become magnified in their effects. The dyadic relationship may become very tentative or may even terminate.

Rychlak [1965], pursuing others' findings of complimentary need

selection [Newcomb, 1965; Izard, 1960], specifically examined the influence of needs on interpersonal selection. His research provided evidence that need compatibility does exert influence on a chooser's selection of another individual. Subjects asked to choose a most preferred partner to form a dyad, selected partners whose personality characteristics or needs complimented theirs. Interpersonal contact was presumed to be initially facilitated when, for example, highly nurturant subjects chose highly succorant individuals, and highly deferent or submissive subjects chose highly dominant subjects. Snyder, in his 1963 research, concurred with these findings:

> Our research led us to believe that there are personality characteristics which make it possible for some clients to establish a better relationship with some therapists than with others, e.g. a dependent client will respond well to a nurturant therapist and a sadistic client to a masochistic therapist. [Snyder, 1963, p.15]

According to theory and limited research, the degree of complimentarity that is present between client and helper needs may be an important determinant of interpersonal selection and attraction in the helping relationship. The potential client who approaches the helping relationship may have unmet needs (perhaps residual from early parent-child relations). S/he may be identifying desires for a reciprocity of those needs in the helper preferences that are voiced. If this is true, attention to client preferences could prove helpful in establishing and maintaining client-helper pairings.

> With more knowledge, it should be possible to determine at the beginning of therapy which clients and therapists are best suited to each other and most likely to be able to establish a therapeutic relationship. [Snyder, 1963, pp.15-16]

Snyder, as well as others, is calling for more explicit research into

such variables as client preference and the meanings involved in those preferences.

CLIENT PREFERENCES FOR SEX OF PROFESSIONAL HELP-GIVER:

A survey of literature revealed that studies aimed at examining the significance of sex of client and sex of helping professional for the helping relationship were notably lacking. As noted by Schwartz [1974], many research studies have only incidently [if at all] reported the sex composition of the client-helper pairings under investigation. Authors have reported with unisex labels or, when they did provide the sex of the subjects under study, they have failed to develop the significance of that information. There have been, however, a few research investigations directed toward a specific examination of client preferences for sex of professional help-givers.

Client preferences for the professional helping person have been investigated to determine if preferences vary according to sex of the helper, sex of the client and/or nature of the presenting problem. In early research, Koile and Bird [1956] studied the sex preferences of freshmen for help-givers and found that: males preferred male counselors on far more problems than they preferred female counselors; females preferred female counselors on more problems than they preferred male counselors; and females were more willing to consult a male than males were willing to consult females.

An investigation by Fuller [1964], which analyzed the pre-counseling preferences for counselor sex of both clients and nonclients, reported results similar to the Koile and Bird study. Fuller, although noting a slight tendency toward same-sex counselor

preference, concluded that male counselors were most preferred by both client and nonclient respondents of both sexes, for both personal and vocational problems. Chesler [arguing that clients of both sexes tend to view males as more powerful and, hence, more able to help] also documented that both male and female clients request male therapists when given a choice. [Chesler, 1971] Though not conclusively defined trends, these studies have seemed to indicate that "...although most patients seeking treatment are women, they seem to prefer men to women as their therapists." [Fabrikant, 1974, p. 86]

Boulware and Holmes [1970] in their study of student preferences also noted a strong, definitive preference by males and females with personal and vocational problems for an older male therapist or counselor. However, one exception of note was that females with a personal problem preferred an older female therapist. Johnson's study of "Student's Sex Preferences and Sex-Role Expectations for Counselors" [1978] also did not support the early findings of Fuller [1964], Koile and Bird [1965]. The respondents of Johnson's investigation indicated a more frequent preference for a same-sex counselor. She noted, too, that the male subjects of her study showed a somewhat greater tendency to prefer female counselors than was evident in the earlier studies.

Simons and Helms' [1976] finding that both college and noncollege women preferred female counselors was also contradictory to earlier results. However, they noted that these women did not evaluate the counselor on the basis of sex alone, but were influenced by the combination of counselor sex and age [ie. preference was for older female counselors].

A few additional studies have examined the impact of counselor sex

as it interacts with other variables [Boulware and Holmes, 1970; Carter, 1978]. These studies have indicated thatclient preference is founded on more than just sex of the helper. Carter, for example, found that sex of counselor and client seemed to play a more important role in influencing impressions and expectations when measured in conjunction with attractiveness than did attractiveness alone. Boulware and Holmes noted that pereption of 'understanding' by the therapist affected the degree to which the therapist, male or female, was preferred.

These few studies which have been undertaken to investigate client preferences for sex of the help-giver have yielded contradictory and inconclusive findings. The sum of the research findings has not supported the premise that males and females have established and consistent preference patterns for sex of a professional help-giver. As will be seen in the review of literature for "Effects of Client Preference on the Helping Process", a majority of investigations have not attempted a confined focus on the sex variable in their examinations of the impact of sex preference on the therapy process. This approach seemed consistent with the positive results of studies noted above [ie. Simons and Helmes, 1976; Carter, 1978]. The sex variable may very well be most meaningfully understood in its interaction with other variables. This, obviously, was a premise accepted for the present study.

EFFECT OF CLIENT PREFERENCES ON THE HELPING RELATIONSHIP:

It seemd most appropriate to open a review of research on the effects of client preferences on the helping relationship with a

delineation of the differences between the terms 'expectation' and 'preference'. Ziemelis [1974] noted that these two constructs have frequently been confused by writers and researchers. A review of the literature by this reader confirmed this experience of confusion. The terms 'client preference' and 'client expectation' often seemed to be used interchangably, with little attempt to define them differentially as independent effects.

To attempt such differentiation: 'Expectation' may be defined as the anticipation of a reasonable or probable outcome. If, for example, I believe the likely, future outcome of my contact with a helping professional is that I will be listened to, then I may be said to **expect** this person to be a listener. 'Preference', in contrast, may be defined as the desirability or the positive valuing of an outcome. If [to carry the example further] I simply hope or wish the outcome will be that I am listened to, then I may be described as **preferring** this person to be a listener. The difference between the two concepts so defined, then, becomes a difference between probability and desirability, and they are two influences which can each have very independent effects on counseling process and outcome.

Unfortunately, the independence of these effects is not easily maintained, either in theory or in actuality. A careful reading of the literature suggested that these concpts naturally tend to generate confusion because they can, in fact, be interdependent processes. Probability [expectation] and desirability [preference] often interact with each other and/or imply one another. That which is 'expected' may also be desired or 'preferred'; and that which is preferred or valued may, similarly, be probable.

Several studies on client expectancies which will be cited in the review of literature for the present study were included because they seemed to imply such interactions with client preferences. In the Tinsley and Harris [1976] study, for instance, it was implied that clients who 'expected' the counselor to be experienced, genuine, accepting and expert, also desired or 'preferred' them to behave this way. Client valuations of these counselor attributes, though not declared explicitly, seemed to accompany or influence the client's anticipation. Given this possible interaction effect of preference and expectation, it was fairly easy to understand how these constructs can (and have) become confused.

Studies conducted to measure the **independent** effects of client preference on counseling process and outcome were not to be found. Although it was theorized that the preferences a person holds for a helping professional can be:

> ...important determinants of where the person turns for help, whether the person discontinues counseling after the initial interview, and the effectiveness of counseling... [Tinsley and Harris, 1976, p.174]

no studies, according to Ziemelis [1974], had asked whether meeting client preferences for counselor characteristics had significant effects on therapy process and outcomes. This writer was also unable to find any studies which addressed this issue.

Spurred by this paucity of experimental study on client preferences, Ziemelis conducted an experiment to examine the effects of: [1] client preference for a specific type of counselor; and [2] client expectation of whether or not his preference would be met. He found that matching clients with either more preferred or less

preferred counselors had only slight (though reliable, according to Ziemelis) effects on client and counselor evaluations of the process and outcome of therapy. Matching of clients to more preferred counselors yielded more positive effects on interaction during initial interviews and greater comfort levels than did matching of clients to less preferred counselors. Although these results were slight, such matching was reported to differentially effect the quality of in-vivo interview behavior. No specific description of this in-vivo behavior was provided, however. Given these findings, Ziemelis concluded that preference matching deserves further investigation. In particular, he suggested further study to assess whether preference effects obtained during initial interviews tend to dissipate or to become more potent as sessions progress. A final result of note in this study was the finding that most clients manifested increased liking [ie. preference] for their assigned counselors, even when these counselors disconfirmed the client's expectations. The author noted a possible implication of this finding: that competent helping professionals, given sufficient opportunity to interact with their clients, might be able to transcend the potentially disruptive effects of disconfirmed expectations and elicit the positive desirability associated with preference.

The possibilities for impact on the client of the failure to comply with their preferences [ie. early termination] seemed an important issue to have received so little research consideration. If the preferences the client brings to counseling are in any way related to the helping process and its outcomes, research which could increase understanding of the nature and determinants of client preferences would seem a worthwhile effort.

PREVALENCE OF SEX-ROLE STEREOTYPING:

> The stereotyped mental construct is a construct which is essentially rigid and change resisting and tends to represent the fact with which it is concerned in an oversimplified form. [Gordon, 1962, p.18]

According to theory [Gordon, 1962], an individual develops stereptypic thinking in order to facilitate his adaptation to his environment. He uses stereotypic conceptions which are learned early and learned, in large part, from his parents. Stereotypic conceptions are used to form relatively organized and managable ideas of the multiple, ever-changing and, otherwise, confusing events and experiences of his life. Stereotypic conceptions function in the individual to provide a sense of security, of stability and, hence, of confidence as he faces the 'unknown'.

"In order to bridge the gap between the inability to make accurate predictions of the behavior of others and the necessity for doing so", an individual will commonly resort to stereotyping. [Gordon, 1962] This premise suggested that people will typically resort to stereotypic conceptions when faced with a scarcity of data and when confronted by the anxiety of new situations. This general rule seemed to apply quite readily to the specific circumstance of the person who, faced with an important personal problem they cannot solve alone, decides to seek professional assistance. Potential clients are confronted with the uncertain and anxious situation of declaring their desire to have help and often, on intake, declaring their felt-preference for assignment to a male or female helper. These conditions would certainly seem to encourage the individual's reliance on established stereotypic

conceptions [most notably, those early learned sex-role stereotypic ideas of male and female] to facilitate their decision-making for a particular sex helper.

A review of the research literature on stereotyping indicated that **sex-role** stereotyping "...is learned early, increases with age, and holds true for both sexes as well as across socioeconomic levels and religious affiliations". [Oliver, 1974] Spence and Helmreich [1978] examined the validity of the premise of early sex-role stereotypic learning with research aimed at testing for the sex-role identification process. Their findings of a correspondence between self-reports of sex-type attributes and parental reports of sex-type attributes gave substantive credence to the notion of early stereotypic learning.

Numerous other studies aimed at substantiating the existance of sex-role stereotyping were reported throughout the literature. [Broverman, et.al., 1970; Rosencrantz, et.al., 1968; McKee and Sheriffs, 1957; Fernberger, 1948] The common findings of these studies provided strong evidence of the prevalence of highly consensual norms and beliefs regarding the differential character of males and females.

In addition to the evidence of strong consensus about the differing characteristics of men and women, it was found that "...characteristics ascribed to men are positively valued more often than characteristics ascribed to women". [Broverman, 1972, p. 61] With earlier studies yielding similar findings [Rosencrantz, et.al., 1968; McKee and Sheriffs, 1959], there was every indication that these differential valuations of stereotypic behaviors and characteristics of males and females are well established. The Broverman, et.al. [1970] researchers, in the course of their investigation of differential sex

stereotypic valuations, developed a list of "Male-Valued and Female-Valued Stereotypic Items". These items and items developed in a similar fashion by Bem [1974] and Spence and Helmreich [1974, 1975] were used in creating the sex-type attributes scales of the questionnaire for this study.

SEX-ROLE STEREOTYPING APPLIED TO THE HELPING RELATIONSHIP:

As early as 1954, sex-role stereotypic conceptions were used for explication of the helping professional's role. Farson, in his article, "The Counselor Is A Woman", described the role of the helper as demanding behaviors very similar to the well-established social expectations for the feminine role: "tender, gentle, loving, dependent, receptive, passive, more concerned with family and interpersonal relations than things". [Farson, 1954, p.222]

In 1961 Snyder and Snyder reiterated the importance assigned female sex-type attributes for the work of the helping professional. These authors noted that "...the therapeutic function is often considered by analysts to be a maternal one rather than paternal". [Snyder and Snyder, 1961, p.275] McClain, investigating the view that measured characteristics of the helping professonal represent both male and female attributes, found evidence which suggested that:

> ...both the men and women [helping professionals]...possess in acceptable degrees the fundamental femininity and the requisite ego strength [measure of masculinity]...appropriate for the successful counselor. [McClain, 1968, p.448]

Berzins, further investigating sex roles in therapists, found that more female helping professionals had a balance of masculine and feminine characteristics than did male counselors. [cited in Johnson,

1978, p.558] Carkhuff and Berenson [1969] made a summary note of the applicability of sex-type attributes to the therapy situation. They noted that, according to theory, masculinity implies acting upon the world and femininity implies the process of being acted upon. These patterns, they argued, correspond to generally held [ie. stereotypic] conceptions for helping professionals: that male counselors will be active and competent; and that female counselors will be passive and understanding. [Carkhuff and Berenson, 1969, p.27] These authors emphasized, however, that both stereotypic masculine and feminine response potentials needed to be recognized for an accurate conception of a fully functioning counselor. The findings of this body of literature indicated that consideration of the role or functions of a helping professional in terms of masculine and feminine stereotypic traits was a fairly well established practice among helping professionals.

Numerous other studies addressed the issue of sex-role stereotyping as a factor in client expectations and preferences for a helping professional. Tinsley and Harris [1976], for example, in studying client expectations for counseling, found that males expected counselors to be more directive, critical and analytical [ie. masculine], while females expected more accepting and nonjudgemental [ie. feminine] counselors. Garfield and Wolpin [1963], in their study of "Expectations Regarding Psychotherapy", indicated a contradictory finding. Although not a strong result, they pointed to a **tendency** for women to expect more advice and direction, attributes stereotypically regarded as masculine.

Boulware and Holmes [1970] reported that university student

preferences for potential therapists also reflected sex-role stereotypic attributes when these preferences were analyzed by problem type [ie. educational-vocational, personal]. Males were the preferred therapists for authoritative advice with educational-vocational concerns and females were the preferred therapists for understanding with personal concerns. Fuller's [1964] study which forwarded the view that clients, in general, select male therapists more often, suggested that this selection might be a function of perceived authority and/or expertise. According to Fuller, while most clients seemed to prefer male therapists because of expectations of authority and prestige, some clients expressed a preference for female therapists when the presenting problem would involve the relating of personal concerns. The evidence of this combined research strongly indicated that clients were using sex-role stereotyping in the formation of their preferences for helpers.

Another investigation of seeming import to the review of literature on sex-role stereotyping applied to the helping relationship was a study conducted by Broverman, et.al. [1970]. These researchers sought to demonstrate the implications of sex-stereotyping attitudes among helping professionals. They found that helping professionals held differential perceptions of mental health for males and females. Their findings indicated that the stereotypic attributes characteristic of males were most highly valued, being viewed as more generally healthy and mature. Logically, there was little reason to believe that this effect was operative **only** for the helping professional. According to findings of the research reviewed above, clients appeared to be using sex-role stereotypic thinking to guide their differential

preferences and expectations for different sex helpers. It seemed reasonable to hypothesize that clients, too, could be subscribing to the higher valuation of male sex-role attributes. Potential clients, in expecting a helping professional to be a healthy, mature individual, might be expecting a helper (male or female) to evidence those masculine attributes found to be more highly valued among professionals.

Such an effect was partially suggested in a study by Johnson [1978]. Johnson's study was notable for its investigation of the way in which sex-role attitudes of the **client** effect preferences for a helping professional. Johnson directly investigated client preferences in terms of both sex and sex-type attributes. She examined sex-role expectancies for counselors as a function of sex of student, preference for counselor sex, and sex of counselor being rated. Johnson found that:

> ...male students expected counselors to be less masculine than did female students, that male counselors were expected to be masculine while female counselors were expected to be psychologically androgynous, and that students with sex preferences for counselors had more stereotyped expectancies for counselor characteristics than did students with no preferences. [Johnson, 1978, pp. 560-562]

From the above review, it was apparent that the intention of this study to consider preferences for helpers in terms of stereotypically masculine and feminine attributes did not constitute a new or unfounded approach. According to prior investigations, the request that respondents indicate their preferences for professional helpers using sex-type attributes descriptors was an approach which took advantage of subjects' demonstrated tendency to rely on stereotypic thinking when

conceptualizing the 'unknown' helper. Prior research also suggested that it was reasonable to expect that the study's open-ended question asking respondents to describe preferred help-givers in their own words would elicit descriptors based on the subjects' early established sex-type learning.

SELECTED SEX-ROLE MEASURES:

Masculinity and femininity have traditionally been viewed as mutually exclusive categories of behavior. [Heilbrun, 1981, p.35] Called the unidimensional view of masculinity and femininity, individuals were labeled as masculine or feminine, but not both. Construed as bipolar concepts when studied empirically, masculinity and femininity represented opposing principles. Test scales were designed to place an individual on the continuum between masculinity and femininity and it was assumed that a positive score on a masculine trait automatically earned a negative score on a feminine trait. This ipsative view of sex-role identity which dominated psychological studies for years has, however, encountered serious challenge. [Heilbrun, 1981; Spence, Helmreich & Stapp, 1975; Bem, 1974].

Since Constantinople's 1973 critique of sex-role measures, research has been conducted on the variety of characteristics or behaviors which can be labeled feminine or masculine without the assumption of bipolarity. [Bem, 1974; Spence, Helmreich & Stapp, 1975] A dualistic notion of masculinity and femininity was forwarded which asserts that masculinity and femininity are two completely different concepts and can thus co-exist independently within the same individual. [Lips & Colwill, 1978] Several instruments have been

developed that support this notion that masculinity-femininity is not a unitary trait. These instruments treat masculinity and femininity as independent domains "...as two separate and independent concepts, thereby tapping respondents' scores on both". [Lips & Colwill, 1978, p.133] The questionnaire of the present study was derived from three of these instruments: the Bem Sex-Role Inventory; the Personal Attributes Questionnaire; and the Sex-Role Stereotype Questionnaire. The three instruments will be reviewed briefly in the following paragraphs. More specific information on the relevance of these instruments for the sex-type attribute indices of the present study are presented in CHAPTER III: "Instrumentation". A complete listing of the scale items of these instruments and a specification of the items used in construction of the present questionnaire indices is contained in APPENDIX C.

Bem Sex-Role Inventory. The Bem Sex Role Inventory [BSRI] was the first instrument developed in response to a dualistic approach to masculinity and femininity. Developed by Sandra L. Bem [1974], the measure treats femininity and masculinity as independent domains. In its current form the BSRI is a 60 item instrument consisting of three adjective rating scales: a 20 item positively valued masculine scale; a 20 item positively valued feminine scale; and a 20 item [nongender related] social desrability scale. Respondents are asked to indicate on a scale of 1 to 7 ['never or almost never true' to 'always or almost always true'] the degree to which each characteristic describes themselves. Scoring procedures, revised to duplicate the technique forwarded by Spence and Helmreich, result in classification of

respondents using the median-split technique. Four categories result: [1] Masculine [high masculine, low feminine scores]; [2] Feminine [high feminine, low masculine scores]; [3] Androgynous [high masculine, high feminine scores]; [4] Undifferentiated [low masculine, low feminine scores].

Measurements of the internal consistency of the BSRI, using coefficient alpha, have shown all three scales to be highly reliable. For example, one reliability study for a group of college students, representative of measures on similar populations, yielded the following reliabilities: Masculinity, alpha =.86; Femininity, alpha =.80; Social Desirability, alpha =.70. As well as being logically independent, the Masculinity and Femininity scales were shown to be empirically independent: males: r =.11; females: r =-.14. Test-retest reliabilities computed using a four week interval demonstrated that scores on the three scales were highly reliable: Masculinity r=.90; Femininity r=.90; Social Desirability r=.89. [Beere, 1979, pp.105-107]

Personal Attributes Questionnaire. The Personal Attributes Questionnaire [PAQ] developed by Spence, Helmreich, and Stapp [1974, 1975] also measures masculinity and femininity independently. The full version of the PAQ contains two parts [the Self-Rating scale and the Stereotype scale] with 55 items repeating for each part. Both scales of the PAQ are comprised of three subscales: a Masculinity [M] scale; a Femininity [F] scale; and a Masculinity-Femininity [M-F] scale. The 23 item M scale contains items considered socially desirable for both sexes but more characteristic of males than females. The 18 item F scale contains items considered socially desirable for both sexes but

more characteristic of females than males. The M-F scale contains 14 items considered socially desirable for one sex but not for the other. Once called the gender-specific scale, it is now called M-F because the scale is bipolar in nature in contrast to the separate M and F scales. For each item on the scales respondents rate themselves on a continuum between two contradictory characteristics ['not at all aggressive' - 'very aggressive']. Five letters [A, B, C, D, E] form the scale between the two extremes and respondents are asked to choose the letter which describes where they fall on the scale. [Beere, 1979, pp.133-134]

Spence, et.al. report test-retest reliabilities for the three subscales ranging from .65 to .91. Item-total correlations were also computed and were found to vary for men and women on the three subscales. Respectively, they were: M items for men .24-.70, M items for women .23-.64; F items for men .27-.55, F items for women .22-.56; and M-F items for men .19-.64, M-F items for women .23-.61.

Correlations between the PAQ and the BSRI were found to be .75 for males and .73 for females on the Masculinity subscale and .57 for males and .59 for females on the Femininity subscale. It is hypothesized that the correlations between the scales of these two instruments are effected by a difference in the way the social desirability of items is defined. [Spence, et.al, 1978, p.34-35] Bem included some items in the BSRI that were socially desirable only for the sex of the scale in which they were included. Spence, et.al. only included items on the M and F scales of the PAQ that were socially desirable for both sexes. The items for the PAQ were chosen "more or less arbitrarily" [Spence, et.al., 1974, p.43] from the Sex Role Stereotype Questionnaire developed by Rosenkrantz, Vogel, Bee, Broverman, and Broverman [1968].

As will be seen in the review which follows, items chosen for the Sex Role Stereotype Questionnaire [1970 revision] also represented only socially desired attributes for both sexes. The implications of using items that reflect socially desirable attributes was an important consideration in the selection of items for the instrument of the present study and will be discussed in more detail in CHAPTER III: "Instrumentation".

Sex Role Stereotype Questionnaire. The original Sex Role Stereotype Questionnaire developed by Rosenkrantz, Vogel, Bee, Broverman and Broverman [1968] is a semantic differential scale consisting of 122 bipolar pairs of adjectives or adjective phrases. One pole of each item is characterized as typically masculine, the other as typically feminine. On 41 items, 75% or better agreement among 154 respondents occurred as to which pole characterized men or women, respectively. These 41 items were classified as 'stereotypic'. [Broverman, et.al., 1970, p.2] In a later study, judgments were also obtained from samples of subjects as to which pole of each item represented the more socially desirable behavior or trait for an adult individual **regardless of sex.** On 29 of the 41 stereotypic items, the masculine pole was the most socially desirable. On 12 of the 41 stereotypic items, the feminine pole was the most socially desirable. These 29 and 12 items were designated 'male-valued' and 'female-valued', respectively.[Beere, 1979, p.197]

Rosenkrantz, et.al. report a median reliability coefficient of .56 for a test and retest 3 month interval. They also performed factor analyses on four sets of responses: men rating the typical male, women

rating the typical male, men rating the typical female and women rating the typical female.

> The two factors in all four analyses, divided the stereotypic items into those on which the male pole is more socially desirable versus those on which the female pole is more socially desirable. This appears to confirm the distinction between male-valued and female-valued items. [Beere, 1979, p. 198]

Based on an inspection of the items of each factor, the authors designated the male-valued items a competency cluster and the female-valued items a warmth and expressiveness cluster.

Items for the construction of the questionnaire of the present study were drawn from a **revised** version of the original Sex Role Stereotype Questionnaire. The revised questionnaire replaced items that seemed to reflect only adolescent concerns with items relevant to a more general population. The revised list of valued stereotypic items discarded 3 items so only 38 items remained. This 38 item list [APPENDIX C] was used as a source of items in the present study and included 27 male-valued items and 11 female-valued items. [Broverman, et.al., 1970, p.3]

CHAPTER III.

RESEARCH DESIGN AND METHODOLOGY

This descriptive study was designed to examine relationships expressed in the theoretically based premise that:

> The sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

This theoretical premise included the four major experimental variables under investigation in this study: [1] sex of desired parental help-giver; [2] sex-type attributes of desired parental help-giver; [3] sex of preferred professional help-giver; and [4] sex-type attributes of preferred professional help-giver. Variables introduced for elaboration of the relationships between the four major variables included nine respondent characteristics and attitudes, the order of questions asked respondents and the method of soliciting respondents.

The methodology of the research designed to investigate these multiple relationships is described in this chapter. This chapter includes descriptions of the following: [a] the selection of the population and sample; [b] the description of the sample; [c] the procedures used in collecting data; [d] the instrumentation; [e] the research design; [f] the statistical hypotheses; and [g] the statistical analysis procedures.

SELECTION OF THE POPULATION and SAMPLE:

The subjects for this study were drawn as a systematic random sample from the population of Michigan State University students enrolled Fall 1983. The choice of students to comprise the survey population was a function of the accessibility of this population for study. The choice of students was also a result of the fact that a large proportion of Michigan State University students [70-75%] were estimated to use counseling center services sometime during their approximately four year attendance at the University.* This estimate of a high degree of counseling center usage suggested a readiness on the part of the Michigan State University student population to consider the use of professional help-givers. It suggested that Michigan State University students would be an optimal population to provide the data needed to investigate the hypotheses of this study.

The actual list of students from which the sample was selected was the Michigan State University Student Directory published in November 1983. This listing was used because it was readily available and because it claimed to represent the survey population appropriate to the needs of this study. The following statement appeared on page 15 of the Directory: "This Directory lists students registered in Fall Term."

Use of the Directory listing as the sampling frame for this study did result in at least one possible sampling error. The Directory provided the names, addresses and available phone numbers of approximately 41,200 students. According to data available from the

* Informal estimate provided by Counseling Center personnel.

Michigan State University Registrar's Office, the Michigan State University Office of Evaluation and Research and the Michigan State University Office of Planning and Budgets, the total number of students enrolled at Michigan State University in Fall 1983 was 40,122. The Directory listed 1,078 individuals who, presumably, were not registered students in Fall 1983. It seemed reasonable to assume that the Directory listed individuals who registered at the start of Fall Term but subsequently withdrew. The sample drawn from the Directory listing may have included some of those 1,078 individuals listed but not actually enrolled for Fall Term 1983. Although this sampling error should not have greatly effected the generalizability of the findings of this study, it was important to note that the data analyzed was gathered from a sample that may have included a small proportion of subjects not enrolled as students. This inclusion of nonstudents in the sampling frame may also have resulted in a lowered return rate of questionnaires. The questionnaires distributed to the selected sample clearly indicated that a **student** response was being solicited. Non-student recipients of the questionnaire would probably not have completed and returned this student oriented survey. Consequently, the sampling error may also have confounded understanding of the nonrespondent group.

In the strictest sense, findings of this study should be generalized only to that population defined as: those individuals who are listed as Fall Term registered students in the Michigan State University Student Directory published November 1983. However, since the 1,078 nonstudents who were erroneously included in the sampling frame represented a small [2.6%] proportion of the total population, it

still seemed reasonable to define the population of interest as: Michigan State University student population enrolled Fall 1983.

A sampling method was needed which would assure that certain subgroups in the population were proportionately represented in the sample. A representative sample of population subgroups corresponding to subcategories of the variables of interest [e.g., sex, class standing, residence, ethnicity] was desired. This type of sampling was particularly important to the performance of the differential analysis planned.

To achieve a representative sample it was necessary to predetermine the number of subjects in the population that would be available in each of the subgroups of interest. TABLE 3.1 on page 44 presents the demographic distribution of the Michigan State University student population enrolled in Fall 1983. Proportional numbers of subjects equivalent to population subgroups were then computed for each subgroup of the sample required for this study [N=1000]. The subgroup proportions computed for the required sample differed slightly from the proportions of the sample actually solicited. Differences in the required and solicited sampling distributions appeared in 5 of 14 subgroups, but differences in proportions did not exceed .2 %. The variance was due to sampling difficulties explained below. TABLE 3.2 on page 45 displays the sampling distribution required for a proportional representation of the population and the sampling distribution actually solicited.

Use of the Michigan State Student Directory as a sampling frame precluded prior grouping of the population into discrete groups based on the stratification variables of sex, class standing, residence,

ethnicity. Ethnicity of individuals could not be determined from the listing. Although sex, class standing and residence were fairly identifiable for individuals listed in the Directory, the task of grouping of 41,220 students into their respective subgroups was unmanageable. The alternative to this accepted stratified sampling procedure was to use a systematic sampling method. Since the Directory contained 41,220 names and a sample of 1000 was desired, it was decided to randomly start at the 17th name and select every 41st name. It has been argued that the arrangement of a list can be such as to create an implicit stratification. "Systematic sampling of a list comprised of ordered elements can be useful in obtaining a stratified sample." [Babbie, 1973, p.94] The alphabetic arrangement of the Directory listing used in this study may have helped to stratify the sample by ethnic origins. Although no other implicit stratifications were apparent in the Directory listing, TABLE 3.3 on page 46 shows how closely the sample that was obtained reflected the demographic distribution solicited for proportional representation of the population. A complete description of the sample obtained is presented in the following section.

TABLE 3.1. DEMOGRAPHIC DISTRIBUTION OF MICHIGAN STATE UNIVERSITY STUDENT POPULATION ENROLLED FALL 1983. [N=40,122].

DEMOGRAPHIC STRATA	CATEGORIES	RELATIVE FREQUENCY [%]
SEX	FEMALE	48.3%
	MALE	51.7%
	TOTAL:	100.0%
CLASS STANDING	FRESHMAN	21.4%
	SOPHOMORE	18.3%
	JUNIOR	20.1%
	SENIOR	19.8%
	GRADUATE	16.2%
	UNCLASSIFIED	4.2%
	TOTAL:	100.0%
RESIDENCE	ON CAMPUS	38.3%
	OFF CAMPUS	61.7%
	TOTAL:	100.0%
ETHNICITY	CAUCASIAN	91.4%
	AFRO AMERICAN/BLACK	6.0%
	HISPANIC	1.1%
	ASIAN PACIFIC/ORIENTAL	1.2%
	OTHER	.3%
	TOTAL:	100.0%

Sources: "Annual Report on Affirmative Action Prepared for Michigan State University Board of Trustees", Dr. Ralph W. Bonner, Department of Human Relations, Michigan State University, February 1984; "University Data Book", Office of Planning and Budgets, Robert M. Lockhart, Director, Michigan State University, Winter 1984; Office of Evaluation and Research, Registrars Office, Michigan State University, Fall 1983.

TABLE 3.2. COMPARISON OF DEMOGRAPHIC DISTRIBUTION REQUIRED AND DEMOGRAPHIC DISTRIBUTION SOLICITED FOR A PROPORTIONAL SAMPLE OF MICHIGAN STATE UNIVERSITY STUDENT POPULATION ENROLLED FALL 1983. [N=1000].

DEMOGRAPHIC STRATA	CATEGORIES	SAMPLING DISTRIBUTION REQUIRED [N=1000] RELATIVE FREQUENCY [%]	SAMPLING DISTRIBUTION SOLICITED [N=1000] RELATIVE FREQUENCY [%]
SEX	FEMALE	48.3%	48.3%
	MALE	51.7%	51.7%
	TOTAL:	100.0%	100.0%
CLASS STANDING *	FRESHMAN	22.5%	22.5%
	SOPHOMORE	19.3%	19.1%
	JUNIOR	21.2%	21.3%
	SENIOR	20.8%	20.9%
	GRADUATE	16.2%	16.2%
	TOTAL:	100.0%	100.0%
RESIDENCE	ON CAMPUS	38.3%	38.5%
	OFF CAMPUS	61.7%	61.5%
	TOTAL:	100.0%	100.0%
ETHNICITY	CAUCASIAN	91.4%	UNKNOWN *
	AFRO AMERICAN/BLACK	6.0%	UNKNOWN *
	HISPANIC	1.1%	UNKNOWN *
	ASIAN PACIFIC/ORIENTAL	1.2%	UNKNOWN *
	OTHER	0.3%	UNKNOWN *
	TOTAL:	100.0%	100.0%

CLASS STANDING * = frequencies for freshman, sophomore, junior and senior categories adjusted for exclusion of unclassified undergraduate students from sample.

UNKNOWN * = racial identity of individuals solicited for participation in study not available.

TABLE 3.3. COMPARISON OF DEMOGRAPHIC DISTRIBUTION SOLICITED AND DEMOGRAPHIC DISTRIBUTION OBTAINED FOR A PROPORTIONAL SAMPLE OF MICHIGAN STATE UNIVERSITY STUDENT POPULATION ENROLLED FALL 1983.

DEMOGRAPHIC STRATA	CATEGORIES	SAMPLING DISTRIBUTION SOLICITED [N=1000] RELATIVE FREQUENCY [%]	SAMPLING DISTRIBUTION OBTAINED [N=584] RELATIVE FREQUENCY [%]
SEX	FEMALE	48.3%	57.2%
	MALE	51.7%	42.8%
	TOTAL:	100.0%	100.0%
CLASS STANDING *	FRESHMAN	22.5%	19.2%
	SOPHOMORE	19.3%	18.2%
	JUNIOR	21.2%	21.7%
	SENIOR	20.8%	23.8%
	GRADUATE	16.2%	17.1%
	TOTAL:	100.0%	100.0%
RESIDENCE	ON CAMPUS	38.3%	46.4%
	OFF CAMPUS	61.7%	53.6%
	TOTAL:	100.0%	100.0%
ETHNICITY	CAUCASIAN	UNKNOWN *	88.9%
	AFRO AMERICAN/BLACK	UNKNOWN *	7.5%
	HISPANIC	UNKNOWN *	1.4%
	ASIAN PACIFIC/ORIENTAL	UNKNOWN *	1.5%
	OTHER	UNKNOWN *	0.7%
	TOTAL:	100.0%	100.0%

CLASS STANDING * = frequencies for freshman, sophomore, junior and senior categories adjusted for exclusion of unclassified undergraduate students from sample.

UNKNOWN * = racial identity of individuals solicited for participation in study not available.

DESCRIPTION OF THE SAMPLE:

As noted in the preceding section, the subjects for this study were drawn as a sysematic random sample from the population of Michigan State University students enrolled Fall 1983. Efforts to assure that certain subgroups in the population were proportionately represented in the sample were fairly successful as can be seen in TABLE 3.4 on page 52. This table presents a summary comparison of three demographic distributions: [1] the distribution **required** for a proportional sample [N=1000]; [2] the distribution **solicited** for a proportional sample [N=1000]; and [3] the distribution of respondents **obtained** [N=584]. A table displaying the reordering of these three distributions into broad demographic categories is also presented: TABLE 3.4A on page 53. The broad categories of these respondent variables were used in the statistical analyses for the study.

Demographic Variables. A detailed description of the sample based on the demographic variables of sex, class standing, residence and ethnicity is presented below.

Sex. The two categories of 'female' and 'male' were used to describe the population and sample. The respondent variable of sex was the most highly divergent from population parameters of all the demographic variables studied. The proportion of females to males found in the population of M.S.U. students studied was inversely represented by the sample obtained. The almost 9% difference in the proportions which defined the population and the sample resulted in the over-representation of women and under-representation of men for the sample. This over-representation of women in the study seemed to correspond to sample distributions found in many other studies. Women would seem to be more responsive than men to requests to participate in research studies.

Class Standing. Five categories were used to describe class standing of individuals in the population and sample: freshman; sophomore;

junior; senior; and graduate. The directory listing used as the sampling frame of the study included students with the designation of 'unclassified', but 'unclassified' was not used as a category in the study. Although only four students were selected who had this designation, no survey respondents identified themselves with this classification. Either the four 'unclassified' students did not respond to the survey or they reclassified themselves using the choices provided. Since 'unclassified' was not offered as a response choice in the questionnaire, frequencies for freshman, sophomore, junior and senior categories were adjusted for the exclusion of the 'unclassified' category in the computation of the distribution required for a proportional sample. The proportions of subjects represented in the sample's five subgroups of class standing differed by no more than 3% from proportions represented in the population. There was a slight systematic variation in the differences with sample to population proportions tending to increase as class standing increased: freshman and sophomores were slightly under-represented in the sample; juniors, seniors and graduate students were slightly over-represented. A reclassification of subjects into three broad categories of class standing [e.g. underclassman, upperclassman, graduate] was made to simplify later statistical analysis. Little information was lost with this reclassification since the new categories accurately reflected the initial trends in representation of the population. Freshmen and sophomores which comprised 'underclassman' shared the characteristic of under-representation of the population. Juniors and seniors which comprised the 'upperclassman' subgroup shared the characteristic of slight over-representation.

Residence. Four categories were used by survey respondents to describe their place of residence: on campus; off campus; off campus with parents; and other. Only 'on campus' and 'off campus' subgroups were designated for the population and only 'on campus' and 'off campus' groupings were included in later statistical analyses. It was decided that sample subgroupings should be reduced to these two categories for a descriptive comparison. Respondents who had indicated the 'other' category were reclassified as on campus or off campus according to their indicated living situation. As had been done at the population level, the small proportion [4.6%] of respondents in the 'off campus with parents' subgroup was absorbed into the 'off campus' category. The proportions of subjects represented by the residence subgroups for the sample and the population differed by about 8%. The 'on campus' proportion represented in the sample was about 8% larger than the 'on campus' proportion for the population; the 'off campus' proportion for the sample was about 8% less. Despite this difference, the sample accurately reflected the greater representation of off campus to on campus students found in the population. The higher response rate for on campus students was a finding that occurs in many studies involving university and college students.

Ethnicity. Five racial or ethnic subgroupings were originally designated to describe the population and sample: Caucasian; Afro American/Black; Hispanic; Asian Pacific/Oriental; and Other. Although proportions differed up to 1.5% between the five sample and population

ethnic subgroups, the rank ordering of the subgroups according to size of membership remained the same for the population and sample. Due to the small minority representation in the sample and the added complexity of analysis using five variable categories, it was decided to reclassify the ethnic subgroupings into the broader categories of 'Caucasian' and 'Other'. Although detailed information was lost, the two subgroupings remained a fairly accurate reflection of the population; the ratio of 'Caucasian' to 'Other' found in the sample closely approached the almost 10 to 1 ratio found in population.

Form and Method Variables. A complete description of the sample obtained for this study required a description of respondent subgroups defined by the form of questionnaire used and by the method used to solicit participation. It was important to determine if any systematic relationship existed between the questionnaire form or the method used to solicit participation and respondent characteristics. The two subgroups distinguished by the questionnaire form used to record responses and the two subgroups distinguished by the method used to solicit participation will be described below in terms of size of membership and in terms of respondent sex, class standing, residence and ethnicity.

Size of Membership. Three frequency distributions are presented in the tables on page 54. TABLE 3.5 presents the frequency distribution for the 'questionnaire form used to record responses'. Two forms of the questionnaire, Form A and Form B, were used in the study and were distinguished by a different ordering of items. The 584 respondents to the questionnaire were classified into two subgroups [Form A respondents and Form B respondents] according to the form of the questionnaire completed. Respondents returned a nearly equal percentage of the 500 Form A and 500 Form B questionnaires sent out. TABLE 3.6 indicates the frequency distribution of the 'method used to solicit participation'. Respondents were classified into two subgroups according to method used to gain their participation in the study. The subgroup that was solicited 'by mail only' represented almost 95% of the sample . The subgroup that was solicited 'by mail **and** a follow-up telephone call' represented only 5% of the sample. This latter subgroup was considered to represent the nonrespondents of the sample since participation was gained only by special appeal. TABLE 3.7 indicates the frequency distribution for four subgroups defined by a summary classification of 'survey response mode'. The 'survey response

mode' combined 'questionnaire form' with 'method of soliciting respondents'. As indicated in the separate distributions, Form A and B Mail respondents were almost equally represented in the sample and together represented almost 95% of the sample. Form A and B Telephone respondents were also equally represented and comprised the remaining 5% of the sample.

Sex. As can be seen in TABLES 3.8 and 3.9 on pages 55 and 56, female and male respondents were represented in Form A & B and Mail and Telephone subgroups in proportions very similar to those found in the total sample. Although there was some variation in degree, females were consistently over-represented and males under-represented in all four subgroups.

Class Standing. The class standing of respondents of the four form and method subgroups did not vary in any systematic way. No subgroup paralleled the proportions of respondents representing the five categories of class standing found in any other subgroup or in the total sample. The proportions of respondents representing different class standings differed by 3 to 4% across the Form A, Form B and Mail subgroups. As might be expected due to its small size, the Telephone subgroup showed the greatest differences in proportions per category [up to 8%] from the other subgroups and from the total sample.

Residence. On campus and off campus respondents were represented in the Form A and the Form B subgroups and in the Mail subgroup in proportions extremely similar to those found in the total sample. Proportions of on and off campus students in these three subgroups differed by no more than .4% from the proportions found in the total sample. The Telephone subgroup again showed the greatest variation [up to 8%] from the total sample and from the other subgroups. This subgroup still reflected the greater representation of off campus to on campus respondents, but inflated this ratio over that seen in other subgroups.

Ethnicity. The respondent distribution on the ethnicity variable assumed the same pattern demonstrated by the other demographic variables. Respondents of the various ethnic categories polled were represented in the Form A, Form B and Mail subgroups in proportions fairly similar to those found in the total sample. Although proportions in the various ethnic categories did not differ from their counterparts in the total sample by much more than 1%, the rankings of the subgroups' ethnic categories according to size of membership did vary slightly. An ordering of ethnic categories, from largest representation to smallest, for the total sample and for Mail respondents resulted in the following ranking: Caucasian, Afro American/Black, Asian Pacific/Oriental, Hispanic and Other. For Form A respondents 'Hispanic' membership was greater than 'Asian Pacific/Oriental' membership and for Form B respondents 'Other' membership exceeded 'Hispanic' membership. The Telephone subgroup showed the greatest differences in proportions from other subgroups and from the total sample and had no representation in the categories of 'Asian Pacific/Oriental' and 'Other'.

In sum, except for the sample subgroup of nonrespondents [ie. Telephone respondents], a highly representative sample of most population subgroups was obtained. The distributions of the respondent variables seemed usable for a later analysis of the effect of respondent characteristics on the relationships between desired parental help-givers and preferred professional help-givers. Finally, respondent characteristics did not seem to vary as a function of the form of questionnaire or the method of soliciting participation. Nonsignificant chi square values indicated the independence of the variables studied.

TABLE 3.4. COMPARISON OF THREE DEMOGRAPHIC DISTRIBUTIONS: DISTRIBUTION REQUIRED FOR PROPORTIONAL SAMPLE [N=1000]; DISTRIBUTION SOLICITED FOR PROPORTIONAL SAMPLE [N=1000]; DISTRIBUTION OF RESPONDENTS OBTAINED [N=584].

		DISTRIBUTION REQUIRED [N=1000]	DISTRIBUTION SOLICITED [N=1000]	DISTRIBUTION OBTAINED [N=584]
DEMOGRAPHIC STRATA	CATEGORIES	RELATIVE FREQUENCY [%]	RELATIVE FREQUENCY [%]	RELATIVE FREQUENCY [%]
SEX	FEMALE	48.3%	48.3%	57.2%
	MALE	51.7%	51.7%	42.8%
	TOTAL:	100.0%	100.0%	100.0%
CLASS STANDING *	FRESHMAN	22.5%	22.5%	19.2%
	SOPHOMORE	19.3%	19.1%	18.2%
	JUNIOR	21.2%	21.3%	21.7%
	SENIOR	20.8%	20.9%	23.8%
	GRADUATE	16.2%	16.2%	17.1%
	TOTAL:	100.0%	100.0%	100.0%
RESIDENCE	ON CAMPUS	38.3%	38.5%	46.5%
	OFF CAMPUS	61.7%	61.5%	48.9%
	OFF CAMPUS W/ PARENTS	UNKNOWN *	UNKNOWN *	4.6%
	TOTAL:	100.0%	100.0%	100.0%
ETHNICITY	CAUCASIAN	91.4%	UNKNOWN *	88.9%
	AFRO AMERICAN/ BLACK	6.0%	UNKNOWN *	7.5%
	HISPANIC	1.1%	UNKNOWN *	1.4%
	ASIAN PACIFIC/ ORIENTAL	1.2%	UNKNOWN *	1.5%
	OTHER	0.3%	UNKNOWN *	0.7%
	TOTAL:	100.0%	UNKNOWN *	100.0%

CLASS STANDING * = frequencies for freshman, sophomore, junior and senior categories adjusted for exclusion of unclassified undergraduate students from sample.

UNKNOWN * = racial identity of individuals solicited for participation in study not available; subjects in population who were in residence with parents not identified; included in off-campus figure.

TABLE 3.4A. COMPARISON OF THREE PROPORTIONAL SAMPLING DISTRIBUTIONS [REQUIRED; SOLICITED; OBTAINED] USING BROAD DEMOGRAPHIC CATEGORIES.

DEMOGRAPHIC STRATA	CATEGORIES	DISTRIBUTION REQUIRED [N=1000] RELATIVE FREQUENCY [%]	DISTRIBUTION SOLICITED [N=1000] RELATIVE FREQUENCY [%]	DISTRIBUTION OBTAINED [N=584] RELATIVE FREQUENCY [%]
SEX	FEMALE	48.3%	48.3%	57.2%
	MALE	51.7%	51.7%	42.8%
	TOTAL:	100.0%	100.0%	100.0%
CLASS STANDING *	UNDERCLASSMAN	41.8%	41.6%	37.3%
	UPPERCLASSMAN	42.0%	42.2%	45.5%
	GRADUATE	16.2%	16.2%	17.1%
	TOTAL:	100.0%	100.0%	100.0%
RESIDENCE	ON CAMPUS	38.3%	38.5%	46.4%
	OFF CAMPUS	61.7%	61.5%	53.6%
	TOTAL:	100.0%	100.0%	100.0%
	CAUCASIAN	91.4%	UNKNOWN *	88.9%
	OTHER	8.6%	UNKNOWN *	11.1%
	TOTAL:	100.0%	UNKNOWN *	100.0%

CLASS STANDING *: frequencies for underclassman and upperclassman categories adjusted for exclusion of unclassified undergraduate students from sample.

UNKNOWN *: racial identity of individuals solicited for participation in study not available.

TABLE 3.5. FREQUENCY DISTRIBUTION: QUESTIONNAIRE FORM USED TO RECORD RESPONSES. [N=584]

QUESTIONNAIRE FORM	RELATIVE FREQUENCY [%]
FORM A [MAIL and TELEPHONE]	48.9%
FORM B [MAIL and TELEPHONE]	51.1%
TOTAL:	100.0%

TABLE 3.6. FREQUENCY DISTRIBUTION: METHOD USED TO SOLICIT PARTICIPATION. [N=584]

SURVEY METHOD	RELATIVE FREQUENCY [%]
QUESTIONNAIRE BY MAIL [FORMs A and B]	94.7%
QUESTIONNAIRE WITH TELEPHONE PROMPT [FORMs A and B]	5.3%
TOTAL:	100.0%

TABLE 3.7. FREQUENCY DISTRIBUTION: SURVEY RESPONSE MODE. [Combines questionnaire form used to record responses and method used to solicit response; N=584]

RESPONSE MODE	RELATIVE FREQUENCY [%]
FORM A / MAIL	46.2%
FORM B / MAIL	48.5%
FORM A / TELEPHONE	2.7%
FORM B / TELEPHONE	2.6%
TOTAL:	100.0%

TABLE 3.8. DEMOGRAPHIC DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO QUESTIONNAIRE FORM USED TO RECORD RESPONSES.

DEMOGRAPHIC STRATA	CATEGORIES	FORM A RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	FORM B RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
SEX	FEMALE	53.1%	61.1%	57.2%
	MALE	46.9%	38.9%	42.8%
	P=.0641 Phi=.08 TOTAL:	100.0%	100.0%	100.0%
CLASS STANDING	FRESHMAN	16.1%	22.1%	19.2%
	SOPHOMORE	18.5%	17.8%	18.2%
	JUNIOR	23.8%	19.8%	21.7%
	SENIOR	25.5%	22.1%	23.8%
	GRADUATE	16.1%	18.1%	17.1%
	P=.2027 Cramer's V=.07 TOTAL:	100.0%	100.0%	100.0%
RESIDENCE	ON CAMPUS	46.5%	46.3%	46.4%
	OFF CAMPUS	53.5%	53.7%	53.6%
	P=1.000 Phi=.001 TOTAL:	100.0%	100.0%	100.0%
ETHNICITY	CAUCASIAN	88.1%	89.6%	88.9%
	AFRO AMERICAN/BLACK	8.4%	6.7%	7.5%
	HISPANIC	2.1%	.7%	1.4%
	ASIAN PACIFIC/ORIENTAL	1.0%	2.0%	1.5%
	OTHER	0.3%	1.0%	0.7%
	P=.6607 Cramer's V=.024 TOTAL:	100.0%	100.0%	100.0%

NOTE: * = Statistical significance [$P \leq .05$].

