This is to certify that the

thesis entitled
COMPARATIVE ANALYSIS OF COUNSELOR
RESPONSE TO MARRIED AND SINGLE BLACK
FEMALE PARENTS IN TERMS OF ACCEPTANCE,
EFFECTIVE PARENTING, AND THE NEED
FOR FURTHER COUNSELING
presented by

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has been accepted towards fulfillment
of the requirements for

___PH.D.___ degree in COUNSELING, PER. SERV. &
ED. PSY.

Major professor

Date___3-24-78___

O-7639

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By

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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Personnel Services, and
Educational Psychology

1978

ABSTRACT

COMPARATIVE ANALYSIS OF
COUNSELOR RESPONSE TO MARRIED AND SINGLE
BLACK FEMALE PARENTS IN TERMS OF ACCEPTANCE,
EFFECTIVE PARENTING, AND THE NEED FOR
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The purpose of this study was to investigate the effects of family structure, black two-parent family, and black female-headed single-parent family on the perceptions of school counselors. The effects of family structure upon responses to audiotaped counseling simulations was examined.

The issue of major concern in this study was whether counselors would respond differently to married black female parents than to single black female parents. The literature supports the proposition that negative views exist about black families. These views are particularly negative when referring to black female-headed single-parent families. This family group is viewed as being not only different but also deficit in nature. It is perceived by others, professionals and the general community, as being pathological and incapable of producing effective children.

The validity of this presumed different treatment

afforded black female single parents needed to be tested.
It also needed to be tested in terms of school counselors'
responses to this family group since increasing numbers of
single parent family members were coming into contact with
schools. In order to do this, four audio stimulus tapes,
approximately 5-7 minutes in length, were developed. The
tapes presented a black female parent discussing her situa-
tion with a counselor. Two tapes were made of each situa-
tion with the parents' marital status being manipulated;
married in one instance, and single in the other, while the
circumstances were kept constant.

The sample consisted of 38 volunteer practicing school
counselors as well as other individuals trained in counseling
but who were functioning in other school capacities in the
Milwaukee Public School System. The counselors were random-
ly placed in two groups. Each group of counselors heard two
audiotapes of approximately 5-7 minutes in length. The
tapes, developed specifically for this study, involved a
parent talking to a counselor. Each group of counselors
heard one married black female parent and one black female
single parent. Counselors in group I were told that the
first parent was married and the second parent was a single
parent. Counselors in Group II heard the same two parents;
however, the marital status was manipulated and they were
told that the first parent was single and the second parent
was married. After hearing each tape the subjects were

asked to record their responses on the three evaluative instruments.

Measures of three independent variables were used in this study. The instruments used--Acceptance, Effective Parenting, and Need for Further Counseling--were developed by the investigator for this study. The Acceptance and Effective Parenting Scales were instruments consisting of 15 statements each measuring counselor acceptance of the client and the counselor's assessment of the client's ability to engage in effective parenting respectively. In making their choices, the counselors utilized a Likert-type scale of 1-6 ranging from "strongly disagree" to "strongly agree". The need for further counseling scale devised to determine the degree of assistance the helper believed the parent needed, if any, was a one choice scale. The options ranged from "no need" to "definite long term psychotherapy" on a seven-point Likert-type scale.

It was hypothesized that counselors would assign higher acceptance scores to married black female parents than to single black female parents. A second hypothesis stated that the parenting skills of married black female parents are at a higher level than those of black female single parents. The third hypothesis predicted that the counselors would more frequently recommend black single parents for further counseling than they would recommend black married female parents.

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A repeated measures analysis of variance techniques was used to analyze the data. The analysis of the data used to test the primary hypothesis yielded significant results at and beyond the .05 level of significance in all three. The counselors viewed the married black females as being significantly more acceptable as a person, significantly more effective as parents, and in need of significantly less additional counseling than the black female single parents. Subsequent analysis of the data using age, sex, and years of counseling experience as independent variables reflected the repeated measures differences yielded in the analysis of the data supporting the primary hypothesis.

The analysis of the data using counselor experience as the independent variable showed significant differences between experienced and inexperienced counselors at the .05 level of significance on the acceptance measure and significant differences between the counselors' responses at the .001 level of significance on the need for further counseling measure. Significant experience by repeated measure interaction effects at the .05 level were yielded on the effective parenting measure. Interaction effects significant at the .001 level of significance were yielded on the need for further counseling measure.

ACKNOWLEDGEMENTS

To Karen and Michelle

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INTRODUCTION AND REVIEW OF LITERATURE

Introduction

The number of female-headed single-parent families has increased dramatically during the last two decades. Black female single parents head an increasing number of these families. A black female single-parent family can be defined as a black female parent living alone with her children for one of the following reasons: (a) is single due to divorce, (b) has never been married, (c) is a widow, (d) is formally or informally separated, (e) is alone because the partner is absent from the home due to imprisonment or em-employment for unusually lengthy periods of time.

Since 1955 female-headed single-parent families increased by 2.4 million families to 6.6 million in 1973 (U.S. Bureau of the Census). Black female single-parent families accounted for 1 million of 44% of this increase, raising their total to 1,822,000 black female-headed families in the 1973 U.S. Census. This total represents 27% of all single-parent families (U.S. Bureau of the Census).

The percentage of female family heads 55 years of age and above decreased from 41% in 1960 to 32% in 1973. The

number of female family heads under 30 years of age in-
creased from approximately 10% in 1960 to approximately 19%
in 1973 (U.S. Bureau of the Census). An examination of
these figures reveals that in 1973 49% of female family
heads were between the ages of 30 and 54. It is within this
age bracket that one is likely to find the largest concen-
tration of families with school age children.

In 1973 the number of black children under 18 years
of age living only with their mother increased to 38%. This
is the highest percentage ever recorded. The increase in the
number of black female, single-parent families, as well as
the increase in the number of children living in these family
groups has had a tremendous impact on various institutions in
society. Staples (1974) speculates that by 1980 over 50% of
all black families will be headed by black females. If time
proves this speculation to be correct, then the impact on
social, economic, and political institutions will be greatly
increased.

Impact on Schools

One institution that will feel the impact of these
families is the public school system. Due to the increase
in single-parent families, schools are exposed to a greater
number of these families than ever before. Zwack (1973)
states that, because of the increasing number of children
from single-parent families entering the public school, the
stereotype of the nuclear family, as presented in most

children's literature and reinforced by classroom teachers, is becoming less relevant to the real life situation of many students.

Need for Study

Because of the prevailing negative societal attitudes, there have been discrepancies in the treatment afforded single-parent families as compared to two-parent families. The delivery of services to single-parent families from various institutions, including the public schools, has been lacking. The lack of supportive services, as well as the negative views of these family groups, is the result of their deviation from the two-parent societal norm. No empirical investigation exists on how school counselors might respond to family members in black female, single-parent families as opposed to two-parent families in the helping relationship. This study will concern itself with the black female, single-parent family unit, with the specific focus of counselor response to the black female as a single parent or married parent. As black female single-parent families increase in numbers, it is important to examine school counselors' responses to them because of the professional role in which the counselors interact with clients from these families. Empirical evidence is needed to determine if, and to what extent, counselor stereotypes influence their decisions in reference to single-parent family members.

Purpose

The purpose of this study was to investigate whether family structure has any effect on how counselors view family members in the counseling relationships. Specifically, the study had a three-fold purpose. First, the study demonstrated that differing black client family structure effects the way in which counselors respond to selected married and single, female parents in terms of counselor acceptance. Second, it demonstrated that differing black client family structure effected the way in which counselors assess the client's effectiveness as a parent. The last purpose of the study was to demonstrate that differing black client family structure effected the way in which counselors determine the client's need for further counseling.

Thomas' Study

The format for this investigation is based on a similar design used by Thomas (1967) in his study examining counselor responses to conforming and deviate vocational goals of female clients. Thomas used 62 male and female counselors as subjects and assessed their perceptions of female clients who purported to hold a traditionally masculine and feminine vocational goal in terms of acceptance, appropriateness of vocational goal and need for further counseling.

Each client was heard by one treatment group as holding a traditionally feminine vocational goal and by

another treatment group as holding a traditionally masculine vocational goal. After hearing the tapes, the counselors performed four descriptive and evaluative tasks aimed at measuring counselor acceptance, appropriateness of the purported vocational goal for the client, and the need for further counseling. The counselors also suggested two additional vocational goals which they felt the clients might consider.

From his finding Thomas concluded that female counselors gave greater acceptance to all clients than did male counselors regardless of the purported vocational goal. Traditionally, feminine vocational goals were perceived as more appropriate than were traditionally masculine vocational goals. Significantly more masculine vocational goals were suggested for clients originally purported to hold masculine goals than for clients originally purported to hold femine goals. It was concluded that counselors were influenced by the cultural tradition when appraising vocational goals for female clients. This conclusion has a direct bearing on the theoretical foundation for this study. The notion that counselors are influenced by the cultural norm is a basis for this research.

Review Of The Literature

Views Of Black Families By Social Scientists

Black families have historically been a source of great interest to social scientists and numerous other

researchers. (English, 1974; Jackson, 1974, 1973; Staples, 1974). This interest grew because of the view of some investigators that black families were not only different, but deficit when compared with white families (Billingsley, 1968). This particular approach to studying black families has resulted in numerous controversial studies on various aspects surrounding black family life. On the one hand, black families are stereotyped as being a homogeneous group exhibiting a common disorganized way of life (Moynihan, 1965). However, there is an opposing view that depicts the black family as a very resilient, adaptive unit that has been able to survive in a society that has imposed tremendous pressures on it in the form of racism and discrimination (Billingsley, 1968; Hill, 1972; Staples, 1974).

This familiar stereotype of black families hypothesizes that black women have inordinate power within black families. This power causes them to dominate their families, emasculate their husbands, and rear deviant children, particularly the male children. This view, often called the matriarchal myth, is aimed at black women only and is applied to black families whether the husband is present or absent from the home. This myth, and its negative assumptions, takes on an even greater significance when one considers that Moynihan cited the increasing numbers of female single-parent families as one of the prime indicators of black family disorganization.

The Moynihan study came under intense criticism from
many sources. (Billingsley, 1968; English, 1974, Hill, 1972;
Jackson, 1972; Ladner, 1971, Mack, 1971; Pettigrew, 1974;
Staples, 1971, 1974a, 1974b). Staples suggests that the
study, with its incorrect analysis and faulty racist assump-
tions, was deliberately released by the government at a time
when black people were beginning to indict institutional
racism and served to place blacks on the defensive by divert-
ing their energies from this task to responding to Moynihan's
charges. The study implies that black men are emasculated
and passive in their homes. However, no empirical evidence
exists showing that black men who leave their wives do so be-
cause they were unable to play a dominant role (Ten-Houten,
1970). Browning and Toby (1967), in reviewing the study,
state that there is no justification for describing black
families as pathological on the grounds that there is no
husband present in the home. Family units in which the hus-
band is present may be unhappy and disorganized and family
units in which the husband is absent may be happy and well-
organized.

One of the unfortunate consequences of the Moynihan
study is that it served to stimulate similar analysis by other
white students of the black family. Elikowitz and Schoflander
(1969) go considerably beyond the Moynihan picture of dis-
integrating black family life by asserting, without quali-
fication, that love, warmth, hygiene, education, and family

stability are absent for most Negroes. They add that "booze, gambling, drugs, and prostitution are the inevitable result of the absence of a stable family institution". In referring to the "Negro ghetto non-family," they state:

> It is our own belief that there are practically
> no plusses in Negro ghetto culture. We see
> nothing but bitterness and despair, hopeless-
> ness, rootlessness, and all of the symptoms
> of social disintegration in the poor speech,
> poor hygiene, poor education, and the lack
> of security resulting from a non-family back-
> ground in which the stabilizing paternal factor
> is absent and where there is no stable insti-
> tution to substitute for the family.

This view of black families, which perpetuates Moynihan's incorrect analysis, has been thoroughly discredited by more careful social analysis (Billingsley, 1969; English, 1974; Herzog, 1967; Hill, 1972; Staples, 1974a, 1974b).

The basic weakness in the Moynihan study and similar analysis of black families is the one-sided presentation of the consequences of segregation and discrimination. The chief fault in Moynihan's analysis of family functioning in the black community lies in his reversal of the cause-and-effect relationship between the black family and society, and in ignoring the forces of institutionalized racism. Analysis of this kind, made from the narrow perspective of white liberal conformity, ignores the variety and complexity of black families while concentrating on their negative features. Moreover, the existence of a black subculture and the strengths of the black community and the black

family that have enabled black people to survive in a hostile environment for more than three hundred years is ignored. Billingsley (1968) states that the black family unit should not be viewed as a tangle of pathology but as a viable, resilient mechanism that has shown a remarkable ability to take the barest shred of opportunity and turn it into a special capital of stability and achievement.

The Matriarchy

Black female family heads, burdened by the matriarchal myth, have been charged with rearing children who are incapable of successful school achievement and subsequent vocational development. This parental incapability is viewed as producing negative effects on the healthy emotional and personality development of their children (Staples, 1974; Jackson, 1973). Long the dominant view in social science literature, this matriarchal concept has come under sharp scrutiny and strong challenge by a number of investigators (Jackson, 1972; Ladner, 1971; Mack, 1971; Rosenfield, & Rosenstein, 1973; Staples, 1971, 1974a, 1974b). Ten-Houten (1970) in responding to this myth points out:

> The notion of the black female as matriarchial
> is a popular stereotype used to simplistically
> explain a variety of psychological and social
> phenomena from purported male emasculation to
> unequality of opportunity. However, the weight
> of existing evidence suggests that this stereotype
> of social psychological patterns of matriarchy
> and pathology peculiar to the black family is
> far from empirical fact.

A number of writers point to the fact that black female, single-parent families receive more criticism than white single-parent families (Ladner, 1974; Jackson, 1972; Staples, 1971; Billingsley, 1968).

