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AN ANALYTICAL STUDY OF BLACK AND WHITE
STUDENTS' PERCEPTIONS OF HIGH SCHOOL
COUNSELING STRATEGIES IN OKLAHOMA,

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THE UNIVERSITY OF OKLAHOMA
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AN ANALYTICAL STUDY OF BLACK AND WHITE STUDENTS'
PERCEPTIONS OF HIGH SCHOOL COUNSELING
STRATEGIES IN OKLAHOMA


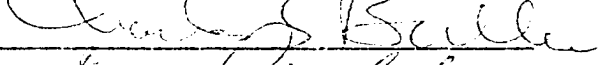
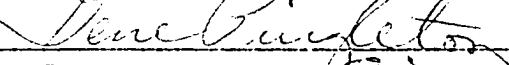
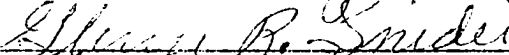
A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
LAURA L. KOUDELKA BECKHAM
Norman, Oklahoma

1978

AN ANALYTICAL STUDY OF BLACK AND WHITE STUDENTS'
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STRATEGIES IN OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

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AN ANALYTICAL STUDY OF BLACK AND WHITE STUDENTS'
PERCEPTIONS OF HIGH SCHOOL COUNSELING
STRATEGIES IN OKLAHOMA

CHAPTER I

INTRODUCTION

Since the 1954 decision in Brown vs. Topeka Board of Education, many Oklahoma schools have been racially desegregated. The mere act of desegregation introduced another dimension into the already multifaceted school environment--the dimension of multicultural/multiracial school populations. Counselors, as well as all other school personnel, have the responsibility of recognizing and valuing "different learning styles, different vocational goals, and different life purposes."¹ The counselor who ignores the racial, cultural, and ethnic differences of students can in no way expect counseling outcomes to be fair, effective, or appropriate. Student perceptions of counseling will be affected by the degree of understanding and acceptance that the counselor exhibits toward all students in the school.

Bryson and Codys' study of the relationship of race to the level of understanding between counselor and client indicated that

¹National Study of School Evaluation, Evaluation Guidelines for Multicultural-Multiracial Education (Arlington, Virginia, 1973), p. 8.

race is related to understanding in counseling and that black counselors understood black counselees best, and white counselors understood white counselees best.² Combs and Syngg suggested that persons of differing races share common experiences and as a result have considerable agreement about those experiences, but they contended, there is even more agreement "among people of the same culture, who have many more common aspects" within their environments.³ Studies have, however, revealed that variables other than race have a greater influence in establishing effective counseling relationships.

When preferences for, or attitudes toward counselors . . . previously seen are the dependent measures, client responses are sometimes determined more by counselor personality characteristics (Backner, 1970), the nature of the problem to be discussed (Gamboa, 1971), or the extent of counselor experience (Cimboic, 1972) than by counselor race.⁴

In an attempt to meet the needs of minority students, many schools often employ curriculum specialists or instructional media specialists. "Like the specialists in Jonathan Kozol's Death at an Early Age, many special school personnel neither like nor understand the black child."⁵ Often these specialists continue to evaluate the

²Seymour Bryson and John Cody, "Relationship of Race and Level of Understanding Between Counselor and Client," Journal of Counseling Psychology, 20:495, November 1973.

³Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper and Brothers, 1959), p. 31.

⁴Vickie Y. Peoples and Don M. Dell, "Black and White Student Preferences for Counselor Roles," Journal of Counseling Psychology, 22:529, November 1975.

⁵Robert L. Green, ed., Racial Crisis in American Education (Chicago: Follett Educational Corporation, 1969), p. 160.

black student by white middle class standards and believe there is gross inferiority in the black community. Thus, such negative attitudes toward black students by school personnel coupled with the rate of unemployment of black youth compared to white youth leads one to believe that counseling in the public schools has been less fair and less effective for black students than for white students. To merely equalize the opportunities for blacks is insufficient, "emphasis must be on equal results."⁶ The results of counseling and the perceptions by counselees of counseling procedures are, perhaps, better measures of its fairness and effectiveness than is the opportunity to be counseled.

The Civil Rights Act of 1964 contained provisions which were designed to help schools facilitate desegregation and assist school personnel in understanding their responsibilities concerning desegregation. Title IV of the Civil Rights Act made the Commissioner of Education legally responsible for rendering technical assistance to public schools requesting assistance in desegregation. It further authorized the Commission of Education to make grants to school boards requesting them in helping to support in whole or part the cost of inservice training of school personnel in dealing with problems "incident to desegregation," and "employing specialists to advise in problems incident to desegregation."⁷ Thus, school boards, under Title IV are responsible for providing school personnel who can be helpful in dealing with minority

⁶Ibid., p. 42.

⁷David L. Kirp, and Mark G. Yudof, Educational Policy and The Law (Berkeley, California: McCutchan Publishing Corporation, 1974), pp. 320-321.

problems, and the Commissioner of Education is responsible for providing financial assistance to those school boards requiring it in meeting their responsibilities.

Title VI 42 USC; 2000 d (1970) made clear the following:

" . . . no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance."⁸

To comply with Title VI, counselors have the responsibility to become aware of all students' needs so that in no way--either consciously or unconsciously--are students discriminated against by inadequate, inappropriate, unfair, or ineffective counseling services. Counselors also have the responsibility of recognizing the relationships which exist between individuals of differing racial origins, the importance of cultural experiences and values, and the impact those experiences and values have on educational objectives.

To help the State comply with Title VI of the Civil Rights Act, the Oklahoma State Regents for Higher Education have sponsored a counselors' workshop as described as follows:

The project is designed to train high school counselors with an emphasis on the guidance of minority students, including the development of a sensitivity to any personal attitudinal barrier regarding counseling other race students. It is further designed to inform the counselors and other educators of their legal and professional obligations under Title VI of the Civil Rights Act. The project consists of annual workshops to be held via the Talk-back Television System. As an incentive to attend, graduate credit is offered as well as full scholarships for eligible applicants. The target audience each year is 200 counselors, teachers, and administrators.⁹

⁸Ibid., p. 323.

⁹Oklahoma State Regents for Higher Education, Oklahoma Higher Education Report Supplement, November 1977, p. 2.

Another project designed to help counselors in Oklahoma to become more sensitive to minority problems is the project initiated by the State Regents in the area of counselor certification. The description of this project is as follows:

In order to reduce a possible deficiency in the educational experience of high school counselors in the advisement of racial minorities, the State Regents have solicited the development of course work in those institutions granting degrees in counseling education. These courses would be of a required nature and would have specific content dealing with the issues raised by this plan as regards the special needs of minority students on predominantly majority campuses. This course work will attempt to sensitize the counselors to the problems inherent in continuing the present enrollment patterns within Oklahoma, both legal and social, with an emphasis on counselors' responsibility as regards Title VI compliance.

Course work presently in place at The University of Oklahoma will be evaluated for its effectiveness and content in Spring 1978. By the Fall semester 1978, similar courses will be initiated at Oklahoma State University and Central State University. Such course work will be initiated in the remaining institutions by Fall 1979.¹⁰

Not only are counselors being encouraged to face their responsibility for providing equal educational opportunities for minority group students, but they are also being urged to recognize the needs of female students who by virtue of sex belong to a group which represents a numerical majority in the population and thus face many discriminatory practices.¹¹ Congress has "acted to eliminate discrimination based on 'stereotyped characterizations of the sexes,' . . ."¹² as demonstrated by Title VII of the Civil Rights Act of 1964, the Equal Pay Act, and

¹⁰ Ibid.

¹¹ Kirp and Yudof, p. 493.

¹² Ibid., p. 516.

Title IX of the Education Amendments of 1972. It is Title IX of the Education Amendments of 1972 which directly affects the procedures, methods or strategies used by counselors. Section 901 (a) of Title IX states the following:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance,¹³

Although the purpose of Title IX is generally thought to be the elimination of discriminatory practices toward females, counselors as well as all other school personnel should be mindful that males are also affected by Title IX. Frazier and Sadler maintain that sexism in school and in society does exist, and its existence does not always work in favor of the male but often against him. From the time the male enters the first grade, he finds himself locked into a feminine environment in which his independent life style is threatened. His female classmates who are often his competitors may be twelve months ahead of him in developmental age, and by nine the difference may have increased to eighteen months.¹⁴ To aid the male in his early educational years, educators must work to provide an environment which is more compatible with an independent, autonomous style. Unless the male finds this independence he may literally drop out of the school or may mentally drop out of the school by focusing his thoughts and energies elsewhere.¹⁵

¹³Ibid., p. 529.

¹⁴Nancy Frazier and Myra Sadler, Sexism and Society (New York: Harper and Row, Publishers, Inc., 1973), pp. 86-106.

¹⁵Kirp and Yudof, p. 506.

Guthrie suggests that to provide fair, effective, and appropriate counseling strategies, counselors need to become more aware and sensitive to individual differences and how the school environment interacts with these differences. Needed in counseling are strategies and relationships which not only recognize student differences but also affect the perceptions of students in such a positive way as to let the students know that the school will attempt to provide all that is necessary to effect equal educational opportunity. Counselors should be perceived by students as persons who recognize fully that genetic differences and variations in other characteristics among individuals exist but "reject explicitly the idea of inevitable differences among groups with regard to the equality of their opportunity."¹⁶

Need for the Study

One of the most critical problems within the secondary school environment lies in the area of counseling students fairly, effectively, and appropriately. Most counselors have very little feedback from clients concerning counseling effects and outcomes. Persons involved in counseling often "have no way of knowing whether their efforts result in 'success' because of counseling, in spite of counseling, or because whatever environmental stresses produced the initial problem were removed."¹⁷ The need for this study lies in the belief that if counsel-

¹⁶James W. Guthrie, George B. Kleindorfer, Henry M. Levin, and Robert T. Stout, Schools and Inequality (Cambridge, Massachusetts: M.I.T. Press, 1971), pp. 219-221.

¹⁷Lawrence Litwack, Russell Getson, and Glenn Saltzman, Research in Counseling (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1968), p. 339.

ing is to be fair, effective, and appropriate, an additional concern for counselors should be the perceptions by clients as to what is fair, effective, and appropriate.

Counselors must be able to identify their own behaviors which may be inhibitors in establishing good counseling relationship. Counselors, in turn, need information concerning how students perceive the counseling relationship. Therefore, data must be collected and that data should be aimed at securing students' views of counseling and include such information as to how effectively counselors operated in the affective domain--counselors' abilities to empathize, be sympathetic, and be understanding--as well as the cognitive abilities of counselors'--how knowledgeable counselors were in specific areas which were of interest to the students. Once information or feedback is given to counselors it is hopeful that they will be able to use the information in a way that future counseling relationships will be more meaningful to students.

Purpose of the Study

In the period of the past twenty years, professional counselors have begun to respond to the needs of adolescents by designing training and treatment programs to work effectively with this specialized population. Research indicates that the attitudes and feelings of the therapist are more important than the theoretical orientation of the therapist. Thus, procedures and techniques are less important than attitudes, and "it is the way in which . . . attitudes and procedures are perceived which makes a difference to the client and . . . it is this perception

which is crucial."¹⁸ It therefore becomes probable that the counseling strategies in the high school should be continually analyzed in terms of how students perceive those strategies in terms of fairness, effectiveness, and appropriateness. It is further believed that since the desegregation of the school, counselors have had opportunities to become more sensitive to the needs of all students. It was for the purpose of discovering if black students and white students do perceive high school counseling strategies to be meeting their needs fairly, effectively, and appropriately that this study was undertaken.

Statement of the Problem

This study analyzed the perceptions of black college freshmen and white college freshmen regarding the counseling strategies and efforts employed in the high schools from which they graduated. The sample for the study was drawn from freshmen students attending selected state colleges and universities in Oklahoma.

Null Hypotheses

- H₀ 1: There is no significant difference between the perceptions of counseling strategies by black students and white students.
- H₀ 2: There is no significant difference between the perception of counseling strategies by males and females.
- H₀ 3: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies.
- H₀ 4: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies.

¹⁸William M. Walsh, ed., Counseling Children and Adolescents (Berkeley, California: McCutchan Publishing Corporation, 1975), p. 119.

- H₅: There is no significant interaction between the variables of sex and size of school on the perceptions of students of counseling strategies.
- H₆: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies.
- H₇: There is no significant interaction between the variables of race of counselor and race of counselee on the perceptions of students of counseling strategies.
- H₈: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies.
- H₉: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and school size.
- H₁₀: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and race of counselor.
- H₁₁: There is no significant interaction effect among the variables of sex of counselee, school size, and race of counselor.
- H₁₂: There is no significant interaction effect among the variables of race of counselee, school size, and race of counselor.

Assumptions

Since the desegregation of the public schools it was assumed that counselors should have had the opportunity to become more aware and sensitive to the needs of the multicultural-multiracial school populations which they serve. Because of the recent association of freshmen college students with counselors at the high schools from which they graduated, it was further assumed that freshmen college students could offer information based on their perception of high school counseling strategies which would be beneficial in analyzing the fairness, effectiveness, and appropriateness of the counseling strategies employed in the high schools attended.

Limitations

The population in this study was limited to black freshmen students and white freshmen students attending selected state colleges and universities in Oklahoma. It was limited further to include only those students who graduated from a public high school in Oklahoma during the last two school years and was not concerned with students who were high school graduates but did not attend a college or university.

Definition of Terms

Counseling as used in this study refers to the "personal-treatment phase of assistance, with or without diagnosis of causes of the student's problems; one of the basic services in the body of services constituting guidance."¹⁹

Counseling effectiveness refers to the extent to which the process of counseling assists a client in obtaining some degree of control over his subsequent development in respect to his decision-making processes, overt behavior, interpersonal relationships, self-understanding, and self-acceptance.²⁰

Counseling strategies refers to the "modi operandi or plans of actions that are designed to achieve specific client outcomes."²¹

Fairness as used in this study refers to unprejudiced strategies

¹⁹ Carter V. Good, ed., Dictionary of Educational Definitions (New York: McGraw-Hill Book Company, 1973), p. 144.

²⁰ Ibid., p. 145.

²¹ Harold Hackney and Sherilyn Nye, Counseling Strategies and Objectives (Englewood Cliffs: Prentice-Hall, Inc., 1973), p. 102.

by counselors void of preconceived opinions or judgments.²²

Freshmen students are those students enrolled at a college or university and have earned less than thirty undergraduate hours.

Perception refers to a continuous process of integration of present and past sensory impressions; "more broadly it refers to the awareness of whatever sort, however brought about."²³

Design of the Study

The descriptive survey method was selected as the research design for the study because the purposes of the descriptive survey method are: (1) "to portray accurately the characteristics of a particular individual, situation, or group . . .;" and (2) "to determine the frequency with which something occurs or with which it is associated with something else"²⁴ These purposes were compatible with the purpose of the study which was to find if differences exist between the perceptions of black students and white students of the counseling strategies used in the high schools.

Procedures

In order to examine all available information concerning the problem under investigation, a search was made of bibliographies,

²²William Morris, ed., The American Heritage Dictionary (Boston: Houghton Mifflin Company, 1976), p. 471.

²³Good, p. 413.

²⁴Claire Selltiz, Lawrence S. Wrightsman, and Stuart W. Cook, Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1976), p. 90.

Dissertation Abstracts, Eric, and indexes pertaining to counseling, minority student problems, human relations, desegregation, and general education. All relevant and available books, papers, articles, and resource persons were consulted.

Sample

The numerical student enrollment of black students and white students attending state colleges and universities was secured from the Office of the Oklahoma State Regents for Higher Education. Those colleges and universities indicating a total black enrollment of five hundred or more for the 1976-77 school year were selected to participate in the study. A letter was written to the registrars at each institution stating the purpose of the study and requesting the names and addresses of all black freshmen and white freshmen attending that institution. It is further requested that the race and sex of the students be indicated.

Those registrars who had no administrative policy at their institution which prohibited the release of the names and addresses of college students complied with the request. From the lists of names obtained from those institutions, students were stratified by race and sex and were assigned numbers. From a table of random numbers a stratified sample was then drawn from that institution, and the questionnaire was mailed to each student randomly selected to participate in the study. A letter explaining the study to the student was mailed with the questionnaire.

At those institutions which indicated that the administrative policy of that institution did not permit names and addresses of

students to be released, questionnaires were given to the counseling staffs at the institutions. The counselors then administered the questionnaires to freshmen students on a random basis. The number of questionnaires administered at each institution was dependent upon the numerical freshmen enrollment. The questionnaires received from those institutions were then stratified into race and sex as indicated by the student on the questionnaire.

The survey was performed at six state institutions of higher education, and a total number of 650 freshmen students participated.

