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PERCEIVED CULTURAL SIMILARITY: A SALIENT
DIMENSION FOR CLIENT CHOICE OF COUNSELOR

by

Flavia Rose Batteau Walton

A Dissertation Submitted to the Faculty of the
REHABILITATION CENTER
In Partial Fulfillment of the Requirements
For the Degree of
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In the Graduate College
THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA

GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my direction by Flavia Rose Batteau Walton entitled Perceived Cultural Similarity: A Salient Dimension For Client Choice of Counselor be accepted as fulfilling the dissertation requirement for the degree of Doctor of Philosophy

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As members of the Final Examination Committee, we certify that we have read this dissertation and agree that it may be presented for final defense.

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Final approval and acceptance of this dissertation is contingent on the candidate's adequate performance and defense thereof at the final oral examination.

STATEMENT BY AUTHOR

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ABSTRACT

The purpose of this study was to determine the extent to which subjects from four different ethnic groups expressed a preference for ethnically similar counselors. The proportions in which Anglo, Black, Mexican-American/Chicano, and Native-American/Indian subjects, variously characterized, selected ethnically similar counselors were analyzed within and between samples.

Subjects of this study were 120 adults obtained essentially through two samples of 60 each drawn equally from students in the Human Relations classes at Davis-Monthan Air Force Base and trainees at the Tucson Skill Center, both located in Tucson, Arizona. The two samples were utilized because of the contrast in the education, income, employment and previous counseling experienced by subjects in both samples.

Data for the study were obtained through a two part instrument. The first section of the instrument was a demographic questionnaire that was used to obtain information about each subject in the following categories: age, sex, educational level attained, family income, ethnic group, previous counseling experience, and problem for which counseling was obtained. The second section of the instrument

contained three different counseling problems. Each counseling problem was followed by a different set of eight photographs and a "none of these" category. Each set of photographs from which subjects were to select a counselor, included photographs of a different male and a different female from each of the ethnic groups utilized in this study. Further, each set of photographs depicted three age groups. The counselor age groups were randomly assigned to the counseling problem areas. One general counseling problem was presented in the following areas: child-rearing, social-interpersonal, and educational-vocational.

Each subject completed an individual instrument administered in groups by this author. The completed instruments were separated by sample according to ethnic group. The table of random numbers was used to randomly select 60 subjects in each sample: fifteen subjects in each ethnic group for each sample. Subjects' choices of counselors were then analyzed within and between samples by Chi Square with Yates' Correction for Continuity according to the various characteristics presented in the instrument. The .05 level was required for statistical significance.

In general, this study provided the following findings: overall, both samples tended to prefer ethnically similar counselors; that the subjects in the Davis-Monthan sample had stronger preferences for counselors of similar ethnic background than did the Skill Center subjects; that

income, age and education influenced the selection of ethnically similar counselors in the Skill Center sample; that males generally preferred male counselors and females generally preferred female counselors; that the preference for ethnically similar counselors increased with income.

Specific findings were that:

1. Ethnic similarity, more than any other variable, influenced subjects' selection of counselors. This was particularly evident with the Mexican-American/Chicano at Davis-Monthan and the Native-American/Indian at the Skill Center.
2. Overall, the Davis-Monthan sample indicated a higher proportion of selection of ethnically similar counselors, a broader range of education and income and less counseling experience than the Skill Center sample.
3. Minority counselors were generally preferred by all subjects in both samples.

CHAPTER 1

INTRODUCTION

The advent of course offerings in Counseling and Ethnic Differences, articles, speeches and coffee room conversations concerning the effectiveness of counselors and/or counseling with minority clients seems to imply many things. The first implication is that ethnic differences exist and these differences necessitate something in addition to or in place of the usual and customary counseling skills and techniques employed in the counseling process. The second implication is the inability of counselors to relate to culturally different clients. The third implication is that the needs of minority clients have not been met in the counseling process.

For whatever reason, the courses are offered and the speeches made, evidence suggests people from culturally different backgrounds have been "turned off" by some counselors (Vontress 1969; Palomares 1971a and Arbuckle 1972). The counselors and other helping professionals have been seen as helpless, inept individuals, rendered impotent by a lack of cultural awareness and/or sensitivity. As a result, clients have no longer accepted the traditional role of the

counselor without reservation. Black clients' response to the traditional counselor is summarized as follows (Tolson 1972, p. 738).

They are angry and impatient with the traditional role of the counselor, which has been to maintain the status quo rather than to improve the condition of any individual or group. They are becoming increasingly suspicious of counselors and counseling bodies to the point that suspicion often becomes rejection. A counselor is good for working with the powerless only when he has proven in their eyes his effectiveness in working toward real change on their behalf.

The traditional role of the effective counselor has been to provide an atmosphere in which empathy, congruence and understanding are the core conditions for helping (Rogers 1961). Several minority counselors, voicing the feelings of their people, have been saying to their fellow professionals that these core conditions are not sufficient to meet the needs of the culturally different in the counseling process (Tolson 1972; Anagon and Ulibarri 1971; Aspy 1970 and Vontress 1969).

Though many of the stronger articles regarding minority responses to counseling were written in the late sixties and early seventies in response to demands made by minorities during a period of unrest and social revolution, the same issues voiced then are germane concerns today. The demands made during the turbulent sixties and early seventies were more than just demands for more minority counselors per se.

R. D. Russell (1970, p. 722) wrote regarding Black perceptions of guidance that:

There is much more involved in the Black students' demand for Black counselors than a search for identity or a determination to grab a part of the action through a show of strength. The Black student has grievances against guidance that predate the current social revolution; they are much more deeply rooted and complex than popular explanations suggest.

Although Russell writes about Blacks, his ideas reflect similar professional opinions about other minority populations (Aragon and Ulibarri 1971; Spang 1971 and Palomares 1971a). A central theme has been that most minority students find themselves in or dealing with schools and/or agencies administered in most part by White, middle-class values. The counselors in such situations, in response to their professional environments, usually express and demonstrate the values assumed by their administrators (Russell 1970). The negative reaction to the institutional value systems as interpreted by the counselor has been epitomized by Russell's (1970, p. 722) observation:

The student perceives guidance as an instrument of repression, controlled by counselors who constitute a roadblock he must somehow manage to get around if he has ambitions that do not coincide with those his counselors consider appropriate for him. He sees guidance as a wellspring of frustration and despair, not a source of hope and encouragement. He has a background of guidance experiences that have been demeaning, debilitating, patronizing, and dehumanizing.

The problem creating the negative responses to the counseling professions and to those individuals working in

the profession seems to be one of ignoring the blatant fact that most minority individuals have been products of two worlds. Value systems, attitudes and beliefs of the dominant culture have not been those necessarily accepted by some minorities (Aragon and Ulivarri 1971; Spang 1971 and Vontress 1969). Burger (1972, p. 351) relating his problem to Behavior Modification, stated:

Despite such ethnic significance, the cross-culturally active behaviorist usually comes from the alien, dominant ethnicity. (Indeed, it is significant that so small a percentage of Skinnerians are of non-Anglo background.) Yet his scheme permits, in fact requires, him to set goals for what is usually an ethnic minority. In virtually every Skinnerian project of which I have been aware, the goal has been that of the ethnic majority, the Anglos, rather than the target minority.

Individual helpees seem to be reacting to the helper's lack of knowledge about the individual's other culture. This cultural knowledge needs to be recognized, accepted, and understood as a necessary pre-condition for a successful helping relationship (Spang 1971; Vontress 1969 and Forbes 1968).

Differences of opinion regarding this issue are evident in the literature (Carkhuff 1971; Rogers 1961 and Hillman 1973). Carkhuff (1971) and Rogers (1961) imply that the ability to express warmth, understanding and empathy coupled with counseling skills are the most important factors in successful cross-cultural counseling; empathy is the most important ingredient for a successful counselor to possess.

Carkhuff then infers that cross-cultural counseling would successfully occur if a counselor is empathic.

The omission of the relevance of cultural and/or ethnic sensitivities in the counseling process by theorists such as Adler, Rogers, Ellis, and others suggests three things: First, that cultural and/or ethnic similarities between counselor and client were not recognized as important factors in the counseling process; second, counseling clients from minority groups was not an issue; third, cultural and/or ethnic differences did not exist; therefore, the same counseling techniques and processes could be used on anyone. One need only review the various counseling theories to note the void of information or the de-emphasis of information concerning ethnic differences and/or ethnic sensitivity as a factor(s) relevant to the counseling process. Carkhuff (1971), Grantham (1971), Taylor (1971), Hollingshead and Redlich (1958), found that ethnicity of the counselor and client could and did effect the counseling relationship. Since the above evidence has been empirically demonstrated, it would seem that institutions employing counselors would implement procedures to meet the needs created by the findings discussed here.

If, however, as stated previously, ethnic similarity and/or ethnic sensitivity do make a difference in the counseling process, how then, if a client has an opportunity to

select, does perceived ethnic similarity affect a client's choice of a counselor?

Statement of the Problem

Is perceived cultural sameness a salient dimension influencing client preference of a counselor?

Significance of the Problem

In his client centered approach to counseling, Carl Rogers (1961) feels that acceptance, congruence, understanding, and the ability to communicate these characteristics by a skilled counselor are the most significant ingredients in a positive helping relationship. Rogers continues to state that the "desire" of the counselor to understand is what the client accepts as understanding. Communication of this "desire" creates an atmosphere in which progress can be made by the client.

Carkhuff (1971) simplifies Rogers' model into what appears to be a personalized perceptual model based primarily on empathy. Carkhuff defines empathy as "the ability to see the world through the other person's eyes (p. 170)," or the ability to see and feel the world from another's frame of reference. In other words, the counselor must possess the ability to experience situations and feelings just as the client experiences them. Carkhuff extends his concept further to include an ability to communicate this empathy. If the counselor cannot communicate empathy sufficiently, what

other skills the counselor may have or direction the counselor may take are meaningless.

