

AN EXAMINATION OF STUDENT PREFERENCES
FOR COUNSELOR CHARACTERISTICS

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the University of Manitoba in partial fulfillment of the requirements
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Tom Lenius

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ABSTRACT

The purpose of this study was to examine, by means of a 69-item questionnaire, the ideal image of a high school counselor held by high school students when seeking help with different personal problems. Specific types of problems examined in relation to the ideal counselor image were: a) anger problems, b) sex problems, c) educational-vocational problems, d) school work problems and e) courses and teaching method problems. Further, the study examined: a) student discomfort, b) hesitation to seek help and c) expectations of receiving help from a counselor for different personal problems.

The sample consisted of 399 students enrolled in grades 10, 11 and 12 at Elmwood High School, a lower middle class Winnipeg high school. Eight null hypotheses were tested using the chi square analysis. One null hypothesis was tested by examining the sum of the rankings of counselor characteristics. The characteristics investigated were counselor sex, age, experience, values and acquaintance.

Significant findings were:

1. High school female students admit more to discomfort in seeking help for sex problems than males;
2. Male high school students admit more to discomfort in seeking help for educational-vocational and school work problems than females;
3. High school females admit more to hesitation in seeking help for sex problems than males;

4. High school males and females prefer "same sex" counselors for all problems examined;
5. High school female students are less concerned than males regarding the age of the counselor chosen to help with educational-vocational problems;
6. High school females are less concerned than males regarding years of experience of counselor chosen to help with a sex problem;
7. High school females are less concerned than males regarding group guidance acquaintance with a counselor they would choose to help with educational-vocational problems.

Additional Findings

The general rank-order assigned to the characteristics examined for all five problems were as follows:

1. Both males and females ranked counselor "experience" and "acquaintance" first and second, in that order, most often;
2. Both males and females ranked counselor "sex" most important for sex problems and least important for all other problems;
3. Overall counselor "values", "age" and "sex" were ranked third, fourth and fifth, in that order, by both male and female high school students for

counselors to help with all problems examined except "sex" problems.

The ideal counselor for both males and females has the following characteristics: is a "same sex" counselor, he is 20-29 years of age, definitely under forty, has had five to ten years counseling experience, holds the same values as the student and has group guidance class acquaintance with the student.

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Chapter 1

THE PURPOSE AND SIGNIFICANCE OF THE STUDY

The Purpose of the Study

The purpose of this study is to examine the ideal image of a high school counselor held by high school students when seeking help with different personal problems. Further, the study examines: a) student discomfort, b) hesitation to seek help, and c) expectations of receiving help from a counselor for different personal problems. Specific problems investigated in relation to the ideal counselor image are: a) anger problems, b) sex problems, c) educational-vocational problems, d) school work problems, and e) courses and teaching method problems.

Conceptual Framework

In spite of the many references in counseling literature to the importance of the client-counselor relationship, few studies have focused on client preferences regarding characteristics and behavior of counselors. Much has been done to research the perceptions, values, biases and expectations of clinicians, but little in the area of client preferences.

The initial point in counseling when the client begins the counseling process seems to be the least researched and yet it is perhaps the most important. It is at this point that the student's perceptions, preferences, and expectations of a counselor can facilitate or hinder quick development of a

working relationship. The ideal counselor image a client holds may operate at this time to determine the type of problem or problems which he will present to the counselor. Further, if this perceived image determines the relationship to be established, it follows that client acceptance or rejection of assistance is contingent upon this image. It may also be that different client problems operate to change a client's ideal counselor image, and further that male and female ideal counselor images may be different.

Research generally supports the idea that student expectations of the counselor's role are related to the type of problem they bring to the counselor (Gladstein, 1969; Goodstein and Grigg, 1959; Heifron, 1960; King and Matteson, 1959; Blocker, 1963; Warman, 1960; Dunlop, 1965; Grant, 1954; Jenson, 1955; Strong, Hendel, Bratton, 1971; Resnick and Gelso, 1971).

Furthermore, Bordin (1955) reported that counselor characteristics deemed desirable by a client were related to the kind of problem the client presented in the interview. Grater (1964) found that clients with personal-social problems consider affective characteristics of a counselor more important than cognitive characteristics. This in conjunction with Bordin's finding clearly shows that characteristics the client considers significant in the counselor are indicative of the type of problem the client will discuss.

It would seem that age and sex variables may have some bearing on the student perception of the counselor's role. It is known that high school and college counselor's roles are viewed by students to be different. The evidence in this area is conflicting. Some evidence indicates that high school and university students view the counselor as one who helps with educational-vocational problems but not personal-social problems (Dunlop, 1965; Grant, 1954; Jenson, 1955; Warman, 1960). More recently Strong, Hendel, Bratton (1971), Resnick and Gelso (1971) reported that university students viewed counselors more appropriate for social-personal problems now than a decade ago, but that they still viewed educational-vocational type concerns more appropriate. However, Gladstein (1969) could find no support for these findings. On the other hand, Heilfrom (1960) found that high school students expected counselors to devote themselves to individuals who overtly exhibited that they had serious problems. The students did not think that "well adjusted" students were in need of counseling. Could it be that students who do go to a counselor for help with a personal problem might not expect to benefit from the experience?

The sex of the students also seems to be a critical source of varied expectations and perception of counselor role (Koile and Birde, 1956; Ekblad, 1969; Hebert, 1968; Fuller, 1964). Studies suggest that in the beginning

stages male and female preferences for counselors vary. Males and females generally prefer male counselors more than they prefer female counselors. Other sex-type student preferences may exist for counselor characteristics, but little research has been done on how they may operate.

Little is known but evidence indicates that students come with preconceived models of the type of person from whom they would like to receive help, but the evidence is very sketchy (Dunlop, 1965; Koile and Birde, 1956). It may be that such factors as similarity of values between counselor and client are viewed as important by students. It may be that a counselor whom a student is personally acquainted with through a group guidance class may be perceived as more accessible and more helpful than a counselor with whom the student has not had a group guidance class.

The value which male and female students place on the complex of characteristics they would use to describe their ideal counselor is an area that has been virtually unexplored. It has been found that counselor sex is important initially, but is that true for a variety of problems? Would male and female students consider values of counselor more important than his sex? Male and female students may consider acquaintance with the counselor more important than values or sex when asked to rank order counselor characteristics.

Research suggests that students' expectations may be

related to the type of problem presented (Bordin, 1955; Grater, 1964). Therefore, the type of problem presented could affect the values that a student would place on a particular counselor characteristic. Acquaintance of a counselor may be more important to a male student with certain problems and not be important for other problems. In other words, students preferences for counselor characteristics may be related to the type of problem presented.

Price and Iverson (1969) found that clients formed positive impressions of helpers who conformed to the counseling role expectations. Therefore, perhaps positive impressions would be formed of helpers who conformed to the ideal counselor characteristics preferred by students. This is further supported by Ziemelis (1974) who found that students entering a counseling situation with a positive expectancy revealed a more favorable counseling outcome.

Price and Iverson (1969) further state that what is needed is a clearer concept of how counselors should not behave rather than what they should do. This coincides with Ziemelis' (1974) statement about client expectations regarding counseling. He reported that preventing clients from establishing negative expectations about their counselors may be more important than arousing positive expectations. These studies indicate the importance of finding out whether particular counselor characteristics are seen as positive or

negative.

Therefore, the ideal counselor image that a student carries to a counseling situation is important. This paper purports to explore this image with respect to the students' problems, (sex, anger, educational-vocational, school work, and course and teaching method problems); and the following counselor characteristics (age, sex, experience, values and acquaintance). Further it intends to explore the differences between male and female preferences for those counselor characteristics with these problems.

While Grant (1954) found that students saw counselors as most able to make acceptable contributions in the area of educational-vocational problems, research on client expectations of receiving help for other problems has not been done. This is also true for student discomfort in seeking help and student hesitation to seek help.

Therefore this paper will also examine: a) student discomfort, b) hesitation to seek help, and c) expectations of receiving help from a counselor for: a) anger problems, b) sex problems, c) educational-vocational problems, d) school work problems, and e) course and teaching method problems.

Significance of the Study

The importance and value of this study are derived from the fact that it investigates the relatively unexplored area of student preferences for counselor characteristics. To date

the research in this area is very sketchy and certainly not sufficiently developed to warrant major interpretation.

The need for this type of research has been pointed out by Fuller, (1964); Rosen, (1967) and Pratte & Cole, (1965).

Research does suggest that potential and actual clients have implicit and explicit ideas concerning the characteristics they would like manifested in their counselors. These preferences might determine to a significant degree whether or not they seek counseling, length of counseling, various aspects of client-counselor interaction, their subsequent evaluation of the experience and other measures of the effectiveness of counseling. Since many of the critical aspects of an effective guidance program may be influenced by students' preferences for counselor characteristics it is important that they be explored more fully.

The present study recognizes the need for further examination of preferred counselor characteristics and also the need for feedback on whether student expectations and student preferences for counselor characteristics are related to the type of problem presented.

Essentially this study should provide a description of an ideal counselor image for male and female students for:

- a) anger problems, b) sex problems, c) educational-vocational problems, d) school work problems, and e) course and teaching method problems. It should also provide valuable evidence to

suggest whether or not males and females have different ideal counselor images. At the same time the research should provide a valuable examination of: a) student discomfort, b) hesitation to seek help and c) expectation of receiving help from a counselor for the above problem areas. This area is almost totally unexplored. This information should contribute to a better understanding of the client and aid the effectiveness of counseling. Information in this area can assist counselors by giving them a clearer understanding of their clients' perceptions and expectations in counseling. Also in the promotion of new guidance programs particular attention can be focused directly or indirectly to the areas needed, in a manner appropriate to that area.

Plan of the Study

A six-section, 69-item questionnaire was administered to 399 senior high students in grades 10, 11 and 12. The sample was drawn from Elmwood High School, a lower middle class Winnipeg high school.

The format of the questionnaire includes general information in Section I.

Section II begins with a brief description of an Anger Problem to orient students to the problem. Students are then asked to indicate: a) student discomfort, b) hesitation to seek help and c) expectation of receiving help from a counselor for an anger problem, on a four point scale. Then

students are asked to rank order five characteristics of a counselor to help with an anger problem. These characteristics are:

1. Sex of the counselor;
2. Age of the counselor;
3. Experience of the counselor;
4. Values held by the counselor;
5. My acquaintance with the counselor.
(How well I know him/her)

In the last part of section II students are asked to determine specific qualifications they would prefer for each of the counselor characteristics for help with an anger problem.

Sections III, IV, V, and VI each represent a different problem area for which the process outlined in Section II is repeated.

- Section III - Sex Problems.
- Section IV - Educational-Vocational Problems.
- Section V - School Work Problems.
- Section VI - Courses and Teaching Method Problems.

A Chi square Test was used to analyze the data. The acceptance level of significance was set at .05.

Organization of the Study

The purpose, significance, and conceptual framework of the study has been discussed in Chapter I. A procedural summary has been included.

Chapter II will review the pertinent literature. Student perceptions of counselors role and type of problem will be presented. Also current knowledge on counselor characteristics will be summarized.

Chapter III will include a description of the sample, the development of the instrument, statement of hypotheses and a detailed description of the procedures.

Chapter IV will present and describe the findings.

Chapter V will interpret and consider the implications of the findings. Limitations of the study as well as suggestions for further research will also be included in this chapter.

Chapter II

REVIEW OF THE LITERATURE

Upon reviewing the literature related to the topic, two problems become evident. First, it appears that research about student preferences is sporadic and unrelated; and second that research in the area of client expectation is subject to disagreement about what should be encompassed under the heading. The problem is whether or not in some studies clients (and researchers) have interpreted "expectations" to include "preferences". For the purposes of this paper studies from both categories are included except where the intent could not be interpreted to include preference.

The review of the literature will be broken down into three areas: a) Role of the Counselor and Type of Problem; b) Student Expectation and Satisfaction Regarding Counselor Role and Characteristics; and c) Existing Research on Student Preferences for Counselor Characteristics. The last area will also include research on sex stereotyping in our culture.

Role of the Counselor and Type of Problem

Role of the Counselor

What students view as the role of the counselor seems to be an area of confusion. Goodstein and Grigg's (1959) research on satisfaction with the counseling process came to the conclusion that client perceptions and expectations are important

factors in the counseling process but little is known about these perceptions and expectations. Some evidence is available on how counselors are viewed prior to the first contact. High school students in nine schools in New York viewed the counselor as being most able to make an acceptable contribution in the area of educational-vocational planning. Students failed to see the counselor as a vital source of help in the area of personal-emotional problems and usually preferred others for discussion of personal-emotional difficulties (Grant, 1954; Jenson, 1955).

Heilfron (1960) in a study using a questionnaire with high school juniors found that students expected counselors to devote themselves to individuals who exhibit overtly that they have extreme forms of emotional and mental problems. The students did not think that well adjusted students were in need of counseling.

Warman (1960) in attempting to identify the counseling role as this role is perceived by various relevant campus people, found that all groups of subjects including students considered problems of vocational choice most appropriate for discussion with counselors, college routine problems second and adjustment to self and others least appropriate. Counselors, on the other hand, saw their role as having to do with problems of adjustment to self and others as first priority.

Further support for this was found by Kerr (1962). He investigated high school seniors' perceptions of counselor role in the college decision-making process. He found that students viewed counselors most helpful as a source of information.

King and Matteson (1959), measuring student attitude, found students most free to take education problems to the counseling centre, followed by vocational problems, social problems and finally, personal problems. They tended to use the counseling centre for either personal/social problems or educational/vocational type problems, but not both.

Then, to the contrary, Gladstein (1969) using secondary high school students found no indication as in previous studies that clients expected primarily educational and vocational help. Students only reluctantly looked for help in the personal/social areas. Also after students completed counseling, fewer indicated they had expected to receive help in the vocational area.

Strong, Hendel, and Bratton (1971) found that college students viewed counselors and advisors as more appropriate sources of help with educational-vocational problems and considered psychiatrists more appropriate for specific personal problems. However, students also viewed counselors as potential sources of help in increasing self-knowledge and self-development.

Resnick and Gelso (1971) in replicating Warman's 1960 study found as did Warman that counselors viewed "adjustment to self and others" type problems as more appropriate than did any other group, but they perceived college routine problems as less appropriate than did faculty and clients. All groups viewed "adjustment to self and others" type problems as more appropriate at the time of the study than a decade earlier. The findings do not indicate that counselors have achieved measurable success in changing the students' perceptions of the problems that are appropriate for discussions with counselors.

Further, Gelso and McKenzie (1973) found that for students to alter perceptions of the appropriateness of personal problems for counseling, and their willingness to seek counseling for such problems, it was necessary to give students both written and oral information.

Indeed, as difficult as it seems to alter students' perceptions of the appropriateness of personal problems for counseling, Blocker in (1963) pointed out that confusion of the counselor's role is a very real problem, and that the counselor's primary task is that of communicating his image as a helping person to students. However, generally the research supports the idea that students' expectations of the counselor's role are related to the type of problem the student brings to the counselor.