Data Collection Instrument

The data for this study was collected by the use of a questionnaire constructed by the researcher. The instrument was divided into three parts. Part one was designed to secure specific demographic data; the purpose of part two was to secure information concerning the size of high school attended and the availability of high school counseling services; part three employed a Likert-type answering scale to determine the interviewees' perceptions of high school counseling strategies.

For the purpose of securing face validity of the questionnaire, a jury of ten members was selected from among the areas of counseling, human relations, secondary education, and sociology. The jury members were asked to read the questionnaire and make criticisms. All criticisms were considered, and the questionnaire was revised in consideration of those criticisms.

Using the revised questionnaire a pilot study was undertaken to determine the reliability of the instrument. The questionnaire was

administered to sixty college freshmen. The reliability of the instrument was established by the use of Pearson Correlation, and functional unity was shown by the correlation of each item score in part three with the total score.

Treatment of the Data

Analysis of variance was the appropriate statistical test used since all independent variables were measured nominally, and the dependent variable, the perceptions of the students, was measured interally.

Organization of the Study

The study consists of five chapters. Chapter I includes the introduction to the study, the background and need for the study, the problem statement, the hypotheses to be tested, and the scope of the study. Chapter II presents the related literature. Methodology and the design of the study are described in Chapter III. The findings of the study are presented in Chapter IV, and Chapter V contains an analysis and summary of the study, the conclusions based on the data collected, the implications for further research, and the application of the findings.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In order to analyze counseling strategies at the high school level to determine if black students and white students perceive those strategies to be fair, effective, and appropriate, it was necessary to become acquainted with (1) the origins and development of counseling in the United States and the subsequent evolution of counseling strategies in the public schools, (2) the counselor-counselee relationship, (3) the impact of individual, cultural, and ethnical differences of students on counseling relationships, and (4) the related research studies concerning fair and effective counseling and the effects of race and level of understanding between counselor and client.

The Origins and Development of Counseling in the United States and the Subsequent Evolution of Counseling Strategies in the Public Schools

Guidance counseling emerged in America during the early 1900s at about the same time as the progressive revolution. In 1908 Frank Parsons established the first private guidance agency, the Vocation Bureau, with the idea that the bureau could be of assistance to young people, "especially those of limited means, in helping them arrive at wise, well-founded occupational choices."²⁵ Parsons' objective in

²⁵Edward Landy and Paul A. Perry, editors, Guidance in American Education: Backgrounds and Prospects (Cambridge, Massachusetts: Harvard University Press, 1964), p. 13.

vocational counseling was to lead persons into occupations for which they were best suited and as a result those persons would be well adapted to their life situations and could lead useful and happy lives.²⁶

As a result of Parsons' emphasis on matching individual abilities with job choices, standardized ability tests, such as the one developed by Alfred Binet, began to have a great impact on counseling.²⁷ Testing did not, however, enjoy immediate acceptance by all counselors. In the beginning some counselors were skeptical of the claim of superiority of tests as opposed to human judgment in arriving at vocational advice. In 1925 testing had begun to get more support from personnel workers. In regards to testing, Arthur F. Payne made the following statement:

It is now quite generally accepted that intelligence tests are of considerable value . . . particularly in the special fields of vocational, educational, and moral guidance It may be said that no guidance system is worthy of the name that does not take into account the results of intelligence test.²⁸

Intelligence tests were regarded as a means toward developing a science of education. The tests provided the counselor instruments for measuring and predicting achievement. The public viewed the counselor as a professionally wise person capable of predicting vocational and educational success.

Jesse B. Davis organized a program of vocational and moral guidance in the schools of Grant Rapids, Michigan, in 1908 at about the

²⁶David J. Armor, The American School Counselor (New York: Russell Sage Foundation, 1969), p. 30.

²⁷David A. Goslin, The Search for Ability (New York: Russell Sage Foundation, 1963), p. 25.

²⁸Arthur F. Payne, Organization of Vocational Guidance (New York: McGraw-Hill Book Co., 1925), p. 303.

same time that Parsons had started the Vocation Bureau in Boston. Davis, however, envisioned counseling to be not only vocational in nature but also educational, including "extra-curricular" activities as well. Davis' idea spread, and six years later Truman Lee Kelley wrote a dissertation at Teachers College, Columbia University entitled Educational Guidance. In his dissertation, Kelley urged the development of general counseling programs to aid young people in their choice of studies.

Within only a few years counseling had grown from a single goal of vocational guidance to multiple goals. By 1932, John Brewer of Harvard had promoted the concept of guidance that would include all of education. According to Brewer, students needed to be guided "in all of their life activities."²⁹

Thus, as counseling progressed into the school setting, it took on a dual meaning. Vocational guidance was still one main objective of counseling, but counselors also became deeply involved with educational counseling. Counselors in the secondary school became known as "school counselors" rather than "vocational counselors." At this time counselors began looking at students as either potential college bound persons or blue collar workers.

A third function of the counselor had surfaced by World War II-- the function of helping students with emotional problems. The object of this function was that each counselor should be able to do the following:

²⁹Landy and Perry, p. 13.

Assist each pupil to meet the need of accepting his aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment.³⁰

Counseling moved from the unidimensional objective of making a career choice to a number of objectives: helping students with class-work assignments, social adjustments, financial aid, domestic problem solving, emotional adjustments, and a host of other problem solving experiences.³¹

The technique or strategies of counseling were not as clearly realized as were the functions of counseling. Some early counselors viewed the strategy of counseling as advice giving. The counselor in his role of advice giver would decide the client's talents and then advise the client of what vocational choices the client had. The direct advice approach of the directive technique had its high point in the late 1930s and early 1940s. E. G. Williamson was the major spokesman for the directive technique and was a strong advocate of standardized testing. By 1937 the National Vocational Guidance Association preferred the terms of "assist" and "help" to the word "advise."

As long as the counselor could have the student make the "right" choice because the student sees the situation correctly, without the counselors having to tell the student what is right," the counselor perhaps could feel he was not engaging in a process of restricting the student's freedom, or in a direct assumption of authority.³²

³⁰American School Counselor Association, "Proposed Statement of Policy for Secondary School Counselors," (Washington, 1964).

³¹E. G. Williamson and M. E. Hand, Introduction to High School Counseling (New York: McGraw Book Co., 1940), p. 195.

³²Carl R. Rogers, Counseling and Psychotherapy (Cambridge, Massachusetts: Houghton Mifflin Co., 1942).

This new view of the function of counseling as helping as opposed to advising paved the way for the work of Carl Rogers. Rogers' approach in the early 1940s was in direct opposition to Williamson's directive technique. Carl Rogers developed the non-directive or client-centered therapy. The fundamental proposition of client-centered therapy is that,

Effective counseling consists of a definitely structured permission relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation.³³

Today, most counselors are eclectic in their counseling approaches. According to Sprinthall and Tiedeman, Rogerianism as an approach has a narrow-base for school counseling.³⁴

The new trend in counseling theory seems to be a combination of directiveness and nondirectiveness; what is emphasized is the strengths and abilities of the client, his cognitive activities with regard to choice and decision,³⁵

Today, the counselor is not only faced with numerous objectives in the area of counseling but also with clients living in a changing world with a changing occupational structure. Even if counseling were as unidimensional today as it was in the early 1900s (when vocational counseling was the primary concern), the counselor would be faced with a more complex situation--a situation of counseling students in terms of jobs which will be available in the future in a changing job market. In a highly mobile society, the counselor cannot be confident in counsel-

³³Ibid.

³⁴Edward Landy and Arthur M. Knoll, editors, Guidance in American Education III: Needs and Influencing Forces (Cambridge, Massachusetts: Harvard Graduate School of Education, 1966), p. 190.

³⁵Ibid.

ing students for job opportunities in a specific locality but must realize the occupational needs of the nation and international needs.

Most counselors have also become increasingly aware of individual differences of clients which have made the counseling process extremely complex. Counselors are constantly plagued with such problems as counseling students who may show little aptitude in an area but a great deal of motivation or desire to succeed in that area, or the problem of counseling a student who demonstrates ability in a given area but little motivation. Should the counselor encourage one student in the area, both, or neither? There are no easy answers, and most counselors would not attempt to answer such questions but would offer students information concerning the area and suggest possible alternative areas which might be of interest to the student. The counselor would assist the student in this situation. Edward Joseph Shoben, Jr. in an essay in the Harvard Educational Review proposed that counselors should assist youngsters not merely in choosing vocations but in the whole process of choosing personal models for themselves.³⁶

Harold Hackney and Sherilyn Nye in Counseling Strategies and Objectives³⁷ suggested that the counselor assist clients by employing two goals in the counseling procedure. These goals are process goals and outcome goals. According to Hackney and Nye, the counselor is

³⁶ Edward Joseph Shoben, Jr., "Guidance: Remedial Function or Social Reconstruction?" Harvard Educational Review 32 (1961-62): 430-433.

³⁷ Harold Hackney and Sherilyn Nye, Counseling Strategies and Objectives (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973).

responsible for process goals. "Process goals are related to the establishment of therapeutic conditions necessary for client change."³⁸ Establishing rapport with the client, providing a non-threatening setting, possessing and communicating accurate empathy and unconditional regard are all process goals. Outcome goals are those "goals directly related to the client's reason for seeking counseling;"³⁹ they are the goals that the client recognizes and accepts and are the shared goals of the counselor and client for which they agree to work toward achieving.

To arrive at goals the counselor must employ certain strategies. "These strategies become modi operandi or plans of action that are designed to achieve specific client outcomes."⁴⁰ Basically, counseling strategies may be categorized as follows:

strategies for identifying attitudes and feelings
strategies for changing attitudes and feelings
strategies for identifying inappropriate behavior
strategies for changing inappropriate behavior.⁴¹

A strategy for identifying attitudes and feelings may require that the counselor clarify and reflect client feelings as they are expressed in an interview. This strategy allows the client to become more aware of reasons for the feelings. Other strategies aimed at the identification of attitudes and feelings are Counselor Expression of Feeling (Modeling),⁴² the "Inner Circle Strategy"⁴³ developed by Lazarus,

³⁸Ibid., p. 41.

³⁹Ibid., p. 42.

⁴⁰Ibid., p. 102.

⁴¹Ibid., p. 103

⁴²Ibid., p. 104.

⁴³Arnold Lazarus, "The Inner Circle Strategy: Identifying Crucial Problems," cited by Joan Krumboltz and Carl Thoresen, eds., Behavioral Counseling: Cases and Techniques (New York: Holt, Rinehardt and Winston, Inc., 1969).

Confrontation and Encounter, Searching for Underlying Thoughts, Self-Image Confrontation, Dialoguing and Role Reversal.⁴⁴

The Counselor-Counselee Relationship

According to a study completed by Truax and Lister (1970), the ability of a counselor to be effective in the counseling relationship and thus effective in the process of interpersonal interaction and communication "is largely independent of the counselor's level of training and theoretical orientation."⁴⁵ Carkhuff (1966) explained the counseling relationship this way:

Counseling and psychotherapy . . . are simply additional instances of all interpersonal processes. . . . There is no evidence to suggest that these helping processes are any more or less critical than parent-child, teacher-student, and other significant human relationships. . . . The direct implication of this proposition is that the same dimensions which are effective in the other instances of human encounters are effective in the counseling and therapeutic processes.⁴⁶

Belkin lists four qualities which, in his opinion, are helpful to the counselor in his relationship with clients. These qualities are genuineness, nondominance, positive regard, and communication skills.⁴⁷ Rogers (1957) defined counselor genuineness as follows:

It means that within the relationship he is freely and deeply himself, with his actual experience accurately represented by his awareness of himself. It is the opposite of presenting a facade either knowingly or unknowingly. . . . It is not necessary (nor is it possible) that the therapist be a paragon who exhibits this degree of integration, of wholeness, in every

⁴⁴Hackney and Nye, p. 104.

⁴⁵Gary S. Belkin, Practical Counseling in the Schools (Dubuque, Iowa: William C. Brown Company Publishers, 1975), p. 102.

⁴⁶B. G. Berenson and R. R. Carkhuff (eds.), Sources of Gain in Counseling and Psychotherapy (New York: Holt, Rinehardt, and Winston, 1967), p. 424.

⁴⁷Belkin, pp. 112-116.

aspect of his life. It is sufficient that he is accurately himself in this hour of this relationship, that in this basic sense he is what he actually is, in this moment of time.⁴⁸

Belkin cautions the counselor to make a distinction between genuineness and self-indulgence. The counselor must not confuse genuineness with an attempt to "overly communicate to the client thoughts and feelings which he (the client) is not yet ready to hear."⁴⁹

When a counselor tells something to a client which distresses the client and upsets him, and the counselor responds that he was only being "genuine," we know that his understanding of the term genuineness leaves something to be desired.

Genuineness, like any good counseling trait, represents a proportioned and well-reasoned mean, in this case between the temptation to be overbearing and forcing oneself upon the client and the need to give something of oneself. Genuineness is the appropriate giving of oneself to the client.⁵⁰

Nondominance, the second quality on Belkin's list of helpful qualities in counseling relationships, refers to the ability of the counselor to sit back and allow the client to initiate and direct the course of the counseling interview.⁵¹ Reik (1948) maintained that "the counselor often helps the client more by listening than by speaking, and listening is possible only if the counselor controls any dominating tendencies he might have."⁵²

According to Belkin, the counselor's ability to be accepting and show warmth toward the client is the third helpful quality necessary in a good counseling relationship. Rogers originally used the term unconditional positive regard to describe the concept, but the term unconditional drew criticism from others in the field of counseling because it implies an absoluteness, that the counselor should not

⁴⁸Ibid., p. 112

⁴⁹Ibid., p. 113

⁵⁰Ibid.

⁵¹Ibid.

⁵²Ibid., p. 114.

"be influenced by certain conditions in . . . dealings with others."⁵³

In explaining the concept of positive regard, Rogers (1962) said:

It means that he prizes his client, as a person, with somewhat the same quality of feeling that a parent feels for his child, prizing him as a person regardless of his particular behavior at the moment. It means that he cares for his client in a nonpossessive way, as a person with potentialities. It involves an open willingness for the client to be whatever feelings are real in him at the moment--hostility or tenderness, rebellion or submissiveness. . . . It means a kind of love for the client as he is.⁵⁴

The fourth quality, communication skills, refers to the ability of the counselor to direct his communications to the levels of the client. It means that the counselor is "able to communicate in the language of youth, in the ghetto language, and in all of the other languages and dialects spoken by the students whom he counsels."⁵⁵

Sue (1977) explained that, "although breakdowns in communication often occur among members who share the same culture, the problem becomes exacerbated among people of different racial or ethnic backgrounds."⁵⁶ He contended the following:

Counseling may be viewed legitimately as a process of interpersonal interaction and communication. For effective counseling to occur, the counselor and client must be able to appropriately and accurately send and receive both verbal and nonverbal messages.⁵⁷

A number of studies have examined the problem of the lack of understanding between counselor and client and its effect on the counsel-

⁵³ Ibid.

⁵⁴ Carl R. Rogers, "The Interpersonal Relationship: The Core of Guidance," Harvard Educational Review 32 (1962):420.

⁵⁵ Belkin, p. 115.

⁵⁶ Derald Wing Sue and David Sue, "Barriers to Effective Cross-Cultural Counseling," Journal of Counseling Psychology 24 (1977):420.

⁵⁷ Ibid.

ing relationship. One such study by Sue and associates (Sue, Allen, Consway, 1974) found that Asian-Americans, blacks, Chicanos, and Native Americans "terminated counseling after only one contact at a rate of approximately 50%. This was in sharp contrast to a 30% rate for Anglo clients."⁵⁸ Sue reasoned that the inappropriateness of interpersonal interactions between counselor and client accounted for the high rate of termination of counseling relationships by minority persons.

Padilla, Ruiz, and Alvarez (1975) maintained that three major factors "hinder the formation of a good counseling relationship."⁵⁹

These factors are as follows:

- (a) A language barrier that often exists between the counselor and client,
- (b) Class-bound values which indicate that counselors conduct treatment within the value system of the middle class, and
- (c) Culture-bound values that are used to judge normality and abnormality in clients.⁶⁰

According to Padilla and his associates, "all three of these variables seem to interact in such a way as to seriously hinder and distort communications."⁶¹

The Impact of Student Differences on Counseling

The public school today is a complicated society, reflecting many social, ethnic, and cultural groups. Counselors, as well as all others in the area of education, have the task of examining philosophies and beliefs in regard to the responsibilities they have toward students. Educators are becoming increasingly aware that the school can no longer be content with offering one standard for all students. "Education for a society based on racial and cultural pluralism is now an inescapable

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Ibid.

task being imposed on all students. . . ."⁶² The role of the counselor has been greatly affected by the differences of students. To be effective in a helping relationship, the counselor must possess an "understanding of the unique meanings existing for the individual;"⁶³ Without such an understanding the problem of helping the individual effectively is almost insurmountable.