In responding to the charge that being reared in a single-parent family is a threat to the black male child's masculinity, Staples (1971) states that seldom is there a home where adult males are completely absent. Friends or relatives, even if they do not share a central family role, can provide models. The child can use them as a source of identification of masculine behavior. Men are not the only ones who can teach boys about masculinity. Sex roles can be learned by internalizing the culturally determined expectations of these roles. Through the cultures' highly developed system of rewards for typical male behavior and punishment for signs of feminity, the black male child learns to identify with the culturally defined stereotype role of the male. Stereotypic views of black families, such as the matriarchal myth, have survived over the years and continue to be used to describe these families. This myth has been perpetuated by the failure of many writers to distinguish between the terms "strong" and "dominant". While black women have needed to be strong in order for black families to survive, they have not necessarily been dominant (Ladner, 1971).

Unfortunately, examinations and analyses of black families by well-educated, well-meaning investigators are

often based more on their own perspectives and prejudices
than on the realities and complexities of life in the black
community. The continuation of the white middle class out-
sider perspective, born out of a combination of ignorance
and arrogance, only obscures the realities of black families
(Billingsley, 1968).

Factors Influencing The Growth of Black Female Single Parent Families

In 1973 black females headed 35 per cent of all black
families (U.S. Bureau of the Census, 1975). There are several
reasons for the rise in the number of black female single-
parent families. As is the case in the larger population, the
increase in the rate of divorce and separation has had a
strong influence on the growth of black female single-parent
families (Staples, 1974a). The more accepting attitude by
some segments of the population to the idea of women bearing
children outside of a legal marriage has facilitated an
increase in the number of black women making this decision.
On the very practical level, an important contributing fac-
tor to the high number of black female single-parent fami-
lies is the high black female-to-male ratio. The number of
unmarried black females greatly exceeds the number of un-
married black males. (Jackson, 1974; Staples, 1974). The
high number of black male casualties in the Vietnam war
along with the disproportionate number of black males in-
carcerated in the nation's prisons contribute to the lack of
available black males,

If Staples' (1974) prediction that by 1980 the majority
of black families will be headed by a woman becomes a reality,
then an accompanying change in society's attitudes towards
single-parent families in general and black female single-
parent families, in particular, is imperative.

Views Of Black Female Single Parent Families

Black female single-parent families are perceived
and reacted to against a background of beliefs and assump-
tions about prevailing family norms (Herzog & Sudia, 1973;
Billingsley, 1968). The accepted norm is the monogamous
two-parent, father-headed family. Any radical departure
from this norm carries penalties, the majority of which are
the result of this deviation. One of the penalties can be
seen in the prevailing notion in society to view the single-
parent family as inherently pathological when comparing it
to the two-parent family (Jackson, 1974; Schlessinger, 1971).
A consequence of this view is the absence of mention of
single-parent families in textbooks, college courses on
family life-education,and in the formation of research
questions about family life (Staples, 1974; Herzog & Sudia,
1973).

Effects Of Single Parent Status On Academic Achievement

A primary question raised in reference to single-
parent families concerns the effect of this family structure
upon the academic achievement of children. Our culture
rewards the highly motivated individual who proves to be

capable in challenging situations. When individuals fail to achieve academically, society looks to pinpoint reasons for this failure. Single-parent family status, with its deviation from the two-parent family norm, has in many cases been blamed for any lack of academic achievement by its members.

Developmentally, achievement-oriented behaviors can be traced to the development of a healthy mother-child relationship (e.g., Bell, 1968; McCelland, 1961). The degree of attachment between the parents and their children acquaint the child with achievement-oriented situations when he/she begins school and work-world experiences.

Frazier (1950) states that the school is the most important institution in the community that the child will interact with:

> "...in providing the knowledge and skills
> the public school operates on the assumption
> that it is possible to establish a certain
> routine and discipline among students...(which)
> ...is determined by the cultural background of
> the students." (p.275)

The family serves as the first and most important institution that fosters discipline in its members. This discipline creates an atmosphere of learning that enables school officials (i.e. teachers and counselors) to better develop the child's interests and skills.

Rao (1970) has suggested that a definition of achievement must incorporate a comparative aspect. The child must be compared by some valid baseline. Achievement operates as

the motivation, interests, attitudes, and abilities of the student that affect the ways in which that achievement is attained. Skills that a child is proficient and interested in would seem to facilitate his academic achievement-oriented events. The question arises as to what aspects of the child's background seem most influential in fostering his academic achievement.

Rockwell (1972) suggests that nine variables seem to affect the child's academic performance:

1. Marital status of parents

2. Education of mother

3. Education of father

4. Teacher predictions

5. Sex of child

6. Race of child

7. Intelligence

8. Degree of cultural handicap

9. Reading readiness.

Several studies suggest that family relationships affect the child's academic achievement (Drew & Teahan, 1957; Kent & Davis, 1957; Rosen & D'Andrade, 1959). May (1970) suggests that poor family relationships affect the academic performance of the children. May categorizes families as Group I (inadequately performing children's families) and Group II (adequately performing) on the basis of interpersonal

interviews with various members of each family. Group II
families tend to be more supportive of each other in decision-
making situations than Group I families. Group I families
seem to have more conflict and distant relations than Group
II families. May concludes that academic achievement is
best examined through inter-familial interactions.

Kakkar (1970) found a decrease in the child's I.Q.
and scholastic achievement (i.e., grades) with increased
parental conflict and differences in attitude. Certain
trends in the literature suggest that more conflict and tension
exists in the parent-absent than in a parent-present situation.

Studies that examine the effects of parental absence
on the child's subsequent academic performance have been
inconsistent in their conclusions as to the debilitating
effects of the absence. For example, Mackie, Maxwell, and
Rafferty (1967) found children from father-present homes
had higher I.Q.'s than children from father-absent homes.
Mackie et al. (1967) concluded that father-presence has a
greater effect than the economic status of the family on
the child's development.

Kriesberg (1969) found husbandless mothers were more
concerned about their children's academic performance. Landy
et al. (1969) found that father-absence (defined as a father
who worked the night shift) seemed to affect the achievement
scores of girls more so than that of boys.

It seems that a significant number of studies in this area focus on the effects of "broken homes" on the child's later behaviors or performance, such as College Entrance Examination Scores (e.g., Carlsmith, 1962; Rosenberg, Landy, & Stutton-Smith, 1969). Rosenberg, Landy, and Sutton-Smith (1969) suggest the ACE College Entrance scores indicated that father-absent children had lower scores than the father-present children. This longitudinal study found no significant results for the length of separation, but the age at which the father left was found to be a significant factor, with younger (three to five years) children being more affected.

Carlsmith (1962) found that father-absent boys have different aptitude scores on the College Boards than father-present boys. The relevant literature seems to suggest that females are superior to males in verbal areas, whereas males tend to be superior to females in quantitative areas. Carlsmith's sample consisted of Harvard students from broken homes. The importance of this study suggests that the degree by absence (Rosenfeld & Rosenstein, 1973) may directly influence approach to problem solving, but may not be reflected in any particular test.

Several studies suggest that school achievement scores are much more closely related to race and income than to family status, especially in low income groups (Tabler et al., 1966; Coleman, 1966). Tabler, Hixon and Collins (1966) re-analyzed the Coleman (1966) data and found no

significant relation between children from father-absent homes and those from father-present homes when controlling for racial differences. Coleman (1966) suggests that the critical element is not the father's absence itself, but rather a complex interaction between inter- and intra-familial settings, economic, and community factors. Therefore, it seems unlikely that father's absence alone would result in poorer school adjustment if relevant variables (including types of fatherlessness and SES) were adequately controlled.

In a related study, Siegmann (1966) examined father-absence effects for first-year law students on self-report measures of anti-social behaviors such as parental disobedience and property destruction. Vroegh (1973) and several other studies suggest that parental variables, such as father-absence and the lack of the father's participation in childrearing activities, seem to result in lower academic achievement in boys and girls (e.g., Anastasiow, 1965; Blanchard & Biller, 1971; Deutsch & Brown, 1964; Hetherington & Deur, 1971; Shaw & White, 1965). Vroegh (1973) concludes that in father-absent situations where the mother has more resources (i.e., higher income) she offers more opportunities to find a father "surrogate" for the child.

In general, the effects of father-absence on the child's academic achievement must be examined more critically and with multiple measures to insure the reliability of the

relationship. As mentioned earlier, the crux of these effects cannot be examined without a thorough assessment of the general family climate. The absence of a father from the home is not in and of itself an indicator of low school achievement.

Counselor Role

The role of the school counselor has emerged gradually over a period of years prior to the development of a strong professional organization and its definition of the appropriate counselor role (Wrenn 1957). A consequence of this situation has been that school counselors have accepted and perhaps even enjoyed duties that professional counselors would not accept. Tasks ranging from lunchroom monitor to disciplinarian to highly-skilled helper have fallen on the shoulders of the school counselor. This wide variance in the role a counselor must play is a reflection of the lack of counselor input into counselor role definition (Ohlsen, 1974.)

In many settings counselors, often those lacking professional preparation, perceive the counselor as a special teacher with no real need for affiliation with professional counselors (Ohlsen, 1974). Professional counselors disagree, contending that although school counselors are educators, they perform specialized services that require knowledge and skills different from that of even a very good teacher (Ohlsen, 1974). For job satisfaction as well as for counseling effectiveness, counselors must be able to define and implement their own professional role (Hansen, 1968; Mendelson, 1967; and Ohlsen, 1967a).

Central to most tasks that counselors are called up-on to perform is the idea of providing services beneficial to the welfare of the student (Fullmer & Bernard, 1972). The counselor seeks to understand student concerns, to achieve better understanding of student differences and problems, and to encourage and maintain optimal conditions for pupil growth and development (Ohlsen, 1974). While most counselors are committed to the ideal of promoting these optimal conditions for student growth; they are often hindered by a lack of time to involve themselves in activities they deem most important. Tennyson (1958) found discrepancies between the percentage of time school counselors felt they should be spending on crucial activities. While in various settings counselors become in-volved in varied duties, there is general agreement that in most schools the counselors' primary functions should be counseling and consulting with students, and consulting with teachers, parents, and others in the community (Fullmer & Bernard, 1972). Consulting is a natural role for profession-al counselors because of their skills in facilitating commun-ication and their understanding of the dynamics of interper-sonal relations (Fullmer & Bernard, 1972).

Counselor Bias

Most counselor training programs adhere to the theo-retical concept of the equality and dignity of each individual (Shertzer & Stone, 1968). The client's race, religion, or sex should not influence, either positively or negatively, the

counselor's behaviors. However, on a practical level this concept is often threatened. Counselors, as members of the larger society, are influenced by the beliefs and stereotypes about individuals or groups existing in the larger society.

The counselor is available to serve the best interests of the client. However, counselor bias can prevent this from occurring. Counselor bias is defined as an opinion, either favorable or unfavorable, which is formed without adequate reasons and is based upon what the bias holder assumes to be appropriate for the individual or group in question (Schlossberg & Pietrofesa, 1973).

In psychological research, classroom teaching, and counseling, evidence exists to suggest that the preconceptions of the helper may influence his/her behavior and increase the probability that the outcome will be in line with his/her expectations. Rosenthal (1968) demonstrated this to be true in his expectancy research with classroom teachers. Research has found that counselors reflect a sexist and racist bias in their counseling (Oliver, 1975). Pietrofesa and Schlossberg (1970) found that both men and women practicum students showed negative bias toward a female client who was considering a non-traditional occupational field. Thomas and Stewart (1971) found similar results in a study utilizing secondary school counselors. In both studies female counselors exhibited as much bias towards other females as did their male counterparts.

Broverman (1972) studied whether or not clinical judgments about the characteristics of healthy individuals would differ as a function of the sex of the person judged and whether these differences in clinical judgments would cause sex role stereotyping. The results indicated that clinicians considered traits characterizing healthy adults as being more typical of men than of women, with female clinicians showing as much bias as men. Garfield, Pollack, and Weiss (1973) in their research demonstrated that counselors' preconceptions about their clients can influence their decisions. Utilizing female counselors, the investigators provided the two groups of counselors with identical descriptions of a hypothetical case involving a student presenting behavior problems. One group of counselors was told that the student was from a family in the high socio-economic group while the other group was told that the student was from a family in the low socio-economic group. The counselors were asked to rate the severity of the problem, give a diagnosis, and to make management recommendations to the teacher and parents. Results indicated that social class is a significant factor in influencing expectations and behavior of those in the helping profession.

A number of writers have expressed their concern about counselor bias towards black clients (Bell, 1971; Gunnings, 1971; Kirkland & Williams, 1971; Mitchell, 1971). Gunnings (1971) places the responsibility for counselor bias, when dealing with black clients, upon counselor training programs which fail to address themselves to the

real needs of counselors who will eventually work with black

populations. Bell (1971) feels that the counselor, black or

white, is likely to function as a culturally deprived person

with black clients if he has come through a traditional coun-

selor training program. The problem of counselor bias towards

black clients is not limited to white counselors, Bell (1971)

states:

> Some white psychologists, although in a quandary
> with regard to how to equip themselves to work with
> blacks, learn to recognize the enormous gulf
> between themselves and their black clients. The
> black psychologist, with similar training ex-
> periences frequently deludes himself into think-
> ing that he can automatically make the transition
> from academic studies to working in the black
> community. Often not realizing the extent of his
> own cultural deprivation concerning his formerly
> familiar community, the freshly trained black
> psychologist naively goes about making the same
> errors with black clients as do his white
> colleagues.

Black clients have expressed the view that counselors are

biased in their attitudes and subsequent behaviors with black

people (Gunnings, 1971; Gunnings & Simpkins, 1972; Russell,

1970; Williams, 1970).