Type of Problem

In a study with university students Bordin (1955) reported that characteristics the client deemed desirable for a counselor were related to the kind of problem the client presented in the interview.

Bordin (1955) found that university students approaching counseling with the expectation of receiving help in a particular decision viewed the counselor as a source of information. He also found that clients with personal problems were more likely to see counselors' personal characteristics as important. Further, he noted that clients with educational-vocational problems tended to see counselors' impersonal characteristics as important.

Grater (1964) found that university students with personal-social problems found affective characteristics of counselors more important than cognitive characteristics. This data in conjunction with Bordin's findings clearly show that characteristics the client considers significant in the counselor are indicative of the type of problem the client will discuss.

Severinsen (1966) found that university clients seeking "educational" counseling expected the counselor to be authoritative and to deal more with facts than feelings.

Little research has been carried out relating type of personal problem to client perceptions of helpful character-

istics. Reviewing the literature, studies were found that discussed counselors' views of themselves, descriptions of clients characteristics, counselors' perceptions of clients' perception of the counselor, characteristics of desirable clients, the nature of the counseling process, and beliefs, expectations and attitudes toward counseling services. But no research could be found on the relationship of the type of problem present and to the client's preference for counselor characteristics. Indeed, this relationship seems to be unexplored.

Student Expectation and Satisfaction Regarding Counselor Role and Characteristics

It has been documented that clients have certain preconceptions as to how counselors are supposed to behave and that these expectancies usually define acceptable role behavior. Any departure by counselors from these norms would be predicted to arouse relatively unfavorable reactions, especially on the first encounter. Support for this contention has been supplied by such investigators as Bordin (1955), Goodstein & Grigg (1959), Patterson (1958), and Severinsen (1966). Severinsen (1966) suggests that satisfaction seems to be a function of how closely the counselor approximates the clients' expectations and not whether he is "fact" or "feeling" oriented in the interview.

Price and Iverson (1969) investigated the effect of the achievement status of the counselor and the efficacy of certain verbal behaviors on his part in obtaining favorable reactions in initial interviews with clients. He found that university students formed positive impressions of helpers who conformed to the counseling role expectations. Therefore, perhaps positive impressions would be formed of helpers who conformed to the ideal counselors' characteristics preferred by students.

Further support comes from Ziemelis' (1974) study of the effect of client preference and expectancy upon initial interview. He found that students' positive expectancy inductions regarding counselor preferability and assignment revealed a more favorable counseling outcome than negative expectancy inductions.

Price and Iverson (1969) further state that what is needed is a clearer concept of how counselors should not behave rather than what they should do. This coincides with Ziemelis' (1974) statement about client expectations regarding counseling. He reported that preventing clients from establishing negative expectations about their counselors may be more important than arousing positive expectations. These studies indicate the importance of finding out whether particular counselor characteristics are seen as positive or negative.

Student Preferences
for Counselor Characteristics

The research in this area is limited, widely spread, and at times vaguely related. In order to provide a perspective, general research on student preferences for counselor personality and procedure will be reported first; then existing research on student preferences for counselor values, age, experience and sex will follow.

Student Preferences
for Counselor Personality and Procedure

To begin, Miller (1965), using the Sixteen Personality Factor Questionnaire, found that clients perceived emotion, enthusiasm and conscientiousness as those characteristics exemplifying helping behavior. Students also preferred active participation on the part of the helping person. This research was consistent with Goodstein and Grigg (1957) who found that high school students had significant preferences for an active, somewhat directive role for the counselor.

Grigg (1961) also found that as counselors acquire more clinical experience they are perceived by clients as shifting from more active, more verbal, more prone to give forth with interpretations and advice, to being more of a careful listener and partner with the client in assisting him to work through the problem. Perhaps then, if students do prefer a more active and directive counselor, they would prefer a less

experienced counselor which, in most cases, would be a younger counselor.

McClain (1968), using the Sixteen Personality Factor Questionnaire, found that personality characteristics relevant for success in counseling were not the same for men and women. Male counselors rated most successful tended to reflect masculine characteristics, and female counselors rated most successful tended to reflect feminine characteristics.

Arbuckle (1956) found that students preferred counselors who showed a higher degree of confidence, were more normal than clients, and showed a high degree of interest in such areas as social services, persuasive literary, and scientific activities.

Sonne and Goldman (1957) found that high school seniors with authoritarian attitudes had greater preference for an eclectic counseling approach than for a client-centered approach. Generally, they found that all groups preferred the eclectic counseling approach.

Stefflre (1964) found that counselors chosen by their peers as effective had: a) higher academic performance, b) somewhat more appropriate Strong scores, c) less dogmatism.

Generally this research does suggest that students do have implicit and explicit preferences concerning the characteristics they would like manifested in their counselor.

Values of the Counselor

Little research has been done on what effect the students' perceptions of values held by the counselor has on the counseling process. Hollingshead and Redlich (1953) and Meyers and Schafer (1954) have, in fact, suggested that selective factors may work to limit choice to those who are like the therapist in outlook, values and social background. Some support can be found in congruent studies for the implication that counselor values operate to influence the counseling relationship.

Tuma (1957) attempted to determine the effect of client and counselor personality characteristics on client learning in counseling found that close resemblance between clients and counselors on personality variables is associated with relatively better criterion performances by clients.

Pohlman (1961), studying changes in client preferences during counseling, found that the client's expectations become more congruent with their counselor.

Another study by Geller (1965) suggests that congruence between client expectations and counselor role perceptions has at best a minimal relationship to outcome.

Cundick (1963) concluded from his study that counselor-client expectancy congruence was not significantly related to satisfaction.

Ziemelis (1974) concluded that most subjects showed increased preference for counselors seen despite congruence or incongruence between their expectations and experience.

While there is support for the view that counselor values operate to influence the counseling relationship, the evidence is mixed and not clear. Further research is needed. Also research in the area of the relation of values held by the counselor and specific problems has not been done. Such research is needed.

Age of Counselor

Research in this area seems to be neglected but perhaps some direction can be found in the Goodstein and Grigg (1957), and the Grigg (1961) research.

Goodstein and Grigg (1957) found that high school students have significant preferences for an active, somewhat directive role for the counselor. Further Grigg (1961) found that clients perceived less experienced clinicians as more active, more verbal and more prone to give forth with interpretation and advice. This suggests that perhaps, then, younger counselors would be desired since they would probably be less experienced.

Counselor Experience

Research in the area of counselor experience has also been neglected. The Strong, Hendel & Bratton (1971) study provides the only direction in this area. They investigated college students' views of campus help givers - counselors, advisors,

and psychiatrists. They found that students described counselors and advisors similarly as more warm and friendly than psychiatrists who were considered more intellectual, analytic, decisive, cold and critical. Students viewed counselors and advisors as more appropriate sources of help with vocational and educational problems and considered psychiatrists more appropriate for specific personal problems. Counselors were also seen as potential sources of help in increasing self-knowledge and self-development. The authors conclude that as problems become more severe and difficult, the more knowledgeable, analytical and intense psychiatrist is more appropriate. It can be concluded that the psychiatrist would be the most experienced, followed by the counselor and then the advisor. This paper should shed some light on student preferences for experience of help givers.

Counselor Sex

A considerable amount of literature on the sex preferences of persons in different age groups, situations and cultures supports the notion that males and females have distinct preference patterns which are fairly consistent (Brown, 1956; Brown, 1957; Campbell, 1939; Harris & Tseng, 1957; Mead, 1949; Lynn, 1959; Tyler, 1947). These findings were consistent with Koile and Bird (1956), who studied preferences of freshmen for persons from whom they would seek help. They found that

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

In another study, Fuller (1964) investigated university clients' and non-client preferences for sex of confidantes or counselors seen as a source of help for vocational or personal problems. She found that both males and females prefer male counselors over female counselors, and that preferences for male counselors are more stable than preferences for female counselors.

Male non-clients prefer male counselors and confidantes more frequently than did females for both vocational and personal problems. Male non-clients also stated they would prefer female counselors and confidantes less frequently than did females for both vocational and personal problems. Males expressed some preferences more often on a personal than vocational problem, and more often when choosing a counselor for a personal problem than when choosing a confidante.

Female clients with personal problems preferred male counselors more frequently than female non-clients. Clients who preferred female counselors before counseling were more likely to change preferences after counseling than were clients who had preferred male counselors.

Although different methods were used for determining sex preferences Gustafson's (1969) results were in agreement with the previous research findings. Girls were more variable than boys in their sex preferences, and boys have a much stronger preference for males than girls do for females.

Sex Stereotype in our Culture

For the purposes of this study it appears important to mention the stereotype of sex in our culture since this may have an effect on preferences for male and female counselors.

Both boys and girls assign greater prestige value to the masculine than the feminine role (Brown, 1956). Boys prefer boy playmates while girls seem evenly divided (Campbell, 1939). Girls express more negative attitude toward their own sex with increasing age (Harris & Tseng, 1957; Hawkes, Burchinal, Gardner, 1957) and older males attribute more unfavorable characteristics to women than any other age-sex group (Secord, 1958). This pattern is apparently not peculiar to this culture. In a study of sex-dependent differences of national stereotypes (Sodhi, Bergues, Holzkomp, 1956), both men and women attributed more highly valued characteristics

to men than they attributed to women.

These studies seem consistent in the view that in our culture and others the female stereotype has less prestige than the male stereotype.

Summary

Three major segments of research have been reviewed. The first showed the relationship of student perceptions of role of the counselor and type of problem. It was pointed out that role of the counselor, as viewed by students, is confused. Previous research gives no clear-cut student view of the role of the counselor. It appears that client perceptions and expectations of the counselor's role are important factors in the counseling process, but little is known about these perceptions and expectations. Research indicates that type of problem is related to student expectations and that clients with personal problems consider counselors' personal characteristics as more important than impersonal characteristics. No research has been done to see if the clients' preferences for particular counselor characteristics changes with type of student problem. This research is needed.

The second segment of research presented current knowledge of student expectations and satisfaction regarding counselor role and characteristics. It was pointed out that

clients have certain expectations and preconceptions regarding counselors and that departures from these expectations and preconceptions can be predicted to arouse unfavorable reactions, especially on the first encounter. This was supported by the research. Therefore research is needed to determine whether particular counselor characteristics are seen as positive or negative by clients.

The third segment of research reviewed available information about student preferences for counselor characteristics relevant to this study. General research on student preferences for counselor personality and procedure were presented first, followed by existing research on counselor values, age, experience and sex. Students generally preferred an active, directive, confident, expressive counselor. Congruence between counselor and student values has been shown to be an important factor operating in the counseling process, but evidence in this area is mixed and inconclusive.

Research on age and experience of counselor is almost non-existent, but studies indicate contradicting trends. Students seem to prefer young, but experienced helpers.

Student preferences for counselor sex has been the most thoroughly researched area. Both males and females prefer male counselors for most problems, and males have stronger preferences for males than females do for females.

Last it was shown that in our culture and others the female stereotype has less prestige than the male stereotype. This, it was pointed out, could have an effect on student preferences for male and female counselors by both sexes.

Chapter III

DESIGN OF THE STUDY AND PROCEDURES

The present study sought to examine, by means of a questionnaire, the ideal image of a high school counselor held by a high school student when seeking help with different personal problems. Specific types of problems to be investigated in relation to the ideal counselor image were: a) anger problems, b) sex problems, c) educational-vocational problems, d) school work problems and e) course and teaching method problems. Further the study aimed to examine: a) student discomfort, b) hesitation to seek help, and c) expectations of receiving help from a counselor for different personal problems.

The Sample

The sample consisted of 399 students (214 females and 185 males) enrolled in grades 10, 11, and 12 at Elmwood High School, a lower middle class Winnipeg High School. While represented by both of upper and lower middle class on the socioeconomic scale it may be safely characterized as a lower middle class area. The combined population of the school, junior and senior high reflect this same distribution and, therefore, could perhaps be considered socioeconomically representative of the total population of not only the local area but the entire Winnipeg No. 1 School district.

Sample Selection

The questionnaire was given to the entire high school student population present and in classes in May, 1974. As a result of students having individualized timetables it was impossible to administer the survey to the entire student population. It was therefore necessary to pick a time slot in which a majority of students would be in class, and also, all course options would be represented. The resulting sample consisted of 399 subjects. Due to absenteeism, student spares and student subject withdrawals, 159 students of the schools' high school population were not included in the data collected.

Description of the Sample

Table 3:01 presents descriptive information about the sample, including information about sex, grade, former group guidance class experience and whether or not students felt they knew their counselors better as a result of that experience.

From the data in table 3:01 we can see that:

- a) males and females are fairly evenly balanced in the sample. Of the 399 subjects, 53.6 percent (N=214); were females and 46.3 percent, (N=185); were males.
- b) approximately 37.1 percent, (N=148) indicated grade 10; 38.6 percent (N=154); indicated

grade 11, and 24.3 percent, (N=97)

indicated grade 12.

- c) the majority of students of both sexes had former group guidance class experience M=97.8 percent, (N=181); and F=96.3 percent, (N=206). Approximately 80 percent, (N=148); of the males, and 89.7 percent, (N=192); of the females had at least three years or more group guidance experience.
- d) the majority of students of both sexes indicated that as a result of former group guidance class experience they knew their counselors better M=55.1 percent, (N=102); F=57.3 percent (N=122).

Design of the Instrument

Instrument content was synthesized from the content of the following:

- a) Mooney Problem Check List (High School Form, 1950);
- b) Results of Mooney Problem Check List (High School Form, 1950) given to male students in grades 10 and 11 in 1972;
- c) F.F. Fuller's (1964) research on Preferences for Male and Female Counselors;
- d) Albert Rosen's (1967) article "Client Preferences: An Overview of the Literature." ;
- e) Discussions with students, counselors and instructors.

Table 3:01

Summary of Sample Description Data

		Males		Females	
		f	%	f	%
GRADE:	10	72	38.9	76	35.5
	11	64	34.6	90	42.1
	12	<u>49</u>	<u>26.5</u>	<u>48</u>	<u>22.4</u>
TOTAL		185	100.0	214	100.0
FORMER GROUP GUIDANCE CLASS EXPERIENCE:					
	One Year	11	5.9	3	1.4
	Two Years	22	11.9	11	5.1
	Three Years	68	36.8	77	36.0
	Four Years or more	80	43.2	115	53.7
	None	<u>4</u>	<u>2.2</u>	<u>8</u>	<u>3.7</u>
TOTAL		185	100.0	214	100.0
Do you know your counselor better as a result of Group Guidance Classes:					
	YES	102	55.1	122	57.3
	NO	<u>83</u>	<u>44.9</u>	<u>91</u>	<u>42.7</u>
TOTAL		185	100.0	213	100.0

The instrument was a questionnaire consisting of 69 forced choice items. A pilot survey conducted with 10 students (five males, five females) pre-tested the instrument. Discussions with these students and examination of the results led to the conclusion that the instrument did not have any special difficulties. The purpose of the study was stated at the beginning of the instrument. In addition, specific instructions were given at the beginning of each section and sub-section. A copy of the instrument and the answer sheet appears in Appendix A.