The counselor's understanding of minority groups, whether they are cultural minority groups or social minority groups, must extend beyond the boundaries of mere recognition. The counselor's understanding and commitment to the uniqueness of each group and each person within the group is necessary. The categorizing of minorities together must be avoided.

Different considerations need to be made for each group. For instance, because of the learned hatred toward blacks, their lack of financial power, and the dearth of positive images about them in school texts, less acceptance of black culture exists than does acceptance of example, Asian cultures. If a teacher or counselor is to become effective and realistic in dealing with the problems that confront a culturally different youngster, he must develop strategies and techniques that will accommodate the individual and group needs of the various subgroups represented in a particular school.⁶⁴

⁶²National Study of School Evaluation, Evaluation Guidelines for Multicultural-Multiracial Education (Arlington, Virginia: 1973), p. 5.

⁶³Arthur W. Combs, Donald L. Avila, and William W. Purkey, Helping Relationships: Basic Concepts for the Helping Professions (Boston: Allyn and Bacon, Inc., 1973), p. 84.

⁶⁴Richard C. Nelson, Daisy D. Meyers, Nellie F. Moore, and Maximo J. Callao, "Issues and Dialogue: Counselors Speak Out," Elementary School Guidance and Counseling, May 1974, p. 307.

Ermon O. Hogan⁶⁵ reminded educators of the need to be thoughtful in giving advice. Hogan recalls from the Autobiography of Malcolm X the conversation between Malcolm X and his high school English teacher, Mr. Ostrowski, when Malcolm discloses to the teacher his desire to be a lawyer. The conversation and its impact on Malcolm X is recounted as follows:

"Malcolm, you ought to be thinking about a career. Have you been giving it thought?" . . .

"Well, yes sir, I've been thinking I'd like to be a lawyer." Mr. Ostrowski looked surprised,

"Malcolm, one of life's first needs is for us to be realistic. Don't misunderstand me, now. We all like you, you know that. But you've got to be realistic about being a nigger. A lawyer--that's no realistic goal for a nigger. . . ."

The more I thought afterwards about what he said, the more uneasy it made me. It just kept treading around in my mind. It was then that I began to change--inside!⁶⁶

Although the incident between the teacher and Malcolm X did not occur in a counseling situation, it served to illustrate what has come to be known as the "hidden curriculum." It is covertly conveyed to poor and minority youth "through low expectations, assignments to tracks, vocational-oriented counseling, rigidly controlled classroom behavior and most insidiously, in disparaging references to intellectual limitations, family backgrounds and values."⁶⁷ As a result of the hidden curriculum students often respond by being extremely aggressive or withdrawn. The withdrawn students are then considered by many teachers and counselors as lazy or low in motivation and the aggressive ones as troublemakers.

⁶⁵ Ermon O. Hogan, "Racism in Educators: A Barrier to Quality Education," cited by Robert L. Green, ed., Racial Crisis in American Education (Chicago: Follett Educational Corporation, 1969), p. 147.

⁶⁶ Ibid.

⁶⁷ Ibid., p. 148.

Prejudice beliefs toward minority groups, whether the prejudice is directed toward a racial group, a social group or prejudice based on sex, are reinforced by biases which exist in counseling itself. Such counseling tools as testing and measuring devices and a number of achievement tests are recognized for bias in content and language usage.⁶⁸

Fortunately, counselors and other educators have become aware of the limitations and biases of tests.

Whereas the original purpose of testing was primarily classification tests are being used increasingly to help in understanding the person. The misuse of tests to attach labels to individuals and place them in rigid categories is, . . . declining. Rather, tests are employed to identify each person's present strengths and weaknesses. . . .⁶⁹

Test scores should not enjoy the position of being the "final word" on an individual's potential. The main use of measuring devices should be that of a tool to help counselors better understand the individual-- "why one person reacts differently from another," and ". . . what makes people react as they do."⁷⁰

For the student to trust and respect the counselor, the student must see the counselor as a real person. This simply means that the student must perceive the counselor not only as one who administers evaluation tests and interprets them but as a person who is interested in the student as an individual. To be an effective counselor, the counselor "must be able to deal with students . . . in one-to-one and

⁶⁸Tittle, Carol K., Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices (Princeton, New Jersey: Educational Testing Service), 1974.

⁶⁹Ann Anastasi, Individual Differences (New York: John Wiley and Sons, Inc., 1965), p. 297.

⁷⁰Ibid., p. 298.

group settings while at the same time being instrumentally involved in modifying and creating new alternatives and approaches within the social system of the school."⁷¹ In order to be a fair counselor, the counselor must be aware of the individual and all of the individual's identities. The counselor would "support pluralistic values . . . in order to provide emotional support for all learners and to develop their personal, ego, and group identities."⁷²

To be effective and accepting of all students, counselors, as well as teachers, must make a commitment to individual students, a commitment which involves meeting the needs of students fairly and unprejudicially. For the majority of counselors this means that they must educate or in many instances reeducate themselves concerning the learning styles of the "culturally deprived" or minority students. Frank Riessman in his article, "The Culturally Deprived Child: A New View,"⁷³ examined the cognitive style of low income individuals. He pointed out that "most disadvantaged children are relatively slow in performing intellectual tasks."⁷⁴ The "slowness" of the deprived student is considered by most middle-class educators as an indication of dull-

⁷¹Robert K. Conyne and Richard C. Diedrich, "Effective Counseling: Necessary But No Longer Sufficient," Educational Technology, April 1972, p. 49.

⁷²Green, p. 275.

⁷³Frank Riessman, "The Culturally Deprived Child: A New View," School Life 45 (April 1973), pp. 5-7, cited by Arnold M. Rose and Caroline B. Rose, editors, Minority Problems (New York: Harper and Row, Publishers, 1965), p. 239.

⁷⁴Ibid., p. 240.

ness, and speed in performing schoolwork is both encouraged and rewarded. The positive elements--extreme carefulness, meticulousness, and cautiousness--are often overlooked.⁷⁵ The need to physically "act out" a concept in order for it to have meaning is especially great for the disadvantaged student. "The disadvantaged child is typically a physical learner, and the physical learner is generally a slower learner."⁷⁶

Educators often have claimed that disadvantaged students are not verbally articulate. Riessman disagreed with this claim and argued that disadvantaged students often verbalize extremely well, but their verbalization may reflect language developed by their own groups. Riessman stated the following:

. . . the quality of language employed has its limitations and . . . herein lies the deficit. As Basil Bernstein indicates, the difference is between formal language and public language, between a language in a written book and the informal, everyday language. There is no question . . . that there is a deficit in formal language. Since this deficit is fairly clear, the question might be asked, why make such an issue of the positive verbal ability of these children.⁷⁷

Generally, it is believed that the lower socio-economic individuals have a lesser regard for education than do middle-class individuals. Riessman maintained that the lower economic group does not hold the school in less esteem than does the middle-class group. "They do not easily accept the ideas of expressing yourself, developing yourself, or knowledge for its own sake. They want education much more for vocational ends."⁷⁸

Riessman pointed out that a major weakness of deprived youngsters

⁷⁵Ibid., p. 240

⁷⁶Ibid.

⁷⁷Ibid., p. 242

⁷⁸Ibid.

was their lack of "know-how."⁷⁹ By know-how Riessman referred to both academic ability of the school and the ability of the middle-class generally.⁸⁰ Such things as knowing how to get a job, how to fill out applications, and how to appear for an interview, how to take tests and how to be effective in interview situations are all areas in which the middle-class person has the advantage over the minority person. Other weaknesses of the disadvantaged student, which according to Riessman should be strengthened by the school, are "poor auditory attention, poor time perspective, inefficient test-taking skills," and "limited reading ability."⁸¹

To recognize the weaknesses of the disadvantaged or underprivileged student is, according to Chester Pierce,⁸² not enough. Pierce suggested that to be effective in dealing with or counseling fairly the minority students, counselors and all educators in general must be aware of the differences that exist within the minority groups themselves. Pierce stressed that all black persons are underprivileged in that no black person is totally accepted in American society. Pierce classified blacks in three categories--the most underprivileged, the moderately underprivileged, and the least underprivileged.⁸³ The most underprivileged black person is the one that is characterized by extreme poverty; the position of the most underprivileged person is so

⁷⁹ Ibid. ⁸⁰ Ibid. ⁸¹ Ibid.

⁸² Chester M. Pierce, .D., "Problems of the Negro Adolescent in the Next Decade," cited by Eugene B. Brody, M. D., ed., Minority Group Adolescents in the United States (Baltimore: Williams and Wilkins Co., 1968), pp. 36-39.

⁸³ Ibid.

debilitating that there is little or no hope for a better life. The individual cannot "generate and sustain" the psychic power needed to move up.⁸⁴ In these instances the school counselor must be equipped professionally to support students and assist them in determining, "from highly individual reasons," that their positions are not so hopeless.⁸⁵

The "moderately underprivileged" are those blacks who have experienced "limited opportunity and partial acceptance."⁸⁶ These individuals have been able to take advantage of certain opportunities which have been made available to them and have at times enjoyed a moderate degree of success. Blacks in this category do not push for greater opportunities and are resigned to living "adequately and comfortably in semidisfranchisement, while observing the havoc such complacency is bringing."⁸⁷

The "least underprivileged" black person is the one who is able to "partake of the best things available in the society," but "must live with the uncertainty and frustration that even with high skills and genuine culture, complete acceptance is denied."⁸⁸ This lack of total acceptance of the black in American society is, according to Pierce, a result of fear on the part of whites. Many whites characterize the Negro race as primitive with primitive ideas concerning sex and the observance of laws. Blacks are thought by these whites as "'psychopaths,' who believe laws are not made for them and who permit

⁸⁴Ibid., p. 38.

⁸⁵Ibid.

⁸⁶Ibid., pp. 38-39.

⁸⁷Ibid.

⁸⁸Ibid., p. 39.

themselves every indulgence, or as 'paranoids,' who are too quick to see injury and demand satisfaction."⁸⁹ This basic fear on the part of many whites toward blacks deny blacks the opportunity to hold high political office and be contributive to the society.⁹⁰ Schools must face these fears and counselors must examine their own attitudes toward black students. All preconceived, prejudicial attitudes toward any student should be eliminated if the counseling strategies are to be fair. Black counselors have the obligation not to "go along with" white fears by holding black students back, and white counselors have the obligation to face their fears squarely and assist all students not merely equally but equitably.

Recently, there has been much controversy concerning the treatment of minority students. To many educators the term fair treatment implies equal treatment. The Carter administration has been influential in defining the kind of treatment needed by minority groups and has stated its support of blacks and other minority groups being given special treatment in schools' admissions programs. In a broad policy statement, the Carter administration said:

"Although we have made progress in eliminating discrimination case by case, the major civil rights laws have been effective for little more than a decade. The pervasive effects of past discrimination remain with us. The vast majority of our racial and language minorities remain poorer and less educated, suffer greater unemployment, and are less able to influence the forces--economic, social and political--that bear upon their lives than is the white majority.

"To the extent we are still a nation of 'haves' and 'have-nots' the dividing line is in part a function of race."⁹¹

⁸⁹Ibid. ⁹⁰Ibid.

⁹¹"High Court Urged to OK Special Black Enrolling," The Daily Oklahoman, 20 September 1977, p. N6.

The idea of fair treatment meaning in some instances special treatment is not new with the Carter administration. Miller and Roby in 1967 stated the following:

If, as the poor extend their educational attainment, those who are better off extend theirs, the gap between the two may not be reduced. Therefore, educational resources must be redistributed as well as increased if poverty is to be reduced. If the poor are to catch up, they must get proportionately more of the new resources moving into education.⁹²

There are those who argue that special treatment given to any individual or any group is basically wrong. A Connecticut legislator in opposing a fair housing law made the following statement:

If you vote for a law such as this, you are not giving the Negro equal rights, you're giving him special rights, and you are in effect saying you are a second class citizen and we intend that you stay a second class citizen because we are going to take care of you forever and forever.⁹³

The individual who argues that special treatment given to minority groups keeps them second class is not motivated by a desire to see minority individuals become first class citizens but is motivated by some fear. That fear, according to Lockard, may be rooted in any number of possibilities such as racism, the fear of losing one's job to a minority person, or fear of governmental controls.⁹⁴

As counselors become aware of their obligation to be supportive

⁹²Green, ed., p. 47.

⁹³Transcript of Connecticut House of Representatives Debates, May 31, 1961, pp. 309-10, cited by Duane Lockard, Toward Equal Opportunity (New York: Macmillan Company, 1968), p. 61.

⁹⁴Duane Lockard, Toward Equal Opportunity (New York: Macmillan Company, 1968), p. 60.

of minority students because of past discriminatory practices, they must also become genuinely sympathetic to the needs of those students. Counselors cannot deceive themselves into thinking that by merely making counseling available to disadvantaged youths that the counseling will be effective.

Both analytic and client centered therapists recognize the importance of the therapists's personal reactions to his clients. Freud (1910) discussed these personal reactions as "the results of the patient's influence on his (the analyst's unconscious feelings." Freud concluded, "We have noticed that every analyst's achievement is limited by what his own complexes and resistances permit."

In the client centered view (Rogers, 1959), the therapist's personal reaction (unconditional positive regard) is a key construct. It includes warmth, liking, respect, sympathy and acceptance.⁹⁵

Related Research Studies Concerning the Effects
of Race and Level of Understanding
between Counselor and Client

In reviewing the literature on interracial counseling effectiveness some contradictory assertions were revealed regarding the effectiveness of white counselors counseling black clients. Some researchers maintain that white counselors cannot effectively counsel black students whereas others argue that "well-trained, sensitive white counselors can, in principle at least, establish effective counseling relationships with black clients."⁹⁶

Burton L. Backner conducted a study regarding the effectiveness

⁹⁵ Norman Abeles, "Liking for Clients--Its Relationship to Therapist's Personality: Unexpected Findings," Lawrence Litwack, Russell Getson, Glenn Saltzman, ed., Research in Counseling (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1968), p. 47.

⁹⁶ Peoples and Dell, p. 529.

of white counselors counseling black students. Backner surveyed 115 students out of 325 enrolled in SEEK (Search for Education, Elevation, and Knowledge) a special college program for high school graduates from certain poverty areas of New York City. As a result of his study Backner found that "similarity of ethnic background between counselor and student 'doesn't matter.'"⁹⁷ According to Backner, what "does matter" in a counseling relationship is dependent upon the human qualities possessed by both the counselor and client.

In contrast to Backner's study was one conducted by Banks, Berenson and Carkhuff in which they attempted to determine the effects of counselor race upon the responses of Negroes. The study employed as counselors one inexperienced Negro and three white counselors of varying degrees of experience. Eight Negro counselees saw each of the counselors and then rated the counselors in terms of empathy, positive regard, genuineness, concreteness and client depth of self-exploration. The results of the study showed that all eight of the Negro counselees indicated they would return to see the Negro counselor but none indicated they would return to see the experienced Ph.D. white counselor. The white Ph.D. counselor was also ranked last on all of the rank-orderings by the counselees.

A similar study was conducted by Bryson and Cody in which

⁹⁷Burton L. Backner, "Counseling Black Students: Any Place for Whitey?" Journal of Higher Education 41 (November 1970):635.

⁹⁸George Banks, Bernard G. Berenson, and Robert H. Carkhuff, "The Effects of Counselor Race and Training Upon Counseling Process with Negro Clients in Initial Interview," Journal of Clinical Psychology 23 (1967):70-71.

they found "that race is related to understanding in counseling. Black counselors understood black counselees best, and white counselors understood white counselees best."⁹⁹

Peter Cimboric did a follow-up study to the one done by Banks. Cimboric's results were in direct opposition to those of Banks' in that the students in Cimboric's study did not show preference for counselors as a function of race but as a function of counselors' experience. To explain the differing results, Cimboric suggested that perhaps the students in the Banks' study who were students at the University of Massachusetts held different racial attitudes from the black students in his study who were midwestern blacks.¹⁰⁰ In each of the studies the participants had their race in common, but as Cimboric suggested further, each participant had his own individuality with unique experiences and these experiences would have an impact on the way the individual would view the counselor and accept the counselor in a counseling relationship.

How the counselor views the client may be very important, but of possibly greater importance may be the way in which the client perceives himself in the counseling relationship. The student who is labeled a "culturally deprived" student is not very often the student which counselors view as the preferred client. The very term "culturally deprived" implies that the student lacks a certain desirable quality needed to perform well in a traditionally middle-class school environ-

⁹⁹Bryson and Cody, p. 495.

