PERSONALITY VARIABLES AMONG SCHOOL COUNSELORS,
GRADUATE STUDENTS, AND SECONDARY EDUCATION STUDENTS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
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By
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* * * * * *

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CHAPTER I

INTRODUCTION

The democratic philosophy of American education has provided a conducive climate for the recognition of the worth and dignity of the individual. This climate has also been conducive in fostering services which are especially designed with the individual in mind. These services have come to be known as guidance services.

The growth of guidance services is fundamentally a post World War II phenomenon. While the antecedents of guidance work date back to Frank Parsons at the turn of the century and to the mental health movement by Clifford Beers, the real impetus has been related to more current forces. The National Defense Education Act of 1958, the focus which Conant has given to guidance, the Wriston Report, the standards determined by accrediting agencies are but a few of the forces which have given the guidance movement its impetus. These forces have tended to have differing effects on the development of the guidance movement. They all have focused on the need for guidance and have tended to stipulate ratio of school counselors to students. Actual statements of what counselor characteristics are have been few and nebulous. This may be due to the fact that the guidance movement has its foundations in many different disciplines. Miller in Foundations of Guidance offers

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an excellent account of how the guidance movement draws its foundation from an interdisciplinarian basis founded in the cultural heritage of America. He elaborates upon the fact that the focus of guidance has changed with the changing times but that the individual should remain in a central position to be assisted in his process of development. This multi-discipline foundation may account for the confusion which has resulted in terms of who is a guidance counselor. The principal, the teacher, and other school personnel provide the student with an attentive ear and in some ways serve in the capacity of the counselor.

The duties and functions which the school counselor performs have developed from the various services which are provided by the school guidance program. Peters and Farwell state, "guidance may be defined as a point of view." It may also be considered in terms of services necessary to implement this point of view. The delineation of the services associated with guidance have been classified as counseling, individual inventory, information, placement and follow-up services.

The eight points of view presented by Barry and Wolfe, Educational-vocational View, Service View, Counseling View, Adjustment View, Problem-centered View, Educative View, Developmental View and Integrated View,

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may be another way of perceiving the multiplicity of duties and functions of the school counselor. Thus depending upon the point of view taken, duties and functions will differ in the guidance programs. These duties and functions may be developed by the individual counselor in terms of the manner in which he perceives his role. As a result of this casual development there has been a lack of clarity in establishing what the characteristics of the school counselor should be. The impetus which the National Defense Education Act has given guidance has resulted in an increase in training requirements and certification requirements. Hopefully this development will result in establishing guidance counselors who possess unique characteristics which will assist them in performing the functions of a counselor. In Ryans' study of the Characteristics of the Teacher certain characteristics which the outstandingly good teachers seemed to possess were delineated. This study should assist the teacher educator in preparation of the candidates that are going through the teacher education program. It would appear that the same type of characteristics should be apparent for the counselor. The additional training which the counselor receives and the unique relationship which he has to the counselees should help him develop unique characteristics which separate him from others.

Counseling has been classified as a very intimate, personal activity.

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The studies of Fiedler, Strupp, and Wrenn would indicate that a difference in terms of experience level shows more effect than theoretical orientation in determining the way a person counsels. The counselor, according to Tyler, should possess some characteristics which distinguish him from others. It would appear that Tyler's comment "Successful outcomes seem to depend as much on what a counselor is as on what he says or does," should be investigated.

Problem

The purpose of this study was to ascertain whether there were identifiable personality and interest variables among counselors, graduate students in education with teaching experience, and undergraduate students in secondary education without teaching experience.

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Hypotheses

This study was designed to test the following null hypotheses:

1. There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience, on measured personality variables of—

1.1 Achiever personality.
1.2 Intellectual quality.
1.3 Creative personality.
1.4 Social adjustment.
1.5 Emotional adjustment.
1.6 Masculine orientation.

2. There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience on measured interest of—

2.1 Business.
2.2 Humanities.
2.3 Social Science.
2.4 Physical Science.
2.5 Biological Science.

Importance of the Study

The development of an effective guidance program is associated with many variables. Yet the one variable which both the professional educator and the critic of education would agree is important in the development of the guidance program is the guidance counselor. This one variable will determine greatly the direction of the guidance program and its worth. If the guidance counselor is the key factor in the development of the guidance program then the identification of the characteristics
of the counselor would appear to contain the seed for the elaboration of the guidance programs and would tend also to hold value for the counselor educator in the selection of prospective guidance counselors and in the training of the counselors.

The understanding of the characteristics of the school counselor is a many-sided problem. The concept that counselors should have certain personal characteristics and that their interest be in certain directions has been generally accepted. Yet the enumeration of these characteristics and interest still is centered in controversy. The experience of the counselor can be adequately ascertained and the training program may be accounted for. The competency he has in dealing with the intellectual materials of his position, i.e., remaining knowledgeable about current trends, and issues, being involved in research, utilizing statistics, and being informed about college admissions and job conditions, may be ascertained. Hayden\(^{12}\) has studied the role of the counselor and he indicates that the point of view taken by the school counselor affects the ideal role of the counselor more than the real role. These assumptions which Hayden draws have some bearing upon the development of concepts concerning the point of view which the school counselor holds. It would appear, however, that while the development of a point of view by the school counselor is involved in what the counselor has experienced, it is more involved with what the counselor

is. Stevic, in his study of the commitment of counselors to their profession, intimated that the commitment is associated with what the counselor is. In these studies of school counselors the one factor remains that the school counselor is effective more by what he is rather than by what he has done, where he has studied, what he feels his theoretical position is or by what he feels his role is.

Arbuckle maintains that the relationship between the counselor and the client is affected by the true personality of the counselor. Therefore, it is necessary for the counselor to understand his own personality and allow his true self to be visible in the counseling situation. This position is also elaborated by Rogers under the headings of congruence and empathy.

Weitz has delineated three personality characteristics that

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14 Tyler, op. cit.


counselors should possess: security, sensitivity, and objectivity. He elaborates on these by stating that the secure counselor is able to accept himself and others which is a prerequisite to sensitivity. Yet both of these characteristics should be, according to the source, embodied within an objective framework. This framework should enable the counselor to be aware of the person and the norm, to draw conclusions between the behavior exhibited by the individual and the nomenclature associated to the behavior.

The objectification of the characteristics of school counselors appears to be involved in semantic difficulty. This study, then, is to focus on what the school counselor is, what his unique characteristics are in terms of personality variables and in terms of interest variables so that a better understanding of the school counselor may result.

Another aspect of this study is the emphasis which is placed upon the development of career patterns. The differentiation of the characteristics of school counselors from those of teachers and from those who are interested in completing their degree in education would add a segment of knowledge to the vocational understanding of school counselors which should be most helpful in establishing training programs and guidance programs.

**Definitions**

The following definitions are offered for clarity in the study:

Counselor used in this study is a certificated school counselor, enrolled in the 1964 Summer NDEA Institute, The Ohio State University.

Graduate student as used in this study is a student pursuing work
on an advanced degree in education, i.e., M.A. or M.Ed. degree at The Ohio State University in 1964.

Undergraduate student used in this study is a student pursuing work on a B.S. degree in secondary education at The Ohio State University in 1964.

Personality variables as delineated from the Opinion Attitude Interest Survey. Scale 4, Achiever Personality; Scale 5, Intellectual Quality; Scale 6, Creative Personality Scale; Scale 7, Social Adjustment; Scale 8, Emotional Adjustment; Scale 9, Masculine Orientation.

Interest variables as delineated from the Opinion Attitude Interest Survey. Scale 10, Business Interest; Scale 11, Humanities Interest; Scale 12, Social Science Interest; Scale 13, Physical Science; and Scale 14, Biological Science.

Limitations

The study was delimited to those variables which appear on the Opinion Attitude Interest Survey. Further limitations were the result of the population which was selected; i.e., limited to summer enrollment and to the Summer 1964 NDEA Guidance Institute at The Ohio State University. The sample consists of 30 counselors, 32 graduate students and 39 undergraduate students. Thus the desire for education either to further that which the individual already has or to meet first requirements may bias the sample.
Organization of the Remainder of the Report

The present chapter has included an introduction to the study, a statement of the problem, the hypotheses, the importance of the study, definitions, and the limitations. Chapter II contains a review of the literature pertinent to this study. Chapter III elaborates on the procedures, the design, the instrument utilized and the statistical methods utilized in analysis of the data. The findings of the study and the statistical data are given in the fourth chapter. The fifth chapter contains a summary, the conclusions and recommendations for future studies.
CHAPTER II
REVIEW OF LITERATURE

This chapter contains a review of the literature pertinent to this study. The first part considers the difficulty encountered in the definition and assessment of personality.

The second part is concerned with the nature of academic promise and its relationship to the education of school counselors.

The third part of this chapter focuses upon the literature pertaining to psychological adjustment and its measurement and relation to counselor education.

The assessment and relationship of educational-vocational interest to the training of counselors is the focal area of the fourth section.

Literature which is related to the instrument utilized in this study and the statistical treatment of the data will be reported in Chapter III.

Personality Analysis

One of the major difficulties in assessing personality is the magnitude of differing theoretical positions and definitions concerning the nature of personality. Therefore a concern of this study was to define the term personality and to determine the methods of assessing personality characteristics.
The magnitude of the task of defining personality becomes apparent as one considers Allport's statement that "Everyone, it seems, knows what personality is, but no one can precisely describe it: hundreds of definitions are available." \(^1\) Perhaps one definition to start with would be the one given by English and English\(^2\) who attempt to ascertain the meaning by drawing from the root ideas. Hence their first definition states that personality is "the quality or state of being a person, rather than a thing or an abstraction." The second definition is concerned with "a person studied psychologically or as a unique whole." This second definition is encompassed in Allport's definition which reads "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought."\(^3\) English and English in their third definition state that personality is "the distinguishing qualities of an individual taken as a unitary being, especially those that distinguish the individual in social relations." The fourth definition is concerned with pattern of motivation and of temperament or emotional traits and the fifth definition considers those characteristics which give rise to an individual's reputation.