TABLE 3.9. DEMOGRAPHIC DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO METHOD USED TO SOLICIT PARTICIPATION.

DEMOGRAPHIC STRATA	CATEGORIES	MAIL RESPONDENTS [N=553] RELATIVE FREQUENCY [%]	TELEPHONE RESPONDENTS [N=31] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
SEX	FEMALE	57.5%	51.6%	57.2%
	MALE	42.5%	48.4%	42.8%
	P=.6465 Phi=.03 TOTAL:	100.0%	100.0%	100.0%
CLASS STANDING *	FRESHMAN	19.6%	12.9%	19.2%
	SOPHOMORE	18.1%	19.4%	18.2%
	JUNIOR	20.8%	38.7%	21.7%
	SENIOR	23.9%	22.6%	23.8%
	GRADUATE	17.6%	6.5%	17.1%
	P=.1234 Cramer's V=.08 TOTAL:	100.0%	100.0%	100.0%
RESIDENCE	ON CAMPUS	46.8%	38.7%	46.4%
	OFF CAMPUS	53.2%	61.3%	53.6%
	P=.4853 Phi=.04 TOTAL:	100.0%	100.0%	100.0%
ETHNICITY	CAUCASIAN	88.6%	93.5%	88.9%
	AFRO AMERICAN/BLACK	7.8%	3.2%	7.5%
	HISPANIC	1.3%	3.2%	1.4%
	ASIAN PACIFIC/ ORIENTAL	1.6%	0.0%	1.5%
	OTHER	0.7%	0.0%	0.7%
	P=.5770 Cramer's V=.04 TOTAL:	100.0%	100.0%	100.0%

NOTE: * = Statistical significance [$P \leq .05$].

PROCEDURES USED IN DATA COLLECTION:

Each subject, selected according to the procedures outlined earlier, was mailed a questionnaire designed to elicit the data required for this study. To more effectively recruit subject participation, questionnaires were accompanied by a letter of transmittal highlighting the importance of the study and the value of the respondent's contribution. A stamped, addressed return envelope was included to further encourage response. This mailing was sent to 1000 students on February 16, 1984.

The first 500 subjects were sent Form A of the questionnaire. Form A asked subjects to indicate their preferences for professional help-givers before indicating their desires for parental help-givers. The second 500 subjects were sent Form B of the questionnaire. Form B reversed the order of questions asked in Form A.

Ten days after this initial mailing, 352 completed questionnaires had been returned. As with all survey research, the reason for nonresponse was unknown. Because nonresponse might have been a function of forgetting or procrastination rather than a deliberate choice against participation in the study, a second mailing was sent to all nonrespondents on February 27, 1984. The second mailing included a follow-up letter, a second questionnaire and a stamped, return envelope. The second questionnaire sent was the same form [A or B] as the original. The letter accompanying the mailing urged response, but was not worded so strongly as to coerce response if a subject had decided against participation.

Three weeks after the second mailing, 201 additional questionnaires had been returned. The third and final data collection

attempt was made during the next week. In order to gather information about the nonrespondent group, a telephone contact was made with a small randomly selected sample [N=36] of the nonrespondent group. This small sample of nonrespondents was informed of the reason for this third contact, assured that a desire for nonparticipation would be respected and asked if they were willing to complete the questionnaire. Thirty-five subjects of the 36 contacted expressed willingness to complete the questionnaire. Thirty-one phone contacted subjects returned completed questionnaires.

Since this study used a survey method to collect data, the elements of consent were incorporated into the transmittal letter which accompanied each mailed questionnaire and the directions page of the questionnaire booklet. A brief review of these materials [APPENDICES A & B] reveal that the basic elements of consent were incorporated in the following manner:

> [1] A concise, understandable statement explaining the purpose of the study was included in both the letter of transmittal and the follow-up letter.
>
> [2] Subjects were **requested** to respond [ie. "Will you take these few minutes to help me out...?"]. Consent to participate was being sought, not assumed or demanded.
>
> [3] No recriminations for a decision against participation were implied. The request for participation indicated that non-response was a viable choice.
>
> [4] The first page of the questionnaire booklet outlined efforts made to insure confidentiality. Coding procedures were briefly explained and subjects were cautioned against including any identifying information.
>
> [5] Procedures for obtaining findings were outlined in the letter of transmittal and the follow-up letter. Subjects were reminded of their option to receive a summary of the findings both at the start and the conclusion of the questionnaire.

Individuals who completed and returned the questionnaire were viewed as having chosen to participate after being informed [via letter and booklet] of facts that would be likely to influence their decisions.

Confidentiality was assured to all subjects of this study since data requested in the questionnaire might be regarded as somewhat personal in nature. A cost and time effective alternative to providing anonymity, confidentiality allowed for needed follow-up while still respecting a subject's right and desire for privacy. A number of safeguards were employed to insure confidentiality. [1] Directions provided on the front page of the questionnaire booklet instructed respondents **not** to include their names, addresses or any other identifying information on the booklet. If any identifying information was included it was removed. [2] Each booklet was coded with an identification number. A master identification file linking numbers to names was created and kept secure during the brief period it was needed. This master listing allowed for follow-up with nonrespondents. [3] Once a completed questionnaire was received, the respondent's name was deleted from the master list and the code number on the questionnaire booklet was removed. The master list was destroyed when the final follow-up was made. [4] Subjects were fully informed of these procedures in the transmittal letter and on the directions page of the questionnaire booklet. [5] A form at the bottom of the transmittal letter allowed a respondent to request a summary of the findings of the study. The form was designed so that it was not identified with a respondent's questionnaire.

APPENDIX A [page 271 through 286] contains a copy of each form of the questionnaire. APPENDIX B on pages 287 and 288 contains a copy of

the original letter of transmittal and a copy of the follow-up letter.

INSTRUMENTATION:

The questionnaire for this study was designed to generate the data necessary for an examination of the research hypotheses. Items selected for measurement of the research variables were grouped to form three subsections of the questionnaire. A discussion of the instrumentation developed for this study will begin with a description of the measures selected for the three questionnaire subsections: [1] measures of demographic or background data; [2] measures of preferences for a professional help-giver; and [3] measures of desired parental help-givers. Descriptions of: [4] questionnaire directions and introductory comments; [5] the construction of the scales to measure sex-type attributes; [6] reliability and validity information; [7] the issue of question order; and [8] the pilot study conducted will also be presented. A summary of the research variables examined in the study and their basic measurement characteristics is presented in TABLE 3.10 on pages 61 and 62. APPENDIX A on page 271 through page 286 contains a copy of both forms of the questionnaire. APPENDIX C on pages 289 and 290 contains a listing of all non-scale research variables, their original categories and their recoded categories.

TABLE 3.10.: MEASUREMENT CHARACTERISTICS of RESEARCH VARIABLES.

	VARIABLE	LABEL	MEASUREMENT CHARACTERISTICS
DEPENDENT [CRITERION] VARIABLES:	Sex of preferred professional help-giver	PROSEX	nominal level; 3 categories: female, male, no preference
	Sex-type attributes of preferred professional help-givers	PROFEM	treated as interval; sum of ratings for preferred feminine attributes; 24 items
		PROMASC	treated as interval; sum of ratings for preferred masculine attributes; 24 items
INDEPENDENT [PREDICTOR] VARIABLES:	Sex of desired parental help-giver	PARWISH	nominal; 8 original categories [mother almost always, mother more than father, father almost always, father more than mother, mother & father equally, other female adult, other male adult female & male adults equally] collapsed to 3: mother or female, father or male, mother & father equally or no preference
	Sex-type attributes of desired parental help-givers	PARFEM	treated as interval level: sum of ratings for desired feminine attributes; 24 items; likert-type scale
		PARMASC	treated as interval level; sum of ratings for desired masculine attributes; 24 items; likert-type scale
MODERATOR/ CONTROL [PREDICTOR] VARIABLES:	Form of questionnaire used to record responses	FORM	nominal level; 2 categories: Form A [professional items before parental items], Form B [parental items before professional items]
	Method of soliciting respondent	METHOD	nominal level; 2 categories: Mail [mail contact only], Phone [mail & follow-up phone contact]
	Sex of respondent ['potential client']	SEX	nominal level; 2 categories: female, male
	Ethnicity of respondent	RACE	nominal level; 5 original categories [caucasian, black, asian, hispanic, other] collapse to 3: caucasian, black, other
	Class standing of respondent	CLASS	nominal level; 5 original categories [freshmen, sophomore, junior, senior, graduate] drop to 3: underclass, upperclass, graduate
	Current residence of respondent	RESIDE	nominal level; 4 original categories [on-campus, off-campus, live with parents] collapsed to 2: on-campus, off-campus
	Preferences based on real or imaginary	REALIMAG	nominal level; 2 categories: real person in mind, imaginary person in mind

TABLE 3.10. [CONT.]: MEASUREMENT CHARACTERISTICS of RESEARCH VARIABLES.

	VARIABLE	LABEL	MEASUREMENT CHARACTERISTICS
MODERATOR/ CONTROL [PREDICTOR] VARIABLES:	History of using helping professional	USEDPROF	nominal level; 2 categories: yes, have used; no, have not used
	Willingness to use helping professional in future	FUTURUSE	nominal level; 4 original categories [definitely not, probably not, probably yes, definitely yes] collapsed to 2: unlikely user, potential user
	Sex of parental adult(s) lived with while growing up	PARLIVE	nominal level; 6 original categories [mother & father, other couple, mother only, father only, other female only, other male only] collapsed to 3: mother/female, father/male, female & male
	Sex of parental adult(s) turned to for assistance while growing up	PARTURN	nominal level; 8 original categories mother almost always, mother more than father, father almost always, father more than mother, mother & father equally, other female adult, other male adult, female & male adults equally] collapse to 3: mother or female, father or male, mother & father equally or no preference
*DESCRIPTIVE VARIABLES	Combination of form of questionnaire and method of soliciting	RESPONSE MODE	nominal level; 4 categories: Form A/Mail only, Form B/Mail only, Form A/Phone follow-up, Form B/Phone follow-up
	Use of MSU Counseling Center services	MSUSERV	nominal level; 8 original categories [personal/social only, voc/educ only, testing center only, self-mgmt lab only, multiple services including personal or voc, multiple services not including personal or voc, not used any services] collapse to 3: personal contact, impersonal contact, no contact
	Sought MSU para-professional helper(s)	MSUHLPR	nominal level; 8 original categories [an academic advisor, a faculty member, residence hall staff person, two helpers marked, three helpers marked, four helpers marked, have not sought] collapsed to 3: single contact, multiple contacts, no contact
	Confidence in response selections	SLCTCNF	nominal level; 5 original categories [confident in all, confident in most, confident in 50 %, not confident in most, not not confident in any] collapsed to 3: confident, 50% confident, not confident

* DESCRIPTIVE VARIABLES: were used only to describe the sample. There were no hypotheses of their effects on relationships.

[1] Demographic/Background Data. Section I of the questionnaire directed respondents to identify themselves by sex, ethnicity, class standing and residence. This information was requested to allow comparison of the demographic distributions of the sample and the population. Respondent demographic information also provided the data base for four moderator or control variables used in the study. Respondent sex, ethnicity, class standing and residence were studied for their effect on relationships between desired parental help-givers and preferred professional help-givers.

[2] Preferences for Professional Help-Givers. The collection of items intended to measure preferences for sex and sex-type attributes of a professional help-giver formed Section II in Form A of the questionnaire and Section III in Form B of the questionnaire. The items comprising this subsection were prefaced with a paragraph which asked respondents to make two assumptions as they responded to the items:

> [1] that they were in need of help with an important personal problem;
>
> [2] that the person to whom they turned for this help was a competent professional, trained and experienced.

In order to concentrate the respondent's attention on the variables of interest in this study [ie. sex and sex-type attributes], an effort was made to eliminate the competence of the professional as a variable. Research has indicated that therapist competence is an extremely important variable to a potential client. If the competence of a potential help-giver is left undefined, the respondent may be unable to attend fully to a consideration of preferences being

investigated. [Worby, 1970]

Before eliciting a respondent's preferences for a professional helper with multiple choice items, an open-ended question requested that respondents describe their preferred professional help-giver in their own words. Placement of this question at the beginning of the questionnaire was an important consideration which is discussed under Question Order later in this section. The six non-scale items comprising the professional helper subsection of the questionnaire requested the following information: sex of preferred professional helper; real or imaginary person in mind as indicated preferences; history of having shared a problem with a helping professional; willingness to consider using a helping professional in the future; use of M.S.U. Counseling Center services; and use of paraprofessional helpers at M.S.U. The first four items listed provided data used in hypotheses testing. The last two provided supplementary descriptive information about respondents. The distributional characteristics of each of these items is presented in CHAPTER IV: "Results of Descriptive Analysis".

Forty-eight items for rating sex-type attributes preferred in a professional help-giver completed this subsection of the questionnaire. Respondents were asked to indicate their degree of preference for 48 sex-type attribute items by marking one of four response categories for each item: not at all; slightly; fairly; or very. Separate summated ratings were computed for the 24 feminine sex-type attribute items and the 24 masculine sex-type attribute items which comprised the professional attribute scale. The division of items into two scales allowed for the computation of both a masculine and a feminine

composite measure of a respondent's preferences for a professional help-giver. More detailed information on the development of the masculinity and femininity scales is provided in the later discussion of Sex-Type Attribute Scales.

[3] Desires for Parental Help-Givers. The collection of items intended to measure sex and sex-type attributes desired in a parental help-giver formed Section III in Form A of the questionnaire and Section II in Form B of the questionnaire. The items comprising this subsection were prefaced with a paragraph which asked respondents to try to recall early experiences with their parents as help-givers as they answered items. The first two items of this questionnaire subsection requested information on [1] the sex of the parental adult(s) lived with while growing up and [2] the sex of the parental adult(s) usually turned to for assistance. Responses to these items provided the data base for two of the moderator or control variables used in hypotheses testing. The sex of the parental adult(s) lived with while growing up and the sex of the parental adult(s) usually turned to for assistance were to be studied for their effect on the relationships between desired parental help-givers and preferred professional help-givers.

The third item in the parental help-giver subsection asked respondents to indicate which parental adult(s) they WISHED they could have turned to for assistance with personal problems. This item was designed to direct respondents' thinking toward a consideration of their desired or **ideal** parental helper. Respondents were instructed to continue consideration of this 'wished for' parental helper as they provided ratings to describe their desired parental helper on the 48

sex-type attribute item scale. The sex-type attribute items used for the parental helper scale were a replication of the items used in the professional help-giver subsection.

Respondent attention was explicitly directed toward **desired** parenting. Respondents were instructed to indicate actual parental helper attributes only when they had been completely satisfied with their parents' helping behaviors and did not wish for anything different. Desired parental helper attributes were requested in order to test the theoretically based premise that an individual's current preferences for a professional help-giver are related to desires or wishes derived from early experiences with parental help-giver(s).

Recall and report of one's past invariably involves a great deal of subjectivity. In many studies, the absence of direct observations of behavior might be considered a limitation. Given the nature of this research, however, the self-report of feelings and perceptions was desired. Respondents were encouraged to express this subjectivity freely in their responses to items in this subsection. Since a major premise being examined in this study was that subjectivity [ie. hopes, desires, wishes] may well guide much of current day-to-day living [Hollis and Woods, 1981], it seemed appropriate to use a subject's subjective expression of wishes, desires as an identified research variable.

[4] Directions and Introductory Comments. The cover page to the questionnaire booklet was used to provide basic instruction for the completion of the questionnaire. Although the student sample receiving the booklet could be expected to be familiar with standard survey

procedures, directions were provided which emphasized: the need for response to all items; the method of indicating one's response; the importance of selecting only one answer from the choices provided unless space was designated for personal response; identification of the one item which allowed for response in a subject's own words; procedures to be followed to assure confidentiality. Examples of how items were to be marked were given throughout the questionnaire as well as on the directions page.

Each content subsection of the questionnaire was briefly introduced to help the respondent mentally organize for the items to follow. Both Section II and III were prefaced with a brief statement of the purpose of the study to remind respondents of the value of their responses to the study. Periodic reminders of the object of their ratings were inserted in the lengthy 48 item sex-type attribute scales. The final item for each form of the questionnaire requested that a respondent indicate the degree of confidence they felt in their response choices. Regarded as a descriptive variable, data from this item was used to assess the clarity of questionnaire items and directions for respondents.

[5] Sex-Type Attribute Scales. The professional and parental sex-type attribute scales of the questionnaire used in this study were derived from three item sources: the "Bem Sex-Role Inventory" [1974]; Spence, Helreich & Stapp's "Personal Attributes Questionnaire" [1974, 1975]; and Broverman, Broverman, Clarkson and Rosenkrantz and Vogel's "Male-Valued and Female-Valued Sex Stereotypic Items" of the Sex-Role Stereotype Questionnaire [1970 revision]. Brief descriptions,

reliability and validity information, and a review of the development of these three instruments were provided in CHAPTER II: "Selected Sex-Role Measures". The information included in the present section addresses the particular contribution of these instruments to the construction of the scales used in the present study.

Items of the BSRI, the PAQ and the Sex Role Stereotype Questionnaire were selected for development of the sex-type attribute scales because these three measures had been constructed on a dualistic vs. unidimensional view of masculinity and femininity. The measurement of femininity and masculinity as independent domains was judged to be the more appropriate methodological approach for this study based on the nature of the research questions being asked. A brief reference to a study cited earlier in the review of literature explains this position. In an early investigation of counselor attributes the question was asked: "Is the Counselor A Man or A Woman?". [McClain, 1968] The answer to this question was sought using an instrument ("The Sixteen Personality Questionnaire", Cattell & Eber, 1957, 1962) which adopted a unidimensional view of masculinity and femininity. Treating masculinity and femininity as bipolar concepts, the instrument limited possible responses to two choices: "The counselor is a man." **or** "The counselor is a woman." The question proposed by McClain would have demanded a very different measure if reworded to convey the research question of the present study: "Is the Counselor You Prefer A Man or A Woman or Some Combination of the Two?" This revised question obviously requires more than the two response choices that satisfied McClain's original question. Reliance on an instrument constructed on a unidimensional view of masculinity and femininity would have guaranteed

the forced choice response of: "The counselor I prefer is a man." **or** "The counselor I prefer is a woman." The decision to use an instrument constructed on a dualistic view of masculinity and femininity [ie. constructed as a derivative of the BSRI, the PAQ and the Sex-Role Stereotype Questionnaire] allowed for gradations of response between the two response choices of "man" and "woman". The sex-type attribute scales were constructed to provide for desired variations in response: "The counselor I prefer is a combination of both a man **and** a woman."

The first step in the construction of the scales intended to measure respondent desires and preferences for sex-type attributes in help-givers required a survey of existing sex-type instruments to determine which measures could contribute the items needed for this study. A review of instruments built on a dualistic view of masculinity and femininity indicated that scale items of the BSRI, the PAQ and the Sex Role Stereotype Questionnaire [1970 revision] were characterized by three major qualities deemed important to this study. Items from these instruments were: [1] stereotypic; [2] socially valued; and [3] representative of accepted professional helping behaviors. A discussion of these qualities follows.

First, the items selected from the BSRI, the PAQ and the Sex Role Stereoype Questionnaire were items that had been empirically identified as measures of **stereotypic** sex-type attributes. For example, in the first study [1968] which defined items for the Broverman et.al. instrument the following criteria were established to classify items as "stereotypic": [1] an item needed to be rated in a consistent direction by at least 75% of the 154 respondent sample; and [2] correlated t tests of the differences between ratings for 'average

male' and 'average female' for each of these items need to reach significance at the .001 level. Only 41 items of the original 122 item pool for the Sex Role Stereotype Questionnaire met the criteria established for a designation of "stereotypic". Only these 41 items and items similarly established as stereotypic by Bem, Spence et.al. were considered for inclusion in the sex-type attribute scales of the questionnaire for the present study.

Stereotypic items were desired for the indices of this study since research had suggested that individuals typically resort to stereotypic conceptions when faced with a scarcity of data and when confronted by the unpredictability of a new situation. [Gordon, 1962] Limited information and uncertainty of outcome are conditions which would seem to confront the potential client who initiates contact with a helping professional for assistance with a personal concern. The questionnaire designed for this study directed respondents to place themselves in this position, to imagine themselves as potential clients seeking assistance with personal concerns. It then requested that respondents indicate their preferences for helping professionals. Having established a 'potential client' frame of reference for respondents, questionnaire items offering stereotypic attribute choices seemed an appropriate measure for expression of preferences for helping professionals.

Second, the items selected from the BSRI, the PAQ and the Sex Role Stereotype Questionnaire [1970 revision] were items that reflected sex-type attributes regarded as **socially desirable**. Although the three instruments contained many similar items, at least one significant difference in the assignment of socially desirable items to scales was

noted. Items assigned to Bem's Masculine and Feminine scales represented attributes for which social desirability differed in the two sexes. Masculine scale items were trait descriptions that had been judged to be more desirable for men than for women. Items assigned to the Feminine scale were traits judged to be more desirable for women than for men. In contrast, the items assigned to the Masculinity and Femininity scales of the PAQ and to the male-valued and female-valued items of the Sex Role Stereotype Questionnaire represented traits judged to be socially desirable for **both** sexes.

The use of socially desirable items from these instruments did raise some concern for the validity of the sex-type attribute scales. As noted by developers of the BSRI, the PAQ and the Sex-Role Stereotype Questionnaire, measures of sex stereotypes are generally very transparent and respondents have little doubt about what the instrument is trying to measure. Respondents can easily fake their responses in any way they choose. Beere has stated: "...the transparency of the items might lead respondents to give socially desirable answers rather than responding from their honestly felt stereotypes". [1979, p.166] Since the instrument designed for this study required the use of items that were of this transparent variety, 'faking' or giving socially desirable responses was a major concern.

The issue of a social desirability response bias had been taken into account in the development of the BSRI, the PAQ and the Sex Role Stereotype Questionnaire. A brief review of the rationale adopted by the developers of these instruments was helpful in addressing the validity concern with the sex-type attribute scales of this study. In particular, Bem and Spence, Helmreich and Stapp took the position that

measures of stereotyped sex roles should include **only** ideal or socially desirable behavors. They convincingly argued that many stereotyped roles have accumulated positive correlates in our culture and that respondents do not, as once believed, automatically place a negative value on all attributes that reflect stereotypes. In their view, instruments designed to measure the degree of endorsement of sex-type attributes would do well to use only those items that have been demostrated to be held in positive regard by individuals. It was argued that use of items representing negative stereotypic attributes might result in a measure that was more susceptible to defensive sets than the present measures were susceptible to social desirability sets. [Spence, et.al., 1979]

The possible threat to validity caused by social desirability responding was empirically studied by Bem, Spence, Helmreich and Stapp. Research on their respective instruments generated data which suggested that the scales were fairly uncontaminated by a social desirability response set. [Heilbrun, 1981, p.50] For example, a study which correlated the Marlowe-Crowne Social Desirability (SD) scale with the three PAQ scales for male and female college students yielded correlations between .08 and .36. Statisically significant but low correlations of .15 to .42 were found for the relationship between social desirability and the BSRI Masculinity and Femininity scale scores. In general, the figures from correlational 'SD' studies did not support the idea that the scale scores of these instruments were seriously contaminated by a social desirability response set. These findings did not assure that the sex-type attribute scales of the present study would also be relatively free of the bias of a social

desirability response set, but the use of items drawn from these instruments may help to minimize the effect.

Third, the items selected from the BSRI, the PAQ and the Sex-Role Stereotype Questionnaire were items that appeared, on face validity, to represent accepted **professional helping behaviors**. For example, "understanding", "empathy" and "positive regard" are behaviors or attitudes cited frequently in the professional literature as helpful therapist behaviors. These behaviors seemed to be adequately represented in the selected sex-type attribute items of: "kind", "aware of the feelings of others" and "warm in relations with others". Items that offered attribute choices relevent to the actual practice of professional help-giving were needed if research efforts to clarify the nature of client preferences for a helping professional were to have validity.

APPENDIX D on pages 291 through 293 contains tables which list the items comprising the scales for the BSRI, the PAQ and the "Male-Valued and Female-Valued Items" of the Sex Role Stereotypic Questionnaire. These tables also note which items on each of the three measures were used to construct the sex-type attribute scales of the questionnaire for the present study. TABLE 3.11 on page 78 presents this information in summary form.

Twenty-four sex-type attribute items were selected for inclusion in the questionnaire scales. Twelve feminine-valued items formed the Femininity Scale and 12 masculine-valued items formed the Masculinity Scale. The number of items comprising each of the scales was doubled [to increase reliability of the scales] by treating the polar attribute of each valued attribute as a separate item. Each polar attribute

item, weighted inversely during scoring, was considered a duplicate measure of the valued attribute. The resulting 24 item Femininity Scale and 24 item Masculinity Scale were used to compute composite measures for each respondent representing the level of 'femininity' and 'masculinity' characterizing their desired parental helper and their preferred professional helper. TABLE 3.12 on page 79 summarizes item composition and meaning of composite measures for the four resulting scales: Professional Masculinity Scale [PROMASC]; the Professional Femininity Scale [PROFEM]; the Parental Masculinity Scale [PARMASC]; and the Parental Femininity Scale [PARFEM]

Respondents were asked to mark one of four fixed alternative expressions for each scale item to indicate the level of the attribute they desired or preferred in their help-giver. The four fixed response alternatives available to a respondent were: "not at all"; "slightly"; "fairly"; and "very". The following is an example of the rating procedure which was provided in the questionnaire booklet:

For example. I would prefer a professional help-giver who is:

	not at all	slightly	fairly	very
introverted	[a].....	[b].....	[c].....	■

The person in this example has darkened box 'd', indicating a preference for a helper who is very introverted.

The item form and method of scoring used on the sex-type attribute scales resembled the technique of summated rating or Likert scaling. [Nachmias & Nachmias, 1981, pp. 402-404] A Likert-type rating scale was chosen because it offered a degree of choice beyond the simple dichotomy of true-false, present-absent, like-dislike. As noted by Heilbrun:

> Some sex-role behaviors may be more salient than others for a given individual, though all of them might be considered 'characteristic'. Graduated rating scales allow such distinctions to be drawn. [Heilbrun, 1981, p.39]

On the four point continuum which defined responses to scale items, weights of 0, 1, 2, and 3 were assigned. As is characteristic of Likert scaling, the direction of weighting was determined by the 'favorableness' of the item. A response of "very" to feminine-valued or masculine-valued attribute items was assigned a score of 3; a response of "not at all" was assigned a 0. A response of "very" to the items which were the polar traits to valued items was assigned a score of 0; a response of "not at all" to polar trait items was assigned a 3. TABLE 3.13 and TABLE 3.14 on pages 80 and 81 list the 48 items of the sex-type attribute scales and their weightings. Total scores were obtained for each questionnaire scale by adding a respondent's scores on the 24 items of the scale. The range of scores possible was 0 to 72, with high scores representing a desire or preference for help-givers heavily characterized by masculine or feminine attributes. Four total scores corresponding to the four questionnaire scales [PROMASC, PROFEM, PARMASC, PARFEM] were computed for each respondent.

One technical question was of primary concern with the development of the sex-type attribute scales: what were the measurement properties

of the scales? It will be argued in the later explanation of Statistical Analysis Procedures, that it was both necessary and reasonably acceptable to treat scores from the scales as **interval** data. This decision was based on a desire to use the more powerful and precise statistical analysis procedures that required interval level data. It was evident that in order to interpret respondent scores on the sex-type attribute scales as summated ratings or composite measures, it was necessary to treat scores as interval rather than ordinal level data.

The assumption of interval level measurement implied, for example, that the preference for a professional help-giver who was "very logical" was worth the same amount in the calculation of a respondent's total Professional Femininity score as was the preference for a professional help-giver who was "not at all home oriented". Justification for the assignment of equal weights to every item on the sex-type attribute scales was needed if the assumption of interval measurement was to be made. Unfortunately, to assert without qualification that "every interval or item in the scale was 'worth' the same as every other item" [Heilbrun, 1981, p.135] would have been to seriously misrepresent the actual ordinal level measurement properties of the sex-type attribute scales. As noted by Heilbrun, the interval problem is complex. Not only would it be presumptuous to assume that the attitudes or characteristics represented by the items of the scales carried equal weight, but item values very likely did not vary uniformly across respondents. Sounding a very discouraging note, he stated: "It is difficult to believe that our stereotypes and attributions of masculinity and femininity subscribe to the clean

interval pattern that M-F tests must assume." [Heilbrun, 1981, p.135-137]

Despite this discouraging appraisal, even Heilbrun conceded that the assumption of interval scaling was necessary in situations such as this. Without an assumption of interval scaling, calculation of meaningful test scores would not be possible. If the assumption of interval scaling was not made, if every item was not treated as if it was worth the same amount, item values could not be added to form a composite score and M-F tests would be virtually meaningless. [Heilbrun, 1981, p.137] It was decided that the scores of the sex-type attribute scales would be treated as interval level measures. However, it was recognized that this liberty would demand that caution be exercised in the interpretation of findings involving these scores.

TABLE 3.11. SUMMARY OF ITEM SOURCES FOR SEX-TYPE ATTRIBUTE SCALES.

MASCULINE SCALE ITEMS [N=24]:			**FEMININE SCALE ITEMS [N=24]:**		
SOURCE	VALUED TRAIT	POLAR TRAIT	SOURCE	VALUED TRAIT	POLAR TRAIT
PAQ/SRSQ	active	passive	PAQ	emotional	impassive
BEM/PAQ/SRSQ	aggressive	docile	BEM/PAQ/SRSQ	gentle	rough
SRSQ	objective	subjective	BEM/PAQ/SRSQ	tactful	blunt
BEM/PAQ	competitive	cooperative	SRSQ	talkative	reserved
BEM/SRSQ	logical	illogical	BEM/PAQ/SRSQ	aware of others' feelings	unaware of others' feelings
PAQ/SRSQ	calm in a crisis	excitable in a crisis	SRSQ	religious	irreligious
BEM/PAQ/SRSQ	decisive	indecisive	BEM/SRSQ	quiet	loud
PAQ/SRSQ	worldly	home oriented	BEM/PAQ/SRSQ	expressive of tender feelings	inexpressive of tender feelings
BEM/PAQ/SRSQ	acts as leader	acts as follower	SRSQ	neat in habits	untidy in habits
BEM/PAQ/SRSQ	self-confident	unassured	BEM/SRSQ	interested in own appearance	indifferent to own appearance
BEM/PAQ/SRSQ	ambitious	unambitious	BEM/PAQ	warm in relations with others	aloof in relations with others
BEM/PAQ/SRSQ	dominant	submissive	BEM/PAQ	kind	stern

KEY for ITEM SOURCES:
BSRI...THE BEM SEX-ROLE INVENTORY [Bem; 1974]
PAQ....THE PERSONAL ATTRIBUTES QUESTIONNAIRE [Spence, Helmreich & Stapp; 1974,1975]
SRSQ...THE SEX-ROLE STEREOTYPE QUESTIONNAIRE [Broverman, Broverman, Clarkson, Rosenkrantz & Vogel; 1970 revision]

TABLE 3.12. SEX-TYPE ATTRIBUTE SCALES: ITEM COMPOSITION & MEANING OF COMPOSITE MEASURE.

SCALE CODE	DESCRIPTION OF ITEM COMPOSITION	TRAITS REPRESENTED BY ITEMS COMPRISING SCALE	MEANING OF MEASURE
PROMASC	12 masculine-valued sex-type attribute items & 12 items representing their polar traits	ACTIVE + WORLDLY + LEADER + LOGICAL + DECISIVE + OBJECTIVE + DOMINANT + AMBITIOUS + COMPETITIVE + CONFIDENT + AGGRESSIVE + CALM IN CRISIS	degree 'masculine' traits characterize preferred professional help-giver
PROFEM	12 feminine-valued sex-type attribute items & 12 items representing their polar traits	KIND + NEAT + WARM + QUIET + GENTLE + TENDER + TACTFUL + EMOTIONAL + TALKATIVE + RELIGIOUS + AWARE OF OTHERS FEELINGS + INTERESTED IN OWN APPEARANCE	degree 'feminine' traits characterize preferred professional help-giver
PARMASC	12 masculine-valued sex-type attribute items & 12 items representing their polar traits	ACTIVE + WORLDLY + LEADER + LOGICAL + DECISIVE + OBJECTIVE + DOMINANT + AMBITIOUS + COMPETITIVE + CONFIDENT + AGGRESSIVE + CALM IN CRISIS	degree 'masculine' traits characterize desired parental help-giver
PARFEM	12 feminine-valued sex-type attribute items & 12 items representing their polar traits	KIND + NEAT + WARM + QUIET + GENTLE + TENDER + TACTFUL + EMOTIONAL + TALKATIVE + RELIGIOUS + AWARE OF OTHERS FEELINGS + INTERESTED IN OWN APPEARNACE	degree 'feminine' traits characterize desired parental help-giver

TABLE 3.13. ITEMS AND WEIGHTINGS FOR FEMININE SEX-TYPE ATTRIBUTE SCALE.

VALUED TRAIT:	not at all	slightly	fairly	very	POLAR TRAIT:	not at all	slightly	fairly	very
emotional	[a] 0	[b] 1	[c] 2	[d] 3	impassive	[a] 3	[b] 2	[c] 1	[d] 0
gentle	[a] 0	[b] 1	[c] 2	[d] 3	rough	[a] 3	[b] 2	[c] 1	[d] 0
tactful	[a] 0	[b] 1	[c] 2	[d] 3	blunt	[a] 3	[b] 2	[c] 1	[d] 0
talkative	[a] 0	[b] 1	[c] 2	[d] 3	reserved	[a] 3	[b] 2	[c] 1	[d] 0
aware of feelings of others	[a] 0	[b] 1	[c] 2	[d] 3	unaware of feelings of others	[a] 3	[b] 2	[c] 1	[d] 0
religious	[a] 0	[b] 1	[c] 2	[d] 3	irreligious	[a] 3	[b] 2	[c] 1	[d] 0
quiet	[a] 0	[b] 1	[c] 2	[d] 3	loud	[a] 3	[b] 2	[c] 1	[d] 0
expressive of tender feelings	[a] 0	[b] 1	[c] 2	[d] 3	inexpressive of tender feelings	[a] 3	[b] 2	[c] 1	[d] 0
neat in habits	[a] 0	[b] 1	[c] 2	[d] 3	untidy in habits	[a] 3	[b] 2	[c] 1	[d] 0
interested in own appearance	[a] 0	[b] 1	[c] 2	[d] 3	indifferent to own appearance	[a] 3	[b] 2	[c] 1	[d] 0
warm in relations with others	[a] 0	[b] 1	[c] 2	[d] 3	aloof in relations with others	[a] 3	[b] 2	[c] 1	[d] 0
kind	[a] 0	[b] 1	[c] 2	[d] 3	stern	[a] 3	[b] 2	[c] 1	[d] 0

TABLE 3.14. ITEMS AND WEIGHTINGS FOR MASCULINE SEX-TYPE ATTRIBUTE SCALE.

VALUED TRAIT:	not at all	slightly	fairly	very	POLAR TRAIT:	not at all	slightly	fairly	very
active	[a] 0	[b] 1	[c] 2	[d] 3	passive	[a] 3	[b] 2	[c] 1	[d] 0
aggressive	[a] 0	[b] 1	[c] 2	[d] 3	docile	[a] 3	[b] 2	[c] 1	[d] 0
objective	[a] 0	[b] 1	[c] 2	[d] 3	subjective	[a] 3	[b] 2	[c] 1	[d] 0
competitive	[a] 0	[b] 1	[c] 2	[d] 3	cooperative	[a] 3	[b] 2	[c] 1	[d] 0
logical	[a] 0	[b] 1	[c] 2	[d] 3	illogical	[a] 3	[b] 2	[c] 1	[d] 0
calm in a crisis	[a] 0	[b] 1	[c] 2	[d] 3	excitable a crisis in	[a] 3	[b] 2	[c] 1	[d] 0
decisive	[a] 0	[b] 1	[c] 2	[d] 3	indecisive	[a] 3	[b] 2	[c] 1	[d] 0
worldly	[a] 0	[b] 1	[c] 2	[d] 3	home oriented	[a] 3	[b] 2	[c] 1	[d] 0
a leader	[a] 0	[b] 1	[c] 2	[d] 3	a follower	[a] 3	[b] 2	[c] 1	[d] 0
self-confident	[a] 0	[b] 1	[c] 2	[d] 3	unassured	[a] 3	[b] 2	[c] 1	[d] 0
ambitious	[a] 0	[b] 1	[c] 2	[d] 3	unambitious	[a] 3	[b] 2	[c] 1	[d] 0
dominant	[a] 0	[b] 1	[c] 2	[d] 3	submissive	[a] 3	[b] 2	[c] 1	[d] 0

[6] Reliability and Validity. Reliability or "the level of consistency of a measuring device" [Borg and Gall, 1974, p.142] was an especially important issue in the evaluation of the instrumentation for this study. Since, as in measuring instruments generally used by social scientists, validity evidence was almost entirely lacking for the questionnaire used in this study, "one has to evaluate the measuring instrument with respect to other characteristics and assume its validity". [Nachmias and Nachmias, 1981, p.146] Reliability, the most frequently used method for evaluating an instrument, was examined in this study.

The construction of sex-type attribute scales to measure the desires and preferences of respondents for help-givers was intended to increase the reliability and precision of measurement of the questionnaire. A score derived from a scale is considered to be a more reliable indicator of the property being measured than is a measure based on a response to one question or one item alone. [Nachmias and Nachmias, 1981, p.391] The reliability of scale measures is increased if only items having a high item-total correlation comprise the scale and if all the items of the scale contribute to the alpha for the scale. "The advantage of a test with this property is that it is easily interpreted, since it usually measures a single...factor." [Borg and Gall, 1974, p.357] The sex-type attribute scales of the questionnaire for this study [PARMASC, PARFEM, PROMASC and PROFEM] were constructed so that a scale score could be interpreted as a measure of the degree that masculine or feminine attributes characterize a respondent's desired and preferred help-givers.

Two statistics were computed to evaluate the reliability of

questionnaire scales. Chronbach's alpha and standardized item alpha. Chronbach's alpha was regarded as "the maximum likelihood estimate of the reliability coefficient" [Hull and Nie, 1981, p.256] for each scale. The standardized item alpha statistic was computed to reflect reliability with the observations on each item standardized "by dividing them by the standard deviation of the item". [Hull and Nie, 1981, p.256]

Two other statistics were computed to evaluate the degree of internal consistency or reliability of the items comprising the sex-type attribute scales of the questionnaire: the 'corrected item-total correlation' and the 'alpha if item deleted'. As defined in the "Reliability" program provided in the Statistical Package for the Social Sciences [Nie, et.al., 1970, p.261]:

> **Corrected item-total correlations.** For each item, the correlation between that item's score and the scale scores computed from the other items in the set.
>
> **Alpha if item deleted.** For each item, the reliability coefficient, Cronbach's alpha, is computed from the other items in the scale.

A corrected item-total correlation of .4 or higher and a decrease in alpha if the item was deleted were regarded as good indicators of the value of the item to scale reliability. In evaluating the contribution of items to the reliability of the questionnaire scales, more emphasis was placed on the "alpha if item deleted" statistic than on the "corrected item-total correlation". Since the reliability of a scale depends on its length as well as the strength of its individual items, an item with a low corrected item-total correlation [ie. lower than .4] would still be regarded as an important contributor to the scale if removing the item caused the alpha for the scale to decrease.

The scale items, the 'corrected item-total correlations' and the 'alpha if item deleted' statistics are presented for the PARMASC, the PARFEM, the PROMASC and the PROFEM scales in TABLES 3.15A - 3.15D on pages 88 to 91. As can be seen in these tables, the four sex-type attribute scales showed a fairly high degree of internal consistency. All four scales showed at least a .92 overall alpha. Very few items seemed to detract from scale reliabilities and the effect of these items was slight. A brief summary of the reliability evaluation for the four scales follows.

All items [except 'cooperative'] comprising the two Masculine Scales had corrected item-total correlations greater than .4. Most correlations ranged from .5 to .7. Although reductions were small, all the items except 'competitive' and 'cooperative' lowered the alpha coefficients for the scales if the item was deleted. The corrected item-total correlations for 'competitive' were .47 and .49 for the PROMASC and PARMASC scales respectively, but alpha increased slightly when this item was deleted from the PROMASC scale. The role of 'cooperative' in lowering scale reliability was more clear cut. The corrected item-total correlations for 'cooperative' were .38 and .35 for the PROMASC and PARMASC scales and alpha increased slightly when this item was deleted from both scales.

All items comprising the two Feminine Scales with the exception of 'quiet' had corrected item-total correlations greater than .4. Most correlations on the two Feminine Scales ranged from .6 to .7. All items except 'quiet' and 'religious' lowered the alpha coefficients for the scales if the item was deleted. The corrected item-total correlation for 'religious' was .47 on the PROFEM scale, but alpha

increased slightly when this item was deleted. The corrected item-total correlations for 'quiet' were .30 and .45 for the PROFEM and PARFEM scales respectively. Alpha was increased slightly on both scales when the item was deleted.

Content **validity** is defined by Borg and Gall [1974] as the degree to which the sample of items comprising a measuring instrument represents the content that the instrument is designed to measure. Anastasi operationalizes this definition:

> Content validity involves the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured... Content validity is built into a test from the outset through the choice of appropriate items. [Anastasi, 1976, p.135]

There are two commonly recognized varieties of content validity: face validity and sampling validity. [Nachmias and Nachmias, 1981, p.141] As noted in an earlier description of the Sex-Type Attribute Scales, an effort was made to establish face validity for the items comprising the scales. Attention was also given to the issue of sampling validity during the early process of item selection.

To develop a questionnaire with content or sampling validity required that the content domains of the research variables be specified at the outset. [Beere, 1979, p.14] The specification of the content domains of most variables in the study seemed fairly straightforward. Single items seemed to readily define the content areas of such variables as respondent class standing, sex of desired and preferred helpers, willingness to use a professional helper in the future, etc. Specification of the content domain of sex-type attributes desired/preferred in parental and professional helpers required more attention.

Of the large population of sex-type attribute items available, it was decided to confine the content domain to stereotypic, female-valued and male-valued sex-type attribute items that, on face validity, appeared to represent accepted helping behaviors. The rationale for this specification was discussed in the preceding section on Sex-Type Attribute Scales. The items selected to sample this domain of stereotypic, female-valued and male-valued sex-type attributes were taken from instruments which seemed to use similarly defined measures. [Although beyond the scope of this study, the correlation between scores from the questionnaire scales of this study and the three instruments used to derive these scales would provide a empirical check of this assumption of correspondence.] Specifying the content domains of the research variables provided information on the content domains to which results of the study could be generalized. For example, the results of this study generalize only to individuals [registered at M.S.U. in 1983-84] who can identify themselves according to the 5 response choices provided for class standing and to these same individuals whose professional help-giver preferences can be described in terms of stereotypic, socially desirable, sex-type attributes.

Other validity data was not gathered. Following the example of other researchers, the support or nonsupport of the hypotheses tested in the study might be used as validity data. However, use of this procedure implicitly acknowledged a lack of information about the validity of the instrument until after the research was complete. "Under these conditions, if the hypothesis was not supported, it was difficult to know whether the cause was a theoretical error or an invalid instrument." [Beere, 1979, p.13] The failure to clearly

establish the validity of this instrument was recognized and this deficiency imposed limitations on the significance which could be attached to findings.

TABLE 3.15A. PROFESSIONAL HELPER MASCULINE SCALE [PROMASC]: 'CORRECTED ITEM-TOTAL CORRELATION' and 'ALPHA IF ITEM DELETED' STATISTICS.

ALPHA = .95022

STANDARDIZED ITEM ALPHA = .95144

VALUED TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED	POLAR TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED
active	.75136	.94703	passive	.68410	.94783
aggressive	.59768	.94882	docile	.61939	.94851
objective	.64363	.94824	subjective	.54496	.94963
competitive	.47496	.95031 *	cooperative	.38475 +	.95126 *
logical	.74609	.94702	illogical	.74206	.94735
calm in a crisis	.65358	.94811	excitable in crisis	.64110	.94826
decisive	.69862	.94761	indecisive	.70874	.94756
worldly	.64531	.94825	home oriented	.57651	.94911
acts as leader	.70955	.94743	acts as follower	.75731	.94696
self-confident	.71015	.94743	unassured	.72773	.94726
ambitious	.69254	.94764	unambitious	.70511	.94747
dominant	.53378	.94958	submissive	.72858	.94724

+ = LOW item to scale correlation indicates that item lowers scale reliability.
* = INCREASE in alpha with item deletion indicates that item lowers scale reliability.

TABLE 3.15B. PROFESSIONAL HELPER FEMININE SCALE [PROFEM]: 'CORRECTED ITEM-TOTAL CORRELATION' and 'ALPHA IF ITEM DELETED' STATISTICS.

ALPHA = .95456

STANDARDIZED ITEM ALPHA = .95588

VALUED TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED	POLAR TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED
emotional	.55120	.95390	impassive	.61099	.95354
gentle	.72385	.95208	rough	.72327	.95215
tactful	.62957	.95309	blunt	.54496	.94963
talkative	.61062	.95331	reserved	.64939	.95287
aware of others' feelings	.81583	.95117	unaware of others' feelings	.79182	.95158
religious	.47501	.95504 *	irreligious	.64741	.95304
quiet	.45560	.95496 *	loud	.70874	.94756
expressive of tender feelings	.57478	.95372	inexpressive of tender feelings	.71836	.95212
neat in habits	.67093	.95264	untidy in habits	.78340	.95150
interested in own appearance	.65814	.95278	indifferent to own appearance	.67551	.95258
warm in relations with others	.77093	.95165	aloof in relations with others	.74243	.95180
kind	.76543	.95168	stern	.69155	.95240

+ = LOW item to scale correlation indicates that item lowers scale reliability.
* = INCREASE in alpha with item deletion indicates that item lowers scale reliability.

TABLE 3.15C. PARENTAL HELPER MASCULINE SCALE [PARMASC]: 'CORRECTED ITEM-TOTAL CORRELATION' and 'ALPHA IF ITEM DELETED' STATISTICS.

ALPHA = .92228

STANDARDIZED ITEM ALPHA = .92414

VALUED TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED	POLAR TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED
active	.71425	.91645	passive	.60514	.91824
aggressive	.54805	.91934	docile	.61701	.91799
objective	.57187	.91883	subjective	.51244	.91993
competitive	.49461	.92032	cooperative	.34718 +	.92245 *
logical	.69478	.91671	illogical	.64169	.91782
calm in a crisis	.64031	.91775	excitable in crisis	.61471	.91812
decisive	.69362	.91761	indecisive	.59464	.91855
worldly	.56717	.91894	home oriented	.50425	.92034
acts as leader	.69411	.91656	acts as follower	.72047	.91642
self-confident	.70230	.91687	unassured	.66807	.91741
ambitious	.70045	.91639	unambitious	.62094	.91790
dominant	.53153	.91957	submissive	.62386	.91796

+ = LOW item to scale correlation indicates that item lowers scale reliability.
* = INCREASE in alpha with item deletion indicates that item lowers scale reliability.

TABLE 3.15D. PARENTAL HELPER FEMININE SCALE [PARFEM]: 'CORRECTED ITEM-TOTAL CORRELATION' and 'ALPHA IF ITEM DELETED' STATISTICS.

ALPHA = .95464

STANDARDIZED ITEM ALPHA = .95597

VALUED TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED	POLAR TRAIT ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED
emotional	.55066	.95402	impassive	.64924	.95312
gentle	.75086	.95189	rough	.74350	.95196
tactful	.61455	.95335	blunt	.69493	.95245
talkative	.62538	.95326	reserved	.68054	.95262
aware of others' feelings	.82644	.95123	unaware of others' feelings	.78221	.95171
religious	.54659	.95434	irreligious	.68034	.95269
quiet	.30098 +	.95660 *	loud	.70874	.94756
expressive of tender feelings	.70084	.95240	inexpressive of tender feelings	.76586	.95168
neat in habits	.63986	.95306	untidy in habits	.76662	.95182
interested in own appearance	.51558	.95435	indifferent to own appearance	.63151	.95315
warm in relations with others	.76969	.95181	aloof in relations with others	.73457	.95201
kind	.79123	.95153	stern	.65236	.95293

+ = LOW item to scale correlation indicates that item lowers scale reliability.
* = INCREASE in alpha with item deletion indicates that item lowers scale reliability.

