

THE EFFECT OF INFORMATION ON CLIENT
PREFERENCES FOR COUNSELORS

by

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Chapter 1

INTRODUCTION

The emerging role of women and paraprofessionals has brought about significant changes in the composition of the field of counselors in higher education. Students are now confronted with a greater variety of potential sources of help. Yet there has been limited research or emphasis on client preferences and selection of counselors. Rosen (1967) emphasized the importance of client preferences when he concluded from his research that clients often do have preferences regarding counselor characteristics and that those preferences may affect client decisions regarding whether or not to seek counseling, the length of counseling, the process of counseling and evaluation of the counselor and counseling experience.

The study presented here is first an attempt to provide more information about client preferences concerning two counselor variables, that of counselor sex and that of counselor status (peer as compared to professional). Specifically it is an investigation of college students' preferences for male in comparison to female counselors and peer in comparison to professionally trained counselors as helping agents for various types of problems. Secondly, this research involves an experimental approach to determine whether specially developed information about male and female peer and professional counselors presented to college students would influence preferences for such counselors.

The Need for Research

Smith (1974) pointed out the lack of knowledge and emphasis on client preferences when he concluded that client preferences for counselors are often treated as irrelevant in contrast to business where the customer's interests take first priority. After reviewing the available literature, Rosen (1967) expressed the need for studies on clients' preferences. A search of the literature since that time indicates that client preferences have not received much additional attention. This is particularly true in terms of preferences for counselor's professional status and counselor's sex. That is, little is known about how people who might seek help view the male in comparison to the female, the peer counselor in comparison to the professional counselor, as preferred sources of help.

Sex of the Counselor. Various authors have perceived the sex of the counselor to be of considerable importance in the counseling relationship. Twenty years ago, Farson (1954) wrote his article entitled, "The Counselor Is A Woman," stating that the work of the counselor calls for behaviors that are closer to the social expectations for women than for men. This factor may have had significant effect on preferences for females for certain kinds of help. Yet another author, Fuller (1964) stated that young people have given greater value to the masculine than the feminine role and his research found more preference for male counselors. Because perceptions of sex roles are said to have been changing in recent years, it is of importance to study client preferences for sex of counselors at this point in time (Kopel, 1972).

Preference for counselor sex has implications for selection and placement of counselors. There has been emphasis to hire female counselors due to affirmative action policies, particularly in the higher education setting. Yet, there seems to have been minimal effort to determine how females in comparison to males can be most effective as counselors. More knowledge on client preference or lack of it for female counselors in relation to different types of problems appears to be needed.

Professional Status of the Counselor. An area of much contemporary debate is the use of peer or student counselors in counseling programs (Smith, 1974). Peer counseling is gaining in popularity and there is now some literature describing various peer counselor programs. Yet the basic rationale for the use of peer counselors is to expand and extend services to students that professionals are unable to do, or less desirous of doing, because of budgetary or staffing limitations (Ware & Gold, 1971). Preferences of students for peer helpers for certain kinds of problems have not been explored even though it is so often stated that in many situations an individual's peers can best understand his problems or concerns. By discovering such preferences, this information could have implications for the training and use of peers to counsel their own age group.

Type of Problem. Students' attitudes toward and preferences for counselors are influenced by the type of problem presented (Keeney, 1966). As more females are being employed in college counseling programs, and as more peer counseling programs develop, there should be increased effort to determine how counselor sex and professional status are important to clients with different types of problems.

Warman (1960) found that college counselors had different perceptions of what types of problems students should seek their help on than did other campus groups. He discovered that counseling center staff viewed problems of "adjustment to self and others" as much more appropriate for counselors to deal with than did teaching faculty, student personnel staff and students before and after counseling. Teaching faculty and students, however, viewed problems of "college routine" as more appropriate than did the counselors. Warman suggested that this was a communication problem between counselors and the university community. One solution proposed by him was for counselors to better inform the community so that personal-social type problems would be perceived as equally appropriate as problems of a vocational or educational nature.

Effects of Information about Counseling. Research, since the time of Warman's work, suggests that the communication problem of counselors viewing certain problems as more appropriate for counseling than does the university community has not improved (Gelso, Karl and O'Connell, 1972; Resnick and Gelso, 1971; Wilcove and Sharp, 1971). New approaches to the problem have been taken. Gelso and McKenzie (1971) conducted a study to examine the efficacy of specially devised information in altering students' perceptions of the appropriateness of personal problems for counseling and their willingness to seek counseling for such problems. Written and orally presented material altered students' perceptions of the appropriateness for counseling of personal problems and their willingness to seek help for such problems, while

written information did not. The authors conclude that orally presented information is the more powerful procedure to change misperceptions of the counselor's role.

An approach such as the one taken by Gelso and McKenzie needs not only to be replicated but expanded to determine if information about counseling presented by both male and female professional and peer counselors would alter preference for counselors. More information on this topic could have vast implications for the public relations work that may need to be done by counselors who want to be truly viewed by students as helping agents for a variety of problems. Efforts could be made to alter students' preferences of counselors or to more effectively inform them that the preferred counselors are available.

The need for research on the effect of information on client preferences for counselors can be summarized in the following points:

1. The research may add to the limited research knowledge on preferences for counselors.
2. The research may aid in meeting the needs of students by assessing and attempting to provide for their preferences.
3. The research may aid in knowing how to select, train and use peer counselors.
4. The research may aid in matching clients to counselors by sex.
5. The research may aid in knowing what type of information is important in influencing preferences for counselors.
6. The research may aid in knowing what kind of public relations work is necessary for informing students that preferred counselors are available.

Statement of the Problem

This study is concerned with the problems of establishing more data on students' preferences for counselors and what impact information about counseling may have in influencing those preferences. Due to limited research, little is known about the manner in which peer counselors and female counselors might be preferred, particularly now in times when they are increasingly being employed in counseling positions.

The Purposes of the Study

The purposes of the study are the following:

1. To determine preferences of college age students for male counselors as compared to female counselors and peer counselors as compared to professionally trained counselors as helping agents for various types of problems;
2. To determine whether specially devised information presented to college students about male and female peer and professional counselors would change these preferences.

Research Questions

The following research questions are formulated for this study:

Question 1. Do differences exist among male and female college students with regard to their preferences for professional counselors as compared to peer counselors as sources of help for the following types of problems:

- a. Adjustment to Self and Others,

- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?

Question 2. Do differences exist among male and female college students with regard to their preferences for male counselors as compared to female counselors as sources of help for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?

Question 3. Do differences exist in the preferences of male and female college students who have been exposed to specially devised information on counseling and those who have not, with regard to seeking help from a male or female, peer or professional counselor for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?

Definitions Used in This Study

Counseling. The definition of counseling as used by Shertzer and Stone (1968) is appropriate for this study. They state that, "Counseling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behavior (p. 26)."

Counselor Characteristics. Counselor characteristics are considered to be those attributes which describe the person students would prefer for help with problems.

Peer Counselor. The peer counselor is a person without extended professional training in counseling who is specifically selected, trained and given ongoing supervision to perform some part of the tasks usually performed by the professional counselor. The peer counselor is generally the same age and is a member of the population being served.

Professional Counselor. A professional counselor is a person who has extended graduate training in the field of counseling and who is employed in a counseling program.

Limitations of the Study

1. The study is limited to students at one university setting. Generalizations from the population to any other population are limited to the degree which that other population is similar.

2. The study does not include the dimension of willingness to seek help nor does it allow for the category of no preferences. The study attempts only to determine which would be the most preferred

among four counselor types for various types of problems.

3. The study does not control for the amount of information that students have had about peer and professional counselors previously to the research.

Organization of the Study

Chapter II contains a review of the literature related to preferences for sex of the counselor, preferences for peer and professional counselors, preferred sources of help for different kinds of problems and the effect of information on opinions about counseling and counselors.

Chapter III contains a presentation of the methodology, including a description of the subjects and instruments involved and an explanation of the data collection and data analysis procedures.

Chapter IV consists of the results of the study.

Chapter V includes the summary, conclusions and recommendations.

Chapter 2

REVIEW OF THE LITERATURE

Literature relevant to this research can be grouped into several categories: literature concerning client preferences related to the sex of the counselor; literature concerning client preferences related to peer and professional counselors; literature concerning preferred sources of help for clients with different types of problems; and literature concerning the effect of information on opinions about counseling and counselors.

Client Preferences Related to the Sex of the Counselor

Research concerning expectations of sex-role behavior provides a framework for viewing client preferences for counselor sex. Mead (1949), the anthropologist who has made extensive observations of sexual behavior in America, described the male as more successful and less demanding than the female in the viewpoints of both sexes. Research in social psychology (Brown, 1956; Harris and Tseng, 1957; Hawks et al., 1957; Secord, 1958; Sodhi et al., 1956) demonstrated that sex preferences of males and females in different age groups, social situations, and cultures have been fairly consistent in describing the male in the American culture as more desirable in terms of valued personality characteristics than the female.

The traditional views about sex roles may have influenced sex preference towards male counselors. Yet, several authors (Farson, 1954; McClain, 1968) have conducted studies which indicate that clients are

more attracted to an affective personal counseling style. Such a style is usually perceived as more feminine than masculine and this fact may suggest preferences for the female counselor whether females possess more of the positive counseling qualities or not.

Worby (1955) was one of the first researchers to study the actual preferences of clients. He concluded that clients almost always preferred a counselor of the same sex.

Koile and Bird (1956) furthered the research of Worby with a study which indicated that first year male university students preferred a male counselor on more problems than they preferred a female counselor and that female students preferred a female counselor on more problems than they preferred a male counselor. Yet 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.

One other investigation has supported the findings of both the Worby and Koile and Bird studies that students may prefer a counselor of the same sex. Smith's (1974) recent study, with a large random sample of undergraduates at one university, found that college students desire to see a counselor of the same sex for their personal-social concerns.

The other reported research substantiates the aspect of the Koile and Bird study which indicates more preference for male counselors than female counselors.. Fuller (1964) surveyed a large sample of university students and found that both males and females preferred male counselors more than the female counselors. He also discovered that the preferences for male counselors were less likely to change after counseling than

were the preferences for female counselors.

Keeney (1966) examined the ideal image of the college counselor to help with personal problems of education students. Specifically, the problem areas were sex and anger. Results showed that male education students preferred same-sex counselors more often than female students as a counselor for problems of sex. Rank order preferences for the counselor characteristics under study were as follows: values, experience, method, education and acquaintance followed by counselor age and sex in positions of least importance.

