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A Comparative Analysis of the Psychological and Sociological Factors Relating to the Career Specialization Choices of Agency and School Counselors-in Training

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A COMPARATIVE ANALYSIS OF THE PSYCHOLOGICAL AND SOCIOLOGICAL FACTORS RELATING TO THE CAREER SPECIALIZATION CHOICES OF AGENCY AND SCHOOL COUNSELORS-IN-TRAINING

by

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Tyrus Wessell, Jr.

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CHAPTER I

INTRODUCTION

Vocational choice theorists (Blau, Gustad, Jessor, Parnes, & Wilcox, 1956; Ginzberg, Gunsberg, Axelrad, & Herma, 1951; Holland, 1959, 1962, 1963; Roe, 1951; Stefflre, 1966; Super, 1953, 1956, 1957, 1961; Tiedeman, 1961; as well as others) suggest that choice of vocational careers usually begins with the development of vocational interests in early childhood and is followed by the crystallization of these interests as the individual proceeds through a series of vocational developmental stages. Available research on occupational choice has revealed the importance of economic, interpersonal, social, family, and individual factors in influencing the occupational aspirations and preferences of an individual.

Crites (1969), in his review of the correlates of vocational choice, has devoted considerable attention to the variables which are systematically related to an individual's selection of an occupation. Reducing these correlates of vocational choice into the S-O-R paradigm, Crites suggested that the factors influencing vocational choice may be identified as stimulus, organismic, or response variables.

As suggested by Henry, Sims, and Spray (1971), the family, other key figures and experiences undoubtedly affect initial or primary vocational choices. However, as pointed out by these same authors, there has been relatively little research into the later evolution of interests that result in a secondary vocational choice based upon a choice of specialization within the parent discipline.

Counseling as a profession represents a relatively new career choice within the spectrum of vocational choice. As observed by Ratigan (1972), the counselor's approach, and thus his role, is determined by numerous factors including the developmental stage of both client and counselor, the needs of each, the requirements and expectations of colleagues and community, and the myriad environmental forces that determine occupational roles.

Role descriptions and expectations of school counselors, being highly influenced by the environmental forces within the school community may be observed as differing in many respects from the more therapy-based role descriptions of those individuals choosing to pursue a career in counseling within a non-educational setting.

A major premise of this investigation was that these differing role descriptions attract populations of counselors because of different interests, different motivations, different past experiences and different personalities (Roeber, 1965).

The Problems

The problems investigated in the present investigation included:

(1) What are the stages in career development--from initial interest in the general field to choice of specialization--within the population of students in Western Michigan University's Department of Counseling and Personnel who indicate a choice of specialization in either public school counseling or agency counseling? Factors involved in the refinement of career interests--influential persons, influential experiences, and personal motivations--were analyzed and normative data for the two groups was gathered and compared.

(2) What are the similarities and differences in vocational interests, work values, personality needs, and self-perceived influences among and between the two groups of counselors choosing to specialize in either public school or agency counseling?

It was anticipated that the results of the investigation would provide support for the conclusion that certain factors would be found related to the choice of vocational involvement in the primary field of counseling, and, also, that certain variables would be found directly related to the secondary choices of specialization of both school-bound counselors-in-training and those counselors preparing for non-school or agency counseling employment.

It was further anticipated that results of the investigation would

reveal certain variables or factors significantly more influential in the evolution of secondary vocational choice for each of the two areas of specialization. More specifically, it was expected that within-group similarities and between-group differences on the various interest, values, previous job satisfaction, and personality measures would be obtained.

Major Questions For Analysis

The investigator addressed himself to the following questions:

1. What are the similarities and differences between the agency and school counselors-in-training in terms of their inventoried vocational interests?

2. What are the similarities and differences between the agency and school counselors-in-training in terms of their inventoried personality characteristics?

3. What are the similarities and differences between the agency and school counselors-in-training in terms of their inventoried work values?

4. What are the similarities and differences between the agency and school counselors-in-training in terms of their open-closed belief systems?

5. What are the similarities and differences between the agency and school counselors-in-training in terms of their tolerance

for ambiguity?

6. What are the similarities and differences between the agency and school counselors-in-training in terms of their perceived motivations for interest in and choice of general field and functional speciality within the counseling field?

7. What are the similarities and differences between the agency and school counselors-in-training in terms of the persons perceived to be influential in their career decisions at the various stages of the career refinement process?

8. What are the similarities and differences between the agency and school counselors-in-training in terms of the experiences perceived to be influential at the various stages of the career refinement process?

9. What are the similarities and differences between the agency and school counselors-in-training in terms of their previous job satisfactions at the time of decision to enter the general field of counseling?

Definitions of Terms

Counselors-in-training: Those individuals who are currently enrolled in training programs designed for the purpose of providing appropriate didactic and experiential learning experiences leading to the graduation of individuals prepared for school or agency

counseling placement.

Motivations for Choice: Defined by Schutz and Mazer (1964) as reasons for choosing a career in counseling. Aspects include adient aspects (reflecting positive aspects of the profession), abient aspects (reflecting the avoidance of various aversive elements through the choice of a profession), and global appeal aspects (socially acceptable, stereotyped and intraverbal reasons for entering or choosing a profession).

Secondary Vocational Choice: A choice of specialization within a parent discipline or general field (Henry, et al., 1971).

Vocational Choice: A stated preference for a specified work role accompanied by the individual's stated intention of eventual placement within that occupational role.

Organization of the Dissertation

The purpose of Chapter I has been to introduce the problems and their background, provide definitions of terms, and discuss the organization of the remainder of the dissertation.

Chapter II will contain a review of selected theories of vocational development and choice as they apply to the present work and summarize the research on the correlates of vocational choice followed by a presentation of the rationale for the present investigation.

Chapter III will contain an overview of the investigatory procedures, the sources of data, the instrumentation, the methods of statistical analysis, and the sampling techniques.

Chapter IV will report the findings of the statistical analysis and will provide a discussion of these findings and Chapter V will present a summary of the entire dissertation and suggest the implications and recommendations for future study.

CHAPTER II

A REVIEW OF THE THEORIES AND RELATED RESEARCH

Purpose of the Chapter

The purpose of this chapter is to present a rationale for the investigation based upon the recent theories in the field of vocational choice and a review of the research relative to the correlates of vocational choice.

A Selected Review of the Theories

Vocational choice theorists suggest that choice of a career often begins with the emergence of interests and values in early childhood and is crystallized into more specific choices as the individual moves through a number of specified stages.

Ginzberg, et al. (1951), suggested that occupational choice is a process lasting over time and influenced by a multiplicity of factors within the individual and the environment which act and react upon each other so that the individual finally resolves the problem of occupational choice. The major elements of this theory include the following: occupational choice is a process; the process is

largely irreversible; and compromise is an essential aspect of every choice. The compromise aspect suggests that an individual, when seeking an appropriate choice, must weigh his opportunities and the limitations of the environment, and then assess the extent to which these opportunities will contribute to, or detract from, his securing a maximum degree of work satisfaction. Ginzberg and his associates state that every occupational choice of an individual is an attempt to make as much use of his interests and his abilities as possible in order that the final choice will satisfy as many of his values and goals as possible.

Ginzberg's recent involvement with the Conservation of Human Resources Project at Columbia University has resulted in a reformulation of his original theory. Among the recent changes in this theory, and as a result of recent research in the field, Ginzberg (1970) now suggests that the following propositions must be included in his original formulation of the vocational choice process.

1. Sharp distinctions can not be made between occupational choice and career development.

2. Opportunities and barriers in the world of work play a major role in the refinement of crystallized vocational choices.

3. Differences between the sexes with regard to the career choice process must be considered in the development of a vocational choice theory.

4. The demand characteristics of the labor market and the available opportunities for employment must be considered influential in the discussion of vocational choice processes.

5. Values play an extremely critical role in the way in which men and women relate themselves to the world of work.

6. More attention must be devoted to the critically shaping influences of peers, the guidance system, the ideology of minority groups and the job market.

7. The limits of the available choices must be considered a part of any theory of career choice.

8. Career choices must be considered relative to the avocational needs and interests of individuals making career decisions.

Super (1953, 1954, 1956, 1957) has expanded upon this earlier work to include the principles of Buehler (1933) with the career pattern work of Miller and Form (1951) and self-concept theory.

Distilling his position into ten distinct propositions, Super has suggested that people differ in their interests, abilities, and personalities, and that they are qualified by virtue of these individualistic characteristics for a number of different occupations or careers. Super has stated that the career choice process may be summed up in a series of life stages and that progress through these various stages may be determined by the socio-economic level of parents, mental ability factors, and most importantly for the purposes of this

study, the personality characteristics and opportunities to which the individual is exposed.

As suggested by Osipow (1968), both the theories of Super and Ginzberg, although rather simple proposals, indicate that choice of a career must be considered to be influenced by a multitude of factors within the total environment and the individual which interact with each other to influence the eventual choice.

Holland (1959) has criticized the generalized nature of the previously mentioned theories and has indicated that the vocational choice of an individual is a product of the interaction of particular hereditary factors with a number of cultural and personal forces within and outside the individual. Holland stated that vocational choice is influenced by peers, parents, and other significant adults which, in combination with the physical environment, influence the individual into the development of a hierarchy of habitual or preferred methods for dealing with environmental tasks.

According to Holland, a person may be typed into one of a limited number of personality types and these types, he suggested, must be related to the needs of the individual.

Holland further classified different work environments into a number of modal environments which individuals seek dependent upon their own personality needs.

In a further discussion of needs relative to occupational choice,

Hoppock (1963) has developed a composite theory of occupational choice. The elements of this theory include:

1. Occupations are selected to meet needs.

2. The occupational choice of an individual is determined by the ability of that choice to best meet the needs which may be intellectually perceived or vaguely felt.

Tiedeman and O'Hara (1959, 1963) and Tiedeman (1961) have suggested that career development, and thus eventual career choice, is a process of forming an identification with work through the interaction of the individual's personality with society. Key elements within this model of career choice include differentiation, or the way an individual expresses himself as an individual, and integration, or the way an individual conforms to the expectations of others. Tiedeman and O'Hara use the term "ego identity" to refer to the private or personal meanings of which an individual builds his own life, and, it is assumed that this ego identity is a product of biological make-up, psychological make-up, and social forces.

Addressing themselves to the question, "Why do people choose different occupations?", Blau, et al. (1956) have developed a conceptual framework of occupational choice. These authors, representing the fields of economics, sociology, and psychology, have suggested that the determinants of occupational entry include opportunities for employment, functional and non-functional job requirements, monetary

and non-monetary rewards, occupational information and exposure, technical qualifications of the individual, and social role characteristics of the occupational field under consideration.

Bordin, Nachmann, and Segal (1963), using the psychoanalytic framework, have identified different work environments and the resultant satisfaction of gratification needs of the individual within these different work environments. Partially ignoring the more salient factors of many of the other theories, and building upon the research of Segal (1961), Nachmann (1966), and Galinsky (1962), these theorists attempted to present a theory of vocational choice and development based upon the instinctual sources of gratification suggested by psychoanalytic theories. That is, the vocational choices of individuals may very well be considered to be viewed as the satisfaction of an individual's basic needs which have been determined by the development of that individual through the early stages of the formative years.

In a critical analysis of the positive nature of the various vocational choice theories, Zytowski (1965) stated that a close inspection of all theories of choice would lead one to assume that all men want to work and the attachment of a person to a vocation must be considered to have positive valence. Conversely, Zytowski postulated that vocational choices must be considered to be an attempt by an individual to avoid certain conditions and experiences.

Summary

The selected review of the vocational choice theories of Ginzberg, et al., Super, Tiedeman, Holland, Bordin, et al., and Blau, et al., have been discussed for the purpose of establishing the theoretical relationships between environmental, social, economic, and personal factors and the development and eventual choice of an individual's career.

The remainder of this chapter will focus upon the research which has been reported in recent years with respect to the factors which have been found related to career choice, and, building from this discussion of the theories and research, the final section of this chapter will involve a discussion of the rationale for the present study.

A Selected Review of the Research

Introduction

Osipow (1968) has reported on over a hundred pre-1968 studies related to the career decisions of individuals. Many of these studies support the various vocational development theories discussed above, and other research must be considered to be less than supportive of the theoretical propositions. Other reviews by Norton (1971), Crites (1971), and Brayfield (1964) have indicated that the status of the field

is still incomplete. There is still no unified position to tie all the vocational theories together (Norton, 1971) and, in the words of Brayfield (1964), ". . . there is much to be done [p. 193]."

Crites (1969), in his comprehensive text, Vocational Psychology: The Study of Vocational Behavior and Development, summarized the research in vocational psychology. For the purposes of the present study, and as an introduction to the more detailed discussion to follow, the following conclusions drawn from his review appear warranted:

1. Vocational choice is systematic, not chance behavior.
2. There are reliable individual differences in choice, and there are statistically significant relationships between it and other variables.
3. Vocational choice is a process, a series of related behavioral events but it is not wholly continuous. . . .
4. After 16, the choice process becomes more and more exclusive, as negative decisions are made, and the relationships among choice, preference, aspiration, and interest change.
5. Data on the relationship of educational experiences to choice are limited but suggest that the school may be a significant agent of vocationalization.
6. The correlations of choice and expressed interests with inventories interests are in the .40's. . . .
7. There is increasing evidence that the self-concept is related to vocational choice, which generally supports Super's theory of the association between these two variables; there is also some research which indicates that ego processes, self-evaluations, utility for risk, values and life goals are related to choice. . . . [pp. 571-72]

As can be observed, a critical examination of the research reported in the field reveals that there is, at the present time, much empirical support for the process and compromise nature of

the vocational choice and the influence of significant others, the developmental nature of career choice, the influence of the social environment upon choice of career, the economic rewards and availability factors and the personality factors and their influence upon the final career choice of individuals.

