COUNSELING PREFERENCES OF ETHNIC MINORITY
COMMUNITY COLLEGE STUDENTS

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PROJECT

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Approved:

[Signature]
Chairman

Date: January 15, 1973
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I  NUMBER AND PERCENTAGE OF ETHNIC MINORITY STUDENTS ON SCC CAMPUS, NUMBER AND PERCENTAGE OF ETHNIC MINORITY STUDENTS MAILED QUESTIONNAIRES, NUMBER AND PERCENTAGE WHO RETURNED QUESTIONNAIRES, NUMBER AND PERCENTAGE OF ETHNIC MINORITY STUDENTS IN THE SAMPLE.

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VII ETHNIC MINORITY STUDENTS SHOULD HAVE COUNSELORS FROM THEIR OWN ETHNIC GROUP
ACKNOWLEDGEMENTS

Acknowledgement is due to the many individuals who were involved in bringing this study to completion. First of all, Mr. Elbert L. Kinnebrew, Assistant Dean of Research at Sacramento City College, provided the statistics and materials necessary to get the study underway. Without his constructive criticism and assistance, the study would not have been successfully completed. Secondly, a sincere thanks to Mrs. Priscilla Ito who gave her time and assistance throughout the development of this study. Finally, I wish to thank Professor James Saum for always being there when I needed him. His guidance made it possible to eliminate unnecessary steps.
CHAPTER I

THE PROBLEM

Statement of the Problem

On most college campuses today the ethnic minority student is demanding that administrations take the necessary steps to alleviate his frustrations with the system. He is crying out for curriculum and guidance that is related to his particular background and economic situation in this country. This study was conducted as an attempt to determine what the preferences of the ethnic minority student were relative to age, sex and ethnic origin of the community college counselor. Specific questions to be answered in the study were:

1. Do ethnic minority counselees prefer ethnic counselors?
2. Is one sex preferred over another?
3. Is there an age level most preferred?

Importance of the problem. The investigator felt a study such as this conducted on the community college level would uncover definite trends in student preferences. Knowledge of these trends would be of value to counselors and school administrators in meeting the needs of students. Counselor programs could consider using this information as a valuable source when determining their curriculum and admitting new people into their programs. The study's importance would be predicated by the decisions made regarding how to feasibly implement the preferences determined therein.
Limitations of the problem. The population of the study was limited to ethnic minority students at Sacramento City College only. Sacramento City College was selected for the survey because of its inner-city location, diverse ethnic population and good ethnic minority counselor representation. Eighty-four students were selected for a stratified random sample and were asked to fill out a questionnaire. The investigator felt these students would be experienced enough from past and present counseling contact to formulate opinions and preferences.

Definition of Terms Used

For the purpose of this study the following definitions of terms apply:

Ethnic Minority. That individual whose ancestry is not Caucasian.

Afro-American. An individual of African descent.

Mexican-American. An individual of Mexican descent.

Oriental. An individual of Asian descent.

Community College. A two-year institution of higher learning geared toward vocational skills as well as general education and lower division transfer requirements.
Preferences. This term shall be referred to from the client's viewpoint. It will mean the client's choices or greater liking for one situation over another.

School Counselor. The individual who, working in a public school situation and holding a Pupil Personnel Credential, is actively engaged in assisting students in their everyday adjustment to their environment.

Clients. Those individuals in their relationship to a counselor who is acting in their behalf or engaged to act in their behalf.

Organization of Report

The remainder of the report is divided into four chapters.

Chapter II reviews the related literature. Available studies pertaining to perceptions and expectations of ethnic minority students toward counseling, cultural barriers in counseling and counselor education and training of the counselor are discussed and summarized.

Chapter III examines the procedures used for sampling the population. The instrument used in the study is discussed as well as how the data were analyzed and summarized.

Chapter IV lists the data in tabular form. The data are discussed under the headings of age, sex, ethnic preferences and counseling experiences.

Chapter V arrives at conclusions from the data obtained. Suggestions are offered which may lead to further research.
CHAPTER II

REVIEW OF RELATED LITERATURE

The literature surveyed discussed primarily perceptions and expectations of ethnic minority students toward counseling, cultural barriers in counseling and counselor training and education needs.

Perceptions and Expectations of Counselor Role

A number of studies have dealt with counselor's role. Among them are the following:

Cox (1970) concluded that counselors were perceived by students, parents and teachers as being helpful in areas of vocational or educational guidance, but were not perceived as being effective or helpful in matters of a personal nature. He felt there was a need to communicate to the society that the counseling role also involves dealing with personal problems.

Grant (1954) investigated student perceptions and expectations of the counselor role. The results indicated that most students discussed personal problems with someone other than school counselors. Sixty-two per cent of the students sampled listed the counselor as one they would approach for educational guidance and assistance; for discussing personal problems, students preferred most frequently friends, parents and physicians. Only four per cent of the students indicated they would discuss personal behavior problems with school counselors.
Sherr (1970) found that clients preferred to choose their
counselor as opposed to having one assigned to them. He also found
that the most desired characteristics in a counselor were warmth,
empathy and genuineness.