Boulware's (1969) dissertation research disclosed that both male and female subjects preferred an older male therapist for both personal problems and vocational problems. It was found that the older male who received the highest rank of preference was expected to give the most advice and to be the most understanding, experienced and knowledgeable. He was expected to be the most competent therapist. The younger male was expected to be the most like the students. Lack of preference for female therapists was attributed to the fact that students expected the older female to be the least similar to them and the younger female as the least competent. The most important single determinant of the subjects' preferences was the expectancy about the therapists' ability to understand their problem. The author stated that

The major implications of these findings for psychotherapy are that matching a client with a therapist of the preferred age and sex might increase his attraction to the therapist, increase his receptivity to the therapist's influence, and result in more effective and more efficient therapy. When such matching is not possible, attempts should be made to change the client's preferences and the related expectancies so he will "prefer" the available therapist (p. 3381-B).

Kopel (1972) predicted and found that male therapists were more highly preferred than female therapists by university students in a psychology class. He attributed this preference to a general bias against female professionals.

After conducting a study of clinic outpatients in New York City, Chesler (1971) found that of those who made requests for a therapist by sex, the preference was overwhelmingly for male therapists. As men and women requested male therapists, they stated similar reasons that they would trust and admire a man more than a woman. The men offered further explanations: they respected a man's mind more than a woman's; they generally felt uncomfortable around women; they would be embarrassed about cursing or about discussing sexual matters with a woman. The people who requested a female therapist gave fewer reasons. One woman mentioned how "only a woman would understand another woman's problems." Another woman said that she looked upon every male "as someone to conquer" and was less open to being honest with him. Among the men who requested female therapists, there was a definite tendency toward homosexuality. Homosexual males stated that their reasons for preference of the female involved fears of being sexually attracted to the male therapist, and thereby upset or distracted. Chesler also suggested that perhaps only a male homosexual in our society is able to experience a woman as an authority or as something other than primarily a sex object.

In Christensen and Magoon's (1974) study in which college students in an advanced health course ranked twelve help sources in order of

preference, male and female counselors were listed as two distinct help sources on the questionnaire. Male counselor was ranked sixth and female counselor, seventh for help with educational-vocational problems. Faculty, friends and parents were of higher rank. For emotional concerns, male counselor was ranked fifth and female counselor, seventh. Friends and parents were ranked higher in preference.

Discussion. In summary, the cited research on client preferences relating to the sex of the counselor seems to indicate the following conclusions:

1. There have been few recent investigations of client preference for counselor sex.
2. The studies which do exist often have poor sampling representation.
3. Conclusions about preferences for counselor sex are often not determined in relation to different types of problems.
4. The apparent traditional preferences for the male seems to be supported in counseling preferences also.
5. There appears to be more preference for same-sex counselors for personal problems but in general, females are more willing to be assigned to male counselors than males are willing to be assigned to female counselors.

Client Preferences Related to Peer and Professional Counselors

The term, peer counselor, usually refers to a person without extended professional training who is specifically selected, trained and given ongoing supervision to perform some part of the task usually

performed by a professional counselor. This does not include offering of support services, e.g., clerical, as the major function. The peer counselor is involved in the main activity of the counseling agency with which he is associated. He or she is generally a member of the population being served. In higher education, he is therefore a student.

Various reasons are presented in the literature for using peer counselors in the university setting. There has been a steadily increasing demand for counseling services and a shortage of professionally trained personnel to provide the needed assistance (Brown, 1974). From the viewpoint of practicality, peer counselors can expand and extend counseling-related services to students.

Further advantages of using peer counselors are often cited. Peer counselors help facilitate (free, make way for, open the door to) student growth for many reasons. In the Peer Environmental Analysts Counselor Educators Program (1973), it is stated that in many situations a student's peers can best understand his problems and concerns, that:

Talking about an unwanted pregnancy, V.D., suspected homosexuality, or even depression is difficult. It is even harder if the counselor is forty years older than you. Trust and feelings of understanding are important to the client/counselor relationship. They are hard commodities to achieve. Peer-counseling breaks down some of the traditional barriers (p. 23).

Gruver (1971), when writing about college students as therapeutic agents, suggested that a patient might expect more empathy from a college student who, like himself, is struggling with his identity, competing for financial and employment security and who also sees the main thrust of control outside himself. In this respect, the professional

therapist might be at a disadvantage since he may appear as though he long since attained identity, security and control and thus cannot recall the intensity of his own struggle.

Student counselors at the University of Michigan (Wright, 1972) have supported their role in stating:

We specialize in being students and so are naturally qualified to talk about both emotional and academic frustrations or questions. It's easier for someone to accept advice when he has something in common with the adviser. It's easier to come to us because of the similarity in age and experience and to tell us all sides and details because there's less chance that we'll disapprove or frown on what they said. (p. 2)

The rationale for peer counseling presented thus far is in accordance with Carkhuff's (1969) statements about the lay counselor having greater ability than the professional counselor to empathize more effectively with the client's life style; to teach the client, within the client's own frame of reference, more successful actions; and therefore to provide the client with an effective transition to higher levels of functioning within the social system.

With all the supportive statements about peer counseling that exist, there is little information about the way in which clients view peer counselors. Research on preferred counselor characteristics reveals some data relevant to the consideration of preferences for peer counselors. For example, the few studies that have included the age of the counselor as a variable indicated some preference for the older person (Boulware, 1969; Keeney, 1966; Worby, 1955). Also, student preferences for friends as sources of help has clearly been documented in the research literature. Jensen's (1955) study showed that high

school students prefer to discuss personal problems with peers rather than counselors. A number of studies (Christensen and Magoon, 1974; Clark, 1974; Coates, 1972; Ottoson, 1967; Rust and Davie, 1961; Snyder et al., 1972) have also indicated that college age students view friends as appropriate counselors.

Smith (1974) specifically examined preferences for peers working in a counseling role by asking a random group of university students to respond on a five point rating scale in regard to their preferences for going to a student-operated crisis center for help rather than to a conventional counseling center. A more positive attitude toward the student-manned crisis center was expressed by students characterized by certain demographic variables. They were students either nineteen years of age or under, single, having no religious preference, having some value orientation (hedonistic, political, social, relativistic, aesthetic, or economic) other than religious, or having had contact with counselors only in high school. The general conclusion was that students were basically undecided on the question of seeking help at a student-operated counseling center. Smith used the same rating scale to assess students' attitudes toward a university's utilization of a students-helping-students model for counseling. The results suggested that students tended to think students should be employed in the university's counseling services as fully as possible. Smith also explored which types of problems the students would prefer to bring to a fellow student for help rather than to a professional counselor. He found that students generally preferred a fellow student over a professional counselor for help with a social problem but peer help was the least

preferred for vocational problems. Furthermore, nearly 20 percent of the respondents indicated that they would not seek help from a fellow student for any problem. Although the peer counselor was identified in the questionnaire as a fellow student, the nature of responses led Smith to speculate that the respondent interpreted the word student to mean a personal friend or confidant.

Discussion. In summary, the cited research on client preferences related to peer and professional counselors, seems to indicate the following conclusions:

1. There is practically no research which has examined student preferences for trained peer counselors who operate either independently or in conjunction with established university counseling centers.
2. Studies among university students disclose a preference for peers who are friends as sources of help.
3. Preference for help by friends is especially evident for personal problems.
4. Studies which have been undertaken to examine preferences concerning the counselor characteristic of age reveal a preference for an older person compared to a younger person.

Preferred Sources of Help for Clients with Different Types of Problems

On the whole, the research which deals with preferences for counselors in terms of the type of problem presented by clients is mixed and unrelated. It is helpful here to examine and organize the available information on preferred sources of help for different problems as expressed by students.

Several studies (Grant, 1954; Jensen, 1955; Tipton, 1969) of high school students have shown that they view the counselor as one who can help them with educational-vocational problems but not with personal-social problems. Heilfron's (1960) work indicated that high school students view the counselor as one who helps only with serious problems of mental and emotional abnormality. It is possible then that many students do bring preconceived ideas about counselors with them to a higher education setting.

Because college counselors have searched for ways in which to increase their effectiveness, there have been investigations to determine client preferences for counselor characteristics. Several researchers (Bordin, 1955; Grater, 1964; Newton and Caple, 1974) have noted that clients with personal problems perceived the counselor's personal characteristics as particularly important to the counseling process. Clients coming for educational or vocational counseling, however, were inclined to place emphasis on the counselor as a source of information.

A number of researchers have approached client preferences by seeking rankings of help-givers in terms of their perceived potential for helping with various problems. Rust and Davie (1961) found that for help with all kinds of problems, college students chose friends first, parents second and faculty and psychological services last. A study by Snyder, Hill and Derksen (1972) found the same ranking of help-givers in their study of psychology students, but only for personal and social problems with the order reversed for vocational and educational problems. The researchers concluded that this perhaps reflects a reluctance on the part of people to take any but the worst personal

problems to anyone except for those with whom they are naturally involved. Depression, choice of major, and the future were the most common problems listed by the students while drugs and alcohol were the least common.

Students were surveyed during their first and sixth quarters at a major state university in a study conducted by Dork and Oetting (1967) to determine where they would go for help with an academic or personal problem. The authors concluded that with time there seemed to be a movement away from student personnel as help-givers for both academic and personal problems. Peer helpers, who do not have a disciplinary role, were not included as a possible source of help.

Coates (1972) reported on a questionnaire given to a random sample of university students containing an open-ended section for them to write problems they had actually faced while in school and a list of 38 problems and 21 sources of help to be rated as to the degree each problem was relevant to them and the source of help they would seek. In the open-ended section, the problems most frequently referred to were academic, financial and identity. The problems most cited on the checklist were job information, academic matters, identity, friendship and information about student services. The most frequently chosen source of help was "no one", followed by a close friend, faculty member and the counseling center.

The study by Smith (1974) on university students' preferences for counselors led to a number of conclusions concerning preferred counselor demographic variables and the type of problem presented by clients. The problem areas were alcohol-drugs, education, emotional-mental,

home-family, moral-ethical-religious, social, vocational. The most preferred characteristics on the majority of problems were that the counselor be within ten years of the student's age and of similar socio-economic background. For the moral, ethical, or religious problem, the most preferred counselor characteristic was that religious beliefs be similar to those of the student. The least preferred counselor characteristics on all problems were marital status being the same as that of the student, personal appearance similar to the student's, and race being the same as that of the student.

Christensen and Magoon (1974) conducted a study in which college students in a health class ranked twelve sources in terms of their potential as help-givers for two types of problems, emotional and educational-vocational ones. The type of problem, the sex of student respondents and the counseling experience they had after high school did not significantly discriminate between the rankings given to help-givers. However, the high school counseling experience of the subjects did produce significant discriminations. Students ranked student friend first, an older friend second and parents third as help-givers for emotional concerns. For educational-vocational problems, students ranked faculty advisor first, faculty member second, and student friend third. Male and female counselors ranked further down on the list.

In a survey of small colleges, Clark (1974) found the most frequently preferred source of help by students with personal problems to be friends and parents, followed by the counseling services and faculty. Faculty advisors and residence hall advisors were seen as sources of help in colleges without formal counseling services. Concerning the

preferred sources for help for social problems, parents and friends ranked higher than institutional service. Friends were the overwhelming preference. For career planning, the most preferred source of help were faculty advisors. For help with study skill problems, faculty members were perceived as the source of help by students in colleges with formal counseling services, whereas friends were the most frequently mentioned first choice among students at colleges without formal counseling services.