The questionnaire consisted of six sections. Each section and the content it was designed to survey is summarized in Table 3:02. In Section I general information about the student was gathered. In Sections II to VI students were asked counselor preferences for five personal problems. The sections were as follows:

Section II Anger Problems.

Section III Sex Problems.

Section IV Educational-Vocational Problems.

Section V School Work Problems.

Section VI Courses and Teaching Method Problems.

In order to orient students, or to give them a frame of reference to the problem, a brief description of a problem was presented at the beginning of each of the sections II, III, IV, V and VI respectively. The descriptive phrases

Table 3:02
Summary of Questionnaire Content

	Section	Items	Content	Hypothesis
	I	1-4	General Information	
Anger Problems	II	5	Discomfort seeking Help	1a
		6	Hesitation to seek Help	2a
		7	Expectations of receiving Help	3a
		8-12	Rank Order Preferences for Counselor Characteristics	4a
		13-17	Preferences for Qualification of Counselor Characteristics	5a; 6a; 7a; 8a; 9a.
Sex Problems	III	18	Discomfort seeking Help	1b
		19	Hesitation to seek Help	2b
		20	Expectation of receiving Help	3b
		21-25	Rank order Preferences for Counselor Characteristics	4b
		26-30	Preferences for Qualification of Counselor Characteristics	5b; 6b; 7b; 8b; 9b.
Educational-Vocational Problems	IV	31	Discomfort seeking Help	1c
		32	Hesitation to seek Help	2c
		33	Expectation of receiving Help	3c
		34-38	Rank order Preferences for Counselor Characteristics	4c
		39-43	Preferences for Qualification of Counselor Characteristics	5c; 6c; 7c; 8c; 9c.

Table 3:02
(Continued)

Summary of Questionnaire Content

	Section	Items	Content	Hypothesis
Problem	V	44	Discomfort seeking Help	1d
		45	Hesitation to seek Help	2d
		46	Expectations of receiving Help	3d
		47-51	Rank order Preferences for Counselor Characteristics	4d
		52-56	Preferences for qualifications of Counselor Characteristics	5d; 6d; 7d; 8d; 9d.
Courses and Teaching Methods	VI	57	Discomfort seeking Help	1e
		58	Hesitation to seek Help	2e
		59	Expectations of receiving Help	3e
		60-64	Rank order Preferences for Counselor Characteristics	4e
		65-69	Preferences for qualifications of Counselor Characteristics	5e; 6e; 7e; 8e; 9e.

were adopted from the Mooney Problem Check List problem descriptors. These items are particularly suited to the orientation since an additional aim of the authors of the Mooney Problem Check List was to select items which would secure a naive, rapid "feeling" response from the student. Spontaneous rather than deliberate reaction was sought.

The general information gathered in Section I of the questionnaire includes sex, grade and former group guidance class experience of the students.

The purpose of questions 5-7, 18-20, 31-33, 44-46, and 57-59 was to examine students' a) discomfort in seeking help, b) hesitation to seek help, and c) expectations of receiving help for: anger, sex, educational-vocational, school work, and courses and teaching method problems. For each of these items students were asked to respond either: Always, Usually, Rarely, Never; whichever response accurately described how they feel about seeing a counselor.

Rank order preferences for five characteristics that described counselors they would choose to help them with the five problems were asked in Section II (Anger Problems), items 8-12; Section III (Sex Problems), items 21-25; Section IV (Educational-Vocational Problems), items 34-38; Section V (School Work Problems), items 47-51; and Section VI (Courses and Teaching Method Problems), items 60-64 respectively. These characteristics are as follows:

- a) Age of the Counselor;
- b) Sex of the Counselor;
- c) Experience of the Counselor;
- d) Values held by the Counselor;
- e) Acquaintance with the Counselor.

The purpose of Section II (items 13-17); Section III (items 26-30); Section IV (items 39-43); Section V (items 52-56); and Section VI (items 65-69) was to determine specific descriptive qualifications students would prefer for each of the counselor characteristics for each of the five problems. In addition to specific options for each of the characteristics, a "no preference" option was included.

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

To determine the student's preference for age of counselor, students were asked to select from the following categories: 20-29, 30-39, 40-49 years of age, and 50 years and older.

To assess the amount of experience the students would prefer their counselor to have, students were asked to select from the following categories: less than five years experience, five to ten years experience, more than ten years experience.

In assessing student preferences for values held by the counselor, students were asked to select from the following categories: values the same as mine and values different from mine.

The last characteristic studied was acquaintance with the counselor they would choose to help them with a personal problem. Students were asked to state their preference for acquaintance with a counselor with reference to group guidance classes. They were asked to select from the following categories: a counselor with whom they had had a group guidance class, or a counselor with whom they had not had a group guidance class.

Collection of the Data

Each of the twenty-three teachers who assisted in the administration of the instrument were personally contacted and informed regarding content and purpose of the questionnaire. In addition, a written statement of administration instructions was provided which included instructions for teachers and students (see Appendix B).

The questionnaire took approximately 25-30 minutes and was given to the entire high school population present (grades 10, 11, and 12). Those students absent were not included in the sample and no attempt was made to contact them.

Statistical Analysis

The responses of 214 females and 185 males to the questionnaire were transferred to data cards and analyzed by the IBM 360/56 Computer using Fortran IV. An item response analysis consisting of frequency and percentage of responses for each item was computed for Section I (General Information).

The chi square statistic, using 2x3, 2x4, and 2x5 contingency tables, was calculated for questionnaire items 5-7, 18-20, 31-33, 44-46, and 57-59 which were included to test hypotheses about student: a) discomfort, b) hesitation to seek help, and c) expectation of receiving help for the five problems selected. The chi square statistic was also calculated for items 13-17, 26-30, 39-43, 52-56, and 65-69 to test hypotheses about differences in student preferences for the selected qualifications of the five counselor characteristics for the five problems selected for examination. When the expected frequencies in any of the cells was less than five, Yates' correctional factor was computed. The rejection of all hypotheses was set at the .05 level, except for the ones referring to the rank-order preferences for counselor characteristics.

To test the hypotheses about the rank-order preferences of counselor characteristics made by male and female students for the five problems, the sums of the ranks was computed.

Statement of Hypotheses

Nine null hypotheses were tested in this study. Each hypothesis contains a statement about each of the five problem areas selected for study.

Null Hypothesis 1: There is no significant difference between male and female students' admission of feeling discomfort in seeking help for: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 2: There is no significant difference between male and female students' admission of hesitation in seeking help for: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 3: There is no significant difference between male and female students' admission of expectation to receive help for: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 4: There is no significant difference between male and female students' rank-order preference of counselor characteristics chosen for help with: a) anger, b) sex, c) educational-

vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 5: There is no significant difference between male and female student preferences for sex of counselor chosen to help with: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 6: There is no significant difference between male and female student preferences for age of counselor chosen to help with: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 7: There is no significant difference between male and female student preferences for years of experience of counselor chosen to help with: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 8: There is no significant difference between male and female student preferences for values held by a counselor chosen to help with: a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Null Hypothesis 9: There is no significant difference between male and female student preferences for acquaintance with counselor chosen to help with:
a) anger, b) sex, c) educational-vocational,
d) school work and e) courses and teaching method problems.

Chapter IV

ANALYSIS OF THE DATA

Analysis of the data will be presented in three major areas. Separate analysis will be made in each area for male and female students. First, the area dealing with student a) admission of discomfort, b) admission of hesitation to seek help and c) expectations of receiving help for the five problems under examination (anger, sex, educational-vocational, school work and courses and teaching methods) will be analyzed. Second, rank-order preferences for five counselor characteristics will be analyzed for each of the five student problems. The five counselor characteristics under examination are age, sex, values, experience and acquaintance. In the last area the preferred qualities of each of these characteristics will be analyzed for each of the five problems.

The presentation of the data follows the sequence outlined by the statement of hypotheses in Chapter Three. Each hypothesis is listed and followed by the analysis.

Null Hypothesis 1

There is no significant difference between male and female students' admission of feeling discomfort in seeking help for a) anger, b) sex, c) educational-vocational, d) school work and e) course and teaching method problems.

Table 4:01 presents the results of the chi square analysis

for items 5, 18, 31, 44 and 57. All chi square values were determined using a 2 x 4 contingency table with three degrees of freedom $\chi^2_{.05(3)} = 7.82$.

TABLE 4:01

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE
VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 1

Item	Response	Males		Females		χ^2
		f	%	f	%	
5. Discomfort in Seeking Help for Anger Problems	A	30	16.2	35	16.4	.76
	U	42	22.7	50	23.4	
	R	48	25.9	63	29.4	
	N	<u>65</u>	<u>35.2</u>	<u>66</u>	<u>30.8</u>	
	T	185	100.0	214	100.0	
18. Discomfort in Seeking Help for Sex Problems	A	45	24.3	71	33.2	10.27 *
	U	45	24.3	65	30.4	
	R	46	24.9	48	22.4	
	N	<u>49</u>	<u>26.5</u>	<u>30</u>	<u>14.0</u>	
	T	185	100.0	214	100.0	
31. Discomfort in Seeking Help for Educational-Vocational Problems	A	11	6.0	5	2.3	9.77 *
	U	15	8.1	10	4.7	
	R	46	24.9	36	16.8	
	N	<u>113</u>	<u>61.0</u>	<u>163</u>	<u>76.2</u>	
	T	185	100.0	214	100.0	
44. Discomfort in Seeking Help for School Work Problems	A	22	11.9	14	6.5	8.37 *
	U	31	16.8	22	10.3	
	R	41	22.2	68	31.8	
	N	<u>91</u>	<u>49.1</u>	<u>110</u>	<u>51.4</u>	
	T	185	100.0	214	100.0	
57. Discomfort in Seeking Help for Courses and Teaching Method Problems	A	23	12.4	15	7.0	3.18
	U	26	14.1	29	13.6	
	R	45	24.3	51	23.8	
	N	<u>91</u>	<u>49.2</u>	<u>119</u>	<u>55.6</u>	
	T	185	100.0	214	100.0	

Legend: A = Always U = Usually R = Rarely N = Never T = Total

df = 3
 * = $p < .05$
 ** = $p < .01$

Anger Problems. The analysis of item 5 shown in Table 4:01 indicates there was no significant difference between male and female students' admission of feeling discomfort in seeking help for anger problems. Therefore the null hypothesis was accepted. It was observed from the frequency data that the largest response category for both males (35.1 percent) and females (30.8 percent) was the "never" category, and the smallest response category for both males (16.2 percent) and females (16.4 percent) was the "always" category. The majority of both males (61 percent) and females (59.8 percent) made responses in the "rarely" and "never" categories. Fewer females (30.8 percent) than males (35.1 percent) reported "never" feeling discomfort seeking a counselor about an anger problem.

Sex Problems. Referring again to Table 4:01, there were significant differences between male and female student responses to item 18. Therefore, the null hypothesis was rejected. Inspection of the data revealed that more females (33.2 percent) than males (24.3 percent) responded in the "always" cell. Inversely, more males (26.4 percent) than females (14.0 percent) responded in the "never" cell. The majority of males (61.3 percent) made responses in the "rarely" and "never" cells, while the majority of females (63.6 percent) indicated they would "always" or "usually" feel discomfort in seeking help for a sex problem.

Educational-Vocational Problems. Table 4:01 indicates that there were significant differences between male and female student responses to item 31. Therefore the null hypothesis was rejected. Inspection of the data revealed that relatively few males (14.1 percent) and females (7.0 percent) indicated that they "always" or "usually" feel discomfort about seeking help for educational-vocational problems. While the majority of both males (61.0 percent) and females (76.2 percent) indicated "rarely" feeling discomfort, this was expressed by females (76.2 percent) more often than males (61.0 percent).

School Work Problems. From Table 4:01 $\chi^2=8.32$ for item 44. Therefore, the null hypothesis was rejected. There were significant differences between male and female student responses to admission of discomfort in seeking help for school work problems. A small number of both males (28.7 percent) and females (15.9 percent) indicated "always" or "usually" feeling discomfort about seeking help for school work problems, while approximately half of both males (49.2 percent) and females (51.4 percent) indicated "never" feeling discomfort in seeking help. More than twice as many males as females (M=11.9 percent and F=5.6 percent) admitted to "always" having discomfort in seeking help for school work problems.

Courses and Teaching Method Problems. The analysis of item 57 shown in Table 4:01 indicates the null hypothesis was accepted.

There is no significant difference between male and female students' admission to feeling discomfort in seeking help for courses and teaching method problems. It was observed that the largest response cell for both males (49.2 percent) and females (55.6 percent) was the "never" cell. Relatively few males (12.4 percent) and females (7.0 percent) indicated that they "always" feel discomfort seeking help for courses and teaching method problems.

Comparison of the Five Problems. Both males and females expressed most discomfort in seeking help for anger and sex problems, while 50 percent of both males and females stated "never" experiencing discomfort on seeking help for educational-vocational, school work and courses and teaching method problems. Males and females differed significantly in their expression of discomfort in seeking help for sex, educational-vocational and school work problems.

Null Hypothesis 2

There is no significant difference between male and female students' admission of hesitation in seeking help for a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:02 presents the results of the chi square analysis for items 6, 19, 32, 45 and 58. All the chi square values were determined using a 2 x 4 contingency table with three degrees of freedom. The $\chi^2_{.05(3)} = 7.82$.

TABLE 4:02

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE
VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 2

Item	Response	Males		Females		χ^2
		f	%	f	%	
6. Hesitate to Seek Help for Anger Problems	A	54	29.2	62	29.1	.67
	U	54	29.2	55	25.8	
	R	34	18.4	46	21.6	
	N	<u>43</u>	<u>23.2</u>	<u>51</u>	<u>23.5</u>	
	T	185	100.0	214	100.0	
19. Hesitate to Seek Help for Sex Problems	A	43	23.3	76	35.5	10.50 *
	U	55	29.7	61	28.5	
	R	37	20.0	44	20.6	
	N	<u>50</u>	<u>27.0</u>	<u>33</u>	<u>15.4</u>	
	T	185	100.0	214	100.0	
32. Hesitate to Seek Help for Educational-Vocational Problems	A	12	6.5	6	2.8	6.87
	U	26	14.1	29	13.6	
	R	51	27.6	42	19.6	
	N	<u>96</u>	<u>51.8</u>	<u>137</u>	<u>64.0</u>	
	T	185	100.0	214	100.0	
45. Hesitate to Seek Help for School Work Problems	A	18	9.7	14	6.5	2.40
	U	48	25.9	45	21.0	
	R	40	21.6	54	25.2	
	N	<u>79</u>	<u>42.8</u>	<u>101</u>	<u>47.3</u>	
	T	185	100.0	214	100.0	
58. Hesitate to Seek Help for Courses and Teaching Method Problems	A	27	14.6	16	7.5	4.92
	U	39	21.1	48	22.4	
	R	44	23.8	49	22.9	
	N	<u>75</u>	<u>40.5</u>	<u>101</u>	<u>47.2</u>	
	T	185	100.0	214	100.0	

Legend: A = Always U = Usually R = Rarely N = Never T = Total

df = 3
 * = $p < .05$
 ** = $p < .01$

Anger Problems. From Table 4:02 the analysis of item 6 indicates no significant difference between male and female student admission of hesitation in seeking help for anger problems. Therefore, the null hypothesis was accepted. A majority of both males (58.4 percent) and females (54.9 percent) indicated they "always" or "usually" hesitated to seek help for anger problems. A small number of both males (18.4 percent) and females (21.6 percent) responded in the "rarely" cell.

