

CORRELATES OF COUNSELING APPROPRIATENESS IN MANILA COLLEGE STUDENTS

YOLANDA FENIX
Ateneo de Manila University

This study sought to identify the counselor's role as perceived by college students. This role is defined in terms of the problems seen as appropriate to discuss with a counselor at a counseling center. Vocational problems were considered most appropriate to discuss with a counselor by both male and female college students. In addition, this study sought to identify the personal-social variables of college students related to their perceptions of counseling appropriateness. The personal-social variables found to be significant were Mother's Education, Knowledge of the Guidance Office, Amount of Self-Disclosure, Sex, and Counseling Experience.

Counseling Psychology as a profession has experienced growth and changes the past few years which have had considerable effect upon the people working within the field. The traditional and historical role of the counselor as vocational adviser has been replaced by a more therapeutic role. However, one can wonder to what extent a corresponding awareness of this change has occurred among the students who are really the ones with whom the counselors deal with or are concerned about. As Dr. Seeman (1957) has commented: "Counseling psychologists may have changed their self-concepts from that of vocational adviser to therapist but have the clients come along with us in this change?"

A study by Warman (1960) had demonstrated that varied viewpoints existed on a single campus regarding the kinds of problems appropriate for college counselors to deal with as held by the professional staff of the counseling center, by other student personnel workers, by the teaching faculty, and by the students be-

fore and after counseling. The obtained differences were interpreted by Warman as indicating that counseling psychologists were not keeping others adequately informed of recent developments and points of view within the field. This led to his inter-institutional study (1961) of counselors to find out whether differences existed among counseling centers as regards their role. He found substantial inter-agency differences in judgments as to the appropriateness of college counselors dealing with problems involving Adjustment to Self and Others, Vocational Choice, and College Routine. The greatest variability in judgments was with regard to the appropriateness of dealing with problems concerned with Adjustment to Self and Others. There seemed to be considerable disagreement about the appropriateness of handling such problems in spite of the emphasis on them in recent professional developments.

This state of affairs would seem to hold true in the Philippines also; even more so, considering that counseling as a profession has not fully developed yet. Cantero (1963), for example, found in her

This research was supported by a grant from the Padre Faura Research Council.

survey that guidance training received by many counselors had been mostly on guidance principles, psychological testing, advance educational psychology, and research. Training was noted to be deficient in counseling theory and techniques and in supervised laboratory experiences. In other words, there seems to be a lack of professionally trained counselors because of inadequate training. Moreover, other related studies (Tritz, de Blanco, & Pagaduan, 1965; Rabago, 1965; Asis, 1966) have shown that the emphasis in helping students is geared towards vocational and educational guidance rather than personal counseling.

From the above, the author would surmise that the counselor role in the Philippines is still very much that of a vocational adviser and would be perceived as such by the students.

This study, therefore, seeks to identify the counseling role of a college counselor as perceived by three types of students: students who have had counseling; students who never had counseling; and students about to enter counseling. This role is defined in terms of the problems which these various students believe appropriate for discussion with a counselor, these problems being classified as vocational (Vocational Choice), educational (College Routine), and personal (Adjustment to Self and Others).

In addition, this study hopes to identify various personal-social characteristics of students which may be related to their choice of the type of problem seen as appropriate to discuss with a counselor. For example, it seems that students who have experienced counseling hold significantly different views as to what constitutes appropriate problems for discussion with a counselor from students who never had counseling. Studies have shown that counseling experience leads to changes in self and other perceptions (Rogers & Diamond, 1954; Rosenman, 1955; Rothney, 1957; Williams, 1962). Apostol (1968)

showed a difference between counselees and non-counselees when the type of problem was controlled.

Because of the dearth of research on counseling and personality dimensions of Manila college students, it was deemed necessary to use an exploratory approach.