Helping professions must evaluate relationships that exist solely on the basis of empathy, understanding and congruence. This suggested need for re-evaluation of necessary counseling ingredients represents a deviation from most theoretical models upon which helper training programs are built. Evidence presented in preceding paragraphs seems to imply that the assumed core conditions of counseling as seen by Rogers, Carkhuff and others are not always sufficient when dealing with the culturally different. By Carkhuff's definition, it seems that empathy cannot be realized if experiences, values, attitudes and frames of reference are sufficiently different between counselor and client. The commonly used adage, "worlds apart" has significant implications in a situation where client and counselor have no insights and/or experiences in each other's world. When counselors lack cultural sensitivity, any attempt at empathic helping can be blocked thus creating a relationship filled with frustration, hostility and/or indifference.

From the point of view of this study, the problem raises two significant issues that could have a positive effect on the results of cross-cultural counseling. The first is the inclusion of required cultural awareness training and experiences in counselor training programs; and second, the issue suggests possibilities from multi-cultural

staffing patterns to provide cross-cultural exposure among counselors and to provide a choice for clients if cultural similarity is important to a client if the client is to be helped in a positive way.

It is well to note that in most instances clients are not afforded the initial opportunity to choose a counselor. The pairing of client and counselor is usually a routine administrative or clerical function. It seems from personal observation when deliberate matching of client to counselor occurs, clients are assigned to counselors based on the client's particular problem and the counselor's specialty. Vocational Rehabilitation agencies and Mental Health facilities are examples of this kind of counselor-client matching.

Providing all other things are equal such as skills and training, if the hypotheses of perceived cultural-ethnic similarity influencing choice is evident in this study, perhaps allowing clients to choose a counselor would increase the statistics for successful counseling.

Hypotheses to Be Tested

This study is based on the general hypotheses that individuals will tend to select a counselor on the basis of perceived cultural or ethnic similarity.

The following null hypotheses will be tested in order to make a determination concerning the general hypotheses and provide direction and generalizations for the study.

Hypothesis 1--There is no significant difference based on ethnic origin or counselor between sampled populations in how individual choose a counselor.

Hypothesis 2--There is no significant difference based on ethnic origin of the counselor between those subjects and those subjects whose choice is ethnically different within each sample and between the two samples used in this study.

Hypothesis 3--There is no significant difference based on ethnic origin of the counselor in the choice of a counselor in different problem areas presented between ethnic groups in each sample and no difference between samples.

Hypothesis 4--There is no significant difference based on ethnic origin of the counselor in the choice of counselors between age groups of subjects within each sample or between samples.

Hypothesis 5--There is no significant difference based on ethnic origin of the counselor in the choice of counselors between educational levels of subjects within each sample and between samples.

Hypothesis 6--There is no significant difference based on ethnic origin of the counselor in the choice of counselors between income groups of subjects within each sample.

Hypothesis 7--There is no significant difference based on ethnic origin of the counselor in the choice of counselor between those subjects who have been exposed to counseling and those subjects who have not been exposed to counseling.

Hypothesis 8--There is no significant difference based on ethnic origin and sex of the counselor in the choice of counselor in the age and sex of the clients within each sample.

Assumptions Underlying the Problem

1. The "counselors" selected visually represent the ethnicity of the ethnic groups presented.
2. The concept "counselors" implies equal competence through training, experience, skills and other necessary qualifications to subjects.
3. The participants in the study will honestly respond on the instrument.
4. The instrument will, in fact, measure what is intended.
5. Situations exist or could exist where individuals have a choice of a counselor.

Limitations of the Study

This study is limited by the following factors:

1. Generalization of any results of this study must be limited to areas similar to Tucson, Arizona.

2. The problems presented are not all inclusive of possible problem areas affecting the choice of a counselor.

. Definitions of Terms Used

Ethnicity--"denotes feeling of belonging to a group because of racial or cultural similarities, or both. . .the term 'ethnic' is broad enough to include all these groups, whether the differences be racial, cultural, or both" (Woods 1956, p. 11).

For the purpose of this study, this author used Arbuckle's (1961, p. 137) description of Counseling:

. . .a warm relationship in which the counselor, fully and completely, without any ifs or buts, accepts the client as a worthy person. In this relationship of complete acceptance, the client can grow and develop, and come to use the strengths and capacities that are his, and to make decisions and choices that will be satisfactory to him, and thus to his fellows. Such decisions will be rational and logical in that they will bear some relationship to the assets and the liabilities that are possessed by the individual.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this study is to determine whether perceived cultural sameness is a factor that influences a client's choice of a counselor. Related literature for this study falls into five categories. The first category demonstrates that individuals who are culturally different are "turned off" by counselors and the techniques they employ. The second category deals with shared similarities between client and counselor as an important factor in the counseling relationship. The third deals with factors such as age, sex, and attitudes of clients influencing choices. The fourth deals with literature indicating ethnicity is not a factor if the counseling is good. The fifth category reviews a similar study, and discusses some differences between the present study and the similar one.

Individuals Are Turned Off by Counselors

Dr. Frances Wellsing (1975), former Chairperson of the Department of Psychiatry at Howard University Medical School, related in a personal interview that minority individuals are angered and dissatisfied by school and agency

counselors, psychologists, social workers, psychiatrists, and other "helpers". She stated that the "turned off and tuned out" state as being a direct result of cultural insensitivities and inappropriate actions on the part of the helping professionals. Cited as typical examples of what she described are the counseling of minorities into vocational programs rather than academic ones in disproportionate percentages, the inability of the helper on all levels to relate to the life experiences of the minority individual, and the push to mold the minority individual into the White, middle-class value system. Jones, Lightfoot, Palmer, Wilkerson and Williams (1972) discussing the Black psychiatric patient's dissatisfaction and disillusion with psychiatrists state that it is because the White psychiatrists are not able and/or are not willing to deal with the subtleties and nuances present in the information and problems presented by these Black psychiatric patients.

The reader may question the above references to psychiatric literature. Seemingly, more empirical research exists regarding the effects of similarities and differences in the psychiatric, therapeutic situation than in the counseling situation. The author is cognizant of the differences between psychiatric professions and the counseling profession. Both professions, however, deal with people and their problems. For this reason, the psychiatric literature may have some bearing on the object of this study.

A film entitled Guidance Office demonstrated the negative perceptions Black high school students have of White counselors. Using role playing, the group of Black students play the part of the White guidance counselor to show how they perceived the insensitive and discriminatory guidance they receive in urban public schools (New York University Film Library 1970). Aragon and Ulibarri (1971) discussed Mexican-American students' disenchantment with counselors caused by feelings of having been misunderstood in a cultural context and by having been discriminated against.

In the article, "Puerto Rican Youth Speaks Out: Some Quotations" (Palomares 1971b, p. 92), the feeling of having been "turned off" by counselors is evident in the following statements:

. . . I think that what we are all trying to get at is that there's an attempt to make Puerto Ricans assimilate. To make all minorities assimilate into American culture and that is what guidance counselors shouldn't do--and it's the first thing they try to do.

. . . They treat you so condescendingly like, 'Let's help this poor little girl, she needs our help'.

One statement seems to encapsulate the feelings expressed by minority counselees in response to counselors (Palomares 1971b, p. 94).

. . . I have a lot of problems building up inside of me for a long time, now, for many years. What am I going to get out of the feeling of a person that doesn't know where I am coming from, you know . . . doesn't relate to me at all? They are strangers. I mean, how are they going to help me if they are not going to relate to me?

Alonzo Spang, Sr. (1971, p. 102), regarding the plight of Native Americans in the counseling situation stated that; "The greatest problem that Indians have with non-Indians is their total failure to understand, accept, and treat the Indian as a human being." In an interview by Spang (1971, p. 102) with several Native American individuals, one of the participants stated that:

Indian people don't have to go through sensitivity training like university counselors. I think it's ironic. I see in the counseling situation that White counselors have difficulty understanding the student's viewpoint. The White point of view is that you have to feel important about yourself, and you know this is onesided. The Indian self includes his own people and this is a point that non-Indian counselors aren't aware of, and can't deal with.

In an effort to explain why counseling Native Americans is different, Bryde (1971, p. 1) stated that:

. . . many a counselor, often with advanced degrees and accomplished in all the skills of his profession, has been completely stumped in his initial and continuing face-to-face counseling sessions with Indian students. It quickly dawns upon such a counselor that there is something different about Indian students and that many of the ordinary counseling techniques that work so well with most students do not work at all with Indian students.

Vontress (1971, p. 15) made strong implications throughout Counseling Negroes that Blacks have been disillusioned with counselors. The following statement may, perhaps, be an explanation of the causative effect of the disillusionment.

The counseling of Negro students presents more challenging problems than the counseling of White students, because of the factors of race, deprivation, and lack of academic skills prerequisite to success in schools which are geared in the main to meet the needs of middle-class White students. Thus, counseling ethnically different youngsters is not easy for anyone. When the factor of racial difference is added to the already existing variables, the White counselor may be presented with a more difficult task than he would have if he were counseling White students. . . .

Shared Similarities between Client and Counselor

In a study of relationships between patients of different social-classes and upper-class therapists, Hollingshead and Redlich (1958) suggested that the most positive helping relationships exist in situations where social-class similarities are shared by client and helper. Similar inferences are made by Kaplan, Kurtz and Clements (1968). Cole, Hardin, Hand and Allison (1962) have further substantiated how shared language, cultural and moral values of the therapist and patient add a feeling of comfort in the relationship. Perceived racial similarity was also found to influence a positive relationship (Graff, Kenig and Radolf 1971). Taylor (1971) found that when professional training and sociological characteristics of counselors were equal, race of the counselor was the factor that most influenced the counseling relationship.