\(^3\) Allport, op. cit., p. 28.
Hall and Lindzey categorically state that the common usage of the term personality may be classified in two areas. The first is equated with the individual's social skill or adroitness, the second usage considers the impact which the individual creates for another. After statements of generality which are concerned with differing ways of defining personality, the authors state that "no substantive definition of personality can be applied with any generality. . . . personality is defined by the particular empirical concepts which are a part of the theory of personality employed by the observer." Therefore the observer is the key factor in determining personality.

The multivariated manner in which this permits personality to be defined is one of the basic difficulties in the measurement of personality. Fiske classifies the inadequacy of definitions as a major problem in the assessment of personality. He feels that no single technique can possibly measure the usual broad labels and definitions which are attributed to personality. Rather, steps should be taken to delineate the complete statement of variables to be included in the definition which means stipulating the high and the low ends of the continuum for each of the variables.

This difficulty appeared apparent to Getzels and Jackson in

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their study of the characteristics of teachers' personalities. They indicate that studies cannot adequately be compared due to the lack of a cohesive common definition of personality which undergirds the different types of instruments utilized in the studies. The instruments are measuring different variables.

In much the same light, Fricke\(^7\) offers the criticism that the methods of constructing inventories do not assure the user that significant characteristics are being measured. He states that many inventories are developed from the rational method for the simple reason that it is easy to use. Another method he criticizes because it fails to provide a good description of how the test taker will behave or appear to others is the factor analytic method. In attempting to answer not only these criticisms but to justify his approach, he states "The empirical method used to develop personality and interest scales for the OAIIS almost guarantees that significant attributes will be measured."\(^8\)

In many ways the empirical approach which Fricke has taken attempts to solve the problem of lack of adequate definitions. In order to employ the empirical method in constructing this scale one of the first steps was to define the different criterion behaviors to be measured and to identify subjects who behaved in the stipulated way.

The definition of personality which is utilized in this study must


\(^8\)Ibid., p. 10.
be developed from the criterion behaviors which were utilized in developing the QAIS and subsequently which were measured through this use of the QAIS. The development of the survey and the composition of the fourteen scales of the survey is considered in the following chapter.

**Academic Promise**

Before considering this area it might be appropriate to consider the types of programs in which the counselor trainees find themselves enrolled.

MacMinn, writing for the United States Office of Education, indicated that there were 240 institutions offering graduate courses for the preparation of school counselors. The diversity which was manifest in this report may be indicated by the number of courses offered which were listed by institutions in this report for instance, one university listed 61 courses in their program, however, the majority of schools offered far less than this number. Polmantier and Schmidt reported on what was offered in the way of courses for the preparation of school guidance workers in training attending state universities. Their study indicated the following specified areas: basic course in guidance; methods and techniques of counseling; occupational and

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educational information; supervised practice, and/or internship in counseling and/or guidance; tests and measurements; understanding the individual; organization and administration of guidance; seminar; special problems in guidance.

MacMinn and Ross in another study, surveyed the preparation programs of one hundred and seventy-eight institutions which offered a graduate degree program in guidance and personnel services. The diversity which was found in the survey of MacMinn was repeated in this survey. It was also noted that the use of practicum experience in those institutions studied was of either a limited nature or not offered at all.

The formal preparation program which selected high school counselors had received was evaluated by them in a study conducted by Harmon and Arnold. Their study indicates that 40 per cent of those counselors studied had received no supervised practice or tape recording of their interviews. It was also indicated in this study that the respondents showed some dissatisfaction with courses concerned with group guidance and educational psychology, exceptional children and learning theory.

The surveys discussed above indicate the wide diversity which exists in the various programs of counselor preparation. The categories

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of course offerings are as different as the persons conducting the re-
search. Yet the common thread running through these studies indicates
that the certification of the counselor requires specialized training
beyond the bachelor's degree. Johnson\textsuperscript{13} states that five broad areas
should be considered in the curricular content of the counselor prepara-
tion program. These areas encompass the (1) behavioral and social
science, biological sciences and humanities; (2) the educational enter-
prise and process of education; (3) professional studies in counseling;
(4) supervised practice in counseling; and (5) opportunity for self-
evaluation and developing better self-understanding.

The demands which are made on the individual insofar as his academic
ability is concerned therefore is growing.

The trend toward a higher degree of specialization and more ade-
quate training was evidenced in a statement reported by Bailey\textsuperscript{14} which
indicated that in 1940 the bachelor's degree should be a minimum require-
ment for all types of personnel workers and that it would be highly
desirable to have the master's degree.

In 1959 a study reported by Martinson\textsuperscript{15} indicated that in California

\begin{itemize}
\item \textsuperscript{14}Richard J. Bailey, "State Certification of School Counselors," Occupations, XIX (November, 1940), p. 98.
\end{itemize}
44 per cent of the elementary school counselors studied reported that they held degrees beyond the bachelor's level.

The degree of specialization and advanced studies was subjected to study by the American Personnel and Guidance Association.16 This study was launched in April, 1950, as a national cooperative five-year study of counselor education standards. The criterion reports stress the need to develop skilled counselors with adequate training.

Certainly, some colleges that are now attempting to prepare counselors are threatened. In fact, graduate preparation programs which continue to adhere to standards which fall at the lowest possible common denominator should improve or otherwise relinquish their right to prepare counselors. The integrity of our profession is at stake; our public trust in behalf of the children and youth in the nation's schools must be fulfilled.17

This statement by Dugan indicates the timber of the report. It further indicates that the person who is going to prepare for a position as a school counselor should have the necessary academic ability to pursue graduate work.

To further substantiate the necessity for the counselor academic ability, Tyler recognizes three levels: Level 3 consists of the Ph.D. degree, Level 1 less than a master's degree, and the middle level which requires that the individual study personality organization and development, knowledge of social environment, appraisal of the individual

16Counselor Education, op. cit.

17Ibid., p. 1.
both from a theoretical and a practical consideration, counseling theory and practice, personal therapeutic experiences, research and statistics, professional orientation and a category classified as diversification. The study involved in these areas may be a combination of undergraduate and graduate work or just graduate work but not just undergraduate work. Tyler states "First of all, there is an intelligence requirement. Graduate training at the master's level requires that the student have the intellectual capacity to comprehend the abstract concepts he encounters in such areas as philosophy, personality theory and statistics." 18

Even though the case has been made for the counselors to have academic ability Stoughton 19 emphasizes the point that good scholarship, while necessary to remain in the training program, does not guarantee the person will develop good counseling ability.

One of the selection criterions for a counseling and guidance training institute recognizes the necessity of Academic Aptitude:

Enrollees will be selected who give evidence of high intellectual ability, in the upper quarter of appropriate mental ability tests, e.g., Ohio State Psychological Examination, a "B" undergraduate cumulative average or better, and a "B plus" graduate school average or better. The enrollees must meet the admission standards of the Graduate School of The Ohio State University...20

18 Tyler, op. cit., p. 246.


20 1964 Plan of Operation for a Counseling and Guidance Institute to be conducted by The Ohio State University under contract with the U. S. Office of Education as authorized by The National Defense Education Act of 1958 (P.L. 85-864) (Columbus, Ohio: The Ohio State University Dept. of Guidance, 1964), p. 4.
The realization that academic aptitude is not a sole predictor of success is noted in the above document in that it goes on to list several other criteria for selection of the enrollees of the Institute.

Kelly and Fiske, utilizing the Miller Analogist Test (Form G) found that of the 40 clinical psychology trainees that completed their programs, the range in raw score was from fifty-five through ninety-five. These 39 students dismissed ranged from thirty to ninety. The range in scores of both groups according to this source is considerable. "Obviously, graduate training requires more than what the Miller Test measures..." If this can be paraphrased, it might read—obviously, graduate training requires more than what academic aptitude tests measure.

Fricke, in developing the three academic promise scales, attempted to measure more than just academic aptitude. The first academic promise scale is classified Achiever Personality Scale.

This scale measures personality attributes associated with the traditional criterion of academic success, grades. Students who score high on Achiever Personality scale tend to realize their potential ability and/or achieve high grade-point averages in college. It predicts college grades about as well as the typical academic ability test. Furthermore, and this is important, scores from the Achiever Personality Scale do not correlate with scores from the ability tests; that is, this scale measures something important in academic success not measured by the ability tests. In short, the Achiever Personality scale is a good indicator of academic motivation and conscientiousness.

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22 Fricke, op. cit., p. 3.
Thus, through a study of the academic aptitudes, the academic motivation and the conscientiousness of the counselor, one variable may be discerned which would have some bearing upon the success of a counselor trainee as he proceeds through his training program.

The second academic promise scale is classified as the Intellectual Quality Scale. This area is closely allied to the preceding one. In essence, the scale measures those personality attributes which are associated with intelligent behavior and an intellectual orientation. This scale uses more intellectual material to measure intelligence. While it correlates highly with verbal aptitude and intelligence tests, its correlation with the Achiever Personality scale is low. Therefore, this is adding a second dimension to the academic promise scale.

The third scale is the Creative Personality Scale which measures attributes associated with creative behavior. This scale tends to pick those students who have originality in their thinking and a high capacity for reorganizing ideas. Apparently, this measures another personality variable as Fricke indicates that this scale does not correlate either with academic grades or with ability tests scores.

So far in this section an attempt has been made to establish the fact that counselor preparation involves work beyond the bachelor's degree. This fact necessitates the statement that the counselor should be able to work in an academic climate. Following this, the three academic promise scales were presented. These three personality attributes were defined in terms of the three academic promise scales.