Some researchers have investigated the problems which college students view as appropriate for discussion with counselors in a college counseling center. King and Matteson (1959) surveyed college students and concluded that they feel most free to take problems of an educational nature to a counseling center.

Warman (1960) initiated a series of studies that showed discrepancies between the roles that counselors in university counseling centers ascribe to themselves and the roles ascribed to them by their publics. Warman developed an instrument called The Counseling Appropriateness Check List (CACL). In constructing the instrument, a large pool of items, which expressed problems that might be found among college-age people, was gathered. The items were then sorted into categories by both counselors and non-psychologists. Items which had been consistently sorted into categories and which appeared to represent the total breadth of these categories became the basis for the questionnaire. Instructions for the questionnaire required respondents to mark a five-point scale indicating the extent to which they thought it would

be appropriate for a student to discuss each of the problems with a Counseling Center counselor. The questionnaire was administered to five groups on a university campus and the data obtained were factor analyzed. The factor analysis resulted in three specific factors: College Routine, Vocational Choice, and Adjustment of Self and Others. Warman's research, as well as the series of studies which followed it using the same instrument (Gelso, Karl and O'Connell, 1972; Gelso and McKenzie, 1973; Resnick and Gelso, 1971; Warman, 1961; Wilcove and Sharp, 1971), discovered that counselors in university counseling centers perceived personal-social problems, termed the Adjustment of Self and Others factor, as much more appropriate to discuss with counselors than did students and the rest of the university community.

Discussion. In summary, the cited research on preferred sources of help for clients with different types of problems, seems to indicate the following conclusions:

1. Most studies indicate that for serious problems, students prefer to seek out friends, parents, people with whom they were naturally involved.
2. Most studies indicate that for educational-type problems, students tend to look toward expertise and toward sources of information.
3. Sex of the preferred help-giver for different problems is not mentioned except in one study.
4. Peer counselors are not listed among the sources of help except in one study.
5. Students tend to see counselors as most appropriate sources of help for educational-vocational concerns whereas counselors see

themselves as more appropriate for helping with personal concerns.

Effects of Information on Opinions about Counseling and Counselors

The counseling profession has been interested in identifying and publicizing the role of the counselor in order to combat the widespread misunderstanding and misperceptions of the counselor's role and services. Research on student reactions toward counseling indicates a need and a desire for better information on the services and policies of counseling programs.

Gibson's (1962) survey of high school students discovered that the majority were confused about the counseling program's services and one third stated that those services had not been explained to them. Brough (1965) studied the origin of eighth grade students' views of the counselor and his functions, arguing that if one can determine how students develop those perceptions, it would then be possible to develop a program designed to include or expand the perceptions of the counseling function. The three most frequent sources of student perceptions were found to be the counselors' discussions of their role with students, actual interviews with counselors, and descriptions of the counselor in student handbooks.

A study by Bigelow (1968) directed attention to counseling center brochures as a means to increase the number of college students requesting and receiving counseling, particularly for emotional concerns. Students confronted with information from the counseling center after eight weeks of campus life responded in significantly greater numbers by seeking help than did students who were not presented with such information.

Recently Gelso and McKenzie (1971) took a new approach. Responding to Warman's suggestion that counselors should better inform the university community so that personal-social type problems would be considered as appropriate as problems of a vocational or educational nature, they stated that:

While all studies on "problem supportiveness" have underscored the need to more effectively inform the university community, no research heretofore has examined the efficacy of various modes of information dissemination between counselors and other groups. Thus, much time and effort have been spent identifying the problem, but little energy has been exerted in studying means of remedying it. (p. 406)

The authors therefore designed a research study first to determine if students' perceptions of the appropriateness of discussing personal problems with counselors and their willingness to do so can be increased by specially designed information and secondly to compare the efficacy of written information with information that is presented both orally and in writing.

The study contained two experimental groups composed of four residential hall floors of female students ($n = 260$ in each experimental group) and a control group composed of two and a half floors of female students ($n = 161$). One experimental or treatment group received oral-written information. An oral presentation was made by the researchers who emphasized the appropriateness of students seeking help from the counseling center when they had either normal or severe personal problems. After the oral presentation, written information, which consisted of a specially written cover letter signed by the director of the counseling center and a counseling center brochure, was sent to the students.

The other experimental group received only written information which consisted of the same letter and brochure. A control group of students received neither oral nor written information. All groups responded to Warman's (1960) Counseling Appropriateness Check List which assesses respondents' beliefs on the appropriateness of taking different kinds of problems to the counseling center.

The results of the study by Gelso and McKenzie indicated that although written information was used by counselors to inform the public, it was relatively ineffective in altering students' perceptions of how appropriate it is to take personal problems to a counselor. The researchers found that this was true even when the information was designed to alter perceptions. Yet oral information when added to written information did alter students' ideas. The authors concluded that written information may simply inform or remind students of the existence of a service. A more powerful procedure such as the counselor presenting information in person is required to change misperceptions of the counselor's role.

Discussion. In summary, the cited research on the effects of information on opinions about counseling and counselors seems to indicate the following conclusions:

1. There is little research on the origin of students' views of counselors.
2. Written information and oral information have both been used as devices to affect a student's receptivity to seeking help from counselors.

3. Research indicates that when students are better informed, especially when they are informed more directly by counselors, they are more likely to view counselors as appropriate helping agents.

4. There are no data directly dealing with the influence of information on preferences for counselors.

Chapter 3

METHODOLOGY

To determine preferences of college students for counselor types and to determine whether information about the counselors alter those preferences, this study followed the design of a static-group comparison. With the purpose of establishing the effect of some treatment, a static-group comparison involves a group which has experienced some treatment and compares it to another group which has not. In this study, treatment consisted of listening to an audio tape which contained specially devised information about counselors. A counselor preference questionnaire, The Counseling Appropriateness Check List Revised (CACL Revised), was administered to an experimental group after treatment and to a control group.

Subjects

The subjects in the research were 351 freshmen college students at Virginia Polytechnic Institute and State University. This university is located in Southwest Virginia in the town of Blacksburg and has an enrollment of approximately 17,000 students. Freshmen students are enrolled in the seven colleges which are: Agriculture and Life Sciences, Architecture, Arts and Sciences, Business, Education, Engineering, and Home Economics.

The sample consisted of male and female freshman students in math classes. The sample was chosen in this way for several reasons. Freshman students are less likely than upper classmen to have had

contact with or information about counselors in the higher education setting. Selecting freshmen therefore helps to insure more equality among the students in terms of their previous counseling experience and information. Freshman students from all the seven colleges take math classes, a fact which increased the possibility of acquiring a representative sample. Furthermore, professors of the math classes expressed willingness to participate in this study.

Of the 351 students in the sample, 232 were males, representing 66 percent of the sample. The freshman class has 61 percent males. Females in the sample numbered 119. Table 1 shows the breakdown of the sample.

The number of students in the treatment group which was exposed to the audio tape with information about counselors was 169, and the students in the control group numbered 182.

Instruments

The Counseling Appropriateness Check List (Appendix A). The Counseling Appropriateness Check List (CACL) was developed by Warman (1960) as an instrument to study what type of problem the respondents view as appropriate to take to counselors in university counseling centers. Instructions require respondents to mark their estimate of appropriateness on a five point scale from "Most Appropriate" to "Definitely Inappropriate." The questionnaire includes three specific problem areas which resulted from a factor analysis: College Routine, Vocational Choice, and Adjustment to Self and Others. College Routine

Table 1

Comparison of Students in the Sample to Students in the
Total University by College Enrollment

College	Treatment		Sample Control		Total		Total University	
	Number	%	Number	%	Number	%	Number	%
Agriculture	13	7.9	23	13.0	36	10.6	535	12.6
Architecture	5	3.0	9	5.1	14	4.1	223	5.3
Arts and Sciences	64	39.0	51	28.8	115	33.7	1612	38.0
Business	25	15.3	29	16.4	54	15.8	528	12.5
Education	7	4.3	6	3.4	13	3.8	282	6.6
Engineering	41	25.0	49	27.7	90	26.4	862	20.3
Home Economics	9	5.5	10	5.6	19	5.6	200	4.7
Unknown	5		5		10			
Totals	169	100.0	182	100.0	351	100.0	4242	100.0

(12 items) contains statements representing adjustment to the necessities and routine of establishing oneself satisfactorily in the academic setting with proper study methods, and time usage. Vocational Choice (14 items) represents concern about long-range career planning through wanting information about different careers and wanting interest tests to clarify vocational goals. Adjustment to Self and Others (40 items) reflects both interpersonal and intrapersonal adjustment, such as not getting along with a member of one's family, difficulty forming new friendships, and feeling inferior. The items in the three factors are listed in Appendix C. A study by Ogston, Altman and Conklin (1969) employed another factor analysis of Warman's instrument and it produced the same factors found by Warman.

The Counseling Appropriateness Check List Revised (Appendix B).

Warman's check list was judged as the most appropriate instrument for this study because it included three types of problems which college-age students experience. It was revised in two ways to make it most useful for this study. First, four items concerning drug-related problems and four items concerning problems of a sexual nature were added. These items are listed in Appendix C. The items were developed after searching the literature on the nature of such problems for college-age students. Verification of the appropriateness of these items was achieved by an advisory group composed of professional and peer counselors.

The second revision of the original CACL was to change the instrument to apply to preferred counselors rather than to appropriateness of problems for a counseling center. The response mode was changed to a

forced choice for preferred counselor type rather than a ranking of the appropriateness of the items for each counselor type. For the CACL Revised, students were asked to imagine that each problem on the check list was their concern and that they were going to talk to a counselor. Following this request, the subjects were required to select their preference from among the four counselor types of female professional, male professional, female peer and male peer.

For the purposes of this study, it was decided to present a forced choice situation regarding counselor preference. This approach eliminated the problem of a response set of no preference. Only one subject in the sample indicated that she could not respond to the questionnaire because there was not a no preference category. The data were complete and if some respondents actually had no preferences, their responses appeared to be randomized over the four counselor types and thus averaged out in the summaries.

The Audio Tape (Appendix C - Typescript). The audio tape was chosen as the treatment vehicle for presenting the information about counselors to the experimental group. The oral information approach was taken because of previous research (Gelso and McKenzie, 1971) which indicated that it was more effective than written information in altering students' ideas about counseling. The audio tape was selected in contrast to an audio-visual presentation to control on the dimensions of physical attractiveness.

The script for the tape was developed after a review of the literature which described the roles of professional and peer counselors

in higher education settings. It was recorded on a cassette tape by two professional counselors and two students in a peer helper training program.

The second set of steps in the review and development of the audio tape was to present it to a panel of professional and peer counselors, to college students in several oral communication classes, and to a communications professional (Director, Virginia Polytechnic Institute and State University Radio and Information Services).