¹⁰⁰Peter Cimboric, "Counselor Race and Experience Effects on Black Clients," Journal of Consulting and Clinical Psychology 39 (October 1972):328-32.

ment. Thus, the lower-class students which in most instances include minority students find themselves in a school environment which is not compatible with their ethnic or cultural environment. Educationally, the school represents a certain standard--a standard which remains inflexible and to which students must conform. The minority student who is unable to meet the standard often drops out or fails. The school, therefore, does not meet the needs of these students and "the least is known about the education of those who need education most."¹⁰¹

Students' perceptions of the functions of counseling is also an important variable in the counseling relationship. Studies have shown that many adolescents view the counselor as an "educational-vocational expert"¹⁰² and seek help from individuals outside the school setting for problems of a personal nature. Within the school setting, teachers and school nurses are those who students most often consult about personal problems rather than the counselors. Muro and Revello¹⁰³ suggested that to change students' perceptions of counselors, counselors must take the initiative in defining counselors' roles to students.

In a publication released through the office of the Oklahoma State Regents for Higher Education, high school counselors were mentioned by only 8.5 percent of the black freshmen enrolled for the school year 1969-70 as the major influence in the selection of an institution

¹⁰¹Landy and Knoll, p. 177.

¹⁰²James J. Muro and Edward A. Revello, "Counselor-Student Perceptions of the Extent of Performance of Guidance Services," The School Counselor 17 (January 1970):194.

¹⁰³Ibid., p. 195.

for higher education. More black students (14.7 percent) listed special program of study and financial aid (13.1 percent) as the major influence in institution selection. Of the black freshmen for the school year 1972-73, 8.1 percent listed high school counselor as the major influence, preceded by 17.4 percent listing special program of study, 15.7 percent indicating financial aid, 9.6 percent listing desirable location, and 9.4 percent listing low-cost college.

For the school year 1969-70, only 5.9 percent of the white freshmen indicated the high school counselor to be the major influence in the selection of an institution. Special program of study held the number one position and was indicated by 20.2 percent of the white freshmen, followed by desirable location 13.6 percent, campus visit 9.2 percent, high scholastic standards 8.0 percent, financial aid 6.8 percent, and parents 6.1 percent. By 1972-73, only 2.8 percent of the white freshmen indicated high school counselor to be the major influence. Ranking in order of significance were special programs of study 20.4 percent, desirable location 16.2 percent, financial aid 8.8 percent, campus visit 7.1 percent, low-cost college 7.0 percent, parents 6.1 percent, size of college 5.6 percent, high scholastic standards 5.0 percent, social climate 4.5 percent, good faculty 4.2 percent, admissions counselor 3.7 percent, desirable intellectual atmosphere 3.6 percent, and good athletic program 3.2 percent.¹⁰⁴

It would be unfair on the basis of high school counselors not

¹⁰⁴ "Percentage of Freshmen Enrolled in the Oklahoma State System of Higher Education Indicating Which Factors Were the Major Influence in Selection of An Institution by Race." Data reprinted with permission from the Office of the Oklahoma State Regents for Higher Education.

being mentioned as the major influence on student selection of an institution for higher learning to assume that the high school counselor is ineffective. As pointed out in a study conducted by Kerr in which 1,350 high school seniors in Iowa participated, the counselor, though "not seen as an important influence in the choice of a college, nevertheless was viewed as an important source of information about colleges."¹⁰⁵ Bentley and Salter¹⁰⁶ in a study using freshmen in a class at a small liberal arts college found that high school counselors do play a significant role in helping students in the college decision process. There have been, however, other studies which have revealed findings contrary to these. According to a study conducted by Scott, two-thirds of the college students he surveyed disclosed that their high school counselors were among the individuals who gave them the worst advice about going to college.¹⁰⁷ Roemmich and Schmidt,¹⁰⁸ after studying 1,666 students in San Diego, also found counselors to be of limited assistance to students in college planning. Such conflicting research findings would indicate that perhaps certain intervening variables which have not been identified are present. Graff and

¹⁰⁵W. Kerr, "Student Perceptions of Counselor Role in the College Decision," Personnel and Guidance Journal 41 (1962):337-42.

¹⁰⁶J. Bentley and S. Salters, "College Freshmen View Counselor Help in College Selection," Personnel and Guidance Journal 46 (1967): 178-83.

¹⁰⁷Kenneth Uriah Gutsch and Louella G. Milner, "Accepting the Challenge of John Finley Scott," Personnel and Guidance Journal 47 (February 1969):543.

¹⁰⁸Robert W. Graff and David E. Peters, "Junior College Freshmen View Secondary Guidance Received in College Selection," Journal of Secondary Education 44 (October 1969):271.

Peters suggest that more intensive research is needed concerning the role of the high school counselor and the counselor-student relationship in the college decision-making process.¹⁰⁹

Feelings of similarity between counselee and counselor have a positive effect on counseling relationships. Research from the field of social psychology revealed that interviewer similarity enhanced the "interpersonal attractiveness to students as well as enhanced students' beliefs in the fullness and accuracy of the interviewers' understanding of what they experience, feel and think."¹¹⁰

Richard Rehberg and Lawrence Hotchkiss indicated the delicate relationship between counselor and counselee and how many variables interact to affect the counseling session. Rehberg and Hotchkiss state the following:

. . . existing research on the educational counseling function of secondary school guidance personnel indicates that both exposure to the counselor and the content of that which transpires during exposure may well be associated with the socio-economic status of the student, the attitude of his parents toward continued education, the student's own level of intelligence and educational expectations, and information, written and verbal, available to the counselor from school records and teacher or administrator comments. Although one effect of such exposure may be to reduce a discrepancy between ability and educational goals, little is known regarding whether the overall impact of the counselor's substantive advice is to raise the student's educational goal or to leave it basically unchanged.¹¹¹

¹⁰⁹ Ibid.

¹¹⁰ Kevin C. Murphy and Stanley R. Strong, "Some Effects of Similarity Self-Disclosure," Journal of Counseling Psychology 19 (March 1972):121.

¹¹¹ Richard A. Rehberg and Lawrence Hotchkiss, "Educational Decision Makers: The School Guidance Counselor and Social Mobility," Sociology of Education 45 (February 1972):342.

Summary

Four areas were investigated in the review of the literature. Those areas were: (1) the origins and development of counseling in the United States and the subsequent evolution of counseling strategies in the public schools, (2) the counselor-counselee relationship, (3) the impact of individual, cultural, and ethnical differences of students on counseling relationships, and (4) the related research studies concerning fair and effective counseling and the effects of race and level of understanding between counselor and client.

In regards to the first area of investigation, it was found that counseling in the United States had its beginnings in the early 1900s. The first major function of counseling as conceptualized by Frank Parsons, the founder of the Vocation Bureau in 1908, was to help clients in decisions concerning vocational choices. At about the same time that Parsons founded the Vocation Bureau in Boston, Massachusetts, Jesse B. Davis saw a need for counseling in the public schools of Grand Rapids, Michigan; but Davis envisioned the function of counseling to be two-fold, vocational and educational. Counseling according to Davis could be used not only in aiding students in vocational decisions but also in their choice of studies including what then was considered "extra-curricular" activities. By World War II a third function of counseling was unfolding; that function was to help students with emotional problems.

The strategies of counseling were initially concerned with advice giving. The counselor was viewed as the expert, and the counselee

sought the counselors' advice whether it was advice concerning vocational decisions or educational decisions. One factor contributing to the view of the counselor as an "expert" in making decisions was the development of testing devices which the counselor both administered and interpreted. The direct approach technique, of which E. G. Williamson was the major spokesman, was reflective of the advice giving role of the counselor; the counselor in this strategy was in control of the counseling relationship. As testing instruments began to be viewed as tools of counseling rather than predictors of success or lack of success, new strategies began to emerge. Carl Rogers developed the non-directive approach which allowed counselees the opportunity to understand themselves better and take their own steps in resolving their problems.

The review of literature concerning the second area of investigation, the counselor-counselee relationship, revealed that counselor effectiveness was not a result of the counselor's level of training. The establishment of a good relationship between counselor and client was more dependent upon certain qualities which the counselor possessed rather than the counselor's theoretical orientation. Such qualities as genuineness, nondominance, positive regard for the client, and good communication skills were listed as important qualities needed by the counselor. The appropriateness of interpersonal interactions between counselor and client was also seen as an important variable in the formation of a good counseling relationship.

In regards to the third area of investigation, the impact of

individual, cultural, and ethnical differences of students on counseling relationships, it was determined that counselors should regard each client as a unique individual, and the counselor must be flexible in order to meet the individual needs of the counselee. Not all persons are capable of being counselors. In order to be effective, the counselor needs to be genuinely interested in the welfare of each client. To be fair, the counselor should be void of any preconceived societal prejudices. The appropriateness of counseling hinges on the counselors degree of understanding of students' needs and the way in which the counselor responds to those needs.

Related research studies concerning fair and effective counseling and the effects of race and level of understanding between counselor and client was the fourth area of investigation. Many of the studies conducted in this area have produced contradictory results. Those results which seemed to be the most common were those which indicated that the "similarity of ethnic background between counselor and student "doesn't matter,"¹¹² but what is important is the human qualities possessed by both the counselor and client. It is also recognized that the success of a counseling relationship is dependent on the way the counselor views the client, the way the client views the counselor, and of extreme importance the way the client perceives himself.

The review of literature also revealed that students generally view counselors as experts in vocational and educational matters. The

¹¹²Backner, p. 635.

burden of defining to students the role of the counselor is one which counselors must accept.

Coleman suggested that the success of counseling programs could probably be best judged by the success of the most underprivileged student in the school. He stated the following:

". . . the counseling function is successful only insofar as it reduces the dependence of a child's opportunities upon his social origins.¹¹³

Rehberg and Hotchkiss concluded that ". . . counselors are somewhat successful, but only minimally so, a judgment that is probably applicable to the schools in which the counselors serve."¹¹⁴

¹¹³Rehberg and Hotchkiss, p. 359.

¹¹⁴Ibid.

CHAPTER III

DESIGN AND PROCEDURE

Design of the Study

This study was designed to analyze the perceptions of black students and white students of high school counseling strategies. A major consideration regarding the design of the study involved the choice of population. The decision to use freshmen college students was made for three fundamental reasons: (1) College students are assessible as a population to be surveyed; (2) Most freshmen college students are recent graduates of high schools and had recent contact with high school counselors; (3) Freshmen college students may have had opportunities to reflect upon high school counseling experiences and form opinions as to the fairness, effectiveness, and appropriateness of those experiences.

It was necessary to place certain limitations on the population included in the study. The decision was made to limit the sample for analysis on the basis of race and college classification. Only black students and white students were surveyed so that a clear comparison between the two races could be made. Freshmen students were regarded as the most recent product of the high school from which they graduated and well suited to respond to questions concerning high school counseling strategies. To guard against

biased results only freshmen students who graduated from a public high school in Oklahoma during the last two school years were included in the study.

The study was further limited to include only those freshmen students in state colleges and universities in Oklahoma in which the total black enrollment of the institution was 500 or more. This was done to insure that a sufficient number of black students would be selected in a random sampling procedure. According to the 1976-77 enrollment figures released through the office of the Oklahoma State Regents for Higher Education, six state colleges and universities had 500 or more black students enrolled.

The Population and Sample

Registrars of the institutions selected to participate in the study were contacted by mail (see Appendix A) requesting the names and addresses of freshmen students enrolled at their institutions. At those institutions where there were no administrative policies which prohibited the release of such information, the registrars complied with the request. Registrars at those institutions which did have policies which prohibited the release of names and addresses of students referred the request to the counselors at their institutions. The counselors responded to the request by randomly administering the instrument to freshmen students at their institutions.

A total of 650 students comprised the random sample selected for the survey; however, 27 students incorrectly completed the questionnaire; 15 students indicated that they were not high school

graduates; 20 students had graduated before 1976; 17 students indicated that they were of a racial origin other than black or white, and 24 students did not return the questionnaire. This left a total of 547 students of 84 percent of the total surveyed. Table 1 illustrates the sample composition by race and sex.

TABLE 1
SAMPLE COMPOSITION BY RACE AND SEX

Sex	Blacks	Whites	Sample Totals	Percentage of Response
Males	99	138	237	43.3
Females	156	154	310	56.7
Total	255	292	547	100

The Instrument

The instrument was designed to ascertain the perceptions of college freshmen students of high school counseling strategies. A fifteen-item Likert-type perception scale was constructed in an effort to measure three factors of the counseling strategies: fairness, appropriateness, and effectiveness.

The literature pertaining to fairness, appropriateness, and effectiveness of counseling was reviewed prior to the construction of the instrument. The two major sources utilized in this effort were Evaluation Guidelines for Multicultural-Multiracial Education¹¹⁵

¹¹⁵ National Study of School Evaluation, Evaluation Guidelines for Multicultural-Multiracial Education (Arlington, Virginia, 1973).

developed by the General Committee Members of the National Study of School Evaluation and Practical Counseling in the Schools¹¹⁶ authored by Gary S. Belkin.

Following in Table 2 are the 15 perception statements followed by specific statements from the reference material from which the perception statements were developed.

TABLE 2
PERCEPTION STATEMENTS LISTED BY FACTORS AND CORRESPONDING
RESOURCE STATEMENTS

Perception Statement	Resource Statement
Fairness Factor	
Counselor was sensitive to:	
11. providing for individual differences	"The guidance services are provided for all students at all levels on an equal basis." ¹
12. encouraging high expectations for students	"The school seeks to identify and to counsel non-white students with high but hitherto unrecognized academic ability." ¹
13. showing concern for the needs of students other than yourself	"The guidance services are provided for all students at all levels on an equal basis." ¹
14. providing for equal educational experiences for both sexes	"Counselors can no longer assume that career interest is a passing fancy, and curriculum programs for women must be carefully planned. . . ." ²

¹¹⁶Gary S. Belkin, Practical Counseling in the Schools (Dubuque, Iowa: William C. Brown Company Publishers, 1975).

TABLE 2 Continued

 Fairness Factor

Counselor was sensitive to:

- | | |
|---|--|
| 15. giving personal attention to individual students | "The guidance services are provided for all students at all levels on an equal basis." ¹ |
| 16. making resource information available (social, personal, educational, vocational) | "The guidance department strives to help young people make wise vocational and educational choices based solely on their abilities and potential and not on their race or socioeconomic level." ¹ |

Appropriateness Factor

- | | |
|--|---|
| 17. considering students' ideas and input | "A nondominant manner is often" the appropriate position for a counselor to take. The counselor often helps the client by "sitting back, paying attention, not interrupting, and not attempting to direct what the client is saying." ² |
| 18. placing a higher consideration on students' self evaluation than on intelligence and achievement test scores | "In selecting tests for use in a given situation or with a . . . client," the counselor "must consider not only general but also specific validity, reliability, and appropriateness of the test(s)." ²

"The counselor evaluates . . . information as a whole," not on a single piece of information." ² |
| 19. The counselor was knowledgeable in areas of your concern. | It is appropriate that a counselor "provide informational services to pupils designed to meet their need for educational, vocational, and personal-social information." ² |

Effectiveness Factor

- | | |
|--|--|
| 20. The counselor possessed a well-adjusted personality. | "The counselor must, if he is to serve his clients well, have his own life in order, for his work with clients will reflect in many ways |
|--|--|

TABLE 2 Continued

Effective Factor	
21. Counseling sessions were cheerful and helpful.	the condition of his life, particularly in regard to stability, purpose, consistency, and direction. His counseling, . . . , is a reflection of himself.
22. Counselor was effective in creating a relaxed atmosphere.	Carkhuff and Berenson (1967) stated 'that counseling is as effective as the therapist in living effectively.'" ²
23. Counselor encouraged <u>all</u> students to use counseling services.	The effective counselor is a "caring" counselor. The quality of caring is reflected in the counselor's effectiveness in providing services for all students. ²
24. Counselor was aware of students' cultural differences.	"Bell (1971) uses the term 'culturally deprived psychologist' to describe the practitioner whose cultural values prevent him from relating effectively. . . ." ²
25. Counselor assisted students in selection of courses which would be helpful as college preparatory or in career choice.	". . . , the informational aspect of the counseling program provides to the student all of the necessary information he will need to make valid, well-thought-out occupational choices." ²

The participants were instructed to respond to each perception item on a continuum: always, usually, sometimes, seldom, never.

Weights were assigned the response alternatives from 5 (always) to

SOURCE 1: National Study of School Evaluation, Evaluation Guidelines for Multicultural-Multiracial Education (Arlington, Virginia, 1973), p. 39.

SOURCE 2: Gary S. Belkin, Practical Counseling in the Schools (Dubuque, Iowa: William C. Brown Company Publishers, 1975), pp. 114, 127, 141, 142, 179, 419, 457.

1 (never). The highest score possible on the instrument is 75, the lowest 15. Any score above 44 was interpreted as a positive perception of high school counseling strategies; any score below 44 was considered as a negative perception.