Black counselors, in particular, must examine their

counseling behavior in relation to black clients in schools

and/or clinical settings. With the increasing number of

black female single-parent family members coming in contact

with schools, and with the continuing growth in the number of

these families, there is a definite need to assess counselor

bias in relation to this particular group.

Summary

This study is based on the specific need to assess counselor bias when dealing with black female single-parent families. Are counselors' decisions about black female single-parent families influenced by preconceived expectations held by the counselors? Does the "self-fullfilling prophecy" phenomenon play a part in counselor decisions when dealing with these families? The literature reviewed supports the notion that negative views exist about black families in general and black single-parent families, in particular. The review demonstrates that racial and sex bias exists among counselors. The study is designed to test whether or not counselor bias exists in reference to black female single-parent families. The investigation is aimed at answering questions regarding whether or not the family structure, single-parent as opposed to two-parent, influenced counselor responses to these families in terms of counselor acceptance, counselor assessment of the client's ability to engage in effective parenting, and the counselor's decision about the need for further counseling for the client.

CHAPTER 2

EXPERIMENTAL DESIGN AND PROCEDURES

The experimental design is based on the major hypothesis that black school counselors will perceive black female single-parents differently from black female spouses from two-parent families in terms of acceptance, effectiveness as parents, and the need for further counseling. The counselors will perceive the black female single-parent as being less acceptable, less effective as a parent, and in need of more counseling than married black female parents.

To test this hypothesis, the following design was used. The basic outline of the design will be presented initially, followed by a more detailed discussion of each section.

1. Four stimulus tapes were developed using doctoral candidates roleplaying black female single and married parents. The investigator developed a basic script to serve as a guide in the making of the stimulus tapes. Several sessions were held with the role players rehearsing the scripts so that they might better integrate and adopt the developed roles.

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2. Practicing counselors in the inner city area
   of Milwaukee, Wisconsin, as well as those
   individuals trained in counseling but who were
   functioning in other school capacities in the
   Milwaukee school system, were used as subjects.
   The total number of 38 volunteer subjects were
   randomly assigned to two groups.

3. Each group of subjects heard two tapes of
   approximately 5-7 minutes in length each. The
   tapes involved a black female parent discussing
   family difficulties she was experiencing. Each
   tape was preceded by a taped introduction of
   the client providing the listener with basic
   demographic information about the client. Each
   counselor heard two clients: a black female
   single parent and a married black female parent.
   The first group of subjects heard client "A: as
   a single parent and client "B" as a married
   parent. The second group then heard client "B"
   as a single parent and client "A" as a married
   parent.

4. Following the playing of each taped vignette,
   the counselor performed three evaluative tasks:
   (a) Using a six-point Likert-type scale ranging
   from (1) "strongly disagree" to (6) "strongly

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agree" the counselor assessed the degree to which he/she felt accepting of the parent.

(b) Utilizing the same Likert-type scale, the counselor assessed the parent's effectiveness as a parent.

(c) Utilizing a seven-point scale with a list of options ranging from "no need" to "definite long-term psychotherapy", the counselor selected the option he/she felt was best suited to the needs of the client.

5. Upon completion of all tapes and evaluation tasks, the counselors completed a task aimed at providing ancillary data. The purpose of collecting this data was to determine if there was any connection between the counselors' perceptions of single and married female parents and the counselors' everyday interaction with children.

Sample

Black counselors from the Milwaukee Public School System, as well as those individuals trained in counseling but who were functioning in another school capacity, were used as subjects. The population consisted of all individuals

in the school system meeting these criteria. Each of these
individuals was asked to participate, and a total of 38
volunteer subjects was obtained.

This group was selected for several reasons. First,
all met the certification requirements for counselors in the
state of Wisconsin. This assured a minimum level of training
and eliminated individuals holding the title of counselor
without training. Those individuals who were not currently
functioning as counselors were eligible for certification
as a Milwaukee public school counselor by virtue of their
previous teaching experience and their completion of coun-
selor training programs. Second, a wide range of experience
was represented in the group making it possible to compare
inexperienced and experienced counselors.. Lastly, the sub-
jects were black and the clients portrayed in the role play
situations were black, thus enabling the investigator to
draw some conclusions about the assessment of black parents
by black counselors.

A thorough delineation of sample selection proce-
dures and subject assignment follows in order to permit
readers to judge how this population compares with populations
to which they might wish to generalize (Cornfield and
Tukey, 1956).

Sample Selection Procedures

Volunteers who participated in this research study,
were obtained in a number of ways. Initially, the investi-
gator contacted the chairman of the Counselor Education area

of the Department of Educational Psychology at the University of Wisconsin, Milwaukee for information regarding graduates of the counselor training who were working in the Milwaukee area. The department was able to provide the investigator with the names of all graduates within the last ten years. A roster of counselors working in the school system was obtained from the school system's central administration office. With the assistance of a group of school counselors with whom the investigator is acquainted, a complete list of names of the black counselors in the system as well as the names of individuals trained in counseling but were functioning in another school capacity.

A letter requesting participation in the study was sent to all potential participants (see Appendix A). The counselors were asked to return a form upon which they had indicated whether or not they would be able to participate. In all efforts to secure subjects, the study was called a research project focusing on the perceptions of black counselors. The only criteria for participation was that volunteers be black and a certified counselor in a Milwaukee public school or be eligible for certification as a Milwaukee public school counselor. Furthermore, the volunteers were informed of the approximate length of time required to complete the project. Thus, all subjects knew the general format of the study and the approximate time commitments necessary for the participation prior to their involvement in the experiment.

The initial letter elicited 28 volunteers for participation in the project. Several letters were returned because the individuals had moved. Follow-up letters were sent to individuals who had not responded (Appendix B). Three counselors, working in the Milwaukee school system agreed to try and contact those individuals who had not responded or who had not received initial letters because of address changes. At no time did these three counselors receive any additional information about the project other than the need to involve certified counselors. Their efforts resulted in an additional 18 volunteers, bringing the total number of volunteers agreeing to participate to 46. However, 8 volunteers who had agreed to participate in the project did not show up when the study was carried out.

A total of 38 counselors volunteered and participated as subjects. Twenty-nine of the subjects were functioning as counselors in the schools. Four subjects were functioning in school administration capacities and 5 subjects were teaching, while waiting for counseling assignments. All of the subjects had completed counselor training programs and were certified as counselors. Demographic information describing the participants is provided in Tables 1 and 2.

Table 1

Employment Status of Subjects

	Female	Male
Counselors	22 - 57.9%	7 - 18.4%
Administrators	2 - 5.3%	2 - 5.3%
Teachers	5 - 13.2%	0 - 0.0%

Table 2

Demographic Description of Subjects

	Female Counselors	Male
Married	27	6
Single	2	3
Mean-Age	34.7	53.3
Range-Age	24-48	27-43
Mean-Years Counseling Experience	2.9	3.8
Range Counseling-Experience	1-12	1-10
Mean-Years Teaching Experience	9.6	8.3
Range Teaching Experience	3-23	2-16
Bachelors	2	0
Masters (No credit beyond)	24	9

Both women holding bachelor's degrees were fulltime counselors with temporary certification and were due to complete their requirements for the master's degree within weeks.

Construction of Stimulus Tapes

In the development of the stimulus tapes, an intense attempt was made to obtain as much uniformity as was possible. The problems selected were problems that would occur with equal frequency in either a single-parent or two-parent family. Care was taken not to select a problem that was unique to either family group.

The investigator developed tapes of roleplayed counselor-client interactions. Rather than try and develop tapes using actual counselor-client situations, graduate students were selected who could play the client roles well and doctoral candidates played the role of counselor. The brevity of the tapes, approximately 5-7 minutes, was not conducive to the use of an actual client.

A prime concern in their development was finding a means of giving them enough power so that they might have the maximum impact on the counselors. This was accomplished by: (a) placing information about the parent, including her marital status, at the head of the top sheet of each of the three evaluative tasks, (b) including in the tapes several instances in which the parent mentions the fact that she is either "raising her child or children alone," or that she has "discussed her difficulties with her husband" and (c) having the counselor refer to the parents' marital status with questions such as "Have you discussed this with your husband?" or "Do you feel this is so because you are raising your child alone?" At no time in the tapes did the parents' mention any request for additional counseling.

Several tapes were made, and initially the best six were selected to be presented to two doctoral candidates and a professor of counseling who served as raters. Their function was to evaluate how well the tapes met the expressed purpose for their use. Consideration was given as to whether or not the tapes were powerful enough to stimulate any feelings they may have had about the family groups. Two crucial considerations were whether or not the tapes provided the listener with enough basic information about the parent, and whether or not the tapes were similar enough in terms of the parents' presenting their situation.

As a result of the evaluation, two tapes meeting the criteria established were selected. Additional tapes were made and evaluated and subsequently the final two tapes were selected making a total of four tapes. The purpose of the screening of the tapes by the raters was to screen out any factors which might bias the listener reaction to them and subsequently bias the evaluative tasks to be carried out by the counselor. The final step in constructing the tapes was to record an introduction for each parent providing basic information. For example: "The case of Brenda. She is single and the mother of two children."

Hypotheses

The primary purpose of this study was to examine the effects of family structure on counselor perceptions of selected black female single and married parents. Three

questions of general interest were addressed in this study with relations to the perceptions of school counselors. They were: (a) Are black female single parents less acceptable, as clients, to the counselor than black female spouses from two-parent families? (b) Are counselors' perceptions of the parenting skills of black female parents from two-parent families different from their perceptions of the parenting skills of black female single parents? (c) Will counselors more frequently recommend black female single parents for additional counseling than they will female spouses from two-parent families?

From the research questions for this study, the following hypotheses were formulated.

Principal Hypotheses

Hypothesis 1:

Counselors will assign higher acceptance scores to married black female parents than to black female single parents.

Hypothesis 2:

Counselors will assess the parenting skills of married black female parents as being at a higher level than those of black female single parents.

Hypothesis 3:

Counselors will more frequently recommend black female single parents for further counseling than they will married black female parents.

Supplemental Hypotheses

Hypothesis 4:

There are no significant differences between
younger and older counselors' level of acceptance
of black married and single female parents.

Hypothesis 5:

There are no significant differences between
younger and older counselors' assessments of the
parenting skills of black married and single
female parents.

Hypothesis 6:

There are no significant differences between
younger and older counselors' frequency of recom-
mendations for further counseling for black
married and single female parents.

Hypothesis 7:

There are no significant differences between male
and female counselors' level of acceptance of
black married and single female parents.

Hypothesis 8:

There are no significant differences between male
and female counselors' assessments of the parent-
ing skills of black married and single female
parents.

Hypothesis 9:

There are no significant differences between male
and female counselors' frequency of recommenda-
tions for further counseling for black married and
single female parents.

Hypothesis 10:

There are no significant differences between
inexperienced and experienced counselors' level
of acceptance of black married and single female
parents.

Hypothesis 11:

There are no significant differences between in-
experienced and experienced counselors' assess-
ments of the parenting skills of black married
and single female parents.

Hypothesis 12:

There are no significant differences between
inexperienced and experienced counselors' fre-
quency of recommendations for further counseling
for black married and single female parents.

Definition of Terms .

The following key terms are used repeatedly through-
out the study. In order to provide a common basis for under-
standing, they are defined as follows:

1. Black female single-parent family - a black
female parent who is single and alone with her children due
to divorce, never having been married, widowhood, formal or
informal separation or whose partner is absent from the home
due to employment or imprisonment for unusually long period
of time.

2. Two-parent Family - a family with a mother and
father in the home with one or more of their own children.

3. <u>Counselor</u> - an individual in the Milwaukee Public School system who is either a certified practicing counselor, or an individual trained in counseling but not practicing who is eligible for certification, in the Milwaukee School System.

4. <u>Counselor Acceptance</u> - the possession of respect and positive warm regard for the client on an unconditional basis; a liking and willingness to counsel this person.

5. <u>Need for Further Counseling</u> - a resolution by the counselor that the client requires additional counselor contact aimed at resolving the presented problem.

6. <u>Effective Parenting</u> - the ability to nurture, to provide direction, and to make responsible decisions to the benefit of the family.

Instrumentation

Three paper-and-pencil instruments were developed by the investigator to measure: (a) the counselor's acceptance of the parent, (b) the counselor's assessment of the client's effectiveness as a parent, and (c) the counselor's determination of the parent's need for further counseling.

Acceptance Scale

This scale (Appendix C) was developed to measure how accepting the counselors were of the parent. Acceptance for the purpose of this investigation is defined as the possession of respect and positive warm regard for the client on an unconditional basis; a liking and willingness to counsel. The scale was developed to measure all dimensions of this definition.

An original pool of 30 items was initially developed. The items were given to several doctoral candidates in counselor education with experience in measurement. The items were rated on how well they measured the various aspects of acceptance. Three neutral items were included on the scale so the instrument actually had a total of 15 statements. However, the neutral items were not scored. For scoring purposes there were 12 statements measuring the counselor's acceptance or lack of acceptance of the parent. In making their choices, the counselors utilized a Likert-type scale of 1-6 ranging from "strongly disagree" to "strongly agree".

Effective Parent Scale

The effective parenting scale was developed to meas-
ure the counselor's assessment of the client's effectiveness
as a parent (Appendix D). Effective parenting, for the pur-
poses of this investigation, is defined as the ability to
nurture, to provide direction, and to make responsible de-
cisions for the benefit of the family. This definition served
as the criteria governing the development of the items for the
scale.

An original pool of 30 items was given to several
doctoral candidates in counselor education with experience in
measurement. The items were evaluated on how well they meas-
ured the various aspects of effective parenting. Only the 12
most discriminating items were kept. Three neutral items were
added to the instrument but were not scored. This 15-item
instrument was designed to measure the counselor's assessment
of the client's effectiveness as a parent. In making their
choices the counselors utilized a Likert-type scale of 1-6
ranging from "strongly disagree" to "strongly agree."