Henrietta Tolson (1972) has implied that similarities between client and counselor and the ability of the counselor to be empathic are the essential ingredients of a positive

counseling relationship. Tolson (p. 738) further described a movement by individuals to seek counselors who "share a background of experiences similar to their own." Supporting Tolson's contention, Bryde (1971, p. 55) indicating the relevance for similarities in the counseling relationship stated that: "The ideal counselor for Indian students would be Indian, since no one can talk to an Indian like an Indian. There is instant rapport and no jockeying about for mutual understanding."

Fiedler (1951) discovered "assumed similarity" as the factor influencing the counselor's liking for his client. He has described this as the degree to which the counselor perceives a resemblance between his personal characteristics and those of his client. Other studies found that empathic feelings are communicated when the counselor perceives shared similarities between himself and the client (Hunt, Ewing, LaFarge and Gilbert 1959; Rogers 1959).

Taylor (1971, p. 3282A) found as one of his research findings that, "when professional training and sociological characteristics of counselors are equal, racial similarity between counselors and counselees is the factor that affects the individual counseling relationship." A similar study by Grantham (1971) with Black college students and their progress in counseling substantiates Taylor's findings. Grantham found that Black college students preferred Black counselors

to a significantly greater degree than White counselors. The same study also found that female counselors were preferred by Blacks to a significantly greater degree than male counselors. William Gardner (1971, p. 5763) further found that: "Black counselors will be seen by Black college student counselees as able to function at higher facilitative levels with Black students than White counselors."

The literature cited above related similarities between counselor and client to have been more positively significant within the counseling process than when perceived similarities did not exist.

Other Factors Influencing Choices

Hartly (1969, pp. 19-20) found in a study of tolerance of college students in several colleges to forty-nine different ethnic religious and political groups on an attitude test that:

1. The students react differently to the different groups. That is, they display tendencies to discriminate among races, nations, and religious groups.
2. The groups at the different colleges react differently to the various national and racial stimuli used in the test situation.
3. Individuals within each group differ in their responses.

In the same research project, Hartly suggested that substantial evidence was available in the literature to confirm a similar pattern of preference as an "American Institution."

Meltzer (1939), studying the attitudes of school children in St. Louis, found that the preferences expressed by the subjects in his study were very similar to those attitudes expressed by college students. In a similar study, analysis with a six-month post-test revealed that differences in tolerance between racial groups increased as a function of age. No significant changes were noted in the post-test (Thune and Webb 1970).

A study done in which the participants classified themselves as Negro, Black, and Afro-American students employed a questionnaire similar to the Likert Counselor Preference Scale. Four counselor characteristics were employed: sex, age, socio-economic background, and race. The results of the study indicated preference for a counselor of the same race as significant, though sex was not a significant factor. The trend indicated a preference for a counselor of the opposite sex by the Black and Negro subjects (Jackson and Kirschner 1973).

Fuller (1964) found, after investigating university student's preferences regarding counselor and type of problem (vocational and personal) that males selected a male counselor significantly more often than females selected a female counselor. Another study also found that Black males indicated a very significant preference for male counselor. The Black males in this study consistently selected a male counselor regardless of race, unlike the other subjects that

tended to select a counselor on the basis of ethnic similarity. The sex factor was therefore regarded as more critical than the race factor for the Black male subjects (Tucker 1969).

Vontress (1971, p. 42) felt that a White counselor would have less difficulty establishing working relationships with "middle-aged Negroes than with young hostile ones." He further stated that feelings of anxiety in the Black male client--White female counselor relationships were evident on both sides. The anxiety seems to peak in these relationships if the Black male client is between the ages of sixteen and thirty (Vontress 1969).

Ethnicity is Not a Factor in the Counseling Relationship

Carkhuff (1972), one of the leading researchers involved in interpersonal relationships between Black and Whites, recognized the existence of differential effects of counselor ethnic background, when the counselor's skills were not as good as they should have been. He felt, however, that the counselor's ethnic background had no bearing on a counseling relationship if the skills and counseling responses were good. Carkhuff further felt that systematic training was an important factor to overcome the ethnic differential caused by inadequate counseling. Vontress (1971) supported Carkhuff's contention, but included cultural awareness as a necessary condition for successful counseling.

A study that examined the relationship between Black and White counselors and clients and the level of understanding demonstrated in the counseling relationships, indicated that client race was not a significant factor influencing the degree of understanding between client and counselor (Bryson and Cody 1973). A similar study was done on Black junior college students' attitudes toward counselors. Three hundred Black students who had been at the college at least one year and who had seen a counselor one or more times were interviewed to obtain a sample N of 80. Although two of the counselors at the college were Black, none of the subjects in the sample had prior professional or formal contact with either of the Black counselors. The subjects were ranked by GPA into high and low achiever categories. A Likert-type scale to items drawn from the Counselor Evaluation Inventory was used to measure client attitudes. No significant differences were found in attitudes to counselors due to race (Brown, Frey and Crapo 1972).

Gamboa, Tosi and Riccio (1973) investigated the effects of counselor-counselee race and counselor warmth with respect to counselor preferences demonstrated by delinquent girls. The selections were made by the subjects from audio-visual tapes made by a White male and a Black male actor. Each actor recorded a counselor-client exchange. Results indicated no significant difference in the choices of counselors made by the subjects.

A review of most counseling theories, discussions, and materials utilized in counselor training programs usually do not include the subject of ethnicity as a factor to be considered and/or included in successful counseling. Most theorists such as Rogers, Adler, and Ellis, in addition to the most popular theories in use today such as Transactional Analysis, Gestalt and Rational Behavior Therapy assume adherence to the theoretical model and the high skill level of the counselor to be the important preconditions of successful counseling. The exclusion of discussion regarding the various theories relative to different ethnic groups seems to imply that the theories work for everyone, providing the skills and techniques are good.

Similar Research

Similar research was done by Dale Gilsdorf (1974) for a doctoral dissertation in Educational Psychology at Texas A & M University. His study was prefaced by a pilot study that dealt with client's choice of a counselor with regard to the ethnic background of both client and counselor. Both studies were done at McLennan Community College in Waco, Texas.

Gilsdorf's (1976) pilot study reported in "Minority Counselors: Are They Really Needed?" included all male students from a stratified random sample of sixty students with twenty students representing the Mexican-American, Black and

White populations in the school. Photographs of six males designated as professional counselors were shown to the subjects. The photographs represented counselors from the three ethnic groups comprising the population of the school. The pictures were validated by student judges as to the ethnic representation of the photographs. Two counseling problems were used for selection: the first problem was an administrative matter regarding obtaining a loan from the school and the second problem dealt with a personal problem.

Race was found to be a significant factor in counselor selection in the population used (Gilsdorf 1976, p. 5).

This was especially true for Mexican-American and Black students. White students also expressed a preference for a counselor of their race, when faced with a personal problem but not significantly for the administrative problem. As might be expected, students in general, wanted to speak with a counselor of their same race more for the personal than the administrative situations. Although this was quite clear for Blacks and Whites, the Mexican-American student chose a counselor of his race despite the type of problem.

Gilsdorf further stated the the Mexican-American student had the strongest preference for a counselor of his ethnic background.

Gilsdorf (1974, p. 82) used basically the same research procedures in his pilot study and his dissertation with exceptions: Women were used in order to test the sex variable in the selection of a counselor; slides instead of pictures were used; and only a personal problem situation was

presented to the subjects. A summary of the findings supporting the results of the pilot study found that:

Mexican-American, Black and White students, when provided an opportunity to talk with counselors of various ethnicities, preferred a counselor of their same ethnicity; that when a choice was provided between a male or female counselor, male students preferred the male counselor and female students preferred the female counselor; and that, of male and female counselors, the female was more often selected.

The present study investigated variables other than race and sex in the selection of a counselor. Client age, educational level, family income, and previous counseling was utilized in this study. The photographs used were not rated by judges as to the ethnic representation. In other words, an assumed ethnic type was not used, but rather the judgments of the subjects determined their own perceptions of each photograph.

A fourth ethnic group was utilized: Pictures of Native Americans were used in this study. In addition, a forced choice situation was not employed. A "none of these" category was included in each of the three problem areas for which subjects made a selection from the choices presented.

This study is an attempt to measure the choice factor of a counselor where a potential client selects among people from four different ethnic groups based on perceived similarity without having been exposed to the actual counseling process as part of this study. Although the subjects employed in both studies were taken from different populations

and were located in different geographical locations, corroboration in the finds may increase the generalizability of the results.

Other studies by Taylor (1971), Grantham (1971), Carkhuff (1971), and others deal with clients preferences for counselors after the counseling process has occurred. Gilsdorf's (1974, 1976) studies were the only studies known to this author whose research dealt with client selection of a counselor on the basis of ethnic similarity prior to the counseling process.

CHAPTER 3

RESEARCH AND PROCEDURES

The purpose of this study was to determine the extent to which subjects from four different ethnic groups expressed a preference for ethnically similar counselors. The proportions in which Anglo, Black, Mexican-American/Chicano, and Native American/Indian subjects, variously characterized, were analyzed within and between samples.

Subjects

The subjects of this study were 120 adults obtained essentially through two samples of 60 each drawn equally from students in the Human Relations classes at Davis-Monthan Air Force Base and trainees from the Tucson Skill Center.

Students in these classes are required to attend the Human Relations classes fourteen hours per year. The Department of Defense further requires that each Human Relations class represent a heterogenous mix of all civilian and military personnel located on a military installation (Department of the Air Force 1974, Thomas 1976 and Walton 1976).

In addition to the heterogeneity of the students attending the Human Relations classes with regard to ethnic origin, sex, position or rank, the subjects in this sample

represented subjects that were gainfully employed. Further, because military and civilian personnel are not required by general procedure to use a counselor, many of these subjects have had no previous counseling experience.