The last steps in the audio tape development were to revise the script on the basis of suggestions presented by the panel of persons consulted, as previously described, and to have it recorded by professionals in the information services studio at Virginia Polytechnic Institute and State University. Since studies (Knapp, 1972) have shown that age is fairly accurately assessed from vocal cues, the presenters on the tape were college-age persons representing the peers and older persons representing the professionals.

The audio tape was a six minute presentation in which a male and female professional counselor and a male and female peer counselor discussed their counselor roles in a general manner. A narrator explained the differences in training of the two counselor types. The counselors explained who they are, why they are counselors, what they do, and how they think they can help students. Both the peers and professionals discussed the same topics so as to control on variation of presentation. In order to control for order of presentation, alternative tapes were used in the study. One tape presented the peer counselors first and the other had professional counselors first.

Data Collection

The data were collected by administering the CACL Revised to 351 freshman students in twelve sections of math courses. In order to achieve a representative sample of freshman students by their sex and their college enrollment, the following steps were taken. Four different math sequences which included male and female freshman students from all colleges at the university were chosen. Then a list of student enrollments in all sections of those math sequences was obtained from the math department. Based on the number of students in the sections, two sections from each of three math sequences and six sections from the other sequence were chosen for inclusion in the sample. Of the twelve sections, six were scheduled for the morning and six in the afternoon. The data were collected on four different days.

For each math sequence, course sections were randomly assigned with equal representation to either the experimental or control group. In the experimental group of six sections, three sections of students heard the tape with the peer counselor presentation first, and three sections heard the tape with presentations by the professional counselors first. The subjects in the experimental group listened to the audio tape and then answered the questions on the CACL Revised. The subjects in the control group simply responded to the CACL Revised without being presented any further information. Individual respondents remained anonymous and the only demographic data collected were the sex of the respondents and their specific college enrollment.

Data Analysis

Respondents marked counselor preferences for the 74 items (66 items from Warman's check list plus the eight added items) on optical scan sheets so that the data could be easily transferred to IBM computer cards.

The focus of the analysis was in response to the research questions and to three null hypotheses:

Question 1. Do differences exist among male and female college students with regard to their preferences for professional counselors as compared to peer counselors as sources of help for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?

Question 2. Do differences exist among male and female college students with regard to their preferences for male counselors as compared to female counselors as sources of help for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?

Question 3. Do differences exist in the preferences of male and female college students who have been exposed to specially devised information on counseling and those who have not, with regard to seeking help from a male or female, peer or professional counselor for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?

In order to consider the significance of some aspects of the results, the following three null hypotheses were developed:

Hypothesis 1. There is no significant difference between male and female students in the preferences for counselor types for the various kinds of problems.

Hypothesis 2. There is no significant difference between the treatment and control groups in the preferences for counselor types for the various kinds of problems.

Hypothesis 3. There is no significant interaction between treatment and respondent sex in preferences for counselor types for the various kinds of problems.

To descriptively define the preferences of the respondents in choosing male or female, professional or peer counselors for the various problem areas, a Fortran computer program was written to make cross tabulations between the variables of respondents' sex and the preferred counselor types.

To determine the effects of the information from the audio tape and the respondents' sex on subjects' preferences, a multivariate analysis of variance design was used, employing the MANOVA (Clyde, 1969) Computer Program. The facilities of the Virginia Polytechnic Institute and State University computer center were used to conduct the analysis.

For each subject, a vector score was computed consisting of five sums for the factors relating to each of the counselor types. Sums of the preferred counselor types from each of the five factors were the dependent or criterion variables. The factors consisted of Warman's original factors of College Routine, Vocational Choice and Adjustment to Self and Others plus the added factors of Drug Concerns and Sex Concerns. The original factor structure developed by Warman (1960) was accepted as it has been in a number of studies (Gelso and McKenzie, 1973; Gelso et al., 1972; Resnick and Gelso, 1971; Wilcove and Sharp, 1971).

Treatment and sex of the respondents were the independent variables in the study. The analysis was repeated four times in relation to each counselor type. The MANOVA (Clyde, 1969) program provided means of the scores of preference for each counselor type for the five factors, multivariate tests of significance for the independent variables and their interaction, and univariate F tests for all the dependent variables.

Limitations of the Methodology

Although the sample was adequate in size and an attempt was made to provide for representativeness, the randomness in subject selection could be challenged. Also, since students at the university are not evenly distributed by sex across colleges, there may be a confounding

variable in that the males are represented by certain professional orientations and biases, the females by others.

Stereotyped reactions to vocal qualities, intonations and characteristics in the audio tape could not be controlled. Male and female personality characteristics inferred from the vocal cues might have accounted for certain preferences.

The factor structure which was developed by Warman (1960) was accepted for this study since a factor structure requires means from a continuous response mode and the revised instrument used here employed a discrete response mode.

The data from this research resulted in ipsative measures, that is, measures which were systematically affected by other measures. In the forced choice response mode, preference for one counselor automatically excluded preferences for other counselors. When preference for one counselor type increased with treatment, preferences for another type had to decrease.

Summary

The instruments and procedures described in this chapter were designed to determine preferences of college students for counselor types and to determine whether information about the counselors altered those preferences. The sample for the study included 351 male and female college freshmen representing all colleges at Virginia Polytechnic Institute and State University. Revisions were made to Warman's (1960) Counseling Appropriateness Check List in order to determine respondents' preferences for counselors on five problem areas. An audio tape was

developed and used as the treatment method for informing the experimental group of subjects about counselors before they answered the questionnaire. The control group of students responded to the questionnaire without being exposed to the information.

The data were collected in math classes and then analyzed to get information about counselor preferences for the problem areas in terms of both the sex of the respondents and the treatment. Cross tabulations were made between respondents' sex and the counselor types to descriptively define the preferences. A multivariate analysis of variance was employed to determine the effects of treatment and sex on subjects' preferences.

Chapter 4

RESULTS

The Counseling Appropriateness Checklist Revised was completed by 351 freshman college students. Subjects expressed their preference for one of four counselor types (female professional, male professional, female peer, male peer) for each of 74 items representing concerns often experienced by students. The 74 items represented the five problem areas of Vocational Choice, College Routine, Adjustment to Self and Others, Sex-Related, and Drug-Related. Data were complete from all subjects who did participate, both in the control group ($n = 182$) and in the experimental group ($n = 169$) which heard an audio tape with information about counselors. The sample was representative by sex and college enrollment of students in the freshman class at Virginia Polytechnic Institute and State University. The data are analyzed here according to the research questions and the null hypotheses.

Research Question 1: Preferences for Professional or Peer Counselors

The first research question of this study was the following: "Do differences exist among male and female college students with regard to their preferences for professional counselors as compared to peer counselors as sources of help for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine
- c. Drug-Related,

d. Sex-Related

e. Vocational Choice?"

For each problem area, cross tabulations were made for the variables of respondents' sex and preferred counselor types to determine the relationship between them. Tables 2, 3, 4, 5, and 6 present these data.

For Vocational Choice Concerns (Table 2), male responses for the two professional categories (male professional and female professional) comprised 90 percent of their total responses. For the females, responses for the professionals totaled 94 percent. The professional counselors were strongly preferred by both sexes for this type of problem.

Preferences with regard to College Routine Concerns (Table 3) also revealed a definite preference for the professional counselors but not to the same degree as for Vocational Concerns. For College Routine Concerns, 66 percent of male responses denoted preference for the professional counselors as compared to 71 percent of the female responses. There was also a preference for the professional counselors on Sex-Related Concerns (Table 5) as a majority, 52 percent of the male responses and 57 percent of the female responses, indicated preference for professional counselors.

For Drug-Related Concerns (Table 4), there was a reversal in preferences with 66 percent of both the male and female responses in preference for the two categories of peer counselors (male peer and female peer). When problems were in the category of Adjustment to

Self and Others (Table 6), students did not express much difference in preference for either professional or peer counselors. Both male and female responses were 49 percent in favor of professional counselors.

Results for the analysis of preference for professional or peer counselors indicated that there was little difference in the way males and females responded. Overall, there was greater preference for the professional counselors by both sexes. Responses to Vocational Choice Concerns reflected the strongest preference for professional counselors. Responses to College Routine Concerns and Sex-Related Concerns also reflected considerable preference for professionals. For Adjustment to Self and Others Concerns, the professional status of the counselor was not indicated as important. For only one category of problems, that of Drug-Related Concerns, was there a clear preference for peer counselors.

Research Question 2: Preferences for Male or Female Counselors

The second research question of this study was the following: "Do differences exist among male and female college students with regard to their preferences for male counselors as compared to female counselors as sources of help for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?"

The cross tabulations between sex of respondents and preferred counselor types showed what preferences existed concerning counselor sex. The data are presented in Tables 2, 3, 4, 5, and 6.

For Vocational Choice Concerns (Table 2), male responses indicating preference for the two male counselor categories (male professional and male peer) comprised 90 percent of the total. A 54 percent response preference for the male counselors resulted from the females' answers. The male counselors were preferred for the problem category of Vocational Choice by both sexes.

The responses to the other four categories of problems revealed a consistent pattern of male responses indicating preference for male counselors, and female responses indicating preference for female counselors. For College Routine Concerns (Table 3), a total of 82 percent of male responses revealed preference for male counselors and a total of 52 percent of female responses revealed preference for female counselors. A similar pattern of responses occurred on Drug-Related Concerns (Table 4) in which 85 percent of the male responses reflected preference for male counselors and 57 percent of female responses reflected preference for female counselors.

For Sex-Related Concerns (Table 5), the preference for female counselors by females was the highest of any category of problems. Female responses for female counselors comprised 82 percent of their total responses. Male responses for the male counselors comprised 67 percent of their total responses.

Finally, for Adjustment to Self and Others Concerns (Table 6), male preference for male counselors was the lowest of any category,

Table 2
Preference for Counselor Types on
Vocational Choice Concerns

Counselor Type	Male Responses		Female Responses		Total Responses	
	N ^a	%	N ^a	%	N	%
Female Professional	223	7	688	42	911	19
Male Professional	2703	83	854	52	3557	73
Female Peer	109	3	64	4	173	3
Male Peer	222	7	40	2	262	5
Totals	3257	100	1646	100	4903	100

^aN = number of responses by the 119 females and 232 males for the 14 items in the Vocational Choice Concerns category.

Table 3
Preference for Counselor Types
on College Routine Concerns

Counselor Type	Male Responses		Female Responses		Total Responses	
	N ^a	%	N ^a	%	N	%
Female Professional	297	11	443	31	740	18
Male Professional	1545	55	557	40	2102	50
Female Peer	199	7	295	21	494	12
Male Peer	750	27	117	8	867	20
Totals	2791	100	1412	100	4203	100

^aN = number of responses by the 119 females and 232 males for the 12 items in the College Routine Concerns category.