The hypothesis made in this study was that there would be differences in perceptions of counseling appropriateness among the three groups of students, namely: counseled, non-counseled and pre-counseled students. Moreover, these perceptions would be related to certain personal-social variables. However, which particular personal-social variables would be significant remained to be explored. The following questions were proposed for investigation:

- 1) What personal-social variables correlate significantly with each of the three types of problems considered appropriate to discuss with a counselor, namely, vocational choice, college routine, and adjustment to self and others?
- 2) Are there sex differences in perception of appropriateness?
- 3) Will students who have had experience with counseling differ significantly in their perceptions of appropriateness from those who never had counseling and from those who are actively seeking counseling?
- 4) Will the amount of self-disclosure have a significant effect on counseling appropriateness?
- 5) Will education of parents contribute significantly to perception of counseling appropriateness?

METHOD

A total of 235 college students (150 males, 85 females) from two private schools for boys and two private schools for girls participated in the study. They were divided into three groups: Counseled $N = 137$; Non-counseled, $N = 62$; and Pre-counseled, $N = 36$.

Instruments

Counseling Appropriateness Checklist. This is a revision of a questionnaire which was developed in an earlier study by Warman (1960). The original questionnaire contained 100 items. Factor analysis identified one general and three specific factors. Sixty-six items were chosen to represent the three specific factors: *Vocational Choice*, *College Routine*, and *Adjustment to Self and Others*. These items constituted the basic questionnaire used by Warman in a follow-up study (1961) and which is also used in this study. Respondents were asked to indicate on a 5-point scale the extent to which they feel each item (a statement of a problem) is appropriate for discussion with a counselor at a counseling center. The author's description of the three specific factors follows:

College Routine (CR), 12 items: Represents adjustment to the necessities and routine of establishing oneself satisfactorily in the academic setting, such as: ineffective use of study time, going in debt for college expenses, and wanting assistance in learning proper study methods.

Vocational Choice (VC), 14 items: Represents concern about long-range career planning and includes items such as: doubting the wisdom of my vocational choice, wanting information about different vocations, being good at several occupations and not knowing which to choose, and wanting interest tests to clarify vocational goals.

Adjustment to Self and Others (ASO), 40 items: Represents both interpersonal and intrapersonal adjustment with items such as: having difficulty forming new friendships, feeling inferior, being confused on some moral questions, wanting to be more popular, not getting along with a member of one's family, having to wait to get married, and having too few social contacts (Warman, 1960, p. 271).

Personal Data Sheet. This contains 24 items which reflect the student's personal-social data. The 24 items are:

1. class
2. major field of study
3. occupational goal
4. age
5. sex
6. current grade point ratio
7. father's last paid or present occupation
8. father's education
9. mother's education
10. annual family income
11. parents' current status
12. number of siblings
13. rank in family
14. knowledge of services of the guidance office
15. counseled by guidance counselor in school
16. counseled by a counselor outside school
17. classification of problem if counseled by guidance counselor in school

18. number of approximate counseling sessions
19. person preference for discussion of difficult problems
20. counselor personality preferences (sex, age, race)
21. conception of most effective counselor (intelligent, friendly, dependable)
22. amount of self-disclosure

Procedure

The counseled and non-counseled groups were taken from students of different classes. The pre-counseled group, on the other hand, was taken from those students who went to the college counselor for counseling. These students were requested to answer the questionnaire prior to seeing the counselor.

Scoring

The Counseling Appropriateness Checklist was scored on a 5-point scale ranging from five for Most Appropriate to one for Definitely Inappropriate. Thus a high total score on a factor indicated appropriateness. On the other hand, a low total score on a factor indicated inappropriateness. In other words, the higher the score a subject obtains on a factor, e.g., Vocational Choice, the more appropriate he considers that factor for discussion with a counselor, and vice-versa.