The increase in the standards of an academic nature may be a
typical syndrome of becoming a profession. Hughes\textsuperscript{23} states, "The competition for status is accompanied by a trend toward prolonging the professional training at both ends: at the beginning by multiplying prerequisites for entry to professional schools, at the finish by prolonging the course and the various apprentice or internship programs." This syndrome is apparent in the development of the counselor preparation program, and in terms of the person entering the program the need for more than just academic ability is necessary.

It would appear that sound psychological, sociological adjustment would be another area which should be considered in the personal characteristics of the counselor.

\textbf{Psychological Adjustment}

The concept that counselors should have certain desirable personal characteristics has generally been conceded. Tyler states, "It is generally agreed that there are personal characteristics related to counseling success, but just what these characteristics are is not so generally agreed."\textsuperscript{24} To add further confusion to this statement, Cottle\textsuperscript{25} implies that as a result of his review of the literature that "many of the reports are based on subjective judgment of a questionable nature."

\textsuperscript{23}Everett Hughes, "Professions," Daedalus, \textit{The Journal of the American Academy of Arts and Sciences}, \textit{XCI} (Fall, 1963), p. 662.

\textsuperscript{24}Tyler, \textit{op. cit.}, p. 246.

Probably one of the most elaborate studies done in this area was that conducted by Cottle and his associates. This research project attempted to develop a scale which would differentiate between counselors and other educational and psychological workers. The Minnesota Multiphasic Personality Inventory and the Guilford Zimmerman Temperament Survey were utilized as a universe of items from which a pool of items characteristic of counselors was selected. Those items which significantly differentiated the counselors from the college students were combined with thirty-nine items adapted from the counseling Psychologist Key of the Strong Vocational Blank for Men. This resulted in a scale of 150 items which was utilized in the several studies cited. In the first study the scale was administered to sixty male graduate students in education and sixty male graduate students in guidance and counseling. This study provides the data for the development of a counselor's scoring key.

The second study encompassed a nationwide sample of male secondary school counselors and secondary school teachers employed in the same building as the counselor. The groups were matched according


to age, school experience and graduate training. No statistical differences were found between the two groups. Using a selective group from the above population, those counselors with twenty or more hours of graduate training in guidance and comparing this group with the teachers a statistically significant difference was found.

The third study encompassed women. In much the same way as the nationwide study of male counselors was conducted, this study utilized female counselors and the teaching counterparts. The scale did differentiate between these two groups. From these studies it was ascertained that three groups of items appeared to differentiate counselors from teachers. These were (1) those items concerning activities connected with counseling; (2) those items concerning recognition of the worth of others and relations with others; and (3) personal adjustment of the counselor.

The Minnesota Multiphasic Personality Inventory was also utilized by Snyder in an attempt to construct a scale which would differentiate between "good" and "poor" clinical psychologists. While the results were limited a difference between the two was established. The "good" clinical psychologist tended to be more aggressive, independent, unconventional, intellectual and social. The "poor" clinical psychologist tended to be more conventional, religious, and have more feelings of personal inadequacy and neurotic concerns.


Kemp\textsuperscript{31} used the Edwards Personal Preference Schedule in a comparative study of the need structures of counselors, administrators and teachers. He found that the "counselors differ significantly from principals and teachers in their need for exhibition, affiliation and intraception. Teachers differ significantly from principals and counselors in their need for succorance and nuturance. Principals differ significantly from teachers and counselors in their need for achievement, endurance and aggression." There was no significant difference between the three groups in relation to abasement, autonomy, change dominance and heterosexuality. He concludes his study by implying that as a result of the differences in the need structure of the three groups, consideration should be given to the jobs which they hold and the roles which they might exchange. An understanding of these differences would help in the relations of the three groups.

The Edwards Personal Preference Schedule was used by Mott\textsuperscript{32} in a study of personality variables among counselor education majors, counselors and graduate students in administration, curriculum and supervision. The purpose of her study was to ascertain if there were identifiable personality traits which were associated with the three groups studied. She found that age was not a significant factor in


this study. Five of the scales were discovered to show significant differences. Deference, abasement, order and dominance were significant at the .01 level of confidence and heterosexuality at the .05 level. She states that counselor education majors do differ and possess unique personality characteristics as indicated by this significantly lower score on deference and order scales and their significantly higher scores on heterosexuality. Further indication of the differences is related to the counselors who had lower scores on heterosexuality and higher on abasement and deference. The graduate students in administration, supervision, and curriculum further substantiated the difference with their low scores on abasement and their high scores on order and dominance.

Rinn using the Leary Interpersonal Check List and the Teacher Performance Schedule found that counselors in describing themselves and the ideal counselor preferred the Cooperative and Responsible traits on the Interpersonal Check List. On the Teacher's Preference Schedule, the Practical Scale had the least fit, while the Nurturant, Status-striving, and Non-directive scales seemed to have the best fit. This would tend to substantiate the type of items which Cottle and his associates found to differentiate between counselors and teachers.

The personality characteristics of the counselor were related to client learning in counseling by Tuma and Gustad. The three counselors used in this study were well above average on their scores on dominance, social presence and social participation. The client who measured high on these variables tended to have a better criterion performance on a Self-knowledge Inventory. This study indicates the very close nature of the success of counseling outcomes to the personality characteristics of both the counselor and the client. This study would tend to cast some doubt on the statement of Hamrin and Paulson who state that a study of the lists of personal traits of the competent counselor reveals emphasis upon those traits which are of prime importance in getting along with people. The counselor, to be successful, must work well with many different groups of persons: students, teachers, administrative officials, parents and townspeople.

It might be more factual to state that the counselor should know his personality characteristics and those of his client in order to deal more effectively with the individual. This appears to be a repetition for emphasis of Tyler's statement "Successful outcomes seem


to depend as much on what a counselor is as on what he says or does."

She continues:

The qualities most essential for counselors are the basic attitudes that make it possible to accept and understand other people. These are difficult to evaluate with any precision and are to some extent subject to change with experience.36

Following this vein, Arbuckle37 implies that the counselor should have a high level of self-understanding, personal security, respect for individuals, personal morality, and personal and professional integrity.

An earlier listing from the 1951-52 Professional Standards Committee of the American College Personnel Association states that future counselors should have

1. social sensitivity.  
2. leadership ability.  
3. ability to work in harmony with both subordinates and superordinates.  
4. warmth in interpersonal relations.  
5. a sense of humor.  
6. acceptable personal appearance.  
7. a loyalty and an enthusiasm for the course of education.  
8. self respect.  
9. integrity.38

The same overtones are given in The Counselor in a Changing World.

36Tyler, op. cit., p. 239.


"The counselor as a person is the most important single factor in counseling. He needs to understand himself psychologically in order to be effective in helping others." Wrenn then continues by stating that "The Counselor needs to be socially sensitive and flexible, imaginative, with good control of both intellectual activity and his emotions." Yet, in an earlier work, Wrenn tends to limit any description of counselor characteristics to the following qualifications which are both of essential and of a measurable nature:

1. academic intelligence
2. a consistent interest in working with people
3. emotional stability and objectivity

There appears to be consistence here yet there is a lack of objectivity. Again it might be pointed out that these studies indicate that there is general agreement that counselors should have certain desirable personality characteristics. Yet the enumeration of the desirable characteristics seems to become involved in either a semantic difficulty which hampers communication or involved in a multiplicity of instruments having different frames of reference which have been utilized in the studies of the characteristics of counselors. The above material is related to this study especially in relation to the three scales classified as the Psychological Adjustment scales. These three scales

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tend to measure the individual's personality attributes associated with having good interpersonal relations (the Social Adjustment scale), of having feelings of security, optimism, personal worth, and calmness (Emotional Adjustment scale) and those personality attributes associated with psychological sex (the Masculine Orientation scale).

The last two sections which have been concerned with establishing some understanding of (1) the counselor's need to be able to cope with the training requirements of the program of preparation in terms of academic ability, and then to be able to utilize these same abilities in counseling; and (2) the counselor's need to have social, emotional adjustment have tended to leave the area of interest assessment to this section.

**Educational Vocational Interest**

The assessment of interest runs into much the same difficulty as personality assessment. For instance, English and English\(^4\) start to define interest with the following opening statement: "A term of elusive meanings." They then continue with seven definitions which focus upon the person's attitude of attending; to give selective attention to something; an unanalyzable feeling; an awareness of the character of an object, "the feeling without which a person is said to be unable to learn;" a pleasurable feeling; and a tendency to engage in activity for its own gratification. From this definition, it would appear that the

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concepts of interest are tied in with the activities of individuals, as
he is involved in educational-vocational pursuits. We may refer back to
the study concerning the prediction of success in clinical psychology
by Kelley and Fiske\(^2\) where they found that clinical psychology students
tended to score higher than non-clinical psychology students, the
Personnel Manager, YMCA Secretary, Sales Manager, Life Insurance Sales-
man and Lawyer scales of the Strong Vocational Interest Blank. The
authors of the study state that "the clinical group appears to show an
interest pattern more like that of men in professions which involve con-
tact with people."

The construction of a psychologist's key for the Strong Vocational
Interest Blank by Kriedt\(^3\) indicated that guidance workers indicate a
strong preference for interviewing, service to others, personnel work
and writing when they were compared with other psychologists in the
1,048 Ph.D. graduates in the population studied.

The "Kuder Interest Patterns for Psychologists"\(^4\) was a report
much like Kriedt's. The 111 psychologists in the population all main-
tained high scores on the scientific, literary, computational and social
service scale, with low scores on mechanical, persuasive, and clerical
scales.

\(^2\) Kelley and Fiske, op. cit., pp. 399-400.

\(^3\) Philip H. Kriedt, "Vocational Interests of Psychologists,"

\(^4\) Malcolm L. Bass, "Kuder Interest Patterns for Psychologists,"
The vocational rehabilitation counselors studied by Di Michael 45 appeared to have a different preference pattern than the Bass study. The sample of counselors used in this study had higher scores on social service, persuasive and literary scales while their low scores were on the computational, mechanical, clerical, scientific and artistic scales.