In addition to the perception scale, the instrument included two other parts. Part I was designed to obtain certain demographic data which were employed to categorize the respondents according to ethnic origin and sex. Part II requested information pertaining to the high school attended by the respondent. High school size was categorized as small, medium, and large. As defined by the Research Department of the Oklahoma State Department of Education, a small size high school is one with less than 65 in its graduating class; a medium size high school is one with between 65-250 in its graduating class; a large size high school is one with over 250 in its graduating class.

Validity

The face validity of the instrument was established by the use of a panel of ten jury members. Selection of the jury was based on the expertise of the individual in one of the following areas: secondary education, guidance and counseling, human relations, and sociology.

Prospective judges were contacted by mail (see Appendix B) requesting their consent to serve as jury members to judge the applicability of the statements in assessing freshmen college students' response regarding the fairness, appropriateness, and

effectiveness of high school counseling strategies. All ten persons contacted consented to serve on the panel and rendered constructive criticism regarding the perception statements and the general format of the questionnaire.

To further strengthen the content validity of the instrument, a pilot study was undertaken. The questionnaire was administered to sixty college freshmen. The students who participated in the pilot study were asked to make criticisms of the instrument as to its ambiguity, length, and format. All criticisms made by the students were considered and the questionnaire revised accordingly.

Reliability

The reliability of the instrument was established by the use of Pearson Correlation. Functional unity was shown by the correlation of each perception item with the total score.

A summary of the correlation of each perception item with the total score is summarized in Table 3.

TABLE 3
PERCEPTION ITEMS AND THEIR CORRELATION
WITH THE TOTAL SCORE

Item Statement	Pearson Correlation Coefficients
Counselor was sensitive to:	
11. providing for individual differences	0.08
12. encouraging high expectations for students	0.71
13. showing concern for the needs of students other than yourself	0.70

TABLE 3 Continued

Item Statement	Pearson Correlation Coefficients
14. providing for equal educational experiences for both sexes	0.71
15. giving personal attention to individual students	0.72
16. making resource information available (social, personal, educational, vocational)	0.75
17. considering students' ideas and input	0.72
18. placing a higher consideration on students's self evaluation than on intelligence and achievement test scores	0.78
19. The counselor was knowledgable in areas of your concern.	0.68
20. The counselor possessed a well-adjusted personality	0.72
21. Counseling sessions were cheerful and helpful.	0.76
22. Counselor was effective in creating a relaxed atmosphere.	0.77
23. Counselor encouraged <u>all</u> students to use counseling services	0.74
24. Counselor was aware of students' cultural differences	0.69
25. Counselor assisted students in selection of courses which would be helpful as college preparatory or in career choice	0.69

According to the Pearson Correlation Coefficients all perception items with the exception of item 11 showed high correlation and were

accepted as reliable in ascertaining students perceptions. Due to the low correlation of item 11 (0.08), it was determined as unreliable and was excluded in the analysis of the data.

Factor correlations were then performed on each item to determine if the item correctly measured the perception factor intended. The results of the Factor Correlations are illustrated in Table 4.

TABLE 4
FACTOR ANALYSIS OF SCALE ITEMS

Perception Factor	Item Number	Factor Correlations
Fairness	12	0.44
	13	0.67
	14	0.82
	15	0.55
	16	0.37
Appropriateness	17	0.72
	18	0.53
	19	0.64
Effectiveness	20	0.44
	21	0.69
	22	0.82
	23	0.86
	24	0.42
	25	0.41

Procedure of the Study

After the initial introduction of the study by letter to the registrars at each participating institution, appointments were made with the registrars to obtain names and addresses of freshmen students. At those institutions which did not comply with the request for names and addresses of freshmen students, appointments

were made with counseling personnel for the purpose of explaining the study to them and gaining their assistance in administering the instrument to freshmen students attending their institution.

A random selection was made of freshmen students attending those institutions which complied with the request for names and addresses of students. Those students who were selected to participate in the study were contacted by mail. The questionnaire along with a letter of introduction explaining the study (see Appendix C) and a self-addressed, stamped return envelope were sent to the student.

Statistical Procedures

Analysis of Variance was used to test the hypotheses stated in Chapter 1. The data were grouped so that each perception factor could be analyzed in terms of isolating each variable of the study. The data were further analyzed for two-way interaction effects and three-way interaction effects. Higher order interactions could not be computed due to the nature of the data.

SPSS (Statistical Package for the Social Sciences)¹¹⁷ was used to feed the data into the computer. The computer calculations obtained the confidence levels at both .01 and .05.

¹¹⁷ Norman Nie, Dale H. Bent, and C. Hadlai Hull, SPSS: Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970).

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This study was concerned with the perception of black freshmen college students and white freshmen college students of the counseling strategies employed in the high schools from which they graduated. The purpose of this chapter was to present, analyze and interpret the data derived from the investigation. The general format was to report the data and the results of the data analysis in summary form. Tables were employed to report the data in a clear, concise manner.

This chapter was divided into nine sections in the following order: Introduction; Data Tabulation; Analysis of Variance; Effects of the Collected Data on the Stated Hypotheses; A Report on the Fourteen Perceptions Items; Presentation of Data Collected on Small Size High Schools; Interpretation of the Findings; Responses to Selected Statements; and a Discussion regarding the findings.

Data Tabulation for Analysis

The data were analyzed in terms of the size of high school attended, race and sex of the respondents and race and sex of their counselors. A summary of high school size, sex and race of respondents and sex and race of counselors is presented in Table 5.

The symbols used in the following table are:

BMC--black male counselor

WMC--white male counselor

BFC--black female counselor

WFC--white female counselor

TABLE 5

RACE AND SEX OF RESPONDENTS GROUPED ACCORDING TO SIZE
OF HIGH SCHOOL ATTENDED AND RACE AND SEX
OF HIGH SCHOOL SENIOR COUNSELOR

Respondents		Size of High School Attended											
Race	Sex	Small				Medium				Large			
		BMC	BFC	WMC	WFC	BMC	BFC	WMC	WFC	BMC	BFC	WMC	WFC
Black	Males	3			5	13	10	8		12	14	11	23
Black	Females		3	2	3	20	11	23	20	14	12	21	27
White	Males			8	5	2	35	29		1	2	28	28
White	Females			6	9	3	35	32				30	39
	Subtotal	3	3	16	22	20	29	103	89	27	28	90	117
	Total			44				241				262	

The response frequencies indicated that counseling services in the small size high school were disproportionately low and therefore could not be used in the analysis of variance. Response frequencies under the category black male counselors were too low to make generalizations based on the effect of sex on the perceptions of students. The combined frequencies of black male and black female counselors were large enough to make comparisons of counseling services based on race of counselor.

On the perception scale of the questionnaire, item 11 was shown to be an unreliable question and was eliminated from the tabulation of scores. The removal of item 11 caused the highest score

possible on the perception scale to be changed from 75 to 70; and the lowest score possible was changed from 15 to 14.

A score of 70 was indicated by one white female who had attended a medium size high school and had a white female counselor. Five black females scored 70 on the perception scale; two of the five indicated that they attended a medium size high school and had a black male counselor; the third, indicated she attended a medium size high school and had a black female counselor; the fourth black female student to score 70 on the perception scale had attended a large size high school and had a white male counselor, and the fifth attended a large size high school and had a white female counselor.

The highest rating given by a black male student was a 69; he indicated that he attended a medium size high school and had a black male counselor. The highest rating by a white male student was 68; he indicated that he attended a large size high school and had a white female counselor.

The lowest rating given on the perception scale was 19. It was indicated by a black female student who had attended a large high school and had a white male counselor. The lowest rating given by a white female was 21; she had also attended a large high school and had a white male counselor.

A rating of 22 was the lowest rating by males on the perception scale and was indicated by a white male who attended a medium size high school and had a white female counselor. The lowest rating by black males was 24 and was given by two black males each of whom attended large size high schools and had white male counselors.

Following in Table 6 are the highest and lowest individual scores categorized by race and sex of respondent.

TABLE 6
HIGHEST AND LOWEST INDIVIDUAL SCORES ON PERCEPTION SCALE

<u>Respondents</u>		<u>Score on Perception Scale</u>		<u>Number in Sample</u>
Race	Sex	Highest	Lowest	
Black	Male	69	24	91
Black	Female	70	19	148
White	Male	68	22	125
White	Female	70	21	139

Analysis of Variance

The first step in computing the analysis of variance was to tabulate each respondent's score on the perception scale according to the three perception factors: fairness, effectiveness, and appropriateness. The scores were stratified by race and sex of the respondent, size of high school attended, and race of counselor.

Illustrated in Table 7 are the mean scores on the fairness factor of the perception scale.

TABLE 7

MEAN SCORES OF RESPONDENTS BY RACE AND SEX, SCHOOL SIZE
AND COUNSELOR RACE ON THE FAIRNESS FACTOR

Respondent Race and Sex Size of Sch Attended Race of Counselor	Sum	Mean	Number in Sample
For Entire Population	9219.00	18.32	503
Black Males	1638.00	18.00	91
Medium Size HS	554.00	17.87	31
White Counselor	292.00	16.22	18
Black Counselor	262.00	20.15	13
Large Size HS	1084.00	18.06	60
White Counselor	597.00	17.55	34
Black Counselor	487.00	18.73	26
Black Females	2665.00	18.00	148
Medium Size HS	1393.00	18.82	74
White Counselor	779.00	18.12	43
Black Counselor	614.00	19.80	31
Large Size HS	1272.00	17.19	74
White Counselor	794.00	16.54	48
Black Counselor	478.00	18.38	26
White Males	2285.00	18.28	125
Medium Size HS	1169.00	17.71	66
White Counselor	1147.00	17.92	64
Black Counselor	22.00	11.00	2
Large Size HS	1116.00	18.92	59
White Counselor	1055.00	18.84	56
Black Counselor	61.00	20.33	3
White Females	2631.00	18.92	139
Medium Size HS	1289.00	18.41	70
White Counselor	1239.00	18.41	67
Black Counselor	50.00	16.66	3
Large Size HS	1342.00	19.44	69
White Counselor	1342.00	19.44	69
Black Counselor	-----	---	--

The highest rating possible on the fairness factor of the perception scale was 25; the lowest possible rating was 5.

Table 8 illustrates the mean scores for the effectiveness factor of the perception scale. Scores are given for the entire population and for the population stratified by race and sex of respondent, size of high school attended and race of counselor.

TABLE 8

MEAN SCORES OF RESPONDENTS BY RACE AND SEX, SCHOOL SIZE
AND COUNSELOR RACE ON THE EFFECTIVENESS FACTOR OF
THE PERCEPTION SCALE

Respondent Race and Sex Size of Sch Attended Race of Counselor	Sum	Mean	Number in Sample
For Entire Population	10871.00	21.61	503
Black Males	2026.00	22.26	91
Medium Size HS	648.00	20.90	31
White Counselor	341.00	18.94	18
Black Counselor	307.00	23.61	13
Large Size HS	1378.00	22.96	60
White Counselor	780.00	22.94	34
Black Counselor	598.00	23.00	26
Black Females	3176.00	21.46	148
Medium Size HS	1570.00	21.22	74
White Counselor	866.00	20.14	43
Black Counselor	704.00	22.71	31
Large Size HS	1606.00	21.70	74
White Counselor	1001.00	20.85	48
Black Counselor	605.00	23.27	26
White Males	2655.00	21.24	125
Medium Size HS	1385.00	20.98	66
White Counselor	1355.00	21.17	64
Black Counselor	30.00	15.00	2

TABLE 8 Continued

Respondent	Sum	Mean	Number in Sample
Large Size HS	1270.00	21.52	59
White Counselor	1197.00	21.37	56
Black Counselor	73.00	24.33	3
White Females	3014.00	21.68	139
Medium Size HS	1488.00	21.26	70
White Counselor	1427.00	21.30	67
Black Counselor	61.00	20.33	3
Large Size HS	1526.00	22.12	69
White Counselor	1526.00	22.12	69
Black Counselor	-----	---	--

The highest rating possible on the effectiveness factor of the perception scale was 30. The lowest rating possible on this factor was 6.

Following in Table 9 are the mean scores of the respondents on the appropriateness factor of the perception scale.

TABLE 9

MEAN SCORES OF RESPONDENTS BY RACE AND SEX, SCHOOL SIZE AND
COUNSELOR RACE ON APPROPRIATENESS FACTOR OF THE
PERCEPTION SCALE

Respondent Race and Sex Size of Sch Attended Race of Counselor	Sum	Mean	Number in Sample
For Entire Population	5215.00	10.36	503
Black Males	936.00	10.28	91
Medium Size HS	304.00	9.80	31
White Counselor	153.00	8.50	18
Black Counselor	151.00	11.61	13

TABLE 9 Continued

Respondent	Sum	Mean	Number in Sample
Large Size HS	632.00	10.53	60
White Counselor	345.00	10.14	34
Black Counselor	287.00	11.03	26
Black Females	1553.00	10.49	148
Medium Size HS	784.00	10.59	74
White Counselor	455.00	10.58	43
Black Counselor	329.00	10.61	31
Large Size HS	769.00	10.39	74
White Counselor	477.00	9.94	48
Black Counselor	292.00	11.23	26
White Males	1258.00	10.06	125
Medium Size HS	647.00	9.80	66
White Counselor	632.00	9.88	64
Black Counselor	15.00	7.50	2
Large Size HS	611.00	10.35	59
White Counselor	574.00	10.25	56
Black Counselor	37.00	12.33	3
White Females	1468.00	10.56	139
Medium Size HS	714.00	10.20	70
White Counselor	684.00	10.21	67
Black Counselor	30.00	10.00	3
Large Size HS	754.00	10.93	69
White Counselor	754.00	10.93	69
Black Counselor	-----	-----	--

The highest rating possible on the appropriateness factor of the perception scale was 15; the lowest rating possible was 3.

Analysis of variance was calculated for each independent variable: sex of respondent, race of respondent, size of high school attended, and race of counselor. The calculations were done for each perception factor.

Fairness Factor

The results of the One-way Analysis of Variance using mean scores for the fairness factor are illustrated in Table 10.

TABLE 10
ANALYSIS OF VARIANCE DATA USING MEAN SCORES ON FAIRNESS FACTOR

Source	S.S.	df	M.S.	F-Ratio	p
Main Effects	129.35	4	32.34	1.79	0.13
Race	11.16	1	11.16	0.61	0.43
Main Effects	129.35	4	32.34	1.79	0.13
Sex	59.94	1	59.94	3.31	0.06
Race	11.17	1	11.17	0.62	0.43
School Size	102.254	1	102.25	5.66	0.01
Counselor Race	33.24	1	33.24	1.84	0.17
p > .01	1.79	p > .01	0.62	p > .01	1.84
p > .01	3.31	p < .01	5.66		

Results of the One-way Analysis of ~~Variance~~ test indicated that there was not a significant difference at the .01 level of significance between black students and white students' perceptions of counseling strategies; thus, it was necessary on the fairness factor to accept H_0 : There is no significant difference between the perceptions of counseling strategies by black students and white students.

Sex was not shown to have a significant effect on the way students perceived the fairness of counseling strategies. On the basis of the data, it was necessary on the fairness factor to accept

H₀ 2: There is no significant difference between the perceptions of counseling strategies by males and females.

Although the variables of race and sex did not show a significant effect on the way students perceived the fairness of counseling strategies, it was necessary to test race and sex further for possible interaction effects between them and between the other independent variables.

Counselor race was not indicated as having a significant effect on students' perceptions of the fairness of counseling strategies. School size, however, was indicated to have a significant effect on the way students perceived the fairness of counseling strategies. In order to test the remaining hypotheses, it was necessary to calculate the possible interaction effects of the independent variables; this was done by calculating Two-way and Three-way Analysis of Variance. The results of these ANOVAs are illustrated in Table 11.

TABLE 11

ANALYSIS OF VARIANCE SHOWING TWO-WAY AND THREE-WAY INTERACTIONS
OF VARIABLES ON FAIRNESS FACTOR OF PERCEPTION SCALE

Source		S.S.	df	M.S.	F-Ratio	p
Two-way Interactions		324.21	6	54.03	2.99	0.007
Sex	Race	56.95	1	56.95	3.15	0.07
Sex	School Size	0.007	1	0.007	0.00	0.98
Sex	Race of Counselor	33.56	1	33.56	1.86	0.17
Race	School Size	172.73	1	172.73	9.56	0.002
Race	Race of Counselor	12.40	1	12.40	0.69	0.41

TABLE 11 Continued

Source	S.S.	df	M.S.	F-Ratio	p
School Sz Race of Counselor	74.80	1	74.80	4.14	0.04
p < .01	2.99		p < .01	9.56	
p > .01	3.15		p > .01	0.69	
p > .01	0.00		p > .01	p < .05	4.14
p > .01	1.86				
Three-way Interactions	133.68	4	33.42	1.85	0.12
Sex Race School Size	45.35	1	45.35	2.51	0.11
Sex Race Race of Counselor	51.18	1	51.18	2.83	0.09
Sex Sch Sz Race of Counselor	26.92	1	26.92	1.50	0.22
Race Sch Sz Race of Counselor	117.03	1	117.03	6.48	0.01
Explained	611.93	14	43.71	2.42	0.003
Residual	8816.38	488	18.07		
Total	9428.31	502	18.78		
p > .01	1.85		p > .01	1.50	
p > .01	2.51		p < .01	6.48	
p > .01	2.83				

The results of the ANOVA showing two-way and three-way interactions of the variables on the fairness factor of the perception scale indicated in regards to the null-hypotheses the following:

H₀ 3: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies. Accepted.