Treatment of Data

The mean item score (MIS) or average item score was obtained for each of the personal-social variables within each of the three factors or problem areas. Due to the unequal number of items in each of the three factors; namely, College Routine (12 items), Vocational Choice (14 items), and Adjustment to Self and Others (40 items), it was necessary to obtain the mean item score so as to have an equal basis of comparison for the three factors with respect to each of the personal-social variables. Figure 1 shows the general differences between the different personal-social variables within each of the factors.

To ascertain whether the differences among the personal-social variables within each of the three factors are significant, analysis of variance technique was used to evaluate the data (Table I).

After establishing that some significant differences do exist in the data, exploration was done to find out the source of the effects. Since this study is exploratory in nature the method of incidental or post-hoc comparisons seems to be the most fitting method to evaluate any comparison among the means in the data. Scheffé's method was chosen due to the fact that, among other advantages, it is applicable to groups of unequal sizes. Furthermore, it is suitable not only for all pairwise comparisons but also for any comparison (Hays, 1963, pp. 483-489; McNemar, 1962, pp. 286). All pairwise differences

TABLE 1
ANALYSIS OF VARIANCE OF PERSONAL-SOCIAL VARIABLES

TABLE 1A. GROUPING

Source	SS	df	MS	F
Factor I: College Routine				
Between	64.835	2	32.418	.418
Within	17974.434	232	77.476	
Totals	18039.269	234		
Factor II: Vocational Choice				
Between	455.419	2	227.710	3.189*
Within	16565.335	232	71.402	
Totals	17020.754	234		
Factor III: Adjustment to Self and Others				
Between	4175.083	2	2087.542	2.613
Within	185310.842	232	798.754	
Totals	189485.925	234		

* Significant at .05 level of confidence.

TABLE 1B. S E X

Source	SS	df	MS	F
Factor I: College Routine				
Between	2055.986	1	2055.986	29.965***
Within	15986.690	233	68.612	
Totals	18042.676	234		
Factor II: Vocational Choice				
Between	2031.198	1	2031.198	31.557***
Within	14997.030	233	64.365	
Totals	17028.228	234		
Factor III: Adjustment to Self and Others				
Between	6210.232	1	6210.232	8.158**
Within	177367.990	233	761.236	
Totals	183578.222	234		

*** Significant at .001 level of confidence.

** Significant at .01 level of confidence.

TABLE 1C. MOTHER'S EDUCATION

Source	SS	df	MS	F
Factor I: College Routine				
Between	374.015	3	124.672	1.630
Within	17669.688	231	76.492	
Totals	18043.703	234		
Factor II: Vocational Choice				
Between	382.041	3	127.347	1.174
Within	25065.322	231	108.508	
Totals	25447.363	234		
Factor III: Adjustment to Self and Others				
Between	8190.998	3	2730.333	3.479*
Within	181293.173	231	784.819	
Totals	189484.171	234		

* Significant at .05 level of confidence.

TABLE 1D. KNOWLEDGE OF THE GUIDANCE OFFICE

Source	SS	df	MS	F
Factor I: College Routine				
Between	1223.551	3	407.850	5.601***
Within	16819.393	231	72.811	
Totals	18042.944	234		
Factor II: Vocational Choice				
Between	538.676	3	179.559	2.516
Within	16484.886	231	71.363	
Totals	17023.562	234		
Factor III: Adjustment to Self and Others				
Between	12071.787	3	4023.929	5.240**
Within	177400.339	231	767.967	
Totals	189472.126	234		

*** Significant at .001 level of confidence.

** Significant at .01 level of confidence.

TABLE 1E. SELF-DISCLOSURE

Source	SS	df	MS	F
Factor I: College Routine				
Between	14.483	1	14.483	.188
Within	17963.888	233	77.098	
Totals	17978.372	234		
Factor II: Vocational Choice				
Between	61.643	1	61.643	.847
Within	16962.877	233	72.802	
Totals	17024.520	234		
Factor III: Adjustment to Self and Others				
Between	3927.681	1	3927.681	4.932*
Within	185547.658	233	796.342	
Totals	189475.339	234		

* Significant at .05 level of confidence.

between means of the items within each of the personal-social variables were taken and were tested for significance.