[7] Order of Questions. The order in which questions are asked can effect responses. The appearance of early questions can effect the answers given to subsequent ones. [Babbie, 1973, p.147] The effect of question order was a primary concern in the development of this questionnaire. It was believed that a respondent's early consideration of attributes preferred in a professional helper could effect the subsequent consideration of attributes desired in a parental helper, and vice versa. Randomization of the order of questions did not seem a reasonable solution to this concern. As Babbie states:

> ...a "randomized" set of questions will probably strike the respondent as chaotic and worthless. ...difficult for him to answer since he must continually switch his attention from one topic to another. And, finally, even a randomized ordering of questions will have the effect discussed above -except that the researcher will have no control over the effect. [Babbie, 1973, p.148]

It was decided that the most reasonable approach was to treat "question order" as a variable and design the research to allow examination of its effect. Two versions of the questionnaire were constructed. Form A presented questions about a respondent's preferred professional helper first and desired parental helper second. Form B inverted this order. The relationships under investigation in the study were examined for the effect of the differing orders of questions represented by Form A and B.

Concern with the effect of question order also prompted early placement of the open-ended question:

> 5. **Using your own words, describe the person who would be your preferred professional help-giver.** Use any descriptors or terms you think are appropriate to express the qualities you would prefer in this person. I would prefer a professional help-giver who _____
> _____
> _____

It was felt that if respondents were first asked to describe their preferred help-givers using the attribute rating scales, their subsequent description of a preferred professional help-giver would tend to borrow specific attribute descriptors from the scales rather than be made in their own words. Both Form A and Form B of the questionnaire requested demographic information and a response to the open-ended question prior to responses to specific questions about preferred professional helpers. Although the effect of question order could not be avoided [response to the open-ended question may, similarly, have effected subsequent attribute scale responses], moving from the respondent's own words to a rating of supplied descriptors seemed to have the least potential for bias.

[8] Pilot Study. Six months prior to the finalization of the research design for this study, a pilot study was conducted. Pre-testing of the proposed research instrument and analysis techniques was considered essential to the final development of a sound research plan. [Borg, et.al., 1971] The research methodology and design described in this chapter are the result of revisions suggested by this pre-testing. A brief description of the pilot study conducted and the resulting changes to [a] the questionnaire and to [b] the analysis procedures are presented below.

[a] Questionnaire. The pilot study data collection effort secured completed questionnaires from 38 out of 60 respondents sought. Feedback was solicited from the respondents in order to evaluate the instrument being used. Respondents were asked to use a feedback sheet which was attached to each questionnaire to note any comments,

suggestions or criticisms of the instrument. APPENDIX E on pages 294 through 299 contains a copy of the questionnaire and the feedback sheet used in this pilot study.

Most respondents offered no comments. A few respondents indicated their desire for additional choices to some items. They wanted, for example, the option of indicating themselves as the help-giver they wished they could turn to when growing up. Only two respondents offered very lengthy observations. Both of these respondents expressed difficulty with questions because of reportedly unique family circumstances. The comments they provided seemed to represent attempts to clarify or provide rationale for the response choices marked on items. For example, one respondent had marked the response choice that indicated she had "always turned to her mother for assistance with peronal concerns". This response choice had accurately represented the respondent's parental help-giver situation and provided the needed research data. However, the **why** of this choice [ie. that her parents were divorced and that she had lived solely with her mother since the age of 2] was important to the respondent and was not solicited. The questionnaire format did not allow respondents to provide explainations for their response choices. Only three items requesting factual data provided a space for an "other" category.

The desire to clarify responses indicated that although the directions for answering items had been clear, they were at times frustrating. Frustration with limiting responses to item choices could be appreciated, but it was decided that the limitation on open-ended responses should be retained since: [1] only a small proportion of the respondents seemed to react to the limitation; [2] it did not appear to

interfere with accuracy of response; and [3] it helped to keep data in a manageable form for later analysis.

Only two items on the trial questionnaire [parent occupation and parent educational level] were obviously confusing to respondents. These items consistently elicited no response or unusable multiple responses. Respondents seemed unsure of how to characterize their parents with the response choices provided and the responses they did record were very difficult to interpret. Parent occupation and eductional level proved to be very complex variables. It was decided that too many additional clarifying items would be needed in order to clearly and accurately define these parental variables. Since these variables did not represent a significant area of investigation in the study and since additional items would increase the time demand on respondents for little return, measures of these variables were eliminated from the questionnaire.

An item which asked respondents to indicate their degree of confidence in their ratings on questionnaire items showed that 35 of 38 respondents were either confident in **all** choices or confident in **most** choices. This seemed a positive index of the clarity of the instrument and the ease of using the semantic differential scale format. A decision was made, however, to change the form of the sex-type attribute rating scales. Single attribute items replaced the bipolar adjective rating scales. This change, detailed in the earlier Sex-Type Attribute Scales description, doubled the number of items comprising each scale and increased the reliability of these scales.

Several other suggestions made by individuals who reviewed the pilot study questionnaire were adopted. Many adjectives describing the

polar, non-valued traits in the sex-type rating scales were revised to eliminate "not" and "un" prefixes. For example, "unaggressive" was changed to "docile", and "not excitable in a crisis" was changed to "calm in a crisis". Cues were inserted in the lengthy sex-type attributes scales to remind respondents of the object of their ratings: "Please continue indicating **the qualities you desired in a parental helper.**" Inserts using a cartoon figure to catch repondent attention were also added. These inserts emphasized important instructions and encouraged respondents to continue with the task. The addition of an open-ended question to elicit descriptions of respondents' preferred professional help-givers in their own words was also suggested. It was decided that this question would be the first non-demographic item of the questionnaire. These suggested modifications to the questionnaire design seemed to improve its organization and readability.

Finally, respondents were also asked to indicate the length of time required to complete the questionnaire. This feedback was needed to determine if the questionnaire was too time consuming to assure a good rate of completion. The amount of time spent was reported to vary from 8 minutes to 40 minutes, with 27 of the 38 respondents indicating an average completion time of 10 to 15 minutes. This did not seem an unreasonable amount of time to ask of respondents.

[b] Analysis Procedures. The proposed research design had called for a chi square analysis of data, with measures of association to test the magnitude of relationship between the variables. The contingency table produced with a chi square analysis would, given the multiple categories of variables involved, require an 81 cell configuration. Subject assignment to cells representing variable categories of sex-

type attribute preferences was to made using a median-split method.

Data procurred in the trial study made it very apparent that cell assignment by this method would result in substantial loss of subjects. Even when the proposed interval around the median [intended to increase the discrimination of groups] was ignored, the elimination of subjects who had scored on the median was greater than 40%. This rate of loss of usable data was cause for concern. The attempt to analyze pilot study data using chi square analysis also emphasized the difficulties inherent in a design involving so many variables. The analysis attempted with these multiple variables did not appear adaquate to test the hypotheses which had been proposed. Finally, use of the chi square statistic is generally regarded to be less powerful than parametric techniques. Chi square analysis requires larger samples to yield a comparable level of significance.

Given the difficulties encountered in using chi square analysis techniques, it was decided that more powerful statistical procedures suitable for analysis of a design involving multiple variables were needed. Bivariate correlation, multiple regression and discriminant analysis procedures seemed more appropriate to the needs of this study. These procedures also had the advantage of being able to use the 'quasi-interval' scale measures fully. The loss of data resulting from the categorization involved in chi square analysis could be significantly reduced with the adoption of correlation and regression analysis procedures.

RESEARCH DESIGN:

This descriptive study examined hypothesized relationships between desired parental help-givers and preferred professional help-givers using a quasi-experimental correlational research design. The Correlational Design or the "cross sectional study" [Nachmias and Nachmias, 1981, p. 123] is regarded as an attempt to approximate the Posttest-Only Control Group Design by using various data analysis techniques. This design is diagrammed in Figure 3.1.:

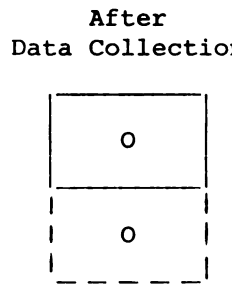


FIGURE 3.1. The Correlational Design.
Source: Nachmias and Nachmias, 1981, p123.

The dotted cell represents information obtained during the data-analysis stage of the study. The basic comparison between the 'experimental group' and the 'control group' is statistical and is based on various elaboration analyses: cross tabulations; partial correlations; partial regressions. [Nachmias and Nachmias, 1981, p.123]

As is typical of correlational studies, the present investigation started with a sample of individuals who were questioned about their background characteristics, attitudes and opinions. In this study, data from a sample of M.S.U. students registered for Fall 1983 were collected on respondent variables such as sex, class standing, ethnicity as well as on the variables of sex and characteristics of

desired parental and preferred professional help-givers. As a means of measuring the moderating effect of respondent variables [e.g. the sex, class standing, ethnicity of respondents] on the relationship between desired parental help-givers and preferred professional help-givers, the sample was divided into 'experimental' and 'control' groups during the elaboration phase of analysis. The statistical creation of experimental and control groups using elaboration analyses allowed an examination of the original relationship while controlling for a variable hypothesized to have an effect. For example, when respondent sex was entered as a predictor variable into the analysis the respondents were treated as the 'experimental group' and when respondent sex was controlled for in the analysis the respondents were viewed as the 'control group'. Using partial correlation, the effect of respondent sex on the relationship between respondents' desires for parental help-givers and respondents' preferencess for professional help-givers was evaluated by noting differences in degree of relationship evidenced by the 'experimental' and 'control' groups.

The value of data analyses of this experimental type for correlational studies was also endorsed by Campbell and Stanley. [1963, p.64] They noted that the quasi-experimental or data analysis design had the advantage of all the correlational approaches in that it permitted study of the relationship between several variables simultaneously. Yet, as the prefix 'quasi' implied, it was a design in which one or more of the sources of internal and external validity were at risk.

One possible source of invalidity in the present study was related to the time dimension of the design. The questionnaire data or, as

designated in this design, the 'posttest' data not only provided information about present preferences for professional help-givers but also measured recall of past desires. Distortions that come with remembrance of the past are often considered a source of invalidity. It has been noted that the probable direction of memory bias is to distort the past attitudes into agreement with present ones. [Campbell and Stanley, 1963, p.66] This bias could, in many studies, act as an intervening variable to disguise a significant effect or relationship. In the present study, however, the respondent's remembrance of the desired parental help-giver was the major predictor variable of preference for a professional helper. Memory bias in this instance seemed more likely to heighten the relationship between variables rather than to disguise it. If this bias was operating as respondents completed the questionnaire [ie. if respondents tended to distort their representation of the ideal parental helper to correspond with their current preferences for a professional helper] correlations may have been inflated. Although this writer would argue that most respondents would not likely have moved toward this memory-based accomodation between parental and professional helpers, the actual impact of memory bias remained an unknown effect. It was necessary to qualify the confidence placed in findings with acknowledgement of the possibility of this effect.

Concern with the possible effect of memory bias was inherent in a concern with the ordering of questions. As is typical of correlational studies, the research variables of this investigation did not need to be measured in any particular order. They were measured successively through the questionnaire developed for this purpose. This procedure

posed a significant threat to the internal validity of the study since the effects of taking one measure [e.g. the measure of the desired parental helper] may have confounded the ratings reported on the successive measure [e.g. the measure of the preferred professional helper]. The conditions of similarity of scales and the consequent increased awareness of relationships under study jeopardized internal validity. As noted in the previous Order of Questions section, an effort to check for this confounding effect of testing was made by distributing two forms of the questionnaire: Form A with items measuring preferences for professional helpers first and Form B with items measuring desired parental helpers first. An analysis of the the two respondent groups, Form A respondents and Form B respondents, was made to determine if there were differences in outcome due to differences in the ordering of questions. Again, the threat to validity, inherent in a research design which used a single questionnaire to gather data about past desires and current preferences, qualified the degree of confidence which could be placed in the findings of the study.

In most correlational designs the limitations in the manipulation of the independent variable prevent a determination of the time sequence. In some studies, as in this one, this difficulty is resolved on the basis of theoretical and logical considerations. [Nachmias and Nachmias, 1981, p. 124] The theoretically based premise of this study expressed an explicit and logical time sequence: the parental help-giving desired while growing was the logical antecendent event to preferences currently held for professional help-givers. The expression of antecedent and consequent events inferred causality.

However, use of the phrases "are related to" and "are determinants of" in the hypotheses of this study was intended primarily to hypothesize association between research variables rather than to hypothesize causality. Findings of strong correlation might **suggest** causality as a possibility worthy of further study, but correlational evidence of causality could not be equated to the causal evidence provided by true experimental data.

> [Correlational data] are relevant to causal hypotheses inasmuch as they expose them to disconfirmation. If a zero correlation is obtained, the credibility of the hypothesis is lessened. If a high correlation occurs, the credibility of the hypothesis is strengthened in that it has survived a chance of disconfirmation. [Campbell and Stanley, 1963, p.64]

Campbell and Stanley stress that the causal interpretation of a simple or a partial correlation depends upon both the presence of a compatible plausible causal hypothesis **and** the absence of plausible rival hypotheses to explain the correlation upon other grounds. The hypotheses of the present study may have been plausible causal hypotheses but certainly did not include all variables that would rule out plausible rival hypotheses. The finding of significant correlations in the present study, then, did not necessarily inidicate causation. Significant correlations, at best, only implied that causation remained a possibility. The use of the relatively inexpensive correlational approach was appropriate in the present circumstance, according to Campbell and Stanley, since this study represented only a preliminary, exploratory survey of hypotheses and those which survived might later be checked through the more expensive experimental manipulation. [1963, p.64]

STATISTICAL HYPOTHESES:

In order to empirically test the relationships defined in the research hypotheses presented in CHAPTER I, each hypothesis was translated into statistical terms. The statistical hypotheses developed for each of the six major research hypotheses, designated HYPOTHESIS I through HYPOTHESIS VI, are listed below. HYPOTHESIS A, which was developed to express the effect of respondent variables, and HYPOTHESES B and C, developed to address validity concerns, are also presented in statistical terms as they apply to **each** of the six major research hypotheses.

All research hypotheses are restated. Statistical hypotheses are then presented in null form with alternative hypotheses reflecting theoretically predicted relationships. The list of abbreviations and symbols used in stating the statistical hypotheses are presented in TABLE 3.16 on the next page.

The following examples demonstrate the use of the abbreviations and symbols:

EXAMPLES:

Ho: ρ	**PARFEM**	**/**	**PROFEM**	**:f[ALL MODERATOR VARIABLES]**			**= 0**
correlation of	female attributes desired in parent helper	with	female attributes desired in professional	as a function of	control variables	equals	0

Ha: PROSEXf	**≠**	**PROSEXm**	**≠**	**PROSEXnp**	**f:[PARWISH]**
respondents preferring female professional	not equal to	respondents preferring male professional	not equal to	respondents with no preference professional	as a function of sex of desired parent helper

TABLE 3.16. ABBREVIATIONS & SYMBOLS USED IN STATISTICAL HYPOTHESES

	SYMBOL	MEANING
VARIABLE	PARWISH	Sex desired in a parental help-giver.
	PROSEX	Sex preferred in a professional help-giver.
	PARFEM	Measure of female sex-type attributes for a desired parental help-giver.
	PARMASC	Measure of male sex-type attributes for a desired parental help-giver.
	PROFEM	Measure of female sex-type attributes for a preferred professional help-giver.
	PROMASC	Measure of male sex-type attributes for a preferred professional help-giver.
	ALL MODERATOR VARIABLES	Respondent variables of sex, race, class, residence, preferences for professional based on real or imaginary person, history of using helping professional, willingness to use helping professional in the future, sex of parent(s) lived with, sex of parent(s) turned to for assistance; used as control variables.
	FORM	Form of questionnaire used to record responses; variable represents two different orderings of items.
	METHOD	Method of soliciting participation in study; variable represents voluntary respondents and 'nonrespondents' [ie. those requiring a follow-up phone call to original mail solicitation].
QUALIFIERS	f	Female category of sex variable for parent and professional.
	m	Male category of sex variable for parent and professional.
	np	No preference category of sex variable for parent and professional.
OPERATORS	:f	As a function of / based on.
	/	With [divides variables tested for relationship].
	=	Is equal to.
	≠	Is not equal to.
	≤	Is less than or equal to.
	≥	Is greater than or equal to.
PARAMETER	ρ	Rho or the population correlation used in Ho testing.
CONSTANTS	$\underline{P}$	Probability of obtaining a test statistic equal to or more extreme than the result observed - given Ho is true.

HYPOTHESIS I: The sex of a potential client's desired parental help-giver discriminates the sex preferred of a professional help-giver.

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARWISH]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH]

$\underline{P} \leq .05$

HYPOTHESIS IA: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will contribute to the discriminant relationship defined in HYPOTHESIS I.

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARWISH, ALL RESPONDENT VARIABLES] =
PROSEXf = PROSEXm = PROSEXnp :f[PARWISH]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH, ALL RESPONDENT VARIABLES] ≠
PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH]

$\underline{P} \leq .05$

HYPOTHESIS IB: The discriminant relationship defined in HYPOTHESIS I varies as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARWISH, FORM] = PROSEXf = PROSEXm =
PROSEXnp :f[PARWISH]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH, FORM] ≠ PROSEXf ≠ PROSEXm ≠
PROSEXnp :f[PARWISH]

$\underline{P} \leq .05$

HYPOTHESIS IC: The discriminant relationship defined in HYPOTHESIS I varies as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARWISH, METHOD] = PROSEXf = PROSEXm =
PROSEXnp :f[PARWISH]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH, METHOD] ≠ PROSEXf ≠ PROSEXm ≠
PROSEXnp :f[PARWISH]

$\underline{P} \leq .05$

HYPOTHESIS II: The sex of a potential client's desired parental help-giver is related to the sex-type attributes preferred in a professional help-giver.

Ho : ρ PARWISH/PROFEM = 0
Ho : ρ PARWISH/PROMASC = 0
Ha : ρ PARWISH/PROFEM ≠ 0
Ha : ρ PARWISH/PROMASC ≠ 0

$\underline{P} \leq .05$

HYPOTHESIS IIA: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will moderate the relationship defined in HYPOTHESIS II.

Ho : ρ PARWISH/PROFEM :f[ALL RESPONDENT VARIABLES] = ρ PARWISH/PROFEM
Ho : ρ PARWISH/PROMASC :f[ALL RESPONDENT VARIABLES] = ρ PARWISH/PROMASC

Ha : ρ PARWISH/PROFEM :f[ALL RESPONDENT VARIABLES] ≠ ρ PARWISH/PROFEM
Ha : ρ PARWISH/PROMASC :f[ALL RESPONDENT VARIABLES] ≠ ρ PARWISH/PROMASC

$\underline{P} \leq .05$

HYPOTHESIS IIB: The relationship defined in HYPOTHESIS II varies as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

Ho : ρ PARWISH/PROFEM :f[FORM] = ρ PARWISH/PROFEM
Ho : ρ PARWISH/PROMASC :f[FORM] = ρ PARWISH/PROMASC

Ha : ρ PARWISH/PROFEM :f[FORM] ≠ ρ PARWISH/PROFEM
Ha : ρ PARWISH/PROMASC :f[FORM] ≠ ρ PARWISH/PROMASC

$\underline{P} \leq .05$

HYPOTHESIS IIC: The relationship defined in HYPOTHESIS II varies as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Ho : ρ PARWISH/PROFEM f:[METHOD] = ρ PARWISH/PROFEM
Ho : ρ PARWISH/PROMASC f:[METHOD] = ρ PARWISH/PROMASC

Ha : ρ PARWISH/PROFEM f:[METHOD] ≠ ρ PARWISH/PROFEM
Ha : ρ PARWISH/PROMASC f:[METHOD] ≠ ρ PARWISH/PROMASC

$\underline{P} \leq .05$

HYPOTHESIS III: The sex-type attributes a potential client desired in a parental help-giver discriminate preference for sex of a helping professional.

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARFEM]
Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM]
Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

$\underline{p} \leq .05$

HYPOTHESIS IIIA: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will contribute to the discriminant relationship defined in HYPOTHESIS III.

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARFEM, ALL RESPONDENT VARIABLES] =
PROSEXf = PROSEXm = PROSEXnp :f[PARFEM]
Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARMASC, ALL RESPONDENT VARIABLES] =
PROSEXf = PROSEXm = PROSEXnp :f[PARMASC]

Ha : PROSEXf = PROSEXm = PROSEXnp :f[PARFEM, ALL RESPONDENT VARIABLES] ≠
PROSEXf = PROSEXm = PROSEXnp :f[PARFEM]
Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC, ALL RESPONDENT VARIABLES] ≠
PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

$\underline{p} \leq .05$

HYPOTHESIS IIIB: The relationship defined in HYPOTHESIS III varies as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARFEM, FORM] = PROSEXf = PROSEXm =
PROSEXnp :f[PARFEM]
Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARMASC, FORM] = PROSEXf = PROSEXm =
PROSEXnp :f[PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM, FORM] ≠ PROSEXf ≠ PROSEXm ≠
PROSEXnp :f[PARFEM]
Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC, FORM] ≠ PROSEXf ≠ PROSEXm ≠
PROSEXnp :f[PARMASC]

$\underline{p} \leq .05$

HYPOTHESIS IIIC: The relationship defined in HYPOTHESIS III varies as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARFEM, METHOD] = PROSEXf = PROSEXm = PROSEXnp :f[PARFEM]
Ho : PROSEXf = PROSEXm = PROSEXnp :f[PARMASC, METHOD] = PROSEXf = PROSEXm = PROSEXnp :f[PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM, METHOD] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM]
Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC, METHOD] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

$\underline{P} \leq .05$

HYPOTHESIS IV: The sex-type attributes a potential client desired in a parental help-giver are related to the preference for sex-type attributes in a professional help-giver.

Ho : ρ PARFEM/PROFEM = 0
Ho : ρ PARMASC/PROMASC = 0
Ho : ρ PARFEM/PROMASC = 0
Ho : ρ PARMASC/PROFEM = 0

Ha : ρ PARFEM/PROFEM > 0
Ha : ρ PARMASC/PROMASC > 0
Ha : ρ PARFEM/PROMASC < 0
Ha : ρ PARMASC/PROFEM < 0

$\underline{P} \leq .05$

HYPOTHESIS IVA: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will moderate the relationship defined in HYPOTHESIS IV.

Ho : ρ PARFEM/PROFEM :f[ALL RESPONDENT VARIABLES] = ρ PARFEM/PROFEM
Ho : ρ PARMASC/PROMASC :f[ALL RESPONDENT VARIABLES] = ρ PARMASC/PROMASC
Ho : ρ PARFEM/PROMASC :f[ALL RESPONDENT VARIABLES] = ρ PARFEM/PROMASC
Ho : ρ PARMASC/PROFEM :f[ALL RESPONDENT VARIABLES] = ρ PARMASC/PROFEM

Ha : ρ PARFEM/PROFEM :f[ALL RESPONDENT VARIABLES] ≠ ρ PARFEM/PROFEM
Ha : ρ PARMASC/PROMASC :f[ALL RESPONDENT VARIABLES] ≠ ρ PARMASC/PROMASC
Ha : ρ PARFEM/PROMASC :f[ALL RESPONDENT VARIABLES] ≠ ρ PARFEM/PROMASC
Ha : ρ PARMASC/PROFEM :f[ALL RESPONDENT VARIABLES] ≠ ρ PARMASC/PROFEM

$\underline{P} \leq .05$

HYPOTHESIS IVB: The relationship defined in HYPOTHESIS IV varies as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

Ho : ρ PARFEM/PROFEM :f[FORM] = ρ PARFEM/PROFEM
Ho : ρ PARMASC/PROMASC :f[FORM] = ρ PARMASC/PROMASC
Ho : ρ PARFEM/PROMASC :f[FORM] = ρ PARFEM/PROMASC
Ho : ρ PARMASC/PROFEM :f[FORM] = ρ PARMASC/PROFEM

Ha : ρ PARFEM/PROFEM :f[FORM] ≠ ρ PARFEM/PROFEM
Ha : ρ PARMASC/PROMASC :f[FORM] ≠ ρ PARMASC/PROMASC
Ha : ρ PARFEM/PROMASC :f[FORM] ≠ ρ PARFEM/PROMASC
Ha : ρ PARMASC/PROFEM :f[FORM] ≠ ρ PARMASC/PROFEM

$\underline{p} \leq .05$

HYPOTHESIS IVC: The relationship defined in HYPOTHESIS IV varies as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Ho : ρ PARFEM/PROFEM :f[METHOD] = ρ PARFEM/PROFEM
Ho : ρ PARMASC/PROMASC :f[METHOD] = ρ PARMASC/PROMASC
Ho : ρ PARFEM/PROMASC :f[METHOD] = ρ PARFEM/PROMASC
Ho : ρ PARMASC/PROFEM :f[METHOD] = ρ PARMASC/PROFEM

Ha : ρ PARFEM/PROFEM :f[METHOD] ≠ ρ PARFEM/PROFEM
Ha : ρ PARMASC/PROMASC :f[METHOD] ≠ ρ PARMASC/PROMASC
Ha : ρ PARFEM/PROMASC :f[METHOD] ≠ ρ PARFEM/PROMASC
Ha : ρ PARMASC/PROFEM :f[METHOD] ≠ ρ PARMASC/PROFEM

$\underline{p} \leq .05$

HYPOTHESIS V: The sex and sex-type attributes a potential client desired in a parental help-giver jointly contribute to discrimination of the potential client's preference for sex of a helping professional.

Ho : PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

$\underline{p} \leq .05$

HYPOTHESIS VA: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will contribute to the relationship defined in HYPOTHESIS V.

Ho : PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC & ALL RESPONDENT VARIABLES] = PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC & ALL RESPONDENT VARIABLES] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

$\underline{P} \leq .05$

HYPOTHESIS VB: The relationship defined in HYPOTHESIS V varies as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

Ho : PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC, FORM] = PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC, FORM] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

$\underline{P} \leq .05$

HYPOTHESIS VC: The relationship defined in HYPOTHESIS V varies as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Ho : PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC, METHOD] = PROSEXf = PROSEXm = PROSEXnp f:[PARWISH, PARFEM, PARMASC]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC, METHOD] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

$\underline{P} \leq .05$

HYPOTHESIS VI: The sex and sex-type attributes a potential client desired in a parental help-giver, operating jointly, are related to the potential client's preference for sex-type attributes in a helping professional.

Ho : ρ PARWISH, PARFEM, PARMASC/PROFEM = 0
Ho : ρ PARWISH, PARFEM, PARMASC/PROMASC = 0

Ha : ρ PARWISH, PARFEM, PARMASC/PROFEM > 0
Ha : ρ PARWISH, PARFEM, PARMASC/PROMASC > 0

$\underline{P} \leq .05$

HYPOTHESIS VIA: Respondent sex, ethnicity, class standing, current residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which will mo^{3}erate the relationship defined in HYPOTHESIS VI.

Ho : ρ PARWISH, PARFEM, PARMASC/PROFEM :f[All RESPONDENT VARIABLES] =
ρ PARWISH, PARFEM, PARMASC/PROFEM
Ho : ρ PARWISH,PARFEM,PARMASC/PROMASC :f[All RESPONDENT VARIABLES] =
ρ PARWISH,PARFEM,PARMASC/PROMASC

Ha : ρ PARWISH, PARFEM, PARMASC/PROFEM :f[All RESPONDENT VARIABLES] ≠
ρ PARWISH, PARFEM, PARMASC/PROFEM
Ha : ρ PARWISH, PARFEM, PARMASC/PROMASC :f[All RESPONDENT VARIABLES] ≠
ρ PARWISH, PARFEM, PARMASC/PROMASC

$\underline{P} \leq .05$

HYPOTHESIS VIB: The relationship defined in HYPOTHESIS vI varies as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

Ho : ρ PARWISH, PARFEM, PARMASC/PROFEM :f[FORM] = ρ PARWISH, PARFEM, PARMASC/PROFEM

Ha : ρ PARWISH, PARFEM, PARMASC/PROFEM :f[FORM] ≠ ρ PARWISH, PARFEM, PARMASC/PROFEM

$\underline{P} \leq .05$

HYPOTHESIS VIC: The relationship defined in HYPOTHESIS VI varies as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Ho : ρ PARWISH, PARFEM, PARMASC/PROFEM :f[METHOD] = ρ PARWISH, PARFEM, PARMASC/PROFEM

Ha : ρ PARWISH, PARFEM, PARMASC/PROFEM :f[METHOD] ≠ ρ PARWISH, PARFEM, PARMASC/PROFEM

$\underline{P} \leq .05$

STATISTICAL ANALYSIS PROCEDURE:

Following a descriptive analysis of all research variables, three different statistical procedures were used to test the hypotheses of the study: [1] bivariate correlation; [2] multiple regression; and [3] discriminant analysis. Statistical procedures were chosen on the basis of the question posed by a hypothesis and the type of variables under investigation. Each of the statistical procedures used is described in the following sections. A summary of each analysis procedure is presented in shorthand form following each descriptive section [Descriptive Analysis in TABLE 3.17, page 113; Bivariate Correlation

Analysis in TABLE 3.18, page 117; Multiple Regression Analysis in TABLE 3.19, page 127; and Discriminant Analysis in TABLE 3.20, page 134.] Research hypotheses are restated in their statistical terms to remind the reader of the content of each hypothesis. A full presentation of the hypotheses of the study was presented in the previous section.

Descriptive Analysis. The first task of data analysis was to determine the basic distributional characteristics of each research variable. Before applying the statistical procedures for hypotheses testing, the pattern of response to each variable was examined to assure a usable distribtion. Absolute frequencies and relative frequencies [proportions] were computed for nominal level measures. Means and standard deviations were computed for interval level variables. Three descriptive variables, based on items designed solely to provide background information relevent to this study, were also analyzed. These descriptive variables were measures of: the use of M.S.U. Counseling Center services; the use of M.S.U. paraprofessional helpers; and confidence in response to item selections. Finally, a brief descriptive analysis of an open-ended question requesting respondents describe their preferred professional helpers in their own words was made. Results of the descriptive analyses are presented in Chapter IV.

TABLE 3.17. SUMMARY OF DESCRIPTIVE ANALYSES TO BE PERFORMED.

ANALYSIS	GENERAL PURPOSE	APPLIED FOR Ho	VARIABLES INVOLVED:	TEST STATISTIC[s] PRODUCED
DESCRIPTIVE ANALYSIS	to assure usable distribution among research variables	N/A	ALL RESEARCH VARIABLES	f=frequencies (for nom) %=percentages (for nom) X=mean (for intvl) s=std dev (for intvl)
	to obtain a measure of M.S.U. Counseling Center usage; para-professional usage; & respondent confidence in item selections		MSUSERVC MSUHLPR SLCTCONF	
	to examine respondent descriptors for preferred professionals		OPEN-ENDED QUESTION	

Abbreviations used:

nom = nominal variable
intvl = [ordinal treated as] interval level variable
std dev = standard deviation
Ho = hypothesis

Bivariate Correlation Analysis. Bivariate correlation analysis was used to examine the relationships between the 'intervel level' variables of HYPOTHESIS IV. Four variable pairings, representing combinations of the sex-type attribute measures for parental and professional help-givers, were expressed in this hypothesis. The research hypotheses for the four bivariate relationships were:

Ha : O PARFEM/PROFEM > 0
Ha : O PARMASC/PROMASC > 0
Ha : O PARFEM/PROMASC < 0
Ha : O PARMASC/PROFEM < 0

$\underline{P} \leq .05$

Pearson's coefficient of correlation [r] was computed to describe the degree and direction of linear association for the four variable pairings. The Pearson's r served as an index of the strength of relationship and as an indicator of the goodness of fit of the linear regression for each variable pairing. [Nie, et.al, 1975, p.277-279] The coefficient of determination [r^2] was also computed for the four bivariate associations. The r^2 statistic served as a more easily interpreted measure of strength of linear association and prediction accuracy. Squaring the Pearson's r provided a measure of the proportion of variance in each dependent variable which could be "explained by or predicted from" each independent variable. [Freeman, 1965, p.101]

The four sex-type attribute variables of Hypothesis IV were treated as interval level measures, a requirement for computation of Pearson's r. It was recognized that these variables were based on data measured at an ordinal level. However, it was decided that strict adherence to the rules linking specific statistics to particular levels

of measurement might be relaxed for this study. Several methodologists have argued that "...statistics originally designed for interval level variables may be used even if the data satisfy only the assumptions of ordinal level measurement." [Nie, et.al., 1975, p.276] Labovitz, for example, contends:

> except for extreme situations, interval statistics can be applied to any ordinal-level variable. ...Although some small error may accompany the treatment of ordinal variables as interval, this is offset by the use of mmore powerful, more sensitive, better developed, and more clearly interpretable statistics with known sampling error. [cited in Nie, et.al., 1975, p.6]

Nie, et.al. also explain that flexible treatment of measurement requirements for analysis has been most commonly accepted when research is exploratory. In the present exploratory study, the treatment of the sex-type attribute variables as interval level measures was adopted. It was recognized that results of analyses involving these variables would need to be interpreted with some caution.

Evaluation of the moderating effects of the nine respondent characteristics and attitudes on the bivariate relationships being studied was made using multiple regression analysis. The respondent variables to be studied were nominal level measures and the numbers assigned to categories could not be assumed to have the measurement characteristics necessary for computing meaningful product-moment correlations. Until modified, these categorical variables could not be treated as 'scores' and meaningful partial coefficients could not be computed. Performance of multliple regression analysis with dummy variables allowed the categories of these nominal level measures to be treated as seperate dichotomous variables. The treatment of the respondent variables as dummy variables in multiple regression allowed

the computation of squared part and partial correlations. These statistics, explained more fully in the following section on Multiple Regression Analysis, provided the needed measure of the contributions of respondent variables to the bivariate relationships being studied. As stated in HYPOTHESIS IVA, it was anticipated that:

Ha : ρ PARFEM/PROFEM :f[ALL RESPONDENT VARIABLES] $\neq \rho$ PARFEM/PROFEM
Ha : ρ PARMASC/PROMASC :f[ALL RESPONDENT VARIABLES] $\neq \rho$ PARMASC/PROMASC
Ha : ρ PARFEM/PROMASC :f[ALL RESPONDENT VARIABLES] $\neq \rho$ PARFEM/PROMASC
Ha : ρ PARMASC/PROFEM :f[ALL RESPONDENT VARIABLES] $\neq \rho$ PARMASC/PROFEM

$\underline{P} \leq .05$

The squared part and partial correlation coefficients produced in multiple regression analyses were also used to examine the possible confounding or moderating effects of order of questions [HYPOTHESIS IVB] and method of soliciting respondents [HYPOTHESIS IVC]. It was hypothesized that these factors would have a moderating effect on the bivariate relationships of HYPOTHESIS IV. The research hypotheses stated in statistical terms were:

Ha : ρ PARFEM/PROFEM :f[FORM] $\neq \rho$ PARFEM/PROFEM
Ha : ρ PARMASC/PROMASC :f[FORM] $\neq \rho$ PARMASC/PROMASC
Ha : ρ PARFEM/PROMASC :f[FORM] $\neq \rho$ PARFEM/PROMASC
Ha : ρ PARMASC/PROFEM :f[FORM] $\neq \rho$ PARMASC/PROFEM

$\underline{P} \leq .05$

Ha : ρ PARFEM/PROFEM :f[METHOD] $\neq \rho$ PARFEM/PROFEM
Ha : ρ PARMASC/PROMASC :f[METHOD] $\neq \rho$ PARMASC/PROMASC
Ha : ρ PARFEM/PROMASC :f[METHOD] $\neq \rho$ PARFEM/PROMASC
Ha : ρ PARMASC/PROFEM :f[METHOD] $\neq \rho$ PARMASC/PROFEM

$\underline{P} \leq .05$

TABLE 3.18. SUMMARY OF BIVARIATE CORRELATION ANALYSES TO BE PERFORMED.

ANALYSIS	GENERAL PURPOSE	APPLIED FOR Ho	VARIABLES INVOLVED: [INDEP]	[DEP]	TEST STATISTIC[s] PRODUCED
BIVARIATE CORRELATION ANALYSIS	to determine/compare strength & direction of relationship between variable pairs	HYPOTHESIS IV	PARFEM (intvl) PARMASC (intvl)	PROFEM (intvl) PROMASC (intvl)	r=Pearson product-moment correlation coefficient; index of degree and direction of linear association [also an indicator of the goodness of fit of the linear regression
	to determine extent to which indep variable accounts for variance				r^2=coefficient of determination; index of strength; [is proportion of variance of dep variable explained by indep]
ELABORATION ANALYSIS	to evaluate the contribution of respondent variables to bivariate relationships	HYPOTHESIS A	ALL RESPONDENT VARIABLES		As part of Multiple Regression Analysis: Squared part correlation = proportion of variation a respondent variable adds to variation already explained by other predictor variables
	to assess if possible confounding factors	HYPOTHESIS B	FORM		
		HYPOTHESIS C	METHOD		Squared partial correlation = proportion a predictor variable reduces the dependent variable
					F=significance test

Abbreviations used:

nom = nominal variable
intvl = [ordinal treated as] interval level variable
indep = independent variable in hypotheses
dep = dependent variable in hypotheses
std dev = standard deviation
Ho = hypothesis

Multiple Regression Analysis. Multiple regression analysis was used to evaluate the effects of the additional predictor variables of HYOTHESES IVA, IVB and IVC on the relationships between the four attribute scale pairings described in the previous section. Regression analysis was used solely to examine the relationships expressed in HYPOTHESIS II and HYPOTHESIS VI. It was first used to examine the relationship between the variables of HYPOTHESIS II: the nominal independent variable [represented by dummy variables] of sex of desired parental help-giver with the two interval level dependent variables of feminine and masculine sex-type attributes preferred in a professional help-giver. This research hypothesis presented in statistical terms was:

Ha : ρ PARWISH/PROFEM $\neq 0$
Ha : ρ PARWISH/PROMASC $\neq 0$

$\underline{P} \leq .05$

Multiple regression analysis was also used to examine the relationships between the multiple independent variables and the two interval level dependent variables of HYPOTHESIS VI. This statistical procedure allowed evaluation of the contribution of the three major independent variables of this study [sex of desired parental help-giver, feminine and masculine sex-type attributes of desired parental help-givers] to accurate prediction of the dependent variables. The research hypotheses were:

Ha : ρ PARWISH,PARFEM,PARMASC/PROFEM > 0
Ha : ρ PARWISH,PARFEM,PARMASC/PROMASC > 0

$\underline{P} \leq .05$

Each regression analysis procedure was extended to evaluate the contributions of the respondent, the order of questions and the method of soliciting respondents variables of HYPOTHESES A,B, and C. These

variables were entered as additional predictor variables to the regression equations of HYPOTHESIS II and HYPOTHESIS VI. It was necessary to represent these variables as dummy variables in the regression equation since they were nominal level measurements. It was hypothesized that respondent, order and method factors would have an effect on the relationships expressed in HYPOTHESES II and VI. The specific research hypotheses for HYPOTHESIS IIA, IIB and IIC stated in statistical terms were:

IIA Ha : ρ PARWISH/PROFEM :f[ALL RESPONDENT VARIABLES] $\neq \rho$ PARWISH/PROFEM
Ha : ρ PARWISH/PROMASC :f[ALL RESPONDENT VARIABLES] $\neq \rho$ PARWISH/PROMASC

$\underline{P} \leq .05$

IIB Ha : ρ PARWISH/PROFEM :f[FORM] $\neq \rho$ PARWISH/PROFEM
Ha : ρ PARWISH/PROMASC :f[FORM] $\neq \rho$ PARWISH/PROMASC

$\underline{P} \leq .05$

IIC Ha : ρ PARWISH/PROFEM :f[METHOD] $\neq \rho$ PARWISH/PROFEM
Ha : ρ PARWISH/PROMASC :f[METHOD] $\neq \rho$ PARWISH/PROMASC

$\underline{P} \leq .05$

The specific research hypotheses for HYPOTHESIS VIA, VIB and VIC stated in statistical terms were:

VIA Ha : ρ PARWISH,PARFEM,PARMASC/PROFEM :f[All RESPONDENT VARIABLES] $\neq$
ρ PARWISH,PARFEM,PARMASC/PROFEM
Ha : ρ PARWISH,PARFEM,PARMASC/PROMASC :f[All RESPONDENT VARIABLES] $\neq$
ρ PARWISH,PARFEM,PARMASC/PROMASC

$\underline{P} \leq .05$

VIB Ha : ρ PARWISH,PARFEM,PARMASC/PROFEM :f[FORM] $\neq$
ρ PARWISH,PARFEM,PARMASC/PROFEM
Ha : ρ PARWISH,PARFEM,PARMASC/PROMASC :f[FORM] $\neq$
ρ PARWISH,PARFEM,PARMASC/PROMASC

$\underline{P} \leq .05$

VIC Ha : ρ PARWISH,PARFEM,PARMASC/PROFEM :f[METHOD] ≠
ρ PARWISH,PARFEM,PARMASC/PROFEM
Ha : ρ PARWISH,PARFEM,PARMASC/PROMASC :f[METHOD] ≠
ρ PARWISH,PARFEM,PARMASC/PROMASC

P ≦ .05

The first task of this statistical procedure was to evaluate for multicollinearity or "..the situation in which some or all of the independent variables are very highly intercorrelated". [Nie, et.al., 1975, p.340] The Nie researchers noted that the presence of multicollinearity among independent variables has the potential to cause misinterpretation of the results produced by regression analyses. If independent variables are highly intercorrelated, coefficients may not be uniquely determined. Also, "...the greater the intercorrelation of the independent variables, the less the reliability of the relative importance indicated by the partial regression coefficients." [Nie, et.al., 1975, p.340] Although multicollinearity was seen as an important issue for this study, available statistical procedures did not allow for an evaluation of its presence among the independent variables used in the multiple regression analyses. Evaluation of multicollinearity requred computation of zero order correlations among all independent variables. The large majority of independent variables were nominal level measures. Meaningful Pearson product-moment correlations could not be computed for variables representing this level of measurement. It was recognized that results of the multiple regression analyses would need to be viewed with some caution given the inability to evaluate for the presence of multicollinearity.

For HYPOTHESIS II, regression analysis was first performed to focus on the relationships between the independent variable of sex of

desired parental helper and the two attribute scale dependent variables. This procedure was followed by multiple regression analyses with stepwise inclusion of the predictor variables found in Hypotheses IIA, IIB and IIC. The stepwise method of analysis caused variables to be entered only if they met certain statsistical criteria [defined below]. The order of inclusion was determined by the respective contribution of each variable to explained variance. [Nie, et.al., 1975, p.345]

For HYPOTHESIS VI, stepwise inclusion combined with hierarchical inclusion was performed. This method of analysis caused the three independent variables of HYPOTHESIS VI to be entered together on the first step of the regression analysis. The nine respondent variables, the order of question and the method of solicitation variables were then entered into the regression equation as additional predictor variables. These predictor variables were entered in stepwise fashion with the variable contributing the most significant explained variance entered first. Inclusion of variables was continued as long as variables met the statistical criteria established. Criteria for stepwise inclusion was n=15 [the maximum number of predictors allowed], F≤.05 [test of signifcance for a regression coefficient] and T=.005 [minimum proportion of variance of the variable not already explained by other variables in the equation]. The criteria for inclusion represented a compromise between the desire to reduce the regression equation to a subset of the best predictors and the desire to fully study all the research variables of interest.

The first step of analysis for HYPOTHESIS II was to evaluate the strength of linear dependence of each dependent variable on the nominal

independent variable. Regression analysis with dummy variables representing the categories of the nominal independent variable was analogous to performing an analysis of variance using the original nominal variable. [Nie, et.al., 1975, p.375] Dummy regression was chosen in lieu of an analysis of variance procedure since the desire to later include respondent, order and method variables in the analysis would have required at least a twelve-way ANOVA. It was decided that analysis of variance procedures at this level would be extremely difficult to manage and interpret. It was also recognized that the analysis of variance summary portion of the output for the bivariate dummy regression analyses would yield the same results as would be obtained with conventional analysis of variance computations. [Nie, et.al., 1975, p.376]

The first step of analysis for HYPOTHESIS VI was to evaluate the strength of linear dependence of each dependent variable on the three independent variables entered into the regression equation as a block. Multiple R provided this information. R^2 values indicated the amount of variation in each dependent variable that was explained by the three independent variables operating jointly.

As each additional predictor variable was entered into the regression equations of HYPOTHESES II and VI, a new R^2 was computed which indicated the amount of variation of the dependent variable now accounted for with the addition of another predictor variable. The standard error of estimate was also computed. This SEE represented the 'average' error in predicting the dependent variable from the predictor variables operating in the regression equation.

Each multiple regression analysis also provided unstandardized

regression coefficients [B], standard errors of B and standardized partial regression coefficients [Beta]. Beta values provided the most easily interpretable measures. They represented a measure of the relative influence of each variable on the dependent variable with all other variables controlled for.

Two additional coefficients [1] the squared part correlation and [2] the squared partial correlation were computed "...to measure more directly the contribution of each independent and predictor variable to the variation of the dependent variable." [Nie, et.al., 1975, p.332] As each independent or predictor variable was entered into the regression equation, a new R^2 was computed. The increment in R^2 due to the addition of a given variable represented the squared part correlation. This statistic was interpreted as the proportion of variation a predictor variable added to variation already explained by other independent or predictor variables. [Nie, et.al., 1975, p.334] Conversely, the squared partial correlation provided a measure of the degree to which a predictor variable reduced the variation of the dependent variable unexplained by other predictor variables.

TABLE 3.19. SUMMARY OF MULTIPLE REGRESSION ANALYSES TO BE PERFORMED.

ANALYSIS	GENERAL PURPOSE	APPLIED FOR Ho	VARIABLES INVOLVED: [INDEP]	[DEP]	TEST STATISTIC[s] PRODUCED
MULTIPLE REGRESSION	to evaluate the contribution of an indep variable or set of indep variables to accurate prediction of dep variables	HYPOTHESIS II	PARWISH (nom)	PROFEM (intvl) PROMASC (intvl)	R=Multiple R or the multiple correlation coefficient R=measure of the amount of variation in the dep variable explained by the jointly operating predictor variables in the equation]
		HYPOTHESIS IV	PARWISH (nom) PARFEM (intvl) PARMASC (intvl)	PROFEM (intvl) PROMASC (intvl)	B=unstandardized partial regression coefficient [measures the influence of the indep variable on the dependent variable with other indep variables controlled for
	to isolate subset of indep variables that will yield optimal prediction equation with as few terms as possible				Beta=partial B or the standardized partial
	to check/adjust for multicollinearity or confounding due to strong intercorrelation of indep variables				regression coefficient [allows comparison of the relative effects of each indep variable]
					SEE=standard error of estemate; std dev of
	to examine difference in actual and predicted dependent measure				residuals ['average' error predicting dep variable from regression equation]
					Sof B=estimate std dev of sampling variability
ELABORATION ANALYSIS	to evaluate the contribution of respondent variables to relationships	HYPOTHESIS A	ALL RESPONDENT VARIABLES		Squared part correlation=proportion of variation a predictor variable adds to variation already explained by other predictor variables
		HYPOTHESIS B	FORM		
	to control for possible confounding factors	HYPOTHESIS C	METHOD		Squared partial correlation=proportion a predictor variable reduces the unexplained variance of dep variable
					F=significance test

Discriminant Analysis. Discriminant analysis was used to test the three hypotheses having the nominal level dependent variable of preferred sex of professional help-giver: HYPOTHESIS I; HYPOTHESIS III; and HYPOTHESIS V. This procedure treated independent variables as discriminating variables and evaluated their ability to statistically distinguish between groups or categories of the nominal dependent variable. [Nie, et.al., 1975, p.435] Each of the three research hypotheses proposed a different combination of variables as discriminators of respondents who indicated: [1] a preference for a female professional help-giver; [2] a preference for a male professional help-giver; and [3] no preference for sex of a helping professional. The three research hypotheses stated in statistical terms were:

I. Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH]

P ≤ .05

III. Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM]
Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

P ≤ .05

V. Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

P ≤ .05

Each discriminant analysis procedure for HYPOTHESES I, III and V was extended to include the respondent, the order of questions and the method of soliciting respondnts variables of HYPOTHESES A, B and C. These variables were entered as additional discriminating variables to determine if their presence would increase ability to distinguish between groups or categories of the nominal dependent variable. It was necessary to represent the nominal discriminating variables as dummy variables in the analysis. It was hypothesized that respondent, order

and method factors would have a moderating effect on the discriminative functions expressed in HYPOTHESES I, II and V. The specific research hypotheses for HYPOTHESIS IA, IB, IC, HYPOTHESIS IIIA, IIIB, IIIC and HYPOTHESIS VA, VB, VC stated in statistical terms were:

IA Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH, ALL RESPONDENT VARIABLES] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH]

P ≦ .05

IB Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH, FORM] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH]

P ≦ .05

IC Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH, METHOD] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARWISH]

P ≦ .05

IIIA Ha: PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM, ALL RESPONDENT VARIABLES] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC, ALL RESPONDENT VARIABLES] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

P ≦ .05

IIIB Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM, FORM] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC, FORM] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

P ≦ .05

IIIC Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM, METHOD] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARFEM]

Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC, METHOD] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp :f[PARMASC]

P ≦ .05

VA Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC & ALL RESPONDENT VARIABLES] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

P ≦ .05

VB Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC, FORM] ≠ PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

P ≦ .05

VC Ha : PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC, METHOD] ≠
PROSEXf ≠ PROSEXm ≠ PROSEXnp f:[PARWISH, PARFEM, PARMASC]

$\underline{P} \leq .05$

The first task of this statistical procedure was to derive optimal discriminant functions for HYPOTHESES I, III and V. Weighted linear combinations of the discriminant variables for each hypothesis were needed which would maximize separation of the categories of the dependent variable. Optimal variable combinations [discriminative functions] were derived using a stepwise selection method. The method allowed for the sequential selection of "next best" discriminating variables at each step according to a selection criterion.[Nie, et.al., 1975, p.447] Since each successive linear combination or canonical variate was mutually uncorrelated and derived in order of the amount of category variability explained, each variate represented a dimension along which optimal category differentiation would occur. This stepwise method was chosen for its promise of identifying a reduced set of variables with optimal discriminating power. It also provided intermediate results at each step which would be helpful in evaluating relationships between the research variables.