- H₀4: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies. Rejected.
- H₀5: There is no significant interaction between the variables of sex and size of school on the perceptions of students of counseling strategies. Accepted.
- H₀6: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies. Accepted.
- H₀7: There is no significant interaction between the variables of race of counselor and race of counselee on the perceptions of students of counseling strategies. Accepted.
- H₀8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies. Rejected.
- H₀9: There is no significant interaction effect among the variables sex of counselee, race of counselee, and school size. Accepted.
- H₀10: There is no significant interaction effect among the variables sex of counselee, race of counselee, and race of counselor. Accepted.
- H₀11: There is no significant interaction effect among the variables sex of counselee, school size, and race of counselor. Accepted.
- H₀12: There is no significant interaction effect among the variables race of counselee, school size, and race of counselor. Rejected.
- As shown by the data, school size had a significant interaction effect with race of counselee and race of counselor on the fairness .

factor of the perception scale. The following graph (Figure 1) illustrates by the use of the mean scores for black male students and white male students the interaction effect school size and race of counselor had on their perceptions.

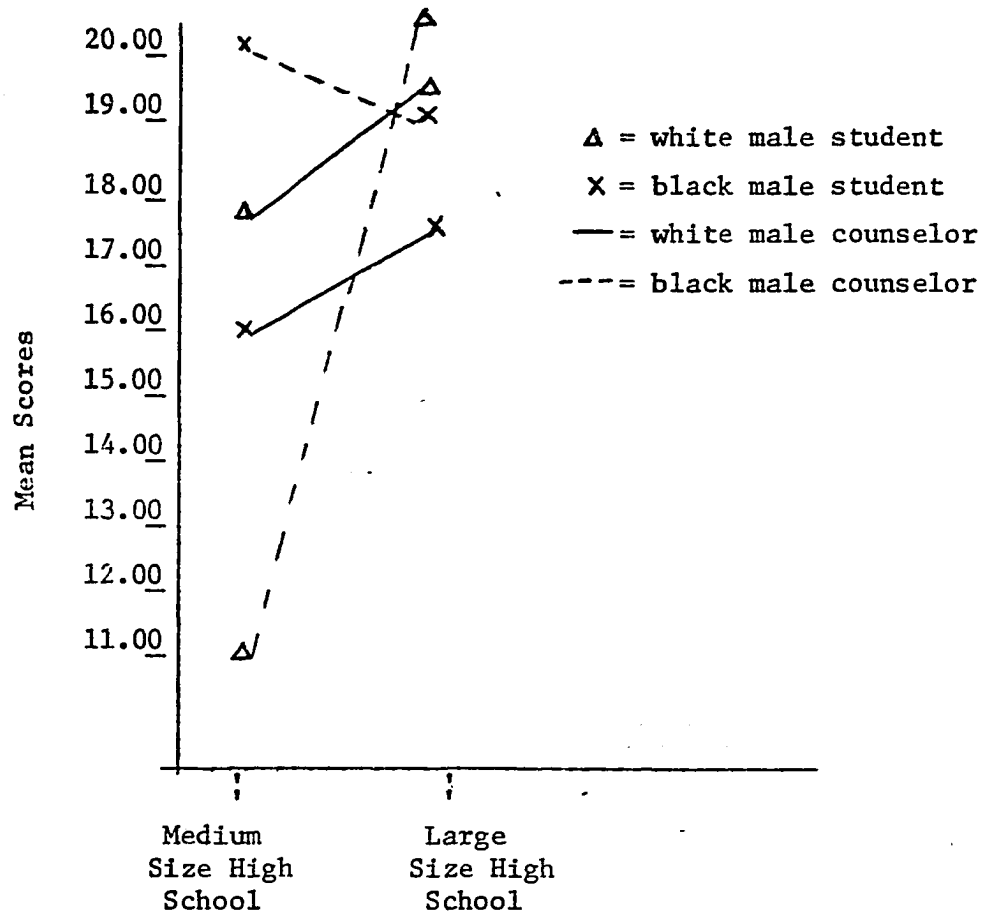


FIGURE 1

INTERACTION EFFECT OF SCHOOL SIZE AND RACE OF COUNSELOR ON BLACK MALES AND WHITE MALES' PERCEPTIONS OF COUNSELING FAIRNESS

Following in Figure 2 are the mean scores of black female students and white female students. The graph serves to illustrate the interaction effect school size and race of counselor had on the perceptions of female students regarding the fairness of counseling strategies.

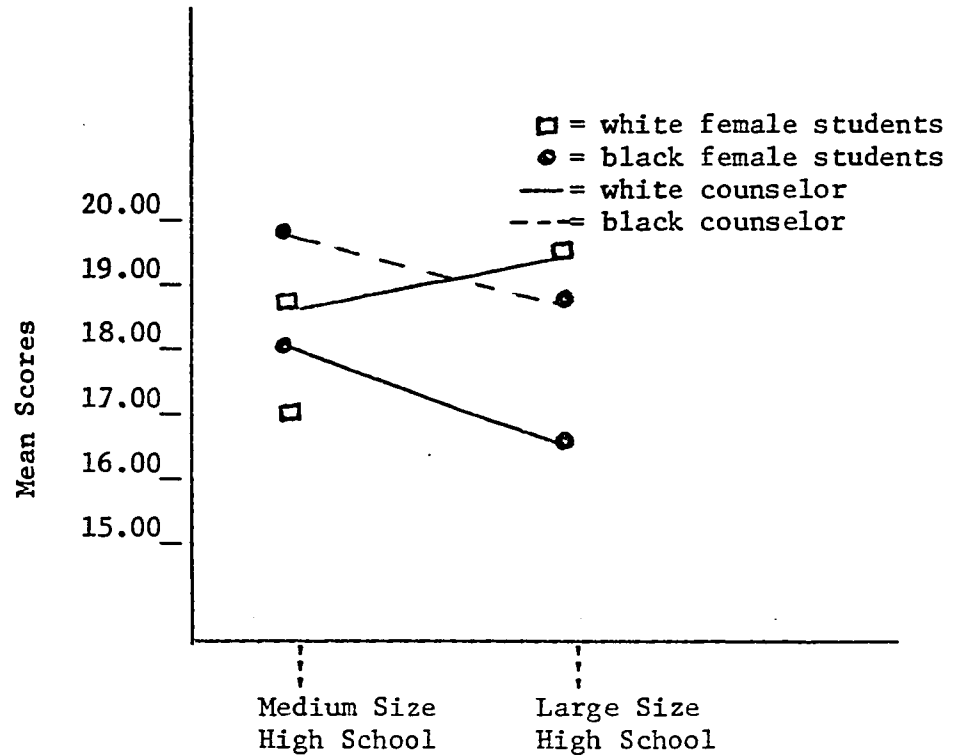


FIGURE 2

INTERACTION EFFECT OF SCHOOL SIZE AND RACE OF COUNSELOR ON BLACK FEMALES AND WHITE FEMALES' PERCEPTIONS OF COUNSELING FAIRNESS

The graph illustrates that white females perceived white counselors to be more fair in the large size high schools. The reverse was true of the perceptions of black female students; black females perceived both black counselors and white counselors to be more fair in the medium size high school than in the large size high school.

Effectiveness Factor

The results of the One-way Analysis of Variance using mean scores of students on the effectiveness factor are illustrated in Table 12:

TABLE 12
ANALYSIS OF VARIANCE DATA USING MEAN SCORES ON EFFECTIVENESS
FACTOR OF PERCEPTION SCALE

Source	S.S.	df	M.S.	F-Ratio	p
Main Effects	387.43	4	96.86	3.63	0.006
Race	7.09	1	7.09	0.27	0.60
Sex	55.64	1	55.64	2.09	0.15
School Size	212.38	1	212.38	7.96	0.005
Counselor Race	92.49	1	92.49	3.47	0.063
p < .01	3.63	p < .01	7.96		
p > .01	0.27	p > .01	3.47		
p > .01	2.09				

Results of the One-way Analysis of Variance indicated that there was not a significant difference at the .01 level between black students and white students' perceptions of counseling strategies; therefore, on the effectiveness factor it was necessary to accept H₀ 1: There is no significant difference between the perceptions of counseling strategies by black students and white students.

The sex variable alone did not show a significant effect on the way students perceived the effectiveness of counseling strategies. On the basis of the data, it was necessary to accept H₀ 2: There is no significant difference between the perceptions of counseling strategies by males and females.

In order to test the remaining hypotheses on the effectiveness factor of the perception variable, it was necessary to calculate Two-way and Three-way Analysis of Variance. The results of these ANOVA are presented in Table 13.

TABLE 13

ANALYSIS OF VARIANCE SHOWING TWO-WAY AND THREE-WAY INTERACTIONS OF VARIABLES ON EFFECTIVENESS FACTOR OF PERCEPTION SCALE

Source		S.S.	df	M.S.	F-Ratio	p	
Two-way interactions		163.36	6	27.22	1.02	0.41	
Sex	Race	80.19	1	80.19	3.00	0.08	
Race	School Size	98.83	1	98.83	3.70	0.05	
Sex	School Size	12.85	1	12.85	0.48	0.48	
Sex	Counselor Race	57.71	1	57.71	2.16	0.14	
Race	Counselor Race	0.49	1	0.49	0.01	0.89	
School Size	Counselor Race	82.06	1	82.06	3.07	0.08	
$p > .01$	1.02	$p > .01$	0.48	$p > .01$	3.07		
$p > .01$	3.00	$p > .01$	2.16				
$p > .01$	$p < .05$	3.70	$p > .01$	0.01			
Three-way interactions		213.54	4	53.38	2.00	0.09	
Sex	Race	School Size	79.09	1	79.09	2.96	0.08
Sex	Race	Counselor Race	50.76	1	50.76	1.90	0.16
Sex	School Size	Counselor Race	63.03	1	63.03	2.36	0.12
Race	School Size	Counselor Race	176.96	1	176.96	6.63	0.01
Explained		674.18	14	48.15	1.80	0.03	

TABLE 13 Continued

Source	S.S.	df	M.S.	F-Ratio	p
Residual	13014.55	488	26.66		
$p > .01$	2.00		$p > .01$	2.36	
$p > .01$	2.96		$p < .01$	6.63	
$p > .01$	1.90		$p > .01$	$p < .05$	1.80

The results of the ANOVA showing two-way and three-way interactions of the variables on the effectiveness factor of the perception scale indicated in regards to the null-hypotheses the following:

- $H_0 3$: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies. Accepted.
- $H_0 4$: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies. Rejected.
- $H_0 5$: There is no significant interaction between the variables of sex and size of school on the perceptions of students of counseling strategies. Accepted.
- $H_0 6$: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies. Accepted.
- $H_0 7$: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies. Accepted.

- H₀ 8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of counseling strategies. Accepted.
- H₀ 9: There is no significant interaction effect among the variables sex of counselee, race of counselee, and school size. Accepted.
- H₀ 10: There is no significant interaction effect among the variables sex of counselee, race of counselee, and race of counselor. Accepted.
- H₀ 11: There is no significant interaction effect among the variables sex of counselee, school size, and race of counselor. Accepted.
- H₀ 12: There is no significant interaction effect among the variables race of counselee, school size, and race of counselor. Rejected.

The data revealed that all groups perceived white counselors to be more effective in the large high schools than in the medium size high schools. Black counselors were perceived by white males and black females to be more effective in the large high schools than in the medium size schools. Black males, however, perceived black counselors to be slightly less effective in the large high school than in the medium size high school. The interaction effect of school size, counselees' race, and counselor's race is presented in Figure 3.

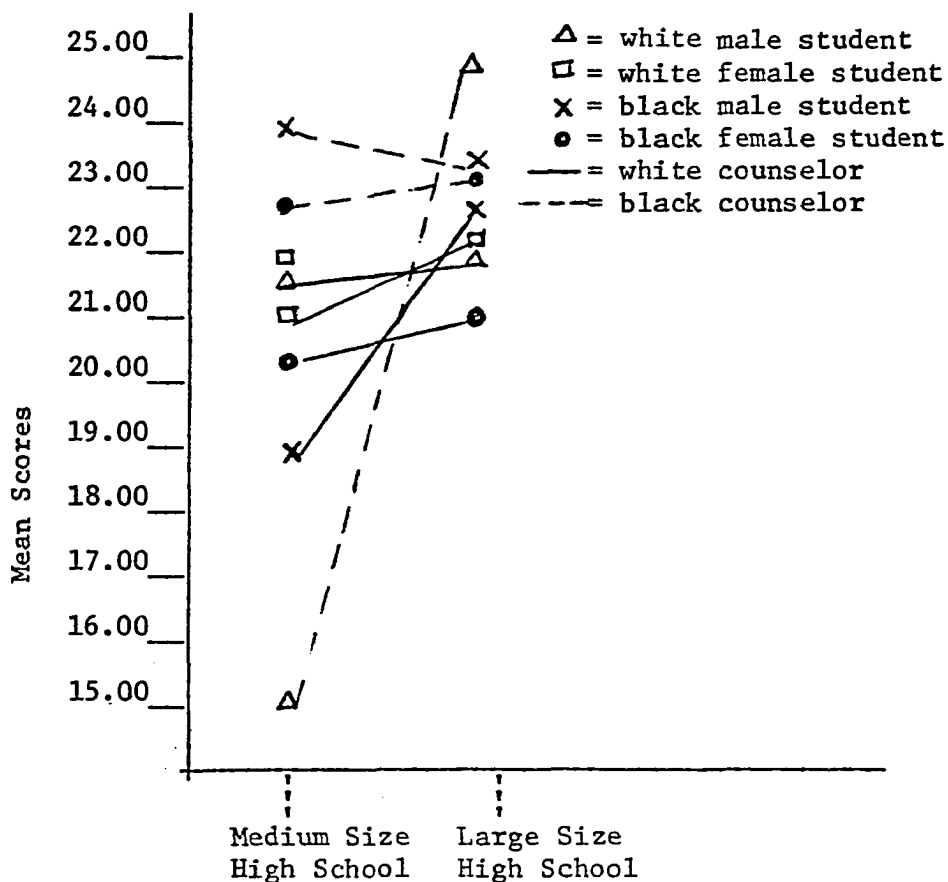


FIGURE 3

INTERACTION EFFECT OF SCHOOL SIZE, COUNSELEE RACE, AND COUNSELOR RACE ON STUDENTS' PERCEPTIONS OF COUNSELING EFFECTIVENESS

Appropriateness Factor

The results of the One-way Analysis of Variance using mean scores for the appropriateness factor are illustrated in Table 14:

TABLE 14

ANALYSIS OF VARIANCE DATA USING MEAN SCORES ON APPROPRIATENESS FACTOR OF PERCEPTION SCALE

Source	S.S.	df	M.S.	F-Ratio	p
Main Effects	102.86	4	25.72	3.24	0.01
Race	11.00	1	11.00	1.38	0.23

TABLE 14 Continued

Source	S.S.	df	M.S.	F-Ratio	p
Sex	29.09	1	29.09	3.67	0.06
School Size	59.99	1	59.99	7.57	0.01
Counselor Race	44.30	1	44.30	5.59	0.02
p < .01	3.24	p < .01	7.57		
p > .01	1.38	p > .01	p < .05	5.59	
p > .01	3.67				

The results of the One-way Analysis of Variance indicated that there was not a significant difference at the .01 level between black students and white students' perceptions of counseling strategies. On the basis of this data, it was necessary on the appropriateness factor to accept H_0 : There is no significant difference between the perceptions of counseling strategies by black students and white students.

The data revealed that the sex variable did not have a significant effect on the students perceptions of counseling appropriateness, and H_0 was accepted: There is no significant difference between the perceptions of counseling strategies by males and females.

School size was shown to be significant at the .01 level, and counselors' race was significant at the .05 level. To further test the significance of these variables, two-way and three-way interactions were calculated. The results of the Two-way and Three-way Analysis of Variance are presented in Table 15.