RESULTS

Figure 1 shows the general differences between the different personal-social variables within each of the three factors. Vocational Choice was considered the most appropriate factor to be discussed with a counselor. The next most suitable type of problem the students considered was College Routine. The problem area considered least appropriate to discuss with a counselor was Adjustment to Self and Others.

The analysis of variance technique yielded some significant differences between the personal-social variables within the factors. Table I shows these significant differences. Of the 14 personal-

social variables used in the study, only the following reached statistical significance: *Grouping*: Vocational Choice ($p < .05$); *Sex*: College Routine ($p < .001$), Vocational Choice ($p < .001$), Adjustment to Self and Others ($p < .01$); *Mother's Education*: Adjustment to Self and Others ($p < .05$); *Knowledge of the Guidance Office*: College Routine ($p < .001$), Adjustment to Self and Others ($p < .01$); *Self-Disclosure*: Adjustment to Self and Others ($p < .05$).

Table II shows the means of the sub-categories of each of the personal-social variables which reached significance in the analysis of variance and the differences between means. Table III, on the other hand, exhibits the comparisons (significant and non-significant) of the variables in Table II. Observations could be made by looking at these two tables simultaneously.

FIGURE 1. MEAN ITEM SCORE

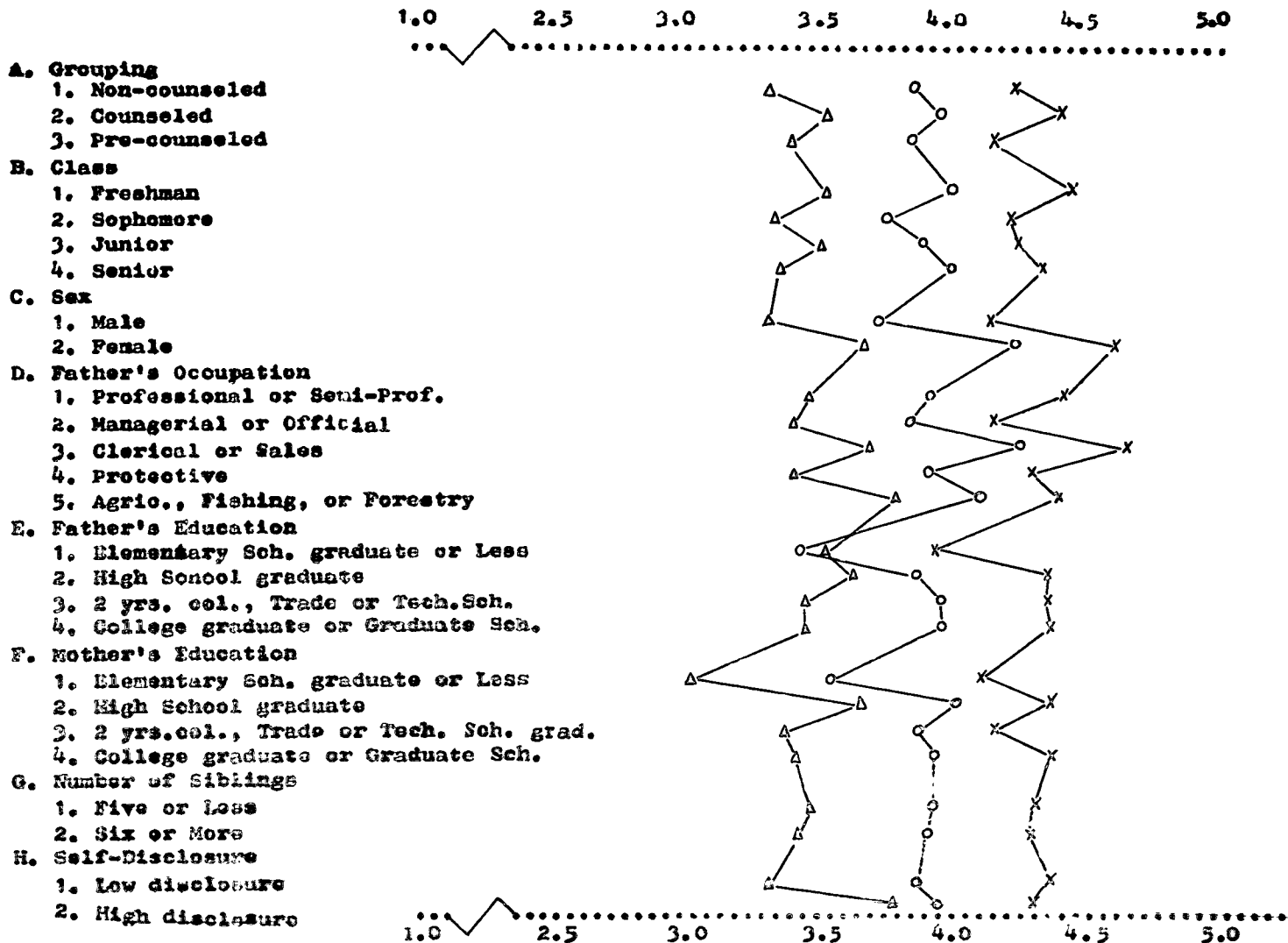
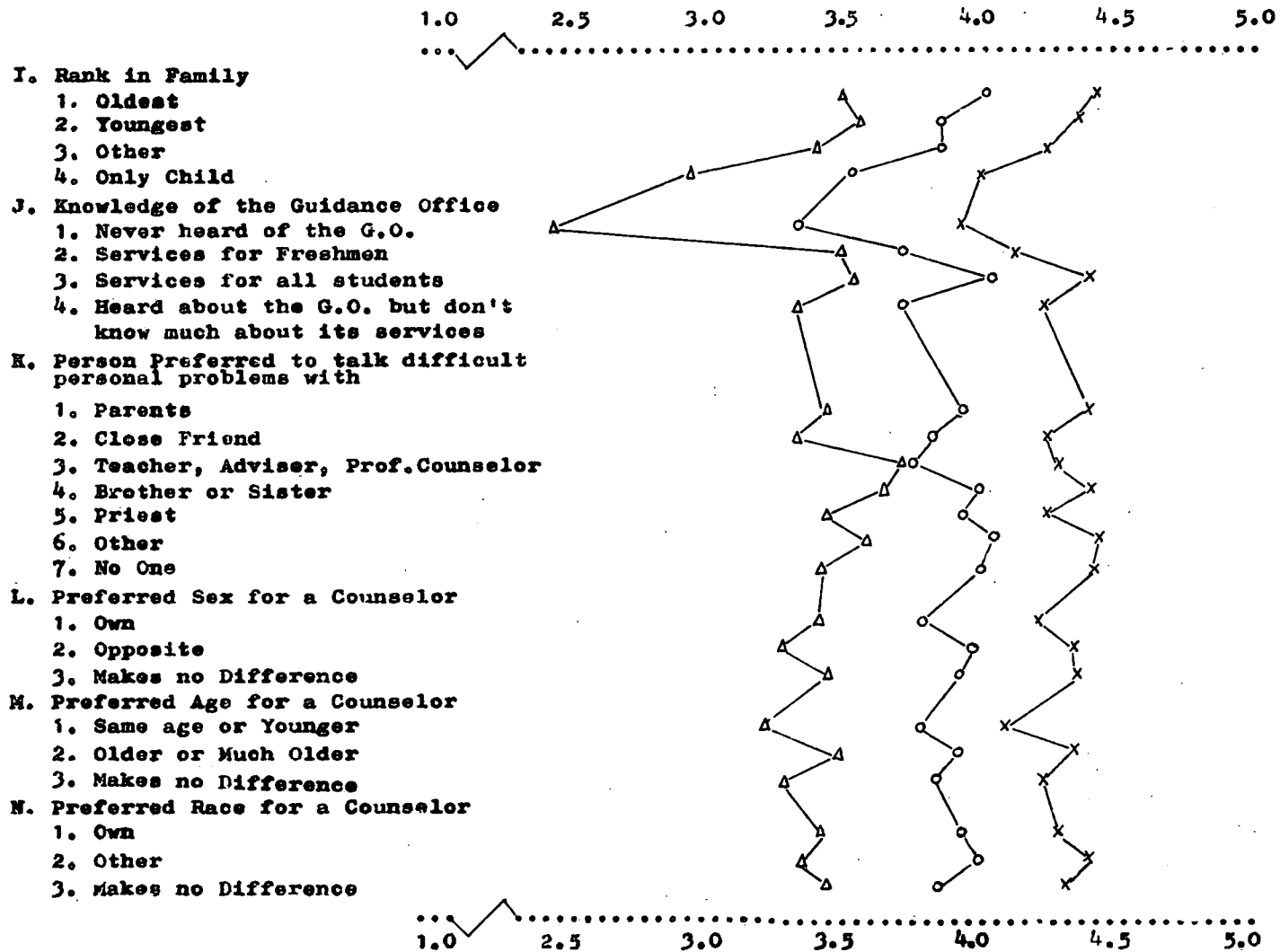