The study of nurse counselors with the Kuder Preference Record (Form BB) by Kaback 46 tended to base similar results of the DiMichael study. Kaback found that the high scores in the group she studied centered on the social services, artistic and literary scales, with the low scores on clerical, persuasive and mechanical scales.

Steffre, 47 using peer judgment as a criterion for identifying effective and non-effective counselors, found that "The nine 'most chosen' participants had (a) higher academic performance, (b) somewhat more appropriate Strong scores, (c) less dogmation (Rokeach)." The Strong scores which were significant at the .05 level were Public Administration, YMCA Secretary, Social Studies High School, City School Superintendent and Minister. All of these occupational specialities fall into the Social Service or Welfare group.


The interest patterns of counselors appear to have a common element. The commonality which appears is the desire of the individual to work in an interpersonal way with people. Yet if this is to be pursued, more than just an interest in working with people is apparent. Rogers\(^48\) indicates that this interest in working with people must grow out of what the counselor is. Three conditions are given which capsulize his thoughts. The first is called congruence where "the feelings the therapist is experiencing are available to him, available to his awareness, and he is able to live these feelings, be them, and able to communicate them if appropriate."\(^49\) The second condition is concerned with the therapist having an unconditional positive regard for his client. An empathetic understanding where the "therapist is sensing the feelings and personal meanings which the client is experiencing in each moment or as they seem to the client," and which the therapist "can successfully communicate something of that understanding to his client."\(^50\) These three conditions remove the language of the psychometrician and place the interest patterns of the counselors on a plain of process, an operational way of conceiving interests.

"Difference in the interpersonal values of counselors and teachers are found in the area of values which describe a certain type of helping


\(^49\)Ibid., p. 60.

\(^50\)Ibid., p. 61.
relationship, namely doing things for others, sharing with others, helping the unfortunate and being generous. This statement taken from Whetstone indicates a nature of interest difference. In his study he used twenty-five effective teachers and twenty-five counselors enrolled in a summer practicum at the University of Alabama. Using a locally-developed Ideal Student Description Q-Sort, the Gordon Survey of Interpersonal Values and the Rosenzweig Picture-Frustration Study, he found that counselors and teachers did not differ significantly on most of the variables measured by these three instruments. He did discover that four of the characteristics measured did differ significantly. They were (1) The Survey of Interpersonal Values Scale of Benevolence; (2) The Rosenzweig Group Conformity Rating; (3) The Obstacle-Dominance response-type to frustration; and (4) the Ego Defense response-type to frustration. As a summary he offered the statement "The group conformity rating of the P-f study seems to indicate that teachers are more conforming individuals in reacting to frustrating situations than counselors."

In order to measure the interest of counselors, the focus will rest with instruments which attempt to measure more than just interest. Fricke classifies his fourth group as the educational vocational

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52 Ibid.
53 Fricke, op. cit., p. 5.
area. In this group he presents five educational-vocational interest scales which he implies "assess the extent to which the student has personality traits, characteristics, and values similar to those who enter five educational-vocational areas." These areas are (1) business, (2) humanities, (3) social service, (4) physical science, and (5) biological science.

**Summary**

The literature which was reviewed in this chapter placed emphasis on an examination of the pertinent writings and studies related to the definition and assessment of personality, the nature of the training program of counselors and the necessity for academic promise, the psychological adjustment of the counselor and the interest of counselors. From this review, a concept of the personality and interest patterns of counselors was explored for an operation method of assessing them. The Opinion Attitude Interest Survey provided a functional instrument for considering the variables to be examined in this study. The following broad areas were examined in this study:

1. Academic Promise
2. Psychological Adjustment
3. Educational-Vocational Interests

The studies reviewed would indicate that an examination of the academic promise of an applicant would give some indication of his ability to be able to maintain himself successfully in the training program. The use of ability test, i.e., The Ohio State Psychological Examination, Miller Analogy Test, and The Graduate Record, has been
traditional in the selection of applicants to Graduate School. The 
use of the three scales of the Academic Promise Group provides a 
different orientation.

The assessment of Psychological Adjustment has been relegated to 
such instruments as the Minnesota Multiphasic Personality Inventory, 
The Edwards Personal Preference Schedule and the Guilford Zimmerman 
Temperament Scale. Yet the three scales of the Psychological Scale, 
Social Adjustment, Emotional Adjustment and Masculine Orientation add 
an additional dimension to the Academic Promise Group discussed above.

The third area which may be gained from the same instrument gives 
an indication of the interest pattern of the person taking the Survey 
and the interest area is an area which differentiates the effective 
from the non-effective counselor. Utilizing an approach encompassing 
the three areas discussed might assist counselor educators in the 
selection of applicants for their programs. This approach might also 
be effective in the development of self-insight of the enrollees.

In Chapter III the procedures, design and methodology of this 
study will be the focus of attention.
CHAPTER III
PROCEDURES

This chapter consists of a discussion of the procedures used in this study. A description of the population, the instrument and the statistical processes are presented. The chapter is concluded with a summary.

Population

The subjects used in this study were drawn from three different populations. The first was drawn from the undergraduate students enrolled in Education 535 during the Summer Quarter, 1964, an undergraduate course at The Ohio State University. This course carries the title of "Theory and Practice in Secondary Education" and is described as "A laboratory field experience course introducing topics, problems and skills common to prospective secondary school teachers."\(^1\) This course is required of all students enrolled in secondary education at The Ohio State University. The number of undergraduate students enrolled in Education 535 used in this study was thirty-nine. Twenty-five students were females, with an age range from twenty to twenty-four years. The remaining fourteen students were males with an age

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\(^1\)The Ohio State University Bulletin Catalog Issue, 1964-65 (Columbus, Ohio: The Ohio State University, 1964), p. A.-68.
range from twenty-five to twenty years. Their declared majors encompass many of the secondary school teaching specialties.

The second population utilized in this study was drawn from graduate students enrolled during the first term of the Summer Quarter of 1964 in Education 750, "Introduction to Guidance Service." The course description reads "Background and purposes of guidance service, technique used in studying the individual; informational services; counseling services; placement and follow-up developing a guidance program."\(^2\) This course is open to graduate students and upperclass undergraduates. While this course is required in certain programs, it is taken by many students for general information. The number of graduate students enrolled in Education 750 used in this study was thirty-two. Eighteen were males with teaching experience ranging from one year to six years. Their ages ranged from twenty-three years to thirty-nine years. The fourteen remaining graduate students were females with from one year to nine years of teaching experience. Their ages ranged from twenty-three to forty-two years. Their teaching experience included elementary and secondary school specialties.

The third population utilized in this study were the graduate students enrolled in the Guidance Institute sponsored by the National Defense Education Act at The Ohio State University during the summer of 1964. The Institute emphasized preparation of school counselors

\(^2\)Ibid., p. A.-75.
and guidance personnel to work with counseling academically able but disadvantaged secondary school students. Special study units focus on: resources for educational and vocational guidance; advanced counseling theory and practicum; and an interdisciplinary seminar involving consultants from anthropology, psychology, philosophy, religion, sociology and economics. Laboratory work involving observation of culturally disadvantaged students in their own environment in clubs and social programs was included as well as group discussion and study periods. There were thirty graduate students selected to participate in the Guidance Institute, eight were females and twenty-two were males. Their ages ranged from forty-eight to twenty-seven.

The graduate students were selected for this institute on the basis of their involvement in teaching, counseling and guidance in schools with a large proportion of students who would be classified as academically able but disadvantaged. The specific selection was made in terms of the graduate student's past academic record, certain test data, personal characteristics such as their desire to work with the academically able but disadvantaged youth, and letters from their superiors, and in terms of their previous preparation, such as "no less than forty-five quarter hours (30 semester hours) nor more than sixty quarter hours (40 semester hours) of graduate work in the area of counseling and guidance."³

³Plan of Operation for a Counseling and Guidance Training Institute (Columbus, Ohio: The Ohio State University, 1964), p. 4.
Measuring Instrument

The three populations utilized in this study were given the Opinion, Attitude and Interest Survey during the third and fourth week of the first term of the Summer Quarter of 1964. This survey was utilized to assess the personality and interest of the three populations.

The Opinion, Attitude and Interest Survey is an objective inventory developed to assess personality and interest dimensions, i.e., those aspects of personality and interest which may be utilized to predict behavior. The Opinion, Attitude and Interest Survey was designed by Fricke and published in 1963 to assist counselors in their work with college bound twelfth graders and for entering college freshmen. However, Fricke states that this instrument has been utilized with other groups (Peace Corps Trainees at the University of Michigan, and members of the American Psychological Association who have a Ph.D. in psychology) with satisfactory results.

There are fourteen scales associated with the OAIS. Three of these scales give an indication of "how the student behaved on the test, and eleven supply information on the personality and interest characteristics of students."\(^5\)


\(^5\) Ibid.
From a pool of 700 items, Fricke selected 396 items to be included in the OAIS booklet. The criterion utilized for item selection in the original 700 items pool was of a non-statistical nature, i.e.,

(1) the content had to be relatively interesting,  
(2) a great diversity of human experience needed to be sampled, (3) the subject matter needed to be relevant for all students, ... (4) there could not be an obviously right or best answer, (5) the statements had to be short and uncomplicated, (6) the content needed to be innocuous, and not openly dealing with highly personal or emotionally loaded matters, and (7) the items had to permit different mental mechanisms to operate...

The 396 items which were retained were selected through informal studies. In 1951, Fricke asked his acquaintances to react to the items by responding with "True" or "False" and to check those items which they felt were objectionable, ambiguous or too difficult to answer. This gave Fricke a basis for elimination of some of the items. The 396 statements were then assembled into a test booklet and over the past ten years 10,000 freshmen have reacted to the statements. "A study of the behavior of these students and their responses to the items lead to the construction of fourteen scales."  