A few studies dealt with ethnic minority client's preference for
counselor's role. These dealt with black clients.

Vontress (1969) implies that subcultural minorities view the
dominant cultures with suspicion and distrust. He concluded that
Negroes have suppressed their anger so long it has caused them
emotional rigidity. He feels that personality, not cultural, factors
or sympathy should be the consideration when counseling blacks or
Mexican youth.

Williams and Kirkland (1971) contended that it is not enough for
the white counselor to take the attitude that he is dealing with
"just another person". He must realize he is dealing with a black
client who hurts because of the system and not because of any other
unresolved conflicts.

Russell (1970) examined the black student's view of guidance in
order that counselors might develop a role for the profession that
would serve this student more effectively. He concluded that the
demand that administrators employ more black counselors reveals
grievances against guidance that have deeper roots than just current
social revolution.
One study dealt with Mexican clients. Palomares (1971) concluded from interviews with Mexican youth that counselors were perceived as:

1. Persons who they could talk to about their troubles, and who would not yell at them.
2. Someone who they could trust and be familiar with.
3. Someone who speaks in the idiom of the people he works with.

They generally preferred someone young as to someone old.

Ethnic Background, Age and Sex Preferences

Numerous studies have been conducted which deal with the ethnic, age, and sex preferences of counselees. Among them are the following:

Littlefield (1969) investigated the self disclosure patterns of students in three subculture groups. White, Mexican-American and Negro subjects were administered a modified Jourard Self Disclosure Questionnaire. He found that females reported generally higher levels of disclosure than did males. When the sexes were pooled and the subcultural groups were compared according to the total disclosure reported, it was found that the white group reported the greatest amount of disclosure. The Mexican group reported the least amount of disclosure. The notable difference of disclosures was found between white females and Mexican-American males. No significant differences were found in the amount of disclosure between Negro males and Negro females.
Strangers and Riccio (1970) found that counselees preferred to be counseled by one of their own race, except for northern whites who chose a black female counselor as first choice and a northern white male as second.

Heffernon (1970) concluded that most black counselors are readily acceptable by black clients. Some white counselors were able to be effective in overcoming the racial disadvantages. The level of professionalism did not seem to be a factor. He placed an equal number of black and white lay counselors and an equal number of black and white professional counselors with black eighth grade counselees. All the counselees with black counselors preferred to remain in counseling; while eleven blacks with white counselors didn't wish to continue counseling.

Carkhuff and Pierce (1967) did a study to find differential effects of (1) race and (2) the social class of the therapist upon patient depth of self exploration. Social class was defined by educational and vocational level.

An upper-class white person, an upper-class Negro person, a lower-class white person and a lower-class Negro person were trained as lay counselors. All counselors had similar training and work experience. Each counselor interviewed four clients from each social class. All the clients were patients hospitalized. All counselors were female. All patients were female.
The results indicated: race and social class of patient and counselor were significant in effect and interaction. The patients similar in race and social class of their counselors tended to explore themselves more while the most dissimilar patients tended to explore themselves less.

Banks, Berenson and Carkhuff (1967) designed a study to determine the retarding effects of counselor race upon Negro clients' responses. Eight Negro clients were assigned to different counselors. One inexperienced counselor was a Negro undergraduate student. Three white counselors had varying types of experience and training. One white counselor was an inexperienced graduate student, another was an experienced graduate student and the third was an experienced graduate of a Doctorate program which emphasized the trait factor training program. This program is not oriented toward counselor client differences. Each counselor initially interviewed his clients. Random sampled taped excerpts were rated on counselor empathy, positive regard, genuineness, concreteness and client depth of self exploration. A relationship inventory assessing the counselors level of functioning was given to each counselor. The clients were asked to rank the counselors in order of effectiveness. All eight Negro clients who were counseled by the Negro counselor said they would return. Five clients said they would return for another visit to see a white counselor. The Ph.D. trait factor trained counselor was ranked last by all counselees. Counselor race and type of orientation are more relevant variables than experience.
Thomas C. Tuttle (1970) made a study of students' attitudes towards white counselors with reference to the ethnic origins of the students. To examine the nature of black and white student attitudes towards counselors, a large inner-city high school was chosen. A small sample of students proportionate to the population in terms of race were chosen. Half were male and half were female. They were asked to respond to a short, 12-item questionnaire. The responses when analyzed did not reflect an overwhelmingly favorable attitude towards the counseling situation.

The conclusion of the study was that black students' responses to attitudinal statements directed towards the counseling situation were significantly lower than white responses to the same counseling situation.