FIGURE 1. MEAN ITEM SCORE (Continued)



O = Factor I, College Routine
 X = Factor II, Vocational Choice
 Δ = Factor III, Adjustment to Self and Others

TABLE II
POST-HOC COMPARISONS OF MEANS USING SCHEFFE'S METHOD

COMPARISON	FACTOR	MS (w/in)	Wg.	$\sqrt{V(xg)}$	J-1	Alpha	F	$S = \sqrt{J-1} (Fa)$	$S\sqrt{V(xg)}$
TABLE II-A. GROUPING									
1. Non-counseled vs. Pre-counseled	VC	71.402	.044	1.772	2	.05	2.99	2.445	4.332
2. Non-counseled vs. Counseled	VC	71.402	.023	1.281	2	.05	2.99	2.445	3.132
3. Counseled vs. Pre-counseled	VC	71.402	.035	1.581	2	.05	2.99	2.445	3.866
4. Counseled vs. Non-counseled and Pre-counseled	VC	71.402	.018	1.134	2	.05	2.99	2.445	2.773°
TABLE II-B. S E X									
1. Male vs. Female	CR	68.612	.018	1.111	1	.001	10.83	3.291	3.656***
2. Male vs. Female	VC	64.365	.018	1.076	1	.001	10.83	3.291	3.541***
3. Male vs. Female	ASO	761.236	.018	3.702	1	.01	6.64	2.577	9.540**
TABLE II-C. MOTHER'S EDUCATION									
1. Elementary School graduate or Less vs. High School graduate	ASO	784.819	.088	8.310	3	.05	2.60	2.793	23.210°
2. Elementary School graduate or Less vs. 2 years of college or Trade or Technical School graduate	ASO	784.819	.099	8.814	3	.05	2.60	2.793	24.618
3. Elementary School graduate or Less vs. College graduate or Graduate School	ASO	784.819	.079	7.874	3	.05	2.60	2.793	21.992
4. High School graduate vs. 2 years of college or Trade or Technical School graduate	ASO	784.819	.045	5.943	3	.05	2.60	2.793	16.599
5. High School graduate vs Col- lege graduate or Graduate School	ASO	784.819	.025	4.429	3	.05	2.60	2.793	12.370