This same review, however, reveals the paucity of knowledge relative to career specialization or, in other words, the selection of secondary or specialization choices of individuals within a given career area.

Crites (1969) has identified a number of different variables which research reported in the field has indicated are systematically related to an individual's selection of an occupational role. Although not addressing himself to the specialization choices of individuals within a particular field of work, Crites does review the professional literature with respect to stimulus variables (culture, subculture, racial background, geographic region, community and immediate environment such as family, school, and church); organismic variables; and response variables (aptitudes, interests, personality, self-concepts, ego processes, and values and life goals).

For the purposes of the present investigation, the following research studies lend support to the anticipated differences and similarities in interests, motivations, work values, and personality characteristics of the two different career specialization choices

of counselors-in-training.

Research by Barron (1969), Super and Bachrach (1957), Haller and Butterworth (1960), and Ginzberg, et al. (1951) support the value placed upon significant others in the choice of career and Blau, et al. (1956), Super (1953), and Ginzberg, et al. (1951) support the developmental nature of the entire career choice process, but as suggested by Henry, et al. (1971), vocational choice research has neglected to address itself to the problem of determining how an individual chooses a secondary or specialized choice with a parent discipline. Existing generalizations and theories of choice must be examined, suggest Henry, et al. (1971), with the intent of discovering relationships to support the notion that specialty choices within a broad vocational field represent an attempt by the individual to more appropriately meet his interests, needs, values, motivations, and personality.

In directing itself to the question, "Is it possible to factor out specific differences and similarities on a number of different criteria in order that we may determine the variables influencing the decisions of career specialization among counselors-in-training?", the present review of research will report only those studies which appear to have a direct relationship to the present investigatory problem.

Interests and career choice

Zytowski (1970), addressing himself to the relatively meager

amount of research directed toward discovering the relationship of factors influencing final choice of level of vocation, stated that the components of vocational development can be grouped under two headings; one is development as maturation, and the other is development as the successful selection of a career direction or goal. Motivation toward this goal, according to Zytowski, may best be represented by identifying the vocational interests of the individuals under consideration.

Super (1962) stated that:

1. The amount of interest in a field (intensity) is related to choice of, persistence in, and completion of study or training; and
2. that interests may be viewed as determinants of direction of effort and activity, whereas abilities play a more important role in determining the level of attainment in the field; and
3. that interests are more important determinants of field or type of education or occupation than are other indicators, such as temperament, social status, or personality /Zytowski, 1970, pp. 50-51/.

Zytowski supported this by citing considerable research reporting relationships between inventoried interests, vocational group membership, and vocational choice.

Between group interest differences have been reported by Clark (1961), Clark and Campbell (1965), and Darley and Hagenah (1955). Although none of these studies has attempted to differentiate between interest patterns of people choosing different specialty areas of employment, there is some evidence that expected differences

within the general field may exist. Yet, it must be realized that, as cautioned by Crites (1969), "The similarities among occupational groups are much greater than are the dissimilarities [p. 73]."

Research with the Strong Vocational Interest Blank has provided evidence that differences do exist on both the basic scales and the occupational scales, and, according to Darley and Hagenah (1955), the non-occupational keys may be used to isolate differences between different interest groups.

Crites (1969) noted that there are a considerable number of studies relative to the relationship of vocational choice to interests, but most of these have been initiated for the purposes of determining whether interest inventories are valid, or whether expressed interests and inventoried interests are interchangeable.

In an investigation of the relationship between inventoried interests and work values, Kinnane and Suziedelis (1961) found that work values can be related to interests when values are drawn from a work-oriented vocabulary such as found on the Work Values Inventory of Super.

Using high-ability men to study the capacity of pre-college Strong Vocational Interest Blank profiles to predict college majors and career choices at the end of college, Borgen (1972) reported that both the basic scales and the occupational scales of this

instrument were moderately effective in predicting choice of career.

Berdie (1955) compared the aptitude, achievement, interest, and personality tests profiles and concluded that "vocational interests tests differentiate better among curricular groups than do most other kinds of tests [p. 114]."

An analysis of the Strong Vocational Interest Blank Scores of Clinical Psychologists, Psychiatrists, and Social Workers by Klein, Mc Nair, and Lorr (1961) resulted in the conclusion that certain scores on the Strong profile could be used to differentiate between the social workers and the other two groups, and, to a lesser extent, between the clinical psychologists and the psychiatrists.

Other research reported, which provides support for relationships between vocational choice and inventoried interests, include Carter and Jones (1938); Carter, Taylor, and Canning (1941); and Darley (1941).

Personality variables and career choice

Less successful research attempts have been directed toward the differentiation of individuals within different occupational groups or roles using measures of personality as the factor under consideration. In fact, Osipow (1968) cautioned against such acceptance of studies of relationships between personality test profiles and occupa-

tional membership.

There is reported research, however, which does support the hypothesis that members of different occupational groups do differ in personality characteristics. Darley and Hagenah (1955) suggested that "measured interest and actual occupational involvement reflect personality and provide opportunity for the fulfillment of personal needs and drives [p. 133]."

Reviews of studies using both objective and projective tests of personality reflect both positive and negative evidence to support or negate the expected personality difference hypothesis.

In a review of studies relative to personality differences between occupational groups, Super and Crites (1962) reported that "there is no knowledge of which patterns are related to either occupational field or level [p. 555]."

Roe and Mierzwa (1960), reporting on the use of the Rorschach to study the differences between personalities, suggested that the use of the Rorschach for such purposes is "discouraging."

With respect to the role that personality plays in vocational choice, Englander (1960) investigated individuals pursuing careers in elementary education, some other educational areas, and non-education majors. The author concluded that individuals select or reject the career of elementary teaching on the basis of whether or not their perceptions of the career is compatible with their own

self-concept.

Focusing upon the differences between counselors-in-training and other students who elect graduate training, Jansen, Bank, and Robb (1973) found empirical support for intellectual and non-intellectual personality attribute differences between the two groups.

In an investigation of the personality needs of students in counselor education programs who preferred employment in two diverse functional specialty areas (administration of counseling services and counseling practice), Randolf (1973) found support for achievement, dominance, order, and social recognition need differences between the two groups. Results also indicated that the use of certain personality need inventories may be used to predict functional specialty preferences among students entering counselor training programs.

Motivational factors and career choice

Relative to the life goals of individuals, Astin and Nichols (1964), using factor analysis of fifty-six life goals and self-rating forms, reported wide differences in the life goals of students pursuing different careers. Results supported the hypothesis that there would be great differences in the goals of people in the various occupational groups because, suggested Astin and Nichols, a person's occupational choice represents the means by which the

individual attempts to implement his broad life goals.

Centers and Bugental (1966), in a related study, interviewed a cross section of the working population to determine the extent to which extrinsic or intrinsic job components were valued by the workers within an occupational field. Reported results suggested that occupational levels of the workers must be considered the independent variable for this relationship.

Using factor analysis techniques to determine the motives for choice of counseling as a career by 153 graduate students, Schutz and Mazer (1964) stated that there must be a multiplicity of factors of the abient, adient, and global-appeal nature which are influential to the vocational choice process of counselors-in-training.

Work values and career choice

The concept of work values represents another component of vocational motivation. In an attempt to formally define work values, Zytowski (1970) suggests that " . . . the object of valuing incorporates or combines several interest objects into a general class or goal which is identified by means of the attribute which the several objects have in common [p. 67]. "

Work values, suggested Zytowski, must be considered to represent both an internal state of the person (needs) and incentive

or reward expected by the individual. Writing in the Vocational Guidance Quarterly, Zytowski (1970) reviews both the theory and research on work values and suggests that it seems reasonable to conclude that a concept of work values is a viable one in the description of an individual's vocational behavior. In fact, contends Zytowski, this concept may become more important in the psychology of vocational behavior than is interest or other conceptions of satisfaction.

The assumption that work values may be related to an individual's vocational choices is supported in studies by Centers and Bugenthal (1966), Hana (1954), Katzell (1964), Normile (1967), Schwarzweller (1960), Singer (1954), and Super (1962).

A study by Dunnette (1957) reflects that differing needs (values) are met by individuals within the same occupational field by the choice of functional specialization. This study demonstrated that engineers may be employed in any one of four roles, each of which provides differing work value satisfactions.

Job satisfaction factors and career choice

Related to the previously mentioned theories of vocational choice, and particularly important to the present investigation, are the recent writings on the concept of vocational satisfaction. As pointed out by Crites (1969), the voluminous literature on worker satisfaction composes the largest single category within the field of

vocational psychology.

Since Hoppock's monograph of job satisfaction in 1935, a relatively large number of research studies have been reported on the concept of job satisfaction.

Research on the determinants of job satisfaction, supervisory style and job satisfaction, the relationship between job satisfaction and worker success, job satisfaction and accidents, and job satisfaction as it relates to life satisfaction has produced a significant amount of knowledge relative to the concept of worker role and job satisfaction.

Restricting this limited review to those aspects of job satisfaction which relate to the vocational choice motive, it seems appropriate to assume that measures of job satisfactions reflect the attraction (valence) of a role to its occupant.

Research by Libo (1953), Giese and Ruter (1949), Fleishman, Harris, and Burtt (1955) suggests that dissatisfaction with a role within a group or position contributes to the decision for a worker (member) to leave that group, and, as suggested by Vroom (1964), the more satisfied a worker, the stronger the force on him to remain in a job, and the less satisfied the worker the more likely he is to seek other forms of employment.

A number of studies in this field indicate that one consideration relative to the motives for seeking employment within a specific

vocational area is the experienced dissatisfaction with previous employment and thus an attraction toward other kinds of employment. Conversely, satisfaction with previous employment leads to an attraction toward similar types of roles in the future.

Studies by Chart (1932), Kornhauser (1938), Blum and Uss (1942), Centers (1948), Schaffer (1953), Lyman (1955), Bennig and Stillman (1958), Herzberg, Mausner and Snyderman (1959), Blau (1964), and Ginzberg and Herma (1965) are used to support the belief that job satisfaction can be predicted by the degree to which the person's occupational role satisfies the needs of the individual and, further, differences may be discovered among persons in different types and levels of work (Zytowski, 1970).

Summary

The selected literature and selected research studies reviewed thus far suggest that the current status of the existing knowledge relative to the process of vocational choice is far from complete. It appears warranted to assume that:

1. Interest measurement is used to differentiate the interests of members of different occupational groups.

2. Stimulus variables and response variables are considered to be factors influencing an individual's vocational choice.

3. "Significant others" are considered to be important to an individual's choice of career.

4. Career development and career choice are considered a developmental process lasting over a number of years and consisting of a series of choice points in a person's life experience. Each choice further narrows the range of alternatives and finally an individual emerges from this lengthy choice process with a chosen career.

5. Individuals choose a career in an attempt to implement the self concept.

6. Despite this widely accepted body of knowledge, there has been a virtual void in research devoted to examining the specialization choices of individuals within a broad occupational field.

The objectives of this investigation have been to build upon the knowledge in the field of vocational choice psychology in an attempt to identify the persons and experiences that have influenced the specialization choices of counselors-in-training, provide normative data in the career choice patterns of these counselor trainees, acquire normative data for similarities and differences between the two groups in terms of inventoried interests, work values, and motivations, and, through the course of in-depth interviews, collect data relative to the perceived reasons for clearly different specialization choices of counselors-in-training.

Rationale for the Investigation

An empirical investigation of the factors influencing the choice

of vocational specialization among candidates for degrees in counseling is considered important for the following reasons:

1. Since the beginning of trait and factor investigations, no clear agreement has been reached relative to the issue concerning whether the members of an occupational group (or subgroup) resemble each other in their traits and factors before they "flock together" or whether they resemble each other because of their association within the same occupation role after they enter it (Crites, 1969). An investigation of the vocational specialization motives of counselors-in-training, prior to their actual involvement in the field, may very likely provide some evidence for the eventual solution to this issue.

2. Randolf (1973) concluded from his investigation of the personality needs of students in counselor education programs that the establishment of relationships between personality needs and functional specialty area preferences could provide a useful tool for the improvement of practices for selection, placement, training, and follow-up of counselor trainees.

3. Further rationale for a study of this nature lies in the fact that there still exists today, after several decades of attempts at discovering differences between different occupational groups, much confusion over the issue of whether or not these differences precede the actual on-the-job experience of the worker, or, conversely, if the differences exist previous to actual employment and thus might be

considered correlates of the occupational specialty choices. An investigation designed to assess the differences in interest and personality factors of students expressing preferences in specialization areas within a broad occupational field, instead of assessing differences between practicing counselors within the job setting, may offer some partial solutions to this problem (Crites, 1969).

4. As reflected by Tiedeman (1961), Super's writings about vocational development provide a clear outline of its process of development and its stimulation, but we need an explicit statement concerning the process of decision-making in vocational development. Investigators must, according to Tiedeman, concern themselves with the work history and choice process as the criteria for investigation relative to the selection of occupational roles, and, thus, suggests Tiedeman, it is necessary to gain knowledge relative to the kinds of positions chosen, their sequence, and the duration of stability in each.

It was expected that a detailed analysis of the vocational choice process of counselors--from initial interest in the field to final choice of specialization--might provide the information necessary to objectively describe the entire vocational choice process of one segment of the working population.

The tracing of the work and choice history, from initial interest to final choice of specialization within a particular field,

or in the words of Tiedeman (1961), "The spreading of a life across the record of a work history is the vocational development about which we must always strive to formulate definite and verifiable propositions /p. 140/." It was anticipated that the present investigation might provide the impetus to further research on the career choice process and the influencing factors relative to the specialization choices of two different segments of the counseling field.

5. In reviewing the research on vocational choice in their monograph Scientific Careers--Vocational Development Theory, Super and Bachrach suggest that:

> In view of the failure to identify any clearcut personality patterns for occupations, and the success of preliminary personality studies of specialty groups, it would be worth ascertaining whether or not there are distinctive personality patterns for specialties (of both field and level) within a given occupation /p. 14/.