The fourteen scales are divided in the following groups:

Group I Three response bias scales (Scales 1-3)  
Group II Three academic promise scales (Scales 4-6)  
Group III Three psychological adjustment scales (Scales 7-9)  
Group IV Five educational-vocational interest scales (Scales 10-14)

6Ibid., p. 72. 7Ibid., p. 74.
Group I. Three response bias scales

The three scales of this group are concerned with the internal behavior of the student or how the student behaved on the test. These scales tend to ascertain whether or not the student's response to the OATS may be biased or distorted. The first scale is "Set for True Scale" which "measures student's tendency or set to answers "True," to acquiesce to statement of opinion, attitude, and interest, perhaps with inadequate attention to their content." The score on the "Set for True Scale" is based on 83 items keyed True with an average "percentage split" on these items of approximately 50-50. Students then who score high, over 60 per cent, have answered "True" much more often than the majority of students. Conversely, students with a low score, under 40 per cent, tend to respond with "True" fewer times than most students.

The second scale in this group is the "Infrequent Response Scale." The atypical or infrequent responses of a student are ascertained through utilizing this scale. A high score on this scale indicates that the student tends to select the "responses made by fewer than 25 per cent of a large group of subjects." This scale tends to indicate those students which fill in the answer sheet carelessly or at random.

The "Social Undesirability Scale" is the third scale in this group. This scale "is composed largely of items which do not reflect actual social and emotional adjustment, but rather it is composed in the main

\[8\textit{Ibid.}, p. 7\]  \[9\textit{Ibid.}, p. 103.\]
of items test takers believe reflect adjustment.\textsuperscript{10} The student scoring high on this scale tends to have been frank, honest and critical of himself. Those scoring low would like to appear better socially and emotionally than they are.

The three scales in the first group then tend to top the internal behavior of the students as they take the QAI.\textsuperscript{1} The student scoring either high or low on one or more of these three scales will tend to have some of his other scores depressed and others elevated.

Group II. Three academic promise scales

The first scale in this group is Achiever Personality Scale. It is composed of 86 items which measure those personality characteristics associated with academic success, namely grades. These scales indicate the student's academic motivation and his conscientiousness. It would appear to measure something which ability tests do not measure as the correlation between the two is near zero correlation. Yet this scale "predicts college grades about as well as the typical academic ability test."\textsuperscript{11} The student obtaining a high score on this scale will tend to realize his potential ability and/or achieve high grade-point averages in his academic work.

The Intellectual Quality scale composed of 85 items, measured those personality characteristics which are associated with intelligent behavior and intellectual orientation. This scale was designed to be a measure of intelligence through the use of nonintellectual material,

\textsuperscript{11} Ibid., p. 3.
thus the scores correlate highly with ability test scores (about .37, which is not much lower than intercorrelation of ability tests, about .39). High scores on this scale would predict that the student would score highly on typical verbal aptitude and intelligence tests, and the grade point average would tend to be above average.

Those characteristics which are associated with creative behavior are measured by the 101 items of the Creative Personality Scale. Those students scoring high on this scale tend to be the ones who show the greatest imagination, originality, and the highest capacity for reorganizing ideas. This scale does not correlate with academic grades or with ability test scores but does correlate highly with ratings of creative ability given by college instructors. "This scale, designed to measure creative potential, is tapping something not reflected in the usual indicators of success."12

Group III. Three Psychological adjustment scales

The Social Adjustment scale is concerned with the assessment of the student's personality characteristics associated with their interest in and capacity for having good interpersonal relations. A high score derived from the 91 items on this scale would tend to indicate those students who are liked by their fellow students and who like to get along well with others. The prediction made from this scale would tend to indicate ratings made by peers and involved others in relation to the students' popularity and social adjustment.

12 Ibid., p. 3.
The second scale, composed of 91 items, the Emotional Adjustment scale, measures those attributes of the personality which are concerned with emotional feelings of security, optimism, personal worth and calmness. The prediction which the scale is concerned with is predicting the rating of emotional adjustment made by counseling psychologists. This is not correlated with social adjustment ratings made by peers.

The Masculine Orientation scale utilizing 95 items assesses the personality characteristics involved in psychological sex. In developing this scale Fricke utilized the total number of cases, i.e., 10,027 students, 5,603 men and 4,424 women. The correlation of the scores with physical sex is high above .75. It would stand to reason that those students scoring high on the Masculine Orientation scale tend to reflect typical male responses. A low score would indicate typical female responses.

Group IV. Five educational-vocational scales

The five scales which are included in Group IV assess the extent to which the student has personality traits, characteristics, and values similar to those who enter five educational-vocational areas: (1) business and commerce; (2) humanities; (3) social and behavioral sciences; (4) physical sciences, engineering, and mathematics; and (5) biological and health sciences and agriculture. Individuals in these five areas seem to be primarily motivated by, and interested in, respectively: (1) money, status, power, and practical matters; (2) ideas and artistic expressions; (3) people, and human interactions and problems; (4) inanimate objects and symbols and their manipulation; and (5) living things and life processes.

\[1^3\text{Ibid, p. 116.}\]

\[1^4\text{Ibid, p. 5.}\]
The construction of the five scales and the items which composed each of these scales was developed by establishing the five interest categories on a rational basis and then empirically determining the responses to be scored on each of the interest categories from the characteristics of the students. Thus a compromise between the rational and the empirical approach to assessing interest was utilized.

The criterion groups utilized in the development of the five interest scales were asked to rank the five interest areas in terms of their prevalent interest. Thus the five areas were ranked first through fifth by 3,507 men and 3,166 women freshmen at the University of Michigan and by 1,131 men and 607 women freshmen enrolled at the University of Minnesota.

The interest items were subjected to item analysis and the following scales developed: The Business Interest scale composed of 104 items measures "personality attributes associated with interest in accounting, commerce, contracting, finance, management, investment, merchandising, production, real estate, secretarial science, selling, etc."\(^{15}\)

Scale II, Humanities Interest scale, containing 100 items "measures personality attributes associated with interest in art, classics, foreign language, history, dramatic arts, journalism and writing, literature, library, music, philosophy, religion, speech, etc."\(^{16}\)

The scale which "measures personality attributes associated with interest in anthropology, economics, criminology, government, education,

\(^{15}\)Ibid.  \(^{16}\)Ibid.
guidance, human relations, political science, psychology, social work, sociology, etc."

The Physical Science Interest scale having 117 items, attempts to "measure personality attributes associated with interest in astronomy, chemistry, electronics, engineering, geology, mathematics, mineralogy, physics, etc."18

The last scale in the QAIS is the Biological Science Interest scale. This scale, composed of 108 items, "measures personality attributes associated with interest in anatomy, animal husbandry, bacteriology, botany, chiropractics, dentistry, entomology, farming, forestry, horticulture, medicine, nursing, occupational therapy, physiology, veterinary science, wildlife management, zoology, etc."19

The five measures of educational-vocational interest predict the area in which a student is likely to concentrate or specialize. "A high score on the interest area is defined as a percentile of .50 and above; such scores are obtained by half the students who concentrate or specialize in each interest area."20

The utilization of the fourteen scales to assess the differences within the individual provides a method to ascertain the uniqueness of the individual. Using the fourteen scales to ascertain the differences

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17 Ibid. 18 Ibid. 19 Ibid., p. 6. 20 Ibid.
within groups will provide a method of ascertaining the uniqueness of the three groups involved in this study.

**Statistical Treatment of Data**

One way analysis of variance was the statistical method of analysis employed in this research.

The eleven scales of the Opinion Attitude Interest Survey were studied. These scales are listed below:

1. Achiever Personality
2. Intellectual Quality
3. Creative Personality
4. Social Adjustment
5. Emotional Adjustment
6. Masculine Orientation
7. Business
8. Humanities
9. Social Science
10. Physical Science
11. Biological Sciences

The scores on each of the eleven scales for each person in the three groups, as well as identification codes, were punched on data cards.

The data analysis was programed through a multiple regression program used by the IBM 7090 machine. This program was written by the programmers at the computation laboratory on The Ohio State University campus. The process for this procedure is considered in Chapter IV.

**Summary**

The Opinion, Attitude and Interest Survey was administered during the third and fourth week of the Summer Quarter, 1964, to the enrollees of the MDEA Guidance Institute, to graduate students with teaching experience enrolled in Education 750, "Introduction to Guidance," and
to undergraduates without teaching experience enrolled in Education 535, "Theory and Practice in Secondary Education." All three groups were on The Ohio State University campus. The responses on the eleven scales of the Opinion Attitude Interest Survey were analyzed using one-way analysis of variance.

Chapter IV discusses the findings of this study.
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of three sections. The first section describes the procedures used to treat the data in this study. Following this each hypothesis is restated with a rationale for the hypothesis and a prediction of outcomes, then an analysis of the data pertaining to the particular hypothesis is given. The chapter is concluded with a summary.

Statistical Procedures Used

The standard scores for each of the individuals in all three groups were punched on IBM cards and processed through a multiple regression program on the IBM 7090 computer.

The formulas which were used in developing the Analysis of Variance Table follows:

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>S.S.</th>
<th>df</th>
<th>M.S.</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>[ S = \sum_{i=1}^{k} n_i (\bar{x} - \bar{x})^2 ]</td>
<td>[ k - 1 ]</td>
<td>[ S_G ]</td>
<td>[ \frac{S_G}{k-1} ]</td>
</tr>
<tr>
<td>Error</td>
<td>[ S_E = \sum_{i=1}^{k} \sum_{j=1}^{n_i} (x_{ij} - \bar{x})^2 ]</td>
<td>[ n - k ]</td>
<td>[ S_E ]</td>
<td>[ \frac{S_E}{n-k} ]</td>
</tr>
<tr>
<td>Total</td>
<td>[ S_T = \sum_{i=1}^{k} \sum_{j=1}^{n_i} (x_{ij} - \bar{x})^2 ]</td>
<td>[ n - l ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key: $x_{ij}$ is the score of the $j^{th}$ person in the $i^{th}$ group.