Two studies dealt with all three factors, ethnic group, age and sex. Lateano (1972) sought to determine whether ninth grade pupils had identifiable preferences relative to age, ethnic origin, counseling procedures and sex of the secondary school counselor. He hypothesized that they would have. His findings confirmed this:

1. A strong preference for counselors closer to their age.
2. A strong preference for someone of their own sex.
3. A strong preference among ethnic groups for a counselor from that same ethnic group.
4. A preference for a non-directive, client-centered approach.
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3. A strong preference among ethnic groups for a counselor from that same ethnic group.
4. A preference for a non-directive, client-centered approach.
Crump and Rohan (1972) replicated the Lateano 1972 study to investigate preferences in high school seniors regarding age, sex, process and ethnic origin of counselors. Their findings showed:

1. High school seniors prefer counselors five to ten years older than the reported preferences of Lateano's ninth grade students.

2. The largest number of students had no preference for sex of counselor. The second largest preference scores indicated a male counselor would be preferred. Black females preferred female counselors. Oriental students indicated preference for male counselors.

3. Each ethnic group showed a marked preference for a counselor from the same ethnic group as themselves.

4. High school seniors indicated that non-directive counseling procedures were most preferred and authoritative procedures least preferred.

Boulware and Holmes (1970) found students preferred older males except for women with personal problems. Women preferred older women counselors for discussion personal problems. Expectations of the therapy seemed to rely on the counselor being perceived as understanding rather than similar. Males preferred older males for discussing personal problems. Both male and female students preferred male counselors for vocational and educational problems.

Fuller (1963) secured pre-counseling preferences from 588 students. From 40 of these students he also secured post-counseling services. The results revealed:
1. Males showed a stronger preference for male counselors than did females for female counselors.

2. Clients who initially preferred a female counselor were more likely to change this preference after counseling than were those originally desiring a male counselor.

3. Males expressed some preference more often on a personal than on a vocational problem and more often when choosing a counselor for a personal problem than when choosing a confidante.

Cultural Barriers in Counseling

Cultural barriers may cause conflicts in counseling. Among the studies dealing with this subject are the following:

Sue, Derald Wing and Sue, Stanley (1972) analyzed Chinese values and suggested that the counseling situation may arouse intense conflicts for many Chinese-American students. They also suggested a modified counseling approach that can be used in working with these students.

Vontress (1970) determined that blacks have developed unique environmental perceptions, values and attitudes which make it difficult for counselors to establish and maintain positive rapport. He examined attitudinal ingredients posited by Carl Rogers for relevance to this problem, and suggests in-service training to help counselors and other professionals relate effectively with inner-city blacks.

Banks (1970) examined racial attitudes of black college students to determine changes in acceptance or rejection of negative racial stereotypes. Results indicated that black students accept more anti-white ideology and less anti-Negro ideology than a comparable group of students sampled in 1957. Students sampled in 1968 were significantly less authoritarian than the earlier group.
Rodriguez (1968) investigated the educational picture of the Mexican-American. The educational picture of the Mexican-American is seriously impaired by the lack of Mexican-Americans in schools of higher education. The high school graduate has had his cultural values and language assailed by the dominant Anglo culture. Psychologically scarred, he is faced with other impediments to personal and educational achievement. He is confronted with weak counseling programs, inadequate study habits, culture and value conflict, lack of adequate guidance and encouragement, the isolation encountered in the educational environment and partial rejection by his parental group, peer group and community. He concluded that the Mexican-American student in higher education needs intensified counseling to ease personal conflicts and to overcome a fear of the new learning experience. He also needs guidance and direction in the transition from family-orientation to self-orientation. Several statistics were included.

Even counselors have preferences as to clients. Wicas and Carluccio (1971) asked counselors to indicate their preferences among three kinds of clients: Culturally deprived black, ex-convict and ex-mental patient. Their data suggested that counselors do have biases and these biases color how counselors perceive and respond to clients with certain handicapping conditions.
Counselor Education and Training Needs

A number of studies have dealt with the educational and training needs of counselors. Among them are the following:

Ratchick (1969) indicated that counselors must be sensitized to the perspectives of minority youth and parents and have an understanding of their aspirations, needs and fears. These perspectives should include:

1. a broader background in social psychology,

2. an understanding of one’s own attitudes and sensitivity training,

3. a greater understanding of the cultural contributions of ethnic groups and group work,

4. additional knowledge of measurement and research, including a review of pre- and in-service training as they pertain to understanding disadvantaged minority youth,

5. more selective screening in choosing applicants for counseling,

6. a greater understanding of the world of work for different groups,

7. more involvement in the evaluation of the instructional program to consider the relevancy of the curriculum for disadvantaged youth, and

8. an increase of commitment to action and involvement with community groups and agencies.

Sikes (1971) concluded that the traditional counseling psychology curriculum is deficient in meeting the needs of those persons who wish to work in the black community. It does not speak to the black experience nor does it attend to white racism.
Ware and Gold did a study of the student counselor-assistant program initiated at Los Angeles City College in the fall of 1968. The objectives of the program included determining if peer counselors could influence the academic success and motivation of socio-economically disadvantaged students to complete the two-year program, and if they might ultimately help recruit youths into the program. Short-term program evaluation was carried out by comparing scholarship and persistence statistics for three groups:

a. the socio-economically disadvantaged students who received counseling by the student advisors;

b. a comparison group of these same students who failed to respond to the invitation to be counseled; and

c. a comparison group of fall 1967 entrants.