TABLE 15

ANALYSIS OF VARIANCE SHOWING TWO-WAY AND THREE-WAY INTERACTIONS
OF VARIABLES ON APPROPRIATENESS FACTOR OF PERCEPTIONS SCALE

Source		S.S.	df	M.S.	F-Ratio	p	
Two-way interactions		60.64	6	10.11	1.28	0.27	
Sex	Race	18.80	1	18.80	2.37	0.12	
Sex	School Size	9.50	1	9.50	1.20	0.27	
Sex	Counselor Race	6.66	1	6.66	0.84	0.36	
Race	School Size	44.87	1	44.87	5.66	0.02	
Race	Counselor Race	1.10	1	1.10	0.14	0.71	
School Size	Counselor Race	33.33	1	33.33	4.21	0.04	
p > .01	1.28	p > .01	1.20	p > .01	p < .05	5.66	
p > .01	2.37	p > .01	0.84	p > .01	0.14		
				p > .01	p < .05	4.21	
Three-way interactions		68.05	4	17.01	2.15	0.07	
Sex	Race	School Size	36.16	1	36.16	4.56	0.03
Sex	Race	Counselor Race	26.20	1	26.20	3.31	0.07
Sex	School Size	Counselor Race	38.55	1	38.55	4.86	0.03
Race	School Size	Counselor Race	41.84	1	41.84	5.28	0.02
Explained		196.53	14	14.039	1.77	0.04	
Residual		3868.37	488	7.93			
Total		4064.90	502	8.09			
p > .01	2.15			p > .01	p < .05	4.86	
p > .01	p < .05	4.56		p > .01	p < .05	5.28	
p > .01	3.31						

In regards to the null-hypotheses, the results of the two-way and three-way analysis of variance indicated for the appropriateness factor of the perception scale the following:

- H₀ 3: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies. Accepted.
- H₀ 4: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies. Rejected.
- H₀ 5: There is no significant interaction between the variables of sex and size of school on the perceptions of students of counseling strategies. Accepted.
- H₀ 6: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies. Accepted.
- H₀ 7: There is no significant interaction between the variables of race of counselor and race of counselee on the perceptions of students of counseling strategies. Accepted.
- H₀ 8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies. Rejected.
- H₀ 9: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and school size. Rejected.
- H₀ 10: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and race of counselor. Accepted.

H₀11: There is no significant interaction effect among the variables of sex of counselee, school size, and race of counselor.

Rejected.

H₀12: There is no significant interaction effect among the variables of race of counselee, school size, and race of counselor.

Rejected.

The interaction effects of sex and race of counselee, size of high school attended, and race of counselor are illustrated in Figure 4.

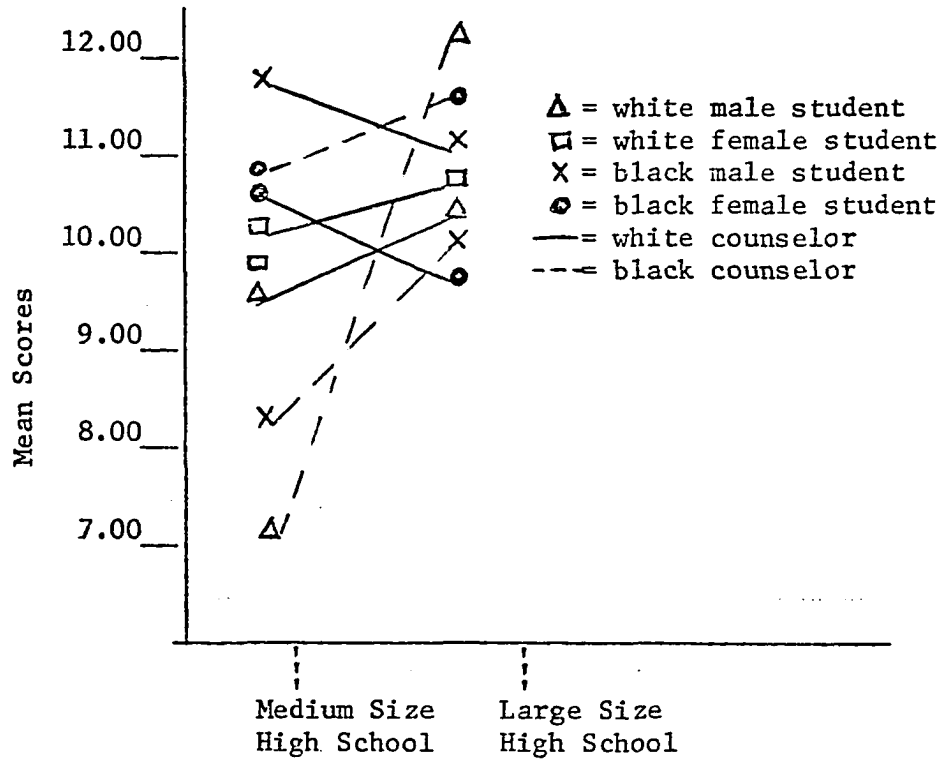


FIGURE 4

INTERACTION EFFECT OF SEX AND RACE OF COUNSELEE, SIZE OF HIGH SCHOOL ATTENDED, AND RACE OF COUNSELOR ON STUDENTS' PERCEPTIONS OF COUNSELING APPROPRIATENESS

As illustrated on the graph, black males, black females, and white males perceived black counselors to be more appropriate in their counseling strategies in the large size high school than in the medium size high schools. White counselors were perceived by black males and black females to be more appropriate in their counseling strategies in the medium size high school than in the large one. White males and white females perceived white counselors to be more appropriate in their counseling strategies in the large size high school than in the medium size high school.

Effects of the Collected Data on the Stated Hypotheses

Based on the data analysis, the following responses were made in regard to the null-hypotheses:

- H₀ 1: There is no significant difference between the perceptions of counseling strategies by black students and white students. Accepted on all three perception factors.
- H₀ 2: There is no significant difference between the perceptions of counseling strategies by males and females. Accepted on all three factors.
- H₀ 3: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies. Accepted on all three factors.
- H₀ 4: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies. Rejected on all three factors.
- H₀ 5: There is no significant interaction between the variables of sex and size of school on the perceptions of students of

- counseling strategies. Accepted on all three factors.
- H₀ 6: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies. Accepted on all three factors.
- H₀ 7: There is no significant interaction between the variables of race of counselor and race of counselee on the perceptions of students of counseling strategies. Accepted on all three factors.
- H₀ 8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies. Accepted on effectiveness factor. Rejected on fairness and appropriateness factors.
- H₀ 9: There is no significant interaction effect among the variables sex of counselee, race of counselee, and school size. Accepted on fairness and effectiveness factors. Rejected on appropriateness factor.
- H₀ 10: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and race of counselor. Accepted on all three factors.
- H₀ 11: There is no significant interaction effect among the variables sex of counselee, school size, and race of counselor. Accepted on fairness and effectiveness factors. Rejected on appropriateness factor.
- H₀ 12: There is no significant interaction effect among the variables of race of counselee, school size, and race of counselor. Rejected on all three factors.

A Report on the Fourteen Perception Items of
The Instrument Using Percentages

An analysis of responses to each perception item of the instrument is presented in table form. The responses are reported by race and sex using percentages.

The symbols used in the following tables are:

BM--black males

WM--white males

BF--black females

WF--white females

The descriptive answer word for each item are as follows:
never, seldom, sometimes, usually, always.

Fairness Factor

Statement:

Item 12 Counselor was sensitive to encouraging high expectations for students.

TABLE 16

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	7	16	23	25	29
BF	4	14	25	31	26
WM	3	11	26	37	23
WF	4	8	21	31	36

Statement:

Item 13 Counselor was sensitive to showing concern for the needs of students other than yourself.

TABLE 17

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	5	10	16	38	31
BF	2	13	24	32	29
WM	5	7	27	38	23
WF	3	10	21	34	32

Statement:

Item 14 Counselor provided for equal educational experiences for both sexes.

TABLE 18

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	5	11	23	28	33
BF	4	13	21	26	36
WM	4	4	18	37	37
WF	4	8	16	38	34

Statement:

Item 15 Counselor was sensitive to giving personal attention to individual students.

TABLE 19

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	8	12	29	33	18
BF	7	13	29	26	25
WM	14	10	11	39	26
WF	6	9	27	23	35

Statement:

Item 16 Counselor was sensitive to making resource information available (social, personal, educational, vocational).

TABLE 20

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	7	14	26	23	30
BF	6	12	23	25	34
WM	4	9	19	32	36
WF	11	6	27	28	28

Appropriateness Factor

Statement:

Item 17 Counselor was sensitive to considering students' ideas and input.

TABLE 21

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	5	8	34	40	13
BF	7	18	27	29	19
WM	6	14	31	37	12
WF	6	14	26	33	21

Statement:

Item 18 Counselor was sensitive to placing a higher consideration on student's self-evaluation than on intelligence and achievement test scores.

TABLE 22

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	13	20	34	21	12
BF	5	18	27	32	18
WM	10	19	32	30	9
WF	5	20	30	32	13

Statement:

Item 19 The counselor was knowledgeable in areas of your concern.

TABLE 23

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	10	4	33	33	20
BF	7	17	27	36	13
WM	5	11	30	34	20
WF	4	12	32	35	17

Effectiveness Factor

Statement:

Item 20 The counselor possessed a well-adjusted personality.

TABLE 24

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	1	2	25	44	28
BF	3	13	25	31	28
WM	10	9	26	34	21
WF	6	10	22	29	33

Statement:

Item 21 Counseling sessions were cheerful and helpful.

TABLE 25

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	6	6	36	26	26
BF	3	14	34	24	25
WM	6	11	25	34	24
WF	4	19	23	22	32

Statement:

Item 22 Counselor was effective in creating a relaxed atmosphere.

TABLE 26

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	4	8	32	38	18
BF	3	10	38	23	26
WM	4	11	31	34	20
WF	4	12	31	24	29

Statement:

Item 23 Counselor encouraged all students to use counseling services.

TABLE 27

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	3	12	24	32	29
BF	4	16	20	28	32
WM	5	13	24	28	30
WF	9	14	21	18	38

Statement:

Item 24 Counselor was aware of students' cultural differences.

TABLE 28

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	6	8	22	38	26
BF	4	20	20	28	32
WM	4	12	33	34	17
WF	6	10	25	37	22

Statement:

Item 25 Counselor assisted students in selection of courses which would be helpful as college preparatory or in career choice.

TABLE 29

Race/Sex	Never	Seldom	Sometimes	Usually	Always
BM	8	16	23	28	25
BF	7	17	22	22	32
WM	11	13	26	28	22
WF	6	11	27	27	29

TABLE 30

PERCENTAGE REPORT OF FAVORABLE RESPONSES ON PERCEPTION
SCALE BY FACTORS

Item	Fairness	Item	Appropriateness	Item	Effectiveness
12	60.02	17	51.00	20	62.00
13	64.02	18	39.02	21	53.02
14	67.02	19	52.00	22	53.00
15	56.02			23	58.07
16	59.00			24	58.05
				25	53.02
Factor Mean	60.21		47.34		56.19

Data Recorded on Small Size High Schools

The frequencies of the data collected on students who attended small size high schools were not large enough to be used in the Analysis of Variance. They were, therefore, tabulated so that the probable effects the variables would have on students' perceptions could be determined. Following in Table 31 are the mean scores for each factor and the total mean scores for groups by race and sex of counselee and race of the counselor.

TABLE 31

MEAN SCORES ON PERCEPTION SCALE OF STUDENTS
WHO ATTENDED SMALL SIZE HIGH SCHOOLS

Race/Sex	Fairness		Appropriateness		Effectiveness		Total Mean Score
	Counselor's		Counselor's		Counselor's		
	White	Black	White	Black	White	Black	
Black Males	18.40	23.66	10.00	12.00	21.16	26.33	18.59
Black Females	17.84	17.33	10.47	11.33	22.58	21.33	16.81
White Males	16.35	-----	8.80	-----	19.25	-----	14.80
White Females	20.13	-----	11.13	-----	21.73	-----	17.66

A total mean score of 16.00 would indicate a favorable perception of counseling strategies. According to the mean scores, white males did not favorably perceive counseling strategies in the small high school.

The following graph (Figure 5) presents the mean scores for all four groups:

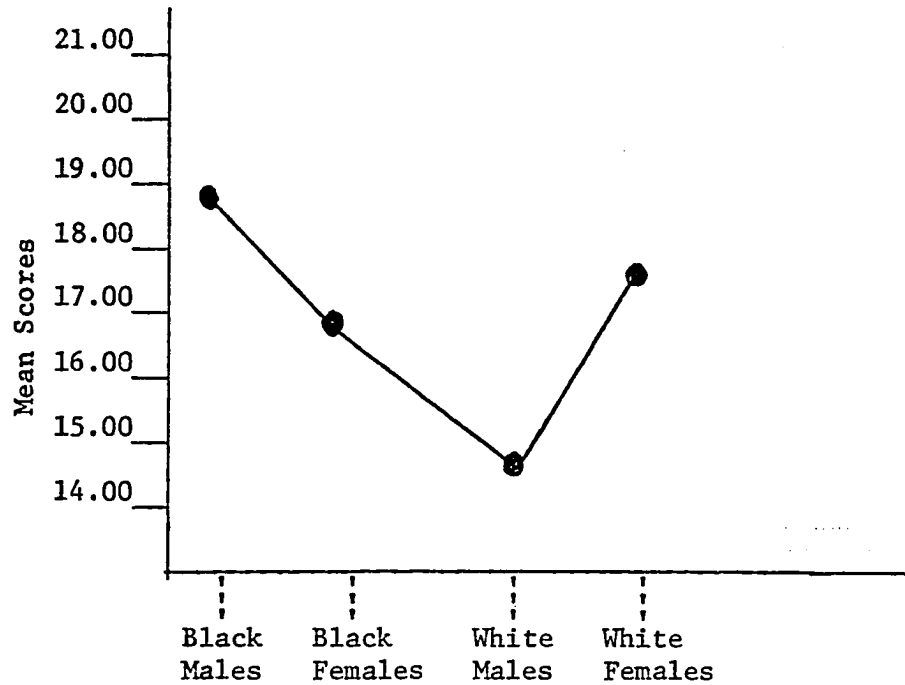


FIGURE 5

MEAN SCORES OF STUDENTS FROM SMALL SIZE
HIGH SCHOOLS ON PERCEPTION SCALE

Interpretation of the Findings

The One-way Analysis of Variance indicated that there was no significant difference between the way black students and white students perceived counseling strategies, and no significant difference existed between the way male students and female students perceived counseling strategies. School size was isolated by the one-way analysis and found to have a significant effect on the perceptions of students. The variable, counselor race, was indicated to have a significant effect on students' perceptions of the appropriateness of counseling strategies.

Two-way and Three-way Analysis of Variance was performed to test the variables for interaction effects. Results of the two-way and three-way interactions using mean scores of students on the perception scale confirmed the results of the one-way analysis. School size had an effect on the way students perceived counseling strategies and was shown to have a significant interaction effect with race of counselor on the way students perceived the fairness and appropriateness of counseling strategies.

A significant three-way interaction was indicated among the variables of race of counselee, school size, and race of counselor. A three-way interaction effect was also indicated among the variables sex of counselee, race of counselee, and school size, and the variables race of counselee, school size, and race of counselor. These variables interacted in such a way as to have a significant effect on students' perceptions of the appropriateness of counseling strategies.

White students, both males and females, perceived counseling strategies more favorably in large size high schools than in medium size high schools. This was indicated on all three factors measured--fairness, appropriateness, and effectiveness.

Black males who had black counselors viewed counseling strategies to be more fair and appropriate in the medium size high schools than in the large size high schools. Black males who had white counselors viewed the counseling strategies to be more fair and appropriate in the large high schools than in the medium size high schools.

Black students, both males and females, who attended large size high schools rated black counselors to be more effective than white counselors. Black students who attended medium size high schools rated white counselors as more effective than black counselors.

Black females viewed black counselors and white counselors and counseling strategies to be more fair in the medium size high school but more appropriate in the large size high school.

Response frequencies received from students who had attended small size high schools were disproportionately low and therefore could not be used in the analysis of variance. Mean scores, however, were tabulated so that comparisons with the mean scores of students who attended medium and large size high schools could be made. The mean scores of students who attended small size high schools indicated favorable perceptions of counseling strategies by black males, black females, and white females but unfavorable by white males.

Responses to Selected Statements

More than half (56.22 percent) of the respondents favorably rated counseling strategies in the high schools they attended. The fairness factor of the perception scale received the highest overall rating with 60.21 percent of the participants indicating a favorable response. The effectiveness of counseling strategies was favorably rated by 56.19 percent, and the appropriateness factor received a favorable response by 47.34 percent of the students surveyed.