It would appear that an investigation such as the present study might provide knowledge relative to the similarities and differences in the personality patterns among candidates for degrees in public school and agency counseling.

6. As suggested by Henry, et al. (1971), there has been relatively little research into the later evolution of vocational interests that result in a secondary choice or specialty choice within any parent discipline. The extent to which existing theoretical generalization concerning the process of occupational

choice can be extended to the selection of a professional specialty is an issue requiring empirical investigation.

7. Mueller and Kell (1972), in a discussion of the ways in which individuals seek and choose to realize their fulfillment as worthwhile, functioning human beings, indicate that it is important for a person to understand that his more abstract desires have definite dynamic connections to his own personal internal needs. These authors state that much of the task of learning to be therapeutic, both personally and socially, is in the degree to which a counselor can differentiate and understand his personal desires and relate them to his social goals and aims.

It seems imperative that counselors-in-training and counselor educators, themselves, have the opportunity to obtain normative data on the factors relating to the secondary vocational choices of the counselors-in-training in order that the relationships between personality characteristics and specialty choices can be ascertained.

It is expected that the results of the present study may prove useful in providing counselor educators, academic advisors, and vocational counselors with the necessary research support for discussing the relationships between the previous work experiences and personality factors of individuals and the present behaviors, choices, and motivations of their supervisees, advisees, and clients.

Further rationale for the study is advanced by Vroom (1964). He concludes that comparatively little attention has been devoted to the investigation of the reasons for an individual's preference for employment in different types of organizational settings. Vroom further suggests that "we remain pretty much in the dark concerning the variables affecting people's decisions to work for the government, private industry, educational institutions, hospitals, or social agencies [p. 51]."

It appears logical to assume that the absence of published research in the organizational choice area provides ample justification for research relative to the organizational (specialization) choices of counselors-in-training.

8. Finally, the present investigation is expected to prove beneficial in terms of its contribution to the existing body of theory and research relative to the vocational choice process. It is expected that research results will provide evidence for the acceptance of the hypothesis that differential needs are satisfied by individuals within the same occupational field by pursuing a specialized role within the same general field.

There exists a prolific amount of theory in the area of vocational choice and development. However, it seems evident that "... theory has far outstripped research. We have a fairly comprehensive conceptual framework of the stages through which

the individual supposedly passes in arriving at a choice, but only a few of the objective details are filled in (Crites, 1969, p. 198)."

In agreeing with Crites that we need more properly executed investigations in the area of vocational choice, Osipow (1968) concluded that our theories are:

> . . . too broad in scope and generally too skimpy in detail. What vocational psychology needs at the present time is a collection of miniature theories, each dealing with circumscribed, explicit segments of vocational behavior, to be woven into a broad theory after the smaller theories have been shaped by empirical findings [p. 247].

It is anticipated that the results of the present investigation may contribute to the development of one of these "smaller theories" relative to the specialization choice process of counselors-in-training.

Summary

The purpose of this chapter has been to present a selected review of the theories of vocational choice and development, summarize the related research in the field of vocational choice and vocational development, and, from this presentation of theory and research, advance a detailed rationale for the present investigation.

Chapter III will contain an overview of the investigatory procedures, the sources of data, the instrumentation, the methods of statistical analysis, and the sampling techniques.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to outline the design of the investigation and to make explicit the procedures used to implement the purposes of the study. Included within the chapter are the following:

1. The Population for the Study.
2. The Sampling Procedures.
3. Instrumentation.
4. Data Collection Procedures.
5. Statistical Analysis of the Data.
6. Summary.

Population

The population for the investigation was comprised of all students enrolled in Western Michigan University's Department of Counseling and Personnel courses during the Winter Term, 1974, working toward the completion of Masters Degrees in Counseling and Personnel, and indicating plans for post-graduation employ-

ment as an agency or public school counselor.

To define the population, all students enrolled in classes during the Winter Term who had been admitted to the degree program were requested to complete an initial survey identifying their plans for post-graduation employment.

Results of this initial survey of the 290 students enrolled in courses were as follows: 85 (29.3 per cent) students indicated definite plans for career placement as a public school counselor, 99 (34.1 per cent) students indicated plans for career placement as an agency counselor, and the remaining 106 students failed to respond to telephone and written requests for information (3.1 per cent), refused to state plans for personal reasons (.7 per cent), stated plans for non-counseling types of employment such as school administration, reading, nursing, or special education (8.1 per cent), or indicated a preference for student personnel work in higher education (19.3 per cent).

The 85 students indicating plans for public school counseling were placed in Group One and the 99 students choosing agency counseling placement were placed in Group Two.

Collection of Data

Three different methods of data collection were employed.

1. To gather information relative to the career choice his-

tory of counselors-in-training, self-perceived motivations for specialization choices, and the relationship of previous experiences to career choice, in-depth interviews were conducted using trained interviewers and a semi-structured interview schedule.

To facilitate the training process, pilot interviews were conducted and the three interviewers attended two different training sessions. The training process consisted of role playing the interview situation, listening to the tape-recorded pilot interviews, and coding of the responses of the recordings.

Nineteen subjects were randomly selected from each of the two specialization groups. The individuals within this sample were interviewed for approximately 1.25 hours each.

During the course of these interviews, information was collected regarding previous education and training, other career experiences, motivations for interest in and decision to enter both general field and speciality area, factors influential to career specialization choices, and previous job experience satisfaction and dissatisfaction.

2. To survey the work values of the population, visitations to all Counseling and Personnel courses were scheduled and the students devoted approximately fifteen minutes of their regular class time to the completion of this instrument. Student absentees were scheduled for individual administrations of this instrument.

3. To gather information relative to the vocational interests,

tolerance for ambiguity, dogmatism, and personality, screening battery profiles (collected at the time of admission to the counseling program) from the Department of Counseling and Personnel were used.[1]

Instrumentation and Statistical Analysis

Instruments used in the investigation included The Strong Vocational Interest Blank, Minnesota Multiphasic Personality Inventory, Super's Work Values Inventory, The Rokeach Scale, The Berkeley Scale, Brayfield and Rothe's Index of Job Satisfaction, and a questionnaire and interview schedule developed by the researcher specifically for the investigation.

The following discussion will include:

1. A discussion of the instruments.
2. A summary of research-based reliability and validity studies as reported in the professional literature.
3. A discussion of the statistical treatment and analysis for each instrument.

The Strong Vocational Interest Blank

The Basic Interest Scales of the Strong Vocational Interest

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[1]Unequal n's reported on the tables in Chapter IV are a result of missing screening battery profiles.

Blank (SVIB) were used to discover similarities and differences in the inventoried interests of the two different groups of counselors-in-training.

The Men's Basic Interest Scales consist of twenty-two different Scales (public speaking, law/politics, business management, sales, merchandising, office practices, military activities, technical responsibility, mathematics, science, mechanical, nature, agriculture, adventure, recreational leadership, medical service, social service, religious activities, teaching, music, art and writing) and the Women's Basic Interest Scales are limited to nineteen Scales (public speaking, law/politics, merchandising, office practices, numbers, physical science, mechanical, outdoors, biological science, medical service, teaching, social service, sports, homemaking, religious activities, music, art, performing arts, and writing (Campbell, 1971).

The rationale for the selection of these scales rather than the more numerous Occupational Scales was that the Basic Scales contain fewer scales which reportedly may be used to generalize beyond interests in a single occupation. That is, the Basic Interest Scales have been reported to reflect interests in one type of activity or in closely related activities, or, in the words of Campbell (1971), they are "homogeneous content scales."

An empirical comparison of the newer Basic Interest Scales

and the Occupational Scales of the SVIB has indicated that the Basic Scales performed as well as the Occupational Scales in predicting occupational choices (Borgen, 1972).

Reliability, although dependent upon many factors, has been reported to range from .74 to .94 for both the Women's and Men's Basic Interest Scales (Campbell, 1971).

Validity may be implied from the many reports of successful differentiation among groups (Baggaley & Campbell, 1967; Berdie, 1955; Borgen, 1972; Darley & Hagenah, 1955; and Klein, et al., 1961).

Statistical analysis of the mean scores for each group of counselors-in-training was conducted using the t test for independent samples to determine whether mean score differences between the two groups on the various Basic Interest Scales was evident.

The two separate forms of the instrument (Women's and Men's) required separate analyses on the basis of sex.

The Minnesota Multiphasic Personality Inventory

The Clinical Scales of the Minnesota Multiphasic Personality Inventory (MMPI) were used to discover similarities and differences in the personality characteristics of the two groups of counselors-in-training.

The MMPI was intended for use in clinical settings to diagnose

complex mental disorders and, while its scales are titled according to abnormal behaviors, this instrument has also been shown to have meaning within the more normal range of individuals (Carkhuff, 1965).

Reported research using the MMPI is abundant. MMPI profiles have been reported related to college achievement (Altus, 1958; Barber & Hall, 1964; Gough, 1953), capable of differentiating occupational groups (Berniaud, 1946; Blum, 1947; Lough, 1946) and related to occupational interest test scores (Darley & Hagenah, 1955).

Carkhuff, Barnette, and Mc Call (1965), in their handbook for Scale and Profile interpretations of the MMPI, state that most of the ten clinical scales (Hs, D, Hy, Pd, Mf, Pa, Pt, Sc, Ma, and Si) have implications for educational and vocational decision-making. (See Appendix F, p. 118, for possible implications suggested by Carkhuff, et al.)

For the purposes of the present investigation, the t test for independent samples was utilized to determine whether differences in the mean T-score scale values for the two groups of counselors-in-training differ significantly.

Super's Work Values Inventory

In an attempt to compare the value structure of the two different

groups of counselors-in-training, Super's Work Values Inventory (WVI) was administered.

Many authors have written on the relationship of an individual's work values and his selection of a career (Darley & Hagenah, 1955; Super, 1957; Vroom, 1964). Zytowski (1970) suggests that the concept of work values is a viable one in the description of vocational behavior.

The WVI consists of forty-five items and fifteen Scales (Creativity, Management, Achievement, Surroundings, Supervisory Relations, Way of Life, Security, Associates, Aesthetics, Prestige, Independence, Variety, Economic Returns, Altruism, and Intellectual Stimulation).

For the purposes of assessing the similarities and differences in the intrinsic and extrinsic values of work for the two different groups of counselors-in-training, the Mann-Whitney U test was employed. Rationale for the selection of this test was based upon non-interval scaling nature of the WVI.

As pointed out by Berdie (1967) in his review of the WVI, the manual is deficient in terms of the reliability of information presented and the norms for the standardization of the instrument. Super has, however, discussed correlations between the WVI and other instruments related to vocational interests and vocational values.

The Rokeach Dogmatism Scale

To compare the degree of open-mindedness of the agency and school counselors-in-training, the Rokeach Dogmatism Scale (RDS) was employed.

The RDS was designed to measure individual differences in degree of open-mindedness in belief systems. Rokeach (1960) suggested that the openness or closedness of a person's belief system must be considered to be one aspect of personality and thus, it was assumed that this factor may be related to the vocational choice process. Kemp (1961), using the RDS, demonstrated that there is a correlation between an individual's belief system and vocational choice.

The Rokeach Scale (Form E) consists of forty items reflecting various cognitive aspects of isolation. The subject is requested to rate each item in terms of degree of agreement or disagreement with the particular belief. The dogmatism score is obtained by summing the forty item ratings to equal one total score (Rokeach, 1961).

To test the hypothesis that the openness or closedness of an individual's belief system is related to his/her individual career specialization choice, the Mann-Whitney U test was employed.

The Berkeley Public Opinion Questionnaire

Comparisons in the degree of tolerance for ambiguity between the agency and school counselors-in-training were made by employing the Berkeley Public Opinion Questionnaire (POQ). The POQ was designed to assess the degree of tolerance for ambiguity and consists of seventy-eight statements which refer to opinions regarding a number of social groups and issues (Adorno, 1950).

Subjects are instructed to rate each item of the questionnaire as to the degree of support or opposition for that item. Possible scores range from a low of -234 to a high of +234, with high scores representing rigidity and avoidance of ambiguity. Low scores tend to represent individuals with greater flexibility and acceptance of ambiguity (Adorno, 1950).

Split-half reliability has been reported as high as .91, and, as indicated by Adorno (1950), it seems safe to conclude that the scale provides an adequate measuring instrument for the assessment of an individual's tolerance for ambiguity and rigidity of thinking.

To test the hypothesis that an individual's tolerance for ambiguity is related to his/her individual career specialization choice, the Mann-Whitney U test was used to test whether two independent groups had been drawn from the same population.

Study of careers in counseling questionnaire

Twenty per cent of the total population of agency and school counselors-in-training were selected for interviews based upon the questionnaire developed specifically for the present investigation.

Construction of the questionnaire, based upon the principle that the open-ended question method would prove accurate (Crites, 1969), was developed from a similar design used by Henry, et al. (1971) in their investigation of careers in the helping profession.

Stages in instrument development were: (1) construction of preliminary draft, (2) pilot interviews by the investigator, (3) modification, (4) a second pilot interview by an advanced doctorate student, (5) development of a coding sheet to be used by interviewers based upon pilot interviews, (6) a training session for all interviewers, and (7) assessment of inter-judge reliability using two different tape-recorded interviews and having all interviewers submit written analyses of the tape-recorded session. Training sessions were continued until total agreement on interviewer ratings was obtained.

The purposes of the questionnaire were to collect: (1) information regarding previous educational experiences of all subjects,

(2) data on the previous career plans of all subjects, (3) information relative to the perceived influencing factors on the individuals' choice of career specialization within the counseling field, (4) data on the previous employment satisfactions of the subjects, (5) information concerning the motivations for interest and decision to enter the field of counseling, (6) information relative to the subjects' perceived motivations for interest in, and choice of, particular areas of career specialization within the general field of counseling.