Results after the first semester of the program showed:

1. group (a) students persisted at a statistically significant higher rate (99 per cent) than did group (b) (81 per cent) and group (c) (88 per cent);

2. group (a) students performed at a higher academic level than group (c) students, and at an almost identical level with group (b) students (who had demonstrated a higher aptitude for college work on the entrance examination); and

3. 90 per cent of the group (a) students rated the program as good or excellent, as did 100 per cent of the student counselors. Results after the second semester revealed that subsequent persistence and academic performance effects are not as apparent after the first semester.
Summary

The major portion of the literature reviewed indicated:

1. that students perceived the school counselor as someone who assisted in vocational or educational matters;

2. that students did not generally perceive the counselor as someone they could discuss personal matters with;

3. that ethnic minorities preferred counselors of similar ethnic and cultural backgrounds;

4. that student preference for counselor's age and sex depended on the type of problem the client wanted to discuss;

5. that cultural variables may intrude in the counseling relationship where the ethnic minorities are concerned;

6. that counselors do have biases and these biases color how counselors perceive and respond to clients with certain handicapping conditions;

7. that for counselors to be effective with minority groups they must be skilled and knowledgeable of their situations and do more than merely deal with them as "just another person";
8. that changes in counselor training and in-service education of counselors are necessary to sensitize counselors, bridge cultural barriers and help them become more effective;

9. that counselor aides or student counselor-assistants can do an effective job of peer counseling.
CHAPTER III

EXPERIMENTAL PROCEDURES

The procedures used for sampling the population are examined in this chapter. The instrument used in the study is discussed as well as how data were analyzed and summarized.

Population

The investigator polled the ethnic minority students at Sacramento City College. Sacramento City College was founded in 1916 as a Department of Sacramento High School, with three instructors and 47 students. It is the seventh oldest public community college in California, and the oldest institution of higher learning in Sacramento. There were approximately 7,983 students on the campus as of Fall 1972. Ethnic minority students are numbered at approximately 2,797 or 35 percent of the total student population. SCC provides a staff of 17 full-time, professional counselors to assist students with educational and vocational goals as well as personal and social problems. A walk-in (no appointment necessary) office procedure is used to encourage the students to avail themselves of individual and group counseling opportunities. Out of the 17 staff members four are ethnic minority and five are women.

Each student was asked to supply his age, sex and ethnic minority background. The ethnic percentage breakdowns are presented in Table 1.
<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Total No. at SCC</th>
<th>% of Total SCC Popul.</th>
<th>No. mailed a Quest.</th>
<th>% mailed a Quest.</th>
<th>No. of Returns</th>
<th>% of Returns</th>
<th>% in Actual Sample *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afro-American</td>
<td>753</td>
<td>9</td>
<td>75</td>
<td>10</td>
<td>28</td>
<td>37</td>
<td>4</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>701</td>
<td>9</td>
<td>70</td>
<td>10</td>
<td>28</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Oriental</td>
<td>923</td>
<td>12</td>
<td>92</td>
<td>10</td>
<td>28</td>
<td>30</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total enrollment at SSC, Fall 1972, 7,983. Ethnic minorities including those above and other groups comprise 35% of the total campus population.*
Sample

A questionnaire was mailed to every tenth student from an alphabetical listing of all ethnic minority students on the campus. The three largest ethnic minority groups were used: 1) Afro-American, 2) Mexican-American, and 3) Oriental. A total of 84 students composed the random sample. This total represented 14 males and 14 females (28 students) from each of the three ethnic minority groups.

Time did not allow for the normal follow-up letters that are normally sent. A greater percentage of returns could possibly have been received if this procedure had been followed.

To select the sample, each questionnaire was date-stamped when returned and separated into its appropriate ethnic group. This process was continued until a sample of 28 students (50 per cent male and 50 per cent female) from each of the three ethnic minority groups was obtained. Selecting the students in this way gave all an equal probability of being included. The selection of one student had no influence on the selection of any other student.

Instrument Used

The questionnaire technique was used to gather the data. The instrument was short and limited to one page. Seven items were used—six structured and one open-ended for additional comments. The
investigator was aware that asking specific questions was using an
obtrusive technique which could change or give the very preferences
being sought. However, unobtrusive measures were too time consuming
and complicated for the purpose of this study.

The investigator was unable to find a questionnaire that would
completely fit the needs of the study; therefore, appropriate questions
for the situation were compiled. The questionnaire used by Lateano
(1972) and replicated by Crump and Rohan (1972) in measuring prefer-
ences and expectations of the role of the counselor with ninth grade
and twelfth grade students was a very useful guide.