The subjects at the Tucson Skill Center represented a contrast to the subjects in the Davis-Monthan sample. Trainees are referred to the Tucson Skill Center for vocational training by public and private social welfare agencies. Eligibility for acceptance to the Tucson Skill Center is determined by low-income status, resulting from a lack of training, underemployment and/or chronic unemployment. The trainees represent an ethnic, sex and age cross section (Murdock 1976).

Most of the agencies that refer to the Tucson Skill Center employ counselors; therefore, the assumption was that each trainee would have some exposure to counseling prior to acceptance to the Tucson Skill Center (Murdock 1976). The Tucson Skill Center employs counselors and each trainee is assigned a counselor on acceptance in training. Each trainee therefore, should have had some exposure to counseling, whether indicated or not on the questionnaire.

The two samples were utilized because of the contrast in the education, income, employment and previous counseling experienced by the subjects in both samples. Income, usually a direct function of employment, education, and previous

counseling have been suggested in the literature to influence counseling and counseling outcome (Vontress 1969, 1971; Kaplan et al., 1968; Cole, Hardin, Hand and Allison 1962; Gardner 1971).

Instrument

Data for the study was obtained through a two part questionnaire. The first section of the instrument was a demographic questionnaire that was used to obtain information about each subject in the following categories: age, sex, educational level attained, family income, ethnic group, previous counseling experience, and problem for which counseling was obtained. These variables were used since it has been suggested in the literature that they influence counseling and the counseling outcomes (Vontress 1969, 1971; Grantham 1971; Taylor 1971; Cole et al., 1962). The age, income and counseling categories were presented in range form. The sex, education and ethnic group categories were specific, not range estimates (Appendix A).

The second section of the instrument contained twenty-four different pictures and three different counseling problems. Three pictures of males and three pictures of females from each ethnic group utilized were presented as counselors. Eight different pictures, one male and one female representing each ethnic group used, and a "none of these" category followed each counseling problem. Each

counseling problem and the different set of photographs that accompanied each counseling problem was presented on a separate page which also served as the answer sheets.

The counseling problems presented were:

1. Assume you have children. You are having problems with one of them. Which counselor would you select to help you?
2. You are having personal problems that are affecting your relationships with your co-workers. Which counselor would you select to help you?
3. You are having trouble deciding what course of study to pursue in order to obtain skills to get a job. Which counselor would you select to help you?

General rather than specific problems in the general counseling areas were used in an attempt to minimize the variance in the selection of counselor that could have occurred had specific problem areas been used. For an example, a parent with a child who steals may possibly select a different counselor than if the same parent had a child that stuttered.

The counselor photographs depicted three age groups: (1) under thirty in the child-rearing problem, (2) thirty to forty in the social-interpersonal problem, and (3) over forty in the educational-vocational problem. The counselor age

groups were randomly assigned to the counseling problem areas. The design of the study required a different set of models for each problem, therefore, a different age group was used for each problem in anticipation of any variance. Likewise, the design required the use of male and female counselors. The pictures and ages of counselors were different in each counseling problem in an attempt to minimize variance in the selection of counselors by the subjects.

Although Gardner (1971) found that experienced counselors were seen by Black college students as more effective than less experienced counselors, no information about the counselor's training and/or experience was included. A reference to each individual being a counselor in the lead statement was all that was provided.

In an effort to enhance the reliability and validity of the instrument, it was checked by a member of the Tucson Skill Center staff for readability. This was done in order to reconcile the instrument reading level with the reading levels of the trainees. This was not done for the Davis-Monthan sample because educational levels of the subjects were assumed to be higher.

Rationale for Photographs

Photographs were used rather than slides, tapes, movies or live presentations for the following reasons: (1) they are fixed rather than variable, (2) they facilitated

simultaneous administration of the instrument to the subjects and (3) they were easily and economically reproduced.

Other variables that may or may not have affected the selection process were more easily controlled in photographs. The same photographer, the same location and the same drape were used to obtain the pictures. Clothes, jewelry, background and other variables were thus controlled as much as possible.

In the interest of consistency, this author wished to administer all the instruments. Because it was impossible to get all the subjects together at one time to administer the instrument, the use of photographs permitted reproduction of individual instruments for each subject. This author was therefore able to easily simultaneously administer the instrument several times without varying conditions to the extent that they would have contaminated the results of the study.

Reproductions of the photographs were easily done in a uniform and economical manner.

Secord (1958), Secord and Blackman (1964) and Rice (1926) found that responses to photographs, where information was minimal, were to the group association of the persons photographed rather than to the persons as an individual. Rice (1926, p. 275) described this process to be "the incapable bias of preconception to which everyone is subject."

Secord and Blackman like Rice described the process as stereotyping. This study does not investigate stereotypes per se, however, the reality of stereotyping may well have been the factor influencing subjects choice of counselor. The literature supporting ethnic similarity in counselor selection indicated that it was due to a pre-set in the subjects mind that suggested a counselor of similar ethnic background would understand the subject better than a dissimilar counselor (Bryde 1971; Vontress 1969, 1971). This seems to describe much the same process that Rice, Secord, Secord and Blackman called stereotyping.

Data Collection

The instrument was administered to 120 subjects in the Human Relations Classes at Davis-Monthan Air Force Base and to 108 trainees at the Tucson Skill Center.

The instrument was given three times at Davis-Monthan, once to each of three Human Relations classes on the first day of class. The first day of class was selected to avoid contamination of the responses by the content of the Human Relations classes. The instrument was administered in all classes that met the day this author was present at the Skill Center.

This author administered all instruments. The instrument was administered in each class at Davis-Monthan and at the Skill Center. The following instructions were written

and read by this author prior to each administration of the instrument:

"I am a student of Rehabilitation Administration at The University of Arizona conducting a research project. I cannot give you any more information about the research until all the questionnaires are collected.

"Your participation is voluntary. You do not have to respond to the questionnaire if you do not wish to do so. Your participation will remain anonymous. Please circle or check the responses on the first page that best describe you. On the remaining pages with the pictures, please select one picture per page after reading the section at the top of each page.

"From the completed instruments received from the subjects, the "other" respondents were discarded. Twelve were discarded from the Davis-Monthan sample and five were discarded from the Skill Center sample leaving 108 and 102 subjects respectively."

Table 1 indicates the ethnic breakdown of the subjects that responded to the instrument before and after discard of contaminated instruments.

The completed instruments were separated by sample according to ethnic group. The Table of Random Numbers was used to randomly select sixty subjects in each sample:

Table 1. Subjects Responding to Research Instrument
by Ethnic Group

Ethnic Group	Sample Before Discards	
	Davis-Monthan	Skill Center
Anglo	42	33
Black	27	19
Mexican-American	25	33
Native American	20	15
Other	6	8
	<u>N=120</u>	<u>N=108</u>

Ethnic Group	Sample After Discards	
	Davis-Monthan	Skill Center
Anglo	40	31
Black	26	18
Mexican-American	21	32
Native American	20	15
	<u>N=107</u>	<u>N=102</u>

Fifteen in each ethnic group for each sample. The N=15 for each ethnic group in each sample was selected because of the statistical manageability. Further, the N for each ethnic group was limited by the number of Native American respondents in each sample. N=15 was therefore largest value that could be assigned for each ethnic group. Table 2 gives the characteristics of the 120 subjects utilized in this study.

Data Analysis

The hypotheses tested in this study focused on how subjects variously characterized distributed themselves when faced with choosing a counselor. The Chi Square χ^2 technique is an appropriate test of the normalcy of such distribution since the data is categorical and was expressed in frequencies (Hardyck and Petrinovich 1976). Because of the relatively small number encountered in comparisons, Yate's correlation for continuity was utilized where $\chi^2 = \sum \frac{[(O-E)-.5]^2}{E}$ in order to estimate the true probability level more accurately (Welkowitz, Ewen and Cohen 1976).

Within the sample and between sample differences were tested as appropriate in each hypothesis. Where significant differences were obtained, the data were analyzed further in order to determine where the difference occurred.

Table 2. Characteristics of Subjects by Sample and Ethnic Group

		DAVIS-MONTHAN											
		ANGLO		BLACK		MEXICAN-AMERICAN		NATIVE AMERICAN		TOTAL		TOTALS	
		M	F	M	F	M	F	M	F	M	F		
<u>Education Level</u>													
Below 8	8							1		1		1	
	8		1					2		2	1	3	
	9	1			1	1	1	2	1	4	3	7	
	10						2	1	2	1	4	5	
	11	1		1	1			2		4	1	5	
	12	3	1	2	1	4	2		1	9	5	14	
	13			2		3		2	1	7	1	8	
	14	1		4		2				7		7	
	15	1		2						3		3	
	16	1	1							1	1	2	
	M.S.	3	1	1						4	1	5	
	Post Grad												
	N Total	11	4	12	3	10	5	10	5	43	17	60	
<u>Family Income</u>													
	5,000	3		1	1	2		6	4	12	5	17	
	5,001-10,000	5	4	4	1	2		4	1	15	6	21	
	10,001-15,000	1		3	1	6				10	1	11	
	15,001-20,000	1		4						5		5	
	Over 20,000	3		3						6		6	
	N Total	13	4	15	3	10		10	5	48	12	60	
<u>Age</u>													
	Under 20	2	1	3	2	1		8	4	14	7	21	
	21 - 30	6	2	2		6	2	2	1	16	5	21	
	31 - 40	2	1	7	1	2	2			11	4	15	
	41 - 50					1	1			1	1	2	
	Over 50	1								1		1	
	N Total	11	4	12	3	10	5	10	5	43	17	60	
<u>Previous Counseling</u>													
	Yes	5	3	9	3	5	2	8	4	27	12	39	
	No	6	1	3		5	3	2	1	16	5	21	
	Child		1	1	1					1	2	3	
	Personal	2	1	3		2	1	1		8	2	10	
	Voc. Educ.	1	1	2		2	1	6	4	11	6	17	
	Other	2		3	2		1	1		6	3	9	
	N Total	16	7	21	6	14	8	18	9	69	30	99	