Need For Further Counseling Scale

The need for further counseling scale was devised to
determine the degree of assistance the helper believed the
parent needed, if any (see Appendix E). The options ranged
from, "no need" to "definite long-term psychotherapy". The
counselors, based on the information they received, selected

the degree of assistance they felt was most appropriate, con-
sidering the needs of the parents, on a seven-point scale
that ranged from "no need" to "definite long-term psychothera-
py".

Reliability

Item reliability coefficients for the three paper-and-
pencil instruments used in the investigation were $r = .85$ for
the acceptance scale married, $r = .89$ for the effective
parenting scale married, $r = .83$ for the acceptance scale
single, and $r = .91$ for the effective parenting scale single.
The item reliability computed was the agreement among items
across individuals. Reliability coefficients were not com-
puted for the need for further counseling scale since it was
a single-item scale.

Experimental Procedures

Two experienced high school teachers assisted in the
collection of the data with each being assigned to one group.
A training session was conducted in which they were instructed
in the handling of the taped materials and the evaluative
materials. Each assistant had the opportunity to review care-
fully each of the five evaluative tasks and to understand com-
pletely how responses were to be made. Neither the purpose
of the research nor the research design was explained to them.
All necessary instructions were contained on the tapes, so
the assistants' primary responsibility was to distribute

materials and to operate the tape recorders. The investigator was not directly involved with the groups, but was available so that the assistants could bring unusual questions to him.

Each counselor received a manila folder with two complete sets of the evaluative tasks, each marked for a specific task, and arranged in the order in which the client would be heard. Each set was put together in the following order: one acceptance task, one effective parenting task, and one need for further counseling task.

During the actual experimental session a brief introduction of the project and a description of each task was played first. Following the playing of the introductory tape, the counselors were given time in which to look over the materials and to ask questions. Following this, the experimental tapes were played with the tape recorder stopped after each tape so the counselors could complete the three evaluative tasks. The final task for the counselors was the completion of a personal data form. At the end of the session, all materials were replaced in the manila folder and returned to the assistant. No major problems were encountered during the experimental session. The time allotted for the completion of the various tasks was sufficient.

Statistical Design

The data was collected with the counselors randomly assigned to two treatment groups of 19 subjects each. The

original groups were analyzed and the data sub-divided three ways for various phases of the analyses. They were: (a) a grouping of the counselors by the age of the counselor, (b) a grouping of the counselors by years of counseling experience, and (c) a grouping of the counselors by the sex of the counselor. The counselors were by age using age 32 and below and age 33 and above as cutoff ages. This was done because it provided the investigator with compatible cell sizes. In establishing the cell sizes for the years of counseling experience, the investigator used two years and below as the criteria for the least experienced counselors, and 3 years and above for the more experienced counselors. This was done because the sample had a number of counselors with several years' experience as well as several counselors who were new to the profession. A one-way analysis of variance (ANOVA) procedure was used to analyze the data.

An alpha level of .05 was established as the minimum requirement for accepting mean differences as being significant.

Before the results were treated statistically, the data for each task were quantified. A description of the method of scoring each task and the statistical treatments applied to each task follows.

Acceptance Scale

Utilizing a six-point Likert-type scale ranging from

"strongly disagree" to "strongly agree", the counselors rated the degree to which they felt accepting of the parent. In order to analyze the data, it was necessary to establish a procedure for quantifying the responses. The following procedure was used to quantify the responses.

Responses were quantified by counting from 1 through 6 in the direction that would indicate the most accepting attitude and stopping at the choice the counselor had made. Thus, the statement, "I can accept this client as she is" with "strongly agree" circle would receive a score of 6, indicating the most accepting attitude on the part of the counselor. The 12 items were then summed to obtain a total score. The use of this procedure resulted in high scores having the most accepting attitude toward the parent and low scores for counselors having the least accepting attitude toward the parent.

Effective Parenting

Utilizing the same six-point Likert-type scale, the counselors rated the parent based on their assessment of the client's effectiveness as a parent. The same procedure for quantifying the responses was used for this scale as was used for the acceptance scale: high scores indicated that the counselor felt the parent could engage in effective parenting and low scores indicated that the counselor did not feel that the parent could engage in effective parenting. Again, a

total score for the scale was obtained by summing all
responses.

Need for Further Counseling

Selecting one of several options, the counselors in-
dicated whether or not they felt the parents required any
additional counseling. They did so by selecting one of the
options ranging from "no need" (1) to "definite long term
psychotherapy" (7). These responses were quantified by using
the number of the option selected: numbers 1 through 7. This
procedure resulted in low scores indicating no need or little
need for further counseling, and the higher scores indicating
a definite need for longer more intense counseling.

The various statistical analyses were calculated on
a Control Data 6500 computer. The data collected were ana-
lyzed using a one-way analysis of variance with three depen-
dent variables.

Summary

This study assessed the effect of family structure
on the perceptions of school counselors. Thirty-eight black
counselors, all volunteers, responded to black single and
married female parents. The research design developed to
test the hypothesis of the study has been presented. The
process involved in the development of the stimulus materials
and the evaluative tasks required of the counselors has been
discussed in detail. A detailed presentation of the scoring

procedures and statistical treatment of the data has been made.

The outcomes of the data analysis procedures are reported in chapter 3.

CHAPTER 3

RESULTS

The results of this study were based upon measures
of counselor acceptance, counselor assessment of the client's
effectiveness as a parent, and the counselor's determination
of the parents' need for further counseling. Scores were
obtained using three paper-and-pencil measures to test for
differences. A repeated measures one-way analysis of vari-
ance was used. The results were analyzed initially to test
the principal hypotheses. Subsequent analyses were performed
by looking at the data by counselor experience, sex of the
counselor, and age of the counselor. For all hypotheses the
.05 probability of a Type 1 (Alpha) error, with appropriate
degree of freedom, was used. The findings are presented in
this chapter.

Significant differences were found in the ways in
which counselors perceived black married and single female
parents. The mean scores for the counselors on the three
measures testing the principal and supplemental hypotheses
are presented in Table 3.

Table 3

Cell Means and Standard Deviations of Acceptance, Effective Parenting,
and Need for Further Counseling Measures for the Primary Group of Counselors

Client Designation	Acceptance				Effective Parenting				Need for Further Counseling			
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Married	60.64	7.42	61.68	7.54	48.68	8.43	50.31	12.66	3.42	1.74	2.47	1.39
Single	52.16	8.93	54.74	8.41	38.79	12.30	30.47	8.30	5.11	.73	4.95	.62

Primary Hypothesis Test Results

      The results for the counselors' responses can be observed in terms of the result means. An explanation is needed for the various terms and abbreviations used in the following ANOVA tables as well as related terms used in the body of the chapter. When "group" is used, it refers to the original randomly assigned grouping of participating counselors. Further reference to divisions of the counselors for additional analysis is indicated by the independent variable used such as sex, age, and counseling experience. Interaction, the combination of the variable in question and repeated measures, is indicated as follows: "RM X Sex".

Hypothesis 1

      Counselors will assign higher acceptance scores to married black female parents than to black female single parents.

      Measure 1 -- Acceptance. The data regarding the counselors' responses to the black married and single female parents in terms of acceptance were analyzed using a repeated measures analysis of variance. Analysis indicated that counselors were significantly more accepting of married black female parents than they were of single black female parents. No differences were found between the two groups of counselors. There were no interaction effects significant at the .05 level of significance. The findings are presented in Table 4.

Table 4

Analysis of Variance for Acceptance
Measures of Original Counselor Groups

Source	df	MS	F
Between Subjects			
G	1	62.64	.80
S:G	36	77.88	
Within Subjects			
RM	1	1129.59	21.19***
RM:G	1	11.01	.20
RM - S:G	36	53.30	

*** $p < .001$

The hypothesis was supported as the counselors assigned significantly higher acceptance scores to black married female parents than they did to black female single parents.

Hypothesis 2

Counselors will assess the parenting skills of married black female parents as being at a higher level than those of single black female parents.

Measure 2 -- Effective Parenting. The date regarding counselors' perceptions of the black married and single female parents' ability to engage in effective parenting were analyzed using a repeated measures analysis of variance. Analysis indicated that counselors assigned significantly higher

effective parenting scores to married black female parents than they assigned to single black female parents. There were no significant group differences, and no interaction effects significant at the .05 level of significance. The findings are presented in Table 5. The data support the hypothesis, as the counselors assessed the parenting skills of the married black female parents at a significantly higher level than those of single black female parents.

Table 5

Analysis of Variance for Effective Parenting
Measures of Original Counselor Group

Source	df	MS	F
Between Subjects			
G	1	212.22	2.64
S:G	36		
Within Subjects			
RM	1	4200.33	28.86***
RM:G	1	470.01	3.23
RM - S:G	36	145.53	
	75		

*** $p < .001$

Hypothesis 3

Counselors will assign higher need for further counseling scores to single black female parents than they will assign to normal black female parents.

Measure 3 -- Need for Further Counseling. The data regarding the counselors' determination of the single and married black female parents' need for further counseling were analyzed using a repeated measures analysis of variance. The results indicate that there were no significant differences between the two groups of counselors and no interaction effects significant at the .05 level of significance. There were statistically significant repeated measures differences in the counselors' determination of the need for further counseling for the married and single black female parents. The counselors determined that the single black female parents had a significantly greater need for further counseling than did the married black female parents. The data supports the hypothesis. Findings are presented in Table 6.

For the primary question of interest, the analysis of the data yielded statistically significant results at the .05 level of significance. Counselors found that single black female parents were significantly less acceptable, significantly less effective as parents, and in need of significantly more additional counseling than were married black female parents.

Table 6

Analysis of Variance for Need for Further
Counseling Measures of Original Counselor Groups

Source	df	MS	F
Between Subjects			
G	1	5.80	3.50
S:G	36	1.66	
Within Subjects			
RM	1	82.12	63.68***
RM:G	1	2.97	2.296
RM - S:G	36	1.29	

*** $p < .001$

The original, randomly-assigned, two groups of
counselors included young and old, experienced and inexper-
ienced, as well as male and female counselors within each
group. For the supplemental analysis of the data, these
variables were isolated by age, sex, and counseling experi-
ence and used as a basis for categorizing the counselors to
see how these particular groups of counselors viewed married
and single black female parents. The mean scores for the
counselors on the three measures testing the supplemental
hypotheses are presented in Tables 7 through 9.

Summary of Primary Hypotheses

The findings related to the primary hypotheses support the following conclusions:

1. Single parents received significantly lower acceptance scores than did married parents.

2. The parenting skills of the single parents were assessed by the counselors as being at a significantly lower level than those of the married parents.

3. The counselors assessed the further counseling needs of the single parents as being significantly higher than those of the married parents.

The subjects in this study appeared to have based their assessment of the two groups of parents more on their own predetermined views of these family groups than on the information presented on the tapes. In this respect, one of the goals of this study was reached. The counselors' negative responses to the black female single parent family heads supported the body of literature upon which the study was built.

Secondary Hypothesis Test Results

Hypothesis 4

There are no significant differences between younger and older counselors' level of acceptance of married and single black female parents.

Table 7

Cell Means and Standard Deviations of Acceptance, Effective Parenting, and Need for Further Counseling Measures by the Sex of the Counselor

Group 1 = Male Counselors   Group 2 = Female Counselors

Client Designation	Acceptance				Effective Parenting				Need for Further Counseling			
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Married	63.11	4.76	60.55	8.01	50.56	10.62	49.17	10.82	2.33	1.32	3.14	1.69
Single	52.11	7.14	53.86	9.16	30.00	6.13	36.07	12.05	5.11	.93	5.00	.60

Table 8

Cell Means and Standard Deviations of Acceptance, Effective Parenting, and Need for Further Counseling Measures by the Age of Counselors

Group 1 = Younger Counselors   Group 2 = Older Counselors

Client Designation	Acceptance				Effective Parenting				Need for Further Counseling			
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Married	59.67	8.32	62.50	6.37	48.11	10.01	50.75	11.30	3.06	1.73	2.86	1.57
Single	52.94	8.21	53.90	9.33	34.78	11.02	34.50	11.60	5.06	.72	5.00	.65

Table 9

Cell Means and Standard Deviations of Acceptance, Effective Parenting, and Need for Further Counseling Measures by Counselor Experience

Group 1 = Less Experienced Counselors   Group 2 = More Experienced Counselors

Client Designation	Acceptance				Effective Parenting				Need for Further Counseling			
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Married	58.37	8.78	63.95	4.36	45.21	8.79	53.79	10.81	3.90	1.49	2.00	1.16
Single	52.26	9.16	54.63	8.20	38.16	11.89	31.11	9.43	5.21	.78	4.84	.50

Measure 4 -- Acceptance - Age. The data regarding
the younger and older counselors' level of acceptance of
the married and single black female parents were analyzed
using a repeated measures analysis of variance. Analysis
indicated that there were no significant differences between
the younger and older group. There was a statistically
significant repeated measures effect indicating that the
counselors perceived married black female parents as being
more acceptable than single black female parents. There
were no interaction effects significant at the .05 level of
significance. The findings support the hypothesis.

Table 10

Analysis of Variance for Acceptance
Measures by the Age of the Counselor

Source	df	MS	F
Between Subjects			
Age, (A)	1	68.00	.875
S:G	36	77.74	
Within Subjects			
RM	1	1129.59	21.26
RM:A	1	16.70	.314
RM - S:A	36	53.14	

*** p< .001

Hypothesis 5

There are no significant differences between younger and older counselors' assessments of the parenting skills of married and single black female parents.

Measure 5 -- Effective Parenting - Age. The data regarding the younger and older counselors' perceptions of married and single black female parents' ability to engage in effective parenting were analyzed using a repeated measures analysis of variance. Analysis indicated that there were no significant differences between the two groups. There was a statistically significant repeated measures effect indicating that the counselors perceived married black female parents as being more effective parents than single black female parents. There were no interaction effects between repeated measures and groups at the .05 level of significance. The findings are presented in Table 11.