The validity of the instrument was ascertained by having two
experts in the field of counseling, Gerald Cias, Assistant Dean,
Counseling Services, at Sacramento City College and James Saum,
Counselor Educator at California State University, Sacramento, pass
judgment on it. After taking into consideration their suggestions and
making the necessary corrections and revisions, the instrument was
pretested to a small number of ethnic minority students on both the
Sacramento City College and California State University, Sacramento,
campuses. The end product was a workable questionnaire that could
produce the desired results.

The investigator was aware that the reliability of the questionnaire
(or instrument) used would be questionable because feelings and atti-
tudes were being measured. The best test of reliability is repeatability.
However, time did not allow the investigator this repeatability factor. An unchanged situation should produce the same results if the study were conducted again. As the questionnaire was used only one time and not compared with any other findings, the cross-sectional research design was used.

The questionnaire compiled for the study considered three facets of the counselor role: preference as to ethnic background of counselor, preference with respect to sex of counselor and preference regarding age of counselor. The dimension of past, present and future counseling experiences was added to determine a correlation between preferences and experiences. Background data for the sample is presented in Appendix C.

Past counseling experience was determined from the following choices: Caucasian counselors only; ethnic minority counselors only; counselors from both groups and no counseling whatsoever.

The present counseling experience choices were: Afro-American, Mexican-American, Oriental, Caucasian and specified other.

Preferences for future counselors were selected from these choices: an ethnic minority counselor from my own ethnic group; a Caucasian counselor; any ethnic minority counselor available; any counselor available and no counseling.

The students were asked to give their preference for the age of counselor. Each age level represented a ten-year span. Preference for sex of counselor was selected from male and female.
Finally, the students were asked to give their opinion on the question of whether ethnic minority students should have counselors from their own ethnic group. A "Yes", "No" or "No Opinion" choice was given. Additional comment space was allowed.

The students were given the option of making "No preference", "No opinion" and "No counseling" choices in regard to the preference items above. This option was given to insure that students would not feel as though a forced choice was elicited from them.

The additional comments by the students were evaluated and categorized. The most frequent comments are presented in Appendix D.

**Collection of Data**

The investigator used a mailed questionnaire to gather the data. The instrument was pretested and administered to small groups of ethnic minority students on two college campuses. Every tenth name on an alphabetical minority print-out used for affirmative action purposes at Sacramento City College was used for the population. A total of 237 questionnaires were mailed. Eighty-four were returned in time for use in the study. These became the sample.

As each questionnaire arrived by return mail, it was: 1) date-stamped, 2) divided into ethnic minority groups, and 3) subdivided into stratas of male and female. The investigator insured that each category was proportionately represented in the sample—not according to State population but merely equal numbers in each strata.
The investigator set a cutoff date for accepting returned questionnaires. Those returned more than ten days after the due date were not accepted. Twenty-eight students from each ethnic minority group used became the random sample.

Analysis of Data

The questionnaire answers were then tallied. Male, female and ethnic group percentage breakdowns of the total population on campus and the sample population are presented in Table I. Percentage breakdowns for each preference item by ethnic minority and sex are represented in Tables II, III, IV, V, VI and VII. Background data and additional comments can be found in the Appendices.

Summary

The investigator hypothesized that the majority of community college students from ethnic minority backgrounds have identifiable preferences regarding age, sex and ethnic origin of the counselor. A questionnaire was mailed to ethnic minority students only that were attending one inner-city community college. Eighty-four ethnic minority students were randomly selected from the community college population. Questionnaire answers were tallied and percentages determined. The percentage results were reported in tabular presentation. Male, female and ethnic group percentage breakdowns are presented in Table I. Preference item percentages are found in Tables II, III, IV, V, VI and VII. Background data and additional comments can be found in the Appendices.
CHAPTER IV

RESULTS

This chapter lists the data in tabular form. The data are discussed under the headings of age, sex, ethnic preferences and counseling experiences.

Discussion, Comparison and Interpretations of Data

Tables II, III and IV contain the percentage scores showing past, present and future counseling experiences and preferences. Future counseling scores were used to determine the ethnic preferences minority students had. The majority of each ethnic group: 1) had Caucasian counselors in the past, and 2) have Caucasian counselors at the present time. Orientals and Mexican-American students preferred any counselor available in the future; Afro-Americans showed a strong identifiable preference for an ethnic minority counselor from their own group. Slightly significant were the number of students who had not had past counseling nor had counseling at the present time. Oriental males were the only strata preferring a Caucasian counselor in the future. This same group displayed the lowest preference for an ethnic minority counselor from their own group.

Afro-American females indicated the greatest preference for ethnic minority counselors from their own group.