Table 2--Continued

		SKILL CENTER										TOTALS	
		ANGLO		BLACK		MEXICAN-AMERICAN		NATIVE AMERICAN		TOTAL		TOTALS	
		M	F	M	F	M	F	M	F	M	F		
<u>Education Level</u>													
Below 8	8	1		1			1	1		1	3	2	5
	9			1		1	2	1			3	2	5
	10				1		2	2		1	2	4	6
	11	1		1		1		1		2	4	2	6
	12	2	8		7	5	2	2			9	17	26
	13	1		2	2	3					6	2	8
	14	1			1					1	1	2	3
	15												
	16												
	M.S.							1			1		1
	Post Grad												
N Total		6	8	5	11	10	7	8	10	29	36		60
<u>Family Income</u>													
	5,000	4	9	3	9	8	3	5	4	20	25		45
	5,001-10,000	1		1	2	2	2	2	4	6	8		14
	10,001-15,000	1								1			1
	15,001-20,000												
	Over 20,000												
N Total		6	9	4	11	10	5	7	8	27	33		60
<u>Age</u>													
	Under 20	1	3	2	4	2	2	1	3	6	12		18
	21 - 30	4	4	2	3	6		5	2	17	9		26
	31 - 40		1		1	2	1		3	2	6		8
	41 - 50		1		2		2				5		5
	Over 50	1			1			1		2	1		3
N Total		6	9	4	11	10	5	7	8	27	33		60
<u>Previous Counseling</u>													
	Yes	6	9	4	11	7	3	6	7	23	30		53
	No					3	2	1	1	4	3		7
<u>Child</u>													
	Personal	3	2		4	2	1	2	2	7	9		16
	Voc. Educ.	3	7		6	2	2	4	5	9	20		29
	Other			4	1	3				7	1		8
N Total		12	18	8	22	17	8	13	15	50	63		113

CHAPTER 4

PRESENTATION OF THE DATA

The purpose of this study was to determine the extent to which sample subjects' selection of counselors was influenced by perceived cultural similarity. Data were gathered from three Human Relations classes at Davis-Monthan Air Force Base, Tucson, Arizona and from the Tucson Skill Center, Tucson, Arizona. Subjects were asked to indicate their preference for a counselor in three different counseling problem areas (child-rearing, social-interpersonal, and educational-vocational) from a series of photographs and a "none of these" that accompanied each problem area. Sixty (60) responses were randomly drawn in each sample with fifteen (15) subjects from each of four ethnic groups utilized in the study (Anglo, Black, Mexican-American/Chicano and Native American/Indian).

Hypothesis 1

There is no significant difference based on ethnic origin of counselor between sampled populations and how individuals choose a counselor.

This hypothesis provided the basis for testing whether the subjects in the two samples differed in the way they selected counselors on the basis of perceived cultural

sameness. No significant difference in the way subjects selected counselors between the two samples ($\chi^2=5.928, <.05$ with 2 df) was found. Table 3 presents the data tested. In this and the following Tables, "Same" denotes choice of ethnically different counselors, and "None" denotes no counselor chosen.

Table 3. Comparisons of Observed Frequencies of Subjects' Choices of Counselors by Sample

Sample	Same	Different	None	Row Totals
Davis-Monthan	68	61	51	180
Skill Center	<u>85</u>	<u>62</u>	<u>33</u>	<u>180</u>
Totals	153	123	84	360

$\chi^2=5.920$, 2df, not significant at .05

Level of significance at .05 with 2df = 5.991

Hypothesis 2

There is no significant difference based on race of counselor between those subjects that choose a counselor perceived to be ethnically similar and those subjects that choose one ethnically different within each sample and between the two samples used in this study.

Data were not sufficient to submit this hypothesis to statistical test. Trends, however, may be inferred from results obtained in the remaining hypotheses.

Hypothesis 3

There is no significant difference based on ethnic origin of counselor between those subjects that choose a counselor perceived to be ethnically similar and those subjects that choose ethnically different within each sample and between the two samples used in this study.

This hypothesis tested the assumption that ethnic groups prefer counselors perceived to be of similar ethnicity. There was a significant difference in the way ethnic groups selected counselors in the Davis-Monthan sample as shown in Table 4.

Table 4. Combined Observed Frequencies of Davis-Monthan Subjects' Choice of Counselors by Ethnic Groups

Ethnic Groups	Same	Different	None	Row Totals
Anglo	13	21	11	45
Black	22	16	7	45
Mexican-American	41	3	1	45
Native American	9	22	14	45
Totals	85	62	33	180

$X^2=55.136$, 6df, $>.05$, significant

Level of significance at .05 with 6df = 12.592

The data for the Davis-Monthan sample were then analyzed by responses in the individual counseling problems. No significant differences were found in Counseling Problem One ($\chi^2=12.592$, 6df, $<.05$, n.s.). The significant differences between ethnic groups were found in Counseling Problem Two and Three ($\chi^2=29.471$ and $\chi^2=19.311$ respectively, 6 df, $>.05$, significant differences). The significant differences reflect greater proportions of Mexican-American/Chicano subjects choosing ethnically similar counselors. For the analysis by problem type, see Appendix B.

Table 5 shows the analysis of the Skill Center sample indicated no significant differences in the way ethnic groups selected counselors.

Table 5. Combined Observed Frequencies of Skill Center Subjects' Choice of Counselor by Ethnic Groups

Ethnic Groups	Same	Different	None	Row Totals
Anglo	17	11	17	45
Black	14	16	15	45
Mexican-American	13	20	12	45
Native American	<u>24</u>	<u>14</u>	<u>7</u>	<u>45</u>
Totals	68	61	51	180

$\chi^2=11.793$, 6df, $<.05$, n.s.
Level of significance at .05 with 6df = 12.592

Analysis of the differences in ethnic groups choice of counselors between samples indicated higher proportions of Mexican-American/Chicano subjects at Davis-Monthan and Native American/Indian subjects at the Skill Center expressed preferences for ethnically similar counselors than did their counterparts ($\chi^2=11.036$, $\chi^2=36.53$ respectively, $>.05$ with 2df). Table 6 shows no significant differences were obtained between Anglo and Black subjects in the two sample groups.

Table 6. Chi Square Comparisons of Ethnic Groups between Samples

Ethnic Group	Sample	Same	Different	None	²	Row Totals
Anglo	DM	13	21	11	5.045	45
	SC	17	11	17		45
Black	DM	22	16	7	4.813	45
	SC	14	16	15		45
Mexican-American	DM	41	3	1	36.53	45
	SC	13	20	12		45
Native American	DM	9	22	14	11.036	45
	SC	24	14	7		45
Totals		153	123	84		360

Level of significance at .05 with 2df = 5.991

Hypothesis 4

There is no significant difference based on race of counselor in the choice of counselors between age groups of subjects within each sample and between samples.

There was no significant difference in the way younger and older subjects selected ethnically similar counselors in the Davis-Monthan sample. There was, however, a significant difference in the way subjects ≤ 30 and ≥ 31 selected counselors in the Skill Center sample ($\chi^2=7.33$, 2df, $>.05$). Table 7 includes the data and the Chi Square values for the above comparisons.

Table 7. Observed Frequencies of Subjects' Choice of Counselors by Age Groups

Age	DAVIS-MONTHAN			Row Totals
	Same	Different	None	
≤ 30	53	49	24	126 (42)
≥ 31	<u>29</u>	<u>16</u>	<u>9</u>	<u>54</u> (18)
Totals	82	65	33	180

$\chi^2=2.254$, 2df, $<.05$, n.s.

Age	TUCSON SKILL CENTER			Row Totals
	Same	Different	None	
≤ 30	42	47	43	132
≥ 31	<u>25</u>	<u>15</u>	<u>8</u>	<u>48</u>
Totals	67	62	51	180

$\chi^2=7.331$, 2df, $>.05$, significant

Level of significance at .05 with 2df = 5.991

Comparison of the ≤ 30 subjects between samples indicated a significant difference in the way Davis-Monthan subjects preferred ethnically similar counselors ($\chi^2=12.122$, $>.05$ with 2df). There was no significant difference in the comparison of the ≥ 31 subjects between samples ($\chi^2+.059$, $<.05$ with 2df). The data could not be broken down further for analysis due to the value of expected cell frequencies <1 .

Hypothesis 5

There is no significant difference based on race of counselor in the choice of counselors between educational levels of subjects within each sample and between samples.

This hypothesis tested the assumption that subjects in the two samples selected ethnically similar counselors in the same proportion, without regard to the subjects educational levels.

There was a significant difference in the way subjects in the Skill Center sample selected counselors based on educational level and ethnicity of subjects ($\chi^2=9.92$, $>.05$, with 2df). There was no significant difference found in the Davis-Monthan sample. Table 8 includes all the data for this comparison.

Between sample analysis indicated a significant difference in the way subjects with >12 th grade educations selected counselors between samples ($\chi^2=14.324$, $>.05$ with 2df).

Table 8. Observed Frequencies of Subjects' Selection of Counselors Based on Educational Level of Subject and Ethnic Origin of Subject and Counselor within Each Sample

DAVIS-MONTHAN				
Subjects' Educational Level	Same	Different	None	Row Totals
≤ 12	49	37	19	105
≥ 12	<u>36</u>	<u>26</u>	<u>13</u>	<u>75</u>
Totals	85	63	32	180

$\chi^2 = .007, < .05, 2df, n.s.$

SKILL CENTER				
Subjects' Educational Level	Same	Different	None	Row Totals
≤ 12	62	47	35	144
≥ 12	<u>6</u>	<u>13</u>	<u>17</u>	<u>36</u>
Totals	68	60	52	180

$\chi^2 = 9.92, > .05, 2df, \text{significant}$
 Level of significance at .05 with 2df = 5.991

There was no significant difference in the way subjects with ≤ 12 th grade educations selected counselors between samples. The data is included with the Chi Square values in Table 9.