More specifically, an attempt was made to group the factors relating to the career preferences of the counselors-in-training into the following five categories: (1) personal factors, (2) situational factors, (3) interpersonal factors, (4) field contact factors, and (5) educational factors.

Statistical treatment of the interview data involved determining cross tabulations to summarize, on the basis of frequency counts and percentages, the various stages, significant others, perceptions, experiences, and perceived motivations for the two different groups of subjects in an attempt to analyze the various dimensions of influence relative to the career choice preferences of the counselors-in-training. Fisher's Exact Test was employed to determine whether the two groups differ in the proportion in which they fall into the various categories.

With respect to the motivations for choosing careers in the

counseling field and specialty areas, interviewers were requested to code responses relative to the four major process stages (initial interest in the field, decision to pursue a career in counseling, interest in a specialty area, and decision to pursue a career in a specialization area) on the basis of five separate aspects of influence. These five separate aspects included adient aspects (i.e., reflecting positive purposive aspects of the profession), abient aspects (i.e., reflecting the avoidance of various elements through the choice of a career in counseling), global appeal aspects (i.e., socially acceptable, stereotyped and more global reasons for choice), significant others (i.e., perceived influential others), and significant experiences (i.e., negative or positive experiences in employment, childhood or education believed to have influenced choice).

Interviewers were instructed to rate various items within each of the above categories on the basis of a two point scale (one--no significant influence; two--significant influence). Fisher's Exact Test was employed to compare the frequency of responses in each category for each of the two career specialization groups.

Brayfield and Roethe's Index of Job Satisfaction

Using the Index of Job Satisfaction, subjects within the interview sample were asked to respond to the eighteen statements relative to job satisfaction or job dissatisfaction at the time of decision

to enter a training program in counseling. The instrument was administered to all subjects of the interview sample for the purpose of comparing the degree of relative job satisfaction between agency and school counselors-in-training at the time of their decision to enter a counselor education program.

The Index of Job Satisfaction consists of eighteen statements concerning worker satisfaction which are rated with the use of the Likert Scale (five--strongly agree; four--agree; three--undecided; two--disagree; and one--strongly agree).

Reliability coefficients have been reported to range as high as .87 (Brayfield & Roethe, 1950).

Analysis of the results of this inventory was accomplished by comparing the two groups with the employment of the Mann-Whitney U test.

Level of Significance

For the purposes of the present investigation, the .05 level of significance was established. Probability values equal to or less than .05 were considered to be representative of significant differences between the two groups of counselors-in-training.

Summary

The purposes of this chapter have been to describe the

population for the investigation, define the sample, discuss the procedures for data collection, present a detailed discussion of the instrumentation, and outline the statistical procedures employed.

Chapter IV will report the findings of the study relative to each of the nine questions advanced in Chapter I and discuss the results in terms of similarities and differences within and between the two groups of counselors-in-training.

CHAPTER IV

FINDINGS

Introduction

The presentation of the findings with respect to the major questions investigated will be discussed in the following order: (1) Results of the statistical analysis and presentation of the data, and (2) discussion of the results in terms of trends, significant differences and similarities between the agency and school counselors-in-training, an interpretation of the results, and the implications of the results.

The final portion of this chapter will provide a general summary of the results.

The Findings

What are the similarities and differences between the agency and school counselors-in-training in terms of their inventoried vocational interests?

The SVIB profiles for the entire population of counselors-in-training were obtained and the t test for independent samples was used to compare the means of the two groups.

Table 1 and Table 2 illustrate the mean scale values, t ratios, and probabilities for the two groups.

TABLE 1

Means, Standard Deviations, t Ratios, and Probabilities For the SVIB Basic Interest Scales (Male)

Scale	Agency (n = 34)		School (n = 28)		t	p.
	m	s.d.	m	s.d.		
Public Speaking	58.32	9.220	58.18	9.198	-.0616	.951
Law/Politics	59.06	6.932	59.00	9.626	-.0279	.978
Business Manage.	51.97	9.596	49.71	9.981	-.9048	.369
Sales	52.26	9.359	50.04	10.08	-.9012	.371
Merchandising	51.76	9.238	50.29	9.277	-.6262	.534
Office Practice	50.53	10.04	48.75	8.934	-.7295	.469
Military Active.	43.97	8.622	44.29	9.786	.1347	.893
Technical Sup.	45.76	13.55	44.11	12.01	-.5043	.616
Mathematical	46.64	12.57	43.54	10.55	-1.0410	.302
Science	48.62	8.938	48.86	8.772	.1059	.916
Mechanical	44.47	8.396	46.21	9.860	.7522	.455
Nature	48.26	8.881	50.75	11.41	.9643	.339
Agriculture	47.53	7.917	50.36	10.64	1.1990	.235
Adventure	55.76	10.93	53.21	12.22	-.8669	.389
Recreational	55.03	9.050	55.93	9.855	.3721	.711
Medical Science	58.41	8.110	55.79	10.83	-1.0910	.280
Social Service	69.29	5.834	67.07	5.361	-1.5480	.127
Religious	55.59	12.79	55.75	10.51	.0536	.957
Teaching	61.91	7.354	63.14	5.359	.7385	.463
Music	59.21	7.599	56.36	9.592	-1.3050	.197
Art	58.74	8.443	57.93	9.459	-.3546	.724
Writing	59.68	7.248	56.46	10.62	-1.4100	.164

[1]Positive t values indicate school group mean is larger than agency group mean. Negative t values indicate agency group mean is larger.

TABLE 2

Means, Standard Deviations, t Ratios, and Probabilities
For the SVIB Basic Interest Scales (Female)

Scale	Agency (n = 48) m	s.d.	School (n = 44) m	s.d.	t	p.
Public Speaking	59.60	6.578	58.27	7.943	-.8785	.382
Law/Politics	56.54	11.13	56.27	11.02	-.1163	.908
Merchandising	50.96	9.228	55.84	6.833	2.863	.005*
Office Practices	48.40	8.865	52.05	10.47	1.809	.074
Numbers	47.94	9.559	48.36	10.44	.2044	.838
Physical Science	50.27	10.87	49.64	11.56	-.2713	.787
Mechanical	47.60	9.999	48.74	11.14	.5145	.608
Outdoors	51.00	9.919	51.84	7.537	.4493	.654
Biological Sci.	53.35	9.420	50.84	10.86	-1.184	.240
Medical	53.33	8.182	52.16	10.83	.5853	.560
Teaching	55.13	7.448	61.14	5.768	4.270	.000*
Social Service	60.17	6.711	59.26	8.732	-.5611	.576
Sports	51.52	9.455	57.12	7.428	3.091	.003*
Homemaking	48.40	7.919	54.67	7.063	3.940	.000*
Religious	48.08	10.70	49.34	8.386	.5641	.574
Music	54.19	9.382	53.31	9.874	-.4322	.667
Art	56.48	7.308	57.67	6.569	.8060	.422
Performing Arts	56.75	8.353	55.64	9.249	-.5967	.552
Writing	58.73	6.160	57.45	7.610	-.8701	.382

*p. < .05.

Men who were identified as agency counselors-in-training were represented by highest mean values on the social service scale, the teaching scale, and the writing scale. Lowest mean scale values for this same group were the military activities scale, the mechanical scale, and the technical supervision scale.

Men who were identified as school counselors-in-training were represented by highest mean values on the social service scale, the teaching scale, and the law/politics scale. Lowest mean scale values for this group were the mathematical scale, the technical supervision scale, and the military activities scale.

Analysis using the t test for independent samples produced t ratios ranging from 1.5480 (p. = .127) to .0536 (p. = .957), with no significant differences.

Women in the agency counselors-in-training group obtained highest mean scale values on the public speaking scale, the social service scale, and the writing scale, and lowest mean scale values on the mechanical scale, the numbers scale, and the religious scale.

Women in the school counselors-in-training group received highest mean scale values on the teaching scale, the social service scale, and the public speaking scale. Lowest mean scale values for this group included the numbers scale, the mechanical scale, and the religious scale.

Students' t test analysis produced t ratios ranging from 4.270 (p. = .000) to .1163 (p. = .908), with significantly higher mean values for the school group on the merchandising scale (t = 2.863), the teaching scale (t = 4.270), the sports scale (t = 3.091), and the homemaking scale (t = 3.940).

In terms of differentiation of individuals within the two groups on the basis of their inventoried interests, results of the statistical analysis suggest that the men in both groups have very similar inventoried interests and women differ on the basis of their interests in merchandising, teaching, and homemaking.

What are the similarities and differences between the agency and school counselors-in-training in terms of their inventoried personality characteristics?

T scores from the Clinical Scales of the MMPI were compiled for the two groups of counselors-in-training and the t test for independent samples was used to compare the means of the two groups based upon sex and career goals.

Table 3 and Table 4 compare the mean scale values for school counselors-in-training and agency counselors-in-training.

Table 3 indicates that male members of the agency group of counselors-in-training obtained highest mean scale values on the Male-Female Scale, the Hypomania Scale, and the Hysteria Scale, and the lowest mean scale values on the Hypochondriasis Scale,

the Psychasthenia Scale, and the Social Introversion Scale.

TABLE 3

Means, Standard Deviations, t Ratios, and Probabilities For The MMPI Clinical Scales (Males)

Scale	Agency (n = 38) m	s.d.	School (n = 31) m	s.d.	t	p.
Hs	45.39	5.340	46.19	6.343	0.5681	.572
D	48.00	6.439	51.42	11.49	1.5600	.123
Hy	58.03	6.114	57.84	6.991	-0.1189	.906
Pd	53.68	7.919	52.68	9.874	-0.4702	.642
Mf	64.89	8.259	64.23	11.63	-0.2788	.781
Pa	55.61	6.720	55.00	8.025	-0.3410	.734
Pt	45.68	5.991	48.35	6.406	1.7850	.079
Sc	48.13	6.486	47.74	7.933	-0.2245	.823
Ma	59.74	9.613	57.68	9.837	-0.8760	.384
Si	44.24	7.387	44.84	7.921	0.3259	.746

Male members of the school counselors-in-training group received highest mean scale values on the Male-Female Scale, the Hypomania Scale, and the Hysteria Scale. Low mean scale values were recorded for the Hypochondriasis Scale, the Psychasthenia Scale, and the Social Introversion Scale.

Analysis with the t test yielded t ratios ranging from 1.7850 to .1189 with no significant mean differences.

Male members of the two different groups of counselors-in-training had highest mean scale values on the Male-Female Scale, the Hypomania Scale, and the Hysteria Scale and lowest mean values on the Social Introversion Scale, the Hypochondriasis Scale, and the Psychasthenia Scale.

Interpretations from this analysis of mean scale values imply that both groups of male counselors-in-training may be considered to have a wide range of interests, tend to be characterized by creativity, sensitive to their environments, strong interests patterns toward people, warmness, enthusiastic personalities, outgoing, uninhibited, alert, mature, talkative, assertive, and individualistic (Carkhuff, et al., 1965).

As evident in Table 4, female members of the agency group of counselors-in-training obtained highest mean scale ratings on the Hysteria Scale, the Psychopathic Deviance Scale, and the Hypomania Scale, and lowest mean scale values were obtained for the Hypochondriasis Scale, the Female-Male Scale, and the Psychasthenia Scale.

Women in the school counselors-in-training group received highest mean scale values on the Hypomania Scale, the Paranoia Scale, and the Hysteria Scale, Lowest mean scale values for this

group were the Hypochondriasis Scale, the Female-Male Scale, and the Psychasthenia Scale.

Analysis with the t test for independent samples resulted in t ratios ranging from .0310 to 2.1400 with significant differences between means for the Psychopathic Deviance Scale (p. = .005) and the Paranoia Scale (p. = .035).

TABLE 4

Means, Standard Deviations, t Ratios, and Probabilities For the MMPI Clinical Scales (Female)

Scale	Agency (n = 57)		School (n = 46)		t	p.
	m	s.d.	m	s.d.		
Hs	42.61	5.192	42.57	4.938	-0.0484	.961
D	45.63	5.945	46.93	6.823	1.0350	.303
Hy	54.65	5.671	54.74	5.821	0.0791	.937
Pd	53.32	9.637	48.35	7.651	-2.8460	.005*
Fm	44.14	7.949	41.65	9.388	-1.4560	.148
Pa	53.00	6.236	55.70	6.497	2.1400	.035*
Pt	44.00	7.056	44.04	7.071	0.0310	.975
Sc	46.46	7.895	44.98	5.659	-1.7890	.077
Ma	57.67	8.284	56.70	9.919	-0.5414	.589
Si	46.14	6.965	45.80	8.806	-0.2163	.829

*p.< .05.

Female members of both groups were characterized by higher mean scale values on the Hypomania Scale, the Paranoia Scale, the Psychopathic Deviance Scale, and the Hysteria Scale and lower mean scale values on the Female-Male Scale, the Psychasthenia Scale, and the Hypochondriasis Scale.

An interpretation of these scale values, although very gross in nature, indicates that both groups of female counselors-in-training can be considered to be assertive, warm, expansive, outgoing, enthusiastic and uninhibited.

What are the similarities and differences between the agency and school counselors-in-training in terms of their inventoried work values?

The two groups of counselors-in-training were administered the Work Values Inventory and the Mann-Whitney U test was used to compare the two groups.

The statistical analysis, using the Mann-Whitney U test, yielded significant differences on the Achievement Scale, the Security Scale, and the Associates Scale (see Table 5). The remaining twelve scales (Creativity, Management, Surroundings, Supervisory Relations, Way of Life, Aesthetics, Prestige, Independence, Variety, Economic Return, Altruism, and Intellectual Stimulation) reflected high probabilities of being similar in terms of the value placed upon the various constructs.