Sex Problems. The analysis of item 19 shown in Table 4:02 indicates there were significant differences between male and female student responses. Therefore, the null hypothesis was rejected. Inspection of the data indicated that almost twice as many males (27.0 percent) as females (15.4 percent) admitted to "never" hesitating to seek help. Conversely, more females (35.5 percent) than males (23.2 percent) stated they would "always" hesitate to seek help for sex problems.

Educational-Vocational Problems. The analysis of item 31 as shown in Table 4:02 indicates there were no significant differences between male and female students' admission of hesitation in seeking help for an educational-vocational problem. A majority of both males (51.9 percent) and females (64.0 percent) chose the "never" category. Also more females (64.0 percent) than males (51.9 percent) stated they would "never" hesitate to seek help for educational-vocational problems.

School Work Problems. Referring again to Table 4:02, there were no significant differences between male and female students' responses to item 45. Therefore, the null hypothesis was accepted. The majority of both males (64.4 percent) and females (63.5 percent) indicated "rarely" or "never" hesitating to seek help for school work problems.

Courses and Teaching Method Problems. Table 4:02 indicates that there were no significant differences for male and female students' responses to item 58. Therefore, the null hypothesis was accepted. A small number of students, and almost twice as many males (14.6 percent) as females (7.5 percent), responded in the "always" category. A majority of both males (64.3 percent) and females (70.1 percent) indicated "rarely" or "never" hesitating to seek help for courses and teaching method problems.

Comparison of the Five Problems. Almost twice as many males and females stated they hesitated "always" or "usually" to seek help for anger and sex problems than for educational-vocational, school work and courses and teaching method problems.

Null Hypothesis 3

There is no significant difference between male and female students' admission of expectation to receive help for a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:03 presents the results of chi square analysis for items 7, 20, 33, 46 and 59. All chi square values were determined

using a 2 x 4 contingency table with three degrees of freedom.

The $\chi^2_{.05(3)} = 7.82$.

TABLE 4:03

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE
VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 3

Item	Response	Males		Females		x ²
		f	%	f	%	
7. Expectation of Receiving Help for Anger Problems	A	17	9.2	22	10.3	.56
	U	43	23.2	51	23.8	
	R	47	25.4	60	28.0	
	N	<u>78</u>	<u>42.2</u>	<u>81</u>	<u>37.9</u>	
	T	185	100.0	214	100.0	
20. Expectation of Receiving Help for Sex Problems	A	20	10.8	21	9.8	3.50
	U	47	25.4	61	28.5	
	R	38	20.5	58	27.1	
	N	<u>80</u>	<u>43.2</u>	<u>74</u>	<u>34.6</u>	
	T	185	100.0	214	100.0	
33. Expectation of Receiving Help for Educational-Vocational Problems	A	54	29.2	68	31.8	5.45
	U	50	27.0	69	32.2	
	R	33	17.8	43	20.1	
	N	<u>48</u>	<u>26.0</u>	<u>34</u>	<u>15.9</u>	
	T	185	100.0	214	100.0	
46. Expectation of Receiving Help for School Work Problems	A	37	20.0	38	17.8	2.02
	U	55	29.7	67	31.3	
	R	44	23.8	63	29.4	
	N	<u>49</u>	<u>26.5</u>	<u>46</u>	<u>21.5</u>	
	T	185	100.0	214	100.0	
59. Expectation of Receiving Help for Courses and Teaching Method Problems	A	35	18.9	37	17.3	.08
	U	46	24.9	54	25.2	
	R	51	27.6	61	28.5	
	N	<u>53</u>	<u>28.6</u>	<u>62</u>	<u>29.0</u>	
	T	185	100.0	214	100.0	
Legend: A = Always U = Usually R = Rarely N = Never T = Total						
df = 3						
* = p < .05						
** = p < .01						

Anger Problems. Table 4:03 indicates there were no significant differences between male and female students' responses to item 7. Therefore, the null hypothesis was accepted. Examination of the data shows that a majority of males (67.6 percent) and females (65.9 percent) chose the "rarely" or "never" cell; while few males (9.2 percent) and females (10.3 percent) indicated "always" expecting to receive help for anger problems.

Sex Problems. Analysis of item 20 as indicated by Table 4:03 did not show significant differences between male and female students' responses. Therefore, the null hypothesis was accepted. By splitting the response categories at the middle, it was observed that both males (63.7 percent) and females (61.7 percent) placed more responses in the "rarely" and "never" cells than in the "always" and "usually" cells ($M = 36.2$ percent; $F = 38.3$ percent). In addition, responses in the "never" cell were greater for males (43.2 percent) than females (34.6 percent).

Educational-Vocational Problems. Referring again to Table 4:03, there were no significant differences between male and female student responses to item 33. Therefore, the null hypothesis was accepted. Inspection of the data indicated that a majority of males (56.2 percent) and females (64.0 percent) stated "always" or "usually" expecting to receive help for educational-vocational problems. There were more males (26.0 percent) than females (15.9 percent) in the "never" response cell.

School Work Problems. The analysis of item 46 shown in Table 4:03 indicates there were no significant differences between male and female students' responses. Therefore, the null hypothesis was accepted. Minimal differences were observed between male and female students, and all cells were fairly equally chosen.

Courses and Teaching Method Problems. Table 4:03 indicates there were no significant differences between male and female student responses to item 59. The null hypothesis was accepted. Observation of the data reveals that a majority of males (56.2 percent) and females (57.5 percent) stated they would "rarely" or "never" expect to receive help for courses and teaching method problems.

Comparison of the Five Problems. Both males and females had less expectation of "always" or "usually" receiving help for anger and sex problems, compared with educational-vocational, school work and courses and teaching method problems.

Null Hypothesis 4

There is no difference between male and female students' rank-order preference for counselor characteristics chosen for help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Since the formulation of this hypothesis does not lend itself to determine significant differences, only directional trends and other observations can be reported.

Table 4:04 presents the results of the sum of the rank order preferences for anger problems (items 8-12); sex problems (items 21-25); educational-vocational problems (items 34-38); school work problems (items 47-51) and courses and teaching method problems (items 60-64).

TABLE 4:04

SUMS OF MALE & FEMALE RANK-ORDER PREFERENCES FOR
COUNSELOR CHARACTERISTICS - HYPOTHESIS 4

Anger Problems							
Males	Rank	Characteristic	Sum of Rank	Females	Rank	Characteristic	Sum of Rank
	1	Acquaintance	463		1	Acquaintance	386
	2	Experience	487	Females	2	Values	568
Males	3	Values	530		3	Experience	590
	4	Age	651		4	Sex	811
	5	Sex	677		5	Age	845
Sex Problems							
	1	Sex	425		1	Sex	492
	2	Acquaintance	503		2	Acquaintance	529
Males	3	Experience	577	Females	3	Values	704
	4	Values	608		4	Age	718
	5	Age	616		5	Experience	739
Educational-Vocational Problems							
	1	Experience	387		1	Experience	395
	2	Acquaintance	483		2	Acquaintance	506
Males	3	Values	538	Females	3	Values	558
	4	Age	618		4	Age	800
	5	Sex	728		5	Sex	954
School Work Problems							
	1	Experience	413		1	Experience	407
	2	Acquaintance	462		2	Values	560
Males	3	Values	515	Females	3	Acquaintance	582
	4	Age	623		4	Age	790
	5	Sex	752		5	Sex	917
Courses and Teaching Method Problems							
	1	Experience	427		1	Acquaintance	492
	2	Acquaintance	475		2	Experience	503
Males	3	Values	495	Females	3	Values	578
	4	Age	623		4	Age	734
	5	Sex	750		5	Sex	849

Anger Problems. Observation of the data in Table 4:04 reveals that both males and females ranked "acquaintance" with counselor highest when choosing a counselor to help with anger problems. Males ranked "experience" and "values" second and third, while the females ranked "values" second and "experience" third.

Sex Problems. The data in Table 4:04 reveals that both males and females ranked counselor "sex" first and "acquaintance" second when choosing a counselor to help with sex problems.

Educational-Vocational Problems. Inspection of the data in Table 4:04 reveals that males and females ranked the five counselor characteristics identically ("experience", "acquaintance", "values", "age", then "sex") when choosing a counselor to help with educational-vocational problems. Counselor experience was most important for both males and females, while sex of the counselor was least important for both males and females.

School Work Problems. Referring again to Table 4:04, both males and females ranked "experience" of the counselor most important, and "age" and "sex" of the counselor as least important when choosing a counselor to help with school work problems.

Courses and Teaching Method Problems. Male and female rankings of the characteristics were almost identical. However, males ranked "experience" highest followed by "acquaintance" with

counselor, while females ranked "acquaintance" highest followed by "experience" of counselor. Then both males and females ranked "values" next, followed by "age" and "sex" of counselor as the least important characteristic when choosing a counselor to help with courses and teaching method problems.

Comparison of the Five Problems. Males and females consistently ranked "experience" and "acquaintance" with counselor as first or second for all except sex problems. "Age" and "sex" of the counselor were ranked consistently fourth and fifth, except for sex problems where "sex" was ranked highest by both males and females. Apart from that exception, "age" and "sex" of the counselor seemed to be the least important characteristics for both male and female students.

Null Hypothesis 5

There is no significant difference between male and female student preferences for sex of counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:05 presents the results of the chi square analysis for items 13, 26, 39, 52 and 65. All chi square values were determined using a 2 x 3 contingency table with two degrees of freedom. The $\chi^2_{.05(2)} = 5.99$, and $\chi^2_{.001(2)} = 13.82$.

TABLE 4:05

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE
VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 5.

Item	Response	Males		Females		χ^2
		f	%	f	%	
13. Counselor Sex for Anger Problems	Male	75	40.5	12	5.6	90.37****
	Female	18	9.7	89	41.6	
	N.P.	<u>92</u>	<u>49.7</u>	<u>113</u>	<u>52.8</u>	
	T	185	100.0	214	100.0	
26. Counselor Sex for Sex Problems	Male	101	54.9	14	6.6	174.95****
	Female	28	15.2	173	80.8	
	N.P.	<u>55</u>	<u>29.9</u>	<u>27</u>	<u>12.6</u>	
	T	185	100.0	214	100.0	
39. Counselor Sex for Educational- Vocational Problems	Male	53	28.6	9	4.2	43.91****
	Female	10	5.4	23	10.8	
	N.P.	<u>122</u>	<u>65.9</u>	<u>182</u>	<u>85.0</u>	
	T	185	100.0	214	100.0	
52. Counselor Sex for School Work Problems	Male	44	23.8	15	7.0	21.90****
	Female	11	5.9	24	11.2	
	N.P.	<u>130</u>	<u>70.3</u>	<u>175</u>	<u>81.8</u>	
	T	185	100.0	214	100.0	
65. Counselor Sex for Courses and Teaching Method Problems	Male	50	27.0	15	7.0	28.14****
	Female	17	9.2	29	13.6	
	N.P.	<u>118</u>	<u>63.8</u>	<u>170</u>	<u>79.4</u>	
	T	185	100.0	214	100.0	
Legend: N.P. = No Preference						
df = 2						
* = p. < .05						
** = p. < .01						
**** = p. < .001						

Anger Problems. Table 4:05 indicates that between male and female students, preferences for item 13 were significantly different. Therefore, the null hypothesis was rejected. A large number of

both males (40.5 percent) and females (41.6 percent) preferred a "same sex" counselor. Almost twice as many males (9.7 percent) preferred "female" counselors, as females (5.6 percent) chose "male" counselors for help with an anger problem. A majority of both males (49.7 percent) and females (52.8 percent) indicated they had "no preference" regarding sex of counselor chosen to help them with an anger problem.

Sex Problems. Analysis of item 26 shown in Table 4:05 indicates that there was a highly significant difference between male and female student preferences for sex of counselor chosen for help with a sex problem. A majority of both males (54.9 percent) and females (80.8 percent) chose "same sex" counselors. More females (80.8 percent) preferred "same sex" counselors more often than males (54.9 percent). Also, more males (15.2 percent) preferred females, than females (6.6 percent) preferred males. In addition, over twice as many males (29.9 percent) had "no preference" than females (12.6 percent), suggesting that females consider the sex of the counselor more important than males for help with sex problems.

Educational-Vocational Problems. Referring again to Table 4:05, there were significant differences between male and female student responses to item 39. Therefore, the null hypothesis was rejected. Inspection of the data reveals that over twice as many males (28.6 percent) as females (10.8 percent) chose "same sex" counselors. A large majority of both males (65.9 percent)

and females (85.0 percent) stated they would have "no preference" for sex of counselor chosen to help with an educational-vocational problem. In addition, more females (85.0 percent) than males (65.9 percent) responded in the "no preference" cell, suggesting that males consider the sex of the counselor chosen to help with educational-vocational problems more important than females do.

School Work Problems. The results from Table 4:05 indicate a significant difference between male and female student responses to item 52. Therefore, the null hypothesis was rejected. The data revealed that more males (23.8 percent) prefer "same sex" counselors than females (11.2 percent). Also a large majority of males (70.3 percent) and females (81.8 percent) chose the "no preference" cell. Again the suggestion is that males consider sex of the counselor chosen to help with school work problems more important than females do.

Courses and Teaching Method Problems. The analysis of item 65 presented in Table 4:05 indicates there were significant differences between male and female student preferences for sex of counselor chosen to help with courses and teaching method problems. Therefore, the null hypothesis was rejected. Almost twice as many males (27.0 percent) as females (13.6 percent) chose "same sex" counselors, and a majority of both males (63.8 percent) and females (79.4 percent) indicated "no preference" regarding sex of the counselor chosen to help with courses and teaching method

problems. This seems to indicate that males consider the sex of the counselor chosen to help with courses and teaching method problems more important than females do.

Comparison of the Five Problems. Both males and females strongly prefer "same sex" counselors for anger and sex problems. Stronger "same sex" preferences for both sexes were observed for counselors to help with anger problems. A large majority of both males and females indicated they had "no preference" for sex of counselor chosen to help with educational-vocational, school work and courses and teaching method problems. It was also noted that females' "no preference" cells were substantially higher than males' for educational-vocational, school work and courses and teaching method problems. This seems to suggest that males considered the sex of the counselor chosen for help with these problems more important than females did. Conversely, it was noted that females' "no preference" cells were substantially lower than males' for sex problems. This seemed to suggest that females considered the sex of the counselor more important than males for help with sex problems.