Table 4
Preference for Counselor Types
on Drug-Related Concerns

Counselor Type	Male Responses		Female Responses		Total Responses	
	N ^a	%	N ^a	%	N	%
Female Professional	63	7	87	19	150	11
Male Professional	247	27	71	15	318	23
Female Peer	77	8	179	38	256	18
Male Peer	532	58	133	28	665	48
Totals	919	100	470	100	1389	100

^aN = number of responses by the 119 females and 232 males for the four items in the Drug-Related Concerns category.

Table 5
Preference for Counselor Types
on Sex-Related Concerns

Counselor Type	Male Responses		Female Responses		Total Responses	
	N ^a	%	N ^a	%	N	%
Female Professional	150	16	218	46	368	26
Male Professional	328	36	49	11	377	27
Female Peer	160	17	170	36	330	24
Male Peer	281	31	33	7	314	23
Totals	919	100	470	100	1389	100

^aN = number of responses by the 119 females and 232 males for the four items in the Sex-Related Concerns category.

Table 6
Preference for Counselor Types on Adjustment
to Self and Others Concerns

Counselor Type	Male Responses		Female Responses		Total Responses	
	N ^a	%	N ^a	%	N	%
Female Professional	1780	19	1458	31	3238	23
Male Professional	2793	30	827	18	3620	26
Female Peer	2051	22	1784	38	3835	28
Male Peer	2645	29	632	13	3277	23
Totals	9269	100	4701	100	13970	100

^aN = number of responses by the 119 females and 232 males for the 40 items in the Adjustment to Self and Others Concerns category.

Table 7

Mean Scores on the Five Factors Indicating Preference for
the Male Professional and Male Peer Counselors

Group	Factor ^a	For Male Professional		For Male Peer	
		Control	Treatment	Control	Treatment
Female Respondents	1	7.692	6.679	.246	.453
	2	5.015	4.358	.831	1.189
	3	.523	.698	1.062	1.208
	4	.431	.396	.277	.283
	5	7.308	6.642	5.892	4.698
Male Respondents	1	11.923	11.276	.812	1.095
	2	6.829	6.431	2.991	3.448
	3	1.120	1.000	2.308	2.259
	4	1.470	1.345	1.145	1.267
	5	11.333	12.647	12.197	10.500

^aFactor 1 - Vocational Choice Concerns

Factor 2 - College Routine Concerns

Factor 3 - Drug-Related Concerns

Factor 4 - Sex-Related Concerns

Factor 5 - Adjustment to Self and Others Concerns

Table 8

Mean Scores on the Five Factors Indicating Preference for
the Female Professional and Female Peer Counselors

Group	Factor ^a	For Female Professional		For Female Peer	
		Control	Treatment	Control	Treatment
Female Respondents	1	5.615	6.094	.385	.736
	2	3.754	3.755	2.338	2.698
	3	.831	.623	1.554	1.472
	4	1.954	1.717	1.338	1.566
	5	11.677	13.189	14.954	15.321
Male Respondents	1	.829	1.086	.402	.534
	2	1.402	1.147	.752	.957
	3	.325	.216	.179	.483
	4	.752	.534	.547	.828
	5	7.923	7.353	8.274	9.336

- ^aFactor 1 - Vocational Choice Concerns
 Factor 2 - College Routine Concerns
 Factor 3 - Drug-Related Concerns
 Factor 4 - Sex-Related Concerns
 Factor 5 - Adjustment to Self and Others Concerns

Table 9

Summary of Multivariate Analyses of Variance for
Treatment and Sex of Respondents Relating to
Preference for Counselor Types

Source of Variance	d.f.	<u>F</u>	<u>P</u> less than
For Female Professional			
Sex	5	48.396**	.001
Treatment	5	2.380*	.038
Interaction	5	.608	.694
Error	343		
For Male Professional			
Sex	5	26.628**	.001
Treatment	5	1.499	.189
Interaction	5	1.068	.378
Error	343		
For Female Peer			
Sex	5	35.511**	.001
Treatment	5	1.826	.107
Interaction	5	.853	.513
Error	343		
For Male Peer			
Sex	5	25.580**	.001
Treatment	5	3.038*	.011
Interaction	5	.274	.927
Error	343		

**Significant beyond the .01 level.

*Significant beyond the .05 level.

Table 10

F Values for the Factor Scores Indicating the
Effect of Treatment on Preference
for Counselor Types

Variable	<u>F</u>	<u>P</u> less than
For Female Professional		
Vocational Choice	.869	.352
College Routine	.395	.530
Drug Concerns	2.998	.084
Sex Concerns	4.756*	.030
Adjustment to Self and Others	.026	.871
For Male Professional		
Vocational Choice	3.390	.066
College Routine	2.075	.151
Drug Concerns	.030	.863
Sex Concerns	.736	.392
Adjustment to Self and Others	.576	.449
For Female Peer		
Vocational Choice	2.004	.158
College Routine	1.434	.232
Drug Concerns	2.989	.085
Sex Concerns	5.972*	.015
Adjustment to Self and Others	.948	.331

Table 10 (continued)

Variable	<u>F</u>	<u>P</u> less than
For Male Peer		
Vocational Choice	2.071	.151
College Routine	2.538	.112
Drug Concerns	.012	.912
Sex Concerns	.655	.419
Adjustment to Self and Others	3.462	.064

* Significant beyond the .05 level.

Table 11

F Values for the Factor Scores Indicating the
Effect of Sex of Respondents on
Preference for Counselor Types

Variable	<u>F</u>	<u>P</u> less than
For Female Professional		
Vocational Choice	168.479**	.001
College Routine	75.531**	.001
Drug Concerns	28.923**	.001
Sex Concerns	122.954**	.001
Adjustment to Self and Others	33.469**	.001
For Male Professional		
Vocational Choice	97.670**	.001
College Routine	28.907**	.001
Drug Concerns	12.478**	.001
Sex Concerns	71.977**	.001
Adjustment to Self and Others	30.028**	.001
For Female Peer		
Vocational Choice	.236	.628
College Routine	52.886**	.001
Drug Concerns	123.642**	.001
Sex Concerns	44.008**	.001
Adjustment to Self and Others	49.105**	.001

Table 11 (continued)

Variable	<u>F</u>	<u>P</u> less than
For Male Peer		
Vocational Choice	10.546**	.001
College Routine	62.809**	.001
Drug Concerns	56.978**	.001
Sex Concerns	72.658**	.001
Adjustment to Self and Others	47.699**	.001

** Significant beyond the .01 level.

even though there was more than majority preference for the males. There was 59 percent preference for male counselors by male responses and 69 percent preference for female counselors by female responses. Female counselors received considerable support (41 percent preference from males, 69 percent preference from females) for this problem area by both sexes.

Results for the analysis of preference for female or male counselors indicated that there was same-sex counselor preference for all categories of problems except for Vocational Choice Concerns in which both females and males most preferred the male counselors. Males preferred male counselors to the greatest degree for Vocational Choice Concerns and to the least degree for Adjustment to Self and Others Concerns. Females preferred their own sex as counselors the most for Sex-Related Concerns and least for Vocational Choice Concerns. Overall, males preferred same-sex counselors more often than females. Male responses reflecting preference for male counselors ranged from 59 percent to 90 percent. Female responses for female counselors ranged from 46 percent to 82 percent.

The multivariate analysis of variance design, employing the MANOVA (Clyde, 1969) Computer Program, provided relevant data in response to the first hypothesis as it related to the first two research questions.

Hypothesis 1. There is no significant difference between male and female students in the preferences for counselor types for the various kinds of problems.

The multivariate tests of significance (see Table 9) for the independent variable of respondent's sex demonstrated that sex was highly

significant (P less than .001) in preferences for all four counselor types. Due to this result the first null hypothesis was rejected. This finding means that there was a significant difference between the male and female preferences for the female professional counselor, the male professional counselor, the female peer counselor, and the male peer counselor. This difference in response between males and females can be attributed to the preferences for same-sex counselor regardless of the counselor's status being peer or professional.

Research Question 3: Effect of Treatment on Preferences

The third research question of this study was the following: "Do differences exist in the preferences of male and female college students who have been exposed to specially devised information on counseling and those who have not, with regard to seeking help from a male or female, peer or professional counselor for the following types of problems:

- a. Adjustment to Self and Others,
- b. College Routine,
- c. Drug-Related,
- d. Sex-Related,
- e. Vocational Choice?"

The following two null hypotheses were particularly related to the third research question:

Hypothesis 2. There is no significant difference between the treatment and control groups in the preferences for counselor types for the various kinds of problems.

Hypothesis 3. There is no significant interaction between treatment and respondents' sex in preferences for counselor types for the various kinds of problems.

To determine the effect of respondents' sex and the effect of treatment on the subjects' preferences, four multivariate analyses of variance, one for each counselor type, were utilized, employing the MANOVA (Clyde, 1969) Computer Program. The sums of the preferred counselor types for each of the five factors were the dependent variables. Treatment and sex of the respondents were the independent variables. The MANOVA program provided means of the scores of preference of each counselor type for the five factors, multivariate tests of significance for the independent variables and their interaction, and univariate F tests for all the dependent variables. The MANOVA program used the Wilks Lambda criterion which is represented by the F statistic. It corrected for the unequal numbers between the treatment and control groups.

Certain conclusions can be derived from analyzing the mean differences between the control and treatment groups on preferences for the four counselor types (Tables 7 and 8) and then referring to Table 9 to determine the importance of respondents' sex and of treatment on preferences for the counselor types:

1. Treatment was significant (at the .05 level) in increasing preference for the male peer counselor. Table 7 shows that the mean scores for the male peer in the treatment group were consistently higher than in the control group except on one factor by female respondents and two factors by male respondents.

2. Treatment was not significant in preferences for the male professional counselor. Table 7 reveals that responses in the treatment group category indicated less preference for the male professional than in the control groups. Male professionals lost in preferred responses from both females and males on all but two factors. Table 9, however, shows that this decrease in preference for the male professional counselor did not approach significance.

3. Treatment was significant (at the .05 level) in decreasing preferences for the female professional counselor. By viewing Table 8, it can be seen that female professional counselors lost preference in the treatment groups as compared to the control group. This loss in preference occurred on only six out of the total factor categories of both male and female responses but was great enough to be significant.

4. Treatment approached significance (at the .10 level) in increasing preference for the female peer counselor. As can be seen in Table 8, preference for the female peer counselor was greater in the treatment group than in the control group except on one factor in the female responses.

5. There was no significant interaction effect between the two independent variables of treatment and sex.

Results from the experimental design indicated that treatment did make a significant difference in the respondents' preferences. Therefore, Hypothesis 2 was rejected. Because there was no interaction effect between the two independent variables of treatment and sex, this result indicated that there was no difference in the way the two sexes responded

on preferences when in the treatment group as opposed to the control group. Thus, Hypothesis 3 was not rejected.