The stepwise selection criterion chosen was Wilks' lambda. "Lambda is an inverse measure of the discriminating power in the original variables which has not yet been removed by the discriminant functions." [Nie, et.al., 1975, p.442] This statistic tested the significance [F test] of discriminating information not yet included in a discriminative function. Discriminating information was information which would maximize the dependent variable's between category variability to within category variability. If there was little discriminating information remaining in variables not yet included,

then lambda was large. Minimization of this statistic was the determination of the best combination of variables that separated 'groups' or categories of the dependent variable.

Two statistics were used to judge how many discriminant functions should be derived and if a dimension on a variate was significant. Because there were only three categories of the dependent variable, the maximum number of functions possible was two. Eigenvalues and their associated canonical correlations were computed as indicators of whether only one or both of the possible functions had significant ability to separate categories. First, the eigenvalue, computed in the process of deriving a function, measured the relative importance of each function. The sum of eigenvalues represented the total variance existing in all discriminating variables. A single eigenvalue expressed as a percentage of the total sum of eigenvalues provided "..an easy reference to the relative importance of the associated function". [Nie, et.al., 1975, p.442] Second, a canonical correlation was provided which was a measure of association between a function and the dependent 'group' variable. The squared canonical correlation of a dimension [analogous to the multiple correlation coefficient in regression analysis] represented the proportion of variability in a function explained by category differences.

Further information about category differences of the dependent variable was obtained from an inspection of the group centroids reported. Group centroids represented mean discriminant scores for each category of the dependent variable on the respective functions. They showed the relative distances between the categories or the way in which they were distinguished along the dimension. The centroids,

"...summarizing the locations of the categories in the reduced space defined by the discriminant functions" [Nie, et.al., 1975, p. 440], were used to identify which categories were most effectively disriminated by a function.

The relative contribution of each discriminating variable to a function was also evaluated. Standardized weights of the discriminating variables were reported. These standardized discriminant function coefficients, much like regression coefficients, could be viewed as indicators of the relative contribution of each variable to category differentiation. The sign of the coefficient indicated whether the variable was making a positive or negative contribution. By identifying the dominant characteristic a function measured, these coefficients also provided information which could be used to 'name' the function. [Nie, et.al., 1975, pp.440,443]

The final step of this discriminant analysis was to test of the power of the derived functions to classify or identify category membership for respondents of this study. Classifying the respondents used to derive the functions in the first place allowed a comparison of predicted group membership with actual group membership. [Nie, et.al., 1975, p.445] The proportion of correct classifications was a measure of the adequacy of the derived discriminant functions.

TABLE 3.20. SUMMARY OF DISCRIMINANT ANALYSES TO BE PERFORMED.

ANALYSIS	GENERAL PURPOSE	APPLIED FOR Ho	VARIABLES INVOLVED: [INDEP]	[DEP]	TEST STATISTIC[s] PRODUCED
DISCRIMINANT ANALYSIS	to test if indep variables function to distiguish groups representing the categories of the dep variable	HYPOTHESIS I	PARWISH (nom)	PROSEX (nom)	Eigenvalue=relative ability of function to separate groups
		HYPOTHESIS III	PARTIM (intvl) PARMASC (intvl)	PROSEX (nom)	Canonical correlation = association between a function and dep [group] variable
	to identify best discriminant functions [indep variables which contribute most to separation of groups]	HYPOTHESIS V	PARWISH (nom) PARTIM (intvl) PARMASC (intvl)	PROSEX (nom)	Canonical correlation = proportion of variance in function explained by groups Wilks' lambda = an inverse measure of amount of discriminating power in set of variables being used
	to evaluate predictive effectiveness of discriminators				d=standardized discriminant function coefficient [relative contribution of each discriminating variable to its respective function; sign tells if a positive or negative contribution]
ELABORATION ANALYSIS	to evaluate the contribution of respondent variables to discrimination of dep variable groupings	HYPOTHESIS A	ALL RESPONDENT VARIABLES		Group centroids=mean of discriminant scores for each group on respective functions [measure of distance between groups on given dimension]
	to control for possible confounding effects on variables used to discriminate	HYPOTHESIS B HYPOTHESIS C	FORM METHOD		F=significance test

CHAPTER IV.

ANALYSIS OF RESULTS

This descriptive study was aimed at investigating the theoretically based premise that:

> The sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

Several statistical procedures were used to analyze data and test the six major hypotheses derived from this premise. The results of these statistical analyses are reported in this chapter. The chapter begins with a descriptive analysis of all research variables. The descriptive analysis is followed by results of statistical analyses according to the procedure used: bivariate correlation analysis; multiple regression analysis; discriminant analysis. The chapter concludes with a summary of the results of hypotheses tests.

RESULTS OF DESCRIPTIVE ANALYSIS:

As described in CHAPTER III: "Statistical Analysis Procedures", the first task of data analysis was to determine the basic distributional characteristics of each research variable. Before applying the statistical procedures for hypotheses testing, the pattern of response to each variable was examined to assure a usable distribution. Absolute frequencies and relative frequencies

[proportions] were computed for nominal level measures. Means and standard deviations were computed for the sex-type attribute variables treated as interval level measures. Three variables, based on items designed solely to provide descriptive information relevant to this study, were also analyzed. These descriptive variables were measures of: the use of M.S.U. Counseling Center services; the use of M.S.U. paraprofessional helpers; and confidence in response to item selections. Finally, a brief descriptive analysis was made of the only open-ended question included in the questionnaire. This open-ended question requested that respondents describe their preferred professional helpers in their own words.

Nominal Level Measures. Fourteen categorical variables were used in this study. The distributions of seven of these nominal variables were reported in CHAPTER III, "Description of the Sample": response mode; booklet form [FORM]; method of soliciting respondents [METHOD]; respondent sex [SEX]; respondent ethnicity [RACE]; respondent class standing [CLASS]; and residence of respondent [RESIDE]. The patterns of response to the remaining seven nominal variables were also studied. The absolute and relative frequencies of these variables were computed. The results are presented in TABLES 4.1 - 4.7 on pages 135 through 139.

An examination was made of the frequency tables for: preferred sex of professional help-giver [PROSEX]; real or imaginary person in mind as indicated preferences [REALIMAG]; history of having shared a personal problem with a helping professional [USEDPROF]; willingness to use a professional helper in the future [FUTURUSE]; adult(s) lived with while growing up [PARLIVE]; adult(s) turned to for assistance while

growing up [PARTURN]; and adult(s) wished to turn to for help while growing up [PARWISH]. Evaluation of the distributions of these variables indicated that each had sufficient variability to be used in subsequent relational analysis.

Though respondent representation in variable categories was sufficient for the planned analyses, the distribution of respondents across categories was very uneven for all variables except PROSEX and PARWISH. This uneven representation was alleviated somewhat by collapsing categories and constructing broader classifications. It remained descriptive of the sample to say that the large majority of respondents: lived with both male and female parental adult(s) while growing up; usually turned to a female parental adult for assistance with personal probelems; had used a professional help-giver in the past; expressed willingness to use a professional help-giver in the future; and had an imaginary person in mind as they indicated their preferences.

The distributions of these seven variables as a function of questionnaire form used to record responses [FORM] and method [METHOD] of soliciting participation were also evaluated. Results are presented in TABLES 4.8 and 4.9 on pages 140 through 143. Chi square values suggested very few systematic relationships among these variables. Only the chi square values for USEDPROF with FORM and with METHOD were statistically significant. These results suggested that the form of questionnaire a respondent used and the method used to solicit a respondent's participation in the study may have effected response to the item inquiring about past use of a helping professional. A measure of the strength of the relationships [Cramer's V =.136 for FORM and

USEDPROF and .174 for METHOD and USEDPROF], however, indicated that the associations were not strong.

TABLE 4.1. FREQUENCY DISTRIBUTION: PREFERRED SEX OF PROFESSIONAL HELP-GIVER. Response to item: "Would you prefer that your professional helper be: female?; male?; no preference?"

VARIABLE LABEL	CATEGORIES OF: PREFERRED SEX OF PROFESSIONAL	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PROSEX	FEMALE	222	38.0%
	MALE	135	23.1%
	NO PREFERENCE	227	38.9%
	TOTAL:	584	100.0%

TABLE 4.2. FREQUENCY DISTRIBUTION: REAL OR IMAGINARY PERSON IN MIND AS THOUGHT OF PREFERRED PROFESSIONAL QUALITIES. Response to item: "Did you have a real person in mind as you indicated your preferences for qualities in a professional help-giver?: yes; no. I was thinking of an imaginary person."

VARIABLE LABEL	CATEGORIES OF: REAL OR IMAGINARY PERSON IN MIND	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
REALIMAG	REAL PERSON IN MIND	152	26.0%
	IMAGINARY PERSON IN MIND	432	74.0%
	TOTAL:	584	100.0%

TABLE 4.3. FREQUENCY DISTRIBUTION: HAVE SHARED PROBLEM WITH A PROFESSIONAL. Response to item: "Have you ever shared a personal problem with a helping professional?: yes; no."

VARIABLE LABEL	CATEGORIES OF: HAVE SHARED PROBLEM WITH A PROFESSIONAL	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
USEDPROF	YES	445	76.2%
	NO	138	23.6%
	NO RESPONSE	1	.2%
	TOTAL:	584	100.0%

TABLE 4.4. FREQUENCY DISTRIBUTION: WILLINGNESS TO USE PROFESSIONAL HELPER IN THE FUTURE. Response to item: "Would you consider sharing a personal problem with a helping professional in the future?: definitely not; probably not; probably yes; definitely yes."

VARIABLE LABEL	CATEGORIES OF: WILLING TO USE PROFESSIONAL HELPER IN THE FUTURE	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
FUTURUSE	DEFINITELY NOT	11	1.9%
	PROBABLY NOT	90	15.4%
	PROBABLY YES	282	48.3%
	DEFINITELY YES	199	34.1%
	NO RESPONSE	2	.3%
	TOTAL:	584	100.0%

TABLE 4.4A. FREQUENCY DISTRIBUTION: WILLINGNESS TO USE PROFESSIONAL HELPER IN THE FUTURE RECLASSIFIED INTO THREE GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: WILLING TO USE PROFESSIONAL HELPER IN THE FUTURE	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
FUTURUSE	UNLIKELY USER	101	17.3%
	POTENTIAL USER	481	82.4%
	NO RESPONSE	2	.3%
	TOTAL:	584	100.0%

TABLE 4.5. FREQUENCY DISTRIBUTION: ADULT(S) LIVED WITH WHILE GROWING UP.
Response to item: "Which adult(s)did you live with [all or most of the time] while you were growing up?: mother and father (natural, adoptive, step-parent); other couple; mother only; father only; other female only; other male only."

VARIABLE LABEL	CATEGORIES OF: ADULT(S) LIVED WITH WHILE GROWING UP	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PARLIVE	MOTHER AND FATHER (e.g. natural, adoptive,) step-parent)	520	89.0%
	OTHER COUPLE (e.g.grandparents, aunt & uncle)	2	.3%
	MOTHER ONLY	46	7.9%
	FATHER ONLY	16	2.7%
	OTHER FEMALE ONLY (e.g. aunt, grandmother)	0	0.0%
	OTHER MALE ONLY (e.g. uncle, grandfather)	0	0.0%
	TOTAL:	584	100.0%

TABLE 4.5A. FREQUENCY DISTRIBUTION: ADULT(S) LIVED WITH WHILE GROWING UP RECLASSIFIED INTO THREE GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: ADULT(S) LIVED WITH WHILE GROWING UP	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PARLIVE	FEMALE AND MALE	522	89.4%
	FEMALE ONLY	46	7.9%
	MALE ONLY	16	2.7%
	TOTAL:	584	100.0%

TABLE 4.6. FREQUENCY DISTRIBUTION: ADULT(S) DID TURN TO FOR HELP WHILE GROWING UP. Response to item: "When you had personal problems as you were growing up (ie.questions or situatiions which were difficult for you to deal with alone), which parent or adult did you usually turn to for assistance?: my mother almost always; my mother more often than my father; my father almost always; my father more often than my mother; my mother and father equally often; other female adult; other male adult; female and male adults equally often."

VARIABLE LABEL	CATEGORIES OF: ADULT(S) DID TURN TO FOR HELP WHILE GROWING UP	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PARTURN	MOTHER ALMOST ALWAYS	162	27.7%
	MOTHER MORE OFTEN THAN MY FATHER	196	33.6%
	FATHER ALMOST ALWAYS	46	7.9%
	FATHER MORE OFTEN THAN MY MOTHER	68	11.6%
	MOTHER AND FATHER EQUALLY OFTEN	71	12.2%
	OTHER FEMALE ADULT (e.g. aunt, grandmother)	15	2.6%
	OTHER MALE ADULT (e.g. uncle, grandfather)	10	1.7%
	MALE AND FEMALE ADULTS EQUALLY OFTEN	16	2.7%
	TOTAL:	584	100.0%

TABLE 4.6A. FREQUENCY DISTRIBUTION: ADULT(S) DID TURN TO FOR HELP WHILE GROWING UP RECLASSIFIED INTO THREE GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: ADULT(S) DID TURN TO FOR HELP WHILE GROWING UP	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PARTURN	MOTHER/FEMALE	373	63.9%
	FATHER/MALE	124	21.2%
	NO PREFERENCE [mother/female and father/male equally]	87	14.9%
	TOTAL:	584	100.0%

TABLE 4.7. FREQUENCY DISTRIBUTION: ADULT(S) WISH TURNED TO FOR HELP WHILE GROWING UP. Response to item: "When you had personal problems, which parent or adult did you WISH you could turn to for assistance? [This may or may not have been the same person you actually **did** turn to.]: my mother almost always; my mother more often than father; my father almost always; my father more often than mother; my mother and father equally often; other female adult; other male adult; female and male adults equally often."

VARIABLE LABEL	CATEGORIES OF: ADULT(S) WISH TURNED TO FOR HELP WHILE GROWING UP	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PARWISH	MOTHER ALMOST ALWAYS	124	21.2%
	MOTHER MORE OFTEN THAN MY FATHER	144	24.7%
	FATHER ALMOST ALWAYS	60	10.3%
	FATHER MORE OFTEN THAN MY MOTHER	68	11.6%
	MOTHER AND FATHER EQUALLY OFTEN	165	28.3%
	OTHER FEMALE ADULT (e.g. aunt, grandmother)	7	1.2%
	OTHER MALE ADULT (e.g. uncle, grandfather)	3	.5%
	MALE AND FEMALE ADULTS EQUALLY OFTEN	13	2.2%
	TOTAL:	584	100.0%

TABLE 4.7A. FREQUENCY DISTRIBUTION: ADULT(S) WISH TURNED TO FOR HELP WHILE GROWING UP RECLASSIFIED INTO THREE GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: ADULT(S) WISH TURNED TO FOR HELP WHILE GROWING UP	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
PARWISH	MOTHER/FEMALE	275	47.1%
	FATHER/MALE	131	22.4%
	NO PREFERENCE [mother/female and father/male equally	178	30.5%
	TOTAL:	584	100.0%

TABLE 4.8. DISTRIBUTION OF NOMINAL RESEARCH VARIABLES ACCORDING TO QUESTIONNAIRE FORM USED TO RECORD RESPONSES.

RESEARCH VARIABLE	CATEGORIES		FORM A RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	FORM B RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
PREFERRED SEX OF PROFESSIONAL HELP-GIVER	FEMALE		39.2%	36.9%	38.0%
	MALE		24.1%	22.1%	23.1%
	NO PREFERENCE		36.7%	40.9%	38.9%
	P=.5736 Cramer's V=.044	TOTAL:	100.0%	100.0%	100.0%
REAL OR IMAGINARY PERSON IN MIND	REAL PERSON		26.2%	25.8%	26.0%
	IMAGINARY PERSON		73.7%	74.2%	74.0%
	P=.5883 Cramer's V=.043	TOTAL:	100.0%	100.0%	100.0%
HAVE SHARED PROBLEM WITH PROFESSIONAL	YES		81.5%	71.4%	76.3%
	NO		18.5%	28.6%	23.7%
	* P=.0127 Cramer's V=.13633	TOTAL:	100.0%	100.0%	100.0%
WILLINGNESS TO USE PROFESSIONAL IN THE FUTURE	UNLIKELY USER		16.1%	18.6%	17.4%
	POTENTIAL USER		83.9%	81.4%	82.6%
	P=.4265 Phi=.033	TOTAL:	100.0%	100.0%	100.0%

NOTE: Figures adjusted for nonrespondents.
* = Statistical significance [$P \leq .05$].

TABLE 4.8. [CONT.] DISTRIBUTION OF NOMINAL RESEARCH VARIABLES ACCORDING TO QUESTIONNAIRE FORM USED TO RECORD RESPONSES.

RESEARCH VARIABLE	CATEGORIES	FORM A RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	FORM B RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
ADULT(S) LIVED WITH WHILE GROWING UP	FEMALE & MALE	90.2%	88.6%	89.4%
	FEMALE ONLY	7.0%	8.7%	7.9%
	MALE ONLY	2.8%	2.7%	2.7%
	P=.7389 Cramer's V=.032 TOTAL:	100.0%	100.0%	100.0%
ADULT(S) DID TURN TO FOR HELP	MOTHER/FEMALE	60.5%	67.1%	63.9%
	FATHER/MALE	22.4%	20.1%	21.2%
	NO PREFERENCE	17.1%	12.8%	14.9%
	P=.1990 Cramer's V=.074 TOTAL:	100.0%	100.0%	100.0%
ADULT(S) WISH TURN TO FOR HELP	MOTHER/FEMALE	44.4%	49.7%	47.1%
	FATHER/MALE	23.1%	21.8%	22.4%
	NO PREFERENCE	32.5%	28.5%	30.5%
	P=.4221 Cramer's V=.054 TOTAL:	100.0%	100.0%	100.0%

NOTE: Figures adjusted for nonrespondents.
* = Statistical significance [$P \leq .05$].

TABLE 4.9. DISTRIBUTION OF NOMINAL RESEARCH VARIABLES ACCORDING TO METHOD USED TO SOLICIT PARTICIPATION.

RESEARCH VARIABLE	CATEGORIES	MAIL RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	TELEPHONE RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
PREFERRED SEX OF PROFESSIONAL HELP-GIVER	FEMALE	37.6%	45.2%	38.0%
	MALE	23.2%	19.4%	23.1%
	NO PREFERENCE	39.1%	35.5%	38.9%
	P=.6918 Cramer's V=.036 TOTAL:	100.0%	100.0%	100.0%
REAL OR IMAGINARY PERSON IN MIND	REAL PERSON	26.0%	25.8%	26.0%
	IMAGINARY PERSON	74.0%	74.2%	74.0%
	P=.9717 Cramer's V=.009 TOTAL:	100.0%	100.0%	100.0%
HAVE SHARED PROBLEM WITH PROFESSIONAL	YES	76.3%	77.4%	76.4%
	NO	23.7%	22.6%	23.7%
	* P=.0004 Cramer's V=.174 TOTAL:	100.0%	100.0%	100.0%
WILLINGNESS TO USE PROFESSIONAL IN THE FUTURE	UNLIKELY USER	17.1%	22.6%	17.4%
	POTENTIAL USER	82.9%	77.4%	82.6%
	P=.5850 Phi=.033 TOTAL:	100.0%	100.0%	100.0%

NOTE: Figures adjusted for nonrespondents.
* = Statistical significance [$P \leq .05$].

TABLE 4.9. [CONT.] DISTRIBUTION OF NOMINAL RESEARCH VARIABLES ACCORDING METHOD USED TO SOLICIT PARTICIPATION.

RESEARCH VARIABLE	CATEGORIES		MAIL RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	TELEPHONE RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
ADULT(S) LIVED WITH WHILE GROWING UP	FEMALE & MALE		89.3%	90.3%	89.4%
	FEMALE ONLY		8.0%	6.5%	7.9%
	MALE ONLY		2.7%	3.2%	2.7%
	P=.9437 Cramer's V=.014	TOTAL:	100.0%	100.0%	100.0%
ADULT(S) DID TURN TO FOR HELP	MOTHER/FEMALE		63.7%	67.7%	63.9%
	FATHER/MALE		21.3%	19.4%	21.2%
	NO PREFERENCE		15.0%	12.9%	14.9%
	P=.8965 Cramer's V=.019	TOTAL:	100.0%	100.0%	100.0%
ADULT(S) WISH TURN TO FOR HELP	MOTHER/FEMALE		47.0%	48.4%	47.1%
	FATHER/MALE		22.6%	19.4%	22.4%
	NO PREFERENCE		30.4%	32.3%	30.5%
	P=.9122 Cramer's V=.018	TOTAL:	100.0%	100.0%	100.0%

NOTE: Figures adjusted for nonrespondents.
* = Statistical significance [$P \leq .05$].

Interval Level Measures. Scores from the four sex-type attribute scales of the questionnaire [ie. PARFEM, PARMASC, PROFEM, PROMASC] were treated as interval level variables. Each attribute scale consisted of 24 items and each item had four response choices with assigned weights ranging from 0 to 3. The pattern of response to each item was examined to assure a usable distribution. Response choice frequencies for scale items are presented in TABLES 4.10 through 4.13 [pages 146 - 149].

A brief review of the response choice proportions presented in these tables indicated that the distributions for many items had a distinctive form. Though all item choices were used by respondents, the mode for many items was located toward the high weightings. Response frequencies tended to be largest for the two choices ['fairly' and 'very'] that endorsed the valued trait and smallest for the two choices that endorsed the polar trait. Some notable exceptions to this trend were evident. The response distributions for the attributes of 'emotional' and 'religious' [PARFEM and PROFEM Scales] and for 'aggressive', 'competitive' and 'dominant' [PARMASC and PROMASC Scales] were negatively skewed. Although these attributes represented traits believed to be generally valued [Broverman, et.al., 1972], this valuation did not seem to hold when they were used as descriptors for desired parental and preferred professional help-givers.

The trend in response choice selection was reflected in the distribution of scale scores. Scores on the sex-type attribute scales formed positively skewed distributions with the following means and standard deviations:

PARFEM Scale:	**Mean = 49.35**	**Standard Deviation = 14.65**
PROFEM Scale:	**Mean = 48.99**	**Standard Deviation = 14.62**

PARMASC Scale: Mean = 48.53 Standard Deviation = 12.14
PROMASC Scale: Mean = 48.45 Standard Deviation = 13.91

The mean scores on the four scales were almost identical. This implied that the degree of male and female sex-type attributes respondents desired/preferred in parental and professional helpers was similar. However, since "the mean in a positively skewed distribution is pulled in the direction of the high scores, it loses its typicality." [Nachmias and Nachmias, 1981, p.317] Also, all four scales had moderately large standard deviations indicating that the level of desired or preferred attributes reflected by the mean was not highly representative of all respondents. Because the means were so similar, the standard deviations as measures of dispersion could be compared as reflecting relative variation. The standard deviations of scale scores indicated that the degree of variation of scores about the mean for all four scales was extremely similar.

TABLE 4.10. RESPONSE CHOICE FREQUENCIES: ITEMS FOR PARENTAL FEMININE [PARFEM] SEX-TYPE ATTRIBUTE SCALE.

VALUED TRAITS:					POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very	RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3	weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]	RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
emotional	18.0	41.6	30.3	10.1	impassive	37.3	29.8	18.7	14.2
gentle	4.3	16.4	37.7	41.6	rough	* 60.5	22.0	13.0	4.5
tactful	5.3	23.3	30.1	41.3	blunt	23.3	40.2	23.8	12.7
talkative	11.8	24.8	40.9	22.4	reserved	18.3	46.7	21.2	13.7
aware of feelings others	3.1	11.0	19.7	66.2	unaware of feelings of others	79.1	6.2	12.0	2.7
religious	23.8	31.3	26.2	18.7	irreligious	55.0	21.4	11.8	11.8
quiet	28.3	48.1	16.1	7.5	loud	61.5	23.8	12.2	2.6

* = Relative frequency adjusted for missing cases. [No item missing more than 1 case]

TABLE 4.10. [CONT.]

VALUED TRAITS:					POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very	RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3	weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]	RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
expressive of tender feelings	4.3	19.2	32.2	44.3	inexpressive of tender feelings	73.3	10.1	11.8	4.8
neat in habits	6.7	21.4	45.2	26.7	untidy in habits	63.5	21.4	12.5	2.6
interested in own appearance	7.5	24.7	45.0	22.8	indifferent to own appearance	52.2	28.3	15.1	4.5
warm in relations with others	1.2	15.9	26.2	56.7	aloof in relations with others	63.4	15.1	10.6	11.0
kind	2.9	12.0	21.2	63.9	stern	24.5	39.6	28.1	7.9

* = Relative frequency adjusted for missing cases. [No item missing more than 1 case]

PARFEM SCALE: N = 584 / MEAN = 49.35 / STD DEV = 14.65

TABLE 4.11. RESPONSE CHOICE FREQUENCIES: ITEMS FOR PROFESSIONAL FEMININE [PROFEM] SEX-TYPE ATTRIBUTE SCALE.

VALUED TRAITS:					POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very	RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3	weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]	RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
emotional	21.2	48.6	22.3	7.9	impassive	* 36.9	29.8	19.0	14.2
gentle	4.8	21.2	40.2	33.7	rough	56.7	26.0	15.6	1.7
tactful	4.3	18.5	32.5	44.7	blunt	22.6	37.8	25.7	13.9
talkative	10.3	28.1	41.3	20.4	reserved	48.1	34.2	12.7	5.0
aware of feelings others	3.8	10.8	16.8	68.7	unaware of feelings of others	80.8	6.2	10.6	2.4
religious	25.3	39.6	20.4	14.7	irreligious	52.2	20.7	15.8	11.3
quiet	29.8	49.0	12.3	8.9	loud	58.7	23.6	12.2	5.5

* = Relative frequency adjusted for missing cases. [No item missing more than 1 case]

TABLE 4.11. [CONT.]

VALUED TRAITS:					POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very	RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3	weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]	RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
expressive of tender feelings	6.5	31.5	32.4	29.6	inexpressive of tender feelings	64.0	19.3	12.2	4.5
neat in habits	6.8	21.9	43.2	28.1	untidy in habits	64.0	20.0	12.8	3.1
interested in own appearance	10.3	24.8	44.2	20.7	indifferent to own appearance	53.9	25.7	15.2	5.1
warm in relations with others	1.9	17.3	27.1	53.8	aloof in relations with others	62.0	18.5	11.1	8.4
kind	3.9	10.8	21.4	63.9	stern	* 31.6	38.6	22.8	7.0

* = Relative frequency adjusted for missing cases. [No item missing more than 1 case]

PROFEM SCALE: N = 584 / MEAN = 48.99 / STD DEV = 14.62

TABLE 4.12. RESPONSE CHOICE FREQUENCIES: ITEMS FOR PARENTAL MASCULINE [PARMASC] SEX-TYPE ATTRIBUTE SCALE.

VALUED TRAITS:					POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very	RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3	weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]	RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
active	4.1	13.0	41.3	41.6	passive	40.4	34.9	21.1	3.6
aggressive	26.7	36.3	24.7	12.3	docile	40.4	34.6	19.5	5.5
objective	3.4	16.8	35.6	44.2	subjective	11.6	30.5	35.1	22.8
competitive	36.8	30.5	24.8	7.9	cooperative	2.2	14.0	30.5	53.3
logical	4.1	10.3	26.7	58.9	illogical	80.0	8.7	7.7	3.6
calm in a crisis	3.1	13.5	31.5	51.9	excitable in a crisis	56.8	27.2	12.8	3.1
decisive	4.8	16.1	41.4	37.7	indecisive	75.9	13.5	6.7	3.9

TABLE 4.12. [CONT.]

VALUED TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
worldly	12.0	25.0	35.6	27.4
a leader	9.1	15.2	47.8	27.9
self-confident	3.1	10.1	34.2	52.6
ambitious	8.2	13.9	41.3	36.6
dominant	25.7	41.1	24.1	9.1

POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
home oriented	16.1	27.9	29.6	26.4
a follower	61.6	25.3	10.1	2.9
unassured	77.7	11.8	6.7	3.8
unambitious	75.3	9.4	9.1	6.2
submissive	46.4	34.8	15.1	3.8

PARMASC SCALE: N = 584 / MEAN = 48.53 / STD DEV = 12.14

TABLE 4.13. RESPONSE CHOICE FREQUENCIES: ITEMS FOR PROFESSIONAL MASCULINE [PROMASC] SEX-TYPE ATTRIBUTE SCALE.

VALUED TRAITS:					POLAR TRAITS:				
RESPONSE CHOICES:		not at all	slightly	fairly	very	RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:		0	1	2	3	weighting:	3	2	1	0
RELATIVE FREQUENCY:		[%]	[%]	[%]	[%]	RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
active		3.8	14.6	43.0	38.7	passive	37.0	39.7	21.9	1.4
aggressive		23.1	38.5	28.3	10.1	docile	* 40.5	35.2	19.4	5.0
objective		2.4	15.2	27.9	54.5	subjective	24.3	32.7	28.8	14.2
competitive		35.8	33.0	23.8	7.4	cooperative	5.7	11.5	28.1	54.8
logical		4.6	10.1	22.6	62.7	illogical	81.3	6.3	9.4	2.4
calm in a crisis		4.5	12.7	28.9	53.9	excitable in a crisis	58.0	25.2	13.4	3.4
decisive	*	3.4	19.7	39.8	37.0	indecisive	75.9	12.2	7.9	4.1

* = Relative frequency adjusted for missing cases. [No item missing more than 1 case]

TABLE 4.13. [CONT.]

VALUED TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	0	1	2	3
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
worldly	12.0	25.7	38.5	23.8
a leader	8.9	17.6	48.1	25.3
self-confident	5.0	12.7	28.1	54.3
ambitious	10.4	18.0	36.3	35.3
dominant	29.3	41.1	21.1	8.6

POLAR TRAITS:				
RESPONSE CHOICES:	not at all	slightly	fairly	very
weighting:	3	2	1	0
RELATIVE FREQUENCY:	[%]	[%]	[%]	[%]
home oriented	21.7	34.9	32.2	11.1
a follower	* 62.8	23.0	10.8	3.4
unassured	80.0	6.3	9.2	4.5
unambitious	71.6	12.0	9.4	7.0
submissive	51.0	32.2	12.5	4.3

* = Relative frequency adjusted for missing cases. [No item missing more than 1 case]

PROMASC SCALE: N = 584 / MEAN = 48.45 / STD DEV = 13.91

Descriptive Items. Three variables were based on items designed solely to provide descriptive information relevant to this study. These descriptive variables were measures of: the use of M.S.U. Counseling Center services [MSUSERVC]; the use of M.S.U. para-professional helpers [MSUHLPR]; and confidence in response to item selections [SLCTCONF]. The patterns of response to these items were studied and the results are presented in TABLES 4.14 - 4.16 on pages 156 through 161.

Evaluation of the distribution of the MSUSRVC variable indicated that 66% of the student respondents to this study had used Michigan State University Counseling Center services. This figure was slightly lower than the earlier cited 70-75% estimate of students who use Counseling Center services sometime during their academic stay at the University. Though lower, the 66% representation of Counseling Center users lent credibility to the premise that the University student population was a population fairly familiar with the concept of the client-helper relationship. Familiarity with the concept of a client-helper relationship was also suggested by other statistics. It was implied in the large proportion [62.2%] of respondents whose Counseling Center contact had been characterized by personal contact with professional staff. It was emphasized when consideration was also given to the 10% of the sample who, in addition to self-reported Counseling Center users, indicated [on the USEDPROF item] that they had used a helping professional in the past. Finally, a familiarity with issues involved in a client-helper relationship seemed a probable outcome of contact with M.S.U. paraprofessional helpers [e.g., advisors, faculty, residence hall staff]. The patterns of response to the MSUHLPR variable indicated that 49% of the respondents had sought

assistance from at least one paraprofessional helper at the University. These descriptive findings served to more clearly define the population to which findings could be generalized: to individuals likely to have experienced or to be familiar with issues involved in the client-helper relationship.

Examination of the pattern of response to the SLCTCONF variable indicated that the large majority of respondents [97.3%] were either confident in all or in most of their response choices to items. This large percentage was viewed as a positive respondent indicator of the instrument's ability to allow satisfactory representation of desires and preferences for help-givers.

The distributions of these three descriptive variables as a function of questionnaire form used to record responses [FORM] and method of soliciting participation [METHOD] were also evaluated. Results are presented in TABLES 4.17 and 4.18 on pages 162 and 163. Chi square values suggested only two systematic relationships among these variables. The chi square values for MSUSERVC and SLCTCONF with FORM were statistically significant. The strength of these relationships, however, was fairly low [Cramer's V =.119 and .249, respectively] and suggested that the form of the questionnaire had little practical consequence in these two areas.

TABLE 4.14. FREQUENCY DISTRIBUTION: USE OF M.S.U. COUNSELING CENTER SERVICES. Response to item: "Have you ever used any M.S.U. Counseling Center services? (mark all that apply): personal or social counseling; vocational or educational counseling; testing center services; self-management laboratory; other; I have not used any services."

VARIABLE LABEL	CATEGORIES OF: M.S.U. COUNSELING CENTER SERVICES USED	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
MSUSERVC	PERSONAL/SOCIAL COUNSELING ONLY	168	28.8%
	VOCATIONAL/EDUCATIONAL COUNSELING ONLY	94	16.1%
	TESTING CENTER ONLY	12	2.1%
	SELF-MANAGEMENT LABORATORY ONLY	2	.3%
	OTHER ONLY	6	1.0%
	MULTIPLE SERVICES WITH P/S OR V/E COUNSELING	101	17.3%
	MULTIPLE SERVICES WITHOUT P/S OR V/E COUNSELING	2	.3%
	NOT USED ANY SERVICES	86	14.7%
	NO RESPONSE [respondents directed to skip this question if never had shared problem with professional]	115	19.3%
	TOTAL:	584	100.0%

TABLE 4.14A. FREQUENCY DISTRIBUTION: USE OF M.S.U. COUNSELING CENTER SERVICES RECLASSIFIED INTO FOUR GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: M.S.U. COUNSELING CENTER SERVICES USED	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
MSUSERVC RECODE	SERVICES CHARACTERIZED BY PERSONAL CONTACT WITH STAFF	363	62.2%
	SERVICES CHARACTERIZED BY IMPERSONAL CONTACT WITH STAFF	22	3.8%
	NO SERVICES USED	86	14.7%
	NO RESPONSE	113	19.3%
	TOTAL:	584	100.0%

TABLE 4.15. FREQUENCY DISTRIBUTION: M.S.U. PARA-PROFESSIONAL HELPER(S) SOUGHT. Response to item: "During your enrollment at M.S.U., have you ever sought help with a personal problem from any of the following? (mark all that apply): an academic advisor; a faculty member; a residence hall staff person; other; have not sought services from such helpers."

VARIABLE LABEL	CATEGORIES OF: M.S.U. PARA-PROFESSIONAL HELPER(S) SOUGHT	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
MSUHLPR	AN ACADEMIC ADVISOR	49	8.4%
	A FACULTY MEMBER	40	6.8%
	A RESIDENCE HALL STAFF PERSON	60	10.3%
	OTHER	9	1.5%
	TWO HELPERS MARKED	96	16.4%
	THREE HELPERS MARKED	35	6.0%
	FOUR HELPERS MARKED	3	.5%
	NOT SOUGHT ANY HELPERS	178	30.5%
	NO RESPONSE [respondents directed to skip this question if never had shared problem with professional]	114	19.5%
	TOTAL:	584	100.0%

TABLE 4.15A. FREQUENCY DISTRIBUTION: M.S.U. PARA-PROFESSIONAL HELPER(S) SOUGHT RECLASSIFIED INTO FOUR GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: M.S.U. PARA-PROFESSIONAL HELPER(S) SOUGHT	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
MSUHLPR	SINGLE CONTACT SOUGHT	158	27.1%
	MULTIPLE CONTACTS SOUGHT	134	22.9%
	NO CONTACT SOUGHT	178	30.5%
	NO RESPONSE [respondents directed to skip this question if never had shared problem with professional]	114	19.5%
	TOTAL:	584	100.0%

TABLE 4.16. FREQUENCY DISTRIBUTION: RESPONDENT CONFIDENCE IN ITEM SELECTIONS. Response to item: "In general, how confident did you feel as you marked your preferences on the items in this questionnaire?: confident in **all** selections; confident in **most** selections; confident in about **50%** of my selections; **not** confident in **most** selections; **not** confident in **any** selections."

VARIABLE LABEL	CATEGORIES OF: RESPONDENT CONFIDENCE IN ITEM SELECTIONS	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
SLCTCONF	CONFIDENT IN ALL SELECTIONS	248	42.5%
	CONFIDENT IN MOST SELECTIONS	320	54.8%
	CONFIDENT IN ABOUT 50% OF SELECTIONS	16	2.7%
	NOT CONFIDENT IN MOST SELECTIONS	0	0.0%
	NOT CONFIDENT IN ANY SELECTIONS	0	0.0%
	TOTAL:	584	100.0%

TABLE 4.16A. FREQUENCY DISTRIBUTION: RESPONDENT CONFIDENCE IN ITEM SELECTIONS RECLASSIFIED INTO THREE GROUPS.

VARIABLE LABEL	BROAD CATEGORIES OF: RESPONDENT CONFIDENCE IN ITEM SELECTIONS	ABSOLUTE FREQUENCY [f]	RELATIVE FREQUENCY [%]
SLCTCONF	CONFIDENT IN SELECTIONS	568	97.3%
	50% CONFIDENT IN SELECTIONS	16	2.7%
	NOT CONFIDENT IN SELECTIONS	0	0.0%
	TOTAL:	584	100.0%

TABLE 4.17. DISTRIBUTION OF NOMINAL DESCRIPTIVE VARIABLES ACCORDING TO QUESTIONNAIRE FORM USED TO RECORD RESPONSES.

RESEARCH VARIABLE	CATEGORIES	FORM A RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	FORM B RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
M.S.U. COUNSELING CENTER SERVICES USED	SERVICES CHARACTERIZED BY PERSONAL CONTACT WITH STAFF	81.3%	72.7%	77.1%
	SERVICES CHARACTERIZED BY IMPERSONAL CONTACT WITH STAFF	5.0%	4.3%	4.7%
	NO SERVICES USED	13.7%	22.9%	18.3%
	* P=.0356 Cramer's V=.119 TOTAL:	100.0%	100.0%	100.0%
PROFESSIONAL HELPER(S) SOUGHT	SINGLE CONTACT SOUGHT	33.6%	33.6%	33.6%
	MULTIPLE CONTACTS SOUGHT	29.0%	28.0%	28.5%
	NO CONTACT SOUGHT	37.4%	38.4%	37.9%
	P=.9665 Cramer's V=.012 TOTAL:	100.0%	100.0%	100.0%
RESPONDENT CONFIDENCE IN ITEM SELECTIONS	CONFIDENT IN SELECTIONS	99.3%	95.3%	97.3%
	50% CONFIDENT IN SELECTIONS	.7%	4.7%	2.7%
	NOT CONFIDENT IN SELECTIONS	0.0%	0.0%	0.0%
	* P=.0000 Cramer's V=.249 TOTAL:	100.0%	100.0%	100.0%

NOTE: Figures adjusted for nonrespondents.
* = Statistical significance [$P \leq .05$].

TABLE 4.18. DISTRIBUTION OF NOMINAL DESCRIPTIVE VARIABLES ACCORDING TO METHOD USED TO SOLICIT PARTICIPATION.

RESEARCH VARIABLE	CATEGORIES	MAIL RESPONDENTS [N=286] RELATIVE FREQUENCY [%]	TELEPHONE RESPONDENTS [N=298] RELATIVE FREQUENCY [%]	TOTAL RESPONDENTS [N=584] RELATIVE FREQUENCY [%]
M.S.U. COUNSELING CENTER SERVICES USED	SERVICES CHARACTERIZED BY PERSONAL CONTACT WITH STAFF	76.9%	80.0%	77.1%
	SERVICES CHARACTERIZED BY IMPERSONAL CONTACT WITH STAFF	4.3%	12.0%	4.7%
	NO SERVICES USED	18.8%	8.0%	18.3%
	P=.1009 Cramer's V=.098 TOTAL:	100.0%	100.0%	100.0%
PROFESSIONAL HELPER(S) SOUGHT	SINGLE CONTACT SOUGHT	33.3%	40.0%	33.6%
	MULTIPLE CONTACTS SOUGHT	29.2%	16.0%	28.8%
	NO CONTACT SOUGHT	37.5%	44.0%	37.9%
	P=.3622 Cramer's V=..07 TOTAL:	100.0%	100.0%	100.0%
RESPONDENT CONFIDENCE IN ITEM SELECTIONS	CONFIDENT IN SELECTIONS	97.1%	100.0%	97.3%
	50% CONFIDENT IN SELECTIONS	2.9%	0.0%	2.7%
	NOT CONFIDENT IN SELECTIONS	0.0%	0.0%	0.0%
	P=.5413 Cramer's V=.05 TOTAL:	100.0%	100.0%	100.0%

NOTE: Figures adjusted for nonrespondents.
* = Statistical significance [$P \leq .05$].

Open-Ended Question. Finally, a brief descriptive analysis was made of the one open-ended question included for study. The question, which preceded all parental and professional items in the questionnaire, requested that respondents describe their preferred professional helpers in their own words.

Respondent descriptors for preferred professional help-givers were first classified into three broad categories: [1] descriptors judged as reflecting 'feminine' attributes; [2] descriptors judged as reflecting 'masculine' attributes; and [3] descriptors not typically included in either a 'femininity' or 'masculinity' classification. Assignment of a respondent descriptor to one of these three broad categories was based on a judgement of whether the descriptor seemed to refer to a 'communal-expressive' characteristic [feminine] or to an 'agentic-instrumental' characteristic [masculine]. The constructs of 'communal-expressive' and 'agentic-instrumental' were initially proposed by Parsons and Bales [1955] and have been adopted by several developers of masculinity-femininity instruments. [e.g., Bem, 1974, Spence, et.al., 1975] The theoretical premise that the basic core of masculinity resides in an instrumental orientation and the basic core of femininity lies in an expressive orientation seemed an appropriate organizing principle for the initial classification of respondent descriptors in this study.

Respondent descriptors assigned to the three broad categories were further classified into more specific attribute groupings. Descriptor content was evaluated and descriptors judged to address similar content areas were grouped. A general attribute label was then assigned which seemed to best represent the content or factor defined by the common

descriptors. Not surprisingly, the majority of attribute labels corresponded to adjectives frequently found in masculinity-femininity measures. It was expected that the present classification attempt would yield similar, though much less precise, results since the present classification strategy represented a crude approximation of sophisticated factor analysis procedures used by scale developers. The results of the classification of respondent descriptors are presented in TABLES 4.19 - 4.21 on pages 168 through 175.

Absolute frequency distributions were computed for the categories of the three broad attribute classifications. Relative frequencies were not computed since no meaningful percentage base could be established. No limitations had been placed on the number or type of descriptors a respondent could submit to describe a helper in personal terms. Consequently, the only meaningful measure was a 'count' of how often a term or descriptor was submitted by respondents. Separate frequency distributions were calculated for the two questionnaire forms used to record responses [FORM] to determine if descriptors varied as a function of the form of questionnaire used.

An examination of the frequency distributions for feminine, masculine and atypical descriptors indicated that the high endorsement of valued trait items seen in the questionnaire's Femininity and Masculinity Scales was repeated when respondents used their own words. For example, the feminine descriptor categories of 'warmth in relationship' and 'empathy' had high response frequencies which corresponded to the high endorsement that 'warm in relations with others' and 'aware of others feelings' had on the questionnaire's Femininity Scale. A similar correspondence was evident between several

masculine respondent descriptors and Masculinity Scale questionnaire items [e.g., 'objective' and 'active'].

Respondents also submitted significantly fewer descriptors which could be assigned to the questionnaire items of the Femininity and Masculinity Scale which yielded the lowest endorsement. For example, response choice frequencies for the scale items of 'quiet', 'emotional', 'competitive', 'aggressive' indicated that most respondents desired/preferred these qualities 'not at all' or only 'slightly' in a help-giver. The small number of descriptors submitted by respondents which could be assigned to these categories reinforced the conclusion that respondents regarded these attributes as relatively unimportant for help-givers. In general, respondent descriptors reflecting questionnaire scale polar traits [e.g., stern, reserved, subjective, passive] were either infrequently submitted or did not appear at all among the respondent descriptors.

Overall, respondents submitted slightly more feminine descriptors than masculine descriptors to describe their help-givers. Atypical descriptors [ie. terms not typically included in either a 'femininity' or 'masculinity' classification] comprised the significantly smaller proportion of all descriptors submitted and at least half of the 'count' of the atypical descriptor classification represented respondents who left the open-ended question blank. These findings suggested that respondents, without the prompting of sex-type attribute scale items, tended to conceptualize help-giving traits in feminine and masculine stereotypic terms. Very few respondents indicated that the sex of the help-giver was of importance to them.

There did seem to be some marked differences in the category frequencies of descriptors submitted for Form A respondents and Form B respondents. However, these differences in category frequencies did not appear to vary in any meaningful way. Form A respondents submitted descriptors which referred to the traits of 'active', 'confrontive', 'empathic', 'listener' more often than did Form B respondents. In contrast, Form B rather than Form A respondents submitted descriptors which referred to the traits of 'objective', 'worldly' and 'warmth in relationships'. Overall frequencies of descriptors according to their classification as feminine, masculine or atypical also showed variance for Form A and Form B respondents. Form A respondents provided more descriptors in all three classifications than did Form B respondents. Since the open-ended question preceded all parental and professional items in both Form A and Form B questionnaires, the variation between forms may have been a function of chance or imprecision in classification of descriptors.

TABLE 4.19. FREQUENCY DISTRIBUTION: 'FEMININE' RESPONDENT DESCRIPTORS FOR PREFERRED PROFESSIONAL HELP-GIVER. Response to item: Using your own words, describe the person who would be your preferred professional help-giver. Use any descriptors or terms you think are appropriate to express the qualities you would prefer in this person.

DESCRIPTORS TYPICALLY INCLUDED IN 'FEMININITY' SCALES [ie. COMMUNAL/EXPRESSIVE TRAITS]

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
LISTENER	listens to me; interested in my views; interested in what I have to say; wants to see where I'm coming from; easy to talk to; good listener; sincere interest	94	70	164
FOCUS ON RELATIONSHIP	asks questions not related to problem to get a better feel before gets to problem; don't want to feel analyzed; treat me like a friend, not a number; really cares, not just interested in making a buck; trained in interpersonal relationships	31	6	37
EMPATHY	understands what I'm going through; experienced problems similar to mine; can relate to problem; knows what it is like to be a patient; understanding; background similar to me; same life ie. middle class; understands my point of view; someone I can relate to; speaks on my level; acts on thoughts in ways similar to me; understands others feelings	68	59	127

TABLE 4.19 [CONT.].

DESCRIPTORS TYPICALLY INCLUDED IN 'FEMININITY' SCALES [ie. COMMUNAL/EXPRESSIVE TRAITS]

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
WARMTH IN RELATIONSHIP	truly cares; compassionate; humanistic; friendly; easy to talk with; concerned; supportive; easy to joke with or be serious; kind; patient; not aloof; not too serious; good natured; not distant; personable	32	75	107
TACTFUL	polite; helpful but tactful	1	1	2
TALKATIVE	very talkative; outgoing	2	2	4
NON DIRECTIVE	lets me make decisions; lets me find my own solutions; use Rogerian style therapy; allows for self-determination; does not give advice; passive; gives alternatives but does not stress them as the way	15	9	24

TABLE 4.19 [CONT.].