Hypothesis 6

There are no significant differences between the need for further counseling scores of married and single black female parents as assigned by younger and older counselors.

Measure 6 -- Need for Further Counseling. The data regarding the younger and older counselors' determination of the married and single black female parents' need for further counseling were analyzed using a repeated measures

Table 11

Analysis of Variance for Effective Parenting
Measure by the Age of the Counselor

Source	df	MS	F
Between Subjects			
Age, (A)	1	26.41	.309
S:G	36	85.47	
Within Subjects			
RM	1	4200.33	26.67***
RM:A	1	40.30	.26
RM - S:A	36	157.47	

*** $p < .001$

analysis of variance. Analysis indicated that there were
no statistically significant differences between the two
groups of counselors in the ways in which they viewed the
parents. There was a statistically significant repeated
measures effect indicating that the group of counselors per-
ceived married black female parents as needing less addi-
tional counseling than single black female parents. There
were no interaction effects between groups and measures at
the .05 level of significance. The age of the counselor did
not significantly affect the ways in which the counselors
viewed these parents. The findings are presented in Table 12.

Table 12

Analysis of Variance for Need for
Further Counseling Measure by the Age of the Counselor

Source	df	MS	F
Between Subjects			
A	1	.32	.18
S:G	36	1.81	
Within Subjects			
RM	1	82.19	60.00***
RM:A	1	.11	.08
RM - S:A	36	1.37	

*** p < .001

Hypothesis 7

There are no significant differences between male
and female counselors' level of acceptance of married and
single black female parents.

Measure 7 -- Acceptance - Sex. The data regarding
the male and female counselors' level of acceptance of
married and single black female parents were analyzed using
a repeated measures analysis of variance. The results indi-
cated that there were no significant differences between the
two groups. There was a statistically significant repeated
measures effect. The counselors were significantly more
accepting of the married black female parents than they were

of the single black female parents.

These results are reflections of the results of the original grouping of the counselors. There were no significant interaction effects at the .05 level of significance. The findings are presented in Table 13.

Table 13

Analysis of Variance for Acceptance
Measure by the Sex of the Counselor

Source	df	MS	F
Between Groups			
Sex (S)	1	2.24	.03
S:G	31	79.56	
Within Subjects			
RM	1	1129.59	21.79***
RM:S	1	63.80	1.23
RM - S:S	36	51.84	

*** $p < .001$

Hypothesis 8

There are no significant differences between male and female counselors' assessments of the parenting skills of married and single black female parents.

Measure 8 -- Effective Parenting - Sex. The data regarding the male and female counselors' level of acceptance of the married and single black female parents were analyzed

using a repeated measures analysis of variance. The results indicated that there were no significant differences between the groups of counselors. There was a statistically significant repeated measures effect. The counselors assessed the married black female parents as being significantly more effective parents than the single black female parents. There were no significant interaction effects at the .05 level of significance. These results indicate the sex of the counselor was not a significant factor in the counselor's perception of married and single black female parents. The findings are presented in Table 14.

Table 14

Analysis of Variance for Effective Parenting
Measure by the Sex of the Counselor

Source	df	MS	F
Between Groups			
Sex (S)	1	75.40	.897
S:G	36	84.10	
Within Subjects			
RM	1	4200.33	27.40***
RM:S	1	190.72	1.24
RM - S:S	36	153.29	

*** $p < .001$

Hypothesis 9

There are no significant differences between the need for further counseling scores of married and single black female parents as assigned by male and female counselors.

Measure 9 -- Need for Further Counseling - Sex. The data regarding the counselors' determination of the married and single black female parents' need for further counseling were analyzed using a repeated measures analysis of variance. The analysis indicated that there were no significant differences between the groups. There was a statistically significant repeated measures effect indicating that the counselors received the parents differently in terms of their need for further counseling. The counselors, much like the original group of counselors, perceived the single black female as being in need of significantly more additional counseling than were married black female parents. The findings are presented in Table 15.

Hypothesis 10

There are no significant differences between inexperienced and experienced counselors' level of acceptance of married and single female parents.

Measure 10 -- Acceptance - Counselor Experience. The data regarding the inexperienced and experienced counselors' acceptance of the married and single black female parents were analyzed using a repeated measures analysis of variance.

Table 15

Analysis of Variance for Need for Further Counseling
Measure by the Sex of the Counselor

Source	df	MS	F
Between Groups			
Sex (S)	1	1.66	.93
S:G	36	177	
Within Subjects			
RM	1	82.12	63.57***
RM:S	1	2.88	2.2
RM - S:S	36	1.29	

*** $p < .001$

There was a significant repeated measures difference indi-
cating that both inexperienced and experienced counselors'
accepted married and single black female parents differently.
Married black female parents were perceived as being more
acceptable than single black female parents.

Analysis also indicated a statistically significant
group difference suggesting that experienced counselors
differed from inexperienced counselors in their level of
acceptance of the married and single black female parents.
Experienced counselors showed a greater differential between
the mean acceptance scores given to married and single black
female parents than did the inexperienced counselors. While

both groups of counselors viewed the married black female parents as being more acceptable, the less experienced counselors viewed the two groups of parents as being more similar in terms of acceptance, while the experienced counselors saw a greater discrepancy between the levels of acceptance of the two groups of parents. There were no interaction effects significant at the .05 level of significance. The findings are presented in Table 16.

Table 16

Analysis of Variance for Acceptance
Measure by the Experience of the Counselor

Source	df	MS	F
Between Subjects			
Experience	1	300.01	4.21*
S:G	36	71.30	
Within Subjects			
RM	1	1129.59	21.62***
RM:E	1	48.96	.93
RM - S:E	36	52.25	

* $p < .05$
*** $p < .001$

Hypothesis 11

There are no significant differences between inexperienced and experienced counselors' assessments of the parenting skills of black married and single female parents.

Measure 11 -- Effective Parenting - Counselor Experience. The data regarding the inexperienced and experienced counselors' perceptions of the black married and single female parents' ability to engage in effective parenting were analyzed using a repeated measures analysis of variance. Analysis indicated no significant differences between groups. There was a statistically significant repeated measures difference indicating that both inexperienced and experienced counselors perceived married and single black female parents differently. Married black female parents were perceived as more effective parents than single black female parents. Further analysis indicated a repeated measure by group interaction effect. There was a greater differential between the mean effective parenting scores given to married and single black female parents by more experienced counselors than there was between the mean scores given to these same parents by less experienced counselors. While both groups of counselors viewed the married black female parents as being the more effective parents, the less experienced counselors viewed the two groups of parents as being close together in their parenting skills, while the more experienced counselors saw a greater discrepancy

between the parenting skill levels of the two groups of
parents. The findings are presented in Table 17 and Figure 1.

Table 17

Analysis of Variance for Effective Parenting
Measure by the Experience of the Counselor

Source	df	MS	F
Between Subject			
Experience	1	11.07	.129
S:G	36	85.89	
Within Subjects			
RM	1	4200.33	33.24***
RM:E	1	1160.64	9.19**
RM - S:E	36	126.35	

** $p < .005$
*** $p < .001$
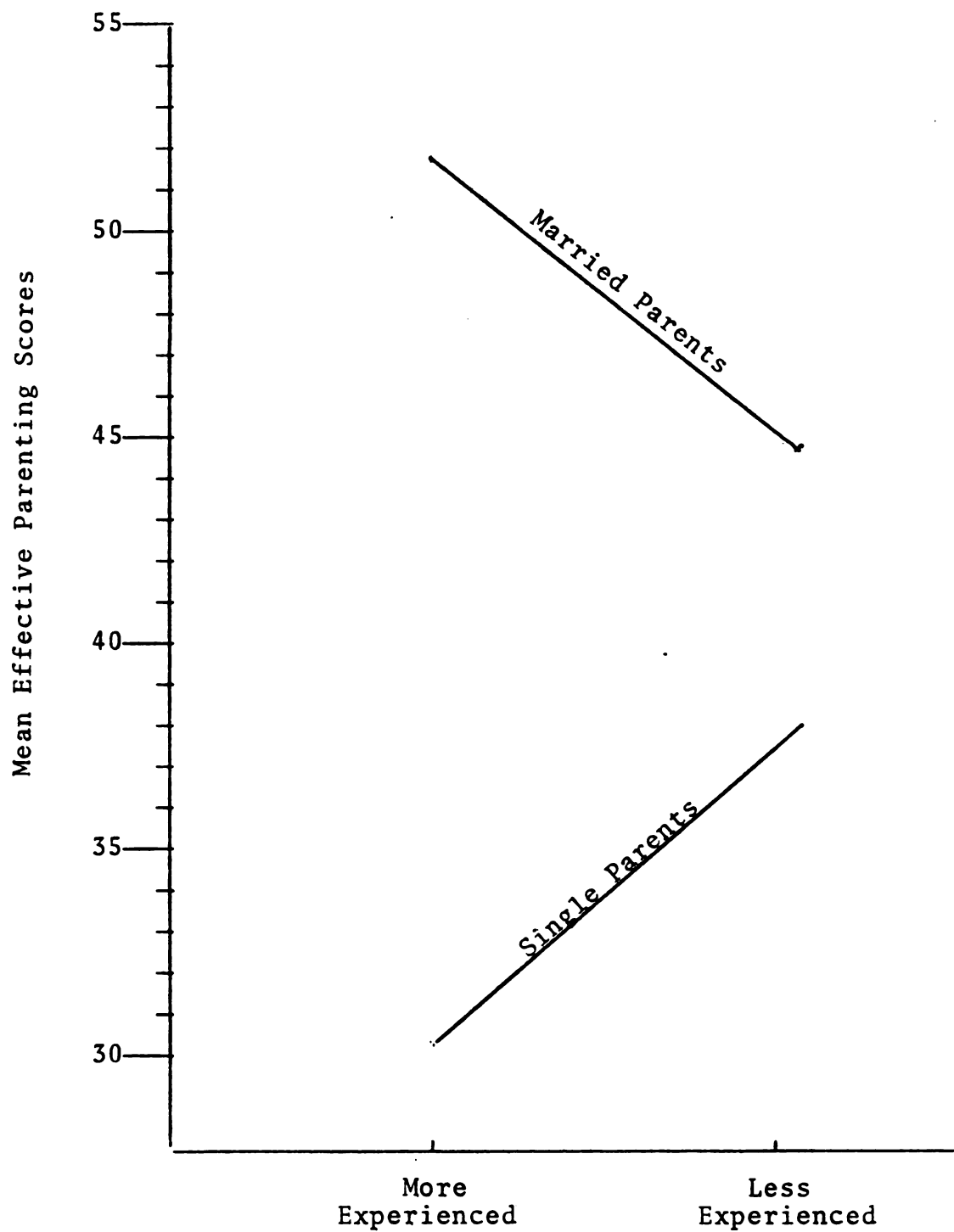
Figure 1. Comparison of mean scores of experienced and
inexperienced counselors on effective parenting
measures.

Hypothesis 12

There are no significant differences between the need for further counseling scores assigned to married and single black female parents by inexperienced and experienced counselors.

Measure 12 -- Need for Further Counseling - Counseling Experience. The data regarding the counselors' determination of the married and single black female parents' need for further counseling were analyzed using a repeated measures analysis of variance. There was a statistically significant group difference indicating that experienced counselors differ from inexperienced counselors in their perceptions of the black married and single female parents need for further counseling. The experienced counselors viewed the single black female parents as being in need of significantly more additional counseling than the married black female parents. Inexperienced counselors saw the single black female parents as being in need of more additional counseling than their married counterparts but saw the level of the need as being less than that of the experienced counselors.

There was a statistically significant repeated measures difference indicating that inexperienced and experienced counselors both perceived the additional counseling needs of the married and single black female parents as being different. The single parents were viewed as needing significantly more additional counseling than the married parents. Further analysis indicated a repeated measures-by-experience interaction effect statistically significant at

.001 level. The experienced counselors saw greater differences in the additional counseling needs of married and single black female parents with the single parents seen as requiring significantly more additional counseling. The inexperienced counselors, while seeing the single parents as requiring more additional counseling than the married parents, saw the two groups of parents as being more similar in their additional counseling needs than did the experienced counselors. The findings are presented in Table 18 and Figure 2.