$x_i$ is the mean of the scores in the $i^{th}$ group.

$\bar{X}$ is the mean of all the scores.

$n$ is the total number of students.

$n_i$ is the number of students in the $i^{th}$ group.

The $F$ was then analyzed to determine its level of confidence.

The five per cent level of confidence was taken as being significant.

The Analysis of Variance Tables appear in Appendix A.

**Hypothesis 1**

There is no significant difference among the counselors, graduate students in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience, on measured personality variables of 1-1 Achiever Personality.

Rationale: The Achiever Personality scale is a measure of the personality attributes which tend to be associated with the criterion of grades. But more than this the scale tends to measure motivation and conscientiousness. Since all three groups are involved in furthering their education even though they are at different levels (the counselors have completed their master's degrees, the students in the graduate group have just started on their master's degrees, and the students in the undergraduate group are working to complete their Bachelor's degrees), it was hypothesized that this scale would not distinguish among the three groups.

Prediction: It was predicted that no significant differences among the three groups would be discovered, i.e., the null hypothesis would be accepted.
Findings: The hypothesis was tested by analysis of variance. The obtained F was 1.080. Although this F test was positive, it was not significant at the five per cent level of confidence; therefore the null hypothesis could not be rejected. The obtained F does suggest that the graduate student just embarking on the program may tend to be more motivated and conscientious than either the counselors or the undergraduate students. Table 1 indicates this trend in terms of the mean scores and F on Achiever Personality Scale.

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.097</td>
<td>55.031</td>
<td>53.447</td>
<td>1.080</td>
</tr>
</tbody>
</table>

difference in means. The graduate students have the highest mean (55.031); the undergraduate comes next (53.447); and the counselors have the lowest mean (52.097). However, for the sample used in the present study, it does not appear that Achiever Personality as measured by the Opinion Attitude Interest Survey is a factor which differentiates among the three groups.

**Hypothesis 1**

There is no significant difference among the counselors, the graduate students in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience, on measured personality variables of 1-2 Intellectual Quality.
Rationale: The training program of the school counselor as indicated by Tyler, Wrenn, and the American Personnel and Guidance Association, requires a degree of intelligence sufficiently adequate to be able to successfully complete graduate work. The Intellectual Quality scale measures those personality attributes associated with intelligent behavior and an intellectual orientation. Since all three groups are pursuing an intellectual program but at different levels, it was hypothesized that there would not be a difference.

Prediction: It was predicted that there would not be a significant difference among the three groups, i.e., the null hypothesis would be accepted. However, a trend would be indicated with counselors having the higher scores.

Findings: The analysis of variance which was computed for the Intellectual Quality Scale yielded an F of 0.658 which was far from

<table>
<thead>
<tr>
<th>Table 2</th>
<th>MEAN SCORES AND F ON INTELLECTUAL QUALITY SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>53.839</td>
<td>53.531</td>
</tr>
</tbody>
</table>

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being significant at the five per cent level of confidence; therefore, the null hypothesis was accepted. This is not interpreted as indicating that there is no difference in the intellectual quality of graduate students and undergraduate students. What is indicated is that the use of the Opinion Attitude Interest Survey as a measure of intellectual quality will show no significant difference between the groups. It is possible that the instrument is too gross a measure to differentiate intellectual quality of individuals involved in higher education.

Hypothesis 1

There is no significant difference among the counselors, the graduate students in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience on measured personality variables of 1-3 Creative Personality.

Rationale: In counseling one of the major factors is the interrelationship of the counselee and the counselor. The development of this relationship is dependent upon the ability of the counselor to be able to accept the counselee and to open the avenues of communication. Rogers' maintains that the counselor must be able to accept the internal frame of reference of the counselee in order to communicate effectively.

The counselor then must be able to reorganize, use his imagination and be creative in his accepting the differing frames of reference which come to him with each different counselee. The Creative Personality

---

scale measures those personality attributes which tend to indicate those individuals with the ability to be imaginative, original, and able to reorganize ideas. Since the counselors in this study have been selected as certified counselors, the hypothesis was made that this scale should differentiate among the three groups.

Prediction: It was predicted that the null hypothesis would be rejected, i.e., there would be a significant difference between the counselor and the other two groups.

Findings: An F of 0.652 was obtained from the analysis of variance. This was not significant at the five per cent level of confidence and the null hypothesis could not be rejected.

### TABLE 3

MEAN SCORES AND F ON CREATIVE PERSONALITY SCALE

<table>
<thead>
<tr>
<th></th>
<th>Counselors</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54.839</td>
<td>52.000</td>
<td>52.632</td>
<td>0.652</td>
</tr>
</tbody>
</table>

The mean score for the three groups, however, present an interesting trend. In Table 3, it may be seen that the counselors' mean scores of 54.839 is above both of the other two groups. The graduate students have the lowest mean of 52.000 and the undergraduate students are in the middle with a mean of 52.632. These findings tend to indicate that creative personality may differentiate but that the instrument used is too gross to identify differences.
Hypothesis 1

There is no significant difference among the counselors, the graduate students in education with teaching experience and the undergraduate students enrolled in secondary education without teaching experience on measured personality variables of 1-4 Social Adjustment.

Rationale: Kazienko and Neidt indicate that good counselors view themselves as being socially acceptable yet that they "feel themselves more properly to belong in the small social group." Tyler also indicates that the school counselor must fit in not only with the school personnel service staff but with the total school staff, student body and community. The Social Adjustment scale measures those personality attributes which may be associated with the ability of the individual to be interested in developing interpersonal relations. Yet the teachers also have these demands. Therefore, it was hypothesized that there would be no significant differences among the groups.

Prediction: It was predicted that the null hypothesis would be accepted. There would not be significant differences among the groups in relation to the Social Adjustment scale.

Findings: The analysis of variance which was computed for the Social Adjustment scale yielded an F of 0.519 which does not approach the significance level. As a result, the null hypothesis was accepted.

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6Tyler, op. cit.
Table 4 indicates the means of the counselors (50.516), the graduate students (49.281), and the undergraduate students (48.474).

**Hypothesis 1**

There is no significant difference among the counselors, the graduate students in education with teaching experience, and the undergraduate students enrolled in education without teaching experience as measured personality variables of 1-5 Emotional Adjustment.

Rationale: The good counselor, according to Kazienko and Neidt,\(^7\) feels that he has characteristics of emotional stability, i.e., that they are sane, mature, stable and reasonable. Cattle and Lewis,\(^8\) interpreting the data from their study of the personal characteristics of counselors, state that the counselors appear to be stable emotionally. Since the Emotional Adjustment scale measures those personality attributes associated with feelings of security, optimism, personal worth and calmness, it was hypothesized that the counselors would have

\(^7\)Kazienko, *op. cit.*, p. 113.

significantly different scores from those of the graduate students and undergraduate students.

Prediction: It was predicted that the null hypothesis would be rejected.

Findings: Table 5 indicates that the F which was computed for

**TABLE 5**

**MEAN SCORES AND F ON EMOTIONAL ADJUSTMENT SCALE**

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.710</td>
<td>51.188</td>
<td>48.947</td>
<td>0.835</td>
</tr>
</tbody>
</table>

Emotional Adjustment was 0.835. It further indicates the counselor's mean score of 51.710, the graduate mean score of 51.188 and the undergraduate mean score of 48.947. While there is a difference in the mean scores, the F test indicates that this difference does not approach significance, hence the null hypothesis could not be rejected. The direction of the change may be due as much to age as to training. However, it would appear that the Emotional Adjustment scale is too gross a measure to differentiate among the three groups used in this study.

**Hypothesis 1**

There is no significant difference among the counselors, the graduate students in education with teaching experience, and the undergraduate students enrolled in secondary education without teaching experience on measured personality variables of 1-6 Masculine Orientation.
Rationale: The Masculine Orientation scale is associated with characteristics normally attributed to males or females. The high scores on this scale indicate an interest in athletics, out-of-doors, aggressive, independent, rough, inconsiderate, unpolished, immature, and interested in the more masculine occupations such as business and engineering. The counselors studied by Kazienko and Neidt\(^9\) indicated that they did not associate much masculine qualities with themselves. Indeed, the good counselors studied tended to possess qualities of masculinity even to a lesser degree than does the poor counselor. The development of a good counseling relationship, according to Rogers,\(^10\) Tyler,\(^11\) is predicated on counseling feelings developing from those counselors' warmth, acceptance, and empathetic qualities. Therefore, it was hypothesized that counselors should have a different masculine orientation.

Findings: The Analysis of Variance which was computed for

<table>
<thead>
<tr>
<th>TABLE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN SCORES AND F ON MASCULINE ORIENTATION SCALE</td>
</tr>
<tr>
<td>Counselors</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>36.968</td>
</tr>
</tbody>
</table>

\(^{xx}\)Significant at the 0.01 Level of Confidence

\(^9\)Ibid.

\(^10\)Rogers, op. cit.

\(^11\)Tyler, op. cit.
Masculine Orientation yielded an F of 15.229 which was significant beyond the five per cent level. It was significant at the 0.01 level of significance with the counselors scoring lowest (36.968), the graduate students next (42.938), and the undergraduate students highest (47.789). The null hypothesis was rejected. Therefore, some speculation may be given to the concept that the counselor develops a psychological sex much more akin to what society would classify as feminine characteristics. This finding tends to substantiate those of Kazienko and Neidt. These results may also be interpreted as supporting the contentions of Rogers and Tyler.

**Hypothesis 2**

There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience on 2-1 Business.

**Rationale:** Kelly and Fiske\(^{12}\) in studying clinical psychologists found that the interest pattern of this group tended to be high in areas involving contact with people. The Business Interest scale tends to measure those interests which center on money, status, power, and practical matters. As these two areas appear not to be related it was hypothesized that counselors would score low on this scale yet not enough so to make this area statistically significant.