Table 9. Comparison of Choice of Counselors by Educational Level of Subjects between Samples

Sample	≤ 12			Row Totals
	Same	Different	None	
Davis-Monthan	49	37	19	105
Skill Center	<u>62</u>	<u>47</u>	<u>35</u>	<u>144</u>
Totals	111	84	54	249

$\chi^2=1.273$, $< .05$ with 2df, n.s.

Sample	> 12			Row Totals
	Same	Different	None	
Davis-Monthan	36	26	13	75
Skill Center	<u>6</u>	<u>13</u>	<u>17</u>	<u>36</u>
Totals	42	39	30	111

$\chi^2=14.324$, $> .05$ with 2df, significant

Level of significance at .05 with 2df = 5.991

In the between sample comparisons of individual ethnic groups, significant differences were found in the Anglo, Mexican-American/Chicano and Native American/Indian subjects with ≤ 12 th grade educations ($\chi^2=9.233$, $\chi^2=25.478$ and $\chi^2=15.856$ respectively, $> .05$ with 2df), as shown in Tables 10 and 11. No significant differences were found between Black subjects. χ^2 could not be computed for ≥ 12 Mexican-American/Chicano and Native American/Indian subjects between samples because the values of the expected cell frequencies < 1 .

Table 10. Subjects' Choices of Counselors with Respect to Subjects' Education

DAVIS-MONTHAN					SKILL CENTER			
	Same	Different	None			Same	Different	None
≤ 12	8	12	1	ANGLO	≤ 12	15	10	14
> 12	5	10	9		> 12	1	1	4
** $\chi^2=7.367$, significant					** $\chi^2=2.67$, n.s.			
	Same	Different	None			Same	Different	None
≤ 12	7	7	4	BLACK	≤ 12	11	9	10
> 12	15	9	3		> 12	3	7	5
** $\chi^2=2.292$, n.s.					** $\chi^2=1.922$, n.s.			
	Same	Different	None			Same	Different	None
≤ 12	28	1	1	MEXICAN-AMERICAN	≤ 12	12	20	4
> 12	13	2	0	CHICANO	> 12	1	0	8
**					** $\chi^2=22.354$, significant			
	Same	Different	None			Same	Different	None
≤ 12	6	17	13	NATIVE AMERICAN	≤ 12	24	8	7
> 12	3	5	1	INDIAN	> 12	1	5	0
** $\chi^2=2.679$, n.s.					**			

* 5.991 = level of significance with 2df

** χ^2 values could not be computed due to expected cell frequencies 1

Table 11. Comparison of Choice of Counselor By Educational Level of Subjects between Samples by Ethnic Groups

		≤ 12			> 12		
		Same	Different	None	Same	Different	None
ANGLO							
Davis-Monthan Skill Center		8	12	1	5	10	9
		15	10	14	1	1	4
		23	22	15	6	11	13
		** $\chi^2=9.233$			** $\chi^2=2.406$		
BLACK							
Davis-Monthan Skill Center		7	7	4	15	9	3
		11	9	10	3	7	5
		18	16	14	18	16	8
		** $\chi^2=.823$			** $\chi^2=5.863$		
MEXICAN-AMERICAN CHICANO							
Davis-Monthan Skill Center		28	1	1	13	2	0
		12	20	4	1	0	8
		40	21	5	14	2	8
		**			** $\chi^2=25.478$		
NATIVE AMERICAN INDIAN							
Davis-Monthan Skill Center		6	17	13	3	5	1
		24	8	7	1	5	0
		30	25	20	4	10	1
		**			** $\chi^2=22.796$		

* Level of significance for .05 with 2df = 5.991

** Could not compute due to expected cell frequencies < 1

Hypothesis 6

There is no significant difference based on race of counselor in the choice of counselors between income groups of subjects within each sample.

This hypothesis tested the assumption that subjects income level does not make a difference in the choice of a counselor. Analysis of the within group responses indicated a significant difference in the way subjects with $> 5,001$ incomes and subjects with $< 5,000$ incomes in the Davis-Monthan sample selected counselors. There was no significant difference indicated between subjects in the Skill Center sample. The data is included in Table 12.

Hypothesis 7

There is no significant difference based on race of counselor in the choice of counselor between those subjects who have been exposed to counseling and those subjects who have not been exposed to counseling.

This hypothesis tested the assumption that previous counseling did not make a difference in how subjects selected counselors. The difference in the way Davis-Monthan subjects with previous counseling and no previous counseling selected counselors was significant. No significant difference existed between subjects in the Skill Center sample. Table 13 indicated the raw data and the obtained χ^2 values. Comparisons between samples indicated a significant difference

Table 12. Comparison of Observed Frequencies of Subjects' Choices of Counselors within Samples with Respect to Subject's Income

Income	Davis-Monthan Ethnicity of Counselors Selected			Row Totals
	Same	Different	None	
5,000	16	25	10	51
5,001-10,000	34	20	19	73
Over 10,000	<u>35</u>	<u>16</u>	<u>34</u>	<u>56</u>
Totals	85	61	34	150

$\chi^2=12.746, >.05$ with 4df, n.s.

Income	Skill Center Ethnicity of Counselors Selected			Row Totals
	Same	Different	None	
5,000	54	50	37	141
5,001-10,000	<u>14</u>	<u>12</u>	<u>13</u>	<u>31</u>
Totals	68	62	50	180

$\chi^2=.821, <.05$ with 4df, n.s.

Level of significance at .05 with 4df = 9.488

Table 13. Observed Frequencies of Subjects' Choice of Counselor According to Previous Counseling Experience

	Davis-Monthan Ethnicity of Counselor Selected			Row Totals
	Same	Different	None	
Previous Counseling	50	49	19	118
No Counseling	<u>35</u>	<u>13</u>	<u>14</u>	<u>62</u>
Totals	85	62	33	180

$X^2=7.653$ significant

	Skill Center Ethnicity of Counselor Selected			Row Totals
	Same	Different	None	
Previous Counseling	63	52	41	156
No Counseling	<u>5</u>	<u>9</u>	<u>10</u>	<u>24</u>
Totals	68	61	51	180

$X^2=3.904$, n.s.

Level of significance at .05 with 2df=5.991

between those subjects with no previous exposure to counseling. The observed frequencies of subjects' choice and χ^2 values were included in Table 14.

Table 14. Observed Frequencies of Subjects' Choice of Counselor by Previous Counseling Exposure between Samples

Sample	Previous Counseling Exposure Counselor Selected			Row Totals
	Same	Different	None	
Davis-Monthan	50	49	19	118
Skill Center	<u>63</u>	<u>52</u>	<u>41</u>	<u>156</u>
Totals	113	101	60	274

$\chi^2=4.469$, n.s.

Sample	No Previous Counseling Counselor Selected			Row Totals
	Same	Different	None	
Davis-Monthan	35	13	14	62
Skill Center	<u>5</u>	<u>9</u>	<u>10</u>	<u>24</u>
Totals	40	22	24	86

$\chi^2=8.715$, significant

Level of significance at .05 with 2df = 5.991

The data were analyzed further to find that Mexican-Americans in the Davis-Monthan sample and the Native Americans in the Skill Center sample with previous counseling preferred ethnically similar counselors significantly more than their counterparts. The observed frequencies and the χ^2 are included in Table 15.

Hypothesis 8

There is no significant difference based on ethnic origin, age and sex of client in the choice of counselor within each sample.

This hypothesis tested the assumption that ethnic origin, age and sex of client do not affect the choice of counselor. Comparison of choices within the Davis-Monthan sample indicated a significant difference in the way male subjects selected counselors when compared to female subjects. There was also a significant difference in the way subjects selected counselors in the Skill Center sample. The observed frequencies and χ^2 values are included in Tables 16 and 17.

Additional Findings

A question of interest not dealt with in the hypotheses of this research is whether or not minority subjects tended to select minority counselors rather than Anglo counselors. Although the concern of the present research dealt with perceived cultural/ethnic sameness as a factor

Table 15. Comparison of Observed Frequencies of Subjects' Choice of Counselors Between Samples by Ethnic Groups with Respect to Previous Counseling Exposure

	Previous Counseling			ANGLO	No Counseling		
	Same	Different	None		Same	Different	None
Davis Monthan Skill Center	6 <u>15</u> 21	13 <u>11</u> 24	5 <u>16</u> 21		7 <u>2</u> 9	8 <u>0</u> 8	6 <u>1</u> 7
	$\chi^2=5.445, n.s.$				**		
	BLACK				BLACK		
Davis-Monthan Skill Center	14 <u>14</u> 28	15 <u>16</u> 31	7 <u>15</u> 22		7 <u>0</u> 7	2 <u>0</u> 2	0 <u>0</u> 0
	$\chi^2=.352, n.s.$				**		
	MEXICAN-AMERICAN CHICANO				MEXICAN-AMERICAN CHICANO		
Davis-Monthan Skill Center	22 <u>10</u> 32	2 <u>14</u> 16	0 <u>6</u> 6		19 <u>3</u> 22	1 <u>6</u> 7	1 <u>6</u> 7
	$\chi^2=19.568, \text{significant}$				$\chi^2=18.211, n.s.$		
	NATIVE AMERICAN INDIAN				NATIVE AMERICAN INDIAN		
Davis-Monthan Skill Center	8 <u>24</u> 32	19 <u>11</u> 30	7 <u>4</u> 12		2 <u>0</u> 2	2 <u>3</u> 5	7 <u>3</u> 10
	$\chi^2=10.937, \text{significant}$				**		

* Level of significance for .05 with 2df = 5.991

** Could not compute due to expected cell frequencies < 1

Table 16. Observed Frequencies of Age and Sex of Subjects and Choice of Counselor within Samples