Results of the univariate F tests (Tables 10 and 11) pointed to the variables which caused discrimination in the preference patterns for counselor types. The F tests revealed that:

1. The significant treatment effect of increased preference for the male peer counselor arose from factor 1, Vocational Choice (at the .15 level of significance) and factor 2, College Routine (at the .11 level of significance). The increase in preference for help with these concerns by the male peer appeared to be the result of a decline in preference for the male professional counselor on factor 1 (at the .06 level of significance) and factor 2 (at the .15 level).

2. The enhanced preference for the female peer counselor arose from factor 4, Sex Concerns (at the .01 level of significance) and from factor 3, Drug Concerns (at the .08 level of significance) as a result of decline in preference for the female professional counselor on factor 4 (at the .03 level of significance) and factor 3 (at the .08 level of significance).

3. The male peer counselor lost preference on factor 5, Adjustment to Self and Others (at the .06 level of significance) but it did not appear to be the result of preference for any one other counselor type.

4. The significance of respondents' sex on preferences resulted from all factors with the exception of factor 1, Vocational Choice, as it related to preferences for the female peer.

Summary

The first research question focussed on the preferences of students for either professional or peer counselors. The major result from this question was that overall, there was greater preference for the professional counselor by both male and female students.

The second research question focussed on the preferences of students for either female or male counselors. Overall, each sex preferred counselors of their same sex. The first null hypothesis which stated that there were no differences in preferences between male and female students was rejected because sex was found to be significant (at the .01 level) in preferences for all four counselor types.

The third research question was addressed to the effect of treatment and respondents' sex on preferences for male or female, peer or professional counselors. The second null hypothesis which stated that there were no differences in preferences between treatment and control groups was rejected because treatment was significant in increasing preference for the male peer counselor (at the .05 level) and in decreasing preference for the female professional counselor (at the .05 level). Treatment approached significance (at the .10 level) in increasing preference for the female peer counselor. The third null hypothesis which stated that there was no interaction effect between treatment and respondents' sex was not rejected.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Studies of preferences for counselors have not been emphasized in counseling literature. With the recent demand for more female professional counselors in institutions of higher education and the increasing use of peer counselors, it was determined that research on preferences for these counselors might be helpful for their placement and job function. A search of the literature revealed that there have not been investigations concerned with the impact that information may have on the alteration of preferences. If female counselors and peer counselors are to perform an increasing role in counseling services, it may be necessary to inform the student population more about them.

Summary

This study provided information about male and female college students' preferences for male or female, professional or peer counselors as preferred sources of help for the five problem categories of Vocational Choice, College Routine, Adjustment to Self and Others, Drug-Related, and Sex-Related Concerns. The study also used an audio approach to provide information about male and female peer and professional counselors to an experimental group in order to determine the effect of such information on the preferences for counselor types.

Virginia Polytechnic Institute and State University was selected as the higher education setting from which to draw the sample because of the accessibility and willingness of professors of freshman classes

to participate in the study. The population consisted of 351 college freshmen representing all colleges at the university. One hundred sixty nine students comprised the experimental group which was exposed to an audio tape which informed them about peer and professional counseling roles. Following the tape, the Counseling Appropriateness Check List Revised was administered to the group. This questionnaire required respondents to name the most preferred counselor (male professional, female professional, male peer, female peer) for each of 74 items which represented the five problem categories. The control group responded to the questionnaire without hearing the information on the tape.

The data were collected in math classes and were then transferred from the questionnaire answer sheets to IBM cards so that computer facilities could be used in the statistical analysis.

The first method of analysis utilized a cross tabulations approach in order to descriptively define the preferences of the male and female college students for professional or peer, male or female counselors for the five problem areas. Cross tabulation results revealed that for both males and females there was an overall preference for the professional counselor in comparison to the peer counselor. Concerning the preferred counselor sex, there was an overall preference by males and females for same-sex counselors.

The second step of the data analysis utilized a multivariate analysis of variance design to determine the effect on respondents' preferences of their sex and their exposure to the information presented by a specially devised audio tape. Sex of respondents proved to be

significant (at the .01 level) in preferences for all four counselor types as was described in the first part of the analysis. Treatment was significant (at the .05 level) in increasing preference for the male peer counselor and it approached significance (at the .10 level) in the increased preference for the female peer counselor. With the treatment group, there was decreased preference (significant at the .05 level) for the female professional counselor.

Conclusions

Conclusions are presented in terms of the limitations of the study, discussion and summary of the findings and the implications.

Limitations

One limitation is that the study involved students at only one university. Samples of students at schools in other geographical locations might bring to the study different initial awarenesses of counselors and different attitudes toward the sex roles. Those differences might, in turn, produce different preference patterns for counselors.

Another limitation was related to the development of the audio tape. The script (Appendix D) for this tape dealt with a general discussion of professional and peer counselors' training and job functions. The presentation was produced in this manner since there was no fully developed peer counseling program at the university which could be discussed in more specific terms. Yet, such generalities may have made it difficult for the students to make differentiations and choices among the counselor types.

The study did not attempt to identify the reasons for the preferences which were expressed by the students in the sample population. An understanding of the preferences would be helpful in any effort to provide for the preferred counselors or to alter the preference patterns.

Discussion and Summary of Findings

The data which were derived from this study can best be described and related to previous findings by discussing it in terms of the variables which were under examination.

Sex of the Counselor. The sex of the counselor, regardless of the professional status of the counselor, was important in terms of subjects' preferences. There was same-sex counselor preference for all types of problems, except Vocational Concerns, in both the treatment and control groups. The same-sex counselor preference was not as strong for females as for males. These findings are in accordance with the Koile and Bird (1956) study which showed that although there were same-sex counselor preferences, the males were more consistent in this preference than were the females. The results, however, are not consistent with the studies (Boulware, 1968; Chesler, 1971; Kopel, 1972) which suggested that the traditional preference for the male seemed to be supported in counseling preferences as well. It is perhaps due to the increasing awareness by women of their roles in society or to the fact that there are now more female counselors visible in the higher education setting that the female students in this study preferred their own sex for counseling.

Professional Status of the Counselor. The professional status of the counselor also proved to be important in the preferences of the subjects. Overall, there was a definite preference for the professional counselor by both male and female students. For only one type of problem, Drug-Related Concerns, were peer counselors definitely preferred. This finding is not consistent with statements from some of the counseling literature (Gruver, 1971; Wright, 1972) that students would prefer peer counselors for help with most problems because of their similarity in age and experience. Furthermore this study does not seem to suggest that the preference for help from fellow students who are friends, shown in a number of studies (Christensen and Magoon, 1974; Clark, 1974; Coates, 1972; Ottoson, 1967; Rust and Davie, 1961; Snyder et al., 1972), is translated into a preference for peer counselors. Perhaps, if students would actually seek out help from individuals labeled as counselors whom they may not know personally, then the students prefer the persons who appear to represent expertise and knowledge rather than similarity in experience.

Type of Problem. Students' preferences for counselors were influenced by the type of problem presented. The preferred counselor sex and professional status varied from one problem area to another.

Vocational Choice Concerns was the problem area which reflected the strongest preference for professional counselors. This finding is consistent with Smith's (1974) work which found that peer help was least preferred for such problems. It seems that professionals most probably represent expertise and sources of information in the minds of the students. Also, for this category, the male professional was the most

preferred counselor by both sexes. The pattern for the preferred male professional counselor continued for College Routine Concerns by both sexes, although when the two female categories of peer and professional were combined they did receive a majority female preference of 52 percent. Perhaps the traditional view of the older male representing competence and knowledge is being reflected in this preference for a problem area that is given high priority by students today.

The preference for peer counselors for help with Drug-Related Concerns suggests that for this category, the similarity of experience, the trust and understanding that peers are said to offer (Wright, 1972) is of great importance to students. Also, peers have operated as counselor types for this problem area for a longer period of time as they have worked with or operated crisis centers and hot lines.

The results concerning Sex-Related Concerns showed same-sex counselor preferences but were contradictory to Keeney's (1966) study. Keeney concluded that male students preferred same-sex counselors more often than female students as a counselor for problems of sex. Perhaps this is explained by the inclusion of an item in this category relating to homosexuality, a problem area in which one researcher (Chesler, 1971) claims there is male preference for female counselors.

A slight preference for peer counselors was indicated from the responses of both sexes for Adjustment to Self and Others Concerns. This does appear to be somewhat consistent with the literature (Christensen and Magoon, 1974; Clark, 1974; Coates, 1972; Kramer, Berger and Miller, 1974; Ottoson, 1967; Rust and Davie, 1961) which suggests that

college students prefer fellow student friends for help with personal problems.

Effects of Information on Preferences. The audio tape presenting information to the treatment group of students about male and female, peer and professional counselors did make a significant difference in increasing preference for the peer counselors.

In the treatment group, preferences for male peer counselors were greater than in the control group for the problems of Vocational Choice and College Routine. The increased preference for male peer help with these problems was a result of decreased preference for the male professional counselor.

The shift of female responses in the treatment group was also towards the peer. Information enhanced preference for female peer counselors on problems of Sex Concerns and Drug Concerns with a resulting decrease in preference for the female professional counselors.

Information on the audio tape appeared to expand the perception of appropriateness of peer counselors as sources of help and therefore increased the preferences for them. Information did not alter same-sex counselor preferences. Because peer counseling programs are recent in development, perhaps some students are unaware of the availability of peer counselors as possible help-givers. Findings from this study substantiate Gelso and McKenzie's (1971) claim that when students are better informed, particularly when they are informed more directly by counselors, then they are more likely to view certain counselors as preferred sources of help.

Summary of the Findings

The following is a summary of the major conclusions established in the present study:

1. Sex of respondents was significant (at the .01 level) in preferences for all the four counselor types of female professional, male professional, female peer and male peer. The differences between the responses of male and female students can be attributed to preferences for same-sex counselors regardless of the counselor's status being peer or professional.

2. Both male and female students expressed an overall preference for the professional counselor in comparison to the peer counselor. Vocational Choice Concerns, College Routine Concerns and Sex-Related Concerns reflected definite preference for professionals. Drug-Related Concerns was the one category of preference for peer counselors. Adjustment to Self and Others Concerns reflected equal preference for both counselor types.

3. There was an evident pattern of respondents preferring same sex counselors. However, more females chose males than vice versa. Males preferred counselors of their own sex for all problem areas while females chose same sex counselors on all categories but Vocational Choice Concerns.

4. Treatment was significant in increasing preference for the peer counselors (at the .05 level for the male peer counselor and at the .10 level for the female peer counselor). It was significant (at the .05 level) in reducing preference for the female professional counselor.

Implications

Several implications can be concluded from this study. First, there appears to be a trend of female preferences toward their own sex and away from the traditionally preferred male. If this is the case, the implication for university counseling centers suggests the employment of more women to accommodate to these preferences. Additionally, the visibility of female counselors in counseling centers might encourage more women to seek counseling.