Male Afro-Americans displayed the highest percentage score of any group seeing their ethnic counselor at the present time.
### TABLE II
STUDENT EXPERIENCES WITH PAST COUNSELORS

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Caucasian Only</th>
<th>Ethnic Minority</th>
<th>Both Groups</th>
<th>No Counseling</th>
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<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afro-American</td>
<td>14</td>
<td>50%</td>
<td>7%</td>
<td>36%</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>14</td>
<td>58%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Oriental</td>
<td>14</td>
<td>79%</td>
<td>0</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Female             |                |                |             |               |
| Afro-American      | 14             | 50%            | 0           | 29%           | 21%           |
| Mexican-American   | 14             | 58%            | 14%         | 7%            | 21%           |
| Oriental           | 14             | 57%            | 0           | 36%           | 7%            |
| Total              | 42             |                |             |               |               |

### TABLE III
STUDENT EXPERIENCES WITH PRESENT COUNSELORS

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Afro-American</th>
<th>Mexican-American</th>
<th>Oriental</th>
<th>Caucasian</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afro-American</td>
<td>14</td>
<td>50%</td>
<td>0</td>
<td>0</td>
<td>43%</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>14</td>
<td>0</td>
<td>29%</td>
<td>0</td>
<td>71%</td>
</tr>
<tr>
<td>Oriental</td>
<td>14</td>
<td>7%</td>
<td>0</td>
<td>8%</td>
<td>71%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Female             |               |                  |          |           |                |
| Afro-American      | 14            | 14%              | 0        | 0         | 57%            | 29%            |
| Mexican-American   | 14            | 7%               | 14%      | 0         | 72%            | 7%             |
| Oriental           | 14            | 0                | 7%       | 14%       | 57%            | 22%            |
| Total              | 42            |                  |          |           |                |
### TABLE IV

**STUDENT PREFERENCES FOR FUTURE COUNSELORS**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Ethnic Minority Counselor from own Group</th>
<th>Caucasian Counselor</th>
<th>Any Ethnic Minority Counselor</th>
<th>Any Counselor</th>
<th>No Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afro-American</td>
<td>14</td>
<td>43%</td>
<td>0</td>
<td>14%</td>
<td>43%</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>14</td>
<td>36%</td>
<td>0</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>Oriental</td>
<td>14</td>
<td>25%</td>
<td>14%</td>
<td>0</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afro-American</td>
<td>14</td>
<td>50%</td>
<td>0</td>
<td>14%</td>
<td>29%</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>14</td>
<td>36%</td>
<td>0</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>Oriental</td>
<td>14</td>
<td>36%</td>
<td>0</td>
<td>7%</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The largest groups, both male and female members, seeing Caucasian counselors at the present time were Mexican-American and Oriental, respectively.

Table V contains the percentage score preferences for the age of counselors. This table displays male and female total scores as well as ethnic group total scores. The highest percentage scores for both males and females occurred in the "No preference" level. Afro-Americans indicated their strongest preference for age in the 20-30 age level. Mexican-Americans preferred the 30-40 age level. The majority of Orientals had no preference.

Table VI contains scores for students' preferences regarding the sex of the counselor. The table displays male and female scores and total ethnic group scores.

The greatest percentage of scores for both males and females indicated sex of a counselor did not matter. However, those males and females making a preference indicated they would prefer a male counselor. Each of the three ethnic groups reported their second strongest preferences for male counselors.

The Mexican-American group showed no preference whatsoever for female counselors.
### TABLE V

**STUDENT PREFERENCES FOR THE AGE OF THE COUNSELOR**

(N=84)

<table>
<thead>
<tr>
<th>Age Level of the Counselors</th>
<th>Males (N=42)</th>
<th>Females (N=42)</th>
<th>Afro-American (N=28)</th>
<th>Mexican-American (N=28)</th>
<th>Orientals (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>24%</td>
<td>31%</td>
<td>46%</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>30-40</td>
<td>33%</td>
<td>33%</td>
<td>22%</td>
<td>50%</td>
<td>29%</td>
</tr>
<tr>
<td>40-50</td>
<td>7%</td>
<td>0</td>
<td>0</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>50-above</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Preference</td>
<td>36%</td>
<td>36%</td>
<td>32%</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Sex of Counselor</td>
<td>Males (N=42)</td>
<td>Females (N=42)</td>
<td>Afro-American (N=28)</td>
<td>Mexican-American (N=28)</td>
<td>Oriental (N=28)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Choice of Male</td>
<td>26%</td>
<td>26%</td>
<td>25%</td>
<td>39%</td>
<td>14%</td>
</tr>
<tr>
<td>Choice of Female</td>
<td>5%</td>
<td>10%</td>
<td>11%</td>
<td>0</td>
<td>11%</td>
</tr>
<tr>
<td>No Preference</td>
<td>69%</td>
<td>64%</td>
<td>64%</td>
<td>61%</td>
<td>75%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table VII contains the percentage scores determined for Item No. 6, "Ethnic minority students should have counselors from their own ethnic group?" These scores are shown for males, females and total ethnic group.