Subjects Age & Sex		DAVIS-MONTHAN					Row Totals
		Same		Different		N	
		M	F	M	F		
≤ 30	M	32	7	19	11	19	88
	F	2	12	4	15	5	5
≥ 31	M	13	9	4	2	7	36
	F	<u>3</u>	<u>8</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>18</u>
Totals		50	36	30	31	33	180

$\chi^2=49.33$, significant

Subjects Age & Sex		SKILL CENTER					Row Totals
		Same		Different		N	
		M	F	M	F		
≤ 30	M	11	13	17	8	20	64
	F	6	13	9	11	24	63
≥ 31	M	5	1			6	12
	F	<u>9</u>	<u>10</u>	<u>7</u>	<u>8</u>	<u>2</u>	<u>36</u>
Totals		31	37	33	27	52	180

$\chi^2=29.181$, significant

Level of significant at .05 with 12df = 24.054

Table 17. Observed Frequencies of Age and Sex of Subjects and Choice of Counselor between Samples

		≤ 30					Row Totals
		Ethnically Same		Ethnically Different		N	
		M	F	M	F		
Davis-Monthan	M	32	7	19	11	19	88
	F	2	12	4	15	5	38
Skill Center	M	11	13	17	8	20	69
	F	<u>6</u>	<u>13</u>	<u>9</u>	<u>11</u>	<u>24</u>	<u>63</u>
Totals		51	45	49	45	68	258

$$X^2=52.568$$

		≥ 31					Row Totals
		Ethnically Similar		Ethnically Different		N	
		M	F	M	F		
Davis-Monthan	M	13	9	5	2	7	36
	F	3	8	2	3	2	18
Skill Center	M	5	1			6	12
	F	<u>9</u>	<u>10</u>	<u>7</u>	<u>8</u>	<u>2</u>	<u>36</u>
Totals		30	28	14	13	17	102

$$X^2=26.938$$

Level of significance at .05 with 12df = 24.054

influencing client choice of counselor, a tendency to select minority counselors would have important ramifications similar to those presented as significant issues in Chapter 1.

The Anglo subjects were treated separately as the responses were more limited than the categories utilized to analyze the minority responses. The choices of counselors made by subjects were combined by ethnic group for each sample. "Same" and "Other Minority" choices were combined in order to test whether or not minorities selected minority counselors more often than they selected "Different" (Anglo) counselors. The results were:

1. Mexican-American subjects at Davis-Monthan demonstrated higher preferences for minority counselors than subjects in any other ethnic group in that sample.
2. Minority counselors were preferred by all minority subjects in the Skill Center sample.
3. There was no significant difference in the way Anglo subjects selected counselors between samples.

Table 18 includes the observed frequencies and χ^2 values for the comparisons.

Table 18. Observed Frequencies of Minority and Non-Minority Counselors Selected by Subjects

DAVIS-MONTHAN					
Subjects	Minority Counselor		Different	None	Row Totals
Black	29	8*	9	7	45
Mexican-American	43	2*	1	1	45
Native-American	18	9*	13	14	45
Totals	90		23	22	135

$\chi^2=32.481$, significant

SKILL CENTER					
Subjects	Minority Counselor		Different	None	Row Totals
Black	19	5*	11	15	45
Mexican-American	26	14*	7	12	45
Native-American	33	9*	5	7	45
Totals	78		23	34	135

$\chi^2=10.322$, significant

ANGLO SUBJECTS BETWEEN SAMPLES				
Sample	Ethically Same	Minority Counselor	None	Totals
Davis-Monthan	13	21	11	45
Skill Center	17	11	17	45
Totals	30	32	28	90

$\chi^2=5.045$, n.s.

Level of significance at .05 with 4df = 9.488

* Number of other minority group counselors chosen

Discussion

In discussing the results of this study, this author will not attempt to explain the overall preference for minority counselors. The preference indicated in no way reflects the availability of minority counselors. One may conjecture that minority counselors have more empathy and understanding as a result of the life experiences as a minority person.

Subjects in both samples preferred ethnically similar counselors. There was no significant difference in the proportion of ethnically similar counselors selected by subjects in both samples. This finding supported the general hypotheses of the present study that suggested individuals, when given a choice, prefer counselors of the same ethnic origin. As the samples were analyzed by specific characteristics of the subjects, significant differences in choice of counselor emerged within and between samples.

The type of counseling problem presented made a difference in the selection of counselors only within the Davis-Monthan sample. The Mexican-American/Chicano subjects high preferences for ethnically similar counselors, particularly in the social-interpersonal problem seemed to have accounted for the significant difference. Black subjects in the Davis-Monthan sample indicated the next highest preference for ethnically similar counselors.

Although there was no significant difference in the way Skill Center subjects selected counselors, the

Native American subjects consistently selected ethnically similar counselors at a higher proportion in each problem area than any other ethnic group. The Mexican-American subjects indicated a higher proportion of preference for ethnically similar counselors in the social-interpersonal problem area, although preference for ethnically similar counselors was not evident in the other counseling problems. The significant difference in the comparison between samples was apparently caused by the Davis-Monthan Mexican-American subjects and the Skill Center Native American subjects' consistently strong preferences for ethnically similar counselors.

In the Davis-Monthan sample age of subjects did not make a significant difference in counselor selection; this supported the hypothesis that age would not make a difference in the way subjects of different ages selected counselors. Both younger and older subjects tended to indicate a higher proportion of choices for ethnically similar counselors. The proportion of ethnically similar counselors selected by older subjects was significant. One conjecture may be that younger people are more open to cultural interaction in the counseling situation as evidenced in the difference in the choice of ethnically similar counselors between the two age groups.

When Davis-Monthan and Skill Center samples were compared, the Davis-Monthan subjects ≤ 30 preferred ethnically similar counselors while their Skill Center counterparts did

not. No significant difference was found in the comparison between samples of ≥ 31 subjects; both samples that fell in the ≥ 31 category preferred ethnically similar counselors.

Educational levels of Davis-Monthan subjects did not influence selection of ethnically similar counselors. There was however, a significant difference in the preference for ethnically similar counselors by ≤ 12 subjects in the Skill Center sample. All ethnic groups ≤ 12 except the Mexican-American tended to prefer ethnically similar counselors. The Native Americans indicated the strongest preference for ethnically similar counselors in this category. These findings for the Mexican-American and Native American subjects in the Skill Center sample represent quite a contrast to their counterparts in the Davis-Monthan sample. The absence of preference for ethnically similar counselors by the Mexican-American subjects probably accounted for the significant difference in the proportion of ethnically similar counselors selected between educational levels within the Skill Center sample.

In the Davis-Monthan and Skill Center samples, there was a significant difference in the proportion of ethnically similar counselors selected by Black and Mexican-American subjects with more than high school educations. No significant differences were indicated in the ≤ 12 comparison between samples as both groups preferred ethnically similar counselors, supporting Vontress' (1971) contention that

preference for similar counselors is stronger among individuals with less education.

Income did not influence subjects' choice of counselor in the Skill Center sample; All subjects tended to prefer ethnically similar counselors. There was not as much income variance in the Skill Center sample as in the Davis-Monthan sample. This, of course, was one of the assumed contrasts between the two samples. The $\geq \$5,001$ subjects in the Davis-Monthan sample preferred ethnically similar counselors to a significantly higher level than the $< \$5,000$ subjects. The $\geq \$10,000$ subjects in the Davis-Monthan sample indicated an even greater preference for ethnically similar counselors.

At Davis-Monthan there was no significant difference between those with previous counseling experience and those without previous counseling experience, but there was a stronger preference for ethnically similar counselors by subjects with previous exposure to counseling. There was no significant difference in the way counseling influenced counselor preference in the Skill Center sample.

In the comparison between the Davis-Monthan and Skill Center samples, subjects with previous exposure to counseling in both samples preferred ethnically similar counselors, with no significant difference indicated. The Davis-Monthan subjects with no previous counseling preferred ethnically similar counselors proportionately higher than their Skill Center

counterparts. The former finding supported one of Gilsdorf's (1974) implications that counseling often does not meet the needs of minority persons, and if given an opportunity to select a different counselor, minority individuals would select ethnically similar counselors. An inexperienced client will select an ethnically similar counselor in an unfamiliar situation. The Skill Center subjects lack of preference for ethnically similar counselors could be a result of assumptions about counseling through association and discussion with peers who have experienced counseling.

Similarities in ethnic origin and sex were factors that influenced the preference for ethnically similar counselors more than age. Male subjects consistently selected male counselors at a significantly higher proportion than female subjects selected female counselors. Again, Gilsdorf's (1974) and Vontress' (1971) findings that counselor preference by sexual identity were supported. Cultural age, sex, income, education and previous counseling similarity experience are all differentially significant in determining counselor preference.

The differences in preferences of ethnically similar counselors by Native American/Indian and Mexican-American/Chicano subjects between samples were significant points of interest. One conjecture is that valid responses were possibly marked because of the subject's pre-set expectations

of: "How I am expected to respond." This could explain the lack of overall preference of ethnically similar counselors by the Mexican-American/Chicano subjects in the Skill Center sample and the Native American/Indian subjects in the Davis-Monthan sample. This may also account for the lack of strong preferences for ethnically similar counselors by Black subjects in each sample.

A possible explanation for the high proportion of ethnically similar counselors selected by Mexican-American/Chicano subjects in the Davis-Monthan sample could be the desire for status. Mexican-American/Chicanos traditionally have not enjoyed the benefits of upper echelon positions in the military or military related civil service jobs (Walton 1976). Apparently none of the Mexican-American/Chicano subjects included in this study hold upper echelon positions in the Davis-Monthan sample as evidenced by the \$15,000 upper limit on the incomes of the subjects. The strong preference for ethnically similar counselors by these clients may be a statement in response to the desire for higher ranking Mexican-American/Chicanos in military or military related civil service positions.