DESCRIPTORS TYPICALLY INCLUDED IN 'FEMININITY' SCALES [ie. COMMUNAL/EXPRESSIVE TRAITS]

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
AWARE OF FEELINGS	responsive to my feelings; sees what I'm feeling; relates to my feelings; concerned about my feelings; focus on my comfort; sensitive; does not make me ashamed	9	0	9
RELIGIOUS	understands Bible; reflects gospel of Jesus Christ; wants to share God's ideas; someone of the same religion; loves God; understands religion; a Christian	12	6	18
DISCLOSES	discusses heart to heart; relate in open manner; willing to reveal thoughts	8	3	11
APPEARANCE	well groomed; attractive; neat in appearance is a quality I'm partial to; well dressed	4	4	8
EMOTIONAL	emotional	0	1	1
	'FEMININE' DESCRIPTOR TOTALS:	276	236	512

TABLE 4.20. FREQUENCY DISTRIBUTION: 'MASCULINE' RESPONDENT DESCRIPTORS FOR PREFERRED PROFESSIONAL HELP-GIVER. Response to item: "Using your own words, describe the person who would be your preferred professional help-giver. Use any descriptors or terms you think are appropriate to express the qualities you would prefer in this person."

DESCRIPTORS TYPICALLY INCLUDED IN 'MASCULINITY' SCALES [ie. AGENTIC/INSTRUMENTAL TRAITS]

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
OBJECTIVE	is objective; open-minded; doesn't apply his/her morals; non-judgemental; sees all sides of issue; non-opinionated gives different perspectives	39	52	91
ACTIVE	does more than listen; open with suggestions;asks testing questions; explains; evokes responses; actively engaging; doesn't just say "I know how you feel"; asks a lot of questions, doesn't just sit there; presents alternatives	35	16	51
DIRECTIVE	gives advice rather than lists options; gives me answers; direct and guide me; gives knowledgeable advise; gives me clear concise ways to solve problem; tells me what to do	21	14	35
EXPERT	knowledgeable in my area of need; has had training; wise; expert in field; experienced; keeps up on education; knows what talking about; intelligent; up-to-date; educated; the best at my problem; demonstrated that they have the right to have a professional degree; at least 5 years of clinical experience; credentials; entered the world of professional employment	68	65	133

TABLE 4.20 [CONT.].

DESCRIPTORS TYPICALLY INCLUDED IN 'MASCULINITY' SCALES [ie. AGENTIC/INSTRUMENTAL TRAITS]

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
PROBLEM SOLVER	helps to explore alternatives; practical; connects me with things I already know but didn't utilize; helps me solve problem; helps me work out my problems; solves problem for me; helps me sort out problems	10	16	26
LOGICAL	logical; analytical; rational	9	4	13
WORLDLY	more than book learning; street smarts; well informed in a lot of areas; realistic; knows what's happening outside; has had life experiences; should not be shocked by what I say; well rounded	12	22	34
CONFIDENT	confident; decisive; firm; not wimpy	4	3	7
DOMINANT	dominant; strong; makes you make the decisions; tells me my problem; tells me what is wrong	3	0	3

TABLE 4.20 [CONT.].

DESCRIPTORS TYPICALLY INCLUDED IN 'MASCULINITY' SCALES [ie. AGENTIC/INSTRUMENTAL TRAITS]

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
CONFRONTIVE	tells me like it is; will tell me when I am wrong; doesn't beat around the bush; probing; will tell me if I'm being silly; assertive	20	13	33
CALM IN CRISIS	help in an emergency; not uptight; relaxed	0	4	4
RESERVED	somewhat distant; aloof; not social butterfly	1	2	3
	'MASCULINE' DESCRIPTOR TOTALS:	222	211	433

TABLE 4.21. FREQUENCY DISTRIBUTION: ATYPICAL RESPONDENT DESCRIPTORS FOR PREFERRED PROFESSIONAL HELP-GIVER. Response to item: "Using your own words, describe the person who would be your preferred professional help-giver. Use any descriptors or terms you think are appropriate to express the qualities you would prefer in this person.

DESCRIPTORS NOT TYPICALLY INCLUDED IN 'FEMININITY' OR 'MASCULINITY SCALES'

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
PROFSSIONAL ETHICS	adheres to code of privacy; respects individual; fair; is confidential; cares about job; dependable; respects me as a person; strictly professional; trustworthy; would not put you on drugs	29	23	52
PERSONAL INTEREST	goes beyond call of duty; does not forget you afterward; willing to spend time with me; is available at convenient hours; concerned as a person as well as a professional	13	2	15
FAMILIARITY	someone who really knows me ie. parent, sister, friend; if I can't handle my problems, I'd go to my family-they know me; don't like professionals - want someone close to me	4	3	7
AGE	someone younger; older woman [35-65]; someone close to my age; have age in common; someone few years older; 10 to 20 years older	5	3	8
SEX	want female; prefer a man; someone of the same sex	10	4	14

TABLE 4.21 [CONT.].

DESCRIPTORS NOT TYPICALLY INCLUDED IN 'FEMININITY' OR 'MASCULINITY SCALES'

GENERAL ATTRIBUTE CATEGORY	SAMPLING OF ACTUAL DESCRIPTORS	FORM A RESPONDENTS [N=286] ABSOLUTE FREQUENCY	FORM B RESPONDENTS [N=298] ABSOLUTE FREQUENCY	TOTAL RESPONDENTS [N=584] ABSOLUTE FREQUENCY
CULTURAL AWARENESS	is Hispanic and talks Spanish; sensitive to racial and cultural considerations; is a minority; possibly foreign	3	3	6
THERAPIST MENTAL HEALTH	not burned out; is 'together'	0	3	3
PERSONAL HABITS	does not smoke; likes to get high	0	4	4
SPECIAL COMPETENCIES	strong background in Sciences and Philosophy; has good memory	2	1	3
VERBAL ABILITY	good conversationalist; articulate	3	0	3
NO RESPONSE	offered NO descriptors	108	20	128
	'ATYPICAL' DESCRIPTOR TOTALS:	177	66	243

RESULTS OF STATISICAL ANALYSES:

As described in CHAPTER III: "Statistical Analysis Procedure", three different statistical procedures were used to analyze data and test the hypotheses of this study: [1] bivariate correlation; [2] multiple regression; and [3] discriminant analysis. Statistical procedures were chosen on the basis of the question posed by a hypothesis and the type of variables under investigation. The data relevant to a test of each hypothesis, organized according to the statistical analysis performed, are reported in this section.

Bivariate Correlation Analysis. Bivariate correlation analysis was used to test for the relationships expressed in null **HYPOHESIS IV:**

> The sex-type attributes a potential client desired in a parental help-giver are not related to the preference for sex-type attributes in a professional help-giver.

Relationships between four variable pairings were expressed in this hypothesis. The four pairings were the following combinations of the sex-type attribute measures: PARFEM with PROFEM; PARMASC with PROMASC; PARFEM with PROMASC; and PARMASC with PROFEM.

Pearson's coefficient of correlation [r] was computed to examine the degree and direction of linear association for the four hypothesized relationships. As shown in TABLE 4.22 on page 177, correlations of .9301 for PARFEM with PROFEM, .8836 for PARMASC with PROMASC, -.6195 for PARFEM with PROMASC and -.6360 for PARMASC with PROFEM resulted. Each of these correlation coefficients was significant at the .001 level of confidence and indicated that the null for Hypothesis IV could be rejected.

TABLE 4.22. CORRELATION COEFFICIENTS for SEX-TYPE ATTRIBUTE SCALES [PROMASC, PROFEM, PARMASC, PARFEM].

VARIABLE		PROMASC	PROFEM	PARMASC	PARFEM
PROMASC	r_2 =	1.0000	-.6825	.8836	-.6195
	r^2 =	1.0000	.4658	.7807	.3838
	P =	----	* .001	* .001	* .001
PROFEM	r_2 =		1.0000	-.6360	.9301
	r^2 =		1.0000	.4045	.8651
	P =		----	* .001	* .001
PARMASC	r_2 =			1.0000	-.6267
	r^2 =			1.0000	.3928
	P =			----	* .001
PARFEM	r_2 =				1.0000
	r^2 =				1.0000
	P =				----

KEY: r_2 = Pearson Product Moment Correlation Coefficient.
r^2 = Coefficient of Determination.
P = Probability of obtaining test statistic equal or greater than result observed.
* = Probability value indicates significance [P =.05].

PROMASC: Masculinity Scale for preferred Professional help-giver.
PROFEM: Femininity Scale for preferred Professional help-giver.
PARMASC: Masculinity Scale for desired Parental help-giver.
PARFEM: Femininity Scale for desired Parental help-giver.

The correlations also indicated strong to moderately strong relationships between scores on each of the parental sex-type attribute scales with scores on each of the professional sex-type attribute scales. Scores between the two femininity scales [PARFEM & PROFEM] were positively associated, as were scores between the two masculinity scales [PARMASC & PROMASC]. Scores between the parental femininity scale and the professional masculinity scale [PARFEM & PROMASC] and scores between the parental masculinity scale and the professional femininity scale [PARMASC & PROFEM] were negatively associated.

The coefficient of determination [r^2] was also computed for the four bivariate associations. The proportion of variance in the measure of feminine attributes preferred in a professional help-giver [PROFEM] which could be explained by the measure of feminine attributes desired in a parental help-giver [PARFEM] was about 87%. The measure of masculine attributes desired in a parental help-giver [PARMASC] explained about 40% of PROFEM. The proportion of variance in the measure of masculine attributes preferred in a professional help-giver [PROMASC] which could be explained by the measure of masculine attributes desired in a parental help-giver [PARMASC] was about 78%. The measure of feminine sex-type attributes desired in a parental help-giver [PARFEM] explained about 38% of PROMASC.

Evaluation of the effects of the nine respondent variables, the questionnaire form used to record responses and the method of soliciting participation on the four attribute scale associations was made using multiple regression analysis. The results of this analysis will be reported next.

Multiple Regression Analysis. Multiple regression analysis was used to test for the relationships expressed in the following subhypotheses of null Hypothesis IV.

HYPOTHESIS IVA:

> Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, and sex of parental adult(s) turned to for assistance while growing up are variables which do not moderate the relationship defined in Hypothesis IV.

HYPOTHESIS IVB:

> The relationship defined in Hypothesis IV does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

HYPOTHESIS IVC:

> The relationship defined in Hypothesis IV does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Summaries of the bivariate regressions for the four variable pairings of Hypothesis IV are presented in TABLE 4.25 through TABLE 4.28 on pages 200 to 203. As expected, the Multiple R and R^2 values corresponded to the Pearson's r and the r^2 which were computed in the previous correlational analysis.

Using stepwise multiple regression, the nine respondent variables of Hypothesis IVA, the Form variable of Hypothesis IVB and the Method variable of Hypothesis IVC were submitted for inclusion in the regression equations for PROFEM on PARFEM, PROFEM on PARMASC, PROMASC on PARFEM and PROMASC on PARMASC. The summary tables for these regression analyses are TABLE 4.29 on page 204, TABLE 4.32 on page 206, TABLE 4.35 on page 208 and TABLE 4.38 on page 210.

All variables met the criteria for entry into the equations. A variable's inclusion in the equations indicated that at least .005% of the variance of the variable was not already explained by other variables in the equation. This tolerance level for inclusion in equations was very liberal, providing an opportunity to study all predictor variables of interest. Despite inclusion in the equations, further analysis was needed to determine if a variable made a significant contribution to explanation of the variance of the dependent variables.

The method of stepwise inclusion of variables permitted an evaluation of the relative importance of the variables entering the equation to the explained variation of the dependent variable. The variable making the most significant contribution to explained variance entered first. Inclusion of subsequent variables continued in the order of the significance of the variable's contribution to variance unexplained by variables already in the equation. The summary tables for the four regression analyses performed indicate the Beta values that variables merited as they entered the equation. As a measure of the total influence of each variable on the dependent variable [with all other variables currently in the equation controlled for], the Beta values suggested that very few of the variables were exerting much influence on the variation of the dependent variables for the four attribute scale regressions:

* The tests of statistical significance for the Beta values of variables entering the PROFEM on PARFEM equation indicated that none of the variables which entered were significant at the $\leq .05$ level of confidence.

* Of the variables entering the PROFEM on PARMASC equation, only the Beta values of the measures of the dummy variables representing the 'female' category of SEX, the mother/female' category of PARTURN, the 'yes, have used' category of USEDPROF and

the 'on campus' category of RESIDE were significant at a ≤ .05 level of confidence. Of the four variables, the measure of respondent SEX had a Beta value which suggested it was exerting the most substantial influence on the variance of PROFEM.

* Of variables entering the PROMASC on PARFEM equation, a ≤ .05 level of confidence was achieved for Beta values of the dummy variables representing the 'yes, have used' category of USEDPROF, the Form A category of FORM, the 'underclassmen' category of CLASS and the 'female' category of SEX. The first three of these variables had Beta values which suggested they were exerting some appreciable influence on the variance of PROMASC.

* The tests of statistical significance for the Beta values of variables entering the PROMASC on PARMASC equation indicated that the Beta values of the first four variables to enter were significant at a ≤ .05 level of confidence. None of these four variables had Beta values which suggested they were exerting a significant influence on the variance of the dependent variable of PROMASC.

The influence of selected respondent variables on preference for sex-type attributes in a professional help-giver suggested that null Hypothesis IVA should be rejected. The influence of the Form A variable on the dependent measure of masculine sex-type attributes preferred in a professional help-giver [PROMASC] suggested that Hypothesis IVB might be rejected. Further analyses were required to clarify the effect of these variables on the primary relationships of Hypothesis IV.

The treatment of the Form, the Method and the nine respondent variables as dummy variables allowed the computation of squared part and partial correlations. These statistics indicated the absolute increment of explained variation that a variable added to variation already explained by other predictor variables [squared part R] and indicated the proportional increase in explained variation due to the addition of the variable [squared partial R]. F tests of the contributions made by [1] the Form variable, [2] the Method variable and [3] the combined effects of the nine respondent variables to an explanation of variation in the dependent variable of each of the four

bivariate associations were made. Results are reported in: TABLE 4.30 [page 205] for the PROFEM on PARFEM regression; TABLE 4.33 [page 207] for the PROFEM on PARMASC regression; TABLE 4.36 [page 209] for the PROMASC on PARFEM regression; TABLE 4.39 [page 211] for the PROMASC on PARMASC regression. The F tests of contributions made by these variables indicated that:

* For the PROFEM on PARFEM regression, none of the contributions of the FORM, METHOD and combined RESPONDENT variables were significant at the $\leq$ .05 level of confidence.

* For the PROFEM on PARMASC regression only the combined contribution of the RESPONDENT variables was significant at a $\leq$ .05 level of confidence. The part and partial correlations of this joint measure indicated incremental and proportional contributions of .07 and 11.65%, respectively, to an explanation of the variation of PARMASC beyond what was already explained by PARFEM.

* For the PROMASC on PARFEM regression only the contributions of the FORM variable and the combined RESPONDENT variables were significant at a $\leq$ .05 level of confidence. The part and partial correlations of the FORM measure indicated an incremental and proportional contribution of only .01 and 1.9% respectively, to the variation already explained by PARFEM. The combined RESPONDENT measures made a more substantial incremental contribution of .033 and proportional contribution of 8.68%.

* For the PROMASC on PARMASC regression, none of the contributions of FORM, METHOD and combined RESPONDENT variables were significant at the $\leq$ .05 level of confidence.

In sum, these results indicated that the variables of Hypotheses IVA, IVB and IVC made either no or very limited contributions to explanation of the variation of the feminine and masculine professional sex-type attribute measures beyond what was explained by the the feminine and masculine parental sex-type attribute measures. The lack of significant contribution of the Method variable to all four regression equations indicated that the null for Hypothesis IVC should not be rejected. The statistical significance of the incremental and proportional contributions of the Respondent variables treated collectively reinforced a decision to reject null Hypothesis VIA. The relative degree of contribution of these combined variables, however,

did not suggest that the contribution was of great consequence except, perhaps, for the regression of PROFEM on PARMASC. The Form A category of the Form variable made a statistically significant contribution to only the PROMASC dependent measure. Although the degree of contribution did not appear to be substantial, the achievement of statistical significance indicated that the null of Hypothesis IVB should be rejected.

A comparison of the 'B' and Beta coefficients of the parental femininity and masculinity sex-type attribute scales before and after the inclusion of the additional predictor variables into the regression equation was also made. As variables entered the four regression equations, changes in the regression coefficients for the parental attribute scale predictors [PARFEM and PARMASC] reflected changes in their relationship to the dependent variable due to control for the effects of the added predictor variable(s). Changes in regression coefficients for PARFEM and PARMASC as additional variables entered the equation were viewed as indicators of the confounding effect of the additional predictor variables. A brief description of the changes in the regression coefficients and the implications of these changes follows:

* The changes in regression coefficients for PARFEM with PROFEM due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.31 on page 205. As seen in this table, there was a slight increase in the amount of variation of PROFEM explained by PARFEM as METHOD and FORM variables were controlled for. The small changes in regression coefficients did not suggest that PARFEM and these variables were confounded to any significant degree.

* The changes in regression coefficients for PARMASC with PROFEM due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.34 on page 207. Slight increases in the regression coefficients for PARMASC indicated little confounding of the FORM, METHOD and RESPONDENT variables with PARMASC.

* The changes in regression coefficients for PARFEM with PROMASC due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.37 on page 209. Slight increases in the regression coefficients for PARFEM indicated that there was a gradual increase in the amount of variation of PROMASC explained by PARFEM as more variables were controlled for, indicating very slight confounding of the FORM, METHOD and RESPONDENT variables with PARFEM.

* The changes in regression coefficients for PARMASC with PROMASC due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.40 on page 211. Again, slight increases in the regression coefficients for PARMASC indicated that there was a slight confounding of the PARFEM variable with the FORM, METHOD and RESPONDENT variables.

The slight changes in regression coefficients as additional variables entered the PROFEM and PROMASC equations indicated that the confounding effects of the additional predictor variables on the relationships defined in Hypothesis IV were very slight. These findings lent further support to the position that, though significance tests indicated null Hypotheses IVA and IVB should be rejected, the degree of influence of the nine respondent variables and the Form variable on the relationships of PARFEM and PARMASC with PROFEM and PARFEM and PARMASC with PROMASC was not very substantial.

Multiple regression analysis was used to test for the relationships expressed in null **HYPOTHESIS II:**

> **The sex of a potential client's desired parental help-giver is not related to the sex-type attributes preferred in a professional help-giver.**

Relationships between two variable pairings were expressed in this hypothesis: [1] the association of sex of desired parental helper [PARWISH] with feminine sex-type attributes preferred in a professional help-giver [PROFEM] and [2] the association of sex of desired parental helper [PARWISH] with masculine sex-type attributes preferred in a professional help-giver [PROMASC]. Dummy variables for the categories

of the nominal level variable PARWISH were created so that regression analyses could be performed. Summaries of the multiple regressions for the two variable pairings of Hypothesis II are presented in TABLE 4.41 on page 212 and TABLE 4.42 on page 213.

Multiple correlation coefficients were computed to provide indices of the degree of linear dependence of each professional attribute scale variable on the PARWISH variable. The Multiple R for the regression of PROFEM on PARWISH was .6637 and the Multiple R for the regression of PROMASC on PARWISH was .4784. The Multiple Rs for the two variable pairings of Hypothesis II were significant at a .000 level of confidence and indicated that the null for Hypothesis II could be rejected. However, the correlation coefficients indicated only a moderately strong relationship of PARWISH with PROFEM and a notably less strong relationship of PARWISH with PROMASC.

Examination of the Beta values for the categories of PARWISH indicated variation in the strength of relationship of different categories of PARWISH to PROFEM and PROMASC. Beta values for the categories of PARWISH with PROFEM indicated that the negative relationship between desire to have had a male parental helper and preference for a professional helper characterized by female sex-type attributes was much stronger than the positive relationship between desire to have had a female parental helper and preference for a professional helper characterized by female sex-type attributes. Beta values for the categories of PARWISH with PROMASC indicated that the negative relationship between desire to have had a female parental helper and preference for a professional helper characterized by male sex-type attributes was equivalent to the positive relationship between

desire for a male parental helper and preference for a professional characterized by male sex-type attributes. The measure of the amount of variation in the two professional attribute scale variables explained by the jointly operating categories of PARWISH [ie. R^2] was about 45% for PROFEM and about 23% for PROMASC.

Multiple regression analysis was used to test for the relationships expressed in the following subhypotheses of null Hypothesis II.

HYPOTHESIS IIA:

> Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, and sex of parental adult(s) turned to for assistance while growing up are variables which do not moderate the relationship defined in Hypothesis II.

HYPOTHESIS IIB:

> The relationship defined in Hypothesis II does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

HYPOTHESIS IIC:

> The relationship defined in Hypothesis II does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Using stepwise multiple regression, the nine respondent variables of Hypothesis IIA, the Form variable of Hypothesis IIB and the Method variable of Hypothesis IIC were submitted for inclusion in the regression equations for PARWISH with PROFEM and PARWISH with PROMASC. The summary tables for these regression analyses are TABLE 4.43 on page 214 and TABLE 4.46 on page 216.

Only two variables did not meet the criteria for entry into an

equation. All variables entered the equation for the regression of PROFEM on PARWISH. However, the dummy variable representing the 'mail only' category of the METHOD variable and the dummy variable representing the 'on campus' category of the RESIDE variable did not meet the criteria for entry into the PARWISH with PROMASC equation. The exclusion of these measures from the PROMASC on PARWISH equation indicated that they were unable to make significant contributions to an explanation of the variance of PROMASC.

The summary tables for the two regression analyses performed indicate the Beta values that variables merited as they entered the equation. As a measure of the total influence of each variable on the dependent variable [with all other variables currently in the equation controlled for], the Beta values suggested that very few of those variables which entered the equation early exerted much influence on the variation of PROFEM or PROMASC:

* The tests of statistical significance for the Beta values of variables entering the PARWISH with PROFEM equation indicated that only the Beta values of the first three variables to enter were significant at a $\leq$ .05 level of confidence. Of these three variables, only the dummy variable representing the 'mother/female' category of the PARTURN variable had a large enough Beta value to suggest that it was exerting any significant influence on the variance of PROFEM.

* Of the variables entering the PARWISH with PROMASC equation, the first four variables to enter had Beta values which were significant at a $\leq$ .05 level of confidence. Of these four variables, two variables had Beta values which suggested they were exerting some influence on the variance of the dependent variable of PROMASC: the dummy variable representing the 'father/male' category of PARTURN and the dummy variable representing the 'Form A' category of FORM.

The statistically significant influence of the sex of the parent turned to for assistance while growing up [PARTURN] on preference for sex-type attributes in a professional help-giver [PROFEM and PROMASC] indicated that null Hypothesis IIA should be rejected. The statistically significant influence of the questionnaire Form on the dependent

measure of masculine sex-type attributes preferred in a professional help-giver [PROMASC] indicated that Hypothesis IIB should be rejected. Further analyses were required to clarify the effect of these variables on the primary relationships of Hypothesis IV.

Computation of squared part and partial correlations was made to assess the contributions of the Form, Method and nine respondent variables to explanation of the variance of PROFEM and PROMASC not already explained by PARWISH. F tests of the contributions of these variables were also made. Results are reported in TABLE 4.44 [page 215] for the PARWISH with PROFEM association and in TABLE 4.47 [page 217] for the PARWISH with PROMASC association. The F tests of contributions made by these variables indicated that:

* For the PARWISH with PROFEM association only the combined contribution of the nine RESPONDENT variables was significant at a $\leq .01$ level of confidence. The part and partial correlations of this joint measure indicated an incremental and proportional contribution of .0437 and 7.8%, respectively, to an explanation of the variation in PROFEM not already explained by PARWISH.

* For the PARWISH with PROMASC association, the contribution of the FORM A variable and the combined contribution of the RESPONDENT variables were significant at a $\leq .01$ level of confidence. The part and partial correlations of the FORM A measure indicated incremental and proportional contributions of .0126 and 1.6%, respectively, to an explanation of the variation in PROMASC not already explained by PARFEM. The combined measure of the nine RESPONDENT variables made an incremental contribution of .0448 and a proportional contribution of 5.8%.

The lack of a statistically significant contribution of the Method variable to the PARWISH with PROFEM association and the failure of the Method variable to meet the criteria for entry into the PARWISH with PROMASC equation indicated that the null for Hypothesis IIC should not be rejected. The statistical significance of the incremental and proportional contributions of the Respondent variables treated collectively reinforced the decision that null Hypothesis IIA be rejected. The relative degree of contribution of these combined

variables, however, did not suggest that their contribution to explanation of the variance of the dependent measures was of great consequence. The Form A category of the Form variable made a statistically significant contribution to explanation of the variance of the PROMASC dependent measure, indicating that the null of Hypothesis IIB should be rejected. The degree of this contribution, however, did not appear to be substantial.

A comparison of the 'B' and Beta coefficients of the dummy variables for PARWISH before and after the inclusion of the additional predictor variables into the regression equation was also made. As variables entered the regression equations, changes in the regression coefficients for the two PARWISH categories entered as dummy variables [PARWISH X1 ='mother/female' parental adult desired and PARWISH X2 ='father/male' parental adult desired] reflected changes in the relationship of these predictor variables to the dependent variable due to control for the effects of the added predictor variable(s). Changes in regression coefficients for PARWISH X1 and PARWISH X2 as additional variables entered the equation were viewed as indicators of the confounding effect of the additional predictor variables. A brief description of the changes in the regression coefficients and the implications of these changes follows:

* The changes in regression coefficients for PARWISH X1 and PARWISH X2 with PROFEM due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.45 on page 215. Slight increases in the regression coefficients for PARWISH X1 [ie. the desire to have had mother or a female adult parental helper] as more variables were controlled for indicated that there was a slight confounding of the PARWISH X1 with these variables. Confounding was also suggested by the small decreases in the coefficients for PARWISH X2 [ie. the desire to have had father or a male adult helper] as additional predictor variables were controlled for.

* The changes in regression coefficients for PARWISH X1 and PARWISH X2 with PROMASC due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.48 on page 217. Review of this table suggested a confounding of the PARWISH variables with the Form, Method and Respondent variables very similar to that seen in the PROFEM equation. Slight increases in the regression coefficients for PARWISH X1 indicated that there was a slight increase in the amount of variation of PROMASC explained by the desire to have had mother or female parental adult helper as more variables were controlled for. There was a very slight decrease in the amount of variation of PROMASC explained by the desire to have had father or a male parental helper [PARWISH X2] as more predictor variables were controlled for.

The minimal changes in regression coefficients for PARWISH X1 and PARWISH X2 as additional variables entered the PROFEM and PROMASC equations indicated that the confounding effects of the additional predictor variables on the relationships defined in Hypothesis II were very slight. These findings lent further support to the position that, though null Hypotheses IIA and IIB should be rejected, the degree of influence of Form variable and the nine respondent variables on the relationships of PARWISH with PROFEM and PARWISH with PROMASC was not very substantial.

A final application of multiple regression analysis was to test for the relationships expressed in null **HYPOTHESIS VI:**

> The sex and sex-type attributes a potential client desired in a parental help-giver, operating jointly, are not related to the potential client's preference for sex-type attributes in a helping professional.

The relationships of the three jointly operating major predictor variables to the dependent measures of PROFEM and PROMASC were expressed in this hypothesis. Regression analyses were performed to determine the degree of linear dependence of PROFEM and PROMASC on the variable combination of sex of desired parental helper [PARWISH], of feminine sex-type attributes desired in a parental helper [PARFEM], of masculine sex-type attributes desired in a parental helper [PARMASC].

Summaries of the two multiple regressions used to test for the relationships expressed in Hypothesis VI are presented in TABLE 4.49 on page 218 and TABLE 4.50 on page 219. Multiple correlation coefficients were computed to provide indices of the degree of linear dependence of each professional attribute scale variable on the PARWISH, PARFEM and PARMASC variables. The Multiple R for the regression of PROFEM on PARWISH, PARFEM and PARMASC was .9331 and the Multiple R for the regression of PROMASC on PARWISH, PARFEM and PARMASC was .8881. The Multiple Rs for the two variable pairings of Hypothesis VI were significant at a .000 level of confidence and indicated that the null for Hypothesis VI could be rejected. The correlation coefficients indicated strong relationships for PARWISH, PARFEM and PARMASC with both PROFEM and PROMASC. The measure of the amount of variation in the two professional attribute scale variables explained by the three jointly operating predictor variables [ie. R^2] was about 87% for PROFEM and about 79% for PROMASC.

A comparison of the 'B' and Beta values for the predictor variables in the PROFEM equation was made. The 'B' coefficients for the two dummy variables representing categories of PARWISH did not reach significance at a $\leq .05$ level of confidence. Only the 'B' coefficients for the two parental sex-type attribute scales achieved significance. Comparison of the coefficients for the two parental attribute scales indicated that the measure of feminine sex-type attributes desired in a parental helper [PARFEM] had a signifcantly stronger influence on the dependent variable of PROFEM [with all other variables controlled for] than did PARMASC. The 'B' coefficients of the parental attributes scales also indicated that the measure of

masculine sex-type attributes desired in a parental help-giver [PARMASC] had a negative association with scores on the PROFEM measure, while the measure of feminine sex-type attributes desired in a parental help-giver [PARFEM] had a postive association with PROFEM.

F tests for the significance of the 'B' coefficients for the predictor variables in the PROMASC equation indicated that the two dummy variables representing categories of PARWISH did not reach significance at a $\leq$ .05 level of confidence. Again, only the 'B' coefficients for the two parental sex-type attribute scales achieved significance. Comparison of the coefficients for the two parental attribute scales indicated that the measure of masculine sex-type attributes desired in a parental helper [PARMASC] exerted a much stronger influence on the variation of PROMASC than did PARFEM. 'B' and Beta values for the PARMASC predictor indicated that it had a postive association with PROMASC, while coefficients for the PARFEM predictor indicated that its association with PROMASC was negative.

Multiple regression analysis was used to test for the relationships expressed in the following subhypotheses of null Hypothesis VI.

HYPOTHESIS VIA:

> Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, and sex of parental adult(s) turned to for assistance while growing up are variables which do not moderate the relationship defined in Hypothesis VI.

HYPOTHESIS VIB:

> The relationship defined in Hypothesis VI does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

HYPOTHESIS VIC:

> The relationship defined in Hypothesis VI does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Using stepwise multiple regression, the Respondent variables of Hypothesis VIA, the Form variable of Hypothesis VIB and the Method variable of Hypothesis VIC were submitted for inclusion in the regression equations for PARWISH, PARFEM, PARMASC with PROFEM and PARWISH, PARFEM, PARMASC with PROMASC. The summary tables for these regression analyses are TABLE 4.51 on page 220 and TABLE 4.54 on page 222.

Three variables did not meet the criteria for entry into the PARWISH, PARFEM, PARMASC with PROFEM equation: the dummy variable representing the 'yes, have used' category of USEDPROF variable; the dummy variable representing the 'female only' category of PARLIVE variable; and the dummy variable representing the 'father/male' category of the PARTURN variable. Only one variable did not meet the criteria to enter the equation for the regression of PROMASC on PARWISH, PARFEM, PARMASC. This was the dummy variable representing 'on campus' category of the RESIDE variable. The exclusion of these measures indicated that they were unable to make significant contributions to an explaination of the variance of the dependent measure.

The summary tables for the two regression analyses performed [TABLE 4.51 and TABLE 4.54] indicate the Beta values that variables

merited as they entered the equations. The following is a brief description of what the Beta values of the PROFEM and PROMASC equations indicated:

* The tests of statistical significance for the Beta values of variables entering the PARWISH, PARFEM, PARMASC with PROFEM equation indicated that no Beta values of variables entering were significant at a $\leq .05$ level of confidence. This was interpreted to mean that none of the additional predictor variables submitted for inclusion in the equation could be judged as exerting a meaningful influence on the variance of the dependent variable of PROFEM.

* Of the variables entering the PARWISH, PARFEM, PARMASC with PROMASC equation, the first four variables to enter had Beta values which were significant at a $\leq .05$ level of confidence. The four variables were dummy variables representing categories of the research variables of FORM, USEDPROF, RACE and PARLIVE. None of the Beta values of these four variables, however, suggested a substantial influence on the variance of PROMASC. The dummy variable representing the 'yes, have used' category of the USEDPROF measure had the highest Beta weight [-.0560] and this weight was significantly lower than the next highest weight [-.1155] of PARFEM.

Tests of statistical significance for the influence of predictor variables submitted for inclusion in the regression equations for PARWISH, PARFEM, PARMASC with PROFEM and PARWISH, PARFEM, PARMASC with PROMASC were significant for a few of the variables in at least one of the equations. Though the degree of influence exerted by these few statistically significant predictors seemed slight, the F tests indicated that null Hypotheses VIA and VIB should be rejected. The Method variable of Hypothesis VIC was not statistically significant for either the PROFEM or the PROMASC equation, indicating that this hypothesis should not be rejected. Further analyses were required to clarify the effect of these variables on the primary relationships of Hypothesis IV.

The variables of Hypotheses VIA, VIB and VIC were studied for their contributions to explanation of the variance of both PROFEM and PROMASC. Squared part and partial correlations and F tests for the contributions made by [1] the Form variable, [2] the Method variable

and [3] the combined effects of the nine Respondent variables to explanation of the variation in the dependent variables of PROFEM and PROMASC beyond what was already explained by PARWISH, PARFEM and PARMASC were computed. Results are reported in TABLE 4.52 [page 221] for the PARWISH, PARFEM, PARMASC with PROFEM association and in TABLE 4.55 [page 223] for the PARWISH, PARFEM, PARMASC with PROMASC association. The F tests of contributions made by these variables indicated that:

* For the PARWISH, PARFEM, PARMASC with PROFEM association, the contribution of the Form variable, the contribution of the Method variable and the combined contribution of the Respondent variables did not reach significance at a $\leq .05$ level of confidence. F tests indicated that these measures could not make statistically significant incremental and proportional contributions to an explanation of the variation of PROFEM beyond what was already explained by PARWISH, PARFEM and PARMASC.

* For the PARWISH, PARFEM, PARMASC with PROMASC association, the contribution of the FORM A variable was significant at a $\leq .01$ level of confidence and the combined contribution of the Respondent variables was significant at a $\leq .05$ level of confidence. The contribution of the Method variable was not significant at a $\leq .05$ level of confidence. The part and partial correlations of the FORM A dummy variable indicated an incremental and proportional contribution of .0051 and 2.4%, respectively, to an explanation of the variation in PROMASC already explained by PARWISH, PARFEM and PARMASC. The combined measure of the nine respondent variables made an incremental contribution of .0105 and a proportional contribution of 4.9%.

The lack of significant contribution of the Method variable to either regression equation indicated that the null for Hypothesis VIC should not be rejected. The statistical significance of the incremental and proportional contributions of the Respondent variables treated collectively in the regression of PROMASC on PARWISH, PARFEM and PARMASC reinforced the decision that null Hypothesis VIA be rejected. The fairly small increment of contribution of these combined variables to explanation of the variance in PROMASC and the lack of significance of their contribution to explanation of the variance in PROFEM, however, did not suggest that their contribution was substantial.

Although the Form A category of the Form variable made a statistically significant contribution to only the PROMASC dependent measure, this measure of significance indicated that the null of Hypothesis VIB should be rejected. The degree of contribution of the Form variable again did not appear to be of great consequence.

A comparison of the 'B' and Beta coefficients of the PARFEM, PARMASC and the dummy variables for PARWISH before and after the inclusion of additional predictor variables into the regression equation was also made. Changes in regression coefficients as additional variables entered the equation were viewed as indicators of the confounding effect of the additional predictor variables. A brief description of the changes in regression coefficients and the implications of these changes follows:

* The changes in regression coefficients for PARFEM, PARMASC, PARWISH X1 and PARWISH X2 with PROFEM due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.53 on page 221. There were slight fluctuations in the amount of variation of PROFEM explained by PARFEM, PARMASC and the two categories of PARWISH as more variables were controlled for. Only the measure of PARWISH X1 [desire to have had mother or a female parental helper] showed any consistent gain in influence as variables were added and this gain was not very substantial. The 'B' coefficients of PARWISH X1 and PARWISH X2 did not reach statistical significance with control of the effects of the added predictor variables.

* The changes in regression coefficients for PARFEM, PARMASC, PARWISH X1 and PARWISH X2 with PROMASC due to the addition of the predictor variables of Hypotheses IVA, IVB and IVC are reported in TABLE 4.56 on page 223. There were positive and negative fluctuations in the regression coefficients of all four major predictor variables, with the only consistent gain in influence occurring in the PARWISH X1 dummy variable. The 'B' coefficient for this variable reached statistical significance at a $\leq .05$ level of confidence when all additional predictor variables were controlled for. The 'B' coefficients of the other major predictor variables showed no substantial changes.

The small changes in regression coefficients for PARFEM, PARMASC and PARWISH X2 as additional variables entered the PROFEM and PROMASC equations indicated that, overall, the confounding effects of the additional predictor variables on the relationships defined in

Hypothesis II were very slight. An exception to this conclusion was the move toward statistical significance of the regression coefficient for PARWISH X1 [desire to have had mother or a female as a parental helper] when all predictor variables in the PROMASC equation were controlled for. These findings lent further support to the position that, though null Hypotheses VIA should be rejected, the degree of influence of the respondent variables on the relationships of PARFEM, PARMASC and PARWISH with PROFEM and with PROMASC was not very substantial.

TABLE 4.23. VARIABLE DESCRIPTIONS and DUMMY CODING FOR NOMINAL PREDICTOR VARIABLES USED IN MULTIPLE REGRESSION ANALYSES.

DEPENDENT VARIABLES	DESCRIPTION
PROFEM	FEMININITY SCALE FOR PREFERRED PROFESSIONAL HELP-GIVER.
PROMASC	MASCULINITY SCALE FOR PREFERRED PROFESSIONAL HELP-GIVER.

PREDICTOR VARIABLES	DESCRIPTION	CATEGORIES	DUMMY CODE
PARWISH	SEX OF PARENTAL ADULT WISH TURN TO FOR HELP	[1] MOTHER/FEMALE	X1
		[2] FATHER/MALE	X2
		[3] NO PREFERENCE	X3 *
SEX	SEX OF RESPONDENT	[1] FEMALE	L1
		[2] MALE	L2 *
RACE	ETHNICITY OF RESPONDENT	[1] CAUCASIAN	E1
		[2] AFRO AMERICAN/BLACK	E2
		[3] OTHER	E3 *
CLASS	CLASS STANDING OF RESPONDENT	[1] UNDERCLASSMEN	P1
		[2] UPPERCLASSMEN	P2
		[3] GRADUATE	P3 *
RESIDE	RESIDENCE OF RESPONDENT	[1] ON CAMPUS	Q1
		[2] OFF CAMPUS	Q2 *
REALIMAG	REAL OR IMAGINARY PERSON IN MIND AS INDICATE PREFERENCES	[1] REAL PERSON IN MIND	Z1
		[2] IMAGINARY PERSON IN MIND	Z2 *
USEDPROF	HAVE SHARED PROBLEM WITH PROFESSIONAL IN THE PAST	[1] YES, HAVE USED	Y1
		[2] NO, HAVE NOT USED	Y2 *
FUTURUSE	WILLINGNESS TO USE PROFESSIONAL IN THE FUTURE	[1] UNLIKELY USER	A1
		[2] POTENTIAL USER	A2 *
PARLIVE	SEX OF ADULT(S) LIVED WITH WHILE GROWING UP	[1] FEMALE & MALE	B1
		[2] FEMALE ONLY	B2
		[3] MALE ONLY	B3 *
PARTURN	SEX OF PARENTAL ADULT(S) DID TURN TO FOR HELP	[1] MOTHER/FEMALE	C1
		[2] FATHER/MALE	C2
		[3] NO PREFERENCE	C3 *
FORM	BOOKLET FORM	[1] FORM A [PROFESSIONAL ITEMS BEFORE PARENTAL]	D1
		[2] FORM B [PARENTAL ITEMS BEFORE PROFESSIONAL]	D2 *
METHOD	MEANS OF SOLICITING RESPONSE	[1] MAIL ONLY	F1
		[2] MAIL & PHONE FOLLOW-UP	F2 *

* = REFERENCE CATEGORY or category excluded in construction of dummy variables.

TABLE 4.24. DEFINITIONS OF ABBREVIATIONS USED IN MULTIPLE REGRESSION ANALYSIS TABLES.

ABBREVIATION:	DEFINITION:
B	partial regression coefficient indicating influence of predictor variable on dependent with other predictor variables controlled for.
STANDARD ERROR OF B	standard deviation of the sampling variability of B.
F	F ratio used to test significance of each regression coefficient [B].
BETA	standardized partial regression coefficient indicating relative effects of each predictor variable.
SIMPLE R	zero order correlation coefficient indicating relationship between dependent variable and each predictor variable.
SQUARED PART R	squared part correlation coefficient indicating absolute increment of R^2 that a predictor variable adds to variation already explained by other predictor variables [also designated R SQUARE CHANGE].
SQUARED PARTIAL R	squared partial correlation coefficient indicating proportional increase in explained variation due to addition of a predictor variable; expressed as a proportional reduction in unexplained variance of the dependent variable.
MULTIPLE R	multiple correlation coefficient equivalent to correlation ratio [eta].
R^2	equivalent to squared correlation ratio [eta^2] produced in conventional ANOVA; indicates variation in dependent variable explained by jointly operating predictor variables.
SEE	standard deviation or degree [in original raw value units] predicted score can be expected to vary from actual score.
OVERALL F	significance test for R^2, reflecting overall goodness of fit of the regression equation.
P	probability of obtaining test statistic equal or greater than result observed.
*	probability value indicates significance [$P \leq .05$].

TABLE 4.25. SUMMARY OF BIVARIATE REGRESSION: PROFEM with SCALE VARIABLE of PARFEM.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARFEM	.9280	.1519	3732.2742	* .000	.9301	.9301	.8651	.8651
	[CONSTANT]	3.1982	.7819	16.7316	* .000				

MULTIPLE R:	.9301
R^2:	.8651
SEE:	5.3725
OVERALL F:	3732.2742
P:	* .000

TABLE 4.26. SUMMARY OF BIVARIATE REGRESSION: PROFEM with SCALE VARIABLE of PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARMASC	-.7657	.3851	395.3965	* .000	-.6360	.6360	.4045	.4045
	[CONSTANT]	86.1519	1.9262	2000.4252	* .000				

MULTIPLE R:	.6360
R^2:	.4045
SEE:	11.2875
OVERALL F:	245.5768
P:	* .000

TABLE 4.27. SUMMARY OF BIVARIATE REGRESSION: PROMASC with SCALE VARIABLE of PARFEM.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARFEM	-.5884	.3090	362.5531	* .000	-.6195	.6195	.3838	.3838
	[CONSTANT]	77.4918	1.5907	2373.1892	* .000				

MULTIPLE R:	.6195
R^2:	.3838
SEE:	10.9303
OVERALL F:	362.5503
P:	* .000

TABLE 4.28. SUMMARY OF BIVARIATE REGRESSION: PROMASC with SCALE VARIABLE of PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARMASC	1.0126	.2224	2073.1253	* .000	.8836	.8836	.7808	.7808
	[CONSTANT]	-.6892	1.1125	.3838	.536				

MULTIPLE R:	.8836
R^2:	.7808
SEE:	6.5193
OVERALL F:	2073.1253
P:	* .000

TABLE 4.29. SUMMARY OF MULTIPLE REGRESSION: PROFEM with SCALE VARIABLE of PARFEM & ALL MODERATOR VARIABLES.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARFEM	.9195	.1615	3241.1920	* .000	.9217	.9301	.8651	.8651
	RACE E2	-2.5152	1.4427	3.0395	.082	-.0455	-.0572	.0005	.0038
	PARLIVE B1	1.0568	1.4046	.5660	.452	.0223	.1091	.0005	.0038
	METHOD F1	-1.2653	1.0008	1.5986	.207	-.0194	.0234	.0004	.0030
	PARTURN C2	.4283	.7655	.3130	.576	.0120	.0662	.0004	.0030
	CLASS P1	-.8712	.7321	1.4159	.235	-.0289	-.0423	.0003	.0023
	RACE E1	-1.3007	1.2060	1.1631	.281	-.0280	-.0133	.0003	.0023
	RESIDE Q1	.7900	.5456	2.0970	.148	.0270	.0505	.0002	.0015
	SEX L1	.3087	.4747	.4229	.516	.0105	.2238	.0001	.0008
	USEDPROF Y1	.2503	.5598	.1999	.655	.0073	-.0415	.0001	.0008
	PARTURN C1	-.4058	.6644	.3731	.542	-.0133	-.0821	.0001	.0008
	FORM D1	-.3609	.4537	.6328	.427	-.0123	-.0399	.0001	.0007
	REALIMAG Z1	.2258	.5257	.1845	.668	.0068	.0428	.0000	.0007
	FUTURUSE A1	-.1589	.6129	.6720	.998	-.0000	.0027	.0000	.0000
	CLASS P2	-.5664	.6423	.7777	.378	-.0193	.0230	.0000	.0000
	PARLIVE B2	.7561	1.6142	.2194	.963	.0014	-.1631	.0000	.0000
	[CONSTANT]	5.3438	2.4216	4.8698	* .028				

MULTIPLE R:	.9317
R^2:	.8681
SEE:	5.3831
OVERALL F:	233.1527
P:	* .000

TABLE 4.30. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROFEM NOT ALREADY EXPLAINED by PARFEM.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROFEM	PARFEM ONLY	.8651	----	----	3732.2742	* .000
	PARFEM & METHOD	.8655	.0004	.30%	.125	≤.05
	PARFEM & FORM	.8652	.0001	.07%	.0313	≤.05
	PARFEM & RESPONDENT VARIABLES	.8676	.0025	1.85%	.7813	≤.05

TABLE 4.31. CHANGES IN REGRESSION COEFFICIENTS FOR PARFEM DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	FOR PARFEM VARIABLE:	B	SEE	F	P	BETA
PROFEM	PARFEM ONLY	PARFEM:	.9195	.1615	3241.1920	.000	.9217
	PARFEM to METHOD	PARFEM:	.9779	.1786	3051.5441	.000	.9231
	PARFEM to FORM	PARFEM:	.9969	.1776	2862.0102	.000	.9338
	PARFEM & ALL ADDITIONAL PREDICTORS	PARFEM:	.9823	.1785	2414.7705	.000	.9306

NOTE: the stepwise listing of variables entering the equation in TABLE 4.29. indicates the variables which entered prior to METHOD and FORM.

TABLE 4.32. SUMMARY OF MULTIPLE REGRESSION: PROFEM with SCALE VARIABLE of PARMASC & ALL MODERATOR VARIABLES.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARMASC	-.7374	.3740	388.6359	* .000	-.6125	-.6360	.4045	.4045
	SEX L1	5.4992	.9207	35.6728	* .000	.1863	.2238	.0334	.0580
	PARTURN C1	-3.2897	1.3256	6.1584	* .013	-.1082	-.0821	.0066	.0113
	USEDPROF Y1	-3.2930	1.1115	8.7771	* .003	-.0963	-.0415	.0024	.0040
	RESIDE Q1	2.6287	1.0364	5.8544	* .016	.0898	.0505	.0018	.0031
	PARLIVE B1	.9481	2.8096	.1139	.736	.0200	.1091	.0078	.0132
	CLASS P2	1.6038	1.2826	1.5635	.212	.0547	.0230	.0058	.0108
	REALIMAG Z1	1.9877	1.0478	3.5985	.058	.0597	.0428	.0033	.0061
	RACE E2	-5.3806	2.8765	3.4988	.062	-.0973	-.0572	.0032	.0060
	PARLIVE B2	-4.9771	3.2154	2.3959	.122	-.0918	-.1631	.0022	.0042
	CLASS P1	-1.7247	1.4609	1.3937	.238	-.0571	-.0423	.0013	.0024
	PARTURN C2	-1.4516	1.5309	.8990	.343	-.0407	.0662	.0009	.0017
	FUTURUSE A1	-1.2355	1.2235	1.0197	.313	-.0320	.0027	.0007	.0013
	METHOD F1	1.0312	1.9960	.2669	.606	.0158	.0234	.0003	.0005
	RACE E1	-2.2309	2.4076	.8586	.355	-.0480	.0133	.0002	.0003
	FORM D1	.2892	.9071	.1016	.750	.0099	-.0399	.0000	.0000
	[CONSTANT]	85.7516	4.7514	325.7220	* .000				

MULTIPLE R: .6886
R^2: .4742
SEE: 10.7459
OVERALL F: 31.9631
P: * .000

TABLE 4.33. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROFEM NOT ALREADY EXPLAINED by PARMASC.