Another implication relates to matching clients to counselors on the basis of clients' preferences. If students know that they could see a counselor of the preferred type, it might enhance their willingness to seek counseling, and improve their receptivity to and evaluation of the counseling process. For example, since female preferences for their own sex as counselors for help with Sex-Related Concerns was very strong, female counselors are needed who are available to work with such concerns. And, since students prefer peer counselors for Drug-Related Concerns, then they should be available, at least for intake purposes, to deal with those problems.

If there is an attempt made to match clients to counselors, there are then implications for staff development of counseling services. Male counselors, for example, may need further training to do vocational counseling with females who prefer male professional help rather than female professional help. Peer counselors may need to be trained to deal with the variety of issues which are included in the category of Adjustment to Self and Others since they are slightly preferred as helpers for such concerns.

This study demonstrated a definite preference for the professional counselor by both sexes. Information, however, did increase preferences for the peer counselor. One implication from this finding is that it may be necessary to influence students' preferences through specially devised information so that they will prefer peers who are extending or expanding counseling services. Peer counselors, themselves, may need to be trained to do their own public image building.

There are other implications for the kind of information programs that counseling services might undertake. The area indicating the strongest preference for a certain counselor type was Vocational Choice Concerns for which male professional counselors were definitely preferred. If it were considered advantageous for female counselors to do vocational counseling, then female counselors may have to work at more direct contact with students to alter an image of being less competent or knowledgeable of the vocational world.

In conclusion, the present study has added to the literature on clients' preferences for counselors and on the impact which information may have on those preferences. The study raises additional questions and suggestions.

Recommendations

1. This study should be replicated in universities in other geographical areas and in high school settings where there is interest in understanding or meeting students' preferences concerning counselor sex and training.
2. Personnel in counseling services should do research in their own settings concerning student preferences for counselors. They should make

such preferences known to the counselors through staff development work and peer training programs. Information on client preferences could be used to prepare counselors for preference based matching of client to counselor. Such information could help the counselor be aware of a client's preference. Prior expectations and preferences of a client may not interfere with the counseling relationship if the counselor is aware of such attitudes, has adequate time, and becomes skilled in handling them.

3. Counseling services should attempt to give students some choice in their preference for counselors since it is known there are definite preferences on the part of some students and that patterns of such preferences may be changing at least for females. If there is an attempt to meet the needs expressed through students' preferences, counseling services should not only make a choice of counselors available, but should make a concerted effort to let students know that they have such a choice. Counselors may need training in learning how to publicize their services and the choices they offer to prospective clients.

4. Counselor training institutions should help their students become aware of the research on preferences for counselors, and train them in methods to overcome such preferences if preferred counselors are not available.

5. Further efforts should be undertaken to experiment with various information methods as to the impact they may have on preferences for counselors. Since oral information seems to be effective in influencing students' ideas, counseling services might consider using audio-video

tapes and direct presentations to students to let them know about available counselors.

6. Research dealing with student preferences for counselors should also include a study on the reasons for the preferences. It is important to look at the characteristics students may attribute to male, female, peer and professional counselors in order to better understand how to provide for or alter such preferences.

7. Research on student preferences for counselors should include pre- and post-tests in addition to static-group comparisons. Studies could be made using freshman through senior year students to determine if preferences change over time. Such research should also attempt to control on students' previous knowledge or experience with counselors because it is important to know what impact their preconceived ideas might have on preferences.

8. Studies should be made of the relationship between preferences and other counseling variables such as the counseling process and outcome. If research shows that preference based matching of client to counselor results in higher evaluation on the part of both, matching may be a good method to increase counseling effectiveness.

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APPENDIX A

COUNSELING APPROPRIATENESS CHECKLIST

Roy E. Warman, Ph.D.
Iowa State University

Everyone faces problems throughout his life. Sometimes it is helpful to talk over these problems with someone else. College students often do this with various people on campus. We are interested in your feelings about problems that students might talk over with one of the counselors at your institution's counseling center. Read over the following list of problems. For each problem, decide to what extent you think it would be appropriate for a student to discuss it with a counseling center counselor. Please respond to each item whether or not you have had direct experience with the center. Mark your responses as follows:

If the problem is Most Appropriate for discussion at the
counseling center, check..... X a ? i I
If the problem is Appropriate but there are other resources
that would be just as appropriate, check..... A X ? i I
If you are Uncertain or Undecided, check..... A a X i I
If the problem is probably Inappropriate for discussion
at the center, check..... A a ? X I
If the problem is Definitely Inappropriate, check..... A a ? i X

1. Doubting the wisdom of my vocational choice..... A a ? i I
2. Disappointed in a love affair..... A a ? i I
3. Home life unhappy..... A a ? i I
4. Choosing best courses to prepare for a job..... A a ? i I
5. Troubled by moral values of others..... A a ? i I
6. Ineffective use of study time..... A a ? i I
7. Want to be more popular..... A a ? i I
8. Am I qualified for the vocation I'm considering?..... A a ? i I
9. Science conflicting with my religion..... A a ? i I
10. Lacking self confidence..... A a ? i I
11. Going in debt for college expenses..... A a ? i I
12. Feel inadequate about social skills..... A a ? i I
13. Having beliefs that differ from my church..... A a ? i I
14. Want to know what I'm suited for..... A a ? i I
15. Taking things too seriously..... A a ? i I
16. Having to wait too long to get married..... A a ? i I
17. Not knowing how to study effectively..... A a ? i I

18. Don't know what to believe about God..... A a ? i I
19. Feel timid in presence of other people..... A a ? i I
20. Am I in the proper curriculum?..... A a ? i I
21. Being in love..... A a ? i I
22. Parents making too many decisions for me..... A a ? i I
23. Not getting as much out of my studying as I put into it. A a ? i I
24. Have no close friends in college..... A a ? i I
25. Have conflicts about religion..... A a ? i I
26. Am good at several occupations and don't know
which to choose..... A a ? i I
27. Having trouble with one or both parents..... A a ? i I
28. Afraid to do new and different things..... A a ? i I
29. Want some sort of scholarship to help on expenses..... A a ? i I
30. Do not know when to talk, when to be still..... A a ? i I
31. Tend to avoid my responsibilities and obligations..... A a ? i I
32. Considering many fields but not certain about any one... A a ? i I
33. Want help in a marital problem..... A a ? i I
34. Unable to discuss certain problems at home..... A a ? i I
35. Not getting studies done on time..... A a ? i I
36. Cry over little things..... A a ? i I
37. Difficulty forming new friendships..... A a ? i I
38. Want to learn more about my chosen profession..... A a ? i I
39. Confused on some moral questions..... A a ? i I
40. Too many personal problems..... A a ? i I
41. Getting back in college after dismissal..... A a ? i I
42. Need advice about marriage..... A a ? i I
43. Parents old-fashioned in their ideas..... A a ? i I
44. What type of job would be best for me?..... A a ? i I
45. Too easily discouraged..... A a ? i I
46. Easily upset by unexpected changes in plans..... A a ? i I
47. Want to achieve better study habits..... A a ? i I
48. Too inhibited in sex matters..... A a ? i I
49. Parents expecting too much of me..... A a ? i I
50. Want information about different vocations..... A a ? i I
51. Depressed and unhappy about my situation..... A a ? i I
52. Not happy with present major but no alternative in mind. A a ? i I
53. Ill at ease with other people..... A a ? i I
54. Want a career in which my personality won't clash
with the field..... A a ? i I
55. Differing from my family in religious habits..... A a ? i I
56. Not having enough time to study..... A a ? i I
57. Afraid of making mistakes..... A a ? i I

- 58. Need to decide on an occupation..... A a ? i I
- 59. Deciding whether to go steady..... A a ? i I
- 60. Want assistance in learning proper study methods..... A a ? i I

- 61. Not getting along with a member of my family..... A a ? i I
- 62. Want interest tests to clarify vocational goals..... A a ? i I
- 63. Feeling inferior..... A a ? i I
- 64. Need a part time job now..... A a ? i I
- 65. Have too few social contacts..... A a ? i I
- 66. Want information about different curriculum..... A a ? i I

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Roy E. Warman, Ph.D.
Ames, Iowa

APPENDIX B

COUNSELING APPROPRIATENESS CHECK LIST by Roy E. Warman Revised by Hilda G. Morse, 1974 Virginia Polytechnic Institute and State University

Introduction

Everyone faces problems throughout his life. Sometimes it is helpful to talk over these problems with someone else. College students often do this with counselors on campus.

We are interested in your preferences for different counselors. Read over the following list of concerns. Imagine that each concern were your concern and that you were going to talk to a counselor. Decide which of the four counselors you would most prefer to talk to if you had such a concern. Please respond by each concern.

A professional counselor is a person who has extended professional training in the field of counseling and who is employed in a counseling program.

A peer counselor is a student without extended professional training who is specifically selected, trained and given supervision to perform some of the job usually performed by a professional counselor.

Under identification number in the first row, mark:

0 if you are female

1 if you are male

Under rows 1 to 74, mark one preference for a counselor for each concern listed. Do not leave any numbers blank. Note that the rows are numbered across rather than down.

Mark as follows:

1 for female professional counselor

2 for male professional counselor

3 for female peer counselor

4 for male peer counselor

-
1. Doubting the wisdom of my vocational choice
 2. Disappointed in a love affair
 3. Home life unhappy
 4. Choosing best courses to prepare for a job
 5. Drinking too much
 6. Troubled by moral values of others
 7. Ineffective use of study time
 8. Want to be more popular
 9. Concern about homosexuality
 10. Am I qualified for the vocation I'm considering?

- 1 for female professional counselor
 - 2 for male professional counselor
 - 3 for female peer counselor
 - 4 for male peer counselor
-

- 11. Science conflicting with my religion
- 12. Lacking self confidence
- 13. Smoking marijuana
- 14. Going in debt for college expenses
- 15. Feel inadequate about social skills

- 16. Having an unwanted pregnancy
- 17. Trying a hallucinogen (LSD)
- 18. Having beliefs that differ from my church
- 19. Want to know what I'm suited for
- 20. Taking things too seriously

- 21. Having to wait too long to get married
- 22. Not knowing how to study effectively
- 23. Don't know what to believe about God
- 24. Feel timid in presence of other people
- 25. Am I in the proper curriculum?