Null Hypothesis 6

There is no significant difference between male and female student preference for age of counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:06 presents the results of the chi square analysis for items 14, 27, 40, 53 and 66. All the chi square values were determined using a 2 x 5 contingency table with four degrees of

freedom. This was subsequently corrected to a 2 x 4 contingency table with four degrees of freedom via Yate's Correctional factor when two, three and four cells out of 10 had expected frequencies of less than five. The $\chi^2_{.05(4)}=9.49$, and $\chi^2_{.01(4)}=13.28$.

TABLE 4:06

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 6

Item	Response in Years	Males		Females		χ^2
		f	%	f	%	
14. Age of Counselor for Anger Problems	20-29	91	49.2	83	38.8	4.29
	30-39	34	18.4	44	20.6	
	40-49	4	2.2	5	2.3	
	50-Over	2	1.1	2	0.9	
	N.P.	54	29.2	80	37.4	
	T	185	100.0	214	100.0	
27. Age of Counselor for Sex Problems	20-29	112	60.5	110	51.4	6.22
	30-39	33	17.8	58	27.1	
	40-49	4	2.2	1	0.5	
	50-Over	1	0.5	1	0.5	
	N.P.	35	18.9	44	20.6	
	T	185	100.0	214	100.0	
40. Age of Counselor for Educational- Vocational Problems	20-29	61	33.0	44	26.2	14.59***
	30-39	38	20.5	45	21.0	
	40-49	19	10.3	11	5.1	
	50-Over	3	1.6	3	1.1	
	N.P.	64	34.6	111	51.9	
	T	185	100.0	214	100.0	
53. Age of Counselor for School Work Problems	20-29	74	40.0	61	28.5	8.55
	30-39	38	20.5	46	21.5	
	40-49	11	5.9	9	4.2	
	50-Over	4	2.2	2	0.9	
	N.P.	58	31.4	96	44.9	
	T	185	100.0	214	100.0	
66. Age of Counselor for Courses and Teaching Method Problems	20-29	73	39.5	69	32.2	4.10
	30-39	40	21.6	52	24.3	
	40-49	13	7.0	10	4.7	
	50-Over	3	1.6	1	0.5	
	N.P.	56	30.3	82	38.3	
	T	185	100.0	214	100.0	

Legend: N.P. = No Preference T = Total

df = 4

* = $p < .05$

** = $p < .01$

*** = $p < .005$

Anger Problems. The results presented in Table 4:06 indicate there were no significant differences between male and female student responses to item 14. Therefore, the null hypothesis was accepted. The most popular response category for both males (49.2 percent) and females (38.8 percent) was the "20-29" years category. A majority of both males (67.6 percent) and females (59.4 percent) stated they would choose counselors "20-29" or "30-39" years of age to help with anger problems. More males (49.2 percent) than females (38.8 percent) responded in the "20-29" years cell. In addition, large differences were observed in the "no preference" category (M 29.2 percent; F 37.4 percent). Very few males (3.3 percent) and females (3.2 percent) chose counselors "40 years and over".

Sex Problems. Table 4:06 indicates there were no significant differences between male and female student responses to item 27. Therefore, the null hypothesis was accepted. Observation of the data reveals notable differences between male (60.5 percent) and female (51.4 percent) student responses to "20-29" years cell. More females (27.1 percent) preferred the "30-39" years category than males (17.8 percent). However, nearly as many males (18.9 percent) as females (20.6 percent) had "no preference" for counselor age. Very few males (2.7 percent) and females (1.0 percent) preferred counselors "40 years of age or older" to help them with sex problems.

Educational-Vocational Problems. The analysis of question 40, Table 4:06, indicates that there was a significant difference between male and female student preferences for age of counselor chosen to help with educational-vocational problems. Therefore, the null hypothesis was rejected. Large differences were observed between male (34.6 percent) and female (51.9 percent) student responses to the "no preference" category. Also more males (33.0 percent) than females (26.2 percent) chose counselors "20-29" years of age. A counselor "40 years of age or older" was least preferred by both males (11.9 percent) and females (6.2 percent).

School Work Problems. Referring again to Table 4:06, there were no significant differences between male and female responses to item 53. Inspection of the data reveals large differences between male (40.0 percent) and female (28.5 percent) student responses to the "20-29" years cell, and inversely, more females (44.9 percent) than males (31.4 percent) stated "no preference" for age of counselor chosen to help with school work problems. Very few males (8.1 percent) and females (5.1 percent) preferred counselors "40 years of age or older".

Courses and Teaching Method Problems. The results presented in Table 4:06 indicate there were no significant differences between male and female student responses to item 66. Therefore, the null hypothesis was accepted. More males (39.5 percent) than females (32.2 percent) preferred a counselor "20-29" years of age. While more females (38.3 percent) than males (30.3 percent) stated they

had "no preference" for age of the counselor chosen to help them with courses and teaching method problems. Students of both sexes preferred counselors "40 years of age and older" least ($M = 8.6$ percent; $F = 5.2$ percent).

Comparison of the Five Problems. Females consistently chose the "no preference" category more than males, and males consistently chose "20-29" years category more often than did females for all five problems. This could suggest that males consider the age of a counselor chosen to help as more important than females do. For both males and females the most popular category was "20-29" years when choosing a counselor to help with all five problems. However, females seemed to be less concerned with age of the counselor for educational-vocational problems than for the other four problems. A minimal number of students preferred counselors over 40 years of age.

Null Hypothesis 7

There is no significant difference between male and female student preferences for years of experience of counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:07 presents the results of the chi square analysis for items 15, 28, 41, 54 and 67. All the chi square values were determined using a 2 x 4 contingency table with three degrees of freedom. The $\chi^2_{.05(3)} = 7.82$.

TABLE 4:07

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES, AND CHI SQUARE
VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 7

Item	Response in Years	Males		Females		χ^2
		f	%	f	%	
15. Experience of Counselor for Anger Problems	> 5	20	10.8	25	11.7	7.47
	5-10	79	42.7	83	38.1	
	< 10	20	10.8	9	4.2	
	N.P.	<u>66</u>	<u>35.7</u>	<u>97</u>	<u>45.0</u>	
	T	185	100.0	214	100.0	
28. Experience of Counselor for Sex Problems	> 5	32	17.3	25	11.7	9.96 *
	5-10	82	44.3	85	39.7	
	< 10	15	8.1	8	3.7	
	N.P.	<u>56</u>	<u>30.3</u>	<u>95</u>	<u>44.9</u>	
	T	185	100.0	214	100.0	
41. Experience of Counselor for Educational- Vocational Problems	> 5	20	10.8	15	7.0	5.73
	5-10	81	43.8	94	43.9	
	< 10	36	16.5	28	13.1	
	N.P.	<u>48</u>	<u>25.9</u>	<u>77</u>	<u>36.0</u>	
	T	185	100.0	214	100.0	
54. Experience of Counselor for School Work Problems	> 5	18	9.7	16	7.5	1.59
	5-10	82	44.3	90	42.1	
	< 10	24	13.0	23	10.7	
	N.P.	<u>61</u>	<u>33.0</u>	<u>85</u>	<u>39.7</u>	
	T	185	100.0	214	100.0	
67. Experience of Counselor for Courses and Teaching Method Problems	> 5	22	11.9	19	8.9	1.50
	5-10	83	44.9	92	43.0	
	< 10	21	11.4	21	9.8	
	N.P.	<u>59</u>	<u>31.8</u>	<u>82</u>	<u>38.3</u>	
	T	185	100.0	214	100.0	

Legend: N.P. = No Preference T = Total > = less than
< = more than

df = 3

* = $p < .05$

** = $p < .01$

Anger Problems. While Table 4:07 indicates there were no significant differences between male and female responses to item 15, the chi square value 7.47 was just short of being significant. Therefore, the null hypothesis was accepted. The most popular experience category for both males (42.7 percent) and females (38.1 percent) was the "five to ten years" experience category. Twice as many males (10.8 percent) as females (4.2 percent) preferred a counselor with "more than ten years" experience. A large number of males (35.7 percent) and females (45.0 percent) stated they had "no preference" for years of experience of the counselor chosen to help with anger problems. More females (45.0 percent) than males (35.7 percent) chose the "no preference" cell.

Sex Problems. The analysis of item 28, shown in Table 4:07, indicates that there were significant differences between male and female student preferences for years of experience of counselor chosen to deal with a sex problem. Therefore, the null hypothesis was rejected. The largest counselor experience category chosen by both males (44.3 percent) and females (39.7 percent) was the "five to ten" years category. Substantial differences were observed in all categories. More males (17.3 percent) than females (11.7 percent) preferred counselors with "less than five years" experience. Substantially more females (30.3 percent) than males (44.9 percent) chose the "no preference" cell. A small number of both males (8.1 percent) and females

(3.7 percent) chose a counselor with "more than ten years" experience.

Educational-Vocational Problems. The results presented in Table 4:07 indicate there were no significant differences between male and female responses to item 41. Therefore, the null hypothesis was accepted. The most popular response category for both males (43.8 percent) and females (43.9 percent) was the "five to ten" years experience category. A large number of students, females (36.0 percent) more than males (25.9 percent) indicated they had "no preference" regarding experience of counselor chosen to help with educational-vocational problems.

School Work Problems. Referring again to Table 4:07, there were no significant differences between male and female student responses to item 54. Therefore, the null hypothesis was accepted. Male and female student preferences were almost identical with one notable exception. More females (39.7 percent) than males (33.0 percent) expressed "no preference" for counselor experience. The largest counselor experience category chosen by both males (44.3 percent) and females (42.1 percent) was the "five to ten years" experience category, while the least chosen category by both males (9.7 percent) and females (7.5 percent) was the "less than five years" experience category.

Courses and Teaching Method Problems. Table 4:07 indicates no significant differences between male and female student responses to item 67. Therefore, the null hypothesis was accepted. Again male and female responses were almost identical except for the "no preference" category (M=31.8 percent; F=38.3 percent). A majority of both males (44.9 percent) and females (43.0 percent) preferred a counselor with "five to ten years" of experience.

Comparison of the Five Problems. Females consistently chose the "no preference" category more often than males for all five problems. The majority of males and females consistently preferred counselors with "five to ten years" experience to help them with the five problems.

Null Hypothesis 8

There is no significant difference between male and female student preferences for values held by a counselor to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:08 presents the results of the chi square analysis for items 16, 29, 42, 55 and 68. All the chi square values were determined using a 2×3 contingency table with two degrees of freedom. The $\chi^2_{.05(2)}=5.99$.

TABLE 4:08

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE
VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 8

Item	Response	Males		Females		χ^2
		f	%	f	%	
16. Counselor Values for Anger Problems	Same	75	40.5	81	37.8	5.64
	Different	39	21.1	29	13.6	
	N.P.	<u>71</u>	<u>38.4</u>	<u>104</u>	<u>48.6</u>	
	T	185	100.0	214	100.0	
29. Counselor Values for Sex Problems	Same	86	46.5	101	47.2	5.88
	Different	35	18.9	22	10.3	
	N.P.	<u>64</u>	<u>34.6</u>	<u>91</u>	<u>42.5</u>	
	T	185	100.0	214	100.0	
42. Counselor Values for Educational-Vocational Problems	Same	62	33.5	72	33.6	3.98
	Different	31	16.8	21	9.8	
	N.P.	<u>92</u>	<u>49.7</u>	<u>121</u>	<u>56.6</u>	
	T	185	100.0	214	100.0	
55. Counselor Values for School Work Problems	Same	71	38.4	70	32.7	4.85
	Different	26	14.1	19	8.9	
	N.P.	<u>88</u>	<u>47.5</u>	<u>125</u>	<u>58.4</u>	
	T	185	100.0	214	100.0	
68. Counselor Values for Courses and Teaching Method Problems	Same	68	36.8	79	36.9	3.74
	Different	28	15.1	18	8.4	
	N.P.	<u>89</u>	<u>48.1</u>	<u>117</u>	<u>54.7</u>	
	T	185	100.0	214	100.0	
Legend: N.P. = No Preference						
df = 2						
* = p. < .05						
** = p. < .01						

Anger Problems. Analysis of item 16 shown in Table 4:08 indicates there were no significant differences between male and female responses. Therefore, the null hypothesis was accepted. The data

revealed that while a large number of both males (40.5 percent) and females (37.8 percent) chose the "same" cell, an equally large number of both males (38.4 percent) and females (48.6 percent) stated they had "no preference" for values held by a counselor to help with an anger problem. Large differences were observed in the "no preference" category ($M=38.4$ percent; $F=48.6$ percent). In addition, more males (21.1 percent) than females (13.6 percent) preferred counselors with "different" values.

Sex Problems. Table 4:08 indicates that there were no significant differences between male and female student responses to item 29. Therefore, the null hypothesis was accepted. The most popular response category for both males (46.5 percent) and females (47.2 percent) was the "same" values category. In addition, more females (42.5 percent) than males (34.6 percent) had "no preference" regarding values held by a counselor to help them with sex problems.

Educational-Vocational Problems. Referring again to Table 4:08, the results of the chi square analysis for item 42 indicates no significant difference between male and female student responses. Almost a majority of both males (49.7 percent) and females (56.6 percent) expressed "no preference" for values held by a counselor to help them with educational-vocational problems. More males (16.8 percent) than females (9.8 percent) chose the "different" cell. In addition, responses in the "same" cell were almost identical ($M=33.5$ percent; $F=33.6$ percent).

School Work Problems. The results presented in Table 4:08 indicate there were no significant differences between male and female student responses to item 55. Therefore, the null hypothesis was accepted. Large differences were observed in the "same" ($M=38.4$ percent; $F=32.7$ percent) and "no preference" ($M=47.5$ percent; $F=58.4$ percent) cells. More males (14.1 percent) than females (8.9 percent) stated they would prefer a counselor with values "different" than theirs.

Courses and Teaching Method Problems. Table 4:08 indicates there was no significant difference between male and female student responses to item 68. Therefore, the null hypothesis was accepted. Inspection of the data reveals that a majority of both males (48.1 percent) and females (54.7 percent) stated they had "no preference" for values held by a counselor to help them with courses and teaching method problems. More than twice as many males and females chose the "same" cell ($M=36.8$ percent; $F=36.9$ percent) than chose the "different" cell ($M=15.1$ percent; $F=8.4$ percent).

Comparison of the Five Problems. Females consistently chose the "no preference" category more than males and males consistently chose the "different" category more than females. Consistently, twice as many males and females chose the "same" category over the "different" category.

Null Hypothesis 9

There is no significant difference between male and female student preferences for acquaintance with counselor chosen to help with a) anger, b) sex c) educational-vocational, d) school work and e) courses and teaching method problems.