DEPENDENT VARIABLE	CONTRIBUTED PREDICTOR VARIABLE(S)	R^2	% INCREASE R^2 BY ADDED PREDICTOR(S)	DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROFEM	PARMASC ONLY	.4045	----	----	395.3965	* .000
	PARMASC & METHOD	.4048	.0003	.05%	.0170	≤.05
	PARMASC & FORM	.4045	.0000	.00%	0.0000	≤.05
	PARMASC & RESPONDENT VARIABLES	.4739	.0694	11.65%	3.9432	* ≤.01

TABLE 4.33. CHANGES IN REGRESSION COEFFICIENTS FOR PARMASC DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	FOR PARMASC VARIABLE:	B	SEE	F	P	BETA
PROFEM	PARMASC ONLY	PARMASC:	-.7374	.3740	388.6359	.000	-.6125
	PARMASC to METHOD	PARMASC:	-.7482	.3976	351.3919	.000	-.6172
	PARMASC to FORM	PARMASC:	-.7487	.3981	331.5382	.000	-.6181
	PARMASC & ALL ADDITIONAL PREDICTORS	PARMASC:	-.7723	.4821	289.7375	.000	-.6276

NOTE: the stepwise listing of variables entering the equation in TABLE 4.32. indicates the variables which entered prior to METHOD and FORM.

TABLE 4.35. SUMMARY OF MULTIPLE REGRESSION: PROMASC with SCALE VARIABLE of PARFEM & ALL MODERATOR VARIABLES.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARFEM	-.6108	.3196	365.2085	* .000	-.6431	-.6195	.3838	.3838
	USEDPROF Y1	-3.9578	1.1077	12.7650	* .000	-.1216	-.0480	.0116	.0194
	FORM D1	3.2898	.8978	13.4273	* .000	.1183	.1280	.0118	.0192
	CLASS P2	4.0573	1.2709	10.1924	* .001	.1453	.0738	.0108	.0184
	SEX L1	2.1042	.9392	5.0190	* .025	.0749	-.0977	.0026	.0043
	PARTURN C1	-2.2372	1.3146	2.8962	.089	-.0773	.0256	.0025	.0043
	CLASS P1	1.9278	1.4487	1.7709	.184	.0671	-.0033	.0018	.0031
	RACE E2	.1996	2.8546	.4889	.994	.0004	.0621	.0010	.0017
	METHOD F1	2.2380	1.9803	1.2772	.259	.0361	.0028	.0010	.0017
	PARLIVE B2	2.4569	3.1941	.5917	.442	.0476	.1240	.0006	.0011
	REALIMAG Z1	1.3076	1.0402	1.5803	.209	.0413	-.0039	.0004	.0007
	RACE E1	-.8717	2.3864	.1334	.715	-.0197	-.0452	.0002	.0004
	RESIDE Q1	.6620	1.0796	.3760	.540	.0237	-.0123	.0001	.0002
	PARTURN C2	-2.7366	1.5148	3.2638	.071	-.0805	-.0694	.0001	.0002
	PARLIVE B1	1.6581	2.7794	.3559	.551	.0367	-.0691	.0001	.0002
	FUTURUSE A1	-.7659	1.2127	.3989	.528	-.0208	.0079	.0001	.0002
	[CONSTANT]	74.6947	4.7916	243.0041	* .000				

MULTIPLE R:	.6557
R^2:	.4299
SEE:	10.6516
OVERALL F:	26.7267
P:	* .000

TABLE 4.36. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROMASC NOT ALREADY EXPLAINED by PARFEM.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROMASC	PARFEM ONLY	.3838	----	----	362.5503	* .000
	PARFEM & METHOD	.3848	.0010	.16%	.0568	≤.05
	PARFEM & FORM	.3956	.0118	1.91%	10.7273	* ≤.01
	PARFEM & RESPONDENT VARIABLES	.4171	.0333	8.68%	30.2727	* ≤.01

TABLE 4.37. CHANGES IN REGRESSION COEFFICIENTS FOR PARFEM DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	FOR PARFEM VARIABLE:	B	SEE	F	P	BETA
PROMASC	PARFEM ONLY	PARFEM:	-.6108	.3196	365.2085	.000	-.6431
	PARFEM to METHOD	PARFEM:	-.6378	.3981	361.6908	.000	-.6499
	PARFEM to FORM	PARFEM:	-.6783	.4006	330.7106	.000	-.6562
	PARFEM & ALL ADDITIONAL PREDICTORS	PARFEM:	-.6903	.3898	291.7385	.000	-.6686

NOTE: the stepwise listing of variables entering the equation in TABLE 4.35. indicates the variables which entered prior to METHOD and FORM.

TABLE 4.38. SUMMARY OF MULTIPLE REGRESSION: PROMASC with SCALE VARIABLE of PARMASC & ALL MODERATOR VARIABLES.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARMASC	1.0011	.2220	2033.7839	* .000	.8735	.8836	.7808	.7808
	FORM D1	2.1699	.5383	16.2496	* .000	.0780	.1280	.0062	.0290
	CLASS P1	2.1537	.8670	6.1710	* .013	.0749	-.0033	.0022	.0106
	CLASS P2	1.8876	.7612	6.1501	* .013	.0676	.0738	.0005	.0024
	USEDPROF Y1	-1.4525	.6596	4.8490	* .028	-.0446	-.0480	.0015	.0069
	RESIDE Q1	-.2594	.6447	.1620	.688	-.0093	-.0123	.0001	.2075
	SEX L1	-.2360	.5464	.1866	.666	-.0084	-.0977	.0001	.2074
	RACE E1	-1.6906	1.4287	1.4003	.237	-.0383	-.0452	.0021	.0096
	PARLIVE B1	-1.6978	1.6673	1.0369	.309	-.0376	-.0691	.0017	.0079
	FUTURUSE A1	.4416	.7261	.3699	.543	.0120	.0079	.0003	.0014
	PARTURN C1	.3873	.7867	.2424	.623	.0134	.0256	.0002	.0009
	METHOD F1	.8103	1.1845	.4680	.494	.0131	.0028	.0001	.0005
	PARLIVE B2	.2523	1.9082	.1748	.895	.0049	.1240	.0000	.0000
	PARTURN C2	-.2340	.9085	.6635	.797	-.0069	-.0694	.0000	.0000
	RACE E2	.7965	1.7071	.2177	.963	.0015	.0621	.0000	.0000
	REALIMAG Z1	.4037	.6218	.4214	.948	.0013	-.0039	.0000	.0000
	[CONSTANT]	.4475	2.8197	.2519	.874				

MULTIPLE R:	.8920
R^2:	.7957
SEE:	6.3770
OVERALL F:	137.9955
P:	* .000

TABLE 4.39. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROMASC NOT ALREADY EXPLAINED by PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROMASC	PARMASC ONLY	.7808	----	----	2073.1253	* .000
	PARMASC & METHOD	.7809	.0001	.05%	.0156	≤.05
	PARMASC & FORM	.7870	.0062	2.83%	.9687	≤.05
	PARMASC & RESPONDENT VARIABLES	.7894	.0086	3.92%	1.3438	≤.05

TABLE 4.40. CHANGES IN REGRESSION COEFFICIENTS FOR PARMASC DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	FOR PARMASC VARIABLE:	B	SEE	F	P	BETA
PROMASC	PARMASC ONLY	PARMASC:	1.0011	.2220	2033.7839	.000	.8735
	PARMASC to METHOD	PARMASC:	1.0939	.3226	2118.8903	.000	.8753
	PARMASC to FORM	PARMASC:	1.2313	.3006	2003.3101	.000	.8828
	PARMASC & ALL ADDITIONAL PREDICTORS	PARMASC:	1.2532	.2889	1923.7465	.000	.8842

NOTE: the stepwise listing of variables entering the equation in TABLE 4.38. indicates the variables which entered prior to METHOD and FORM.

TABLE 4.41. SUMMARY OF MULTIPLE REGRESSION: PROFEM with DUMMY VARIABLES of PARWISH.

DEPENDENT VARIABLE	PREDICTOR VARIABLE	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARWISH:								
	X1=	3.9090	1.0535	13.7685	* .000	.1336	.4308	.1856	.1856
	X2=	-20.5085	1.2606	264.6684	* .000	-.5858	-.6536	.2549	.3130
[CONSTANT]		51.7528	.8208	3975.4648	* .000				

MULTIPLE R:	.6637
R^2:	.4405
SEE:	10.9509
OVERALL F:	228.7027
P:	* .000

TABLE 4.42. SUMMARY OF MULTIPLE REGRESSION: PROMASC with DUMMY VARIABLES of PARWISH.

INDEPENDENT VARIABLE	PREDICTOR VARIABLE	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARWISH:								
	X1=	-7.4500	1.1773	40.04333	* .000	-.2675	-.4113	.1692	.1692
	X2=	9.4474	1.4088	44.9699	* .000	.2835	.4192	.0597	.0719
[CONSTANT]		49.8427	.9173	2952.4959	* .000				

MULTIPLE R:	.4784
R^2:	.2289
SEE:	12.2382
OVERALL F:	86.2258
P:	* .000

TABLE 4.43. SUMMARY OF MULTIPLE REGRESSION: PROFEM with DUMMY VARIABLES of PARWISH [ENTERED FIRST AS BLOCK] & ALL MODERATOR VARIABLES [ENTERED STEPWISE].

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARWISH X1	3.9090	1.0535	13.7685	* .000	.1336	.4308	.1856	.1856
	PARWISH X2	-20.5085	1.2606	264.6684	* .000	-.5858	-.6536	.2549	.3130
	PARTURN C1	-4.3138	.9612	20.1429	* .000	-.1419	-.0821	.0188	.0336
	PARLIVE B2	-5.1064	1.6555	9.5137	* .002	-.0942	-.1631	.0087	.0161
	REALIMAG Z1	2.1803	1.0093	4.6666	* .031	.0655	.0428	.0043	.0081
	SEX L1	1.3575	.9385	2.0922	.149	.0460	.2238	.0019	.0036
	USEDPROF Y1	-1.6181	1.0643	2.3117	.129	-.0473	-.0415	.0021	.0040
	FUTURUSE A1	-1.9554	1.2016	2.6481	.104	-.0506	.0027	.0024	.0046
	RACE E2	-2.3516	1.6752	1.9706	.161	-.0425	-.0572	.0018	.0035
	RESIDE Q1	1.1476	.8931	1.6510	.199	.0392	.0505	.0015	.0029
	PARLIVE B1	-3.0258	2.7575	1.2041	.273	-.0638	.1091	.0011	.0021
	METHOD F1	1.9404	1.9640	.9761	.324	.0298	.0234	.0009	.0017
	RACE E1	-1.9811	2.3728	.6971	.404	-.0427	.0133	.0006	.0012
	FORM D1	-.7328	.8926	.6739	.412	-.0251	-.0399	.0006	.0012
	CLASS P1	-.7541	1.1134	.4587	.499	-.0249	-.0423	.0004	.0008
	PARTURN C2	.3895	1.5142	.6616	.797	.0109	.0662	.0001	.0002
	CLASS P2	.2845	1.2687	.5027	.823	.0097	.0230	.0001	.0002
	[CONSTANT]	57.3169	4.5048	161.8877	* .000				

MULTIPLE R:	.6969
R^2:	.4857
SEE:	10.6375
OVERALL F:	31.4410
P:	* .000

TABLE 4.44. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROFEM NOT ALREADY EXPLAINED by PARWISH.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROFEM	PARWISH ONLY	.4405	----	----	228.7027	* .000
	PARWISH & METHOD	.4414	.0009	.17%	.0920	≤.05
	PARWISH & FORM	.4411	.0006	.12%	.0511	≤.05
	PARWISH & RESPONDENT VARIABLES	.4842	.0437	7.8%	3.1914	* ≤.01

TABLE 4.45. CHANGES IN REGRESSION COEFFICIENTS FOR PARWISH DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	PARWISH VARIABLES:	B	SEE	F	P	BETA
PROFEM	PARWISH ONLY	PARWISH X1:	3.9090	1.0535	13.7685	.000	.1336
		PARWISH X2:	-20.5085	1.2606	264.6684	.000	-.5858
	PARWISH to METHOD	PARWISH X1:	4.9979	1.0756	21.5909	.000	.1508
		PARWISH X2:	-19.1816	1.2521	234.6800	.000	-.5419
	PARWISH to FORM	PARWISH X1:	4.9393	1.0776	21.0102	.000	.1688
		PARWISH X2:	-19.1937	1.2531	234.6003	.000	-.5482
	PARWISH & ALL ADDITIONAL PREDICTORS	PARWISH X1:	4.9323	1.0829	20.7445	.000	.1686
		PARWISH X2:	-19.1339	1.2623	229.7748	.000	-.5466

NOTE: the stepwise listing of variables entering the equation in TABLE 4.43. indicates the variables which entered prior to METHOD and FORM.

TABLE 4.46. SUMMARY OF MULTIPLE REGRESSION: PROMASC with DUMMY VARIABLES of PARWISH [ENTERED FIRST AS BLOCK] & ALL MODERATOR VARIABLES [ENTERED STEPWISE].

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARWISH X1	-7.4500	1.1773	40.0433	* .000	-.2675	-.4113	.1692	.1692
	PARWISH X2	9.4474	1.4088	44.9699	* .000	.2835	.4192	.0597	.0719
	PARTURN C2	-3.8234	1.2391	9.5208	* .002	-.1125	-.0694	.0125	.0162
	FORM D1	3.1216	.9999	9.7462	* .002	.1123	.1280	.0125	.0164
	PARLIVE B2	4.6185	1.8576	6.1816	* .013	.0895	.1240	.0079	.0106
	USEDPROF Y1	-2.5977	1.1700	4.9294	* .027	-.0798	-.0480	.0063	.0085
	CLASS P2	2.1093	.9969	4.4767	* .035	.0756	.0738	.0056	.0077
	SEX L1	2.0428	1.0614	3.7042	.055	.0727	-.0977	.0047	.0065
	CLASS P1	2.1332	1.4450	2.1793	.140	.0742	-.0033	.0027	.0037
	PARLIVE B1	4.0109	3.0742	1.7021	.193	.0889	-.0691	.0021	.0029
	PARTURN C1	1.4296	1.4880	.9230	.337	.0494	.0256	.0012	.0017
	RACE E1	-1.5383	1.5792	.9489	.330	-.0348	-.0452	.0012	.0017
	FUTURUSE A1	.8565	1.3513	.4401	.526	.0233	.0079	.0005	.0007
	REALIMAG Z1	-.3769	1.1615	.1053	.746	-.0119	-.0039	.0001	.0001
	RACE E2	1.0072	3.1835	.1001	.752	.0191	.0621	.0001	.0001
	[CONSTANT]	43.4885	4.5387	91.8084	* .000				

MULTIPLE R:	.5351
R^2:	.2863
SEE:	11.9077
OVERALL F:	15.1901
P:	* .000

TABLE 4.47. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROMASC NOT ALREADY EXPLAINED by PARWISH.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROMASC	PARWISH ONLY	.2289	----	----	86.2258	* .000
	PARWISH & METHOD	--- 'method' never met criteria for entry into equation ---				
	PARWISH & FORM	.2415	.0125	1.6%	4.8092	* ≤.01
	PARWISH & RESPONDENT VARIABLES	.2737	.0448	5.8%	2.5457	* ≤.01

TABLE 4.48. CHANGES IN REGRESSION COEFFICIENTS FOR PARWISH DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	PARWISH VARIABLES:	B	SEE	F	P	BETA
PROMASC	PARWISH ONLY	PARWISH X1:	-7.4500	1.1773	40.0433	.000	-.2675
		PARWISH X2:	9.4474	1.4088	44.9699	.000	.2835
	PARWISH to METHOD	--- 'method' never met criteria for entry into equation ---					
	PARWISH to FORM	PARWISH X1:	-7.7106	1.1701	43.4235	.000	-.2769
		PARWISH X2:	9.3548	1.3890	45.3536	.000	.2807
	PARWISH & ALL ADDITIONAL PREDICTORS	PARWISH X1:	-8.4532	1.2122	48.6262	.000	-.3035
		PARWISH X2:	9.4178	1.4097	44.6304	.000	.2826

NOTE: the stepwise listing of variables entering the equation in TABLE 4.46. indicates the variables which entered prior to FORM.

TABLE 4.49. SUMMARY OF MULTIPLE REGRESSION: PROFEM with DUMMY VARIABLES of PARWISH AND SCALE VARIABLES of PARFEM, PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARWISH X1	.1746	.5256	.1104	.740	.0059	.4308	.1856	.1856
	PARMASC	-.1030	.2367	18.9537	* .000	-.0856	-.6360	.2510	.3082
	PARWISH X2	-1.3803	.7526	3.3641	.067	-.0394	-.6536	.1447	.2568
	PARFEM	.8452	.2348	1296.0521	* .000	.8471	.9301	.2894	.6912
	[CONSTANT]	57.3169	4.5048	161.8877	* .000				

MULTIPLE R:	.9331
R^2:	.8707
SEE:	5.2731
OVERALL F:	974.8867
P:	* .000

TABLE 4.50. SUMMARY OF MULTIPLE REGRESSION: PROMASC with DUMMY VARIABLES of PARWISH AND SCALE VARIABLES of PARFEM, PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARWISH X1	-.8948	.6396	1.9571	.162	-.0321	-.4113	.1692	.1692
	PARMASC	.9261	.2881	1033.5607	* .000	.8081	.8836	.6134	.7383
	PARWISH X2	-.8071	.9159	.7766	.379	-.0242	.4192	.0008	.0037
	PARFEM	-.1097	.2857	14.7520	* .000	-.1155	-.6195	.0054	.0249
	[CONSTANT]	9.5286	2.5754	13.6894	* .000				

MULTIPLE R:	.8881
R^2:	.7887
SEE:	6.4171
OVERALL F:	540.3432
P:	* .000

TABLE 4.51. SUMMARY OF MULTIPLE REGRESSION: PROFEM with DUMMY VARIABLES of PARWISH, SCALE VARIABLES of PARFEM, PARMASC AND ALL MODERATOR VARIABLES.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROFEM	PARWISH X1	.1746	.5256	.1104	.740	.0059	.4308	.1856	.1856
	PARMASC	-.1030	.2367	18.9537	* .000	-.0856	-.6360	.2510	.3082
	PARWISH X2	-1.3803	.7526	3.3641	.067	-.0394	-.6536	.1447	.2568
	PARFEM	.8452	.2348	1296.0521	* .000	.8471	.9301	.2894	.6912
	PARTURN C1	-.8799	.4762	3.4149	.065	-.0289	-.0821	.0008	.0062
	PARLIVE B1	1.0958	.7123	2.3669	.124	.0231	.1091	.0005	.0039
	RACE E2	-1.1640	.8254	1.9884	.159	-.0210	-.0572	.0004	.0031
	RESIDE Q1	.5223	.4419	1.3966	.238	.0178	.0505	.0003	.0024
	CLASS P1	-.5574	.5507	1.0243	.312	-.0185	-.0423	.0002	.0016
	RACE E1	-1.1242	1.1722	.9199	.338	-.0242	.0133	.0002	.0016
	METHOD F1	-.9239	.9739	.9001	.343	-.0142	.0234	.0002	.0016
	REALIMAG Z1	.4614	.5003	.8504	.357	.0025	.0428	.0002	.0016
	SEX L1	.3680	.4676	.6196	.432	.0125	.2238	.0001	.0008
	FORM D1	-.2606	.4395	.3516	.553	-.0089	-.0399	.0001	.0008
	CLASS P2	-.3547	.6265	.3205	.572	-.0121	.0230	.0001	.0008
	FUTURUSE A1	-.2463	.5861	.1766	.674	-.0064	.0027	.0000	.0000
	[CONSTANT]	14.7189	2.6773	30.2253	* .000				

MULTIPLE R:	.9348
R^2:	.8739
SEE:	5.2627
OVERALL F:	245.5768
P:	* .000

TABLE 4.52. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROFEM NOT ALREADY EXPLAINED by PARWISH, PARFEM AND PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROFEM	PARWISH,PARFEM PARMASC ONLY	.8707	----	----	974.8867	* .000
	PARWISH,PARFEM PARMASC & METHOD	.8709	.0002	.16%	.8784	≤.05
	PARWISH,PARFEM PARMASC & FORM	.8708	.0001	.08%	.4388	≤.05
	PARWISH,PARFEM PARMASC & RESPONDENT VARIABLES	.8736	.0029	2.1%	.8164	≤.05

TABLE 4.53. CHANGES IN REGRESSION COEFFICIENTS FOR PARWISH, PARFEM and PARMASC DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	PARWISH,PARFEM & PARMASC VARIABLES:	B	SEE	F	P	BETA
PROFEM	PARWISH PARFEM PARMASC ONLY	PARWISH X1:	.1746	.5256	.1104	.740	.0060
		PARWISH X2:	-1.3803	.7526	3.3641	.067	-.0394
		PARFEM:	.8452	.2348	1296.0521	.000	.8471
		PARMASC:	-.1030	.2367	18.9537	.000	-.0856
	PARWISH PARFEM PARMASC to METHOD	PARWISH X1:	.4867	.5462	.7939	.373	.0166
		PARWISH X2:	-1.2493	.7531	2.7520	.098	-.0357
		PARFEM:	.8358	.2376	1237.9981	.000	.8377
		PARMASC:	-.1038	.2366	19.2607	.000	-.0863
	PARWISH PARFEM PARMASC to FORM	PARWISH X1:	.4404	.5549	.6300	.428	.0151
		PARWISH X2:	-1.2356	.7572	2.6624	.103	-.0353
		PARFEM:	.8320	.2400	1201.9122	.000	.8339
		PARMASC:	-.1057	.2387	19.6027	.000	-.0878
	PARWISH PARFEM PARMASC & ALL ADDITIONAL PREDICTORS	PARWISH X1:	.4614	.5569	.6861	.408	.0158
		PARWISH X2:	-1.2478	.7592	2.7013	.101	-.0356
		PARFEM:	.8322	.2410	1192.2294	.000	.8342
		PARMASC:	-.1046	.2398	19.0353	.000	-.0868

NOTE: the stepwise listing of variables entering the equation in TABLE 4.51. indicates the variables which entered prior to METHOD and FORM.

TABLE 4.54. SUMMARY OF MULTIPLE REGRESSION: PROMASC with DUMMY VARIABLES of PARWISH, SCALE VARIABLES of PARFEM, PARMASC AND ALL MODERATOR VARIABLES.

DEPENDENT VARIABLE	PREDICTOR VARIABLES	B	STANDARD ERROR B	F	P	BETA	SIMPLE R	SQUARED PART R	SQUARED PARTIAL R
PROMASC	PARWISH X1	-.8948	.6396	1.9571	.162	-.0321	-.4113	.1692	.1692
	PARMASC	.9261	.2881	1033.5607	* .000	.8081	.8836	.6134	.7383
	PARWISH X2	-.8071	.9159	.7766	.379	-.0242	.4192	.0008	.0037
	PARFEM	-.1097	.2857	14.7520	* .000	-.1155	-.6195	.0054	.0249
	FORM D1	1.9955	.5266	14.3564	* .000	.0202	.1280	.0051	.0241
	USEDPROF Y1	-1.8234	.6181	8.7027	* .003	-.0560	-.0480	.0031	.0150
	RACE E1	-1.9663	.8270	5.6535	* .018	-.0445	-.0452	.0020	.0098
	PARLIVE B1	-1.6887	.8480	3.9654	* .047	-.0374	-.0691	.0014	.0070
	CLASS P2	.6351	.5252	1.4623	.227	.0228	.0738	.0005	.0025
	CLASS P1	2.1023	.7566	7.7205	* .006	.0731	-.0033	.0027	.0136
	SEX L1	.5649	.5612	1.0129	.315	.0201	-.0977	.0004	.0020
	PARTURN C2	-.6162	.6467	.9079	.341	-.0181	-.0694	.0003	.0015
	METHOD F1	1.0760	1.1534	.8628	.353	.0174	.0028	.0003	.0015
	FUTURUSE A1	.3433	.7028	.2386	.625	.0093	.0079	.0001	.0005
	PARTURN C1	.3627	.7912	.2102	.647	.0125	.0256	.0001	.0005
	REALIMAG Z1	.2092	.6121	.1168	.733	.0066	-.0039	.0000	.0000
	PARLIVE B2	-.5491	1.8760	.8568	.770	-.0106	.1240	.0000	.0000
	RACE E2	-.4061	1.6717	.5901	.808	-.0077	.0621	.0000	.0000
	[CONSTANT]	11.4892	3.6253	10.0434	* .002				

MULTIPLE R: .8970
R^2: .8046
SEE: 6.2471
OVERALL F: 129.2558
P: * .000

TABLE 4.55. CONTRIBUTION OF SELECTED VARIABLES TO EXPLAINED VARIATION IN PROMASC NOT ALREADY EXPLAINED by PARWISH, PARFEM AND PARMASC.

DEPENDENT VARIABLE	PREDICTOR VARIABLE(S)	R^2	R^2 CONTRIBUTED BY ADDED PREDICTOR(S)	% INCREASE DUE TO R^2 CONTRIBUTED	F TEST OF CONTRIBUTION	SIGNIFICANCE
PROMASC	PARWISH,PARFEM PARMASC ONLY	.7887	----	----	540.3432	* .000
	PARWISH,PARFEM PARMASC & METHOD	.7890	.0003	.15%	.8032	≤.05
	PARWISH,PARFEM PARMASC & FORM	.7938	.0051	2.4%	13.9726	* ≤.01
	PARWISH,PARFEM PARMASC & RESPONDENT VARIABLES	.7992	.0105	4.9%	1.8960	* ≤.05

TABLE 4.56. CHANGES IN REGRESSION COEFFICIENTS FOR PARWISH, PARFEM and PARMASC DUE TO ADDITION OF SELECTED VARIABLES.

DEPENDENT VARIABLE	VARIABLES ENTERING EQUATION	PARWISH,PARFEM & PARMASC VARIABLES:	B	SEE	F	P	BETA
PROMASC	PARWISH	PARWISH X1:	-.8948	.6396	1.9571	.162	-.0321
	PARFEM	PARWISH X2:	-.8071	.9159	.7766	.379	-.0242
	PARMASC	PARFEM:	-.1097	.2857	14.7520	.000	-.1155
	ONLY	PARMASC:	.9261	.2881	1033.5607	.000	.8081
	PARWISH	PARWISH X1:	-.8061	.6328	1.6227	.203	-.0289
	PARFEM	PARWISH X2:	-.7359	.9057	.6603	.417	-.0221
	PARMASC	PARFEM:	-.1102	.2825	15.2128	.000	-.1160
	to FORM	PARMASC:	.9210	.2851	1043.4593	.000	.8037
	PARWISH	PARWISH X1:	-1.2213	.6397	3.6448	.057	-.0439
	PARFEM	PARWISH X2:	-.8578	.8960	.9166	.339	-.0257
	PARMASC	PARFEM:	-.1175	.2825	17.3100	.000	-.1238
	to METHOD	PARMASC:	.9060	.2850	1010.5351	.000	.7906
	PARWISH	PARWISH X1:	-1.2981	.6623	3.8413	.050	-.0466
	PARFEM	PARWISH X2:	-.8725	.9029	.9339	.334	-.0262
	PARMASC	PARFEM:	-.1172	.2893	16.4026	.000	-.1234
	& ALL ADDITIONAL PREDICTORS	PARMASC:	.9066	.2867	999.8232	.000	.7912

NOTE: the stepwise listing of variables entering the equation in TABLE 4.54. indicates the variables which entered prior to METHOD and FORM.

Discriminant Analysis. Discriminant analysis was used to test the three hypotheses of this study having a nominal level dependent variable: HYPOTHESIS I; HYPOTHESIS III; and HYPOTHESIS V. This procedure treated independent variables as discriminating variables and evaluated their ability to statistically distinguish between groups or categories of the nominal dependent variable of PROSEX. Each of the three research hypotheses proposed a different combination of independent variables as discriminators of preference for sex of a helping professional.

The discriminant procedure was first used to test the null for

HYPOTHESIS I:

> The sex of a potential client's desired parental helper does not discriminate the sex preferred of a professional help-giver.

In addition to the sex of the desired parental helper [PARWISH], the nine respondent variables of Hypothesis IA, the Form variable of Hypothesis IB and the Method variable of Hypothesis IC were included in the discriminant analysis procedure. These variables were entered as additional discriminating variables to determine if their presence would increase ability to distinguish between groups or categories of the nominal dependent variable. It was hypothesized that respondent, form and method variables would not significantly contribute to the discrimination of PROSEX by PARWISH. The following subhypotheses of null Hypothesis I were proposed:

HYPOTHESIS IA:

> Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to

consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, and sex of parental adult(s) turned to for assistance while growing up are variables which do not contribute to the discriminant relationship defined in Hypothesis I.

HYPOTHESIS IB:

The relationship defined in Hypothesis I does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

HYPOTHESIS IC:

The relationship defined in Hypothesis I does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

The first task of this statistical procedure was to derive optimal discriminant functions which would maximize separation of the categories of the dependent variable, PROSEX, using the variables of Hypotheses I, IA, IB, and IC. A summary of the results of a stepwise discriminant analysis for the variables of the Hypothesis I subset are presented in TABLE 4.58 on page 241.

Two discriminative functions or sets of variables were derived from the variables submitted. Though statistically significant at a .000 level of confidence, the Wilks' lambda of .8304 before the first function was derived suggested that relatively little discriminating power existed in the original variables to be used. A Wilks' lambda of .9641 following derivation of the first function indicated that minimal discriminating power existed in the information that remained for the derivation a second function. However, a chi square test of significance indicated that the variables used to form the second function provided discriminating information significant at a =.002 level of confidence.

Two statistics were used to judge how many discriminant functions should be derived and if a dimension on a variate was significant. Eigenvalues and their associated canonical correlations were computed as indicators of whether only one or both of the possible functions derived for discrimination of PROSEX had significant ability to separate categories. As reported in TABLE 4.58, Function 1 showed an eigenvalue of .1609 as opposed to an eigenvalue of only .0373 for Function 2. Of the total variance existing in all the discriminating variables, the variables of Function 1 represented about 81.2% of the existing variance and the variables of Function 2 represented only about 18.8%. Clearly, the ability of the first function to distinguish the categories of PROSEX was superior to the second function. Second, a canonical correlation was provided which was a measure of association between each function and the PROSEX variable. The squared canonical correlation [analogous to the squared multiple correlation coefficient in regression analysis] of Function 1 was .1386 and .0359 for Function 2. These figures represented the proportion of variability in each function explained by category differences. The fairly low proportions of function variability associated with category differences suggested by these coefficients was not surprising given the fairly high Wilks' lambda before any functions were removed.

Optimal variable combinations were derived using a stepwise selection method. The stepwise method was chosen for its promise of identifying a reduced set of variables with optimal discriminating power. In this first discriminant procedure, only PARWISH and six of the nine respondent variables met the criteria for entry into the analysis. PARWISH entered first, indicating that it contributed the

best information for discrimination of the categories of PROSEX of all variables eligible to enter. This result, significant at a .0000 level of confidence, suggested that the null for Hypothesis I could be rejected. The variables of FORM and METHOD never entered, indicating that they had very little discriminating information to contribute to a function that was not already included. These results suggested that Hypotheses IB and IC should not be rejected. However, it could not be determined whether the exclusion of the Method and Form variables was a result of: [1] being confounded with other measures already in the equation; or [2] never having possessed information relevant to a discrimination of the categories of PROSEX. The selection of each of the six respondent variables of Hypothesis IA was significant at a .0000 level of confidence. This indicated that Hypothesis IA should be rejected. Further analysis was needed to evaluate the degree of the contribution of all entering variables to the discriminative functions.

The relative contribution of each discriminating variable to a function was evaluated using the standardized weights of the discriminating variables. These weights are reported in TABLE 4.58A on page 242. The standardized discriminant function coefficient ['D'], much like a regression coefficient, was viewed as an indicator of the relative contribution of each variable to PROSEX category differentiation. An evaluation of the 'D' coefficients for the variables of Function 1 and 2 indicated:

* Sex of respondent [SEX], sex of parent turned to for assistance while growing up [PARTURN] and class standing of respondent [CLASS] were variables that made fairly substantial contributions to the discrimination of the categories of PROSEX. SEX made a positive contribution; PARTURN and CLASS made negative contributions. The sex of the desired parental helper [PARWISH], however, contributed the greatest degree of discriminatory power for Function 1.

* Of the less powerful Function 2, a respondent's history of using a professional help-giver [USEDPROF] provided the most substantial degree of discrimination of PROSEX. PARWISH and sex of respondent, again, seemed to contribute fairly heavily.

Given the dominant characteristic each function measured, it seemed reasonable to 'name' Function 1 the PARWISH function and Function 2 the USEDPROF function. The high weightings assigned to PARWISH for both functions reinforced the position that Hypothesis I should be rejected. The relatively significant contributions of several of the respondent variables to discriminant functions further indicated that Hypothesis IA should be rejected.

Information about category differences of the PROSEX variable was obtained from an inspection of the group centroids reported in TABLE 4.58B on page 242. Evaluation of the mean discriminant scores for each category of the dependent variable on the respective functions showed, as had earlier findings, that Funtion 1 held significantly more discriminating information than did Function 2. The relative distances between the three categories of PROSEX were much larger for the first function than the second. Also, the first function, primarly influenced by PARWISH, seemed most able to distinguish the categories of 'female' and 'male' preferred professional. The 'no preference' category of PROSEX was most effectively disriminated by Function 2.

The final step of this discriminant analysis was to test of the power of the derived functions to accurately classify or identify category membership for respondents of this study. Classifying the respondents used to derive the functions in the first place allowed a comparison of predicted group membership with actual group membership. As indicated in TABLE 4.58C [page 242], the proportion of correct classifications using the derived discriminant functions was only

50.95%. Respondents indicating a preference for a 'male' or a 'female' professional helper had the highest degree of accurate classification.

In sum, the variables of the Hypothesis I subset had little original discriminating power. Although the discrimination using the variables of Hypotheses I and IA was statistically significant, the classification, as a measure of the adequacy of the derived discriminant functions indicated that PARWISH, in combination with six respondent variables was not a particularly powerful discriminator of a potential client's preference for sex of preferred professional helper.

The discriminant procedure was next used to test the null for

HYPOTHESIS III:

> The sex-type attributes a potential client desired in a parental help-giver do not discriminate preference for sex of a helping professional.

In addition to the sex-type attributes desired in a parental helper [PARFEM & PARMASC], the nine respondent variables of Hypothesis IIIA, the Form variable of Hypothesis IIIB and the Method variable of Hypothesis IIIC were included in the discriminant analysis procedure. These variables were entered as additional discriminating variables to determine if their presence would contribute to a separation of categories of the nominal dependent variable. It was hypothesized that respondent, form and method variables would not significantly contribute to the discrimination of PROSEX by PARFEM and PARMASC. The following subhypotheses of null Hypothesis III were proposed:

HYPOTHESIS IIIA:

> Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to

consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, and sex of parental adult(s) turned to for assistance while growing up are variables which do not contribute to the discriminant relationship defined in Hypothesis III.

HYPOTHESIS IIIB:

The relationship defined in Hypothesis III does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

HYPOTHESIS IIIC:

The relationship defined in Hypothesis III does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

The first task was to derive optimal discriminant functions which would maximize separation of the categories of the dependent variable, PROSEX, using the variables of Hypotheses III, IIIA, IIIB, and IIIC. A summary of the results of a stepwise discriminant analysis for the variables of the Hypothesis III subset are presented in TABLE 4.59 on page 243.

Two discriminative functions or sets of variables were derived from the variables submitted. The Wilks' lambda of .5330 [statistically significant at a .000 level of confidence] obtained before the first function was derived suggested considerable discriminating power existed in the original variables to be used. Given that the substitution of PARFEM and PARMASC for PARWISH was the only change from the previous analysis, the increase in Wilks' from .8304 to .5330 indicated that PARFEM and PARMASC had considerably more discriminating information to contribute than did PARWISH. A Wilks' lambda of .9198 following derivation of the first function indicated that very little discriminating power remained in the information left

for the derivation a second function. However, a chi square test of significance indicated that the variables used to form the second function also provided discriminating information significant at a .000 level of confidence.

Eigenvalues and their associated canonical correlations were computed as indicators of whether only one or both of the possible functions derived for discrimination of PROSEX had significant ability to separate categories. As reported in TABLE 4.59, Function 1 showed an eigenvalue of .7259 as opposed to an eigenvalue of only .0872 for Function 2. Of the total variance existing in all the discriminating variables, the variables of Function 1 represented about 89.3% of the existing variance and the variables of Function 2 represented only about 10.7%. The ability of the first function to distinguish the categories of PROSEX seemed clearly superior to the ability of the second function. Second, a canonical correlation was provided as a measure of association between each function and the PROSEX variable. The squared canonical correlation of Function 1 was .4206 and .0641 for Function 2. These figures represented the proportion of variability in each function explained by category differences. The difference in the two proportions of function variability associated with category differences again suggested that Function 1 was contributing the most discriminating information for a category differentiation of PROSEX.

Optimal variable combinations were derived using a stepwise selection method. In this second discriminant procedure, only PARFEM, PAMASC, five of the nine respondent variables and the METHOD variable met the criteria for entry into the analysis. PARFEM and PARMASC entered first and second, respectively, indicating that they

contributed the best information for discrimination of the categories of PROSEX of all other variables eligible to enter. This result, significant at a .0000 level of confidence, suggested that the null for Hypothesis III could be rejected. The variable of FORM never entered, indicating that it had very little discriminating information to contribute to a function that was not already included. This result suggested that Hypotheses IB should not be rejected. As in the prior analysis, it was not known if the exclusion of FORM meant that it was: [1] confounded with other measures already in the equation; or [2] never possessed information relevant to a discrimination of the categories of PROSEX. The selection of the METHOD variable, significant at a .0000 level of confidence, suggested that the null for Hypothesis IIIC should be rejected. Similarly, the selection of each of the five respondent variables of Hypothesis IIIA was significant at a .0000 level of confidence and indicated that Hypothesis IIIA should be rejected. Further analysis was needed, however, to evaluate the degree of the contribution of all entering variables to the discriminative functions.

The relative contribution of each discriminating variable to a function was evaluated using the standardized weights of the discriminating variables. These weights are reported in TABLE 4.59A on page 244. The standardized discriminant function coefficient ['D'] was viewed as an indicator of the relative contribution of each variable to PROSEX category differentiation. An evaluation of the 'D' coefficients for the variables of Function 1 and 2 indicated:

* The variable of PARFEM predominated in Function 1. PARMASC made the next largest contribution and it was a negative, relatively small contribution in comparison to the discriminating power of information provided by PARFEM. Though contributing

relatively little, sex of respondent [SEX], method of soliciting participation [METHOD] and class standing of respondents [CLASS] represented the next most substantial contributions to Function 1.

* Of the less powerful Function 2, PARMASC made the most substantial contribution to discrimination. PARFEM, though contributing less, also made a relatively significant contribution. Contributing relatively little, history of using a professional help-giver [USEDPROF] and class standing of respondents [CLASS] were the next most substantial contributors.

Given the dominant characteristic each function measured, it seemed reasonable to 'name' Function 1 the PARFEM function and Function 2 the PARMASC function. The predominance of these variables reinforced the position that Hypothesis III should be rejected. Though relatively insubstantial, contributions of several of the respondent variables and the contribution of the METHOD variable to discriminant functions indicated that Hypothesis IIIA and IIIC should be rejected.

Information about category differences of the PROSEX variable was obtained from an inspection of the group centroids reported in TABLE 4.59B on page 244. Evaluation of the mean discriminant scores for each category of the dependent variable on the respective functions showed, as had earlier findings, that Funtion 1 held significantly more discriminating information than did Function 2. The relative distances between the three categories of PROSEX were much larger for the PARFEM function of this analysis than the PARMASC function. The PARFEM function seemed most able to distinguish the categories of 'male' preferred professional and 'female' preferred professional. Categories seemed more effectively distinguished by the variables of the PARFEM and PARMASC functions than did categories distinguished by the PARWISH and USEDPROF functions of the previous analysis.

The final step of this discriminant analysis was to test of the power of the derived functions to accurately classify or identify

category membership for respondents of this study. As indicated in TABLE 4.59C [page 244], the proportion of correct classifications using the derived discriminant functions was 60.03%. Respondents indicating 'no preference' for a professional helper had the highest degree of accurate classification.

In sum, the variables of the Hypothesis III subset had considerable original discriminating power. This discriminant power was seemingly due to the contributions of the PARFEM and, to a lesser extent, PARMASC variables. The high weightings assigned to PARFEM for both functions suggested that the desire for female sex-type attributes in a parental helper held the most discriminative power. Although discrimination using the variables of Hypotheses IIIA and IIIB were statistically significant, the measures they represented did not seem to add substantially to discrimination of categories of PROSEX. The classification, as a measure of the adequacy of the derived discriminant functions indicated that the variables of PARFEM and, to a lesser extent, PARMASC were better discriminators of a potential client's preference for sex of preferred professional helper than the variable of PARWISH investigated earlier.

Finally, the discriminant procedure was used to test the null for

HYPOTHESIS V:

> **The sex and sex-type attributes a potential client desired in a parental helper do not jointly contribute to discrimination of the potential client's preference for sex of a professional help-giver.**

In addition to the sex and sex-type attributes of the desired parental helper [PARWISH, PARFEM & PARMASC], the nine respondent

variables of Hypothesis VA, the Form variable of Hypothesis VB and the Method variable of Hypothesis VC were included in the discriminant analysis procedure. These variables were entered as additional discriminating variables to determine if their presence would increase ability to distinguish between groups or categories of the nominal dependent variable. It was hypothesized that respondent, form and method variables would not significantly contribute to the discrimination of PROSEX by PARWISH, PARFEM and PARMASC. The following subhypotheses of null Hypothesis V were proposed:

HYPOTHESIS VA:

> Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, and sex of parental adult(s) turned to for assistance while growing up are variables which do not contribute to the discriminant relationship defined in Hypothesis V.

HYPOTHESIS VB:

> The relationship defined in Hypothesis V does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].

HYPOTHESIS VC:

> The relationship defined in Hypothesis V does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].

Again, the first task of analysis was to derive optimal discriminant functions which would maximize separation of the categories of the dependent variable, PROSEX, using the variables of Hypotheses V, VA, VB, and VC. A summary of the results of a stepwise discriminant analysis for the variables of the Hypothesis V subset are presented in TABLE 4.60 on page 245.

Two discriminative functions or sets of variables were derived from the variables submitted. Statistically significant at a .000 level of confidence, the Wilks' lambda of .5009 prior to derivation of the first function suggested a great deal of discriminating power existed in the variables being used. A Wilks' lambda of .9092 following derivation of the first function indicated a significant decrease in that discriminating power when only the information that remained for derivation of a second function was considered. However, a chi square test of significance indicated that the variables used to form the second function provided discriminating information statistically significant at a .000 level of confidence.

Eigenvalues and their associated canonical correlations were computed as indicators of whether both of the functions derived for discrimination of PROSEX had significant ability to separate categories. As reported in TABLE 4.60, Function 1 showed an eigenvalue of .8150 as opposed to an eigenvalue of only .0998 for Function 2. Of the total variance existing in all the discriminating variables, the variables of Function 1 represented about 89.9% of the existing variance and the variables of Function 2 represented only about 18.9%. The ability of the first function to distinguish the categories of PROSEX seemed clearly superior to the second function. Second, a canonical correlation was provided which was a measure of association between each function and the PROSEX variable. The squared canonical correlation of Function 1 was .4490 and .0908 for Function 2. These figures represented the proportion of variability in each function explained by category differences. The larger proportion of shared variability between Function 1 and PROSEX also suggested that Function

1 was contributing the most to category differentiation of PROSEX.

Optimal variable combinations were derived using a stepwise selection method. In this third discriminant procedure, PARWISH, PARFEM, PARMASC, the METHOD variable and eight of the nine respondent variables met the criteria for entry into the analysis. PARFEM, PARMASC and PARWISH entered first in that order, indicating that they contributed the best information for discrimination of the categories of PROSEX of all variables eligible to enter. This result, significant at a .0000 level of confidence, suggested that the null for Hypothesis V could be rejected. The variable of FORM never entered, indicating that it again had very little discriminating information to contribute to a function that was not already included. These results suggested that Hypothesis VB should not be rejected. The statistically significant entry [.0000 level of confidence] of the METHOD variable indicated that Hypothesis VC should be rejected. The selection of each of the eight respondent variables of Hypothesis VA was also significant at a .0000 level of confidence. This indicated that Hypothesis VA should be rejected. Further analysis was made to evaluate the degree of the contribution of all entering variables to the discriminative functions.

The relative contribution of each discriminating variable to a function was evaluated using the standardized weights of the discriminating variables. These weights are reported in TABLE 4.60A on page 246. The standardized discriminant function coefficient ['D'] was viewed as an indicator of the relative contribution of each variable to PROSEX category differentiation. An evaluation of the 'D' coefficients for the variables of Function 1 and 2 indicated:

* The variable of PARFEM predominated in Function 1. PARWISH made the next largest contribution and it was a negative, relatively small contribution in comparison to the discriminating power provided by PARFEM. Though contributing relatively little, PARMASC, class standing of respondents [CLASS] and method of soliciting participation [METHOD] represented the next most substantial contributions to Function 1. Most respondent variables did not contribute appreciably.

* Of the less powerful Function 2, PARMASC made the most substantial contribution to discrimination. PARFEM, though contributing less, also made a relatively significant contribution. Contributing relatively little, PARWISH, history of using professional help-giver [USEDPROF] and willingness to use a professional helper in the future [FUTURUSE] were the next most substantial contributors.

Given the dominant characteristic each function measured, it seemed reasonable to 'name' Function 1 the PARFEM function and Function 2 the PARMASC-PARFEM function. The predominance of these variables in combination with the relatively strong position of PARWISH on both functions reinforced the position that Hypothesis V should be rejected. The fairly substantial contributions of a few of the respondent variables and of the METHOD variable to discriminant functions further indicated that Hypothesis VA and VC should be rejected.

Information about category differences of the PROSEX variable was obtained from an inspection of the group centroids reported in TABLE 4.60B on page 246. Evaluation of the mean discriminant scores for each category of the dependent variable on the respective functions showed that Funtion 1 held significantly more discriminating information than did Function 2. The relative distances between the three categories of PROSEX were much larger for the PARFEM function of this analysis than the PARMASC-PARFEM function. The PARFEM function seemed most able to distinguish the category of 'male' preferred professional and the 'no preference' category. Categories distinguished by the discriminant variables of Hypotheses V, VA and VB were extremely similar to the categories distinguished the two functions derived from the variables

of the Hypothesis III subset.

The final step of this discriminant analysis was to test the power of the derived functions to accurately classify category membership for respondents of this study. As indicated by the results found in TABLE 4.60C [page 246], the proportion of correct classifications using the derived discriminant functions was 61.10%. Respondents indicating 'no preference' for a professional helper had the highest degree of accurate classification.

In sum, the variables of the Hypothesis V subset had considerable original discriminating power. This discriminant power was seemingly due to the contributions of the PARFEM and, to a lesser extent, the PARWISH and PARMASC variables. Results of discriminant analysis using all three major research predictors were extremely similar to results produced using only the sex-type attribute scale variables. Although discrimination using the variables of Hypotheses VA and VB were statistically significant, the measures they represented did not seem to add substantially to discrimination of categories of PROSEX. The classification, as a measure of the adequacy of the derived discriminant functions indicated that the combined operation of the PARFEM, PARMASC and PARWISH variables was not much better at discriminating a potential client's preference for sex of preferred professional helper than the variables of PARFEM and PARMASC alone.

TABLE 4.57. VARIABLES & ABBREVIATIONS USED IN DISCRIMINANT ANALYSIS TABLES.

VARIABLE:	DEFINITION:
PROSEX	sex preferred for professional help-giver.
PARWISH	sex of parental adult(s) wished to turn to for assistance.
PARLIVE	sex of parental adult(s) lived with while growing up.
PARTURN	sex of parental adult(s) usually turned to for assistance.
SEX	sex of respondent.
RACE	ethnicity of respondent.
CLASS	class standing of respondent.
RESIDE	residence of respondent.
REALIMAG	real or imaginary person in mind as indicated preferences.
USEDPROF	history of having shared problem with professional in the past.
FUTURUSE	willingness to use professional helper in the future.
FORM	form of questionnaire used to record responses.
METHOD	method used to solicit respondents.