TABLE 5

WVI Scales, Mann-Whitney U Values, and Derived z Scores
[N_1(agency) = 68, N_2(school) = 62]

Scale	U_1	U_2	z
Creativity	2083.500	2132.500	-0.114
Management	2261.000	1955.000	0.713
Achievement	2564.000	1652.000	2.125**
Surroundings	2280.000	1936.000	0.802
Supervisory Relations	2205.500	2010.500	0.454
Way of Life	2084.000	2132.000	-0.112
Security	2678.000	1538.000	2.657*
Associates	2572.500	1643.500	2.165**
Aesthetics	2013.500	2202.500	-0.440
Prestige	1997.500	2218.500	-0.515
Independence	2288.500	1927.500	-0.841
Variety	1956.500	2259.500	-0.706
Economic Return	2139.500	2076.500	0.147
Altruism	2156.500	2059.500	0.226
Intellectual Stimulation	2162.500	2053.500	0.254

*$p. < .01$.
**$p. < .05$.

The results indicate that both groups of counselors-in-training have similar values regarding work, which may be interpreted as intrinsically desirable and similar values are considered to be less than desirable, or intrinsically undesirable.

The mean scale values (see Appendix G, p. 124) for the fifteen scales of the WVI indicate that both groups of counselors-in-training are motivated by the value they place upon working in a role which provides the opportunity to contribute to the welfare of others. Independence and the opportunity to permit one to lead the type of life he chooses and the possibility of intellectual stimulation must also be considered to be important for both groups of counselors-in-training.

The relatively low scale values obtained for the scales indicating value placed upon aesthetics, management, and security indicate that both groups of trainees consider these aspects of a work role less important to their satisfaction of work values than would individuals pursuing careers in other types of work.

In response to the question, "Is it possible to differentiate the two different counselors-in-training groups on the basis of their inventoried work values?", it would appear that school counselors-in-training may be motivated to a higher degree than agency trainees by the value they place upon achievement, security, and opportunities for involvement with associates.

The results of the statistical analysis may warrant the assumption that school counselors-in-training elect to specialize in the school setting because of the higher values they place upon accomplishing definite tasks, the security of the counselor's position in the public schools, and the value of contact with fellow workers with whom they prefer to associate.

What are the similarities and differences between the agency and school counselors-in-training in terms of their open-closed belief systems?

The Mann-Whitney U test was employed to determine whether the two groups of counselors-in-training have significantly different distributions on the RDS scores.

As shown in Table 6, the derived z value (-0.7303) and the resultant probability value of .4654, indicate that no significantly different distributions may be assumed. It must be concluded that the RDS is of no practical value in differentiating between the two groups of trainees.

TABLE 6

Mann-Whitney U Values and Derived z Scores For the Rokeach Scale (RDS)

Group	U	z
Agency (n = 72)	2136.500	
School (n = 64)	2471.500	-0.7303 (ns)

What are the similarities and differences between the agency and school counselors-in-training in terms of their tolerance for ambiguity?

Table 7 summarizes the obtained Mann-Whitney U values and the derived z score for the Berkeley Public Opinion Questionnaire. As was observed on the RDS, no significant differences between the two group distributions could be assumed.

TABLE 7

Mann-Whitney U Values and Derived z Scores For the Berkeley Scale

Group	U	z
Agency (n = 70)	2497.500	
School (n = 65)	2052.500	.9798 (ns)

What are the similarities and differences between the agency and school counselors-in-training in terms of their perceived motivations for interest in and choice of general field and specialty area?

From the total population of agency counselors-in-training (n = 99) and the school counselors-in-training (n = 85), nineteen subjects were selected at random from each group for the purpose of determining, through in-depth interviews, the motivations for choice of a career in the counseling field, significant others who may have been influential in the subjects' choice of general field

and specialty, significant experiences which may have influenced the subjects' choice of specialization, and other data relative to the career choice process.

Believing that the selection of a specialty within the counseling field permits the subject to select an occupational role that will permit the attainment of personal needs and interests, and following the lead of Henry, et al. (1971), an attempt was made to trace the progressive refinement of interest through four distinctly different choice points: (1) interest in the general field; (2) decision to enter the general field; (3) interest in a specialty area (school counseling or agency counseling); and (4) decision to enter the specialty area through a training program at Western Michigan University.

For each of these anticipated choice points, three dimensions of influence were examined: (1) personal motivations for choice or interest, (2) persons who may have influenced interest or choice, and (3) experiences that may have influenced interest or choice.

As illustrated in Table 8, results of the interviews revealed that approximately 95 per cent of the agency counselors-in-training had, at least once since their high school graduation, seriously planned for entry in a career other than counseling; 100 per cent of the school counselors-in-training responded in a similar manner.

TABLE 8

Percentage Of Subjects Indicating Previous Post-High School Plans For Careers In A Non-Counseling Field

Group	n	Percentage
Agency Counselors-In-Training	19	94.70%
School Counselors-In-Training	19	100.00%

Regarding the questions directed at age of interest in the general field and age of interest in the specialty area, Table 9 illustrates that 42.1 per cent of the agency counselors-in-training and 89.5 per cent of the school counselors-in-training were unable to differentiate between these two very different interest points. The same number of subjects were unable to differentiate between the choice of a career in the general field and a choice of one of the specialty areas.

TABLE 9

Percentage of Subjects Exhibiting No Differentiation Between Interest In General Field and Interest In Specialty Area and Decision to Enter General Field and Decision to Enter Specialty

Group	n	Percentage
Agency Counselors-In-Training	19	42.1%
School Counselors-In-Training	19	89.5%

It would appear, therefore, that for the majority of school counselors-in-training (89.9 per cent), and for almost half of the agency counselors-in-training (42.1 per cent), interest and choice in the general field was seen as synonymous with interest and choice of a functional specialty area. In other words, results of these interviews revealed that progressive refinement of interest through four choice points did not occur for a significant number of the subjects.

Table 10 depicts the interviewers' ratings, following in-depth interviews, of the motivations for initial interest in the general field of each of the subjects within the two groups. Interviewers were instructed to employ clinical judgments on the significance of each of the various aspects of motivation in terms of influence of these factors upon initial interest in the general field.

Percentages of subjects within each group were computed and Fisher's Exact Test probabilities were determined.

The results indicated that agency counselors-in-training appear to be motivated toward initial interest in the field by many factors. Among these are: (1) helping others (68.4 per cent), (2) possibility for learning about self (47.4 per cent), (3) opportunity to learn about others (36.8 per cent), (4) opportunity to provide supportive help for the needy (31.6 per cent), (5) avoidance of the business world (26.3 per cent), (6) an opportunity to remove oneself

from a present undesirable situation (26.3 per cent), (7) the personal satisfaction inherent in such a career (68.4 per cent), and (8) the desire to obtain interpersonal skills for personal and professional use (36.8 per cent).

Among those aspects of motivation for interest in the general field of counseling for the group of school counselors-in-training were: (1) possibility of helping others (89.5 per cent), (2) possibility of learning about self (31.6 per cent), (3) possibility for better understanding others (57.9 per cent), (4) opportunity for providing support for needy (68.4 per cent), (5) avoidance of a present undesirable situation (31.6 per cent), (6) challenge of the counselor's role (26.3 per cent), (7) working conditions (36.8 per cent), (8) personal satisfaction inherent in such a career (78.9 per cent), (9) preference for working with children (47.4 per cent), and (10) desire to obtain interpersonal skills (47.4 per cent).

Fisher exact test analysis of the motivations for initial interest in the general field revealed significant differences between the two groups in the following motivational categories: opportunities for providing support for the needy (p. = .050), and a preference for working with children (p. = .001).

In response to the question, "Why did you actually decide to become a counselor?", a variety of adient, abient, and global appeal

aspects were found related to the subjects' choices of general field entry.

TABLE 10

Percentages of Each Specialty Group and Fisher Probability Values For Motivations Perceived to Influence Initial Interest in the General Field of Counseling

Type of Motivation	Agency (n = 19) %	School (n = 19) %	p.
Adient Aspects:			
Personal Status	10.5	10.5	1.000
Directing Others	21.1	21.1	1.000
Helping Others	68.4	89.5	.232
Research Opportunities	5.3	0.0	1.000
Ladder to Further Success	5.3	10.5	1.000
Learn About Self	47.4	31.6	.508
Understand Others	36.8	57.9	.330
Opportunity to be Creative	0.0	15.8	.230
Provide Support for Needy	31.6	68.4	.050*
Other	10.5	10.5	1.000
Abient Aspects:			
Avoidance of Personal Threat	0.0	0.0	1.000
Avoidance of Business World	26.3	5.3	.180
Avoidance of Physical Labor	0.0	10.5	.486
Avoidance of Health Threat	0.0	10.5	.486
Avoidance of Present Status	26.3	31.6	1.000
Other	21.1	15.8	1.000
Global Appeal Aspects:			
Challenge	5.3	26.3	.180
"Like Working With Others"	63.2	52.6	.743
Working Conditions	10.5	36.8	.124
Personal Satisfaction	68.4	78.9	.714
Prefer Work With Children	0.0	47.4	.001*
Prefer Work With Adults	5.3	5.3	1.000
Desire Interpersonal Skills	36.8	47.4	.743
Other	10.5	15.8	1.000

*p. < .05.

Table 11 summarizes the interviewers' interpretations of these motivations for decision.

Responses from agency counselors-in-training were: (1) possibility of helping others (57.9 per cent), (2) opportunity to provide support for the needy (47.4 per cent), (3) a variety of abient aspects such as dislike for previous educational training programs and overcome boredom of doing nothing (31.6 per cent), (4) enjoyment of working with others (42.1 per cent), and (5) personal satisfaction derived from pursuing a worthwhile and helping career (57.5 per cent).

School counselors-in-training responded in a similar manner with the following: (1) possibility of helping others (78.9 per cent), (2) opportunity to understand others (57.9 per cent), (3) desire to provide support for needy (42.1 per cent), (4) avoidance of a present situation in employment (26.3 per cent), (5) challenge of the counselor's role (26.3 per cent), (6) enjoyment of working with others (42.1 per cent), (7) attractiveness of the working conditions (36.8 per cent), (8) personal satisfaction possible through such a choice (77.8 per cent), (9) preference for working with children rather than adults (57.9 per cent), and (10) desire to obtain interpersonal skills (26.3 per cent).

Fisher exact test analysis yielded significant differences on the frequency of responses between groups on the following: opportunity to understand others ($p. = .017$) and preference for working

with children (p. = .001).

TABLE 11

Percentages of Each Specialty Group and Fisher Probability Values For Motivations Perceived to Influence Decision to Enter the General Field of Counseling

Type of Motivation	Agency (n = 19) %	School (n = 19) %	p.
Adient Aspects:			
Personal Status	0.0	5.3	1.000
Directing Others	15.8	21.1	1.000
Helping Others	57.9	78.9	.295
Research Opportunities	10.5	0.0	.486
Ladder to Further Success	10.5	10.5	1.000
Learn About Self	21.1	21.1	1.000
Understand Others	15.8	57.9	.017*
Opportunity to be Creative	5.3	15.8	.604
Provide Support for Needy	47.4	42.1	1.000
Other	10.5	10.5	1.000
Abient Aspects:			
Avoidance of Personal Threat	0.0	0.0	1.000
Avoidance of Business World	15.8	5.3	.604
Avoidance of Physical Labor	0.0	10.5	.486
Avoidance of Health Threat	0.0	0.0	1.000
Avoidance of Present Status	21.1	26.3	1.000
Other	31.6	5.3	.090
Global Appeal Aspects:			
Challenge	5.3	26.3	.180
"Like Working With Others"	42.1	42.1	1.000
Working Conditions	10.5	36.8	.124
Personal Satisfaction	57.9	79.8	.295
Prefer Work With Children	5.3	57.9	.001*
Prefer Work With Adults	0.0	10.5	.486
Desire Interpersonal Skills	21.1	26.3	1.000
Other	10.5	21.1	.660

*p. < .05.

In response to the question, "Why did you first become interested in your specialty choice within the counseling field?", similar adient, abient, and global appeal aspects of motivation were cited by both groups of counselors-in-training.

Agency counselors-in-training were perceived as being highly influenced by the following aspects, listed in Table 12: (1) opportunity to direct others (31.6 per cent), (2) opportunity to help others (42.1 per cent), (3) a ladder to further occupational or professional success (26.3 per cent), (4) provide support for the needy (31.6 per cent), (5) challenge of the counselors' role (31.6 per cent), (6) working conditions of the agency setting (52.6 per cent), (7) personal satisfaction available to the counselor (52.6 per cent), and (8) other appealing aspects such as salary, hours, and associates (21.1 per cent).

As portrayed in Table 12, school counselors-in-training were highly motivated by the following: (1) opportunity to help others (63.2 per cent), (2) opportunity to understand others (31.6 per cent), (3) provide support for needy (47.4 per cent), (4) challenge of the counselors' role (26.3 per cent), (5) enjoyment of working with others (31.6 per cent), (6) working conditions of the school counselor (42.1 per cent), (7) personal satisfaction available (78.9 per cent), (8) a preference for working with children (47.4 per cent), and (9) a desire to obtain interpersonal skills

(31.6 per cent).

TABLE 12

Percentages of Each Specialty Group and Fisher Probability Values For Motivations Perceived to Influence Initial Interest in the Functional Specialty Within the Counseling Field

Type of Motivation	Agency (n = 19) %	School (n = 19) %	p.
Adient Aspects:			
Personal Status	10.5	10.5	1.000
Directing Others	31.6	10.5	.232
Helping Others	42.1	63.2	.017*
Research Opportunities	0.0	0.0	1.000
Ladder to Further Success	26.3	5.3	.180
Learn About Self	0.0	15.8	.230
Understand Others	10.5	31.6	.124
Opportunity to be Creative	0.0	15.8	.230
Provide Support for Needy	31.6	47.4	.508
Other	15.8	5.3	.604
Abient Aspects:			
Avoidance of Personal Threat	0.0	0.0	1.000
Avoidance of Business World	5.3	0.0	1.000
Avoidance of Physical Labor	0.0	5.3	1.000
Avoidance of Health Threat	0.0	0.0	1.000
Avoidance of Present Status	15.8	21.1	1.000
Other	15.8	0.0	.230
Global Appeal Aspects:			
Challenge	31.6	26.3	1.000
"Like Working With Others"	21.1	31.6	.714
Working Conditions	52.6	42.1	.746
Personal Satisfaction	52.6	78.9	.170
Prefer Work With Children	0.0	47.4	.001*
Prefer Work With Adults	0.0	15.8	.230
Desire Interpersonal Skills	5.3	31.6	.090
Other	21.1	5.3	.340

*$p. < .05$.