- 26. Being in love
- 27. Parents making too many decisions for me
- 28. Whether or not to have sexual relations
- 29. Not getting as much out of my studying as I put into it
- 30. Have no close friends in college

- 31. Have conflicts about religion
- 32. Am good at several occupations and don't know which to choose
- 33. Having trouble with one or both parents
- 34. Afraid to do new and different things
- 35. Using depressants (quaaludes, barbituates)

- 36. Want some sort of scholarship to help on expenses
- 37. Do not know when to talk, when to be still
- 38. Tend to avoid my responsibilities and obligations
- 39. Considering many fields but not certain about any one
- 40. Want help in a marital problem

- 41. Unable to discuss certain problems at home
- 42. Not getting studies done on time
- 43. Cry over little things
- 44. Difficulty forming new friendships
- 45. Concern about venereal disease

- 46. Want to learn more about my chosen profession
- 47. Confused on some moral questions

- 1 for female professional counselor
 - 2 for male professional counselor
 - 3 for female peer counselor
 - 4 for male peer counselor
-

- 48. Too many personal problems
- 49. Getting back in college after dismissal
- 50. Need advice about marriage
- 51. Parents old-fashioned in their ideas
- 52. What type of job would be best for me
- 53. Too easily discouraged
- 54. Easily upset by unexpected changes in plans
- 55. Want to achieve better study habits
- 56. Too inhibited in sex matters
- 57. Parents expecting too much of me
- 58. Want information about different vocations
- 59. Depressed and unhappy about my situation
- 60. Not happy with present major but no alternatives in mind
- 61. Ill at ease with other people
- 62. Want a career in which my personality won't clash with the field
- 63. Differing from my family in religious habits
- 64. Not having enough time to study
- 65. Afraid of making mistakes
- 66. Need to decide on an occupation
- 67. Deciding whether to go steady
- 68. Want assistance in learning proper study methods
- 69. Not getting along with a member of my family
- 70. Want interest tests to clarify vocational goals
- 71. Feeling inferior
- 72. Need a part time job now
- 73. Have too few social contacts
- 74. Want information about different curriculum

APPENDIX C

FACTORS OF THE COUNSELING APPROPRIATENESS CHECKLIST REVISED

The following is a list of the items, numbered as in the questionnaire, for each of the three factors in Warman's original checklist and the items in the two added factors:

Vocational Choice (14 items)

1. Doubting the wisdom of my vocational choice
4. Choosing best courses to prepare for a job
10. Am I qualified for the vocation I'm considering?
19. Want to know what I'm suited for
25. Am I in the proper curriculum?
32. Am good at several occupations and don't know which to choose
39. Considering many fields but not certain about any one
46. Want to learn more about my chosen profession
52. What type of job would be best for me
58. Want information about different vocations
62. Want a career in which my personality won't clash with the field
66. Need to decide on an occupation
70. Want interest tests to clarify vocational goals
74. Want information about different curriculum

College Routine (12 items)

7. Ineffective use of study time
14. Going in debt for college expenses
22. Not knowing how to study effectively
29. Not getting as much out of my studying as I put into it
36. Want some sort of scholarship to help on expenses
42. Not getting studies done on time
49. Getting back in college after dismissal
55. Want to achieve better study habits
60. Not happy with present major but no alternatives in mind
64. Not having enough time to study
68. Want assistance in learning proper study methods
72. Need a part time job now

Drug-Related (4 items)

5. Drinking too much
13. Smoking marijuana
17. Trying a hallucinogen (LSD)
35. Using depressants (quaaludes, barbituates)

Sex-Related (4 items)

- 9. Concern about homosexuality
- 16. Having an unwanted pregnancy
- 28. Whether or not to have sexual relations
- 45. Concern about venereal disease

Adjustment to Self and Others (40 items)

- 2. Disappointed in a love affair
- 3. Home life unhappy
- 6. Troubled by moral values of others
- 8. Want to be more popular
- 11. Science conflicting with my religion
- 12. Lacking self confidence
- 15. Feel inadequate about social skills
- 18. Having beliefs that differ from my church
- 20. Taking things too seriously
- 21. Having to wait too long to get married
- 23. Don't know what to believe about God
- 24. Feel timid in presence of other people
- 26. Being in love
- 27. Parents making too many decisions for me
- 30. Have no close friends in college
- 31. Have conflicts about religion
- 33. Having trouble with one or both parents
- 34. Afraid to do new and different things
- 37. Do not know when to talk, when to be still
- 38. Tend to avoid my responsibilities and obligations
- 40. Want help in a marital problem
- 41. Unable to discuss certain problems at home
- 43. Cry over little things
- 44. Difficulty forming new friendships
- 47. Confused on some moral questions
- 48. Too many personal problems
- 50. Need advice about marriage
- 51. Parents old-fashioned in their ideas
- 53. Too easily discouraged
- 54. Easily upset by unexpected changes in plans
- 56. Too inhibited in sex matters
- 57. Parents expecting too much of me
- 59. Depressed and unhappy about my situation
- 61. Ill at ease with other people
- 63. Differing from my family in religious habits
- 65. Afraid of making mistakes
- 67. Deciding whether to go steady
- 69. Not getting along with a member of my family
- 71. Feeling inferior
- 73. Have too few social contacts

APPENDIX D
TYPESCRIPT OF AUDIO TAPE

Narrator: This tape was developed by myself, Eric Gold, and by some counselors in order to describe what professional counselors and peer counselors are all about. Counselors are in their jobs specifically to talk to students and help them work with their concerns. Yet, studies have shown that many students lack sufficient information about counselors and counseling. There is still the old image of counseling being a visit to the head shrink, the idea that only "sick" people go to a counselor. Counselors spend most of their time with normal student problems. Let's talk with two professional counselors and two peer counselors.

Barbara: Thank you, Eric. I'm Barbara Price and this is Joe Carr. We are both professional counselors who work with college students. I think of counselors as a very diverse group of people. We are young, old, and all of differing backgrounds and appearances. The reasons for going into counseling are as diverse as are counselors. Through our own experiences and with the encouragement of others, we decided to make counseling a career. We feel we have certain specialized knowledge and skills that enable us to assist students in understanding themselves and their world so that they can best make decisions and manage their lives:

Narrator: Before letting Joe talk, I want to explain the type of training these professional counselors have had. Barbara and Joe each have

advanced degrees in counseling. They came through a counseling program in a psychology department. Other counselors get degrees through a department of education. Some counselors, particularly those in high schools, have masters degrees. Most of the counselors in university settings have doctorates in counseling psychology. In the specialized training for counselors, people like Joe and Barbara study the basics of human behavior. They take courses on personality, learning theory, human development, normal and abnormal behavior.

Joe: Eric, I often hear comments from college students about being confused or depressed about issues, needing help with decisions. We work with all kinds of students on all kinds of issues--personal, education and vocational concerns. The extensive training we have in theories and in techniques such as interviewing and testing, allow us to deal with issues. If we feel an issue or problem is beyond our competence, we will refer a student to another professional.

Barbara: Because the counseling field does represent a large body of knowledge and because each individual counselor uses this knowledge as it fits his own philosophy and personality, there are many approaches. Yet, regardless of a counselor's particular theoretical approach, we try not to judge or evaluate. This means that although we are aware of our personal biases, we can interact with a student by not judging him and by assisting him in making his own judgments.

Joe: Yes, Barbara, I think it's important for students to remember that one does not need to have severe problems to benefit from counseling

services. Counselors work primarily with normal students experiencing normal life concerns. To seek counseling is usually voluntary on the student's part and is always kept confidential. We are interested in talking to and working with students and hope they feel free to come to us.

Narrator: Before introducing the peer counselors, I'd like to explain some of their training. A peer counselor at the university is a student without extended professional training, but who is specially selected, taught and given ongoing supervision to perform some part of the job that is usually carried out by professional counselors. The training involves self-awareness exercises, development of listening abilities, communication and decision-making skills. Peer counselors become aware of the professional services available at their schools and this enables them to know where and when to refer students for more information or help. Dennis--

Dennis: Hi. I'm Dennis Johnson and this is Susan Kirlman. We are both peer counselors and we both work with college students. We ourselves are students and from varied backgrounds. We vary a lot in the way we look and we are in a diversity of college disciplines. What we do have in common is our potential as counselors, our interest in our fellow students and our belief that it is often easier to relate to a peer.

Susan: Because we are students, we know that our college years can be exciting, fun, productive, and rewarding. But they can also be a time

of personal confusion--a time when students really wonder about themselves; about what we are doing and why; about our relationships with others; about what educational and vocational opportunities are open to us. Trust and feelings of understanding are important to college students when we face such issues. We think peer counselors offer that understanding to many students. Our training was aimed at increasing our ability and effectiveness to provide personal assistance to students.

Dennis: We see ourselves as trained student volunteers who are available to help fellow students who are having problems or who just need someone to talk with. We listen, identify the problem or issue, help explore alternatives, work out procedures to solve the problem, and when appropriate, make referrals for more intensive help. All our work with students is kept confidential.

Susan: We are very aware that we do not replace the professional counselor. We like to think we are a valuable supplement to professional services. We do have our limitations. We are not trained to deal with severe problems that require long-term treatment. We will refer students on to professional counselors for that. We want to help students within our abilities and hope that students will use our services.

Narrator: I'd like to thank Barbara, Joe, Dennis and Susan for coming to talk to us about counseling. We hope their explanations have helped you better understand the services that peer and professional counselors offer.

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THE EFFECT OF INFORMATION ON CLIENT
PREFERENCES FOR COUNSELORS

by

Hilda G. Morse

(ABSTRACT)

The present study identified which counselor types (male professional, female professional, male peer, female peer) were preferred by male and female college students for various problems (Vocational Choice, College Routine, Adjustment to Self and Others, Drug-Related, and Sex-Related Concerns). It also determined the effect of information on those preferences by exposing the treatment group in the sample to an audio tape with information about counselors and their roles.

Warman's (1960) Counseling Appropriateness Check List was revised in order to serve as the questionnaire which determined respondents' preferences for the counselor types. The sample consisted of 351 students, representative by sex and college enrollment of the freshman class at a middle-sized university. A cross tabulation approach was utilized to descriptively define the data and a multivariate analysis of variance design was utilized to determine the effect on respondents' preferences of their sex and their exposure to the information.

The following is a summary of the major results established from this study:

1. Sex of respondents was significant (at the .01 level) in preferences for all four counselor types.
2. There was an evident pattern of respondents preferring same sex counselors. However, more females chose males than vice versa.

Males preferred counselors of their own sex for all problem areas while females chose same sex counselors on all categories but Vocational Choice Concerns.

3. Both male and female students expressed an overall preference for the professional counselors as compared to the peer counselors. Vocational Choice Concerns, College Routine Concerns and Sex-Related Concerns reflected definite preference for professionals. Drug-Related Concerns was the one category in which more preference existed for peer counselors. Adjustment to Self and Others Concerns reflected equal preference for both counselor types.

4. Treatment was significant in increasing preference for the peer counselors (at the .05 level for the male peer counselor and at the .10 level for the female peer counselor). Treatment was significant (at the .05 level) in reducing preference for the female professional counselor.

5. There was no significant interaction effect between treatment and the sex of the respondents, indicating that there was no difference in the way the two sexes responded on preferences when in the treatment group as opposed to the control group.

There are implications from these findings for the employment and placement of counselors in terms of their sex and their status as peers or professionals. Matching clients to preferred counselors might be attempted. When preferred counselors are unavailable, information attempts might be made to alter those preferences.