ABBREVIATION:	DEFINITION:
EIGENVALUE	measure of relative ability of function to separate groups; sum of eigenvalues is the total variance existing in discriminating variables.
% OF VARIANCE	the percentage of the total sum of eigenvalues associated with a function; indicates relative importance of the function.
CANONICAL R	measure of the association between a single function and the 'group' variable; measure of ability of function to discriminate among set of groupings defined by the dependent variable.
CANONICAL R^2	proportion of variance in a function explained by 'groups' of dependent variable; equivalent to eta in ANOVA.
WILKS LAMBDA	an inverse measure indicating amount of discriminating power in set of variables being tested; the larger lambda, the less information remaining.
VARIABLES ELIGIBLE	variables which met selection criteria for stepwise inclusion in derivation of functions; had an overall multivariate F of at least 1 and a tolerance of at least .001 [ie. contributed to decrease in Wilks].
CHI SQUARE	statistic produced in a chi square test of significance for a function.
SIGNIFICANCE	probability of obtaining test statistic equal or greater than result observed.
*	probability value indicates significance [$P \leq .05$].
D	standardized discriminant function coefficient; indicates relative contribution of each discriminating variable to its respective function.
GROUP CENTROID	mean of discriminant scores for each 'group' on respective functions; is measure of distance between groups on a given dimension.

TABLE 4.58. SUMMARY OF DISCRIMINANT ANALYSIS: PROSEX CLASSIFICATION with PARWISH & ALL MODERATOR VARIABLES.

FUNCTION	EIGENVALUE	% OF VARIANCE	CANONICAL R	CANONICAL R^2	AFTER FUNCTION	WILKS LAMBDA	CHI SQUARE	SIGNIFICANCE	VARIABLE ORDER OF ENTRY
					0	.8304	106.84	* .0000	PARWISH
1	.1609	81.19	.3723	.1386	1	.9641	21.05	* .0018	SEX
2	.0373	18.81	.1896	.0359					CLASS
									PARTURN
									USEDPROF
									REALIMAG
									FUTURUSE

TABLE 4.58A. STANDARDIZED DISCRIMINANT COEFFICIENTS [D] FOR THE VARIABLES COMPRISING THE TWO FUNCTIONS.

	D	
VARIABLE	FUNCTION 1	FUNCTION 2
PARWISH	.8550	.4198
SEX	.4385	-.4125
CLASS	-.2235	.2091
REALIMAG	.1789	-.2672
USEDPROF	-.1058	.7602
FUTURUSE	-.0437	.3786
PARTURN	-.3414	.3136

TABLE 4.58B. MEAN DISCRIMINANT SCORES FOR EACH GROUP ON THE TWO FUNCTIONS.

	GROUP CENTROIDS	
GROUP	FUNCTION 1	FUNCTION 2
1=FEMALE	-.3806	-.1639
2=MALE	.6711	-.1348
3=NO PREF	-.0288	.2419

TABLE 4.58C. PERCENTAGE OF ACTUAL CASES CORRECTLY CLASSIFIED CASES USING DISCRIMINANT FUNCTIONS.

		PREDICTED GROUP MEMBERSHIP		
ACTUAL GROUP	[N]	1	2	3
1	221	58.3%	19.5%	21.7%
2	135	5.2%	63.7%	31.1%
3	225	35.1%	29.3%	35.6%

PERCENT CASES CORRECTLY CLASSIFIED = 50.95

[3 cases had missing variable]

TABLE 4.59. SUMMARY OF DISCRIMINANT ANALYSIS: PROSEX CLASSIFICATION with PARFEM, PARMASC & ALL MODERATOR VARIABLES.

FUNCTION	EIGENVALUE	% OF VARIANCE	CANONICAL R	CANONICAL R^2	AFTER FUNCTION	WILKS LAMBDA	CHI SQUARE	SIGNIFICANCE	VARIABLE ORDER OF ENTRY
					0	.5330	361.53	* .0000	PARFEM
1	.7259	89.28	.6485	.4206	1	.9198	48.02	* .0000	PARMASC
2	.0872	10.72	.2832	.0641					SEX
									CLASS
									USEDPROF
									PARLIVE
									METHOD
									RESIDE

TABLE 4.59A. STANDARDIZED DISCRIMINANT COEFFICIENTS [D] FOR THE VARIABLES COMPRISING THE TWO FUNCTIONS.

	D	
VARIABLE	FUNCTION 1	FUNCTION 2
PARTEM	.8202	.6773
PARMASC	-.2557	1.0275
SEX	-.1553	-.0319
CLASS	.1094	.2329
RESIDE	.0765	-.1794
METHOD	.1106	-.0334
USEDPROF	.0157	.3211
PARLIVE	.1295	.1135

TABLE 4.59B. MEAN DISCRIMINANT SCORES FOR EACH GROUP ON THE TWO FUNCTIONS.

	GROUP CENTROIDS	
GROUP	FUNCTION 1	FUNCTION 2
1=FEMALE	.7236	-.2800
2=MALE	-1.4824	-.1504
3=NO PREF	.1787	.3652

TABLE 4.59C. PERCENTAGE OF ACTUAL CASES CORRECTLY CLASSIFIED CASES USING DISCRIMINANT FUNCTIONS.

		PREDICTED GROUP MEMBERSHIP		
ACTUAL GROUP	[N]	1	2	3
1	222	49.1%	3.6%	47.3%
2	135	11.9%	57.8%	30.4%
3	226	18.1%	9.7%	72.1%

PERCENT CASES CORRECTLY CLASSIFIED = 60.03

[1 case had missing variable]

TABLE 4.60. SUMMARY OF DISCRIMINANT ANALYSIS: PROSEX CLASSIFICATION with PARWISH, PARFEM, PARMASC & ALL MODERATOR VARIABLES.

FUNCTION	EIGENVALUE	% OF VARIANCE	CANONICAL R	CANONICAL R^2	AFTER FUNCTION	WILKS LAMBDA	CHI SQUARE	SIGNIFICANCE	VARIABLE ORDER OF ENTRY
					0	.5009	395.75	* .0000	PARFEM
1	.8150	89.09	.6701	.4490	1	.9092	54.48	* .0000	PARMASC
2	.0998	10.91	.3013	.0908					PARWISH
									CLASS
									USEDPROF
									PARLIVE
									METHOD
									SEX
									PARTURN
									RESIDE
									FUTURUSE
									REALIMAGE

TABLE 4.60A. STANDARDIZED DISCRIMINANT COEFFICIENTS [D] FOR THE VARIABLES COMPRISING THE TWO FUNCTIONS.

	D	
VARIABLE	FUNCTION 1	FUNCTION 2
PARWISH	-.3498	.2197
PARFEM	.8006	.6446
PARMASC	-.1906	.8811
SEX	-.0971	-.0808
CLASS	.1089	.1849
RESIDE	.0799	-.1671
METHOD	.1108	-.0238
REALIMAG	-.0816	-.1137
USEDPROF	.0113	.3930
FUTURUSE	.0185	.2182
PARLIVE	.1042	.0923
PARTURN	.0991	.1138

TABLE 4.60B. MEAN DISCRIMINANT SCORES FOR EACH GROUP ON THE TWO FUNCTIONS.

	GROUP CENTROIDS	
GROUP	FUNCTION 1	FUNCTION 2
1=FEMALE	.7890	-.2925
2=MALE	-1.5581	-.1753
3=NO PREF	.1599	.3925

TABLE 4.60C. PERCENTAGE OF ACTUAL CASES CORRECTLY CLASSIFIED CASES USING DISCRIMINANT FUNCTIONS.

		PREDICTED GROUP MEMBERSHIP		
ACTUAL GROUP	[N]	1	2	3
1	221	55.7%	3.6%	40.7%
2	135	7.4%	60.7%	31.9%
3	225	23.1%	10.2%	66.7%

PERCENT CASES CORRECTLY CLASSIFIED = 61.10

[3 cases had missing variable]

SUMMARY OF HYPOTHESES TESTS:

Six major hypotheses were proposed for an examination of relationships between the sex and sex-type attributes desired in parental help-givers and the sex and sex-type attributes preferred in professional help-givers. Subhypotheses of the effects of Form, Method and nine respondent variables on the six relationships defined by the major hypotheses were also proposed. The data relevant to a test of each hypothesis was reported in the previous section. The results of the hypothesis testing, grouped according to the six major null hypotheses, are summarized below:

NULL HYPOTHESIS		RESULT
Ho I:	The sex of a potential client's desired parental help-giver does not discriminate the sex preferred of a professional help-giver.	rejected
Ho IA:	Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which do not contribute to the discriminant relationship defined in Hypothesis I.	rejected
Ho IB:	The discriminant relationship defined in Hypothesis I does not vary as a function of the form of the questionnaire used to record responses [ie. the order in which respondents answered items].	not rejected
Ho IC:	The discriminant relationship defined in Hypothesis I does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].	not rejected
Ho II:	The sex of a potential client's desired parental help-giver is not related to the sex-type attributes preferred in a professional help-giver.	rejected

Ho IIA:	Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which do not moderate the relationship defined in Hypothesis II.	rejected
Ho IIB:	The relationship defined in Hypothesis II does not vary as a function of the form of questionnaire used to record responses [ie. the order in which respondents answered items].	rejected
Ho IIC:	The relationship defined in Hypothesis II does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].	not rejected
Ho III:	The sex-type attributes a potential client desired in a parental help-giver do not discriminate preference for sex of a helping professional.	rejected
Ho IIIA:	Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which do not contribute to the discriminant relationship defined in Hypothesis III.	rejected
Ho IIIB:	The discriminant relationship defined in Hypothesis III does not vary as a function of the form of questionnaire used to record responses [ie.the order in which respondents answered items].	not rejected
Ho IIIC:	The discriminant relationship defined in Hypothesis III does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].	rejected
Ho IV:	The sex-type attributes a potential client desired in a parental help-giver are not related to the preference for sex-type attributes in a professional help-giver.	rejected

Ho IVA:	Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which do not moderate the relationship defined in Hypothesis IV.	rejected
Ho IVB:	The relationship defined in Hypothesis IV does not vary as a function of the form of questionnaire used to record responses [ie.the order in which respondents answered items].	rejected
Ho IVC:	The relationship defined in Hypothesis IV does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].	not rejected
Ho V:	The sex and sex-type attributes a potential client desired in a parental help-giver do not jointly contribute to discrimination of the potential client's preference for sex of a helping professional.	rejected
Ho VA:	Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which do not contribute to the relationship defined in Hypothesis V.	rejected
Ho VB:	The relationship defined in Hypothesis V does not vary as a function of the form of questionnaire used to to record responses [ie.the order in which respondents answered items].	rejected
Ho VC:	The relationship defined in Hypothesis V does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].	not rejected
Ho VI:	The sex and sex-type attributes a potential client desired in a parental help-giver, operating jointly, are not related to the potential client's preference for sex-type attributes in a helping professional.	rejected

Ho VIA:	Respondent sex, ethnicity, class standing, residence, professional preferences based on real or imagined persons, history of use of helping professionals, willingness to consider use of helping professionals in the future, sex of parental adult(s) lived with while growing up, sex of parental adult(s) turned to for assistance while growing up are variables which do not moderate the relationship defined in Hypothesis VI.	rejected
Ho VIB:	The relationship defined in Hypothesis VI does not vary as a function of the form of questionnaire used to to record responses [ie.the order in which respondents answered items].	rejected
Ho VIC:	The relationship defined in Hypothesis VI does not vary as a function of the method used to solicit participation [ie. the 'volunteerism' of respondents].	not rejected

CHAPTER V.

SUMMARY

This descriptive study was designed to examine relationships inherent in the theoretically based premise that:

> The sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

In this chapter, conclusions based on the statistical analysis of data are presented. The limitations of the study are described. Some of the findings are discussed in light of prior research findings. Relevant theory is re-introduced, and some alternative ideas are presented.

CONCLUSIONS:

Based on a statistical analysis of the data gathered in this descriptive study, several conclusions seem warranted. Statements summarizing conclusions are presented in five groupings: preference for sex of a helping professional; preference for sex-type attributes in a helping professional; effect of question order on relationships between desired parental and preferred professional helpers; effect of method of solicitation on relationships between desired parental and preferred professional helpers; and effect of respondent variables on relationships between desired parental and preferred professional helpers.

Preference for Sex of a Helping Professional.

Based on the statistical analysis of data regarding preference for sex of a helping professional, the following conclusions are presented.

[1] The sex of a potential client's desired parental helper is a statistically significant [but only a moderately successfu]l discriminator of the sex preferred of a professional help-giver. Sex of desired parental helper contributes little discriminating information. As a discriminant variable, it makes its most substantial contribution to a differentiation of preference for 'female' and preference for 'male' professional helpers.

[2] The sex-type attributes a potential client desired in a parental help-giver are significant discriminators of the sex preferred of a professional help-giver. Preferences for the sex of a professional helper are more effectively distinguished by desired parental helper attributes than by the desired parental helper sex. The feminine attributes desired in a parental helper contribute more discriminating information to a differentiation of the sex preferred in a professional than do the masculine attributes desired in a parental helper. Together, the two sex-type attribute measures of the desired parental helper make their most substantial contribution to a differentiation of respondents expressing 'no preference' for sex of the preferred professional helper.

[3] The sex and sex-type attributes a potential client desired in a parental helper make a significant joint contribution to discrimination of the potential client's preference for sex of a professional helper. The discriminating power that each [desired parental sex, desired parental feminine attributes and desired parental masculine attributes] contributes to the discrimination of preference for sex of a professional helper corresponds to the findings noted in #1 and #2. Feminine attributes desired in a parental helper contribute substantially more discriminating information than do masculine attributes desired in a parental helper. Feminine and masculine attributes desired in a parental helper each discriminate the preference for sex of professional helper more effectively than does the sex of the desired parental helper. The clearest differentiation of preference for sex of preferred professional helper is for potential clients expressing 'no preference'.

[4] Most potential clients do not use sex as a descriptor when stating their preferences for professional help-givers in their own words.

Preference for Sex-Type Attributes in a Professional Help-Giver.

Based on the statistical analysis of data regarding preference for sex-type attributes in a professional help-giver, the following conclusions are presented.

[1] The sex of a potential client's desired parental helper is significantly related to the sex-type attributes preferred in a professional helper. The desire to have had a particular sex parental helper is positively associated with a preference for a professional helper characterized by same-sex attributes. The inverse relationship is equally strong [and for the desire to have had a male parental help-giver **slightly** stronger]: the desire to have had a particular sex parental helper is negatively associated with a preference for a professional helper characterized by opposite-sex attributes.

[2] The sex-type attributes a potential client wished had characterized their parental help-giver are significantly related to the sex-type attributes preferred in a professional help-giver. The positive associations between same-sex parental and professional attribute measures are substantially stronger than the negative associations between opposite-sex parental and professional attribute measures.

[3] Operating jointly, the sex and sex-type attributes a potential client desired in a parental helper are significantly related to the potential client's preference for sex-type attributes in a helping professional. However, the sex desired in a parental helper does not contribute significantly to the association when the influence of sex-type attributes desired in a parental helper is controlled for. The association of sex of desired parental helper with sex-type attributes of preferred professional helper [noted in #1] is a spurious one. The correlation of sex of desired parental helper with sex-type attributes preferred in a professional helper is due to the fact that sex and sex-type attributes desired in a parental helper co-vary strongly. The sex-type attributes desired in a parental helper are the 'true predictors' of sex-type attributes preferred in a professional helper.

[4] When describing their preferences for professional help-givers in their own words, most potential clients use descriptors which refer to stereotypic feminine and masculine sex-type attributes.

Effect of Question Order [FORM] on Relationships.

Based on the statistical analysis of data regarding the effect of question order [FORM] on relationships, the following conclusions are presented.

[1] The order in whch questions about desired parental helpers and preferred professional helpers were asked does not make any significant contribution to a discrimination of the sex of the preferred professional helper.

[2] Although the effect of the order in which questions were asked makes some statistically significant contributions to explanation of the variance of sex-type attributes preferred in a professional helper, the degree of influence exerted by the FORM variable on the relationships studied is very limited. The only three relationships in which FORM exerts a statistically significant influence are noted in #3, #4 and #5.

[3] Response to professional items before parental items [ie. use of Form A questionnaire] makes a statistically significant but fairly insubstantial contribution [1.6%] to an explanation of the variation of masculine attributes preferred in a professional help-giver unexplained by the sex of the desired parental help-giver.

[4] Response to professional items before parental items [ie. use of Form A questionnaire] makes a statistically significant but fairly insubstantial contribution [1.9%] to an explanation of the variation of masculine attributes preferred in a professional help-giver unexplained by the feminine sex-type attributes of the desired parental help-giver.

[5] Response to professional items before parental items [ie. use of Form A questionnaire] makes a statistically significant but fairly insubstantial contribution [2.4%] to an explanation of the variation of masculine attributes preferred in a professional help-giver unexplained by the sex and the sex-type attributes of the desired parental help-giver.

[5] A lack of significant effect exerted by the FORM variable on relationships is also evident in its minimal influence on the variables which do have a significant relationship with the sex-type attributes preferred in a professional helper. The measures of sex and sex-type attributes desired in a parental helper are not confounded with the order in which questions were asked respondents.

Effect of Method of Solicitation [METHOD] on Relationships.

Based on the statistical analysis of data regarding the effect of question order [FORM] on relationships, the following conclusions are presented.

[1] The method used to solicit respondents for participation in the study does not provide substantial discriminating information for differentiation of the sex of the preferred professional helper. Although method of solicitation makes statistically significant contributions when combined with certain variables, the discriminating information it contributes is relatively insubstantial compared to discriminating information provided by other measures. The only two analyses in which METHOD makes a statistically significant contribution to discrimination of the sex of the preferred professional helper are noted in #2 and #3.

[2] The method used to solicit participation makes a statistically significant but fairly insubstantial contribution ['D'= .1106] to a differentiation of sex of preferred professional helper when it is included in a discriminant function with feminine attributes desired in a parental helper ['D'= .8202] and masculine attributes desired in a parental helper ['D'= -.2557].

[3] The method used to solicit participation makes a statistically significant but fairly insubstantial contribution ['D'= .1108] to a differentiation of sex of preferred professional helper when it is included in a discriminant function with sex desired in a parental helper ['D'= -.3498], feminine attributes desired in a parental helper ['D'= .8006] and masculine attributes desired in a parental helper ['D'= -.1986].

[4] The method used to solicit participation makes no statistically significant contribution to explanation of the variance of sex-type attributes preferred in a professional helper. A lack of significant effect exerted by the METHOD variable on relationships is also evident in its minimal influence on the variables which do have a significant relationship with the sex-type attributes preferred in a professional helper. The measures of sex and sex-type attributes desired in a parental helper are not confounded with the method used to solicit respondent participation.

Effect of Respondent Variables on Relationships.

Based on the statistical analysis of data regarding the effect of question order [FORM] on relationships, the following conclusions are presented.

[1] Several of the nine respondent variables make significant contributions to discrimination of the sex of the preferred professional helper. The significance of the discriminating information repondent variables contribute varies from simple statistical significance to substantial discriminating power. The more substantial contributions to a differentiation of preferred professional sex are made by the following measures: sex of respondent; parent turned to for assistance while growing up; class standing of respondent; and parent lived with while growing up. These contributions are most evident when the respondent variables are entered into the analysis in combination with the sex-type attribute measures of the desired parental help-giver.

[2] Several of the nine respondent variables make statistically significant contributions to the relationship between the sex of desired parental helper and the sex-type attributes of preferred professional helper. However, only one respondent variable makes any notable contribution to the variation of sex-type attributes preferred in a professional help-giver unexplained by the sex of the desired parental helper. The sex of the parent turned to for assistance while growing up makes a contribution [3%] to the explained variation of feminine attributes preferred in a professional when the parent helper turned to was 'mother/female'. A contribution [1%] to explained variation of masculine attributes preferred in a professional is made when the parent helper turned to was 'father/male'.

[3] The combined contribution of all respondent variables to the variation of sex-type attributes preferred in a professional help-giver unexplained by the sex of the desired parental helper is statistically significant. The joint contribution of the nine variables, however, only results in a proportional increase in explained variation of about 8%. The lack of substantial effect exerted by these multiple variables is evident in their minimal influence on the measure of the sex of the desired parental helper as it relates to the sex-type attributes preferred in a professional helper. The sex of the desired parental helper fairly consistently maintains its relationship with the sex-type attributes preferred in a professional when the nine respondent variables are controlled for.

[4] The combined contribution of all respondent variables to the variation of sex-type attributes preferred in a professional help-giver unexplained by the sex-type attributes of the desired parental helper is statistically significant in two instances. The joint contribution of the nine variables results in a proportional increase of explained variation for PROMASC of about 9% beyond the variation explained by

PARFEM and for PROFEM of about 12% beyond the variation explained by PARMASC. However, desired parental attribute measures are not significantly confounded with respondent measures. The relationship of desired parental helper sex-type attribute measures with preferred professional helper attribute measures is not substantially influenced by these combined variables.

[4] Several of the nine respondent variables make a statistically significant contribution to the relationship between the sex and the sex-type attributes of the desired parental helper and the masculine attributes of the preferred professional helper. No respondent variables make a statistically significant contribution to variation of the feminine attributes preferred in a professional helper. Only one respondent variable makes any notable contribution to the variation of masculine attributes preferred in a professional help-giver unexplained by the three major predictor variables. The experience of having used a helping professional in the past makes a contribution [1.5%] to the explained variation of masculine attributes preferred in a professional.

[5] The combined contribution of all respondent variables to the variation of sex-type attributes preferred in a professional help-giver unexplained by the sex and sex-type attributes of the desired parental helper is statistically significant only for the measure of masculine attributes preferred in a professional helper. The joint contribution of the nine variables, however, only results in a proportional increase in explained variation of about 5%. The lack of substantial effect exerted by these multiple variables is also evident in their minimal influence on the measures of the sex and sex-type attributes of the desired parental helper. These major predictors maintain their substantial relationship with the sex-type attributes preferred in a professional helper when the nine respondent variables are controlled for.

An explicit acknowledgement of limitations which must be applied to the findings and conclusions of this study is made in the following section.

LIMITATIONS:

> In any rigorous survey, the researcher should be more familiar with the technical shortcomings of the study than anyone else, and he should make these shortcomings known to his readers. Any defect in the study design or analysis that had any possible effect on the conclusions drawn should be noted openly.
>
> [Babbie, 1973, p.354]

The following issues specify important limitations which should be considered in a discussion of the findings and conclusions of this study. The limitations qualify the significance which can be attached to the empirical results of this study. They represent difficulties frequently encountered in conducting research with a new instrument and in conducting research with human subjects.

1. It was intended that subjects for this study be drawn as a stratified random sample from the population of Michigan State University students enrolled Fall 1983. Use of the Michigan State University Student Directory as the sampling frame of the study resulted in the possible inclusion of nonstudent subjects in the sample. Although it is unlikely that the nonstudents were significantly represented, possible inclusion of subjects not enrolled in the University limits the generalizability of the findings.

2. The questionnaire used in this study was designed to provide measures of the research variables for hypotheses testing. Although some effort was made to establish reliability, this was limited and performed after-the-fact. Information on the instrument's validity was almost entirely lacking. Although the limited measures that were

obtained indicated fairly good scale reliability, further work on reliability and validity is needed to increase confidence in the results produced by these measures.

3. The treatment of the sex-type attribute scales of the questionnaire as interval level measures was based on the need to assume interval level properties in order to perform the desired analyses of data rather than on an accurate representation of the measurement properties of the scales. This liberty requires that results involving these scales be interpreted with some caution. In the present study this caution is exercised with an emphasis placed on the exploratory nature of the investigation.

4. The inability to test for the presence of multicollinearity may have resulted in some misinterpretation of the results produced by regression analyses. As noted by Nie, et.al., if the independent variables were highy intercorrelated, then coefficients may not have been uniquely determined. The comparison of the Beta weights of the major predictor variables as successive predictor variables were added to the regression equations was used during analysis to provide a general indication of the confounding of the independent variables. Although not an ideal test for the presence of multicollinearity, the general stability of Beta coefficients for the major predictors did not suggest that multicollinearity was a major concern. Despite this indicator, results of the regression analyses must still be regarded with some tentativeness.

5. A limitation of this study was its reliance upon the self-report method for gathering information. As with all studies involving self-report, the opportunity for respondents to manipulate their scores justifies some caution in the interpretation of results. Of particular concern was the nature of the self-report requested in this study. Respondents were asked to place themselves in the position of being potential clients and to imagine themselves faced with a personal problem requiring professional assistance. Although there is no obvious reason to doubt respondents' abilities or willingness to respond from this frame of reference, there was no provision for ensuring respondents compliance with this requested response set. There was also no provision for comparing the nature of the problems that respondents imagined as they indicated their preferences for helping professionals. It is possible that differences in the nature of the problem imagined exerted some systematic influence on results.

6. The use of a major research variable which represented a remembrance of the past [ie. desired parental help-giver] introduced memory bias as a possible contaminating effect. Memory bias which has been shown to distort past attitudes into agreement with present ones may have inflated correlations. This effect would only seem to be operative if it is assumed that respondents would feel a need to have their desired parental helpers mirror their preferred professional helpers. Although this writer would argue that few respondents would make the memory-based accomodation between parental and professional helpers, it does represent a possibility that cannot be discounted.

7. Although regression analysis procedures allow evaluation of the predictive ability of variables as well as degree of relationship, inferences about causal relationships among the variables of this study were avoided. Given the limitations cited above, it was recognized that even the strongest correlation and regression coefficients did not necessarily indicate causation, but only [as noted by Campbell and Stanley, 1963] that a hypothesis survived disconfirmation. When a null hypothesis was rejected, it was interpreted to mean only that the possibility of causality remained open. As an **exploratory** study, the aim of hypothesis testing was to determine if an area of investigation was worthy of more time and effort.

DISCUSSION:

In this final section of the report, findings of the study are discussed. A brief summary of the study introduces the discussion. Following this general overview, some theoretical implications of results are highlighted and selected results are compared with findings of earlier studies. Findings are then discussed in terms of the "problems" (listed in Chapter I) the study was designed to address. Finally, the need for further study is emphasized and some suggestions for future research are presented.

Summary of the Study. The theoretical assertion that early life experience with parental figures is a determinant of client preferences for a professional help-givers lacked empirical support. Information was needed which could help theoreticians and practitioners to assess the credibility of this assertion. This discriptive study sought to

contribute information by testing the theoretically based premise that:

> The sex and sex-type attributes potential clients desired in their early parental help-giver(s) are related to their current preferences for sex and sex-type attributes in a helping professional.

An analysis of data gathered to examine the relationships expressed in this premise revealed significant correlations between the major variables studied. The results represented a beginning response to the need for more information about the determinants of client preferences for help-givers. Although limitations of the study qualified the conclusions which could be drawn from findings, results could still be viewed as generally supportive of the theoretical premise that early parenting experiences influence current preferences for a professional helper.

Theoretical Implications and Correspondence with Prior Research. Variations were found in the degree of association between different combinations of desired parental sex and sex-type attributes and preferred professional sex and sex-type attributes. Some of these variations represented a replication of prior research findings. Some represented a parallel to a particular aspect of the theoretical position being studied.

For example, strength of association was particularly evident in the **positive** relationships found between same-sex parental and professional attribute measures. The positive associations between these two measures were substantially stronger than the negative associations found between opposite-sex parental and professional attribute measures. This finding supported the theoretical notion that

the potential client approaches the helping relationship with a desire to "complete a fantasy", with a craving to experience a wished for or "ideal" parent child-relationship. [Mueller, 1973; Ackerman, 1971] Specifically, it supports the belief that clients envision their professionalhelp-givers as a **helpful parent.** This theoretical position would predict that attributes considered preferable in a professional helper would be most clearly defined by the attributes considered desirable or most helpful [ie. ideal] in a parental helper. Attributes considered undesirable or least helpful in a parental helper would not provide as clear a definition of the preferred professional helper. The finding of a stronger positive correlation between same-sex parental and professional attribute measures than the negative correlation between opposite-sex parental and professional attribute measures confirmed this theoretical prediction. Description of the preferred professional help-giver was most strongly associated with attributes which directly described the person's "ideal" or desired parental helper rather than with attributes which described the preferred helper by reference to undesirable parental attributes.

Respondents were asked to imagine themselves in the uncertain and anxiety-provoking position of declaring their desire to have help with a personal concern. Theory suggested that this situation might prompt the use of established stereotypic conceptions to organize thinking about the unknown helper to be sought. Evidence of prior research [e.g., Garfield and Wolpin, 1963; Boulware and Holmes, 1970; Tinsley and Harris, 1976] has supported this theoretical position. Studies have strongly indicated that clients use sex-role stereotyping in the formation of their preferences for helpers. Findings of the present

study also supported this position. Responses to an open-ended question which requested that respondents to describe their preferred helper in their own words suggested that respondents, without the prompting of sex-type attribute scale items, tended to conceptualize help-giving traits in feminine and masculine stereotypic terms. Atypical descriptors [ie. terms not typically included in either Femininity or Masculinity Scales] comprised the significantly smaller proportion of all descriptors submitted by respondents to describe their preferred helper. Finally, analysis indicated that the strongest associations between variables of the study occurred between the attribute measures for desired parental and preferred professional helpers. Sex-type attribute measures seemed to have greater explanatory power than sex measures in the relationships studied. These findings suggested the further hypothesis that the explanatory power of the sex variable is largely a function of the variable's interrelationship with sex-type attribute measures. Preferences for a specific sex help-giver may simply be an abbreviated expression of preferences for sex-type attributes. This possibility would need to be checked by further study.

The earlier review of literature established that research concerning client preferences for sex of professional help-giver was limited. Few studies were located which examined client preferences as a function of the sex of the help-giver and these few studies reported contradictory and inconclusive findings. However, a review of research which examined the sex of helper variable in conjunction with other variables was also made. An evaluation of these studies suggested that the sex variable might be most meaningfully understood in its

interaction with other variables. For example, two studies [e.g., Boulware and Holmes, 1970; Carter, 1978] indicated that the sex of the help-giver **and** the variables of 'understanding by the therapist' and 'therapist attractiveness' were important considerations in understanding preference for a professional helper. Results of the present study offered further clarification of the role of the sex of helper variable for client preference. Most obviously, the findings of this study suggested that desired parental help-giving is a variable which makes a meaningful contribution to client preference for sex of a helping professional. Specifically, the sex of the desired parental helper appeared to be a moderately strong indicator of the sex preferred in a professional help-giver. However, when sex was studied in combination with the sex-type attributes desired in a parental helper, attribute measures appeared to be the more significant discriminator of preferred sex of a helping professional. Finally, results indicated that most respondents did not submit "sex" as a descriptor of their preferred professional helper when asked to express their preferences in their own words. The sum of these findings suggested that preference for the sex of helper variable may be confounded with other measures and may, in fact, be most meaningfully understood in its interaction with other variables.

Response to 'Problems'. In response to the "problems" cited in Chapter I, the study contributed information which upheld the widely accepted theoretical belief that early derived desires are related to current preferences. It supported the belief that knowledge of a client's 'wished for' experience within his/her family can be a meaningful

source of understanding of current client dynamics. It concurrently suggested that therapeutic practices which conceptualize treatment as a form of "reparenting" or "corrective emotional experience" are using a theoretical base which has a beginning empirical validity. Finally, it contributed to a clarification of the nature of the preferences that a potential client brings to the helping relationship by suggesting that preferences may, at least in part, be expressions of wishes or desires.

All of the above conclusions were deliberately expressed in terms meant to qualify the implications of the findings. Terms such as 'generally supportive of', 'suggested', 'contributed to' were intended to acknowledge the exploratory nature of the study and to qualify the confidence which should be placed in the findings. As stated at the start of this report, the study was not meant to provide a definitive response to the problems it addressed. It was the primary aim of this investigation to determine if **further** study of these theoretical premises was warranted.

Need For Further Study. Purposeful qualification of the results of this study was made to emphasize a need for further study. For example, although results supported the theoretical position that desires derived from early experiences with parental adults are expressed in a person's current preferences, substantiation of this general theoretical premise would require additional investigation. Further study would need to address variations of this hypothesized relationship. Meaningful testing of the assumed relationship between early parenting experience and current preference would require investigation of many factors not addressed in the present study [e.g.

experience with parental adults who are assuming a role other than that of 'help-giver'; desires and preferences expressed in terms other than those of 'sex' and 'sex-type attributes']. As noted in the review of literature, only one study was found [Boulware and Holmes, 1970] which directly examined the influence of the parent-child relationship of subjects on preferences. These researchers found no evidence of relationship between a subject's preferences for a therapist and the parent that a subject felt closest to during growing up years. Although the studies were not directly comparable, the apparent difference in findings of the Boulware and Holmes study and the present study represented the most compelling argument for further study.

A very specific relationship derived from general theory was examined in the present study. Further study of this particular relationship would also seem needed. Although the results of the present study supported a relationship between sex and sex-type attributes of the desired parental helper and the preferred professional helper, only repeated investigations could supply the evidence needed to truly increase confidence in the theory it represents. Certainly, further study would be required before confidence in applications of the theory could be significantly strengthened.

Suggestions For Further Research. The limitations of the present study suggested some issues and strategies which would be important to consider in future investigations. For example, findings of the present study suggested that sex-type attributes were a meaningful way for potential clients to express their preferences for professional

help-givers. However, the confidence which could be placed in the findings of strong relationships involving these measures was limited. The sex-type attribute scales used to gather data lacked established reliability and validity. Future studies would do well to either use an instrument with established reliability and validity or to establish these for the scales of the questionnaire used in this study. A further suggestion would be to correlate scores from the questionnaire scales of this study and the three instruments used to derive these scales. Correlations would provide an empirical check of the correspondence of the present scales with scales of instruments having established reliability and validity.

Another limitation of the study which might be avoided in a future investigation was the reliance on a subject's ability or willingness to respond 'as if' s/he were a potential client. The ambiguous data that resulted from the request for respondents to imagine themselves in the position of seeking assistance with a personal concern from a professional helper might be avoided if a researcher was able to gather data from individuals actually in the process of initiating a counseling contact. Although procedural complications might increase, confidence in results could be greatly enhanced.

One final limitation was encountered in this study which might be avoided in future research of the relationships between desired parental helpers and preferred professional helpers. In the present study, a single questionnaire was used to request information about desired parental help-giving and preferred professional help-giving. The concurrent questionning may well have confounded the relationships which resulted. It would seem advisable, if time and finances allowed,

to gather data from respondents in two installments. Allowing some interval of time to separate the recording of desired parental help-giving responses and the recording of preferred professional help-givig responses would increase credibility in resulting associations.

If an aim of future research is to firmly establish a causal relationship between desired parental helping and preferred professional helping, an investigation which incorporates the last two suggestions would seem in order. A research strategy might be devised which could not only test for this causal relationship, but also test the implications of the relationship for establishment and maintenance of the helping relationship. Although stated simplistically, a possible research plan might include the following elements: [1] identification of an individual who has made a request for counseling assistance (e.g. a person who has made an appointment for an intake interview); [2] gathering of information about the desired parental helper of this potential client; [3] with some time separation, gathering of information about the professional help-giver preferred by this potential client; [4] comparison of the characteristics of the assigned professional helper with the preferred helper characteristics the individual indicated prior to assignment; [5] monitoring of establishment and maintenance of a client-helper relationship.

It is the hope of this writer that further study of preferences as a function of early parenting influences will occur. Admittedly, research aimed at verification of theory can lack drama and can seem fairly removed from practical application. However, whether overtly acknowledged or not, a belief in the influence of early experience on

current functioning is a widely and readily accepted premise. It is a premise that guides the thinking and practice of many helping professionals. It is a premise that has implications for the potential client as well as the professional. And, if substantiated, it is a premise which could offer much of practical as well as conceptual value.

APPENDICES

APPENDIX A

DIRECTIONS:

There are three sections to this questionnaire. **Please respond to *all* items in each section.**

Your answers to items are to be recorded directly in this booklet. Please do not include your name or any other identifying information. The only identification needed is the code number found in the upper right corner of your booklet and this will be removed when the booklet is returned.

Most items ask you to select an answer from the choices provided. A few items allow you to insert a personal response if the choices provided do not apply to you. Only question #5 asks you to provide a response completely in your own words.

For all items (except #5) darken the lettered box that corresponds to your answer. Be sure to darken only **one** box for each question.

Example: 1. My favorite color is:
[a] red
[b] orange
[c] yellow
[d] green
■ blue
[f] purple
[g] other _____

This person marked box 'e', indicating that their favorite color is blue.

Please carefully consider each question, but do not spend too much time on any one item.

There are no right or wrong answers to these questions. Only your opinions.

In some instances you may discover that it is difficult to answer using the choices provided. Unless space is provided for you to insert a personal response, **please select the *one* choice which most accurately represents your opinion.**

REMEMBER: your individual responses will remain **confidential.** The results of this questionnaire will be reported in group form and will be made available to you.

SECTION I: BACKGROUND DATA

1. Sex:
[a] female
[b] male

2. Ethnicity/Race:
[a] Caucasion
[b] Afro American/Black
[c] Hispanic
[d] Asian Pacific/Oriental
[e] Other: _____

3. Class Standing:
[a] freshman
[b] sophomore
[c] junior
[d] senior
[e] graduate

4. Current Residence:
[a] on-campus housing
[b] off-campus housing
[c] off-campus **and** living with parent or guardians
[d] other: _____

SECTION II: PROFESSIONAL HELP-GIVER

* * * * * *

This investigation is concerned with the preferences that people have for persons whose profession it is to advise, counsel and help others with personal problems.

For the purpose of this study, please imagine yourself in the situation of having an important personal problem of some nature. Imagine that you (despite your best efforts) have been unable to solve this problem by yourself. You decide that you want to have help with it. Please assume that whatever person you ultimately choose to discuss your problem with will be a trained and experienced professional, qualified to help you resolve your difficulty.

Although you are asked to assume that the helper you choose will be competent, the many helping professionals (e.g. advisors, counselors, psychologists) you might choose from will vary widely in their individual characteristics and behavior. This study is interested in determining just which characteristics you would look for in a helper. What personal attributes in a helping professional are of *most* importance to you as a potential client?

* * * * * *

5. Using your own words, describe the person who would be your preferred professional help-giver. Use any descriptors or terms you think are appropriate to express the qualities you would prefer in this person.

I prefer a professional help-giver who _____
_____
_____
_____
_____

6. Would you prefer that your professional helper be:
[a] female
[b] male
[c] no preference at all

As you continue to the next page remember: you are asked to imagine that you are faced with an important personal problem and that you will seek help with this problem from a competent helping professional.

For the following items, please darken the box which corresponds to the letter point on the scale which most clearly describes your preference for a particular quality in a professional helper.

For example. I would prefer a professional help-giver who is:

	not at all	slightly	fairly	very
introverted	[a]	[b]	[c]	■

The person in this example has darkened box 'd', indicating a preference for a helper who is *very* introverted.

I would prefer *a professional help-giver* who is:

	not at all	slightly	fairly	very
7. passive	[a]	[b]	[c]	[d]
8. objective	[a]	[b]	[c]	[d]
9. rough	[a]	[b]	[c]	[d]
10. emotional	[a]	[b]	[c]	[d]
11. docile	[a]	[b]	[c]	[d]
12. tactful	[a]	[b]	[c]	[d]
13. illogical	[a]	[b]	[c]	[d]
14. competitive	[a]	[b]	[c]	[d]
15. excitable in a crisis	[a]	[b]	[c]	[d]
16. talkative	[a]	[b]	[c]	[d]
17. decisive	[a]	[b]	[c]	[d]
18. quiet	[a]	[b]	[c]	[d]
19. home oriented	[a]	[b]	[c]	[d]
20. a follower	[a]	[b]	[c]	[d]
21. religious	[a]	[b]	[c]	[d]
22. unassured	[a]	[b]	[c]	[d]
23. expressive of tender feelings	[a]	[b]	[c]	[d]
24. neat in habits	[a]	[b]	[c]	[d]
25. unambitious	[a]	[b]	[c]	[d]
26. kind	[a]	[b]	[c]	[d]

Please continue indicating the *qualities you prefer in a professional help-giver*

	not at all	slightly	fairly	very
27. submissive	[a]	[b]	[c]	[d]
28. aloof in relations with others	[a]	[b]	[c]	[d]
29. interested in own appearance	[a]	[b]	[c]	[d]
30. aware of feelings of others	[a]	[b]	[c]	[d]
31. active	[a]	[b]	[c]	[d]
32. subjective	[a]	[b]	[c]	[d]
33. gentle	[a]	[b]	[c]	[d]
34. impassive	[a]	[b]	[c]	[d]
35. aggressive	[a]	[b]	[c]	[d]
36. blunt	[a]	[b]	[c]	[d]
37. logical	[a]	[b]	[c]	[d]
38. cooperative	[a]	[b]	[c]	[d]
39. calm in a crisis	[a]	[b]	[c]	[d]
40. silent	[a]	[b]	[c]	[d]
41. indecisive	[a]	[b]	[c]	[d]
42. loud	[a]	[b]	[c]	[d]
43. worldly	[a]	[b]	[c]	[d]
44. a leader	[a]	[b]	[c]	[d]
45. irreligious	[a]	[b]	[c]	[d]
46. self-confident	[a]	[b]	[c]	[d]
47. inexpressive of tender feelings	[a]	[b]	[c]	[d]
48. untidy in habits	[a]	[b]	[c]	[d]
49. ambitious	[a]	[b]	[c]	[d]
50. stern	[a]	[b]	[c]	[d]
51. dominant	[a]	[b]	[c]	[d]
52. warm in relations with others	[a]	[b]	[c]	[d]
53. indifferent to own appearance	[a]	[b]	[c]	[d]
54. unaware of feelings of others	[a]	[b]	[c]	[d]

55. Did you have a real person in mind as you indicated your preferences for qualities in a professional help-giver?
[a] yes
[b] no. I was thinking of an imaginary person.

56. Have you ever shared a personal problem with a helping professional?
(for example, an advisor, minister, counselor, psychologist, etc.)
[a] yes
[b] no

If you answered 'yes', please answer items 57 and 58.
If you answered 'no', please go directly to item 59.

57. Have you ever used any M.S.U. Counseling Center services?
(please mark **all** that apply)
[a] personal or social counseling
[b] vocational or educational counseling
[c] testing center services
[d] self-management laboratory
[e] other _____
[f] I have not used any services.

58. During your enrollment at M.S.U., have you ever sought help with a personal problem from any of the following professional or para-professional help-givers?
(please mark **all** that apply)
[a] an academic advisor
[b] a faculty member
[c] a residence hall staff person
[d] other _____
[e] I have not sought assistance from such helpers.

59. Would you consider sharing a personal problem with a helping professional in the future?
[a] definitely not
[b] probably not
[c] probably yes
[d] definitely yes

SECTION III: PARENTAL HELP-GIVER

* * * * * *

To further understand the preferences you hold for helping professionals, it would be valuable to understand your early experiences of help-givers within your family.

In responding to the following questions, please try to recall situations as you were growing up when you were faced with important personal problems which were difficult for you to deal with alone. Please try, in particular, to recall those instances in which you turned to your parent(s), guardian or some other adult for assistance with those concerns.

* * * * * *

60. Which adult(s) did you live with [all or most of the time] while you were growing up?

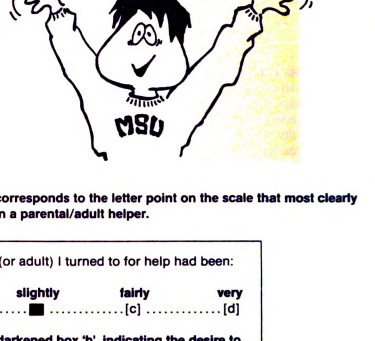
[a] mother and father (natural, adoptive, step-parent)
[b] other couple (e.g. grandparents, aunt & uncle)
[c] mother only
[d] father only
[e] other female only (e.g. aunt, grandmother, etc.)
[f] other male only (e.g. uncle, grandfather, etc.)

61. When you had personal problems as you were growing up (ie. questions or situations which were difficult for you to deal with alone), which parent or adult did you usually turn to for assistance?

[a] my mother almost always
[b] my mother more often than my father
[c] my father almost always
[d] my father more often than my mother
[e] my mother and father equally often
[f] other female adult (e.g. aunt, grandmother, etc.)
[g] other male adult (e.g. uncle, grandfather, etc.)
[h] male and female adults equally often

62. When you had personal problems, which parent or adult did you WISH you could turn to for assistance? [This may or may not have been the same person you actually **did** turn to.]

[a] my mother almost always
[b] my mother more often than my father
[c] my father almost always
[d] my father more often than my mother
[e] my mother and father equally often
[f] female adult (e.g. aunt, grandmother, etc.)
[g] male adult (e.g. uncle, grandfather, etc.)
[h] male and female adults equally often



For the following items, please darken the box which corresponds to the letter point on the scale that most clearly describes your desire to have had a particular quality in a parental/adult helper.

For example. I WISH the parent (or adult) I turned to for help had been:

	not at all	slightly	fairly	very
extroverted	[a]	■	[c]	[d]

The person in this example has darkened box 'b', indicating the desire to have had a parental or adult helper who was *slightly* extroverted.

I WISH *the parent (or adult)* I turned to for help had been:

	not at all	slightly	fairly	very
63. passive	[a]	[b]	[c]	[d]
64. objective	[a]	[b]	[c]	[d]
65. rough	[a]	[b]	[c]	[d]
66. emotional	[a]	[b]	[c]	[d]

Please continue indicating the *qualities you desired in a parental helper.*

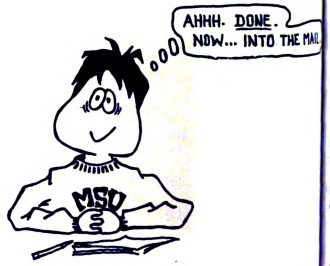
	not at all	slightly	fairly	very
67. docile	[a]	[b]	[c]	[d]
68. tactful	[a]	[b]	[c]	[d]
69. illogical	[a]	[b]	[c]	[d]
70. competitive	[a]	[b]	[c]	[d]
71. excitable in a crisis	[a]	[b]	[c]	[d]
72. talkative	[a]	[b]	[c]	[d]
73. decisive	[a]	[b]	[c]	[d]
74. quiet	[a]	[b]	[c]	[d]
75. home oriented	[a]	[b]	[c]	[d]
76. a follower	[a]	[b]	[c]	[d]
77. religious	[a]	[b]	[c]	[d]
78. unassured	[a]	[b]	[c]	[d]
79. expressive of tender feelings	[a]	[b]	[c]	[d]
80. neat in habits	[a]	[b]	[c]	[d]
81. unambitious	[a]	[b]	[c]	[d]
82. kind	[a]	[b]	[c]	[d]
83. submissive	[a]	[b]	[c]	[d]
84. aloof in relations with others	[a]	[b]	[c]	[d]
85. interested in own appearance	[a]	[b]	[c]	[d]
86. aware of feelings of others	[a]	[b]	[c]	[d]
87. active	[a]	[b]	[c]	[d]
88. subjective	[a]	[b]	[c]	[d]
gentle	[a]	[b]	[c]	[d]
impassive	[a]	[b]	[c]	[d]
aggressive	[a]	[b]	[c]	[d]
blunt	[a]	[b]	[c]	[d]
logical	[a]	[b]	[c]	[d]
cooperative	[a]	[b]	[c]	[d]

Please continue indicating the *qualities you desired in a parental helper.*

	not at all	slightly	fairly	very
95. calm in a crisis	[a]	[b]	[c]	[d]
96. reserved	[a]	[b]	[c]	[d]
97. indecisive	[a]	[b]	[c]	[d]
98. loud	[a]	[b]	[c]	[d]
99. worldly	[a]	[b]	[c]	[d]
100. a leader	[a]	[b]	[c]	[d]
101. irreligious	[a]	[b]	[c]	[d]
102. self-confident	[a]	[b]	[c]	[d]
103. inexpressive of tender feelings	[a]	[b]	[c]	[d]
104. untidy in habits	[a]	[b]	[c]	[d]
105. ambitious	[a]	[b]	[c]	[d]
106. stern	[a]	[b]	[c]	[d]
107. dominant	[a]	[b]	[c]	[d]
108. warm in relations with others	[a]	[b]	[c]	[d]
109. indifferent to own appearance	[a]	[b]	[c]	[d]
110. unaware of feelings of others	[a]	[b]	[c]	[d]

111. In general, how confident did you feel as you marked your preferences on the items in this questionnaire?

[a] confident in **all** selections
[b] confident in **most** selections
[c] confident in about **50%** of my selections
[d] **not** very confident in **most** selections
[e] **not** confident in **any** of my selections



Please use the envelope provided to return your questionnaire.
Be sure to include your name and address (using the form provided) if you would like to receive a summary of the research findings.

THANK YOU FOR YOUR PARTICIPATION.

)IRECTIONS:

'here are three sections to this questionnaire. **Please respond to *all* items in each section.**

'our answers to items are to be recorded directly in this booklet. Please do not include your name or any other iden-fying information. The only identification needed is the code number found in the upper right corner of your booklet nd this will be removed when the booklet is returned.

lost items ask you to select an answer from the choices provided. A few items allow you to insert a personal esponse if the choices provided do not apply to you. Only question #5 asks you to provide a response completely in our own words.

or all items (except #5) darken the lettered box that corresponds to your answer. Be sure to darken only **one** box for ach question.