Table 18

Analysis of Variance for Need for Further Counseling
Measure by the Experience of the Counselor

Source	df	MS	F
Between Subjects			
Experience (E)	1	24.33	21.28***
S:G	36	1.14	
Within Subjects			
RM	1	82.12	77.15***
RM:E	1	11.07	10.40***
RM - S:E	36	1.06	

*** $p < .001$
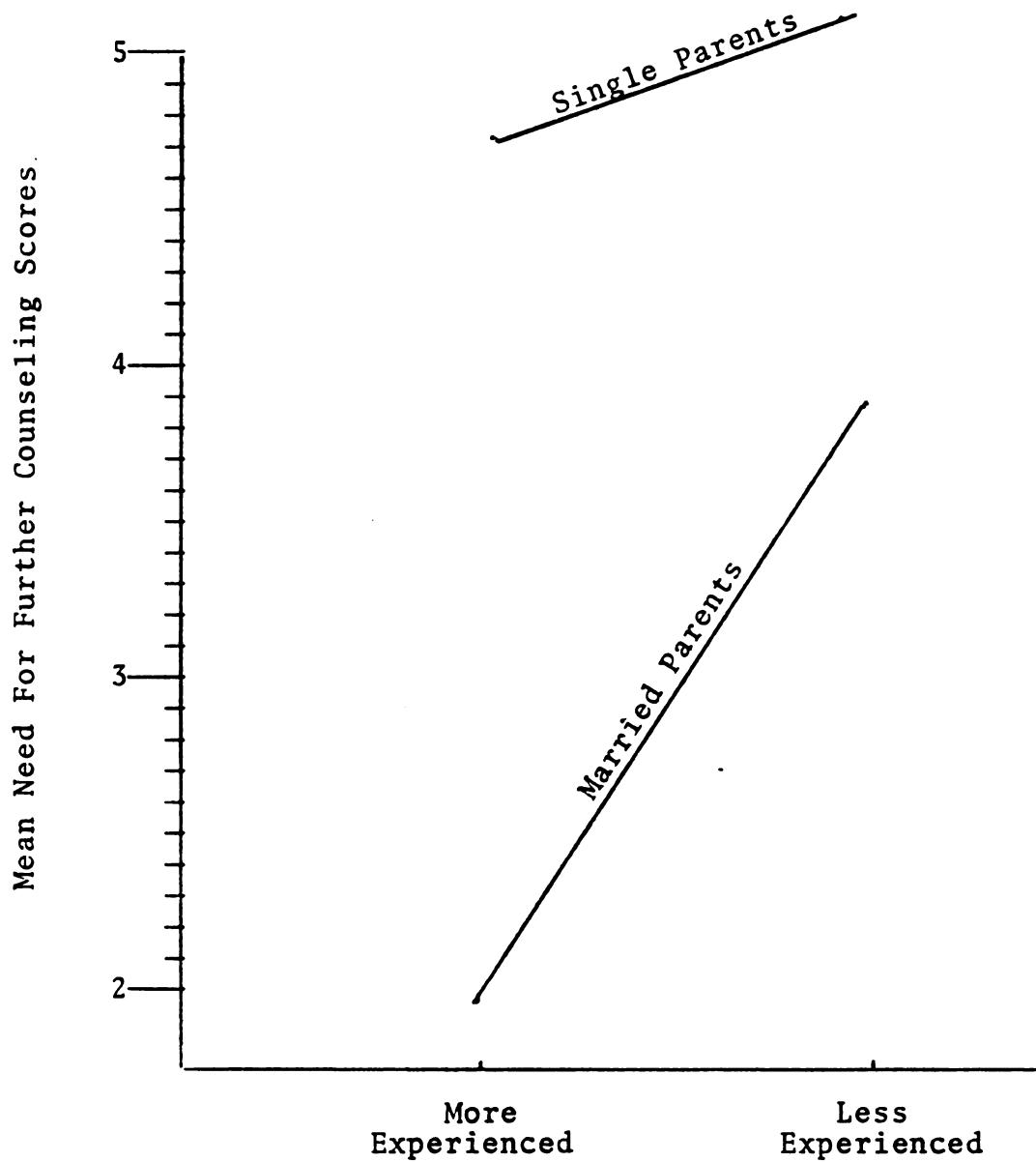
Figure 2. Comparison of mean scores of experienced and inexperienced counselors on need for further counseling measure.

The data from this study were analyzed using a repeated measures one-way analysis of variance. The analysis yielded significant results at the .05 signigicance level. The one-way analysis of variance performed on these independent measures indicated that the counselors viewed the married black female parents as being significantly more acceptable, significantly more effective as parents, and in need of significantly less additional counseling than the single black femal- parents.

Subsequent analysis of the data by the sex, age, and experience of the counselors reflected the significant repeated measures differences yielded in the analysis of the data supporting the primary hypotheses. There were no significant group differences when the data were analyzed using sex and age as independent variables. However, the analysis of the data using counseling experience as the independent variable showed significant group differences at the .05 level on the acceptance measure and significant group differences at the .001 level on the need for further counseling measure. This suggested that the counselors, experienced and inexperienced, differed in the way in which they viewed the married and single black female parents. The experienced counselors were significantly more accepting of the married black female parents than the single black female parents. The inexperienced counselors, while seeing differences in

the acceptability of the two groups of parents, did not report as great a difference as did the experienced counselors.

The experienced counselors viewed the single black female parents as being in need of significantly more additional counseling than the married black female parents. Inexperienced counselors saw the single black female parent as being in need of more additional counseling than the married black female parents, but saw the level of the need as being less than that of the experienced counselors. There was a significant experience-by-repeated measures interaction at the .05 level of significance on the effective parenting measure. On the need for further counseling measures the experience-by-repeated measures interaction was significant at the .001 level.

CHAPTER 4

SUMMARY, DISCUSSION, AND

RECOMMENDATIONS

Summary

The purpose of this study was to investigate the effects of family structure, black two-parent family and black female-headed, single-parent family, on the perceptions of school counselors. The issue of major concern in this study was whether counselors would respond differently to married black female parents than to single black female parents.

The literature supports the proposition that negative views exist about black families. These views are particularly negative when referring to black female-headed, single-parent families. Black female-headed, single-parent families are viewed as being not only different but also deficit in nature. This family unit is perceived by others, professionals and the general community, as being pathological and incapable of producing effective children.

The theoretical assumption of training programs is that clients are equally acceptable to counselors and that

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they are accepted without reservation or preconditions. The
client's race, religion, sex, or social class should not in-
fluence, either positively or negatively, the counselors'
behavior. However, on the practical level, this concept is
often threatened and in many cases disregarded. The litera-
ture suggests that counselors are victims of the same racist
and sexist bias existing within the general society and they
too are influenced by the existing beliefs and stereotypes.
Frequently, these beliefs and stereotypes influence the coun-
selors' behavior within the context of the client/counselor
encounter.

This study was aimed at determining whether or not
counselors were biased against black female single-parents.
Specifically, the objectives of this research were:

1. To assess whether differing black client family
   structure--female-headed, single-parent family
   and two-parent family--affected the way in which
   counselors responded to selected married and
   single black female parents in terms of counselor
   acceptance.

2. To assess whether differing black client family
   structure--female-headed, single-parent family
   and two-parent family--affected the way in which
   counselors assessed the clients' effectiveness as
   parents.

3. To assess whether differing black client family structure--female-headed, single-parent family and two-parent family--affected the way in which counselors determined the clients' need for further counseling.

Design and Methodology

The experimental design was based on the major hypothesis that black school counselors will perceive black female single parents differently from black female spouses of two-parent families in terms of acceptance, effectiveness as parents, and the need for further counseling.

Four audio stimulus tapes, approximately 5-7 minutes in length, were developed, using doctoral candidates in counseling to roleplay married and single black female parents. The tapes presented a black female parent discussing her situation with a counselor. Two tapes were made of each situation, with the parents' marital status being manipulated-- married in one instance and single in the other--while the circumstances were kept constant.

Measures of three dependent variables were used in this study. These scales, Acceptance, Effective Parenting, and Need for Further Counseling, were developed by the investigator for the purposes of this study. The Acceptance Scale was designed to measure the degree of acceptance of counselors toward the parent. The Effective Parenting Scale was designed

to measure the counselors' assessment of the client's ability to function as an effective parent. The Need for Further Counseling Scale was designed to measure the degree of additional counseling the parent needed as perceived by the counselor.

The sample consisted of volunteer practicing school counselors in the inner city of Milwaukee, Wisconsin. The study also used individuals who were trained in counseling but who were functioning in other school capacities within the Milwaukee School System. The total sample consisted of 38 volunteers.

The counselors were randomly assigned to two groups (Group I and Group II). Each group of counselors heard two audio tapes developed for this study. Each group heard one married black female parent and one black female single parent. Counselors in Group I heard the first parent as being married, and the second parent as being a single parent. Counselors in Group II heard the same two parents; however, the marital status was manipulated and they heard the first parent as being single and the second parent as being married. After listening to each tape the subjects were asked to record their responses on the three evaluative instruments.

Using the analysis of variance technique developed by Hoyt (1974) item reliability, the rating of a given test item across both groups and both tapes were calculated. The

item reliability coefficients for the three instruments used
in the investigations were r = .85 for the Acceptance Scale
married, r = .89 for the Effective Parenting Scale married,
r = .83 for the Acceptance Scale single, and r = .91 for the
Effective Parenting single. The Need for Further Counseling
scale was a single item scale and consequently item reliabil-
ity was not calculated.

It was hypothesized that counselors would assign
higher acceptance scores to married black female parents than
to single black female parents. A second hypothesis stated
that the parenting skills of married black female parents are
at a higher level than those of black female single parents.
The third hypothesis predicted that the counselors would more
frequently recommend black single parents for further counsel-
ing than they would recommend black married female parents.

The data for the original groups of counselors were
analyzed and the data subsequently subdivided three ways for
various phases of the analysis. The data was divided using
the sex of the counselor, the age of the counselor, and the
years of counseling experience as independent measures. A
repeated measures one-way analysis of variance technique was
used to analyze the data.

Subsequent analysis of the data using age, sex, and
years of counseling experience as independent variables re-
flected the repeated measures differences yielded in the

analysis of the data supporting the primary hypothesis. The analysis of the data using counselor experience as a variable showed significant group differences at the .05 level of significance on the acceptance measure and significant group differences at the .001 level of significance on the need for further counseling measure. Significant experience by repeated measure interaction effects at the .05 level were yielded on the effective parenting measure. Interaction effects, significant at the .001 level of significance, were yielded on the need for further counseling measures.

Results

Acceptance Scores

Acceptance scores represented the degree of acceptance of the parent by the counselor. The scores were derived from rating the parent on the 12-point Acceptance Scale. Using the rationale described in chapter 2, the scores were quantified. The higher the score the more acceptable the parent was to the counselor and the lower the score the less acceptable the parent was to the counselor.

Counselors in the primary grouping of the counselors (Group I and Group II) gave significantly higher acceptance scores to the married black female parent than they gave to the single black female parent. The single black female parents were viewed as being significantly less acceptable

to the counselors, presumably, as a function of their single parent status. When divided by the sex, age, and years of counseling experience, all divisions, male and female, young and old, and experienced and inexperienced counselors viewed the married black female parents as significantly more accept-able than the black female single parent. There was a group difference significant at the .05 level on the acceptance measure using counselor experience as an independent level.

Effective Parenting

The determination of the client's effectiveness as a parent was based on the score derived from rating the parent on the 12-point Effective Parent Scale. Using the scoring rationale described in chapter 2, the scores were quantified. High scores indicated that the counselor felt the parent could engage in effective parenting and low scores indicated that the counselor felt the parent could not engage in effec-tive parenting. The findings related to the effective par-enting measures were:

1. Both primary groups of counselors (Group I and Group II) gave significantly higher effective parenting scores to the married black female parents than they gave to single black female parents.

2. When divided by the sex and age of the counselor, both groups, male and female, as well as the younger and older counselors, gave significantly higher effective parenting scores to the married black female parents than they gave to single black female parents.

3. When experience of the counselor was used as an independent variable, all counselors, inexperienced and experienced, saw statistically significant differences in the effective parenting skills of the two groups of parents. Significantly higher scores were given to married black female parents than were given to single black female parents.

4. Using counselor experiences as the independent variable, experience by repeated measure effects were yielded. On the effective parenting measure interaction effects significant at the .005 level of significance appeared. On the need for further counseling measure group differences significant at the .001 were yielded. Interaction effects significant at the .001 level of significance were yielded. The more experienced counselors saw a greater discrepancy between the effective parenting ability of the two groups

of parents. The inexperienced counselors viewed
the married parents as significantly more
effective parents than the single parents, but
saw less of a difference in their effective
parenting abilities than did the experienced
counselors.

Need for Further Counseling

Need for further counseling scores represented the
counselors' determination of additional counseling needed
by the parent. The counselors did so by choosing one of
seven options, ranging from "no need" (1) to "definite long-
term psychotherapy" (7). The results were quantified using
the number of the option selected: numbers (1) through (7).
This resulted in low scores indicating no need or little
need for further counseling and the higher scores indicating
a need for longer, more intense counseling. The results
related to the need for further counseling scores were:

1. The primary groups of counselors (Group I and
   Group II) both indicated through their scores
   that black female single parents were in need
   of significantly more additional counseling
   than were married black female parents.

2. When using the age and sex of the counselors as
   independent variables the results in both in-
   stances indicated significant repeated measures

differences in how these counselors, young and
old, female and male, viewed these parents.
There were no group differences. All counselors
viewed the black female single parents as being
in need of significantly more additional coun-
seling than the black female married parents.
In both instances the differences were signifi-
cant at the .001 level.

3. Division of the counselors using counseling
   experience as the independent variable resulted
   in significant group differences at the .001
   level of significance. There was a repeated
   measure difference significant at the .001 level.
   There were statistically significant interaction
   effects between repeated measures and experience.
   Both the experienced and the inexperienced
   counselors saw differences between the additional
   counseling needs of the two groups of parents.
   The experienced counselors saw greater differences
   between the additional counseling needs of the
   married and single black female parents with
   the single parents seen as requiring signifi-
   cantly more additional counseling. The inex-
   perienced counselors saw the single parents as

requiring significantly more additional counsel-
ing than the married parents but saw the two
groups of parents as being closer in their addi-
tional counseling needs. They saw relatively
greater compatability between the two groups of
parents in terms of their additional counseling
needs than did the experienced counselors.

Discussion and Implications

The discussion and implications of this study must
be interpreted in terms of the population, procedures, mate-
rials, treatments, and measures included in this investiga-
tion. The range of generalization in terms of these factors
is to be determined by the reader. The rationale for the use
of school counselors as subjects and Acceptance, Effective
Parenting, and Need for Further Counseling as dependent vari-
ables will be explained in the following sections.

Subject Variable

School counselors were chosen for this study because
previous research suggested that there was frequently a con-
tradiction between counseling theory and counseling practice.
The transition from the classroom to the field often resulted
in some discarding of important tenets of counseling theory.