The absence of a strong preference for Black counselors by Black subjects may be due to the fact that they are less willing to own any weakness, as implied by the need for counseling, to another Black. Another possibility may be

that Blacks have been traditionally familiar with cultures other than their own. Each of these conjectures could explain the decreased tendency for Blacks to indicate strong preferences for Black counselors. Length of time in the military and association in a heterogeneous military society could have affected the preference for ethnically similar counselors by Black and Native American/Indian subjects.

The Skill Center Native American/Indian subjects' strong preference for ethnically similar counselors may be a result of two things. First, is the geographical proximity of the Native American/Indian to culturally related traditions in a familiar environment. Second, their strong preference for ethnically similar counselors may be a function of a culturally related assumption that (supporting Bryde's 1971 contention) only Native American/Indian counselors can relate successfully to Native American/Indian clients.

Sex identity of the counselor continues to be as important as ethnic origin of the counselor. Subjects in both samples generally preferred counselors of the same sex, with a high preference for counselors of the same sex and the same ethnic origin. This finding supports similar findings by Gilsdorf (1974).

Previous counseling made a difference in the choice of counselors only with Mexican-American/Chicanos in the Davis-Monthan sample and Native American/Indian subjects in

the Skill Center sample. The subjects that had experienced counseling in these two ethnic groups preferred ethnically similar counselors more than the subjects that had no prior experience with counseling. This finding may be a result of language or other barriers that have been operating between the subjects and experience with counselors.

Several factors should be considered when reviewing the results of this study. No analysis was performed on the "none of these" choices nor was information obtained regarding the reasons for choosing "none of these." Further, no information was obtained regarding the length of time in the military or military related jobs for the subjects in the Davis-Monthan sample. Similarly, no information was obtained regarding length of time spent at the Skill Center or in any other similar training programs. No information identifying the ethnicity of counselor seen was obtained for those subjects that indicated previous exposure to counseling. In addition to the above, the small N limited analysis of more specific information regarding a general profile of the subjects that tended to select ethnically similar counselors.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study was to examine the choice of counselors made by Black, Native American, Mexican-American, and Anglo subjects in the Tucson Skill Center and at Davis-Monthan Air Force Base. The findings indicate that:

1. Subjects prefer counselors of similar ethnic origin.
2. When given a choice, subjects in general prefer counselors of similar sex and ethnic origin.
3. Level of education, income, and previous experience with counseling has little effect on the overall selection of counselors.

There seems to be no question that the subjects in this study demonstrated perceptual preferences for ethnically similar counselors. Corroboration of the results of this study with those of Gilsdorf (1974, 1976) and others further generalizes and strengthens the demonstrated results. The similarity, in the results of this study and those done by Gilsdorf in different geographical locations and with different categories of subjects, voids any contention of bias

due to location and life experiences in preference of ethnically similar counselors.

Sadly, the demonstrated need to expedite a change in the counseling profession to meet the unmet needs of minorities often ends with the completion of a research project. As Carkhuff (1971, p. 46) stated: "Unfortunately, the recommendations that the counselors study more closely the cultural background of minority group counselors comes largely from theoretical literature." It is now time to operationalize the theory and attend to the problem of meeting minority needs in the counseling process. New avenues for cross-cultural counseling must be explored in order to increase counselor sensitivities in the areas of ethnic and cultural awareness.

Recommendations

As a result of this study, the following recommendations seem appropriate:

1. Since minority counselors are not sufficiently available to deal with the many minority clients already in the milieu of counseling, re-evaluation of current counseling philosophies, techniques and training with respect to cross-cultural counseling seem to be of highest priority.

2. Because of the demonstrated preferences for counselors of similar ethnic origin, the recommendation to train and employ more minority counselors is supported by this and other research.
3. Agencies and institutions should make a concerted effort to make counselors available that represent the cultural and sex mix of the clients served.
4. Additional research is needed to further investigate the more complex reasons for preference of ethnically similar counselors. This need seems to be particularly critical with the Mexican-American/Chicano and Native American/Indian subjects.
5. Exploration of minority counselor traits and the attractiveness of the minority counselor need to be investigated in light of the results of this study.

APPENDIX A
THE INSTRUMENT

CIRCLE OR CHECK THE APPROPRIATE ANSWER

1. AGE: Under 20 21-30 31-40 41-50 Over 50

2. MALE FEMALE

3. HIGHEST EDUCATIONAL LEVEL ATTAINED

Below 8 8 9 10 11 12 13 14 15 16

MASTERS DEGREE

POST GRADUATE

4. FAMILY INCOME

Below \$5,000 \$5,001-\$10,000 \$10,001-\$15,000

\$15,001-\$20,000 Over \$20,000

5. ETHNIC GROUP

Anglo Black Mexican-American/Chicano Oriental

Native American/Indian Other (please specify) _____

6. HAVE YOU SEEN A COUNSELOR BEFORE? YES _____ NO _____

_____ In the last 12 months?

_____ In the last 24 months?

_____ Over 2 years ago?

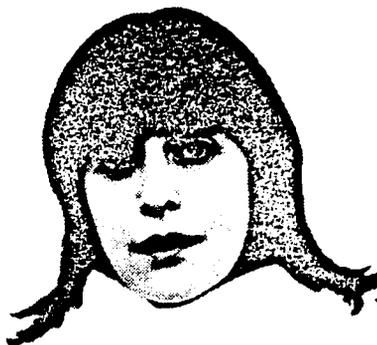
7. IF YOU HAVE SEEN A COUNSELOR, WHAT KIND OF PROBLEM DID YOU HAVE?

Children Personal Educational-Vocational Other

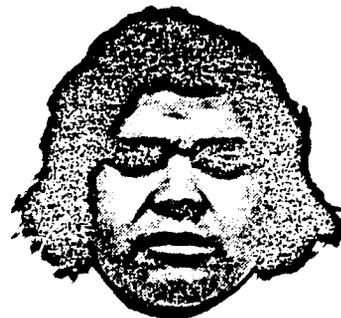
1. Assume you have children. You are having problems with one of them. Which counselor would you select to help you?



Counselor 1 ___



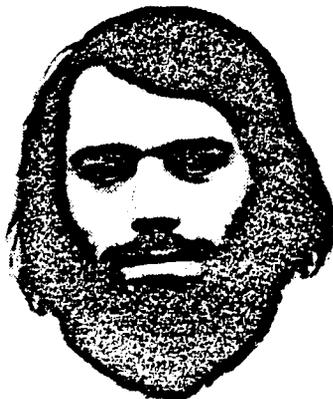
Counselor 2 ___



Counselor 3 ___



Counselor 4 ___



Counselor 5 ___



Counselor 6 ___



Counselor 7 ___



Counselor 8 ___

None of These ___

2. You are having personal problems that are affecting your relationships with your co-workers. Which counselor would you select to help you?



Counselor 1 _____



Counselor 2 _____



Counselor 3 _____



Counselor 4 _____



Counselor 5 _____



Counselor 6 _____



Counselor 7 _____



Counselor 8 _____

None of These _____

3. You are having trouble deciding what course of study to pursue in order to obtain skills to get a job. Which counselor would you select to help you?



Counselor 1 _____



Counselor 2 _____



Counselor 3 _____



Counselor 4 _____



Counselor 5 _____

None of These _____



Counselor 6 _____



Counselor 7 _____



Counselor 8 _____

APPENDIX B

ANALYSIS BY PROBLEM AREAS

Observed frequencies of subjects' choice of counselors in the Davis-Monthan sample by ethnic group and problem area.

PROBLEM 1	<u>Choice of Counselor</u>			Row Totals
	Ethnically Same	Ethnically Different	"None of These"	
Anglo	4	7	4	15
Black	7	6	2	15
Mexican-American	12	2	1	15
Native American	4	7	4	15
Totals	27	22	11	160

$\chi^2=12.529$, 6df, n.s.

PROBLEM 2	<u>Choice of Counselor</u>			Row Totals
	Ethnically Same	Ethnically Different	"None of These"	
Anglo	4	7	4	15
Black	8	4	3	15
Mexican-American	15	0	0	15
Native American	2	7	6	15
Totals	29	18	13	160

$\chi^2=29.411$, 6df, $>.05$, significant

PROBLEM 3	<u>Choice of Counselor</u>			Row Totals
	Ethnically Same	Ethnically Different	"None of These"	
Anglo	5	7	3	15
Black	7	6	2	15
Mexican-American	14	1	0	15
Native American	3	8	4	15
Totals	29	22	9	160

$\chi^2=18.311$, 6df, $>.05$, significant

Observed frequencies of subjects' choice of counselors in the Skill Center sample by ethnic group and problem area.

PROBLEM 1	<u>Choice of Counselor</u>			Row Totals
	Ethnically Same	Ethnically Different	"None of These"	
Anglo	6	3	6	15
Black	7	4	4	15
Mexican-American	3	9	3	15
Native American	9	5	1	15
Totals	<u>25</u>	<u>21</u>	<u>14</u>	<u>60</u>

$\chi^2=11.302, 6df, <.05, n.s.$

PROBLEM 2	<u>Choice of Counselor</u>			Row Totals
	Ethnically Same	Ethnically Different	"None of These"	
Anglo	4	5	6	15
Black	4	8	3	15
Mexican-American	7	3	5	15
Native American	6	6	3	15
Totals	<u>21</u>	<u>22</u>	<u>17</u>	<u>60</u>

$\chi^2=7.291, 6df, <.05, n.s.$

PROBLEM 3	<u>Choice of Counselor</u>			Row Totals
	Ethnically Same	Ethnically Different	"None of These"	
Anglo	7	3	5	15
Black	3	4	8	15
Mexican-American	3	8	4	15
Native American	9	3	3	15
Totals	<u>22</u>	<u>18</u>	<u>20</u>	<u>60</u>

$\chi^2=12.09, 6df, <.05, n.s.$

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