TABLE 13

Percentages of Each Specialty Group and Fisher Probability Values For Motivations Perceived to Influence the Decision to Enter the Functional Specialty Within the Field of Counseling

Type of Motivation	Agency (n = 19) %	School (n = 19) %	p.
Adient Aspects:			
Personal Status	21.1	25.3	.340
Directing Others	36.8	21.1	.476
Helping Others	47.4	73.7	.184
Research Opportunities	0.0	0.0	1.000
Ladder to Further Success	26.3	5.3	.180
Learn About Self	10.5	26.3	.405
Understand Others	10.5	52.6	.013*
Opportunity to be Creative	0.0	10.5	.486
Provide Support for Needy	15.8	52.6	.091
Other	5.3	5.3	.340
Abient Aspects:			
Avoidance of Personal Threat	0.0	0.0	1.000
Avoidance of Business World	10.5	0.0	.486
Avoidance of Physical Labor	0.0	5.3	1.000
Avoidance of Health Threat	0.0	0.0	1.000
Avoidance of Present Status	5.3	21.1	.340
Other	15.8	5.3	.604
Global Appeal Aspects:			
Challenge	15.8	26.3	.693
"Like Working With Others"	26.3	26.3	1.000
Working Conditions	31.6	47.4	.508
Personal Satisfaction	52.6	73.7	.313
Prefer Work With Children	0.0	63.2	.000*
Prefer Work With Adults	0.0	5.3	1.000
Desire Interpersonal Skills	0.0	36.8	.008*
Other	10.5	10.5	1.000

*p.< .05.

Fisher exact test analysis produced probabilities which suggested that the following aspects of motivation may be interpreted as different for the two groups: opportunity to help others ($p. = .017$), and preference for working with children ($p. = .001$).

In response to the questions regarding the motivations for the actual decision to pursue a training program in one of the counseling specialty areas, both groups of counselors-in-training cited the responses indicated in Table 13.

Among those motivations cited most often by agency trainees were (1) opportunities for directing others (36.8 per cent), (2) opportunity to help others (47.4 per cent), (3) a ladder to further success (26.3 per cent), (4) enjoyment of working with others (26.3 per cent), (5) working conditions (31.6 per cent), and (6) personal satisfaction obtained from the agency counselor role (52.6 per cent).

Those motivations cited most often by school counselors-in-training were: (1) opportunity to help others (73.7 per cent), (2) opportunity to learn about self (26.3 per cent), (3) opportunity to better understand others (52.6 per cent), (4) opportunity to provide support for the needy (52.6 per cent), (5) avoidance of an undesirable present situation (21.1 per cent), (6) challenge of the counselors' role (26.3 per cent), (7) enjoyment obtained through working with others (26.3 per cent), (8) working conditions (47.4 per cent), (9) personal satisfactions obtained through performing

the counseling role (73.7 per cent), (10) preference for working with children rather than adults (63.2 per cent), and (11) desire to gain interpersonal skills (36.8 per cent).

Fisher's exact test analysis yielded significant differences in the frequencies of responses in the following: opportunity to understand others (p. = .013), preference for working with children (p. = .000), and the desire to obtain interpersonal skills for daily living (p. = .008).

With respect to the adient, abient, and global appeal aspects of motivation, few conclusions can be supported regarding differences between the two groups in terms of motivation for interest in or choice of career.

Tables 10, 11, 12, and 13 indicate that for both groups of counselors-in-training, helping others, learning about self, understanding others, enjoyment in working with others, personal satisfactions available, and the desire for interpersonal skills are perceived as motivations of, or reasons for, initial interest in the general field, decision to enter the general field, interest in a specialty area, and the decision to enter that specialty.

The school counselors-in-training may be characterized as more highly motivated by their preference for working with children and their desire to understand others, than are those candidates for careers in the non-school setting. Overall motivations, however,

at each of the four major career process points, appear similar for both groups.

Other factors

As mentioned previously, the high percentage (100 per cent) of school counselors-in-training and the relatively low percentage of agency counselors-in-training (26.3 per cent) holding valid teaching certificates to teach in the public schools suggest that one of the best indicators of final choice of functional specialty within the total counselor-in-training population may be that of restrictions placed upon those individuals not holding a valid teaching certificate.

The State of Michigan limits the endorsement of school counselors to those individuals having public school teaching certificates. The results of the present investigation reveal that of the twenty-four individuals interviewed who met this state requirement, nineteen elected to pursue careers in counseling within the public schools, while only five individuals elected to reject that option and pursue a training program in the area of agency or non-school counseling.

What are the similarities and differences between the agency and school counselors-in-training in terms of the persons perceived to be influential in their career decisions at the various stages of the career refinement process?

In response to the interviewers' attempts to elicit comments

relative to significant others who may have influenced the initial interest in the general field of counseling. Table 14 reflects the interviewers' perceptions of the significant others viewed as stimulating interest in the general field.

Agency counselors-in-training were influenced most often by other counselors, or role models, in the field (42.1 per cent), the counselor-trainees themselves (42.1 per cent), and teachers in their high school or college educational experiences (21.1 per cent).

School counselors-in-training were influenced most often by other practicing counselors (57.9 per cent), the counselor-trainees themselves (47.4 per cent), and by teachers in their own educational experiences (31.6 per cent).

TABLE 14

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Significant Others Relative to the Initial Interest in the General Field of Counseling

"Significant Other"	Agency (n = 19) %	School (n = 19) %	p.
Parents	10.5	5.3	1.000
Peers	5.3	0.0	1.000
Siblings	5.3	5.3	1.000
Employers	5.3	21.1	.340
Other Counselors (Role Models)	42.1	57.9	.517
Self	42.1	47.4	1.000
Spouse	10.5	21.1	.660
Teachers	21.1	31.6	.714
Others	10.5	21.1	.660

The Fisher exact test produced no significant probabilities.

In response to the questions concerning people who may have influenced the decision to pursue a training program in the counseling field, very little emphasis was placed upon parents, peers, siblings, or employers by the respondents.

Table 15 summarizes the percentage of respondents in each group of counselors-in-training who attributed influence to other practicing counselors, spouses, teachers, or self.

Among the group of agency counselors-in-training, the following "significant others" were mentioned by at least fifteen per cent of the trainees. These included: other counselors in the field (21.6 per cent), spouses (15.8 per cent), teachers (31.6 per cent), others including relatives and ministers (21.1 per cent), and self (36.8 per cent).

School counselors-in-training responded in the following manner: employers (21.1 per cent), other counselors in the field (47.4 per cent), spouses (36.8 per cent), others (21.1 per cent), and self (63.2 per cent).

The Fisher exact test produced no significant differences between the frequency of respondents' ratings relative to each of the "significant others."

In response to the questions concerning people who may have influenced the initial interest in the functional specialty area, Table

16 reflects the responses perceived as relevant by the trained interviewers.

TABLE 15

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Significant Others Relative to the Decision to Enter the General Field of Counseling

"Significant Other"	Agency (n = 19) %	School (n = 19) %	p.
Parents	5.3	5.3	1.000
Peers	15.8	5.3	.604
Siblings	0.0	0.0	1.000
Employers	10.5	21.1	.660
Other Counselors (Role Models)	31.6	47.4	.508
Self	36.8	63.2	.194
Spouse	15.8	36.8	.269
Teachers	31.6	15.8	.447
Others	21.1	21.1	1.000

Agency counselors-in-training were most influenced by other counselors in the field (26.3 per cent), teachers and college instructors (26.3 per cent), and others including ministers and group leaders (26.3 per cent).

School counselors-in-training were most influenced by employers (21.1 per cent), other counselors in the field (52.6 per cent), spouses (21.1 per cent), and self (63.2 per cent).

Fisher exact test analysis yielded a significantly higher frequency of responses relative to self motivation in the school counseling group (p. = .007).

TABLE 16

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Significant Others Relative to the Initial Interest in the Functional Specialty Within the Counseling Field

"Significant Other"	Agency (n = 19) %	School (n = 19) %	p.
Parents	0.0	5.3	1.000
Peers	0.0	0.0	1.000
Siblings	5.3	0.0	1.000
Employers	15.8	21.1	1.000
Other Counselors (Role Models)	26.3	52.6	.184
Self	15.8	63.2	.007*
Spouse	5.3	21.1	.340
Teachers	26.3	15.8	.693
Others	26.3	10.5	.405

*p.<.05.

In response to the questions directed toward identifying significant others who were perceived by the subjects as being instrumental in their actual decision to enter a functional specialty area, the two groups of counselors-in-training identified the individuals listed in Table 17.

Agency counselors-in-training reflected the highest percentage of respondents identifying other counselors in the field (21.1 per cent) and teachers or instructors in their undergraduate or graduate training (36.8 per cent).

School counselors-in-training identified other counselors (52.6 per cent), self motivations and influence (63.2 per cent), and

spouses (26.3 per cent).

Fisher exact test analysis revealed significantly higher frequency of school respondents identifying self as influential (p. = .002).

TABLE 17

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence By Significant Others Relative to the Decision to Enter the Functional Specialty Within the Field of Counseling

"Significant Other"	Agency (n = 19) %	School (n = 19) %	p.
Parents	0.0	5.3	1.000
Peers	0.0	5.3	1.000
Siblings	10.5	0.0	.486
Employers	15.8	21.1	1.000
Other Counselors (Role Models)	21.1	52.6	.091
Self	10.5	63.2	.002*
Spouse	5.3	26.3	.178
Teachers	36.8	15.8	.269
Others	15.8	10.5	1.000

*p. < .05.

Initial interest in the general field was influenced by a variety of "significant others."

Other counselors in the agency setting, and the self-motivations of the counselor candidates themselves, were seen to be most influential to the agency counselors-in-training, whereas school counselors-in-training reported encouragement on the part of employers (school principals and administrators) as well as encouragement from

teachers as most important to their initial interest.

As with initial interest in the field, other counselors, teachers, and self-encouragement on the part of agency counselors-in-training and employers, role models, and teachers on the part of school counselors-in-training, appear to be powerful influences upon the later refinement of interests leading to the decision to enter a specialty area of training.

The absence of statistically significant differences between the two groups (except perceived influence of self) indicates that both groups of trainees are influenced by significant others, but no one category of "significant others" can be identified as a differential influence.

What are the similarities and differences between the agency and the school counselors-in-training in terms of the experiences perceived to be influential at the various stages of the career refinement process?

Relative to the dimension of significant experiences which might be interpreted as related to the initial interest in the general field, Table 18 summarizes the subjects' responses regarding the influence of these experiences on initial interest in the field of counseling.

Agency counselors-in-training were judged as most frequently influenced by previous educational experiences (57.9 per cent) and the category of experiences labeled "human condition" which was

interpreted as referring to the problems seen or experienced in the world (26.3 per cent).

Schools counselors-in-training were found to be highly influenced by negative experiences in previous employment (36.8 per cent), positive experiences in previous employment (31.6 per cent), previous educational experiences (57.9 per cent), and the category of experiences labeled "human condition" (26.3 per cent).

Fisher exact test analysis of the differences between the two groups of trainees yielded no significant differences.

TABLE 18

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Previous Experiences Relative to the Initial Interest in the General Field of Counseling

Experience	Agency (n = 19) %	School (n = 19) %	p.
Negative Previous Work	21.1	36.8	.476
Positive Previous Work	10.5	31.6	.232
Childhood Experiences	10.5	10.5	1.000
Previous Educational	57.9	57.9	1.000
Human Condition	26.3	26.3	1.000
Others	21.1	26.3	1.000

With respect to experiences which were perceived as influential to the decision to enter the counseling field, some similarities and differences between the two groups were observed. Agency counselors-in-training were perceived by the interviewers as being

influenced by negative previous work experiences (21.1 per cent), previous educational experiences (36.8 per cent), and others including chance events, high test scores, and disenchantment with other graduate programs (52.6 per cent).

School counselors-in-training were reported to be influenced by negative previous work experiences (36.8 per cent), positive previous work experiences (42.1 per cent), previous educational experiences (36.8 per cent), and the category of experiences labeled "human condition" which was interpreted as referring to the problems observed or experienced in the world (42.1 per cent).

Fisher exact test analysis revealed that a significantly greater number of school counselors-in-training indicated that their decision was influenced by positive previous work experiences (p. = .003).

TABLE 19

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Previous Experiences Relative to the Decision to Enter the General Field of Counseling

Experience	Agency (n = 19) %	School (n = 19) %	p.
Negative Previous Work	21.1	36.8	.476
Positive Previous Work	0.0	42.1	.003*
Childhood Experiences	15.8	15.8	1.000
Previous Educational	36.8	36.8	1.000
Human Condition	10.5	42.1	.062
Others	52.6	21.1	.091

* p. < .05.

Responses are listed in Table 20 relative to the significant experiences perceived by the trainees as being influential in their initial interest in the functional specialty.

Agency counselors-in-training appeared to be most frequently influenced by negative previous work experiences (21.1 per cent), and other experiences including volunteer agency work and exposure to special programs (31.6 per cent).

School counselors-in-training most frequently cited negative previous work experiences (26.3 per cent), positive work experience (36.8 per cent), previous educational experiences (42.1 per cent), and the category of experiences labeled "human condition," which was interpreted as referring to the problems seen or experienced in the world (42.1 per cent).