Significant differences were found in this study be-
tween how counselors viewed black female married parents and
black female single-parent family heads. Two areas of inter-

est in this study were differences in counselor responses attributable to the age and experience factors. Usually age and experience are highly correlated, with older counselors having the most experience and the younger counselors having the least amount of experience. This issue is not so clear-cut when viewing the demographic data on the subjects in this study. The average age for the older counselors was 15.6 years above that of the younger counselors. The average years of counseling experience was two years above that of the younger counselors and the average years of teaching experience was 6.2 years above that of the younger counselors. Because of the pronounced difference between age of counselors and their years of experience as counselors and teachers, it is important to view each analysis carefully.

When viewing the counselors using counselor experience as the independent variable this is particularly true. The demographic data are presented in Tables 19-22.

The average age for the experienced counselor was 2.3 years above that of the inexperienced counselor. The average years of counseling experience was 3.2 years above that of the inexperienced counselors and the years of teaching experience was 1.3 years less than that of the inexperienced counselors. Thus, though the inexperienced teachers had less counseling experience than the experienced counselors, they had very nearly as much exposure to children and their parents when one views their total school service tenure. The

demographic data reflects the fact that there were a number of older individuals in the sample who entered the counseling profession at a later age. The demographic data are presented in Appendix G.

Through random assignment to the primary groups of counselors, the subject differences should have been distributed across the groups. For future research, more clear-cut categories of counselor variables than experience and age should be established.

Dependent Variables

The three dependent variables acceptance, effective parenting and need for further counseling were chosen for use in this investigation. Each variable was chosen to try and elicit certain crucial information aimed at determining any differences between the two groups of parents.

Acceptance was chosen as an independent variable since it serves as the basic condition of the counselor client relationship. A principle tenet in most counseling approaches is the ability to accept the individual without preconditions. The investigator decided that the use of this measure would serve to establish whether differences between married and single parents would show up at this very basic level. The effective parenting measure was chosen as it would give indications of the counselors' assessments of the behavioral potential of the parents in terms of their parenting abili-

ties. The literature supports the assumption that single
parents are viewed as being unable to parent effectively.
The use of this dependent variable was used so that it might
test the existing attitudes relative to the parenting abili-
ties of single parents. The need for further counseling
variable was chosen because it serves as a sum total mechan-
ism. Negative views held on variable one and two would be
expected to be reflected on the need for further counseling
measure. The scores on this variable demonstrated what the
counselor saw as the necessary follow-up for the parents in
terms of additional counseling.

Given the design of the study, the counselors' per-
ceptions of the two groups of parents were based on their
own preconceived perceptions of these particular family
units rather than on responses of parents. This, of course,
was what had been hypothesized. The idea of the nuclear,
two-parent family being ideal and any form deviating from
the model being less than ideal is prevalent within the
general society. This conception appears to have been a
major influence on the decisions made by the counselors.
Coupled with the negative existing stereotypes associated
with single-parent families in general, and black female-
headed single parent families in particular, we can identify
the basis for the counselors' decisions.

This raises the question of what has the most impact

on the counselors' behavior, recent training or training supplemented by years of experience. From the data it appears that the more experienced the counselors were, the more they discriminated between the parents. The ability to discriminate is viewed as a positive attribute in counselors; however, this is when the discrimination is based on appropriate or complete information. The separation of parents into acceptable or unacceptable groups cannot be viewed positively within the context of this study. The inexperienced counselors saw the two groups of parents as being more similar. In terms of acceptance, counseling theory suggests that clients should be accepted unconditionally. The inexperienced counselor appeared to come closer to this theoretical approach than did the experienced counselors.

The reason for the differences in the perceptions of the inexperienced and experienced counselors may be that as experienced counselors gained experience in the field and were thus removed from the impact of their training programs, they reflected the negative views and stereotypes within the general society. The experienced counselors who were on the average 1.5 years removed from their training programs, more clearly reflected the theoretical orientation of their counselor training programs: that of accepting a client unconditionally.

It can be argued, and not without some justification, that perhaps the differential responses of the counselors to the two groups of parents merely reflect an awareness of social reality that many black female single-parent family heads suffer from handicaps that prevent successful competition in the labor market. Lack of education or training, irregular work histories, sex and racial discrimination in hiring, and difficulty in arranging for satisfactory child care are all barriers these parents must face. Since women usually keep the children following divorce or separation, the parent least able to support them is left with the major economic responsibilities. These concerns are real and valid, but in this study those variables that would indicate the economic situation of the family, such as the occupation of the female parent and the spouse in the case of the married parent or the occupation, level of education, and availability of child support or alimony were not available to the counselors. It was necessary for them to add their own preconceived ideas or notions they held about the two groups of parents to the information provided. They apparently added detracting ideas about black female single parents and attracting ideas about married black female parents. It could be argued that counselors assumed that the male spouse in the married family was supportive and contributing to the well-being of the family. This does not necessarily have

to be the case. The presence of a male spouse in a house in and of itself does not assure a harmonious family relationship beneficial to all members.

Limitations

In conducting research the investigator is faced with certain limitations involving either design or the conditions under which the study was conducted. Specific limitations of this study will be discussed in this section.

Since the investigator could not secure a random sample of the black counselors in the Milwaukee Public School System and because of the limited size of the sample, particularly the small number of male counselors, the results of this study cannot be generalized beyond this sample. Readers should be cautious in their attempts to make generalizations from this population to others.

This study used a paper-and-pencil format. The measures used were developed specifically for the purposes of this study. Pilot-testing was not conducted to standardize the instruments due to time constraints. This lack of testing of the instruments is a limitation. Generalization from paper-and-pencil responses to actual interview behavior cannot be made. However, the findings here may provide a basis for hypotheses to be tested in research involving videotaped and face-to-face contact between counselor and client.

The use of audiotaped presentations was a limitation of this study. The description of a client from audiotaped stimulus material eliminates many of the crucial non-verbal cues to which a counselor typically responds in the normal interview situation. It is important and necessary that a counselor be attuned to these cues.

Another limitation of this study was the fact that the counselors were unable to gain additional information about the client. A complete exploration of the problem is, of course, an important part of the counseling process. The counselors were disadvantaged in this respect since their inability to obtain additional information was an integral part of the study.

The study used volunteers and this requires further comment. The study was described as a research project to document the perceptions of black counselors. Therefore, the volunteers may have been more amenable to participating in research projects than non-volunteers. Furthermore, the volunteers may have held biases toward black single parent family heads that non-volunteers did not hold. The small number of subjects used in the study is a limitation of this research. The investigator attempted to obtain 60 subjects, had 50 subjects confirmed, but only 38 subject participated.

The lack of assessment of counselors' attitudes is a limitation of this study. Without this assessment, there

is no way of knowing whether or not the subjects were strongly biased against black female single parents. A rating scale could have been administered as a follow-up to the study to determine if their attitudes were generalized or just pertinent to the clients used in the study.

The study is confined to counselor attitudes toward the two groups of parents. Can we assume that the attitudes of the counselors mirror the attitudes of the general population? Without extensive research into the attitudes of the general population towards black female single-parent families statements relative to these sttitudes can only be viewed as conjecture.

Implications for Counseling Practice

The literature suggested and this research supports the notion that black female-headed, single-parent families are the victims of stereotypes. These negative views of this family group can only be dispelled by the acquisition of a thorough knowledge of the lifestyle and experiences of black families in general and black female single parents in particular. Counselors cannot view the world of the black female single parent "as if it were their own" if they are not aware of the many forces, including psychological and economic, impinging on the lives of these families.

A primary step in enhancing the acquisition of this knowledge could be the hiring of black faculty members in

counselor training departments. This action could be supplemented by the writing and views of black scholars.

To acquire the understanding necessary for effective interaction with family members from different ethnic groups or social classes requires both theoretical and experiential exposure. Frequently, this exposure will bring the counselor into conflict with his own attitudes about such factors as race, religion, and family. The values the counselor attaches to these factors coupled with personal experiences and the objective with which the counselor can view these values limits the acceptance of differing values and characteristics in the client. Particular attention needs to be paid to the personal characteristics of potential traumas during the screening process.

Early exposure to various and diverse populations and diverse populations and experiences is necessary so that counselor trainees and counselor educators may make appropriate assessments of the trainees' ability to function effectively in these varied situations. Structured practicum experiences can be used to expose counselor trainees to the experience of working with black single parents and their family members. The counselor's first experience with members of this family unit should not be in an actual crisis situation.

The format of this research can be used to facilitate counselor trainees working with clients from diverse populations. These populations could include not only married and

single female parents, but different ethnic groups as well as children. The development of such requisite counseling skills as acceptance, good listening, and empathy can be facilitated by the use of the format. Counselors working with clients having difficulty relating to or who are re-lating in inappropriate ways to men or women could utilize this format. In both group and individual settings the counselor could use this approach to follow corrective coun-seling encounters in order to measure significant change. The clients could respond to audiotape, videotape and coached client presentations. Counselors can utilize the strategies employed here for in-service training for teachers and other school personnel to provide them with insight into their re-sponses to members of single-parent family groups, as well as with appropriate follow-up material aimed at facilitating their understanding of this particular family unit.

Suggestions for Future Research

The original purpose of this research was to investi-gate counselor perceptions of married and single black female parents in terms of acceptance, ability to engage in effective parenting, and the need for further counseling. Strong and consistent contrasts were found which suggest that bias exists against black female single parent family heads. The follow-ing suggestions for future research are presented to provide

useful suggestions for obtaining additional empirical data regarding single parent families.

1. Research needs to be conducted in the area of the black male-headed, single-parent family. There is very little literature relating to this family unit. Research would provide evidence as to the existing views of this particular unit.

2. Studies are needed to further assess the relationship between the clients' family structure and counselor acceptance. Acceptance is a basic principle of the counseling process and should be carried out regardless of the client. Any trait or situation associated with the client that is an obstacle to the counselor's acceptance of the client should be investigated.

3. A study in which black and white counselors evaluated black and white single and married parents is needed. Such a study would provide the opportunity for cross-cultural comparisons.

4. This study should be replicated using teachers and counselors as subjects. This would provide for comparisons of counselors' and teachers' responses to black married and single female parents.

5. An investigation of the perceptions of black female single-parent family heads of the treatment afforded them and their children by school authorities is warranted. The results of such a study could provide direction to school

authorities in the development of policies and programs aimed at facilitating home and school relations.

6. Investigation is needed to try and determine what factors cause the bias reactions against black female single parents. Whether it is the sex of the family head, the race of the family head, or a combination should be determined.

Concluding Statement

This study was originally conceived because the area under investigation was one about which much conflicting literature had been published. The vast majority of the literature in the area of black female single parents was negative. It was decided to study whether or not school counselors held negative views of black female single parents as compared to married black female parents.

This research has attempted to demonstrate that negative views exist about, and are being perpetuated against, black female-headed, single parent families. The contrasts between the counselors' responses to the married and single black female parents were strong and consistent. The counselors viewed the married parents as being significantly more acceptable, as human beings, more effective as parents, and in need of significantly less additional counseling than single black female parents.

Before definite conclusions can be drawn about the results of the present study, replications must be carried out with similar samples of counselors. However, these preliminary findings, if supported by research with other groups, suggest that counselors are biased against black female single parents.

The implication of tentative results of this study extend beyond inner city schools and families. The number of female-headed, single-parent families continues to increase as the number of divorces, separations and single women choosing to have children without marrying increases. The divorce and separation rate is increasing in the middle and upper-middle families. Consequently, the exposure of these families to school personnel in various capacities is increasing.

If the results of the present study are supported by future research, counselor educators and school authorities must take heed and re-examine both the training process and the functioning of school counselors. Those deemed "helpers" cannot be a party to the perpetuation of ideas working to the detriment of those they should be helping.

The investigator believes that attitudes of all school personnel--but most notably counselors--toward single parent families warrants further investigation and vigorous, continued attention.

APPENDIX A

INITIAL LETTER TO SUBJECTS

Dear

     As you know, I am working towards my doctoral degree here at Michigan State University. I am now at the dissertation state.

     I have selected a dissertation topic requiring as participants, black school counselors at all school levels. The study will also use individuals trained in counseling who may not be currently functioning as a counselor. I have chosen to do the study in Milwaukee because I am familiar with the training the counselors received. I also feel that I can count on the assistance of the counselors.

     Now, a brief word about the study. The research project is aimed at documenting the perceptions of black counselors. You will be asked to respond to certain taped situations. The project will be conducted in a group setting at UWM.

     The study will require a maximum of 1.5 hours to complete. With good organization and cooperation it can be completed in 1 hour.

     The study will be conducted on Saturday afternoon, June 7th. I recognize that Saturday afternoons are at a premium for you. It was with this in mind that I limited the time to 1.5 hours or less. Should you consent to participate, you will receive final confirmation as to the time and location at UWM at a later date.

     Your responses will be kept completely confidential. At no time will you be asked to identify yourself by name.

     I anticipate your cooperation and look forward to seeing you again.

                  Yours truly,

APPENDIX B

FOLLOW-UP LETTERS TO SUBJECTS

Dear

     This letter is a follow-up to the original letter you received asking for your assistance in the completion of my dissertation. I hope you have considered my request and will be able to work it into your schedule.

     The time for the conducting of the study has been set at 1200 noon on June 7 at UWM. We will be finished between 1:00 and 1:30 PM. We will be using two rooms on the first floor of Enduris Hall at UWM. Notices will be posted in the lobby.

     I would like to emphasize the importance and necessity of your participation. The data gathered as a result of this study will be important to you and the profession.

     Please indicate if you will be able to participate on the form enclosed and return it in the self-addressed envelope as soon as possible.