Prediction: The common element in all three groups is education. The interest will be directed toward being in contact with people. Hence, it was predicted that there would be no significant differences among the three groups, i.e., the null hypothesis would be accepted.

Findings: The computation of the analysis of variance for Business Interest yielded an F of 0.907 which was not significant at the five per cent level of confidence. Therefore the null hypothesis could not be rejected. It may be of interest to note, as shown on Table 7, that the graduate students had the highest mean (44.313), the undergraduate students the middle mean (43.105), and the counselors the lowest mean (41.516).

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.516</td>
<td>44.313</td>
<td>43.105</td>
<td>0.907</td>
</tr>
</tbody>
</table>

Hypothesis 2

There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience on measured interests of 2.2 Humanities.

Rationale: The broadening effect of higher education in the areas of the humanities is a common factor affecting all three groups studied. The major interest areas of the undergraduates would tend to escalate
their scores in this area while the graduate students and the counselors would tend to have an average interest in this area. Therefore, it was hypothesized that on the Humanities Interest scale there would be no difference among the groups.

Prediction: There would be a trend for the undergraduates to have a higher score on this scale than the other two groups. However, there would be no significant difference and the null hypothesis would be accepted.

Findings: The analysis of variance was computed for the Humanities Interest scale and the F. The result (0.037) was far from being significant. Therefore, the null hypothesis could not be rejected. Table 8

<table>
<thead>
<tr>
<th>TABLE 8</th>
<th>MEAN SCORES AND F ON HUMANITIES INTEREST SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>45.323</td>
<td>45.281</td>
</tr>
</tbody>
</table>

indicates that all three groups had mean scores which were very similar; the counselors, 45.323; the graduate students, 45.281; and the undergraduate students, 45.921.

Hypothesis 2

There is no significant difference among the counselors, graduate students in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience on 2-3 Social Science.
Rationale: Kelly and Fiske,\textsuperscript{13} Kriedt,\textsuperscript{14} and Bass,\textsuperscript{15} in separate studies of psychologists, all indicate that a high interest in social science was apparent. Therefore, it was hypothesized that the counselors would have significantly higher scores on the Social Science Interest scale than the other two groups.

Prediction: It was predicted that the null hypothesis would be rejected, i.e., the counselors' scores would be significantly higher than those of the graduate students and the undergraduate students.

Findings: The three groups had the following mean scores on the Social Science scale: counselors, 51.806; graduate students 49.906; and undergraduate students, 50.000. The analysis of variance computed for this interest area yielded an $F$ of 0.338. This was not significant and the null hypothesis could not be rejected. The high interest which all three groups have in this area may be interpreted as a common interest which exists in the field of education.

\begin{table}
\centering
\caption{Mean Scores and $F$ on Social Science Interest Scale}
\begin{tabular}{lll}
\hline
Counselors & Graduate Students & Undergraduate Students & $F$ \\
\hline
51.806 & 49.906 & 50.000 & 0.338 \\
\hline
\end{tabular}
\end{table}

\textsuperscript{13}Ibid.


Hypothesis 2

There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience on measured interests of 2-4 Physical Science.

Rationale: The Physical Science Interest scale measures personality attributes which tend to be compatible with areas in the physical sciences. As this area is lacking in contact with people, it was hypothesized that no significant differences would be found.

Prediction: The null hypothesis would be accepted.

Findings: The analysis of variance compiled for the Physical Science Interest scale yielded an F of 0.403. This was not significant and the null hypothesis was accepted. It may be of interest to note that the counselors, with a mean of 44.484, were low in this area while the graduate students, with a mean of 46.594, and the undergraduate students with 46.289, were very close.

TABLE 10

MEAN SCORES AND F ON PHYSICAL SCIENCE INTEREST SCALE

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.484</td>
<td>46.594</td>
<td>46.289</td>
<td>0.403</td>
</tr>
</tbody>
</table>

and the null hypothesis was accepted. It may be of interest to note that the counselors, with a mean of 44.484, were low in this area while the graduate students, with a mean of 46.594, and the undergraduate students with 46.289, were very close.
Hypothesis 2

There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience on measured interest of 2-5 Biological Science.

Rationale: The close relationship of the interest area of biological science and that of psychology may indicate an interest in this area by counselors. It was hypothesized that while counselors will tend to score higher in this area, their scores will not be significant.

Prediction: The measured interest on the Biological Science Interest scale will not be significantly different among the three groups, i.e., the null hypothesis will be accepted.

Findings: The analysis of variance yielded an F of 0.093, which did not approach significance. Hence, the null hypothesis was accepted. The means for the three groups are given in Table 11, which indicates

<p>| TABLE 11 |</p>
<table>
<thead>
<tr>
<th>MEAN SCORES AND F ON BIOLOGICAL SCIENCE INTEREST SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors</td>
</tr>
<tr>
<td>46.839</td>
</tr>
</tbody>
</table>

that the counselors had the highest mean of 46.839, the graduate students next with a mean of 46.000, and the undergraduate students lowest with a mean of 45.711. While the direction of the mean scores is in the predicted trend, the similarity of means does not permit an interpretation of a difference in this area.
The scales which have been used to ascertain if there were differences among the counselors, the graduate students and the undergraduate students in Hypotheses 1-1, 1-2, and 1-3, are grouped by Frick\textsuperscript{16} into an academic promise group. Following this lead, the three scales of the Academic Promise group were examined through analysis of variance in the following pairs: Achiever Personality scale and Intellectual Quality scale, Achiever Personality scale and Creative Personality scale, and Intellectual Quality scale and Creative Personality scale. Thus the hypothesis would become

There is no significant difference among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching

<table>
<thead>
<tr>
<th>Pairs</th>
<th>Counselor</th>
<th>Graduate Student</th>
<th>Undergraduate Student</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever Personality and Intellectual Quality Scales</td>
<td>105.935</td>
<td>108.563</td>
<td>104.974</td>
<td>0.888</td>
</tr>
<tr>
<td>Achiever Personality and Creative Personality Scales</td>
<td>106.935</td>
<td>107.031</td>
<td>106.079</td>
<td>0.080</td>
</tr>
<tr>
<td>Intellectual Quality and Creative Personality Scales</td>
<td>108.677</td>
<td>105.531</td>
<td>104.580</td>
<td>0.890</td>
</tr>
</tbody>
</table>

\textsuperscript{16} Frick, op. cit.
on pairs of measured personality variables of 1-1 Achiever Personality, 1-2 Intellectual Personality, 1-3 Creative Personality.

Analysis of variance was computed for the three possible pairs of scales of the Academic Promise Group. The results reported in Table 12 indicate that there were no significant differences established among the counselors, the graduate students and the undergraduate students. Thus, the null hypothesis was accepted. It may be of some interest to note that the counselors mean score on the Intellectual Quality and Creative Personality combined scale was higher than either the graduate students or the undergraduates. This combined score may indicate that the counselor may be more able to intellectually handle material in a creative fashion. Yet the lack of discrimination of this instrument makes this indication even doubtful.

On the other two combined areas, the graduate student was higher than either the counselor or the undergraduate student. This may possibly indicate the effect which starting a program has on individuals. The counselors were successful, the undergraduates were approximately three-fourths through their program and the graduate students were just starting their program.

Using the same rationale which was developed for the Academic Promise group, the three scales of the Psychological Adjustment group were subjected to analysis of variance in the following pairs: Social Adjustment scale and Masculine Orientation scale; and Emotional Adjustment and Masculine Orientation scales. The results of this computation are reported in Table 13.
TABLE 13
MEAN SCORES AND F'S FOR PAIRS OF THE PSYCHOLOGICAL ADJUSTMENT SCALES

<table>
<thead>
<tr>
<th>Pairs</th>
<th>Counselor</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustment and Emotional</td>
<td>102.226</td>
<td>100.469</td>
<td>97.421</td>
<td>0.811</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Adjustment and Masculine</td>
<td>87.484</td>
<td>92.219</td>
<td>96.263</td>
<td>6.206³³</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Adjustment and Masculine</td>
<td>88.677</td>
<td>94.125</td>
<td>96.737</td>
<td>3.329²²</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

³³Significant at the .01 level
²²Significant at the .05 level

The hypothesis which the analysis of variance of these pairs of the Psychological Adjustment scale tested was the following:

There is no significant difference among the counselors, graduate students in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience on pairs of measured personality variables of 1-4, Social Adjustment, 1-5, Emotional Adjustment, and 1-6, Masculine Orientation.

The F's which resulted from the analysis of variance indicated that the counselors do differ significantly from the graduate students and the undergraduate students on two of the pairs of scales in the Psychological Adjustment group. The Social Adjustment and Masculine Orientation pair was beyond the five per cent level of significance and the Emotional Adjustment and Masculine Orientation pair was at the .05 level of significance. On the Social Adjustment and Emotional Adjustment there is a trend but it is not significant. The counselors' mean
score on this pair is 102.226 with the graduate students next with a mean score of 100.479 and the undergraduate score of 97.421.

In evaluating the importance of the significant F's in the Psychological Adjustment group, it might be helpful to refer to Table 13, the mean score and F of the Masculine Orientation scale. It might be helpful to remember that this was the only scale when treated to analysis of variance singly proved to be significant. This does not mean to imply that the pair of scales, Emotional Adjustment and Masculine Orientation, and the pair Social Adjustment and Masculine Orientation have not proven significant, they have. But the inference may be drawn that the difference among counselors, graduate students and undergraduate students on the personality variable of masculine orientation tends to be a pronounced difference. The counselors have measured personality traits of being more psychologically feminine than the other two groups in the study.

There is no significant difference among counselors, graduate students enrolled in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience on pairs of measured interest variables of: 2-1 Business Interest, 2-2 Humanities Interest, 2-3 Social Science Interests, 2-4 Physical Science Interests, and 2-5 Biological Science Interests.