The largest percentage of males indicated no opinion as to whether ethnic minority students should have ethnic minority counselors. Afro-American students preferred ethnic minority counselors for ethnic minority students. Mexican-Americans displayed a larger percentage for the "no opinion" choice. Oriental students preferred ethnic minority counselors for ethnic minority students. Females displayed the greatest preference for ethnic minority counselors while the males on the other hand indicated "no opinion".

Summary of Results

Chapter IV discusses the tables of preference. The findings indicate:

1) Ethnic minority community college students have had primarily Caucasian counselors in the past and still have them today.

2) Male Afro-American students displayed the highest score for ethnic minority students having their present counselor from their own ethnic group.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36%</td>
<td>57%</td>
<td>54%</td>
<td>36%</td>
<td>50%</td>
</tr>
<tr>
<td>No</td>
<td>14%</td>
<td>4%</td>
<td>3%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>50%</td>
<td>39%</td>
<td>43%</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE VII

ETHNIC MINORITY STUDENTS SHOULD HAVE COUNSELORS FROM THEIR OWN ETHNIC GROUP? (N=84)
3) Oriental and Mexican-American students preferred any counselor available in the future.

4) The majority of community college students have no age preference for counselors. However, Afro-Americans indicated a preference for the 20-30 age level; Mexican-Americans preferred the 30-40 age level.

5) Group totals indicated the largest number of students had no preference for sex of counselor. The second largest preference score indicated a male counselor would be preferred.

6) The Mexican-American group showed no preference whatsoever for female counselors.

7) Female group totals displayed the greatest preference for ethnic minority counselors.

8) Afro-American and Oriental students indicated a second preference for ethnic minority counselors for ethnic minority students.

9) Male group totals indicated "no opinion" on the subject of ethnic minority counselors for ethnic minority students.
CHAPTER V

SUMMARY, CONCLUSIONS, SUGGESTIONS FOR FURTHER RESEARCH

This chapter arrives at conclusions from the data obtained. Suggestions are offered which may lead to further research.

Review of Problem

The investigator was interested in determining if ethnic minority community college students displayed any patterns of preference or expectations for counselors.

The areas of preference were age, sex and ethnic origin. The investigator sought to uncover patterns and trends which would be helpful in assisting school administration, counselors, students and counselor education programs. A mailed questionnaire was used as the instrument for gathering the data. Ethnic minority community college students were instructed to respond to seven selected questions by marking a preference choice. Preference choices were tallied and given a percentage score. Determination of differences between groups were made by comparing these percentage scores for each response. The hypothesis was:

The majority of community college students from ethnic minority backgrounds have identifiable preferences regarding age, sex and ethnic origin of the counselor.
Conclusions

The discussion of the data obtained from the study of ethnic minority community college students leads to the following conclusions:

1. Ethnic minority students have seldom had anything but Caucasian counselors in the past.

2. These same students have predominantly Caucasian counselors today.

3. Afro-American students indicated the strongest preference for an ethnic minority counselor from their own group in the future.

4. Oriental male students were the only group that showed a preference for Caucasian counselors in the future.

5. Male Afro-American students displayed the greatest percentage seeing ethnic minority counselors from their own group.

6. The majority of community college students have no age preference. Those that indicated a significant preference were: Afro-Americans, 20-30 age level; Mexican-Americans, 30-40 age level.

7. Group totals indicated no preference for sex of counselor. Those indicating a choice tended to prefer the male counselor.
8. Mexican-American students showed no preference whatsoever for female counselors.

9. Females as a group displayed the greatest preference for ethnic minority counselors while males as a group indicated "no preference" preferences.

10. Mexican-American students had the greatest percentage of "no opinion" responses on Item No. 6, "Ethnic minority students should have counselors from their own ethnic group?"

Suggestions for Further Research

Further exploration in the area of preference and expectations could include examining:

- What retarding effects do counseling outcomes suffer as a result of preferences not being satisfied;

- what retarding or beneficial effects do counseling outcomes experience as a result of expectations not being satisfied;

- why are the majority of ethnic minority students still seeing Caucasian counselors;

- what makes the Oriental and Mexican-American minority student less inclined to see his own ethnic minority counselor than an Afro-American student;
- is the California State University, Sacramento, School Administration and Counselor Education Department implementing new programs and curriculum that will enable its graduates to better understand the background and culture of the ethnic minority student?
BIBLIOGRAPHY


Crump, P. & Rohan, P. A replication study of preferences in high school seniors regarding age, sex, process and ethnic origin of counselors. (Unpublished manuscript. California State University, Sacramento.)


Laetano, M. A. An investigation of students' preferences and expectations of the counselor role. (Unpublished manuscript. Sacramento State College.)


APPENDICES
APPENDIX A

QUESTIONNAIRE

SACRAMENTO CITY COLLEGE
Research and Development Office
Counseling Services

This questionnaire is being used to gather data concerning the counseling preferences of ethnic minority community college students. We would appreciate your help. Please do not sign your name; your answers will be kept anonymous.