Table 4:09 presents the results of the chi square analysis of items 17, 30, 43, 56 and 69. All the chi square values were determined using a 2 x 3 contingency table with two degrees of freedom. The $\chi^2_{.05(2)} = 5.99$.

TABLE 4:09

SUMMARY OF FREQUENCY RESPONSES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 9

Item	Response	Males		Females		χ^2
		f	%	f	%	
17. Counselor Acquaintance for Anger Problems	Having	107	57.8	132	61.7	1.03
	Not Having	19	10.3	25	11.7	
	N.P.	<u>59</u>	<u>31.9</u>	<u>57</u>	<u>26.6</u>	
	T	185	100.0	214	100.0	
30. Counselor Acquaintance for Sex Problems	Having	101	54.6	129	60.3	1.00
	Not Having	27	14.6	28	13.1	
	N.P.	<u>57</u>	<u>30.8</u>	<u>57</u>	<u>26.6</u>	
	T	185	100.0	214	100.0	
43. Counselor Acquaintance for Educational-Vocational Problems	Having	94	50.8	87	40.7	7.19 *
	Not Having	14	7.6	9	4.2	
	N.P.	<u>77</u>	<u>41.6</u>	<u>118</u>	<u>55.1</u>	
	T	185	100.0	214	100.0	
56. Counselor Acquaintance for School Work Problems	Having	95	51.4	98	45.8	2.89
	Not Having	18	9.7	14	6.5	
	N.P.	<u>72</u>	<u>38.9</u>	<u>102</u>	<u>47.7</u>	
	T	185	100.0	214	100.0	
69. Counselor Acquaintance for Courses and Teaching Method Problems	Having	105	56.8	103	48.1	4.75
	Not Having	15	8.1	11	5.1	
	N.P.	<u>65</u>	<u>35.1</u>	<u>100</u>	<u>46.8</u>	
	T	185	100.0	214	100.0	

Legend: Having = Having Group Guidance Class Acquaintance with Counselor

Not Having = Not Having Group Guidance Class Acquaintance with Counselor

N.P. = No Preference T = Total

df = 2

* = $p < .05$

** = $p < .01$

Anger Problems. The results presented in Table 4:09 indicate there was no significant difference between male and female student responses to item 17. Therefore, the null hypothesis was accepted. A majority of both males (57.8 percent) and females (61.7 percent) preferred "having" group guidance class acquaintance. Likewise, few males (10.3 percent) and females (11.7 percent) stated they preferred "not having" group guidance class acquaintance with a counselor chosen to help them with anger problems. In addition, more males (31.9 percent) than females (26.6 percent) chose the "no preference" cell.

Sex Problems. Table 4:09 indicates there was no significant difference between male and female student responses to item 30. Therefore, the null hypothesis was accepted. A majority of both males (54.0 percent) and females (60.3 percent) chose "having" group guidance class acquaintance with counselor to help them with sex problems. In addition a relatively large number of males (30.8 percent) and females (26.6 percent) stated they had "no preference" regarding group guidance class acquaintance with the counselor they would choose to help them with sex problems.

Educational-Vocational Problems. Analysis of item 43 shown in Table 4:09 indicates there were significant differences between male and female responses. Therefore, the null hypothesis was rejected. "Having" group guidance class acquaintance with counselor was chosen more often by males (50.8 percent) than

females (40.7 percent). On the other hand, more females (55.1 percent) than males (41.6 percent) chose the "no preference" cell.

School Work Problems. Referring again to Table 4:09, there was no significant difference between male and female student responses to item 56. Therefore, the null hypothesis was accepted. More females (47.7 percent) than males (38.9 percent) chose the "no preference" category. Likewise, more males (51.4 percent) than females (45.8 percent) preferred the "having" category. In addition, more males (9.7 percent) than females (6.5 percent) stated they preferred "not having" group guidance class acquaintance with the counselor they would choose to help them with school work problems.

Courses and Teaching Method Problems. Table 4:09 indicates there was no significant difference between male and female responses to item 69. Therefore, the null hypothesis was accepted. Inspection of the data reveals that almost a majority of both males (56.8 percent) and females (48.1 percent) preferred "having" group guidance acquaintance with a counselor, while relatively few males (8.1 percent) and females (5.1 percent) stated they preferred "not having" group guidance class acquaintance with the counselor chosen to help with courses and teaching method problems. Large differences were observed in the "no preference" category (M=35.1 percent; F=46.8 percent).

Comparison of the Five Problems. A majority of males preferred "having" group guidance class acquaintance with counselor to help with all five problems. A majority of females also preferred "having" group guidance acquaintance with counselor for anger and sex problems. Males preferred "not having" group guidance acquaintance with the counselor consistently more than females for all five problems. In addition, over five times as many students preferred "having" to "not having" group guidance class acquaintance with counselor chosen to help them with all five problems.

Summary

A summary of the findings of this study follows in Table 4:10 for anger, sex, educational-vocational, school work and courses and teaching method problems.

TABLE 4:10

SUMMARY OF THE FINDING RELATED TO HYPOTHESIS 1 to 9

Null Hypothesis	χ^2	Ho
No Differences between male and female students		
1. Discomfort on Seeking Help for		
a) anger problems	.76	A
b) sex problems	10.27*	R
c) educational-vocational problems	9.77*	R
d) school work problems	8.37*	R
e) courses and teaching method problems	3.18	A
2. Hesitation to Seek Help for		
a) anger problems	.67	A
b) sex problems	10.50*	R
c) educational-vocational problems	6.87	A
d) school work problems	2.40	A
e) courses and teaching method problems	4.92	A

3.	Expectation of Receiving Help for		
	a) anger problems	.56	A
	b) sex problems	3.50	A
	c) educational-vocational problems	5.45	A
	d) school work problems	2.02	A
	e) courses and teaching method problems	.08	A
4.	Rank-order preferences for Counselor characteristics for		
	a) anger problems		
	b) sex problems		
	c) educational-vocational problems		
	d) school work problems		
	e) courses and teaching method problems		
5.	Preferences for counselor <u>sex</u> for		
	a) anger problems	90.37****	R
	b) sex problems	174.95****	R
	c) educational-vocational problems	43.91****	R
	d) school work problems	21.90****	R
	e) courses and teaching method problems	28.14****	R
6.	Preferences for counselor <u>age</u> for		
	a) anger problems	4.29	A
	b) sex problems	6.22	A
	c) educational-vocational problems	14.59***	R
	d) school work problems	8.55	A
	e) courses and teaching method problems	4.10	A
7.	Preferences for counselor <u>experience</u> for		
	a) anger problems	7.47	A
	b) sex problems	9.96*	R
	c) educational-vocational problems	5.73	A
	d) school work problems	1.59	A
	e) courses and teaching method problems	1.50	A
8.	Preferences for counselor <u>values</u> for		
	a) anger problems	5.64	A
	b) sex problems	5.88	A
	c) educational-vocational problems	3.98	A
	d) school work problems	4.85	A
	e) courses and teaching method problems	3.74	A
9.	Preferences for counselor <u>acquaintance</u> for		
	a) anger problems	1.03	A
	b) sex problems	1.00	A
	c) educational-vocational problems	7.19*	R
	d) school work problems	2.89	A
	e) courses and teaching method problems	4.75	A

Legend: A = Accepted R = Rejected

* = $p < .05$

** = $p < .01$

*** = $p < .005$

**** = $p < .001$

Chapter V

SUMMARY AND CONCLUSIONS

Summary of Design and Procedures

The primary objective of this study was to examine the ideal image of a high school counselor held by high school students when seeking help with different personal problems. Further, the study purports to examine: a) student discomfort, b) hesitation to seek help and c) expectations of receiving help for different personal problems. The problems to be investigated were: a) anger problems, b) sex problems, c) educational-vocational problems, d) school work problems and e) courses and teaching method problems; and the counselor characteristics included in this study were counselor sex, age, experience, values and acquaintance.

A six-section, 69-item questionnaire was developed for the study. Section I asked for general information. Section II began with a brief description of an anger problem to orient students to the problem. Students were then asked to indicate a) student discomfort, b) hesitation to seek help and c) expectation of receiving help from a counselor for anger problem on a four point scale. Then students were asked to rank-order five characteristics of a counselor they deemed desirable when seeking help with an anger problem. These characteristics were:

1. Sex of the Counselor;
2. Age of the Counselor;

3. Experience of the Counselor;
4. Values held by the Counselor;
5. Acquaintance with the Counselor (How well I know him/her).

In the last part of Section II students were asked to determine specific qualifications they would prefer for each of the counselor characteristics for help with an anger problem.

Sections III, IV, V and VI each represented a different problem area for which the process outlined in section II was repeated.

Section III -- Sex Problems.

Section IV -- Educational-Vocational Problems.

Section V -- School Work Problems.

Section VI -- Courses and Teaching Method Problems.

The questionnaire was administered to 399 lower middle class Winnipeg senior high school students in grades 10, 11 and 12. The questionnaire was administered in home rooms by home room teachers in May 1974 at Elmwood High School.

Nine null hypotheses were examined. Each null hypothesis contained five sections; one section for each problem area under study. An item response analysis consisting of frequency and percentage responses for each item was computed for all items. Furthermore, the chi square statistic using 2 x 3, 2 x 4 and 2 x 5 contingency tables, was calculated for items 5-7, 18-20, 31-33, 44-46 and 57-59 which were included to test hypotheses about student a) discomfort, b) hesitation to seek help and

c) expectations of receiving help for the five problems selected. The chi square statistic was also calculated for items 13-17, 26-30, 39-43, 52-56 and 65-69 to test hypotheses about differences in student preferences for the selected qualifications of the five counselor characteristics for the five problems selected for examination. The sums of ranks were computed for items 8-12, 21-25, 34-38, 47-51 and 60-64 to test the hypothesis about the rank order preferences for counselor characteristics made by male and female students for the five problems.

Limitations in Interpreting Results

Interpretation of the results of this study should be guided by the awareness of the limitations imposed by the experimental design. Specifically, the sample, task and instrument used require that caution be exercised in generalizing from the findings.

1. Due to the socioeconomic background of the sample the obvious problem exists concerning interpretation of the findings. Have social and cultural biases of the lower-middle class sample, however slight, influenced the effect of student preferences? This being the situation the representativeness of the sample for purposes of generalizing to other populations (of different socioeconomic backgrounds) would be suspect. Therefore, generalizations would be limited to Elmwood High School students who are enrolled in grades 10, 11 and 12.

2. The fact that reliability data for the survey instrument is lacking raises further reservations on the interpretation of the findings.
3. The fact that the sample was comprised entirely of high school students from one high school imposes further restrictions on the interpretation of the findings. Since no other levels were represented in the sample, conclusions that are drawn or generalizations that are made must be confined to high school students.
4. The survey questionnaire itself places additional constraints on the interpretation of the findings. Due to the fact that the survey was very repetitious by nature, the findings may be subject to criticism due to a combination of fatigue and boredom. Also due to the fact that the problems were presented to all students in the same order may have introduced a set bias by having some problems first and others last.

Conclusions

The conclusions of the study were based on the listing of the null hypotheses. Since only eight of the nine null hypotheses could be analyzed for statistical significance and since each hypothesis was composed of five hypotheses, an actual total of forty hypotheses were statistically analyzed. Of the

forty null hypotheses tested twelve were rejected at the .05 level.

Significant differences between male and female students were found for:

1. Null Hypothesis 1. High school female students admit more to discomfort in seeking help for sex problems than males.
2. Null Hypothesis 1. High school male students admit more to discomfort in seeking help for educational-vocational and school work problems than females.
3. Null Hypothesis 2. High school females admit to more hesitation in seeking help for sex problems than males.
4. Null Hypothesis 5. High school males and females prefer "same sex" counselors for all five problems.
5. Null Hypothesis 6. High school females are less concerned than males regarding age of counselor chosen to help with educational-vocational problems.
6. Null Hypothesis 7. High school females are less concerned than males regarding the years of experience of counselor chosen to help with a sex problem.
7. Null Hypothesis 9. High school females are less concerned than males regarding group guidance acquaintance with a counselor they would choose to

help with educational-vocational problems.

Additional Findings

Since Null Hypothesis 4 regarding differences between male and female students' rank-order preference for counselor characteristics did not lend itself to determining significant differences, only directional trends and other observations can be reported. The general rank-order assigned to the characteristics for all five problems were as follows:

1. Both males and females ranked counselor "experience" and acquaintance first and second, in that order, most often;
2. Both males and females ranked counselor "sex" most important for sex problems and least important for all other problems;
3. Overall counselor "values", "age" and "sex" were ranked third, fourth and fifth in that order by both male and female high school students for counselors to help with all problems examined except "sex" problems.

Ideal Counselor Image to Help Male High School Students

Males prefer a male, 20-29 years of age, with five to ten years counseling experience, who has the same values as the student and who has had group guidance class acquaintance with the student. This pattern is consistent for all five problems, the only deviation being a stronger "no preference" choice in

some of the categories.

Ideal Counselor Image to Help Female High School Students

Females prefer a female, 20-29 years of age, with five to ten years of counseling experience who has the same values as the student and has had group guidance class acquaintance with the student. Again the pattern is consistent for all five problems, the only deviation being a stronger "no preference" choice in some of the categories.

Discussion

The presentation of the discussion will follow the sequence outlined by the statement of hypotheses in Chapter III.

Null Hypothesis 1

There is no significant difference between male and female students' admission of feeling discomfort in seeking help for a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Differences between male and female students' admission to discomfort were found to be statistically different ($P < .05$ or beyond) for sex, educational-vocational and school work problems, but not statistically significant for anger and courses and teaching method problems. High school female students expressed more discomfort than males in seeking help for sex problems and males expressed more discomfort in seeking help for educational-vocational and school work problems. Male and female student discomfort was relatively low for educational-vocational, school work and courses and teaching method problems; and highest for

sex and anger problems. For the problem of sex, 48.3 percent of the males and 63.6 percent of the females admitted to "always" or "usually" feeling discomfort. For the problem of anger, 38.9 percent of the males and 39.8 percent of the females admitted to "always" or "usually" feeling discomfort.

It appears that student discomfort is problem and sex related and varies depending upon the problem presented. While freedom of sexual expression is more acceptable today than previously, both males and females expressed more anxiety for discussion of sex problems than any of the other problems, and females expressed more anxiety than males. It may be that males feel less free to express their discomfort than females. Perhaps males perceive it as a weakness of their "masculinity" to divulge such feelings. It may be that the sexual revolution that has been reported sweeping North American culture, while allowing more freedom for sexual expression has not yet gone beyond the superficial level and may be only a novelty that has not yet been culturally accepted. On the other hand, perhaps males and females have made considerable progress toward freedom of sexual expression and the findings indicate that they have a long way to go.

Finally, it is also possible that the greater expression of discomfort by students of both sexes about sex and anger problems is an actual measure of their willingness to seek help for that discomfort.