To test the hypothesis analysis of variance for each of the pairs of the five educational-vocational interest scales was computed. The results are reported in Table 14. None of the ten pairs of Educational Vocational Interest scales proved to be significant. The null hypothesis was accepted. However, this does not indicate that there are no
differences. This may reflect the grossness of the instrument and the size of the sample. A trend may be noted in the pair of Business and Physical Science, both areas tend not to be related to working with people in a helping relationship.

TABLE 14
MEANS AND F'S FOR PAIRS OF THE EDUCATIONAL-VOCATIONAL INTEREST SCALES

<table>
<thead>
<tr>
<th>Pair</th>
<th>Counselor</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business-Humanities</td>
<td>86.839</td>
<td>89.594</td>
<td>89.026</td>
<td>0.410</td>
</tr>
<tr>
<td>Business-Social Science</td>
<td>93.323</td>
<td>94.219</td>
<td>93.105</td>
<td>0.048</td>
</tr>
<tr>
<td>Business-Physical Science</td>
<td>86.000</td>
<td>90.906</td>
<td>89.395</td>
<td>1.966</td>
</tr>
<tr>
<td>Business-Biological Science</td>
<td>88.355</td>
<td>90.313</td>
<td>88.816</td>
<td>0.232</td>
</tr>
<tr>
<td>Humanities-Social Science</td>
<td>97.129</td>
<td>95.188</td>
<td>95.921</td>
<td>0.115</td>
</tr>
<tr>
<td>Humanities-Physical Science</td>
<td>89.806</td>
<td>91.875</td>
<td>92.211</td>
<td>0.417</td>
</tr>
<tr>
<td>Humanities-Biological Science</td>
<td>92.161</td>
<td>91.281</td>
<td>91.632</td>
<td>0.048</td>
</tr>
<tr>
<td>Social Science-Physical Science</td>
<td>96.290</td>
<td>96.500</td>
<td>96.289</td>
<td>0.006</td>
</tr>
<tr>
<td>Social Science-Biological Science</td>
<td>98.645</td>
<td>95.906</td>
<td>95.711</td>
<td>0.689</td>
</tr>
<tr>
<td>Physical Science-Biological Science</td>
<td>91.323</td>
<td>92.594</td>
<td>92.000</td>
<td>0.043</td>
</tr>
</tbody>
</table>

It was expected that the counselors would score lower in this pair than the other two groups. The counselors' mean score of 86.000, while not significantly different from the mean score of the graduate students' 90.906, or the undergraduate students' 89.395, may indicate this trend.

Another trend may be indicated by the pair Social Science and Biological Science. As mentioned earlier, it was predicted that these two areas taken separately would tend to favor the counselor. When
taken together, the counselors' mean score of 98.645 was high with the graduate students' mean score of 95.906 next and the undergraduate students' mean score of 95.711 lowest. This interpretation must be kept only in the realm of a possible trend and not of a statistically proven difference.

**Summary**

This chapter consisted of three basic sections. The statistical procedures which were used in the study were delineated in the first section. This was followed by restatement of each of the hypotheses, the rationale behind each hypothesis and a prediction of outcomes pertaining to each hypothesis was given. This was followed by the findings of the study.

The only null hypothesis which were refuted were those hypotheses which pertained to the psychological sex of the counselor. The data supported the contention that the counselors tend to have characteristics which appear to be more feminine than either the graduate students or the undergraduate students.

The trends appeared to indicate that the counselors were lower than the other two groups in the measured personality traits of achiever personality, but higher in Intellectual Quality, Creative Personality, Social Adjustment and Emotional Adjustment.

In the area of Vocational-Occupational Interest, the counselors tended to score lower than either of the two groups on Business Interests and Physical Science Interest. The counselors scored in between the graduate students and the undergraduate students on the Humanities
Interest area but higher than both groups in the areas of Social Science Interests and Biological Sciences Interests.

The summary, conclusions and recommendations of the study will be detailed in Chapter V.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to ascertain if there were identifiable personality and interest variables among counselors enrolled in a National Defense Education Act Guidance Institute, graduate students in education with teaching experience and undergraduate students enrolled in secondary education without teaching experience. The measure used was the Opinion, Attitude and Interest Survey. Personality and interest variables were defined as the variables measured by the Opinion, Attitude and Interest Survey scales, i.e., personality variables; achiever personality, intellectual quality, creative personality, social adjustment, emotional adjustment, and masculine orientation; interest variables; business, humanities, social science, physical science and biological science.

Three different samples were drawn from students enrolled at The Ohio State University during the Summer Quarter of 1964 for this study. The counselor sample consisted of thirty experienced, certified school counselors who were enrolled in the Guidance Institute, Office of Education, under the provisions of the National Defense Education Act at The Ohio State University during the summer of 1964. The graduate student sample with teaching experience, thirty-two in number, were enrolled in an introduction to guidance services course, and just
beginning their graduate work. The undergraduate sample was drawn from students enrolled in an undergraduate course titled "Theory and Practice in Secondary Education." Thirty-nine of these students who did not have teaching experience were used in this study.

The hypotheses under investigation in this study were:

1. There are no significant differences among the counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience, on measured personality variables of—

   1.1 Achiever Personality.
   1.2 Intellectual Quality.
   1.3 Creative Personality.
   1.4 Social Adjustment.
   1.5 Emotional Adjustment.
   1.6 Masculine Orientation.

2. There are no significant differences among counselors, graduate students in education with teaching experience, and undergraduate students enrolled in secondary education without teaching experience, on measured interest of—

   2.1 Business.
   2.2 Humanities.
   2.3 Social Science.
   2.4 Physical Science
   2.5 Biological Science.

The Opinion, Attitude and Interest Survey was administered during the regular scheduled class time to the three groups during the second and third week of the Summer Quarter. The information gathered from the instrument was converted to punches on IBM cards and programmed through the 7090 IBM computer.
The Opinion, Attitude and Interest Survey is an objective inventory designed to assess personality and interest dimensions. The inventory uses 396 items which the testee responds to by either "True" or "False." These items are then scored for fourteen scales. The first three scales were internal consistency scales. The remaining eleven scales, listed below, were used in this study.

- Achiever Personality
- Intellectual Quality
- Creative Personality
- Social Adjustment
- Emotional Adjustment
- Masculine Orientation
- Business Interest
- Humanities Interests
- Social Science Interest
- Physical Science Interests
- Biological Science Interest

The analysis of this data gained would give an understanding of the unique personality and interest characteristics of the three groups.

As mentioned above, the scores on each of the scales along with identification code was punched on IBM cards. These cards were then programmed through the IBM 7090 computer which provided the necessary figures for the computation of analysis of variance. The F which was obtained was checked for its level of significance on published tables.

**Summary of Findings**

The findings related to each hypothesis are summarized in this section. Significant differences were found to exist among the mean scores of the counselors, the graduate students and the undergraduate students on one of the eleven scales and two of the 16 paired scales.
In all three of the areas for which significance was established, the predominant factor was masculine orientation. The counselors had a significantly lower mean score than the graduate students or the undergraduate students on Masculine Orientation. Thus, the counselors on this scale appeared to be favoring the lower end of the Masculine Orientation scale or were much more psychologically feminine than were the other two groups. The data showed that the counselors' mean scores were also significantly different in the paired groups of Social Adjustment and Masculine Orientation, and Emotional Adjustment and Masculine Orientation.

The data showed that the counselors, graduate students and undergraduate students did not differ significantly on any other variable. However, the data did show that the counselors' mean scores were lower in Achiever Personality, Business Interest and Physical Science Interest. The counselors had a high mean score in the areas of Intellectual Quality, Creative Personality, Social Adjustment, Emotional Adjustment, Social Science Interest and Biological Science Interest. The counselor had a mean score on Humanities which fell in between the mean scores of the graduate students and the undergraduate students.

The data also showed that the counselors' mean scores were lower than the other two groups in the paired interest of Business and Humanities Interests, Business and Physical Science Interest, Business and Biological Sciences Interest, and Physical Science and Biological Science Interests. The mean scores of the counselors fell in between the other two mean scores on the pairs, Achiever Personality and
Intellectual Quality, Achiever Personality and Creative Personality, Business and Social Science Interests, and Social Science and Physical Science Interests. The mean scores of the counselor which were higher than the other two groups for the paired scales of Intellectual Quality and Creative Personality, Social Adjustment and Emotional Adjustment, Humanities and Social Science Interest, Humanities and Biological Science Interests, and Social Science and Biological Sciences Interest.

Conclusions

The conclusions which were drawn from the findings are presented below.

1. From the findings of this study it is concluded that school counselors perceive themselves, as warm, accepting, non-aggressive, considerate, and receptive. In other words, they tend to perceive themselves as having characteristics which tend to be oriented toward those behaviors which are associated more often as feminine characteristics than masculine characteristics.

2. The school counselors do not tend to perceive themselves as having interests in those areas which are concerned primarily with objects and manipulation of environment. However, they do perceive themselves as interested in those areas which are concerned with a personal orientation and man's relation to man.

Recommendations for Further Research

1. The present study was limited to a sample population of counselors enrolled in a National Defense Act Guidance Institute,
graduate and undergraduate students enrolled in The Ohio State University. A more representative sample of all three groups would provide a more comprehensive examination of the unique characteristics of the school counselor.

2. The counselors, graduate and undergraduate students were given a single instrument to ascertain the different personality and interest variables. The use of instruments to measure these areas in more depth may provide data which would move the trends indicated to a position of significance.

3. No attempt was made in this study to hold constant the variables of age, sex, years of experience, nature of the individual's background. A concerted effort to obtain data on this variable in relation to the masculine orientation may give an indication of the effectiveness of developing characteristics of psychological femininity.

4. The relationship of low masculine orientation scores to effectiveness in counseling was only implied through the nature of the grouping. This relationship should be examined.
APPENDIXES
APPENDIX A
ANALYSES OF VARIANCE TABLES

Achiever Personality

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Social Adjustment

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**Social Science Interest**

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**Achiever Personality + Intellectual Quality**

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