Example: 1. My favorite color is:
[a] red
[b] orange
[c] yellow
[d] green
■ blue
[f] purple
[g] other _____

This person marked box 'e', indicating that their favorite color is blue.

ease carefully consider each question, but do not spend too much time on any one item.

ere are no right or wrong answers to these questions. Only your opinions.

some instances you may discover that it is difficult to answer using the choices provided. Unless space is provided you to insert a personal response, **please select the *one* choice which most accurately represents your opinion.**

MEMBER: your individual responses will remain **confidential.** The results of this questionnaire will be reported in up form and will be made available to you.

ANK YOU. Please begin.

SECTION I: BACKGROUND DATA

1. **Sex:**
   [a] female
   [b] male

2. **Ethnicity/Race:**
   [a] Caucasion
   [b] Afro American/Black
   [c] Hispanic
   [d] Asian Pacific/Oriental
   [e] Other: _____

3. **Class Standing:**
   [a] freshman
   [b] sophomore
   [c] junior
   [d] senior
   [e] graduate

4. **Current Residence:**
   [a] on-campus housing
   [b] off-campus housing
   [c] off-campus **and** living with parent or guardians
   [d] other: _____

* * * * * *

This investigation is concerned with the preferences that people have for persons whose profession it is to advise, counsel and help others with personal problems.

* * * * * *

5. **Using your own words, describe the person who would be your preferred professional help-giver.** Use any descriptors or terms you think are appropriate to express the qualities you would prefer in this person.

I prefer a professional help-giver who _____
_____
_____
_____
_____

SECTION II: PARENTAL HELP-GIVER

* * * * * *

To better understand the preferences you hold for helping professionals, it would be valuable to understand your early experiences of help-givers within your family.

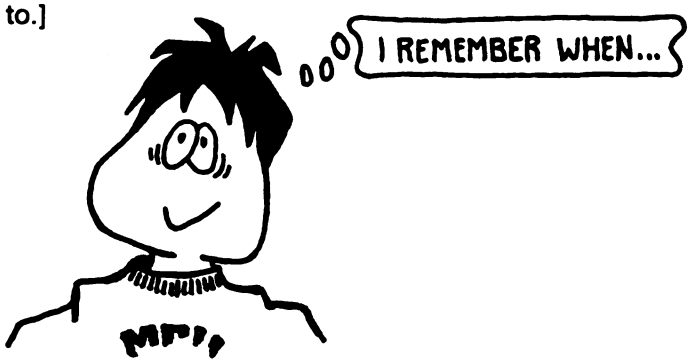
In responding to the following questions, please try to recall situations as you were growing up when you were faced with important personal problems which were difficult for you to deal with alone. Please try, in particular, to recall those instances in which you turned to your parent(s), guardian or some other adult for assistance with those concerns.

* * * * * *

6. **Which adult(s) did you live with [all or most of the time] while you were growing up?**
   [a] mother and father (natural, adoptive, step-parent)
   [b] other couple (e.g. grandparents, aunt & uncle)
   [c] mother only
   [d] father only
   [e] other female only (e.g. aunt, grandmother, etc.)
   [f] other male only (e.g. uncle, grandfather, etc.)

7. **When you had personal problems as you were growing up (ie. questions or situations which were difficult for you to deal with alone), which parent or adult did you usually turn to for assistance?**
   [a] my mother almost always
   [b] my mother more often than my father
   [c] my father almost always
   [d] my father more often than my mother
   [e] my mother and father equally often
   [f] other female adult (e.g. aunt, grandmother, etc.)
   [g] other male adult (e.g. uncle, grandfather, etc.)
   [h] male and female adults equally often

8. **When you had personal problems, which parent or adult did you WISH you could turn to for assistance?** [This may *or* may not have been the same person you actually did turn to.]
   [a] my mother almost always
   [b] my mother more often than my father
   [c] my father almost always
   [d] my father more often than my mother
   [e] my mother and father equally often
   [f] female adult (e.g. aunt, grandmother, etc.)
   [g] male adult (e.g. uncle, grandfather, etc.)
   [h] male and female adults equally often



For the following items, please darken the box which corresponds to the letter point on the scale that most clearly describes your desire to have had a particular quality in a parental/adult helper.

For example. I WISH the parent (or adult) I turned to for help had been:

	not at all	slightly	fairly	very
extroverted	[a]	■	[c]	[d]

The person in this example has darkened box 'b', indicating the desire to have had a parental or adult helper who was *slightly* extroverted.

I WISH *the parent (or adult)* I turned to for help had been:

	not at all	slightly	fairly	very
9. passive	[a]	[b]	[c]	[d]
10. objective	[a]	[b]	[c]	[d]
11. rough	[a]	[b]	[c]	[d]
12. emotional	[a]	[b]	[c]	[d]
13. docile	[a]	[b]	[c]	[d]
14. tactful	[a]	[b]	[c]	[d]
15. illogical	[a]	[b]	[c]	[d]
16. competitive	[a]	[b]	[c]	[d]
17. excitable in a crisis	[a]	[b]	[c]	[d]

Please continue indicating the *qualities you desired in a parental helper.*

	not at all	slightly	fairly	very
18. talkative	[a]	[b]	[c]	[d]
19. decisive	[a]	[b]	[c]	[d]
20. quiet	[a]	[b]	[c]	[d]
21. home oriented	[a]	[b]	[c]	[d]
22. a follower	[a]	[b]	[c]	[d]
23. religious	[a]	[b]	[c]	[d]
24. unassured	[a]	[b]	[c]	[d]
25. expressive of tender feelings	[a]	[b]	[c]	[d]
26. neat in habits	[a]	[b]	[c]	[d]
27. unambitious	[a]	[b]	[c]	[d]
28. kind	[a]	[b]	[c]	[d]
29. submissive	[a]	[b]	[c]	[d]
30. aloof in relations with others	[a]	[b]	[c]	[d]
31. interested in own appearance	[a]	[b]	[c]	[d]
32. aware of feelings of others	[a]	[b]	[c]	[d]
33. active	[a]	[b]	[c]	[d]
34. subjective	[a]	[b]	[c]	[d]
35. gentle	[a]	[b]	[c]	[d]
36. impassive	[a]	[b]	[c]	[d]
37. aggressive	[a]	[b]	[c]	[d]
38. blunt	[a]	[b]	[c]	[d]
39. logical	[a]	[b]	[c]	[d]
40. cooperative	[a]	[b]	[c]	[d]
41. calm in a crisis	[a]	[b]	[c]	[d]
42. reserved	[a]	[b]	[c]	[d]
43. indecisive	[a]	[b]	[c]	[d]
44. loud	[a]	[b]	[c]	[d]
45. worldly	[a]	[b]	[c]	[d]

Please continue indicating the *qualities you desired in a parental helper.*

	not at all	slightly	fairly	very
46. a leader	[a]	[b]	[c]	[d]
47. irreligious	[a]	[b]	[c]	[d]
48. self-confident	[a]	[b]	[c]	[d]
49. inexpressive of tender feelings	[a]	[b]	[c]	[d]
50. untidy in habits	[a]	[b]	[c]	[d]
51. ambitious	[a]	[b]	[c]	[d]
52. stern	[a]	[b]	[c]	[d]
53. dominant	[a]	[b]	[c]	[d]
54. warm in relations with others	[a]	[b]	[c]	[d]
55. indifferent to own appearance	[a]	[b]	[c]	[d]
56. unaware of feelings of others	[a]	[b]	[c]	[d]

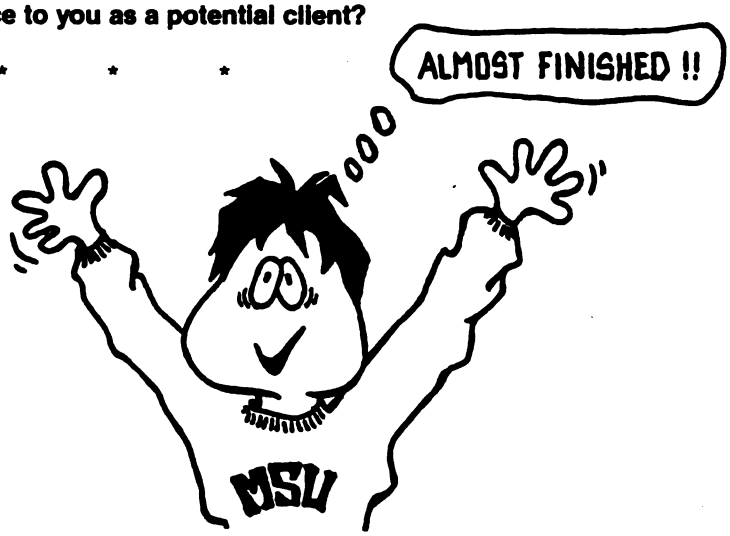
SECTION III: PROFESSIONAL HELP-GIVER

* * * * * *

To further understand the preferences you hold for help-givers, please imagine yourself in the situation of having an important personal problem of some nature. Imagine that you (despite your best efforts) have been unable to solve his problem by yourself. You decide that you want to have help with it. Please assume that whatever person you ultimately choose to discuss your problem with will be a trained and experienced professional, qualified to help you resolve your difficulty.

Although you are asked to assume that the helper you choose will be competent, the many helping professionals (e.g. advisors, counselors, psychologists) you might choose from will vary widely in their individual characteristics and behavior. This study is interested in determining just which characteristics you would look for in a helper. What personal attributes in a helping professional are of *most* importance to you as a potential client?

* * * * * *



'. Would you prefer that your professional helper be:
[a] female
[b] male
[c] no preference at all

you continue to the next page remember: you are asked to imagine that you are faced with an important personal oblem and that you will seek help with this problem from a competent helping professional.

For the following items, please darken the box which corresponds to the letter point on the scale which most clearly describes your preference for a particular quality in a professional helper.

For example. I would prefer a professional help-giver who is:

	not at all	slightly	fairly	very
introverted	[a]	[b]	[c]	■

The person in this example has darkened box 'd', indicating a preference for a helper who is *very* introverted.

I would prefer *a professional help-giver* who is:

	not at all	slightly	fairly	very
58. passive	[a]	[b]	[c]	[d]
59. objective	[a]	[b]	[c]	[d]
60. rough	[a]	[b]	[c]	[d]
61. emotional	[a]	[b]	[c]	[d]
62. docile	[a]	[b]	[c]	[d]
63. tactful	[a]	[b]	[c]	[d]
64. illogical	[a]	[b]	[c]	[d]
65. competitive	[a]	[b]	[c]	[d]
66. excitable in a crisis	[a]	[b]	[c]	[d]
67. talkative	[a]	[b]	[c]	[d]
68. decisive	[a]	[b]	[c]	[d]
69. quiet	[a]	[b]	[c]	[d]
70. home oriented	[a]	[b]	[c]	[d]
71. a follower	[a]	[b]	[c]	[d]
72. religious	[a]	[b]	[c]	[d]
73. unassured	[a]	[b]	[c]	[d]
74. expressive of tender feelings	[a]	[b]	[c]	[d]
75. neat in habits	[a]	[b]	[c]	[d]
76. unambitious	[a]	[b]	[c]	[d]
77. kind	[a]	[b]	[c]	[d]

Please continue indicating the *qualities you prefer in a professional help-giver*

		not at all	slightly	fairly	very
78.	submissive	[a]	[b]	[c]	[d]
79.	aloof in relations with others	[a]	[b]	[c]	[d]
80.	interested in own appearance	[a]	[b]	[c]	[d]
81.	aware of feelings of others	[a]	[b]	[c]	[d]
82.	active	[a]	[b]	[c]	[d]
83.	subjective	[a]	[b]	[c]	[d]
84.	gentle	[a]	[b]	[c]	[d]
85.	impassive	[a]	[b]	[c]	[d]
86.	aggressive	[a]	[b]	[c]	[d]
87.	blunt	[a]	[b]	[c]	[d]
88.	logical	[a]	[b]	[c]	[d]
89.	cooperative	[a]	[b]	[c]	[d]
90.	calm in a crisis	[a]	[b]	[c]	[d]
91.	silent	[a]	[b]	[c]	[d]
92.	indecisive	[a]	[b]	[c]	[d]
93.	loud	[a]	[b]	[c]	[d]
94.	worldly	[a]	[b]	[c]	[d]
95.	a leader	[a]	[b]	[c]	[d]
96.	irreligious	[a]	[b]	[c]	[d]
97.	self-confident	[a]	[b]	[c]	[d]
98.	inexpressive of tender feelings	[a]	[b]	[c]	[d]
99.	untidy in habits	[a]	[b]	[c]	[d]
100.	ambitious	[a]	[b]	[c]	[d]
101.	stern	[a]	[b]	[c]	[d]
102.	dominant	[a]	[b]	[c]	[d]
103.	warm in relations with others	[a]	[b]	[c]	[d]
104.	indifferent to own appearance	[a]	[b]	[c]	[d]
105.	unaware of feelings of others	[a]	[b]	[c]	[d]

106. Did you have a real person in mind as you indicated your preferences for qualities in a professional help-giver?
[a] yes
[b] no. I was thinking of an imaginary person.

107. Have you ever shared a personal problem with a helping professional?
(for example, an advisor, minister, counselor, psychologist, etc.)
[a] yes
[b] no

If you answered 'yes', please answer items 108 and 109.
If you answered 'no', please go directly to item 110.

108. Have you ever used any M.S.U. Counseling Center services?
(please mark **all** that apply)
[a] personal or social counseling
[b] vocational or educational counseling
[c] testing center services
[d] self-management laboratory
[e] other _____
[f] I have not used any services.

109. During your enrollment at M.S.U., have you ever sought help with a personal problem from any of the following professional or para-professional help-givers?
(please mark **all** that apply)
[a] an academic advisor
[b] a faculty member
[c] a residence hall staff person
[d] other _____
[e] I have not sought assistance from such helpers.

110. Would you consider sharing a personal problem with a helping professional in the future?
[a] definitely not
[b] probably not
[c] probably yes
[d] definitely yes

111. In general, how confident did you feel as you marked your preferences on the items in this questionnaire?
[a] confident in **all** selections
[b] confident in **most** selections
[c] confident in about **50%** of my selections
[d] **not** very confident in **most** selections
[e] **not** confident in **any** of my selections

Please use the envelope provided to return your questionnaire.
Be sure to include your name and address (using the form provided) if you would like to receive a summary of the research findings.

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX B

APPENDIX B.
LETTER OF TRANSMITTAL

February 16, 1984

Dear Fellow Student:

Is this a familiar scene?

An important term paper is due. You're hunched over your typewriter, pecking along at a thoughtful, steady pace. Suddenly the flow is interrupted. You have a thought you want to express but the words won't come. The message you want to communicate needs just the **right words . . .**

This is **MY** situation.

I am writing this letter to ask for your participation in a survey and am struggling to find just those 'right words' to let you know how important **your** response will be. As one of the few students selected randomly to represent the total student group on campus, **your ideas and opinions are very much needed.**

I recognize that you have a great many demands on your time as a student. The enclosed questionnaire should require a **minimum** of that time. Others who have completed it report that it took them only about **15 minutes** to finish.

It is important for persons who counsel, advise and help others with personal problems to better understand the qualities a person desires in a helping professional. 15 minutes of your time will help to increase this understanding. Will you take these few minutes to help me out with this important project?

My aim is to complete the collection of surveys by February 27th. The data gathered will then be incorporated into a dissertation. If you would like to receive a summary of the findings, please return the request form below with your questionnaire.

Please turn now to the questionnaire booklet. Read the instructions on the booklet cover, answer all the questions completely and return it in the enclosed envelope by **February 27th.**

Thank you for your assistance with this project.

Sincerely,

Laurel McCluskie

Laurel McCluskie
Ph.D. Candidate
Counseling Psychology
College of Education

[RETURN THIS FORM - WITH YOUR BOOKLET - IF YOU WISH TO RECEIVE A SUMMARY OF THE FINDINGS OF THIS STUDY]

NAME: _____

ADDRESS: _____

February 27, 1984

Dear Fellow Student:

Recently you received a questionnaire surveying student preferences for helping professionals. If you have already returned your questionnaire booklet, **thank you very much.**

If you have been unable to complete it yet, won't you please do it now? 15 minutes of your time will insure that your ideas and opinions are represented in the findings of this project. **Your responses are important** and should be included in this study.

I have enclosed another questionnaire in case the original one has been misplaced.

Thank you for your assistance with this project.

Sincerely,

Laurel McCluskie

Laurel McCluskie
Ph.D. Candidate
Counseling Psychology
College of Education

[RETURN THIS FORM - WITH YOUR BOOKLET - IF YOU WISH TO RECEIVE A SUMMARY OF THE FINDINGS OF THIS STUDY]

NAME: _____

ADDRESS: _____

APPENDIX C

APPENDIX C.

TABLE C.1. VARIABLE LIST.

VARIABLE	DESCRIPTION	CATEGORIES	CHANGED TO:	CATEGORIES
RESPONSE MODE	COMBINES FORM & METHOD OF SOLICITING	1=FORM A MAIL 2=FORM B MAIL 3=FORM A TELEPHONE 4=FORM B TELEPHONE	1,3=1 2,4=2	1=FORM A RESPONDENTS 2=FORM B RESPONDENTS
			CHANGED TO:	CATEGORIES
			1,2=1 3,4=2	1=MAIL RESPONDENTS 2=PHONE RESPONDENTS
SEX	SEX OF RESPONDENT	1=FEMALE 2=MALE 9=NO RESPONSE		
			CHANGED TO:	CATEGORIES
RACE	ETHNICITY OF RESPONDENT	1=CAUCASIAN 2=AFRO AMERICAN/BLACK 3=HISPANIC 4=ASIAN PACIFIC/ORIENTAL 5=OTHER 9=NO RESPONSE	1=1 2,3,4,5=2 9=9	1=CAUCASIAN 2=OTHER 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
CLASS	CLASS STANDING OF RESPONDENT	1=FRESHMEN 2=SOPHOMORE 3=JUNIOR 4=SENIOR 5=GRADUATE 9=NO RESPONSE	1,2=1 3,4=2 5=3 9=9	1=UNDERCLASSMEN 2=UPPERCLASSMEN 3=GRADUATE 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
RESIDE	CURRENT RESIDENCE OF RESPONDENT	1=ON CAMPUS 2=OFF CAMPUS 3=OFF W/ PARENTS 4=OTHER 9=NO RESPONSE	1=1 2,3,4=2 9=9	1=ON CAMPUS 2=OFF CAMPUS 9=NO RESPONSE
PROSEX	PREFERED SEX OF PROFESSIONAL	1=FEMALE 2=MALE 3=NO PREFRENCE 9=NO RESPONSE		
			CHANGED TO:	CATEGORIES
MSUSERVC	USED MSU CENTER SERVICES	1=P-S COUNSELING ONLY 2=V-E COUNSELING ONLY 3=TESTING CENTER ONLY 4=SELF-MGT LAB ONLY 5=OTHER ONLY 6=MULT.SERV INCL.1 OR 2 7=MULT.SERV W/O 1 OR 2 0=NOT USED ANY SERVICES 9=NO RESPONSE	1,2,6=1 3,4,5,7=2 0=0 9=9	1=PERSONAL CONTACT 2=IMPERSONAL CONTACT 0=NO CONTACT 9=NO RESPONSE
REALIMAG	REAL PERSON IN MIND AS ANSWER	1=YES. REAL PERSON. 2=NO. IMAGINARY PERSON. 9=NO RESPONSE		

VARIABLE LIST [CONTINUED].

VARIABLE	DESCRIPTION	CATEGORIES	CHANGED TO	CATEGORIES
USEDPROF	SHARED PROBLEM WITH PROFESSIONAL	1=YES 2=NO 9=NO RESPONSE		
MSUHLPR	SOUGHT MSU PARA/ PROF HELPER	1=AN ACADEMIC ADVISOR 2=A FACULTY MEMBER 3=RESIDENCE HALL STAFF 4=OTHER 5=TWO HELPERS MARKED 6=THREE HELPERS MARKED 7=FOUR HELPERS MARKED 0=HAVE NOT SOUGHT 9=NO RESPONSE	1,2,3,4=1 5,6,7=2 0=0 9=9	1=SINGULAR CONTACT 2=MULTIPLE CONTACTS 0=NO CONTACT 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
FUTURUSE	WOULD USE PROF HELPER IN FUTURE	1=DEFINITELY NOT 2=PROBABLY NOT 3=PROBABLY YES 4=DEFINITELY YES 9=NO RESPONSE	1,2=1 3,4=2 9=9	1=UNLIKELY USER 2=POTENTIAL USER 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
PARLIVE	ADULT[S] LIVED W/ WHILE GROWING UP	1=MOTHER & FATHER 2=OTHER COUPLE 3=MOTHER ONLY 4=FATHER ONLY 5=OTHER FEMALE ONLY 6=OTHER MALE ONLY 9=NO RESPONSE	1,2=1 3,5=2 4,6=3 9=9	1=FEMALE & MALE 2=FEMALE ONLY 3=MALE ONLY 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
PARTURN	ADULT[S] DID TURN TO FOR HELP	1=MOTHER ALMOST ALWAYS 2=MOTHER MORE THAN FATHER 3=FATHER ALMOST ALWAYS 4=FATHER MORE THAN MOTHER 5=MOTHER & FATHER EQUALLY 6=OTHER FEMALE ADULT 7=OTHER MALE ADULT 8=FEMALE/MALE ADULTS EQUALLY 9=NO RESPONSE	1,2,6=1 3,4,7=2 5,8=3 9=9	1=MOTHER/FEMALE 2=FATHER/MALE 3=NO PREFERENCE 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
PARWISH	ADULT[S] WISH TURN TO FOR HELP	1=MOTHER ALMOST ALWAYS 2=MOTHER MORE THAN FATHER 3=FATHER ALMOST ALWAYS 4=FATHER MORE THAN MOTHER 5=MOTHER & FATHER EQUALLY 6=OTHER FEMALE ADULT 7=OTHER MALE ADULT 8=FEMALE/MALE ADULTS EQUALLY 9=NO RESPONSE	1,2,6=1 3,4,7=2 5,8=3 9=9	1=MOTHER/FEMALE 2=FATHER/MALE 3=NO PREFERENCE 9=NO RESPONSE
			CHANGED TO:	CATEGORIES
SLCTCONF	CONFIDENCE IN ITEM SELECTIONS	1=CONFIDENT IN ALL 2=CONFIDENT IN MOST 3=CONFIDENT IN 50% 4=NOT CONFIDENT IN MOST 5=NOT CONFIDENT IN ANY 9=NO RESPONSE	1,2=1 3=2 4,5=3 9=9	1=CONFIDENT 2=50% CONFIDENT 3=NOT CONFIDENT 9=NO RESPONSE

APPENDIX D

APPENDIX D.

MASCULINITY AND FEMININITY ITEMS OF THE "BEM SEX-ROLE INVENTORY" USED IN CONSTRUCTION OF SEX-TYPE ATTRIBUTE SCALES FOR PRESENT STUDY.

MASCULINITY SCALE ITEMS	FEMININITY SCALE ITEMS
* ACTS AS LEADER	Affirmative
* AGGRESSIVE	Cheerful
* AMBITIOUS	Childlike
* Analytical	* Compassionate
= [LOGICAL]	= [KIND]
Assertive	* Does not use hard language
Athltic	= [TACTFUL]
* COMPETITIVE	Eager to soothe hurt feelings
Defends own beliefs	Feminine
* DOMINANT	* Flatterable
Forceful	= [INTERESTED IN OWN APPEARANCE]
* Has leadership abilities	* GENTLE
= [ACTS AS LEADER]	Gullible
Independent	Loves children
Individualistic	Loyal
* Makes desisions easily	* Sensitive to the needs of others
= [DECISIVE]	= [AWARE OF FEELINGS OF OTHERS]
Masculine	Shy
Self-reliant	* Soft-spoken
Self-sufficient	= [QUIET]
Strong personality	Sympathetic
Willing to take a stand	* Tender
Willing to take risks	= [EXPRESSIVE OF TENDER FEELINGS]
	Understanding
	* Warm
	= [WARM IN RELATIONS WITH OTHERS]
	Yielding

KEY: [1] * ADJECTIVE: same or equivalent adjective was used in sex-type attribute scales.
[2] = [ADJECTIVE]: equivalent form of adjective used in sex-type attribute scales.

SOURCE: Heilbrun, Jr., Alfred B., Human Sex-Role Behavior, Pergamon Press, Inc., New York, 1981, p. 54.

APPENDIX D [CONT.].

MALE-VALUED AND FEMALE-VALUED ITEMS OF THE SPENCE-HELMREICH-STAPP "PERSONAL ATTRIBUTES QUESTIONNAIRE" USED IN CONSTRUCTION OF SEX-TYPE ATTRIBUTE SCALES FOR PRESENT STUDY.

MALE-VALUED SCALE ITEMS	FEMALE-VALUED SCALE ITEMS
Independent	* EMOTIONAL
Not easily influenced	Doesn't hide emotions
Good at sports	Considerate
* NOT EXCITABLE IN A CRISIS	Grateful
* ACTIVE	Devotes self to others
* COMPETITIVE	* TACTFUL
Skilled in business	Strong concience
* Knows way of the world	* GENTLE
= [WORLDLY]	Helpful to others
Adventurous	* KIND
Outspoken	* Aware of other's feeling
Interested in sex	= [AWARE OF FEELINGS OF OTHERS]
* Makes decisions easily	* NEAT
= [DECISIVE]	Creative
Doesn't give up easily	Understanding
Outgoing	* Warm to others
* ACTS AS LEADER	= [WARM IN RELATIONS WITH OTHERS]
Intellectual	Likes children
* SELF-CONFIDENT	Enjoys art and music
* Feels superior	* Expresses tender feelings
= [DOMINANT]	= [EXPRESSIVE OF TENDER FEELINGS]
Takes a stand	
* AMBITIOUS	
Stands up under pressure	
Forward	
* Not timid	
= [AGGRESSIVE]	

KEY: [1] * ADJECTIVE: same or equivalent adjective was used in sex-type attribute scales.
[2] = [ADJECTIVE]: equivalent form of adjective used in sex-type attribute scales.

SOURCE: Heilbrun, Jr., Alfred B., Human Sex-Role Behavior, Pergamon Press, Inc., New York, 1981, p. 55.

APPENDIX D [CONT.]

MALE-VALUED AND FEMALE-VALUED ITEMS OF THE BROVERMAN, ET. AL. REVISED "SEX-ROLE STEREOTYPE QUESTIONNAIRE" USED IN CONSTRUCTION OF SEX-TYPE ATTRIBUTE SCALES FOR PRESENT STUDY.

MALE-VALUED ITEMS [Competency Cluster]	FEMALE-VALUED ITEMS [Warmth-Expressive Cluster]
* Very AGGRESSIVE	* Very TALKATIVE
Very independent	* Very TACTFUL
Not at all emotional	* Very GENTLE
Almost always hides emotions	* Very AWARE OF FEELINGS OF OTHERS
* Very OBJECTIVE	* Very RELIGIOUS
Not at all easily influenced	* Very INTERESTED IN OWN APPEARANCE
* Very DOMINANT	* Very NEAT IN HABITS
Likes math and science very much	* Very QUIET
* NOT EXCITABLE IN A CRISIS	Very strong need for security
* Very COMPETITIVE	Enjoys art and literature very much
* Very ACTIVE	* Easily expresses tender feelings
* Very LOGICAL	= [EXPRESSIVE OF TENDER FEELINGS]
* Very WORLDLY	
Very skilled in business	
Very direct	
* Knows the way of the world	
= [WORLDLY]	
Very adventurous	
* Can make decisions easily	
= [DECISIVE]	
* Almost always ACTS AS LEADEAR	
Never cries	
* Very SELF-CONFIDENT	
* Not at all uncomfortable about being aggressive	
= [AGGRESSIVE]	
Easily able to separate feelings from ideas	
* Very AMBITIOUS	

KEY: [1] * ADJECTIVE: same or equivalent adjective was used in sex-type attribute scales.
[2] = [ADJECTIVE]: equivalent form of adjective used in sex-type attribute scales.

NOTE: [3] Broverman, et.al. adjectives represented extreme pole of bipolar items and were used in scaless of present study without the qualifiers of 'Very', 'Almost always', etc.

SOURCE: Broverman, Inge K., Donald M. Broverman, Frank E. Clarkson, Paul S. Rosenkrantz and Susan R. Vogel, "Sex-Role Stereotypes and Clinical Judgments of Mental Health", Journal of Counsulting and Clinical Psychology, Volume 34, No. 1, 1970, p. 3.

APPENDIX E

In order to improve the quality of a questionnaire for a future study, I am asking for your feedback. Please complete the attached questionnaire. After you have completed the questionnaire, please use this "Feedback Sheet" to note any comments or criticisms (general or item-specific) which you feel would be helpful in revising the questionnaire. Your candid feedback will assist me in preparing an improved final questionnaire.

To assure that your responses to the questionnaire and any comments or feedback you include will be anonymous, please do not identify yourself on any of the materials to be returned.

Please return to: Laurel McCluskie
701 E. Holden Hall

My thanks for your time and effort in this project. It is sincerely appreciated.

Laurel McCluskie

Laurel McCluskie

† † † † † † † † †

FEEDBACK SHEET

Time it took you to complete the questionnaire: _____

Comments (general or item-specific):

_____

_____

_____

_____

_____

_____

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_____

(Comments continued...)

Again, my thanks.

I. BACKGROUND DATA: *

1. Age: (please check)

a. 18 or younger ___
b. 19 or 20 ___
c. 21 or 22 ___
d. 23 or 24 ___
e. 25 or 26 ___
f. 27 or 28 ___
g. 29 or older ___

2. Sex: (please check)

a. female ___
b. male ___

3. Ethnicity/Race: (please check)

a. Caucasion ___
b. Black ___
c. Hispanic ___
d. Oriental ___
e. Other ___ _____ (specify)

4. Class standing: (please check)

a. freshman ___
b. sophomore ___
c. junior ___
d. senior ___
e. graduate ___
f. other ___

5. Current residence: (please check)

a. on-campus housing ___
b. off-campus housing ___
c. other ___ _____ (specify)

6. Your parents'/guardians/ employment: (please check all that apply)

	Mother	Father
a. No paid employment	_____	_____
b. Part-time employment	_____	_____
c. Full-time employment	_____	_____

7. Nature of employment: (please check all that apply)

	Mother	Father
a. Professional	_____	_____
b. Managerial	_____	_____
c. Skilled	_____	_____
d. Semi-skilled	_____	_____
e. Unskilled	_____	_____

8. Highest level of education completed by your parents/guardians: (please check)

	Mother	Father
a. Grade school	_____	_____
b. Some high school	_____	_____
c. High school graduate	_____	_____
d. Training beyond high school	_____	_____
e. Some college	_____	_____
f. College graduate	_____	_____
g. Post graduate work	_____	_____

† † † † † † † † †

This investigation is concerned with the preferences that people have for persons whose profession it is to advise, counsel and help others with personal problems.

To better understand the preferences you hold for helping professionals, it might first be valuable to understand your early experiences of 'help-givers' within your family. In responding to the following questions, please try to recall situations as you were growing up when you were faced with important personal problems which were difficult for you to deal with alone. Please try, in particular, to recall those instances in which you turned to your parent(s), guardian or some other adult for assistance with those concerns.

10. When you had personal problems as you were growing up (ie. questions or situations which were difficult for you to deal with alone), who did you usually turn to for assistance: (please check one)

a.___my mother almost always
b.___my mother more often than my father
c.___my father almost always
d.___my father more often than my mother
e.___my mother and father equally often
f.___neither my mother nor my father. I turned to _____.

11. When you had personal problems, who did you WISH you could turn to for assistance? (this may or may not have been the same person(s) you actually did turn to)

a.___my mother almost always
b.___my mother more often than my father
c.___my father almost always
d.___my father more often than my mother
e.___my mother and father equally
f.___neither my mother nor my father. I wished I could turn to _____.

On the following items, please circle the letter on the scale which most clearly describes the strength of your preference for a particular quality in your WISHED-FOR parental helper.

For example. Would you have preferred that your parental helper:

	strongly preferred	*slightly preferred*	*neither*	*slightly preferred*	*strongly preferred*	
be introverted	A.....	B.....	C.....	(D).....	E	*extroverted*

The respondent in this example has circled 'D', indicating a slight preference for a parental helper who would be extroverted as opposed to introverted.

(Note: IF you believe your parental 'help-giver' was as helpful as possible, please rate their attributes on the following scales.)

The parent(s) or help-giver(s) that you WISHED you could turn to for assistance with problems (or DID turn to, if the same) would have been more helpful to you if they had:

	strongly preferred	slightly preferred	neither	slightly preferred	strongly preferred	
12. been passive	A.....	B.....	C.....	D.....	E	active
13. been objective	A.....	B.....	C.....	D.....	E	subjective
14. been rough	A.....	B.....	C.....	D.....	E	gentle
15. been emotional	A.....	B.....	C.....	D.....	E	unemotional
16. been unaggressive	A.....	B.....	C.....	D.....	E	aggressive
17. been tactful	A.....	B.....	C.....	D.....	E	blunt
18. been illogical	A.....	B.....	C.....	D.....	E	logical
19. been competitive	A.....	B.....	C.....	D.....	E	not competitive
20. been excitable	A.....	B.....	C.....	D.....	E	not excitable

	strongly preferred	slightly preferred	neither	slightly preferred	strongly preferred	
28. expressed tender feelings	A	B	C	D	E	not expressed tender feelings
29. been neat in habits	A	B	C	D	E	sloppy in habits
30. not been ambitious	A	B	C	D	E	ambitious
31. been kind	A	B	C	D	E	not kind
32. been submissive	A	B	C	D	E	dominant
33. been cold in relations with others	A	B	C	D	E	warm in relations with others
34. been interested in own appearance	A	B	C	D	E	uninterested in own appearance
35. been able to separate feelings from ideas	A	B	C	D	E	unable to separate feelings from ideas
36. feelings not easily hurt	A	B	C	D	E	feelings easily hurt
37. been aware of feelings of others	A	B	C	D	E	unaware of feelings of others

† † † † † † † † †

To further understand the preferences you hold for help-givers, please imagine yourself in the situation of having an important personal problem of some nature. Imagine that you (despite your best efforts) have been unable to solve this problem yourself. Consequently, you decide that you want to have help with it. Please assume that whatever person you ultimately choose to discuss your problem with will be a trained and experienced professional, qualified to help you resolve your difficulty.

Although you are asked to assume that the helper you choose will be competent, the many helping professionals (e.g. advisors, counselors, psychologists) you might choose from will vary widely in their individual characteristics and behavior. This study is interested in determining just which characteristics you would look for in a helper. What personal attributes in a helping professional are most important to you, as a potential client currently seeking assistance?

† † † † † † † † †

III. PROFESSIONAL HELP-GIVER:

Imagine that you are faced with an important personal problem. As you anticipate working through your problem with a helping professional:

38. Would you prefer that this helper be (please check just one)

a. ___ male
b. ___ female
c. ___ no preference at all. I would be equally satisfied with a male or female helper.

On the following items, please circle the letter on the scale which most clearly describes the strength of your preference for a particular quality in a helper. See Section II of this questionnaire for an example of using this rating procedure.

	strongly preferred	slightly preferred	neither	slightly preferred	strongly preferred	
44. be tactful	A	B	C	D	E	blunt
45. be illogical	A	B	C	D	E	logical
46. be competitive	A	B	C	D	E	not competitive
47. be excitable in a crisis	A	B	C	D	E	not excitable in a crisis
48. be talkative	A	B	C	D	E	not talkative
49. make decisions easily	A	B	C	D	E	nat make decisions easily
50. be quiet	A	B	C	D	E	loud
51. be home oriented	A	B	C	D	E	worldly
52. not act as a leader	A	B	C	D	E	act as a leader
53. be religious	A	B	C	D	E	not religious
54. be not self-confident	A	B	C	D	E	self-confident
55. express tender feelings	A	B	C	D	E	not express tender feelings
56. be neat in habits	A	B	C	D	E	sloppy in habits
57. not be ambitious	A	B	C	D	E	ambitious
58. be kind	A	B	C	D	E	not kind
59. be submissive	A	B	C	D	E	dominant
60. be cold in relations with others	A	B	C	D	E	warm in relations with others
61. be interested in own appearance	A	B	C	D	E	uninterested in own appearance
62. be able to separate feelings from ideas	A	B	C	D	E	unable to separate feelings from ideas
63. has feelings not not easily hurt	A	B	C	D	E	feelings easily hurt
64. be aware of feelings of others	A	B	C	D	E	unaware of feelings of others

65. In general, how confident did you feel in selecting your preferences on the above items: (please check one)

a.___confident in all selections
b.___confident in most selections
c.___confident in about 50% of my selections
d.___not very confident in most selections
e.___not confident in any of my selections

66. Did you have a real person in mind as you indicated your preferences: (please check one)

a.___yes. If yes, who? _____
(ie. parent, friend, minister, counselor...)
b.___no. I was thinking of an imaginary person.

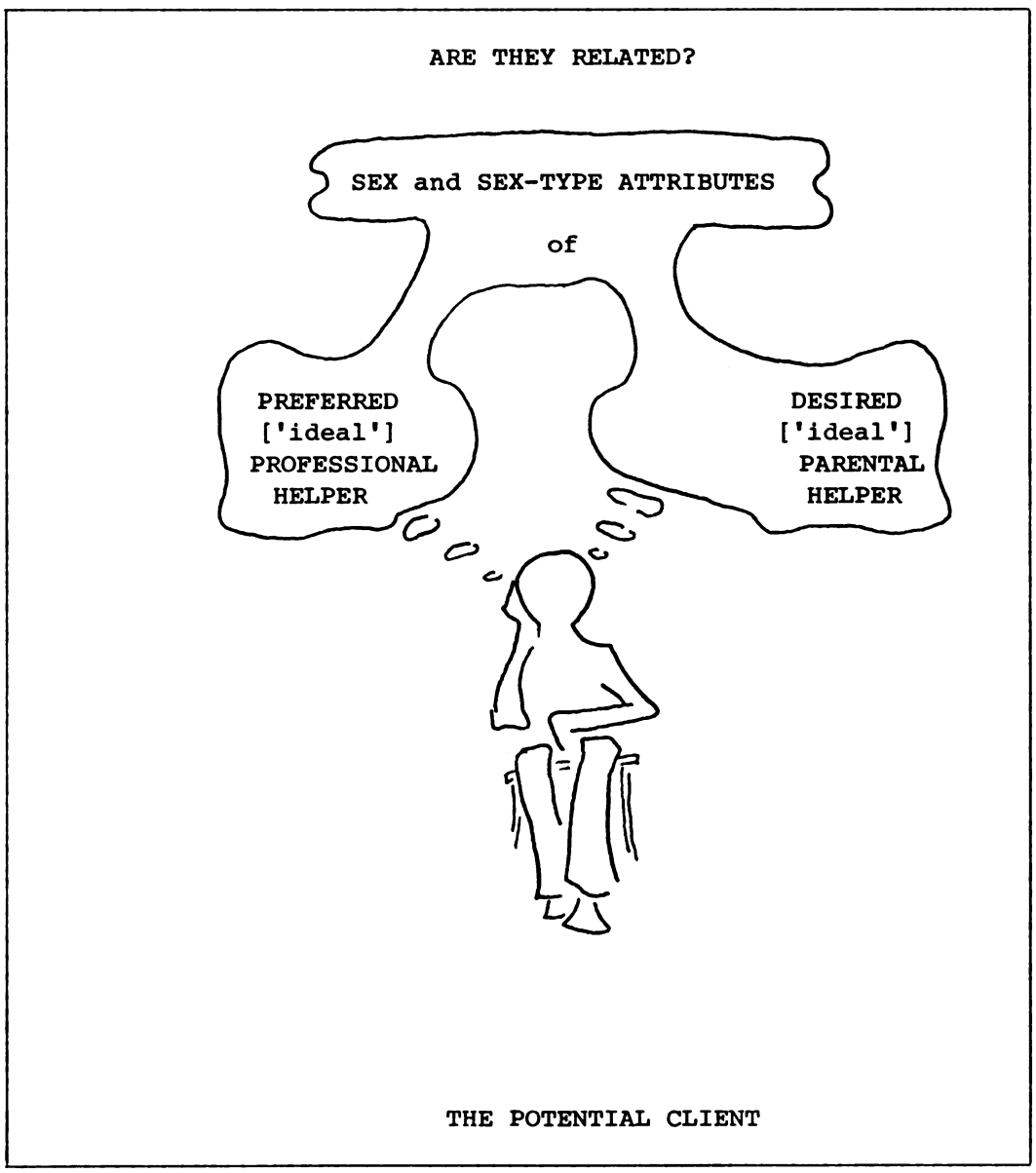
APPENDIX F

APPENDIX F.

OUTLINE OF ORAL PRESENTATION:

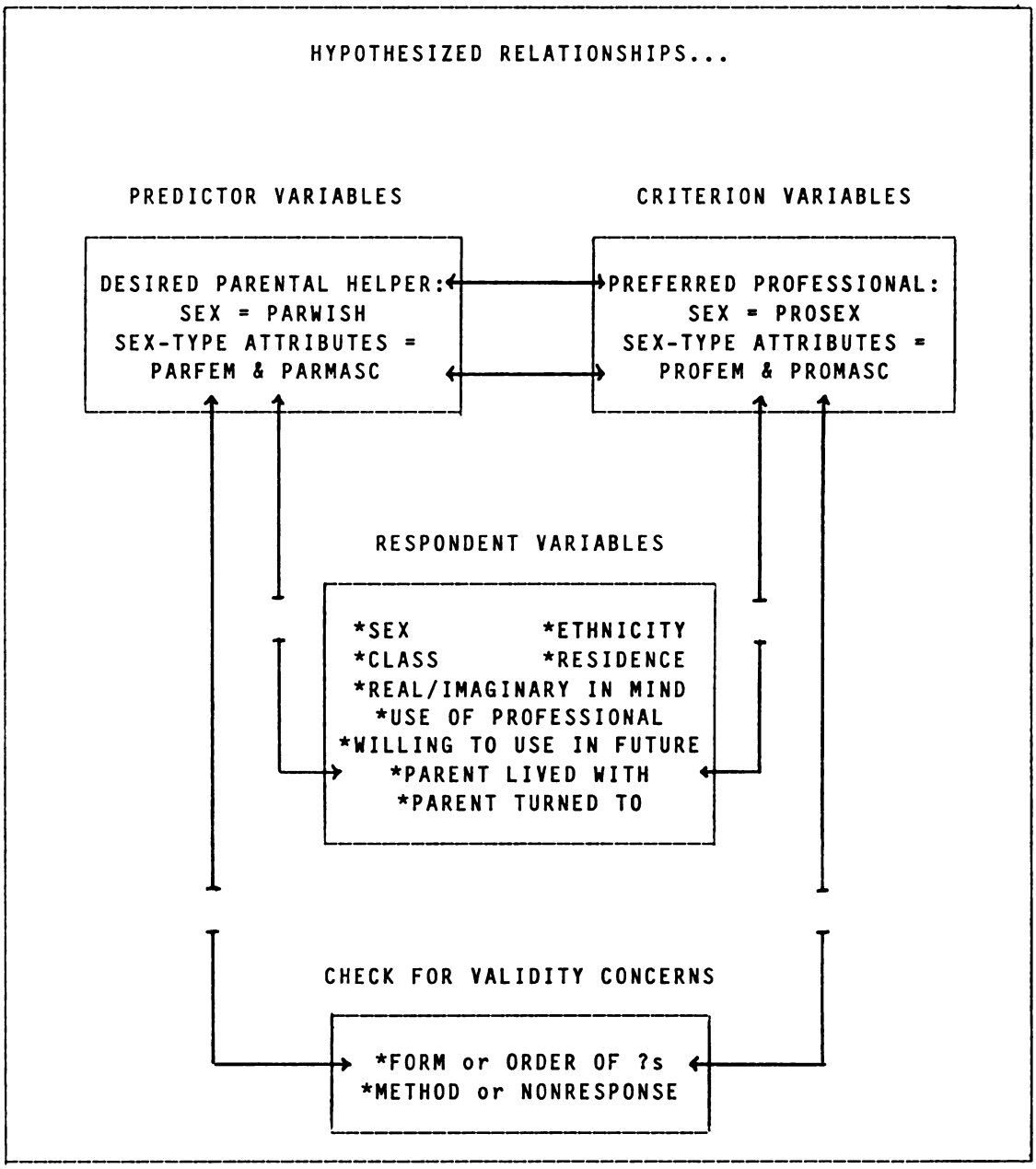
Seven charts were used as visual aids during an oral presentation of this study. These charts summarize the major points of the study.

CHART I. ORAL PRESENTATION



APPENDIX F. [CONT.]

CHART II. ORAL PRESENTATION



APPENDIX F. [CONT.]

CHART III. ORAL PRESENTATION

ANALYSIS:	TO EXAMINE:
DESCRIPTIVE	* distribution of ALL RESEARCH VARIABLES * response to OPEN-ENDED QUESTION
BIVARIATE CORRELATION	* Ho IV: PARFEM-PARMASC related to PROFEM-PROMASC
MULTIPLE REGRESSION	* Ho II: PARWISH related to PROFEM-PROMASC * Ho VI: PARWISH-PARFEM-PARMASC related to PROFEM-PROMASC * Ho A: and ALL RESPONDENT VARIABLES * Ho B: and FORM VARIABLE * Ho C: and METHOD VARIABLE
DISCRIMINANT	* Ho I: PROSEX distinguished by PARWISH * Ho III: PROSEX distinguished by PARFEM-PARMASC * Ho V: PROSEX distinguished by PARWISH-PARFEM-PARMASC * Ho A: and ALL RESPONDENT VARIABLES * Ho B: and FORM VARIABLE * Ho C: and METHOD VARIABLE

APPENDIX F. [CONT.]

CHART IV. ORAL PRESENTATION

CONCLUSIONS ABOUT: THE PREFERRED SEX OF PROFESSIONAL [PROSEX].

[1]	PROSEX +female +male +no pref	is distinguished by	PARWISH PARFEM PARMASC.
	BUT...		
[2]	PROSEX +female +male +no pref	most effectively distinguished by	PARWISH-PARFEM-PARMASC.
[3]	PROSEX +female +male +no pref	is most efficiently distinguished by	PARFEM-PARMASC.
[4]	PROSEX	is not 'volunteered' as a descriptor.	

APPENDIX F. [CONT.]

CHART V. ORAL PRESENTATION

CONCLUSIONS ABOUT:	THE PREFERRED SEX-TYPE ATTRIBUTES OF PROFESSIONAL [PROFEM & PROMASC].		
[1]	PARWISH	is related to	PROFEM-PROMASC.
[2]	PARFEM	is positively related to	PROFEM.
	PARMASC	is positively related to	PROMASC.
	and		
	PARFEM	is negatively related to	PROMASC.
	PARMASC	is negatively related to	PROFEM.
[3]	PARWISH & PARFEM & PARMASC	are related to	PROFEM-PROMASC.
[4]	PARWISH	is not related to when control for	PROFEM-PROMASC. PARFEM & PARMASC.
[5]	PROFEM-PROMASC	are 'volunteered' as descriptors.	

APPENDIX F. [CONT.]

CHART VI. ORAL PRESENTATION

CONCLUSIONS ABOUT: THE FORM OF QUESTIONNAIRE.

[1] PROSEX is not distinguished by FORM.
+female
+male
+no pref

[2] FORM is related to PROFEM-PROMASC

BUT...
limited to statistical vs. meaningful significance.

[3] RESPONSES ARE NOT A FUNCTION OF QUESTION ORDER.

CONCLUSIONS ABOUT: THE METHOD OF SOLICITING RESPONSE.

[1] METHOD is not related to PROFEM-PROMASC.

[2] PROSEX is distinguished by METHOD
+female
+male
+no pref

BUT...
limited to statistical vs. meaningful significance.

[3] NONRESPONDENTS ARE NOT DIFFERENT FROM RESPONDENTS.

APPENDIX F. [CONT.]

CHART VII. ORAL PRESENTATION

CONCLUSIONS ABOUT: RESPONDENT VARIABLES.

[1] RESPONDENT VARIABLES are more influential WHEN...

PROSEX distinguished by PARWISH vs. PARFEM-PARMASC.
PARFEM related to PROMASC vs. PARFEM related to PROFEM
PARMASC related to PROFEM vs. PARMASC related to PROMASC.

[2] NO SINGLE RESPONDENT VARIABLE exerts a substantial systematic effect ON RELATIONSHIPS.

[3] CONSIDERED JOINTLY, 9 RESPONDENT VARIABLES exert little moderating influence ON RELATIONSHIPS.

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