TABLE 20

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Previous Experiences Relative to the Initial Interest in the Functional Specialty Within the Field of Counseling

Experience	Agency (n = 19) %	School (n = 19) %	p.
Negative Previous Work	21.1	26.3	1.000
Positive Previous Work	15.8	36.8	.269
Childhood Experiences	5.3	5.3	1.000
Previous Educational	15.8	42.1	.151
Human Condition	15.8	42.1	.151
Others	31.6	10.5	.232

The responses to the final question regarding significant experiences perceived as influencing the decision to pursue a functional specialty choice revealed similar experiences for both groups of counselors-in-training.

As shown in Table 21, agency counselors-in-training identified previous educational experiences (21.1 per cent) and the broad category of "other" which included chance and economic factors (31.6 per cent) as influential to the decision to pursue a specialty.

Relative to the same question, school counselors-in-training responded most frequently to previous educational experiences (36.8 per cent), the human condition, which was interpreted as referring to the problems seen or experienced in the world (31.6 per cent), and other chance and economic factors (26.3 per cent).

TABLE 21

Percentages of Each Specialty Group and Fisher Probability Values Indicating Influence by Previous Experiences Relative to the Decision to Enter the Functional Specialty Within the Field of Counseling

Experience	Agency (n = 19) %	School (n = 19) %	p.
Negative Previous Work	10.5	26.3	.405
Positive Previous Work	10.5	21.1	.660
Childhood Experiences	0.0	10.5	.486
Previous Educational	21.1	36.8	.476
Human Condition	10.5	31.6	.232
Others	31.6	26.3	1.000

Relative to differences between the two groups, no significant probabilities were obtained through the use of the Fisher test.

Both groups of counselors-in-training reported perceived influence from particular experiences. Initial interest in the general field, decision to enter the general field, and interest in and choice of specialty were viewed by both groups to be influenced by both negative and positive previous work experiences, previous educational experiences, and involvement in a "non-perfect world."

Higher percentages of the school group responding with statements relative to earlier work dissatisfactions might be interpreted as indicating that an avoidance motive exists with respect to choice of counseling. Statistical analysis, however, did not indicate that such an assumption could be verified through the results of the investigation.

What are the similarities and differences between the agency and school counselors-in-training in terms of their previous job satisfactions at the time of decision to enter the general field of counseling?

In an effort directed toward determining the effect of previous job satisfaction and dissatisfaction upon later career choices, the Index of Job Satisfaction was administered to all subjects in the interview sample.

An analysis of the results indicated that there was a relatively high degree of variance within each group of counselors-in-training (standard deviation for agency counselors = 15.47; standard deviation

for school counselors = 15.60). The mean agency group score was +6.40 and the mean score for the school counselors was +11.16.

Mann-Whitney U analysis, as shown in Table 22, suggested that no significant satisfaction or dissatisfaction differences existed between the two groups of counselors-in-training at the time of the decision to enter the general field of counseling.

TABLE 22

Mann-Whitney U Values and Obtained Probability Value for the Brayfield-Roethe Index of Work Satisfaction Analysis

Group	U	p.
Agency (n = 19)	213.5000	
School (n = 19)	147.5000	p.> .10

Summary

The Strong Vocational Interest Blank, Minnesota Multiphasic Personality Inventory, Work Values Inventory, Rokeach Dogmatism Scale, Berkeley Public Opinion Questionnaire, Brayfield-Roethe Index of Job Satisfaction and semi-structured interviews were used to compare and contrast the inventoried interests, personality characteristics, work values, belief systems, tolerance for ambiguity, previous job satisfactions, personal motivations, significant

others, and influential experiences of agency and school counselors-in-training.

The purposes of this chapter have been to present the results of the statistical analysis and discuss these results in terms of the major questions advanced for the investigation.

Similarities and differences were reported between the two groups of counselors-in-training relative to the inventoried work values, vocational interests, personality characteristics, and motivations for career choice.

Chapter V will outline the conclusions of the study and suggest several recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will provide the reader with a brief description of the purposes and design of the study, present the conclusions drawn from the findings, and offer a brief discussion of the recommendations for further investigation.

Summary

The purposes of this study, as outlined in Chapter I, were to compare and contrast the vocational interests, work values, personality characteristics, and other career-related factors of agency and school counselors-in-training, and, in addition, to analyze the career refinement process of those individuals choosing to specialize in one of the functional specialty areas within the field of counseling.

Chapter II presented a selected review of the theories of Ginzberg, Roe, Super, Holland, Blau, and Tiedeman and discussed the research findings relative to the psychological and sociological aspects of vocational choice and development. The purposes for this review were to support the existence of a need for further research

in the area of vocational choice, to suggest several anticipated findings, and to support the well-accepted relationships between psychological and sociological factors and career choice.

Chapter III outlined the major questions for analysis, the instruments employed, the procedures used, and the population and sampling techniques utilized.

Chapter IV presented the results of the investigation relative to the nine basic questions. This presentation of the results was followed by a discussion of the findings with respect to the objectives of the study.

Conclusions

The investigation encompassed four dimensions of the career refinement process of school and agency counselors-in-training. These dimensions included: (1) Characteristics of the counselors-in-training, i.e., work values, interests, personality characteristics, tolerance for ambiguity, and dogmatism; (2) motivations for interest in and choice of a career in the general field and specialty area; (3) stages in the career specialization process; and (4) influential experiences and significant others relative to the career interests and decision of the counselor trainees.

The purpose of this discussion is to summarize the conclusions, based upon the results of the investigation, relative to each of these

four dimensions.

Dimension one: Characteristics of the counselors-in-training

Basic interests, as measured by the Strong Vocational Interest Blank, work values, as measured by the Work Values Inventory, and personality characteristics, as measured by the Minnesota Multiphasic Personality Inventory, are not significantly different in most aspects for both groups of counselors-in-training.

With the exception of the female group of counselors-in-training, the within-group variances on the Basic Interest Scales were sufficiently high so that between-group differences were seldom observed. Although female members of the school group have higher interests in sports, teaching, merchandising, and homemaking, it would appear warranted to conclude that prediction of specialty choices on the basis of inventoried basic interests would be of questionable value.

Personality characteristics, as measured by the MMPI appear to be similar for both groups of counselors-in-training. With the exception of the female trainees, the high degree of variance observed on each of the personality scales warrants the conclusion that personality measures must not be considered useful in predicting later career specialization choices of counselor candidates. Female trainees within the school counselor-in-training group obtained higher

mean scale values on the Paranoia Scale and lower values on the Psychopathic Deviance Scale, which might imply, according to Carkhuff (1965), that school trainees may be characterized by individuals with a lower range of vocational interests.

Work values, as measured by the WVI, appear to be the most discriminating of the inventories employed. School counselors-in-training value security, relationships with associates in the work setting, and achievement or accomplishment of definite tasks. The high degree of variance noted within each of the groups on the other scales warrants the conclusion that both groups of counselors-in-training consist of individuals with a wide range of work values.

Tolerance for ambiguity, as measured by the Berkeley Scale, and open-closed mindness of the candidates, as measured by the Rokeach Scale, do not discriminate between the two counselor-in-training groups.

Dimension two: Motivations for interest in and choice of a career in general field and specialty area

Adient, abient, and global appeal aspects of motivation were identified for both groups of counselors-in-training. Motivations toward helping others, learning about self, understanding others, providing support for the needy, avoiding present situations, personal satisfactions, and the desire for interpersonal skills are

viewed as important by both groups.

The relatively similar percentage of responses in each of the motivational categories implies that candidates for positions in counseling, both school and agency, are motivated toward initial interest in the general field, decision to enter the general field, initial interest in a specialty area, and decision to enter that specialty by very similar aspects of motivation. Differentiation was evident for the two groups on the bases of the school group's preference for working with children rather than with adults, and, at least in terms of initial interest in the general field, their emphasis placed upon providing support for the needy.

From the evidence obtained by the interviews, it is concluded that both groups of counselors-in-training are highly motivated by adient aspects and less highly motivated by those aspects of motivation labeled abient. That is, the interest in and choice of a career in one of the counseling specialties is less motivated by attempts to avoid personal threat, the business world, physical labor, health threats, or present situations, than it is an attempt to contribute positively to self and others.

Dimension three: Stages in the career specialization process

Anticipated clear-cut progression through a series of four process stages (initial interest in the general field, decision to

enter a training program in the general field of counseling, initial interest in a specialty choice and decision to pursue a training program for that specialty) was not evident for the majority of subjects. For approximately one-half of the agency counselors-in-training and nine-tenths of the school counselors-in-training, initial interest in the general field and initial interest in the specialty area occurred at the same time in the career choice process and the decision to enter the general field and the decision to enter a specialty also occurred simultaneously.

For the remainder of the counselors-in-training (approximately one-half of the agency group and one-tenth of the school group), career specialization choices occurred following the initial interest in the field, decision to enter the general field, and later interest in the specialty area because of experiences occurring during the course of training and experiences in the counselor education program.

It is concluded that the extent to which initial choice of an occupation is related to the eventual choice of a specialty is dependent upon the degree to which the candidate considers the general field of counseling to be a profession consisting of any number of specialized functional roles. From the results of the present investigation, it is concluded that the specialty function choice represents more of a primary choice itself, rather than being a result of exper-

iences occurring within the general field.

Dimension four: Influential experiences and significant others relative to the career interests and decisions of the counselor trainees

For both groups of counselors-in-training, "significant others" were employers, college instructors, self, peers, and role models. To a lesser extent, spouses were also seen as influential.

In terms of significant experiences which influenced choice of specialty, large percentages of each group cited experiences related to previous work dissatisfactions and satisfactions. Also cited by a large number of both groups were experiences relating to the observance of social problems and ills (the human condition) and educational experiences.

Implications

The findings of this study provide counselor educators and supervisors of counselors with the results of an investigation of the factors relating to the vocational specialization choices of counselors-in-training and an analysis of the career choice process. Such findings should have implications for the individuals charged with the education and training of counselors.

Specifically, as was anticipated from the selected review of vocational choice theories and research, the results of this study

indicate that a wide variety of factors influence the choice of professional goals within the counseling field. As has been previously reported in terms of primary vocational choice, these factors include interests, personal motivations, significant experiences, exposure to influential others, contact with other practicing counselors, work values, and personality characteristics. An understanding of these factors by both the counselors and the counselor educators would seem necessary for those individuals struggling to understand the reasons for specific counselor behaviors and attitudes.

The absence of numerous significant differences between the two groups must not obscure the fact that differences may, in fact, exist. The significant others, the role models, and the experiences perceived to be important to the counselor candidates, although classified under the same general category of influence, do indicate that these items of influence are important to all counselors and that the nature of these influences are just as important to an understanding of career choice motivation as are the influences themselves.

This study has also established the diversity of interests, values, personality characteristics, and motivations among candidates for careers in counseling. Analysis of the results suggests that attempts at understanding the career choice motivations of

counselors must involve a consideration of a wide variety of factors.

Recommendations

The results of this study evoke a series of questions which should be subjected to further investigation. Would more significant differences between groups of counselors-in-training be observed if the design of the study were to be replicated in other counselor-training institutions? Are there other, less conscious motivations for the career choices of counselors? Do the adient aspects of motivation for career choice receive higher priority because of the demand characteristics of the situation? Could more appropriate inventories and interview techniques be developed to more accurately assess the similarities and differences between counselor-in-training groups? Does the lack of significant differences on a scale or instrument represent similarities between groups of counselors-in-training, or do these apparent similarities merely represent the employment of insensitive instruments? Would an analysis of the more numerous occupational scales of the SVIB be more reflective of between-group differences than the Basic Interest Scales? Are the tolerances for diversity in personality characteristics and motivations within each group of counselors-in-training as broad as the results of this investigation would suggest? Could other research

methods be designed in order that the relative influence of the various factors (experiential, economic, psychological, and sociological) on career choice and preference could be more accurately determined?

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APPENDIX A

INITIAL SURVEY OF INTENDED AREA OF SPECIALIZATION WITHIN THE COUNSELING FIELD

We would like to know your preferred area of specialization in the counseling field upon graduation from Western Michigan University's Department of Counseling and Personnel. Your cooperation will be greatly appreciated.

A. Plans for career placement upon graduation (please check one)

Public school counseling _____

Agency counseling _____

Student personnel work in higher education _____

Other (please list) _____

Undecided _____

B. Number of Graduate credit hours completed _____

C. Date of admission to WMU's counseling program _____

D. Your Name _____

Phone _____

Address _____

E. I give my permission for the investigator and his assistants to use screening battery results from my confidential battery. I also understand that these results will be treated in a confidential manner and all information used in the investigation shall be treated anonymously.

_____
(Your Signature)

APPENDIX B

STUDY OF CAREERS IN COUNSELING QUESTIONNAIRE

Code # _____

Interviewer _____

Date _____

Please answer all of the following questions to the best of your ability even if the answers you give are only rough approximations; do not skip questions because you are unable to provide precise information. Your responses will be treated with strict confidentiality.

I. PERSONAL DATA

1. Of the following, please check the area of career specialization which most closely represents your current choice:

   School counselor _____ Agency counselor _____

   Other (please list) _____

2. Sex: Male _____ Female _____

3. Age: Under 25 _____ 26-35 _____ 36-45 _____

   Over 45 _____

II. YOUR EDUCATION AND TRAINING

4. Beginning with your undergraduate study and continuing through your present study, please describe your educational history. Enter each separate stage of education or training on a separate line.

Name of Institution	Your Age	Field of Study	Career Plans

5. Did you seriously consider preparing for or entering an occupation other than your current plans for a career in counseling any time after you graduated from high school?
Yes _____ No _____

5b. If yes, please list:

Occupation	Your Age

5c. For each of the occupations listed in #5b., what factors contributed to your selection of a job? See #0 for a sample answer.