               Yours truly,

APPENDIX C

ACCEPTANCE SCALE

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ACCEPTANCE

1. I have negative feelings towards this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

2. I would like to help this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

3. This parent makes me feel good as a counselor.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

4. I am not sure how I feel about this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

5. This parent has serious problems.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

6. I would prefer referring this parent to another counselor.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

7. I can accept this client as she is.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

8. I would want to have minimal contact with this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

9. This parent shows a willingness to change.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

10. I have difficulty getting close to clients such as this.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

11. I can show warmth towards this client.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

12. Counseling this type of parent disturbs me.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

13. This parent can benefit from counseling.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

14. This parent is not the type of person I would seek out.

Strongly   Generally Somewhat   Somewhat   Generally Strongly
Disagree   Disagree   Disagree   Agree   Agree   Agree

   1   2   3   4   5   6

15. I have no real feelings for or against this parent.

Strongly   Generally Somewhat   Somewhat   Generally Strongly
Disagree   Disagree   Disagree   Agree   Agree   Agree

   1   2   3   4   5   6

APPENDIX D

EFFECTIVE PARENTING SCALE .

EFFECTIVE PARENTING

1. This parent will be able to communicate effectively with her children.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

2. Providing warm emotional support for her family will be difficult for this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

3. This parent's personality has a negative effect on her children.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

4. I am not sure of this parent's ability.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

5. This parent is a good model for her children.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

6. Educational achievement for her children is important to this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

7. Family crises will be difficult for this parent to handle.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

8. This parent can accept help when it is offered.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

9. This parent lacks the ability to provide guidance and direction for her children.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

10. This parent can adequately discipline her children.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

11. Making good decisions will be difficult for this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree

12. This parent has the ability to manage her household effectively.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree

13. This parent will be involved in her community.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree

14. Maintaining relationships outside of her family will be difficult for this parent.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

15. This parent's children are a source of satisfaction.

Strongly Disagree	Generally Disagree	Somewhat Disagree	Somewhat Agree	Generally Agree	Strongly Agree
1	2	3	4	5	6

APPENDIX E

NEED FOR FURTHER COUNSELING SCALE

N E E D   F O R   F U R T H E R   C O U N S E L I N G

Based on the limited knowledge and impressions that you have about this client, indicate any recommendations you have for further counseling.

MARK ONLY ONE BOX:

    NO NEED   -------------------- (   )

    TALK WITH FRIENDS   -------------------- (   )

    TALK WITH PASTOR   -------------------- (   )

    SEE COMPETENT COUNSELOR (1 or 2 Visits)------- (   )

    FAMILY COUNSELING (Several Visits) ----------- (   )

    PSYCHIATRIC ASSESSMENT   -------------------- (   )

    DEFINITE LONG TERM PSYCHOTHERAPY ------------- (   )

WHEN YOU HAVE FINISHED, WAIT FOR THE NEXT TAPE

APPENDIX F

PERSONAL DATA

PERSONAL DATA

1. Male   Female

2. Single   Married   Separated   Divorced

3. Age _____

4. Children   Yes_____   No_____

5. Were You Raised in a Single Parent Family?   Yes ___   No ___

6. Educational Experience:

    Total Years Experience in Classroom Teaching:

    _____

    Number of Years in Counseling:

    _____

7. Are You Certified As a Counselor in the State of Wisconsin?   Yes_____   No_____   If not, Are You Eligible?   Yes_____   No_____

8. Please Indicate Degree Held and Place and Year Granted.

    Degree: _____

    Institution: _____

    _____

    Year Granted: _____

APPENDIX G

SCRIPT OF TAPES

Married - Discipline 1

This is the case of Brenda, the mother of a 12 year old son. Her husband works in a local department store. She is having difficulty in disciplining her son.

P. I've been sort of strugging with him, trying to work it out but I just don't seem to be getting anywhere. It's getting to the point where I don't really know what I'm going to do.

C. It seems that you're really upset about this situation. Why don't you tell me what's been happening.

P. Well, he won't listen to me. You see, he's having problems keeping his mouth shut in school. But I'm not surprised because he has the same problem at home. His teacher has called me several times to tell me that he's acting up in school and getting smart with you in class. When he gets home, I get on him about it but he'll just mumble under his breath and go to his room. Then I'll tell him he can't go out but he'll go on out anyway. He acts like he thinks he's grown or something. I try to talk to him about these things but he gets smart and talks back to me. Now I don't stand for that talking back to me. Sometimes he talks back to me like I'm some kinds, some kinda kid, or somebody, and when he does I just let him have it.

C. Let him have it?

P. Yeah, I pop him right up side his head and tell him he'd
better watch his mouth and know who he's talking to or
I'll wring his neck. But he'll just stand there staring
at me with a smart look on his face. You know I'm kinda
mad but then I get kinda sad, about everything and I try
to explain to him how he should respect me but I don't
seem to be able to get through. I mean it - it seems he
just doesn't respect me and that really hurts.

C. It seems as if this situation has become difficult to
you. Does your husband help you in trying to discipline
your son?

P. Well, he speaks to him every so often but he feels that
handling the children is my responsibility.

C. Do you think that because you handle the discipline all
by yourself, do you think that this has anything to do
with it?

P. Well, I don't know, but you know I do all I can for him.
I do know that something has got to be done about the
situation. I mean you know, if he would just talk to
me, then maybe I could deal with the situation better.
But let's face it, he's got to keep himself out of
trouble and he's got to do what I say around here you
know. I can't spend all my energy trying to keep him in
line. I'm trying to make it plain to him, you've gotta
do what the people in school tell you to do without any

lip; and at home, I expect you to do what I say without any back talk. You think it does any good? Well it don't. Sometimes I feel like wearing his behind out, but that won't do any good because I've tried that before. He'll just stand there and refuse to cry. So, I gave up trying to whip him.

C. This situation is very frustrating for you and also more difficult, because you have to handle it without any help from your husband.

P. Yeah it's frustrating all right. You know, sometimes I feel like just giving up but then I know I can't do that. I do know that the school isn't going to keep putting up with his acting up the way he does. I mean, to me he's my child, and I'm going to try and get him on the right track. But to the school, he's just another discipline problem.

Married - Time for Myself 2

This is the case of Harriet, the mother of two
children, 4 and 6. Her husband works as a salesman in a
department store.

P. Well, I'm just feeling that I'm wasting away. You know
    what I mean. It ain't nothing happening to me. Oh, let
    me put it this way. I'm always doing things for some-
    body else. You know friends, family, everybody. But it
    seems I don't have time to do the things I really want
    to do. You know, things for me.

C. It seems like you're saying you give all to your husband
    and children, and you don't get enough back.

P. Well, year that's it. I mean I know I have a responsi-
    bility to my husband and children, but you know I keep
    telling myself that I just can't live for them. That I've
    got to get out and do things for myself. Now don't get
    me wrong, I'm not saying I don't enjoy my family because
    I do. I just feel I need to get out, to get away from
    them sometimes. I want to enjoy myself, be by myself and
    I don't see anything wrong with that.

C. Do you feel guilty about wanting to be away from your
    husband and children.

P. Well it sure does bother me. I mean I have mixed feelings
    about even talking about this, because everyone keeps
    telling me about my responsibility to my family. I know

what my responsibilities are. But on the other hand, it seems that someone ought to have some responsibility to me.

C. Have you discussed these feelings with your husband?

P. Yes, I have. He understands how I feel and has tried to help me work it out. I mean without him I don't know what I'd do. He comes home and takes me to lunch every so often. He's even invited people over after the kids are asleep. He's babysat, he's been really helpful. But you know I still feel the same way.

Single - Discipline 1

This is the case of Brenda. She is single and the mother of a 12 year old son.

P. I've been sort of struggling with him trying to work it out but I just don't seem to be getting anywhere. It's getting to the point where I don't really know what I'm going to do.

C. It seems that you're really upset about this situation. Why don't you tell me what's been happening.

P. Well, he won't listen to me. You see, he's having problems keeping his mouth shut in school. But I'm not surprised because he has the same problem at home. His teacher has called me several times to tell me that he's acting up in school and getting smart with her in class. When he gets home, I get on him about it but he'll just mumble under his breath and go to his room. Then I'll tell him he can't go out but he'll go on out anyway. He acts like he thinks he's grown or something. I try to talk to him about these things but he gets smart and talks back to me. Now I don't stand for that talking back to me. Sometimes he talks back to me like I'm some kinda, some kid, or somebody, and when he does, I just let him have it!

C. Let him have it?

P. Yeah. I pop him right up side his head and tell him he'd
better watch his mouth and know who he's talking to or
I'll wring his neck. But he'll just stand there staring
at me with a smart look on his face. You know I'm kinda
mad but then I get kinda sad about everything and I try
to explain to him how he should respect me but I don't
seem to be able to get through. I mean it seems he just
doesn't respect me and that really hurts.

C. I guess it's difficult for you to handl this all alone?

P. It's getting that way. I mean I do all I can for him.
All by myself and then he acts up this way. I don't
understand it. I swear, I don't understand.

C. Do you think it's the fact that you're rearing him alone.
Do you think that has anything to do with it?

P. Well, I don't know, but you know I do all I can for him.
I do know that something has got to be done about the
situation. I mean you know if he would just talk to me
maybe I could deal with the situation better. Let's
face it, he's got to keep himself out of trouble, and
he's got to do what I say around here. You know I can't
spend all my energy trying to keep him in line. I try
to make it plain to him you got to do what people in
school tell you to do without any lip and at home I ex-
pect you to do what I say without any back talk. You
think it does any good, well it don't. Sometimes, I

feel like wearing his behind out, but that won't do any good because I've tried that before and he'll just stand there and refuse to cry. So I gave up trying to whip him.

C. This situation is really frustrating for you and it's even more difficult because you have to deal with it alone.

P. Yeah, it's frustrating alright. You know sometimes I feel just like giving up. But then I know I can't do that. I do know that the school isn't going to keep putting up with his acting up the way he does. I mean to me he's my child, and I'm going to try and get him on the right track but to the school, he's just another discipline problem and they'll get rid of him if he doesn't straighten up.

Single - Time for Myself 2

This is the case of Harriet. She is single and the
mother of two children age 4 and 6.

P. Well, I'm just feeling that I'm wasting away, you know
what I mean? I mean ain't nothing happening to me. Oh,
let me put it this way. I'm always doing things for
somebody else you know what I mean? Things for family,
friends and everybody. But it seems I don't have any
time to do the things that I really want to do. You
know things for me. I mean I have needs, too.

C. You feel you don't have enough time for yourself as a
single parent.

P. Well, yeah. That's it. I mean I know I have a respon-
sibility to my children but you know I keep telling my-
self that I can't just live for them. I've got to get
out and do things for myself.

C. This situation is frustrating for you, and also more
difficult because you have to deal with it without a
husband in the home to help you.

P. It's frustrating, alright, just let me give you an
example. Let's say I want to get away for a few hours.
Just to be alone. Maybe to go for a walk or maybe to a
movie. First, I have to check about the children, and
if no one can watch them, then I can't go. But the
children can go out and play and enjoy themselves when-

ever they want. But me, I hardly ever get to do the
things that I like. If I want to go some place, I have
to check this and that and do so many things that I say
it's just not worth all of the trouble and end up not
going at all.

C. It's more difficult for you because as a single parent
you don't have a husband to share the load.

P. It's difficult but I still got to find a way to deal
with it. I mean I'm sure they are other women who feel
like I feel. I really don't thing I'm asking too much.
I'm just asking for a little time for myself. It doesn't
mean that I don't enjoy my children, all it means is that
I want some time alone, away from everyone. Now don't
get me wrong. I'm not saying I don't enjoy my chidren,
because I do. But I still feel that I just need to get
out and get away from them sometimes. I want to enjoy
myself, be by myself and I don't think there's anything
wrong with that.

C. Since you"re rearing the/your children alone do you feel
guilty about wanting to be away from your children?

P. Well, it sure does bother me. I mean, I have mixed feel-
ings about even talking about this because everyone keeps
telling me about my responsibility to the children. I
know what my responsibilities are but on the other hand
it seems like someone ought to have some responsibility
to me, too.

C. Have you discussed your feelings about this to anyone?

P. Yes, I've talked it over with my mother. She feels that my responsibility is to my children. But she does what she can do to help. I mean, she'll come over and keep the kids sometimes so I can get away at times. I mean she really tries to help. Lord, if she didn't help, I con't know what I'd do. But you know even with her help I still feel the same.

APPENDIX H

TEACHING AND COUNSELING

EXPERIENCE OF SUBJECTS

TABLE 19

Mean and Range Age, Teaching Experience and Counseling

Experience of Counselors in the Primary Counselor Group

	AGE		COUNSELING EXPERIENCE		TEACHING EXPERIENCE	
	RANGE	M	RANGE	M	RANGE	M
GP I N=19	26 – 48	35.3	1 – 12	3.6	4 – 17	10.4
GP II N=19	24 – 48	34.2	1 – 5	2.5	4 – 23	8.3

TABLE 20

Mean and Range Age Teaching Experience and Counseling Experience

of Counselors Using Counselor Age as the Independent Variable

|	AGE		COUNSELING EXPERIENCE		TEACHING EXPERIENCE	
	RANGE	M	RANGE	M	RANGE	M
YOUNG	24 - 33	27.6	1 - 2	2.0	2 - 11	6.1
OLD ver 33 =18	33 - 48	43.0	1 - 12	4.0	8 - 23	12.3

TABLE 21

Mean and Range Age, Teaching Experience and Counseling Experience

of Counselors Using the Sex of the Counselor as the Independent

Variable

	AGE		COUNSELING EXPERIENCE		TEACHING EXPERIENCE	
	RANGE	M	RANGE	M	RANGE	M
MALE	27 – 43	35.3	1 – 10	3.8	2 – 12	8.3
FEMALE	24 – 48	34.7	1 – 12	2.9	2 – 23	9.6

TABLE 22

Mean and Range Age, Teaching Experience, and Counseling
Experience of Counselors Using Counselor Experience as
the Independent Variable

	AGE		COUNSELING EXPERIENCE		TEACHING EXPERIENCE	
	RANGE	M	RANGE	M	RANGE	M
Inexperienced	24 - 32	33.7	1 - 2	1.5	3 - 23	10.3
Experienced	33 - 48	36.0	3 - 12	4.7	2 - 17	9.0

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