Null Hypothesis 2

There is no significant difference between male and female students' admission of hesitation in seeking help for a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Male and female differences in admission of hesitation in seeking help were found to be significant ($P < .05$) for only sex problems. High school females admitted more hesitation in seeking help than males for sex problems. Almost twice as many males and females stated they "always" or "usually" hesitated to seek help for anger and sex problems than for educational-vocational, school work and courses and teaching method problems. The majority of both males and females admitted to "rarely" or "never" hesitating to seek help for educational-vocational, school work and courses and teaching method problems.

The findings support the contention that student hesitation to seek help is both sex and problem related. Differences between male and female students' hesitation on sex problems supports the sex relationships and the varying patterns of expression of hesitation changing for different problems but remaining consistently the same for males and females (except for sex problems) supports the problem relationship theory.

The students' willingness to seek help for educational-vocational, school work and courses and teaching method problems may be due to less anxiety attached to these problems than anger and sex problems. This would seem to be supported by students'

strong admission of discomfort in seeking help for anger and sex problems.

It is interesting to note that males expressed less hesitation in seeking help for sex problems than females. It appears that in spite of various movements in our culture to promote more sexual freedom, especially for women, females express more hesitation in seeking a counselor for sex problems than males. The discussion of such a finding would be the same as has been discussed previously for discomfort in seeking help for sex problems.

Null Hypothesis 3

There is no significant difference between male and female students' admission of expectation to receive help for a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

The findings indicate there was no statistical difference between male and female students' admission of expectation to receive help for all five problems. While the response pattern was varied and different for each problem, male and female responses were almost identical for each problem. A majority of both male and female students stated they "rarely" or "never" expected to receive help for anger, sex and courses and teaching method problems.

Expectation of receiving help was lowest for anger and sex problems. It may be that counselors are not viewed as capable sources of help for anger and sex problems as they are for

educational-vocational, school work and courses and teaching method problems. Support for this conclusion can be found in previous research. Warman (1960) and Resnick and Gelso (1971) also found that students considered problems of vocational choice most appropriate for discussion with counselor, college routine problems second and adjustment to self and others least appropriate.

Summary Statement of Student Discomfort, Hesitation
and Expectation for All Five Problems

Type of problem appears to be relevant to students' view of discomfort in seeking help, hesitation to seek help and expectation of receiving help. For both sexes there was most discomfort, most hesitation to seek help and least expectation of receiving help for anger and sex problems.

It seems strange that while anger and sex problems are the most anxiety producing problems (in terms of discomfort and hesitation to seek help) they were also the problems for which the student expected to receive the least amount of help. Could it be that students are afraid to deal with such problems, or could it be that counselors are not viewed by students as being capable or willing to deal with such problems? Support for this contention can be found in the Strong, Hendel and Bratton (1971) research. They found that college students viewed counselors and advisors as more appropriate sources of help for educational-vocational problems and considered psychiatrists more appropriate

for specific personal problems. Further research is needed to clarify this, but the result seems to support this conclusion. It appears that Blocker's (1963) statement is still relevant today. He pointed out that confusion of the counselor's role is a very real problem and that the counselor's primary task is that of communicating his image as a helping person to students.

Null Hypothesis 4

There is no significant difference between male and female students' rank-order preference for counselor characteristics chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

It was expected that rank-order preferences for the seven counselor characteristics would be significantly different for males and females. Since the formulation of this hypothesis does not lend itself to determine differences, the discussion must be based on directional trends and observations.

Observation of the data reveals that students of both sexes tended to agree on the relative importance of the same characteristics for the same problems. Indeed it was surprising to observe the relative consistency between the sexes for the five problems.

The sex-role patterns described by Mead do not appear to be distinctively evident. Something apparently is happening to erase the sex-role identity boys and girls learn from mother

and father through child rearing practices. Perhaps this is the result of the new "modern" role for women described by Mirra Komarovshi (1946). She describes it, in a sense, as no role at all because it partly obliterates the differentiation in sex. Women take on the same virtues, patterns of behavior and attitude that men of corresponding age have.

Both male and female students ranked counselor "experience" and "acquaintance" first and second most often, except for sex problems, where "sex" of counselor was ranked highest by both sexes. Understandably, sex of counselor is an important characteristic in choosing a counselor for sex problems. The evidence indicates that rank-order preferences for counselor characteristics are more problem related than sex related.

Further discussion concerning male and female ranking of counselor characteristics for each problem follows in the discussion of the hypothesis concerning the qualities of that characteristic.

Null Hypothesis 5

There is no significant difference between male and female student preference for sex of counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Significant differences between male and female student preferences for sex of counselor chosen were found for all five problems at the .001 level and beyond. Both male and female

student prefer "same sex" counselors. Male students prefer a "male" counselor more than female students prefer a "female" counselor for educational-vocational, school work and courses and teaching method problems. Female students prefer a "female" counselor more than males prefer a "male" counselor for sex problems. In addition, for help with sex problems, more females (80.8 percent) prefer a "female" counselor than males (54.9 percent) prefer a "male" counselor. For help with anger problems male and female preferences for "same sex" counselor were almost identical. A large number of both male and female students indicated "no preference" for sex of counselor for anger, educational-vocational, school work and courses and teaching method problems. Also males chose "female" counselors more often than females chose "male" counselors for anger (M=9.7 percent; F=5.6 percent) and sex problems (M=15.2 percent; F=6.6 percent).

Previous research indicates that both males and females prefer male counselors more than they prefer female counselors (Fuller, 1964). The findings of this study do not support that conclusion. Males consistently preferred "males" over "females", and females consistently preferred "females" over "males" for all five problems. Also no support can be found for the previous research findings of Koile and Birde (1956) that females are more willing to consult a male than males are willing to consult a female. The findings of this study were the exact opposite for anger and sex problems. Males chose "female" counselors more

than females chose "male" counselors. Some support can be found for Koile and Birde's (1956) statement that males express preferences significantly more often than females for sex of counselor. This was the case for educational-vocational, school work and courses and teaching method problems. However, to the contrary, more females (87.4 percent) than males (70.1 percent) expressed preference for "sex" of counselor for sex problems. Support can also be given to their findings that women are more likely to say "no preference" than men. Fuller's (1964) finding that males expressed some preference more often when choosing a counselor for a personal problem, was supported for both males and females.

In general, counselor sex is ranked highest when ranking characteristics of a counselor to help with sex problems, but deemed of little importance when ranking characteristics of a counselor to help with anger, educational-vocational, school work and courses and teaching method problems. The conclusion is drawn that type of problem and sex of student appear to be relevant factors when students choose a counselor to help with a problem.

Null Hypothesis 6

There is no significant difference between male and female student preferences for age of counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Significant differences ($P < .05$ and beyond) were found between male and female student preferences for age of counselor to help with educational-vocational problems only. It is believed that significant differences would also have been found for school work problems if Yates Correctional Factor had not been used. Large differences were observed between male and female students' expression of "no preference" for educational-vocational ($M = 34.6$ percent; $F = 51.9$ percent) and school work problems ($M = 31.4$ percent; $F = 44.9$ percent). For both males and females the most preferred counselor age was "20-29" years for all five problems. Consistently, females more than males stated "no preference" for age of counselor for all problems. This seems to suggest that females are less concerned with age of counselor chosen to help them than males. Both males and females ranked counselor age as of little importance which is consistent with the high expression of "no preference" for counselor age. The findings support the suggestion derived from the Goodstein and Grigg (1957) and Grigg (1961) research that young counselors would be desired. The findings indicate that counselors "20-29" years of age are most preferred and counselors "40 years of age and older" are least preferred. Perhaps students feel they can identify and communicate better with counselors closer to their own age; or perhaps it is a reaction against older counselors and teachers. The exact reason for the "20-29" years of age preference needs further study.

The evidence suggests that student preference for age of counselor appears to be problem and sex related.

Null Hypothesis 7

There is no significant difference between male and female student preferences for years of experience of counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Significant differences were found between male and female students' preferences for counselor experience for only sex problems ($P < .05$). While males and females differed in all experience categories for sex problems, the largest difference was in the "no preference" category ($M = 30.3$ percent; $F = 44.9$ percent). Most male and female students chose a counselor with "5 to 10 years" experience to help with all problems. About one-quarter of both males and females indicated "no preference" for years of experience of the counselor for all problems and females consistently chose the "no preference" category more often than males. In addition, while significant differences were not found for anger problems, the statistic was very close, and with a larger sample size there would probably be significant differences between male and female students. Large differences were observed in the "no preference" ($M = 35.7$ percent; $F = 45.0$ percent) and the "more than 10 years" experience ($M = 10.8$ percent; $F = 4.2$ percent) categories for male and female students with anger problems.

Previous research Strong, Hendel and Bratton (1971) suggests that as problems become more severe and difficult, a more knowledgeable, analytical and experienced helper was seen appropriate. It is difficult to find support for this conclusion because while students overwhelmingly preferred a counselor with at least "5 to 10 years" experience, relatively few wanted a counselor with "over 10 years" experience or a counselor "over 40 years of age". Also, in ranking characteristics, both males and females ranked counselor experience first for educational-vocational and school work problems. Males ranked experience highest for courses and teaching method problems, while females ranked it second for courses and teaching method problems. This indicates that students see counselor experience of particular importance for these problems but not for sex problems thus indicating that student preference for counselor experience is both problem and sex related.

The data suggests that females are not as concerned as males with the experience of counselor chosen to help with any of the five problems.

Null Hypothesis 8

There is no significant difference between male and female student preference for values held by a counselor to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Significant differences between male and female students were not found for preferences for values held by a counselor

for any of the problems. Consistently twice as many males and females preferred a counselor with values the "same" as theirs than "different". In addition, "same" counselor values appeared more important for sex problems than others. "No preference" choices were higher for educational-vocational, school work and courses and teaching method problems. Females consistently stated "no preference" more often than males and males consistently preferred counselors with "different" values more than females.

Values was consistently ranked third in order of preference of characteristics by both males and females. Exceptions occurred when females ranked values second for anger problems and males ranked values fourth for sex problems.

Previous researches, Hollingshead and Redlick (1953) and Meyers and Schafer (1954), have suggested that factors may work to limit choice to those who are like the therapist in outlook, values and social background. This conclusion is supported by the data in this study. Males and females consistently preferred counselors with the "same" values as theirs. In addition, while counselor values were seen as important, other characteristics of the counselor were seen as more important; namely experience of counselor and acquaintance with counselor. It may be that as students ranked the characteristics, they were confusing acquaintance with values.

Judging from the "no preference" responses, females do not seem to be as concerned as males with the values held by a counselor chosen to help with all five problems. The fact that consistently more males than females chose a counselor with different values supports this interpretation.

Null Hypothesis 9

There is no significant difference between male and female student preferences for acquaintance with counselor chosen to help with a) anger, b) sex, c) educational-vocational, d) school work and e) courses and teaching method problems.

Significant differences between male and female student preferences for acquaintance with counselor existed for only educational-vocational problems ($P < .05$). More males (50.8 percent) than females (40.7 percent) preferred "having" group guidance class acquaintance with counselor for educational-vocational problems, while more females (55.1 percent) than males (41.6 percent) had "no preference" for counselor acquaintance. Over five times as many students preferred "having" to "not having" group guidance class acquaintance with counselor chosen to help with all five problems. Both males and females expressed stronger "no preference" choices for educational-vocational, school work and courses and teaching method problems. This suggests that males and females seem to be less concerned whether they have had group guidance class acquaintance with counselor chosen for educational-vocational, school work and courses and teaching method problems than for

anger and sex problems. Therefore type of problem appears to be relevant when students consider preferences for acquaintance with counselor. Sex of the student also appears to be relevant when students consider preference for acquaintance with counselor for educational-vocational problems.

Acquaintance with counselor was considered important to students seeking help. It was ranked almost consistently first and second for all problems under study. The lowest ranking acquaintance received was third for school work problems by females.

The data seems to support the contention that group guidance class acquaintance with counselor is considered important to students seeking help.

Implications for Counselors

1. Communication of Counseling Role of Counselor and Counseling Program.

Students' discomfort in seeking help, hesitation to seek help and expectations of receiving help are related to the type of problem. For example students expressed more discomfort, more hesitation and expected to receive help least for anger and sex problems than for educational-vocational, school work and courses and teaching method problems. The implication here is that counselors must reduce some of this anxiety for students by better

acquainting students with their program and their role. There is need for communicating to students that counselors are able to help with such problems and that students can be helped with such problems.

2. Type of Problem.

Student preferences for counselor characteristics is related to type of problem. For example, for anger problems acquaintance with counselor is most important. For sex problems sex of counselor is most important. For educational-vocational problems counselor experience is most important. Awareness of this information could be useful in assigning counselor to students, hiring counselors and planning counseling programs.

3. Counseling Programs and Personnel.

The implication is that high school counseling departments should be well rounded. They should include counselors of both sexes, should offer group guidance class acquaintance for counselor and student and have most of their counselors under forty and preferably "20-29" years of age with at least 5 to 10 years experience. They should also try to have counselors with varying points of view so as to accommodate client preferences for counselors with values the "same" as their own.

4. Group Guidance Classes.

This study has shown that group guidance class acquaintance with counselor appears to be an important consideration of students seeking help for all problems. The implication is that group guidance classes provide a very important function; that is to acquaint students and counselors.

The findings would suggest that this part of the counseling program should be continued and promoted.

Suggestions for Further Research

While this study has increased the knowledge of the ideal counselor image held by high school students for various problems, further research extending the findings of this study is needed.

1. The study needs to be repeated to:
 - a) include other populations of different socio-economic backgrounds in order to compare conclusions about counselor image held by high school students in general;
 - b) include other characteristics such as race, religion, marital status, personality characteristics, physical appearance and attractiveness, professional discipline, counseling procedures and counseling methods;
 - c) extend the range of categories of counselor characteristics used in the study. For example counselor acquaintance could refer to various kinds of acquaintance;

- d) include a clearer definition of the term "values" for students;
 - e) include an analysis of rank-order preferences for counselor characteristics to determine whether significant differences exist between male and female high school students;
 - f) rotate the order in which the problems are presented to different students to eliminate bias created by consistently having same problems first and others last.
2. Further study on the relationship of type of problem and ideal counselor image is needed. Other problems need to be compared with the present ones.
 3. A clearer definition of the values that students desire in a counselor is needed.
 4. Further research is needed to determine why most students feel discomfort, hesitate to seek help and have such low expectations of receiving help for anger and sex problems. Is it because students do not consider counselors as able to handle such problems, or is it anxiety over such problems? Clarification of the problem is desirable.
 5. More research is needed to determine whether satisfying students' preferences produces better results.
 6. Additional exploration is needed to study the sex relationship to ideal counselor image. This study suggested that

males are more concerned than females with the ideal counselor image. Females were consistently high "no preference" category choosers except for sex problems. Would this conclusion be drawn when other problems are examined with the present ones? Clarification of why females were consistently higher "no preference" category choosers is needed.