Item 14 of the perception scale received the largest number of favorable responses. It was one of the five items measuring the

fairness factor of the perception scale and was stated as follows:

The counselor was sensitive to providing equal educational experiences for both sexes.

The results showed that 67 percent of the respondents gave a favorable response to the above statement; 20 percent responded "sometimes" to the statement while 13 percent gave an unfavorable response.

The item receiving the least number of favorable responses was item 18. The statement was one of the three statements measuring the appropriateness of counseling strategies and was stated as follows:

The counselor was sensitive to placing a higher consideration on student's self-evaluation than on intelligence and achievement test scores.

Approximately 39 percent of the subjects responded favorably to the statement; 31 percent responded "sometimes," and 30 percent responded either "seldom" or "never."

Of the six statements measuring students' perceptions of the effectiveness of counseling strategies, 62 percent of the subjects responded favorably to item 20:

The counselor possessed a well-adjusted personality.

Discussion

The results of the data indicated support for the null-hypothesis that no significant difference exists between black students and white students' perceptions of counseling strategies. This finding is not consistent with the findings of Bryson and Cody (1973) or the hypotheses of Bryson and Bardo (1975) that suggested that the attitudes of black students toward counselors and counseling in general are

different from white students.¹¹⁷ The results are, however, consistent with the results of the study conducted by Johnson (1977) which indicated that no strong negativism toward counseling existed among black students and that black students are not natural skeptics of counseling.¹¹⁸

One of the main findings of this study was that school size interacted significantly with the variables of counselee's race and counselor's race. On the effectiveness factor, all groups surveyed perceived white counselors more favorably in the large size high school than in the medium size high school. This was also true of black counselors as perceived by white males and black females. Black males perceived black counselors to be slightly more effective in the medium size high school than in the large high school.

Of particular interest was the overall consistent way all four groups perceived the counseling strategies employed in the high schools from which they graduated. Over half (56.22 percent) of the participants responded favorably to the perception items of the questionnaire. Black females gave the least number of favorable responses (54 percent), followed by black males (56 percent) and white males (57 percent). White females gave the largest number of favorable responses (58 percent).

Of the three factors measured, the appropriateness factor received the least number of favorable responses. Less than half of all the respondents (47.34 percent) responded favorably to the three

¹¹⁷Howard N. Johnson, "A Survey of Students' Attitudes Toward Counseling at a Predominantly Black University," Journal of Counseling Psychology 24 (1977): 162.

¹¹⁸Ibid., 164.

items measuring the appropriateness of counseling strategies. Only 39 percent of the respondents indicated that they perceived their counselor as placing a higher consideration on student's self-evaluation than on intelligence and achievement test scores.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this study was to analyze the perceptions of black college freshmen and white college freshmen regarding the counseling strategies employed in the high schools from which they graduated. More specifically, the effort was designed to determine students' perceptions on three factors of the counseling procedures; those factors were fairness, appropriateness, and effectiveness.

Six state institutions of higher education which indicated a total black enrollment of 500 or more were included in the study. For the purpose of confidentiality the participating institutions were not named in the study.

The study tested twelve hypotheses:

- H₀ 1: There is no significant difference between the perceptions of counseling strategies by black students and white students.
- H₀ 2: There is no significant difference between the perceptions of counseling strategies by males and females.
- H₀ 3: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies.

- H₀ 4: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies.
- H₀ 5: There is no significant interaction between the variables of sex and size of school on the perceptions of students of counseling strategies.
- H₀ 6: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies.
- H₀ 7: There is no significant interaction between the variables of race of counselor and race of counselee on the perceptions of students of counseling strategies.
- H₀ 8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies.
- H₀ 9: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and school size.
- H₀ 10: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and race of counselor.
- H₀ 11: There is no significant interaction effect among the variables of sex of counselee, school size, and race of counselor.
- H₀ 12: There is no significant interaction effect among the variables of race of counselee, school size, and race of counselor.

A stratified sample was drawn from each institution, and 650 freshmen students were selected as the total sample. Of the 650 selected, 103 students did not meet the limitation requirements

of the study. This left a total of 547 students or 84 percent of the total surveyed. There were 255 black students, 99 males and 156 females, included in the study. Of the 292 white participants, 138 were males and 154 were females. The total sample composition reflected 237 males and 310 females.

The instrument used in obtaining students' perceptions of counseling strategies was one constructed by the researcher. It was comprised of three parts. The purpose of Part I was to obtain demographic information on the respondent. Part II was for the purpose of securing information concerning the high schools attended by the respondents and the sex and race of the respondents' counselors in high school. Part III of the instrument employed a Likert-type scale for the purpose of determining students' perceptions of counseling strategies. The scale consisted of fifteen item statements which were constructed for the purpose of securing the respondent's perception of counseling strategies. More specifically the instrument was constructed in an attempt to measure students' perceptions of the fairness, appropriateness, and effectiveness of high school counseling strategies.

To achieve content validity, the instrument was submitted to a jury of ten persons from among the areas of secondary education, human relations, guidance and counseling, and sociology. To further validate the instrument a pilot study was undertaken with sixty freshmen college students as participants.

The reliability of the instrument was established by the use of Pearson Correlation, and functional unity was indicated

by the correlation of each item score with the total score.

Major Findings

The One-way Analysis of Variance indicated that there was not a significant difference at the .01 level between the perceptions of black students and white students of counseling strategies. It was also determined that there was no significant difference between the way males and females perceived counseling strategies, and no significant interaction effect was found to exist between the variables of race and sex.

A significant interaction effect was determined between the variables of race and size of school. No significant interaction was found between the variables of sex and size of school, race of counselor and sex of counselee, or race of counselor and race of counselee.

The variables school size and race of counselor were not shown to have a significant interaction effect on the way students perceived the effectiveness of counseling strategies but were shown to have a significant interaction effect on the way students perceived the fairness and appropriateness of counseling strategies.

The Three-way Analysis of Variance test revealed that the variables of sex of counselee, race of counselee, and school size did not have an interaction effect on students' perception of the fairness and effectiveness of counseling strategies but did on their perceptions of the appropriateness of counseling.

The three-way analysis further indicated no significant interaction effect among the variables sex of counselee, race of

counselee, and race of counselor.

A significant three-way interaction was determined for the variables sex of counselee, school size, and race of counselor for the appropriateness factor of counseling strategies but not for the fairness and effectiveness factors.

The three-way analysis revealed that a significant interaction effect existed among the variables race of counselee, school size, and race of counselor. White males and white females viewed counseling strategies more favorably in the large high schools than in the medium size high schools. Black males perceived white counselors more favorably in the large high school. Both black males and black females perceived black counselors more favorably in the medium size high school, and black females also viewed counseling strategies and white counselors more favorably in the medium size high school.

On the basis of the information obtained through the statistical analysis, the following hypotheses were accepted:

- H₀ 1: There is no significant different between the perceptions of counseling strategies by black students and white students.
- H₀ 2: There is no significant difference between the perceptions of counseling strategies by males and females.
- H₀ 3: There is no significant interaction between the variables of sex and race on the perceptions of students of counseling strategies.
- H₀ 5: There is no significant interaction between the variables of sex and size of school on the perceptions of students of counseling strategies.

- H₀ 6: There is no significant interaction between the variables of race of counselor and sex of counselee on the perceptions of students of counseling strategies.
- H₀ 7: There is no significant interaction between the variables of race of counselor and race of counselee on the perceptions of students of counseling strategies.
- H₀ 8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies. Accepted on effectiveness factor.
- H₀ 9: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and school size. Accepted on fairness and effectiveness factors.
- H₀ 10: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and race of counselor.
- H₀ 11: There is no significant interaction effect among the variables of sex of counselee, school size, and race of counselor. Accepted on fairness and effectiveness factors.

The following hypotheses were rejected:

- H₀ 4: There is no significant interaction between the variables of race and size of school on the perceptions of students of counseling strategies.
- H₀ 8: There is no significant interaction between the variables of school size and race of counselor on the perceptions of students of counseling strategies. Rejected on fairness and appropriateness factors.

H_o 9: There is no significant interaction effect among the variables of sex of counselee, race of counselee, and school size.

Rejected on appropriateness factor.

H_o 11: There is no significant interaction effect among the variables of sex of counselee, school size, and race of counselor.

Rejected on appropriateness factor.

H_o 12: There is no significant interaction effect among the variables of race of counselee, school size, and race of counselor.

Conclusions

It was concluded from the results of the study that in general black college freshmen and white college freshmen favorably perceived the counseling strategies employed in the high schools from which they graduated.

It was concluded that the respondents perceived the counseling strategies in the high schools from which they graduated to be more fair and effective than appropriate.

Since students indicated that they perceived counselors as not placing a high consideration on the student's self-evaluation but relied on the results of intelligence tests and achievement tests to determine the student's capabilities, it was concluded that many counselors may be either unaware of or disregard the limitations and biases of tests. The implications of placing an extreme importance on standardized test results are that minority students may be inaccurately evaluated in terms of intellectual ability and achievement and that counselors may be using such tests inappropriately.

Based on the findings that no white female respondents who

attended a large high school indicated she had a black counselor and only three white males who attended a large high school indicated that they had a black counselor, it was concluded that black counselors were either not present in the school or that white students avoided or were not assigned to black counselors.

Since fairly equal numbers of black students indicated white counselors as well as black counselors as their high school counselor, it was concluded that black students had counselors of both races accessible to them, and counselor race was not a determining factor for black students in choosing a counselor.

Since the data revealed that differences existed between the perceptions of students who attended large size high schools and medium size high schools, it was concluded that school size was an important variable and that effective counseling, in the judgment of most respondents, occurred in large schools.

It was concluded that administrators and counselors in the participating institutions of higher education are genuinely concerned about the students attending their institutions. This was evidenced by their concern that the students' rights of privacy and confidentiality not be violated in any way while the study was being conducted. It was also apparent that administrators and counseling staffs at the participating institutions considered students' perceptions of counseling strategies as an important area of investigation.

Although students belonging to a race classification other than white or black were not included in the study, it was noted that students of other races were interested in the study and indicated that they would be interested in a study which would attempt to

analyze their perceptions of high school counseling strategies.

This study strongly indicated that although students generally perceive high school counseling strategies favorably information needs to be gathered in an effort to help high school counselors become even more fair, effective, and appropriate in their counseling strategies.

Recommendations for Further Study

As a result of this study, the following recommendations are made:

1. Further research is needed to determine the differences in the environments of medium size and large size high schools which might account for the interaction effect school size has with the variables counselor's race and counselee's race.
2. It is recommended that research be conducted to determine if counselor race is a major consideration of students' in the selection of a counselor.
3. Future research in this area is needed to ascertain the perceptions of Native American and Chicano students.
4. Since the target population of this study was freshmen college students, it is recommended that this study be repeated for the purpose of securing the perceptions of counseling strategies of high school graduates who did not enter an institution of higher education.
5. It is recommended that this study be repeated with high school students as the target population in order that high school counselors could be provided with feedback information.

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APPENDIXES

APPENDIX A
LETTER TO REGISTRARS

September 29, 1977

6704 Hidden Hills Dr.
Edmond, Oklahoma 73034

I am a doctoral student in the College of Education at the University of Oklahoma. As my doctoral thesis problem I am proposing to conduct a survey of black freshmen students and white freshmen students attending selected state colleges and universities in Oklahoma to ascertain their perceptions of the high school counseling strategies employed in the high schools from which they graduated.

The Office of Oklahoma State Regents for Higher Education is supportive of my study and has supplied me with enrollment information. Based on the number of black students enrolled at your institution it was determined that your institution be one of the ones selected for the study.

In order to conduct the survey, it will be necessary to obtain from you a list of names and addresses of all black freshmen students and white freshmen students attending your institution. It will be of further help if the race and sex of the students be indicated so that a stratified sampling may be taken.

All questionnaires will be held in strictest confidence, and students will be asked not to indicate their name on the questionnaire, the name of the institution which they now attend or the high school from which they graduated.

If you have any questions concerning the study please call me collect (405-341-7080). Your prompt attention will be appreciated.

Sincerely yours,

Laura L. Beckham

APPENDIX B
LIST OF JUDGES

Panel of Judges who Assisted in the Validation of Perceptions
Counseling Strategies Instrument

1. Dr. Melvin Todd
Office of the Oklahoma State Regents
for Higher Education
Oklahoma Department of Education
Oklahoma City, Oklahoma
2. Dr. Joe Garrison
Director, Consultative Center for Equal Education
Opportunity
University of Oklahoma
Norman, Oklahoma
3. Dr. Wilbur Scott
Assistant Professor of Sociology
Department of Sociology
University of Oklahoma
Norman, Oklahoma
4. Dr. Charles Butler
Associate Professor of Education
College of Education
University of Oklahoma
Norman, Oklahoma
5. Dr. Richard Mitchell
Vice-President of Student Affairs
Central State University
Edmond, Oklahoma
6. Dr. Engel Grow
Chairperson of Guidance and Counseling
Central State University
Edmond, Oklahoma
7. Ms. Mae Nolan
Consultant, Consultative Center for Equal Education
Opportunity
University of Oklahoma
Norman, Oklahoma
8. Ms. Carole Hall Hardeman
Southwest Center for Human Relations
University of Oklahoma
Norman, Oklahoma

9. Ms. Daisy Franklin
Counselor
Millwood Junior Senior High School
6724 N. Eastern
Oklahoma City, Oklahoma

10. Mr. James Christian
Consultant, Consultative Center for Equal Education
Opportunity
University of Oklahoma
Norman, Oklahoma

APPENDIX C
COUNSELING PERCEPTION INSTRUMENT

6704 Hidden Hills Drive
Edmond, Oklahoma 73034
November 5, 1977

Dear Student:

You have been selected to participate in a study being conducted by me at the University of Oklahoma. The purpose of the study is to determine how fair, effective, and appropriate you think the counseling services were at the high school from which you graduated. Enclosed is a questionnaire which has been constructed for this purpose. Please do not sign your name on the questionnaire or the name of the high school you attended. All information received will be treated in strict confidence.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire. Your cooperation in filling out the questionnaire and returning it will be greatly appreciated.

Thank you.

Sincerely,

Laura L. Beckham

Date _____

As a means of determining information regarding fair, effective, and appropriate counseling strategies used in the high schools, please check the answer which in your judgment most accurately answers the question. DO NOT SIGN YOUR NAME. Your fair and honest opinion will be appreciated.

PART I. PERSONAL INFORMATION

Directions: Please place a check (✓) in the appropriate blank.

1. Sex

____ Male
____ Female

2. Ethnic Origin

____ White
____ Black
____ Other

3. Are you knowledgeable about the history and past customs of your race or ethnic origin?

____ Yes
____ No

PART II. HIGH SCHOOL INFORMATION

4. In what year did you graduate from high school? 19____

5. Did you graduate from a public high school in Oklahoma?

____ Yes
____ No

6. Size of the high school you attended (high school from which you graduated)

____ Small (less than 65 in graduating class)
____ Medium (between 65-250 in graduating class)
____ Large (over 250 in graduating class)

7. Were counseling services available in your high school?

____ Yes
____ No

8. Sex of your counselor during your senior year in high school

____ Male
____ Female

9. Ethnic origin of your counselor during your senior year of high school.

White
 Black
 Other

10. Number of counselor(s) in high school

0
 1
 2
 3
 4 or more

PART III. PERCEPTIONS TOWARD COUNSELING STRATEGIES AND COUNSELOR

Directions. Please circle the number which most accurately answers the descriptive phrase.

	Never	Seldom	Sometimes	Usually	Always
Counselor was sensitive to:					
11. providing for individual differences	1	2	3	4	5
12. encouraging high expectations for students	1	2	3	4	5
13. showing concern for the needs of students other than yourself	1	2	3	4	5
14. providing for equal educational experiences for both sexes	1	2	3	4	5
15. giving personal attention to individual students	1	2	3	4	5
16. making resource information available (social, personal, educational, vocational)	1	2	3	4	5
17. considering student's ideas and input	1	2	3	4	5

	Never	Seldom	Sometimes	Usually	Always
18. placing a higher consideration on student's self-evaluation than on intelligence and achievement test scores.	1	2	3	4	5
19. The counselor was knowledgeable in areas of your concern.	1	2	3	4	5
20. The counselor possessed a well-adjusted personality.	1	2	3	4	5
21. Counseling sessions were cheerful and helpful.	1	2	3	4	5
22. Counselor was effective in creating a relaxed atmosphere.	1	2	3	4	5
23. Counselor encouraged <u>all</u> students to use counseling services.	1	2	3	4	5
24. Counselor was aware of students' cultural differences.	1	2	3	4	5
25. Counselor assisted students in selection of courses which would be helpful as college preparatory or in career choice.	1	2	3	4	5