0. Teacher: Desire to help others, summers off, salary.

1.

2.

3.

4.

5.

6. First, please indicate the approximate age at which you initially became INTERESTED in a career in counseling. Second, please indicate the age at which you actually DECIDED TO PURSUE a career in counseling.

   Age of Interest _____

   Age of Decision _____

7. First, please indicate the approximate age at which you first became interested in your specialty choice within the counseling field (e.g., school counseling, agency counseling, etc.). Second, please indicate the age at which you actually decided to pursue this specialty choice.

   Age of Interest _____

   Age of Decision _____

8. The final item of this questionnaire focuses upon factors known to influence some individual's vocational choices. Please rate each item as to its perceived influence upon your choice of career specialization within the counseling field.

	(none)								(high)
Previous Work Experience	1	2	3	4	5	6	7	8	9
Financial Considerations	1	2	3	4	5	6	7	8	9
Parents	1	2	3	4	5	6	7	8	9
Spouses	1	2	3	4	5	6	7	8	9
Relatives	1	2	3	4	5	6	7	8	9
Previous Employers	1	2	3	4	5	6	7	8	9
Friends	1	2	3	4	5	6	7	8	9
Other Counselors	1	2	3	4	5	6	7	8	9
College Instructors	1	2	3	4	5	6	7	8	9
Teaching Associates	1	2	3	4	5	6	7	8	9

Personal Motivations	1 2 3 4 5 6 7 8 9
Social Concerns	1 2 3 4 5 6 7 8 9
Social Status/Prestige	1 2 3 4 5 6 7 8 9
Early Family Experiences	1 2 3 4 5 6 7 8 9
Others (please specify)	
_____	1 2 3 4 5 6 7 8 9
_____	1 2 3 4 5 6 7 8 9
_____	1 2 3 4 5 6 7 8 9

APPENDIX C

MOTIVATIONS FOR CHOOSING YOUR CAREER
INTERVIEW SCHEDULE

Code # _____

Interviewer _____

Date _____

These questions focus upon your motivations for choosing a career in the helping professions. Please answer all questions as accurately and honestly as possible.

1. Why did you first become interested in the field of counseling?

   a. Were there any particular people who stimulated this interest?

   b. Were there any particular experiences that stimulated this interest?

2. Why did you actually decide to become a counselor?

   a. Were there any particular people who stimulated this decision?

   b. Were there any particular experiences that stimulated this decision?

3. Why did you first become interested in your specialty choice within the counseling field? (That is, why did you first become interested in becoming an agency counselor or a school counselor?)

   a. Were there any particular people who stimulated this interest?

   b. Were there any particular experiences that stimulated this interest?

4. Why did you actually decide to pursue a career in your specialized area of interest?

   a. Were there any particular people who stimulated this decision?

   b. Were there any particular experiences that stimulated this decision?

5. Have you at any time received an interpretation of your screening battery results? _____

   If yes, by whom? _____

APPENDIX D

INDEX OF MOST RECENT JOB SATISFACTION

Some jobs are more interesting and satisfying than others. We want to know how previous job experiences influenced vocational choices of individuals.

This blank contains nineteen statements about jobs. Please follow the following instructions in filling out this questionnaire:

STEP #1. Please think carefully, for a moment, about the job at which you were employed when you actually decided to pursue a career in counseling.

STEP #2. Please complete the following sentence.

At the time I decided to pursue a career in counseling, I was employed as a _____.

STEP #3. After you have identified the job at which you were employed when ACTUALLY DECIDING TO PURSUE A CAREER IN COUNSELING, please respond to the nineteen items in the way in which you honestly believe that you would have responded at the time you decided to pursue a career in counseling. In responding, please circle the phrase below each statement which best describes how you felt, at the time of vocational decision, about your job. THERE ARE NO RIGHT OR WRONG ANSWERS AND ALL RESPONSES WILL BE TREATED IN A CONFIDENTIAL MANNER.

NOTE: Although this inventory is worded in the present tense, please respond in the manner which you honestly felt at the time of your decision to become a counselor. (Interviewer may want to use appropriate relaxation suggestions.)

1. My job is like a hobby to me.

Strongly Agree Agree Undecided Disagree Stronely Disagree

2. My job is usually interesting enough to keep me from getting bored.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

3. It seems that my friends are more interested in their jobs.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

4. I consider my job rather unpleasant.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

5. I enjoy my work more than my leisure time.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

6. I am often bored with my job.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

7. I feel fairly well satisfied with my present job.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

8. Most of the time I have to force myself to go to work.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

9. I am satisfied with my job for the time being.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

10. I feel that my job is no more interesting than others I could get.

    Strongly Agree Agree Undecided Disagree Strongly Disagree

11. I definitely dislike my work.

    Strongly Agree Agree Undecided Disagree Strongly Disagree

12. I feel that I am happier in my work than most other people.

    Strongly Agree Agree Undecided Disagree Strongly Disagree

13. Most days I am enthusiastic about my work.

    Strongly Agree Agree Undecided Disagree Strongly Disagree

14. Each day of work seems like it will never end.

Strongly Agree Agree Undecided Disagree Strongly Disagree

15. I like my job better than the average worker does.

Strongly Agree Agree Undecided Disagree Strongly Disagree

16. My job is generally uninteresting.

Strongly Agree Agree Undecided Disagree Strongly Disagree

17. I find real enjoyment in my work.

Strongly Agree Agree Undecided Disagree Strongly Disagree

18. I am disappointed that I ever took this job.

Strongly Agree Agree Undecided Disagree Strongly Disagree

19. I feel that my job provides ample opportunity for me to contribute to the betterment of mankind.

Strongly Agree Agree Undecided Disagree Strongly Disagree

APPENDIX E

INTERVIEW CODING SHEET

Name _____

Interviewer _____

ADIENT ASPECTS:	(1)	(2)	(3)	(4)	
1. Search for personal status or prestige	____	____	____	____	(1)
2. A means of directing others	____	____	____	____	(2)
3. A means for helping others	____	____	____	____	(3)
4. An opportunity to do research	____	____	____	____	(4)
5. A ladder to further success	____	____	____	____	(5)
6. Possibility of learning about self	____	____	____	____	(6)
7. Possibility of understanding others	____	____	____	____	(7)
8. Opportunity to be creative	____	____	____	____	(8)
9. Means of providing support for those others in need	____	____	____	____	(9)
10. Please specify (other) _____	____	____	____	____	(10)
ABIENT ASPECTS:					
11. Avoidance of personal threat	____	____	____	____	(11)
12. Avoidance of business world	____	____	____	____	(12)
13. Avoidance of physical labor	____	____	____	____	(13)
14. Avoidance of health threat	____	____	____	____	(14)
15. A means of getting out of present situation	____	____	____	____	(15)
16. Please specify (other) _____	____	____	____	____	(16)

GLOBAL APPEAL ASPECTS:	(1)	(2)	(3)	(4)	
17. The work is challenging	____	____	____	____	(17)
18. "I like working with others."	____	____	____	____	(18)
19. "I want to help people."	____	____	____	____	(19)
20. "I like the working conditions."	____	____	____	____	(20)
21. Personal satisfaction	____	____	____	____	(21)
22. Like kids vs. adults	____	____	____	____	(22)
23. Like adults vs. kids	____	____	____	____	(23)
24. "I want to gain skills in interpersonal relationships."	____	____	____	____	(24)
25. Please specify (other) _____	____	____	____	____	(25)
SIGNIFICANT OTHERS:					
26. Parents	____	____	____	____	(26)
27. Peers	____	____	____	____	(27)
28. Siblings	____	____	____	____	(28)
29. Employers or bosses	____	____	____	____	(29)
30. Other counselors in the field	____	____	____	____	(30)
31. SELF	____	____	____	____	(31)
32. Spouses	____	____	____	____	(32)
33. Teachers or instructors	____	____	____	____	(33)
34. Please specify (other) _____	____	____	____	____	(34)
SIGNIFICANT EXPERIENCES:					
35. Negative experiences in previous employment	____	____	____	____	(35)
36. Positive experiences in previous employment	____	____	____	____	(36)
37. Childhood experiences	____	____	____	____	(37)
38. Previous educational experiences	____	____	____	____	(38)
39. Human condition	____	____	____	____	(39)
40. Please specify (other) _____	____	____	____	____	(40)

APPENDIX F

EDUCATIONAL AND VOCATIONAL IMPLICATIONS OF THE MMPI SCALES

The Clinical Scales and a selected summary of possible educational and vocational implications advanced by Carkhuff, et al. (1965) are listed below. Caution is advanced, however, relative to the inconclusive nature of the research support regarding these implications.

Scale 1 (Hs: Hypochondriasis)

Item content of this scale includes generalized aches and pains, specific complaints about digestion and other body functions, and poor physical health and other hypochondriacal complaints.

Carkhuff, et al. (1965) suggest that moderate elevations on this scale suggest a wide range of interests, tend to suggest mechanical engineering interests, and in conjunction with high Depression Scores, tend to characterize individuals who have social insecurity and depression.

Conversely, low scores on the Hypochondriasis Scale tend to characterize males with narrow ranges of interests and females with lower intelligence.

Scale 2 (D; Depression)

Item content for this scale includes lack of interest, apathy, denial of happiness or personal worth and depression and/or tearfulness (Carkhuff, et al., 1965).

High scores on this scale, according to Carkhuff, et al., tend to be characteristic of those individuals suffering from educational or vocational frustration, emotional problems, lack of confidence in self, and an overall indication of pessimism about professional advancement and careers.

Low scores, according to the same authors, tend to indicate emotionally well-adjusted and above average males who favor success and productivity.

Scale 3 (Hy; Hysteria)

Item content of the items comprising this scale include feelings of fear and worry, denial of inadequacies, social concerns including protests against other people, poor physical health, shyness, and cynicism (Carkhuff, et al., 1965).

Individuals scoring low on this scale tend to be relatively unadventurous, cold, commonplace, and relatively less interested in non-personal concerns.

Moderate elevations may indicate normals lacking in self-confidence, alert, generous, mature, talkative, kind, assertive,

adventurous, and individualistic (Carkhuff, et al., 1965).

Scale 4 (Pd; Psychopathic Deviance)

This scale, intended to assess amoral and asocial personality characteristics, typifies males with a wide range of interest, and in conjunction with high Mf, Pa, and Ma scales, may suggest that an individual's preference for a less disciplined vocation with a variety of work, initiative, aggressiveness, and changing associates.

Low scale values, conversely, may tend to be descriptive of a narrow range of interest (Carkhuff, et al., 1965).

Scale 5 (MF; Male-Female)

This scale, directly correlated with educational pursuits, reportedly is able to differentiate more college majors than any other scale (Clark, 1953).

Carkhuff, et al. report that high scores appear to be useful as an interest scale for counseling and guidance, are characteristic of males having a wide range of interests, tend to be characteristic of men who are more creative and sensitive to their environments, and characterizes males with lower mechanical aptitudes.

High scores on this scale for females tend to characterize females who prefer mechanical, computation, and scientific pursuits

and lower scores indicate strong interest patterns toward people, aesthetics, and domestic interests (Butcher, 1969).

Scale 6 (Pa; Paranoia)

In referring to the lack of research on this scale, Carkhuff, et al. suggest that the meaning of Pa is not always clear. Low scores do, however, reportedly indicate narrow range of interests, lack of social interest and skills, and self centered and unsensitive.

Higher scale values may indicate, suggests Carkhuff, et al., a wide range of interests in males and typically tend to represent most females in general.

Scale 7 (Pt; Psychasthenia)

Scale 7 consists of forty-eight items relating to anxiety symptoms, inability to resist, and self-devaluation. High scores, according to Butcher (1969) tend to represent individuals who worry, who are unable to concentrate, and who are indecisive, whereas low scorers are usually representative of individuals who are self confident and secure.

Scale 8 (Sc; Schizophrenia)

Scale 8 deals with social alienation, isolation, complaints of

family alienation, influence of external agents, and general dissatisfaction (Butcher, 1969).

High scores on this scale, according to Carkhuff, et al., are very useful scales for vocational educational selection. Scales which are high tend to characterize males who have wide and general aesthetic interests, and low scores tend to typify mechanical engineering interests.

Scale 9 (Ma; Hypomania)

Scale 9, suggests Butcher (1969) deals primarily with expansiveness, egotism, and irritability. High scores, suggests Butcher, represent people who are warm, enthusiastic, expansive, generally outgoing, and uninhibited.

Scale 0 (Si; Social Introversion)

The items used in the compilation of this scale deal mainly with social participation, and scale values may provide a fairly gross but quite useful index of comfort in interpersonal relationships (Butcher, 1969).

High scores on this scale reflect individuals who are aloof, introverted, withdrawn, and anxious in contact with people. Carkhuff, et al. state that scores on this scale are "of the greatest value in guidance and counseling work with normals [p. 54]."

Low scores on Scale 0 indicate sociable, warm people (Butcher, 1969).

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APPENDIX G

MEANS AND STANDARD DEVIATIONS FOR THE WVI

Scale	Agency		School	
	m	s.d.	m	s.d.
Creativity	11.65	2.37	11.64	1.96
Management	8.11	1.91	8.373	2.15
Achievement	11.42	1.99	12.15	2.05
Surroundings	9.71	2.37	10.00	1.93
Supervisory Relations	11.41	2.26	11.66	2.12
Way of Life	13.20	2.21	13.54	1.40
Security	8.561	2.84	9.576	2.27
Associates	9.50	1.90	10.20	1.94
Aesthetics	7.924	2.57	7.746	2.32
Prestige	9.86	1.93	9.746	2.15
Independence	11.80	2.07	12.12	1.83
Variety	11.58	2.23	11.29	2.23
Economic Return	10.41	2.23	10.39	1.73
Altruism	13.42	2.08	13.64	1.57
Intellectual Stimulation	12.29	1.90	12.29	2.16