BACKGROUND DATA

1. Age
2. Sex

COUNSELOR PREFERENCE ITEMS

1. In the past, I have had:
   Caucasian counselors only
   Ethnic minority counselors only
   Counselors from both groups
   No counseling whatsoever

2. At present, my counselor is:
   Afro-American
   Mexican American
   Oriental
   Caucasian
   Other (specify)

3. In the future, I prefer:
   An ethnic minority counselor from my own ethnic group
   A Caucasian counselor
   Any ethnic minority counselor available
   Any counselor available
   No counseling

4. I would prefer a counselor between the ages of:
   20-30       30-40       40-50       50 and above       No preference

5. I would prefer a counselor who is:
   Male   Female   No preference

6. Ethnic minority students should have counselors from their own ethnic group?
   Yes   No   No Opinion

7. Please make any additional comments on the back of this sheet.
Dear

The attached questionnaire concerns itself with counseling preferences of ethnic minority community college students. It is part of a study being carried on cooperatively by the Counselor Education Department of California State University, Sacramento and Sacramento City College.

We are attempting to determine the preference of the minority student as it relates to counselors of various ethnic backgrounds. More specifically, we hope to determine whether or not students would prefer counselors from their own ethnic background.

Your cooperation will be extremely valuable in helping both institutions plan more effective counseling programs.

Please return this questionnaire by November 20, 1962 in the enclosed self-addressed envelope.

Sincerely,

s/

Elbert L. Kinnebrew
Assistant Dean Research and Development

Joann Richardson
Graduate Student, CSUS

ELK: p1

Attachment
APPENDIX C

BACKGROUND DATA

1. Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Afro-Americans</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>Age</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>25</td>
<td>12</td>
<td>19</td>
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<td>21</td>
<td>7</td>
<td>20</td>
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<tr>
<td></td>
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<td>35</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Mexican-Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>18</td>
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<td>4</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>

2. Sex
- 50% males
- 50% females

3. Ethnic Groups
- 33-1/3% Afro-American
- 33-1/3% Mexican-American
- 33-1/3% Oriental

Orientals

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Sample: 84 students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ethnic Groups: 3</td>
</tr>
<tr>
<td>18</td>
<td>Stratified Sample - each group</td>
</tr>
<tr>
<td>46</td>
<td>14 males</td>
</tr>
<tr>
<td>11</td>
<td>14 females</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
</tr>
</tbody>
</table>
APPENDIX D

ADDITIONAL COMMENTS

A. Qualifications of counselor more important than ethnic background.

1. "I want someone who is qualified."

2. "Counselors should be up on all types of programs and know what procedures are required—if not, be able to direct you to the right source."

3. "As long as a counselor knows what he's talking about and has a good attitude, I'm satisfied."

4. "As long as we have enough qualified counselors, there is no need to stress ethnic counselors."

5. "Any person that treats others as a human, is friendly and wants to help, can be my counselor."

6. "Counselors are uninformed. They need more current information."

7. "I want a counselor who knows something."

8. "It's not a question of an ethnic counselor but the quality of any particular counselor."

9. "The only value of an ethnic counselor would be the need where language differences occur. (I may be shortsighted.)"

10. "Counselors will tell you to take classes that aren't any help toward your major."

11. "If a counselor is competent and interested in the students, he will be a good counselor, no matter what his ethnic background. If the student cannot appreciate these qualities in a competent counselor, then he, the student, is at a loss, not the counselor."

12. "A student should not judge the worth of his counselor by his ethnic background alone."
B. Availability of counselor more important than specialty.

1. "Counselors should be representative of all backgrounds on campus."

2. "A student should have a counselor that he can relate to regardless of the ethnic group either belongs to."

3. "Being Mexican-American, I feel a Mexican-American counselor would understand me better and I'm confident that I would be helped."

4. "Those students who just arrived from Hong Kong and those who will not compromise with American culture because of their own cultural background or influence at home need a well-trained, capable ethnic counselor who understands the other background."

5. "I would like to see an ethnic minority counselor from my own ethnic group even though I don't have any preference."

6. "I have found that an ethnic minority counselor from my background to be most helpful to me. Others have made me feel they didn't care what happened to me. Negative feedback or no feedback made me feel like I wouldn't have a chance in furthering my education."

7. "No preference in sex of counselor but I would like to see more female counselors."

8. "Minority students should not be required to have counselors from their same ethnic background but minority counselors should be available to all students on campus."

9. "To please the majority of Oriental students, Oriental counselors should be on the counseling staff."

10. "If students want ethnic minority counselors, they should be given this choice."

C. Individual needs determine selection.

1. "It's up to the individual whether or not he wishes a counselor from his own ethnic group. If it makes that individual comfortable to have his own ethnic counselor, then he should have that opportunity."

2. "Choice depends on individual needs of each student."

3. "I can relate better to a counselor from my own ethnic group; however, if everyone chose a counselor from their own group, it would be segregation."