7. Further study is needed to explain the relationship between "age" and "experience" of counselor desired. Students prefer a young counselor "20-29" years of age, with "5 to 10" years experience. The suggestion here is that old counselors are not desired. The confusion arises on the rankings of the characteristics. Experience was ranked most important while age was ranked least important. This relationship needs to be further explored.
8. Finally, this has been an exploratory study that has examined many areas. What is needed are more definitive studies of the specific aspects covered within this study. Further investigation of these areas will produce important information concerning the counseling process.

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APPENDIX A

APPENDIX A

STUDENT PREFERENCES FOR
COUNSELOR CHARACTERISTICS

A SURVEY

Student Preferences for Counselor Characteristics
A Survey

Purpose: We would like to know what student preferences are for certain counselor characteristics. We appreciate your assistance, for this information may be very helpful. The information will be kept confidential and only group results will ever be released. Your cooperation is greatly appreciated.

Section I asks for general information

Sections II, III, IV, V, and VI ask your preferences for counselor characteristics for five student problems.

1. Anger Problems
2. Sex Problems
3. Educational-Vocational Problems
4. School Work Problems
5. Course and Teaching Method Problems

Section I

Directions: On the accompanying answer sheet, please write down the number which corresponds to the requested information about yourself for items 1-4. Write no more than one response for each item. Be sure to make your numbers clear.

1. Your Sex
 1. Male
 2. Female
2. Your Grade
 1. Grade 10
 2. Grade 11
 3. Grade 12
3. How many years have you had Group Guidance classes?
 1. One year
 2. Two years
 3. Three years
 4. Four years or more
 5. Never
4. Do you feel you know the counselors better as a result of Group Guidance classes:
 1. yes
 2. no

Directions: Each of the following Sections II, III, IV, V, and VI will begin with a brief description of a student problem. All the questions on that page will be concerned with

that problem, so it is important that you read the problem description before answering the questions.

Please begin section II by reading the problem description.

Section II

Anger Problems

PLEASE READ —→

- getting into arguments
- losing my temper
- speaking or acting without thinking
- hurting people's feelings
- being stubborn or obstinate

Directions: For each of the following questions (5-7) choose the response that accurately describes how you feel about seeing a counselor. Then write the number of your answer on the answer sheet.

5. I feel discomfort about seeking help for Anger Problems.

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

6. I hesitate to seek help for Anger Problems.

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

7. I have expectations of receiving help for Anger Problems.

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

Directions: Please rank on this sheet the following 5 characteristics which describe the counselor you would choose to help you with an Anger Problem. Put number one (1) by the characteristic you feel is the most important one. Then put number two (2) by the next most important characteristic; and so on down to number five (5), the least important characteristic.

8. _____ Sex of the counselor
9. _____ Age of the counselor
10. _____ Experience of the counselor
11. _____ Values held by the counselor
12. _____ My acquaintance with the counselor (How well I know him/her)

After ranking the characteristics, write down the rank of each item (8-12) on the answer sheet.

Directions: Next pick the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind that you are choosing a counselor to help you with an Anger Problem. Write no more than one response for each item.

13. When considering the sex of the counselor, I would:
 1. prefer a male counselor
 2. prefer a female counselor
 3. have no preference
14. When considering the age of the counselor, I would:
 1. prefer a counselor 20-29 years of age
 2. prefer a counselor 30-39 years of age
 3. prefer a counselor 40-49 years of age
 4. prefer a counselor 50 years and older
 5. have no preference
15. When considering the experience of the counselor, I would:
 1. prefer a counselor with less than 5 years experience
 2. prefer a counselor with 5 to 10 years experience
 3. prefer a counselor with more than 10 years experience
 4. have no preference
16. When considering the values held by the counselor, I would:
 1. prefer a person with the same values as mine
 2. prefer a person with different values from mine
 3. have no preference
17. When considering acquaintance with the counselor, I would:
 1. prefer a counselor whom I have had a group guidance class
 2. prefer a counselor whom I have not had a group guidance classes
 3. have no preference

Section III

Sex Problems

PLEASE →
READ

- | |
|--|
| <ul style="list-style-type: none">- needing information about sex matters- not mixing well with the opposite sex- wondering how far to go with the opposite sex- concern over proper sex behaviour- worried about V.D. |
|--|

Directions: For each of the following questions (18-20) choose the response that accurately describes how you feel about seeing a counselor. Then write the number of your answer on the answer sheet.

18. I feel discomfort about seeking help for Sex Problems.

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

19. I hesitate to seek help for Sex Problems.

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

20. I have expectations of receiving help for Sex Problems.

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

Directions: Please rank on this sheet the following 5 characteristics which describe the counselor you would choose to help you with a Sex Problem. Put number one (1) by the characteristic you feel is the most important one. Then put number two (2) by the next most important characteristic; and so on down to number five (5), the least important characteristic.

21. _____ Sex of the counselor
22. _____ Age of the counselor
23. _____ Experience of the counselor
24. _____ Values held by the counselor
25. _____ My acquaintance with the counselor (How well I know him/her)

After ranking the characteristics, write down the rank of each item (21-25) on the answer sheet.

Directions: Next pick the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind that you are choosing a counselor to help you with a Sex Problem. Write no more than one response for each item.

26. When considering the sex of the counselor, I would:

1. prefer a male counselor
2. prefer a female counselor
3. have no preference

27. When considering the age of the counselor, I would:

1. prefer a counselor 20-29 years of age
2. prefer a counselor 30-39 years of age

3. prefer a counselor 40-49 years of age
 4. prefer a counselor 50 years and older
 5. have no preference.
28. When considering the experience of the counselor, I would:
1. prefer a counselor with less than 5 years experience
 2. prefer a counselor with 5 to 10 years experience
 3. prefer a counselor with more than 10 years experience
 4. have no preference
29. When considering the values held by the counselor, I would:
1. prefer a person with the same values as mine
 2. prefer a person with different values from mine
 3. have no preference
30. When considering acquaintance with the counselor, I would:
1. prefer a counselor whom I have had a group guidance class
 2. prefer a counselor whom I have not had group guidance classes
 3. have no preference

Section IV Educational-Vocational Problems

PLEASE

READ →

- needing to know my vocational abilities
- wanting advice about what to do after high school
- needing to know more about occupations
- don't know how to look for a job
- choosing the best subjects to take next term
- needing to know more about college

Directions: For each of the following questions (31-33) choose the response that accurately describes how you feel about seeing a counselor. Then write the number of your answer on the answer sheet.

31. I feel discomfort about seeking help for Educational-Vocational Problems.

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

32. I hesitate to seek help for Educational-Vocational Problems.

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

33. I have expectations of receiving help for Educational-Vocational Problems.

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

Directions: Please rank on this sheet the following 5 characteristics which describe the counselor you would choose to help you with an Educational-Vocational Problem. Put number one (1) by the characteristic you feel is the most important one. Then put number two (2) by the next most important characteristic; and so on down to number five (5), the least important characteristic.

34. _____ Sex of the counselor
35. _____ Age of the counselor
36. _____ Experience of the counselor
37. _____ Values held by the counselor
38. _____ My acquaintance with the counselor (How well I know him/her)

After ranking the characteristics, write down the rank of each item (34-38) on the answer sheet.

Directions: Next pick the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind that you are choosing a counselor to help you with an Educational-Vocational Problem. Write no more than one response for each item.

39. When considering the sex of the counselor, I would:

1. prefer a male counselor
2. prefer a female counselor
3. have no preference

40. When considering the age of the counselor, I would:

1. prefer a counselor 20-29 years of age
2. prefer a counselor 30-39 years of age
3. prefer a counselor 40-49 years of age
4. prefer a counselor 50 years and older
5. have no preference

41. When considering the experience of the counselor, I would:

1. prefer a counselor with less than 5 years experience
2. prefer a counselor with 5 to 10 years experience
3. prefer a counselor with more than 10 years experience
4. have no preference

42. When considering the values held by the counselor, I would:
1. prefer a person with the same values as mine
 2. prefer a person with different values from mine
 3. have no preference
43. When considering acquaintance with the counselor, I would:
1. prefer a counselor whom I have had a group guidance class
 2. prefer a counselor whom I have not had group guidance classes
 3. have no preference

Section V

School Work Problems

PLEASE
READ →

- getting low grades
- not interested in some subjects
- not spending enough time in study
- don't know how to study effectively
- worrying about grades

Directions: For each of the following questions (44-46) choose the response that accurately describes how you feel about seeing a counselor. Then write the number of your answer on the answer sheet.

44. I feel discomfort about seeking help for School Work Problems.
1. Always
 2. Usually
 3. Rarely
 4. Never
45. I hesitate to seek help for School Work Problems.
1. Always
 2. Usually
 3. Rarely
 4. Never
46. I have expectations of receiving help for School Work Problems
1. Always
 2. Usually
 3. Rarely
 4. Never

Directions: Please rank on this sheet the following 5 characteristics which describe the counselor you would choose to help you with a School Work Problem. Put number one (1) by the characteristic you feel is the most important one. Then put number two (2) by the next most important characteristic; and so on down to number five (5), the least important characteristic.

- 47. _____ Sex of the counselor
- 48. _____ Age of the counselor
- 49. _____ Experience of the counselor
- 50. _____ Values held by the counselor
- 51. _____ My acquaintance with the counselor (How well I know him/her)

After ranking the characteristics, write down the rank of each item (47-51) on the answer sheet.

Directions: Next pick the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind that you are choosing a counselor to help you with a School Work Problem. Write no more than one response for each item.

- 52. When considering the sex of the counselor, I would:
 - 1. prefer a male counselor
 - 2. prefer a female counselor
 - 3. have no preference
- 53. When considering the age of the counselor, I would:
 - 1. prefer a counselor 20-29 years of age
 - 2. prefer a counselor 30-39 years of age
 - 3. prefer a counselor 40-49 years of age
 - 4. prefer a counselor 50 years and older
 - 5. have no preference
- 54. When considering the experience of the counselor, I would:
 - 1. prefer a counselor with less than 5 years experience
 - 2. prefer a counselor with 5 to 10 years experience
 - 3. prefer a counselor with more than 10 years experience
 - 4. have no preference
- 55. When considering the values held by the counselor, I would:
 - 1. prefer a person with the same values as mine
 - 2. prefer a person with different values from mine
 - 3. have no preference
- 56. When considering acquaintance with the counselor, I would:
 - 1. prefer a counselor whom I have had a group guidance class
 - 2. prefer a counselor whom I have not had group guidance classes
 - 3. have no preference

Section VI

Courses and Teaching Method Problems

PLEASE
READ



- made to take subjects I don't like
- classes too dull
- subjects not related to everyday life
- too little freedom in class
- not getting along with teachers

Directions: For each of the following questions (57-59) choose the response that accurately describes how you feel about seeing a counselor. Then write the number of your answer on the answer sheet.

57. I feel discomfort about seeking help for Courses and Teaching Method Problems.

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

58. I hesitate to seek help for Courses and Teaching Method Problems.

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

59. I have expectations of receiving help for Courses and Teaching Method Problems.

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

Directions: Please rank on this sheet the following 5 characteristics which describe the counselor you would choose to help you with a Courses and Teaching Method Problem. Put number one (1) by the characteristic you feel is the most important one. Then put number two (2) by the next most important characteristic; and so on down to number five (5), the least important characteristic.

60. _____ Sex of the counselor
61. _____ Age of the counselor
62. _____ Experience of the counselor
63. _____ Values held by the counselor
64. _____ My acquaintance with the counselor (How well I know him/her)

After ranking the characteristics, write down the rank of each item (60-64) on the answer sheet.

Directions: Next pick the particular qualification you would prefer for each of the characteristics you have just ranked. Keep in mind that you are choosing a counselor to help you with a Courses and Teaching Method Problem. Write no more than one response for each item.

65. When considering the sex of the counselor, I would:
1. prefer a male counselor
 2. prefer a female counselor
 3. have no preference
66. When considering the age of the counselor, I would:
1. prefer a counselor 20-29 years of age
 2. prefer a counselor 30-39 years of age
 3. prefer a counselor 40-49 years of age
 4. prefer a counselor 50 years and older
 5. have no preference
67. When considering the experience of the counselor, I would:
1. prefer a counselor with less than 5 years experience
 2. prefer a counselor with 5 to 10 years experience
 3. prefer a counselor with more than 10 years experience
 4. have no preference
68. When considering the values held by the counselor, I would:
1. prefer a person with the same values as mine
 2. prefer a person with different values from mine
 3. have no preference
69. When considering acquaintance with the counselor, I would:
1. prefer a counselor whom I have had a group guidance class
 2. prefer a counselor whom I have not had a group guidance class
 3. have no preference

Answer Sheet

Instructions: Please write down the number of your response for each item. Write no more than one response for each item. Be sure to make your numbers clear.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 18. _____ | 35. _____ | 52. _____ |
| 2. _____ | 19. _____ | 36. _____ | 53. _____ |
| 3. _____ | 20. _____ | 37. _____ | 54. _____ |
| 4. _____ | 21. _____ | 38. _____ | 55. _____ |
| 5. _____ | 22. _____ | 39. _____ | 56. _____ |
| 6. _____ | 23. _____ | 40. _____ | 57. _____ |
| 7. _____ | 24. _____ | 41. _____ | 58. _____ |
| 8. _____ | 25. _____ | 42. _____ | 59. _____ |
| 9. _____ | 26. _____ | 43. _____ | 60. _____ |
| 10. _____ | 27. _____ | 44. _____ | 61. _____ |
| 11. _____ | 28. _____ | 45. _____ | 62. _____ |
| 12. _____ | 29. _____ | 46. _____ | 63. _____ |
| 13. _____ | 30. _____ | 47. _____ | 64. _____ |
| 14. _____ | 31. _____ | 48. _____ | 65. _____ |
| 15. _____ | 32. _____ | 49. _____ | 66. _____ |
| 16. _____ | 33. _____ | 50. _____ | 67. _____ |
| 17. _____ | 34. _____ | 51. _____ | 68. _____ |
| | | | 69. _____ |

NOTE: Before turning in this questionnaire please go back and check to see that you have answered all questions on the answer sheet. Spaces 1-69 should be used.

APPENDIX B

Questionnaire Administration Instructions for Teachers

In the envelope you will find enough questionnaires and answer sheets for your class. The exact number is marked on the outside of your envelope. Please keep tight security on these questionnaires. This is essential.

The questionnaire must be administered May 1, Day 4 - Period 3. The time required will depend on the individual, but it should average about 25 minutes. Before handing out the questionnaire and answer sheets give the students the following instructions.

Student Instructions

Tell the students to make sure they put their answers on the answer sheet provided and not on the questionnaires. There is to be NO identification on the questionnaires or the answer sheets.

When the students have completed the questionnaire it is essential that they hand in both the answer sheet and the questionnaire. Please check it carefully.

After the class periods would you please return both the used and unused questionnaires with the answer sheets to me. A check will be made as to the numbers of questionnaires taken and returned.

Thank You,

Your time and assistance is appreciated.

T. Lenius.

P.S. If you experience any difficulties please buzz the office.