CORRELATES OF COUNSELING APPROPRIATENESS

COMPARISON	FACTOR	MS (w/in)	Wg.	$\sqrt{V(xg)}$	J-1	Alpha	F	$S = \sqrt{J-1 (Fa)}$	$S\sqrt{V(xg)}$
6. 2 years of college or Technical School or Trade School graduate vs. College graduate School	ASO	784.819	.035	5.241	3	.05	2.60	2.793	14.638
TABLE II-D. SELF-DISCLOSURE									
Low disclosure vs. High disclosure	ASO	796.342	.019	3.890	1	.05	3.84	1.960	7.624*
TABLE II-E. KNOWLEDGE OF THE GUIDANCE OFFICE									
1. Never heard about the G.O. vs. Services for Freshmen	CR	72.811	.343	4.997	3	.001	5.42	4.032	20.148
	CR	72.811	.343	4.997	3	.01	3.78	3.367	16.825
2. Never heard about the G.O. vs. Services for all students	CR	72.811	.208	3.892	3	.001	5.42	4.032	15.692
	CR	72.811	.208	3.892	3	.01	3.78	3.367	13.104
3. Never heard about the G.O. vs. Heard about the G.O. but don't know much about its services	CR	72.811	.211	3.920	3	.001	5.42	4.032	15.805
	CR	72.811	.211	3.920	3	.01	3.78	3.367	13.199
4. Services for Freshmen vs. Heard about the G.O. but don't know much about its services	CR	72.811	.154	3.348	3	.001	5.42	4.032	13.499
	CR	72.811	.154	3.348	3	.01	3.78	3.367	11.273
5. Services for Freshmen vs. Services for all students	CR	72.811	.150	3.305	3	.001	5.42	4.032	13.326
	CR	72.811	.150	3.305	3	.01	3.78	3.367	11.128
6. Services for all students vs. Heard about the G.O. but don't know much about its services	CR	72.811	.018	1.145	3	.001	5.42	4.032	4.617
	CR	72.811	.018	1.145	3	.01	3.78	3.367	3.855**

1. Never heard about the G. O. vs. Services for Freshmen	ASO	767.967	.343	16.230	3	.01	3.78	3.367	54.646
2. Never heard about the G. O. vs. Services for all students	ASO	767.967	.208	12.639	3	.01	3.78	3.367	42.556**
3. Never heard about the G. O. vs. Heard about the G. O. but don't know much about its services	ASO	767.967	.211	12.730	3	.01	3.78	3.367	42.862
4. Services for Freshmen vs. Services for all students	ASO	767.967	.150	10.733	3	.01	3.78	3.367	36.138
5. Services for Freshmen vs. Heard about the G. O. but don't know much about its services	ASO	767.967	.154	10.875	3	.01	3.78	3.367	36.616
6. Services for all students vs. Heard about the G. O. but don't know much about its services	ASO	767.967	.018	3.718	3	.01	3.78	3.367	12.518

*** Significant at the .001 level of confidence.

** Significant at the .01 level of confidence.

* Significant at the .05 level of confidence.

With regards to *Grouping*, the Non-counseled and the Pre-counseled groups, when taken separately, do not differ significantly from the Counseled group. However, comparing the Counseled with the Non-counseled and Pre-counseled groups taken together, a significant difference ($p < .05$) is reached. In this case, the counseled group considered Vocational Choice more appropriate to discuss with a counselor than did the other two groups.

Knowledge of the Guidance Office affected perception of the Counseling appropriateness of College Routine and Adjustment to Self and Others. Those respondents who thought that the guidance office offers "services for all students" considered College Routine more appropriate ($p < .001$) than did those who "heard about the Guidance Office but don't know much about its services." They also considered Adjustment to Self and Others more appropriate ($p < .01$) than did those who "never heard about the Guidance Office."

With regards to the Sex variable, females differed significantly from the males in all three factors: College Routine ($p < .001$); Vocational Choice ($p < .001$); and Adjustment to Self and Others ($p < .01$). In other words, the females considered all three factors more appropriate to discuss with a counselor than did the males.

Mother's Education, likewise, had an effect on perception of counseling appropriateness. Those students who classified their mothers' education as "High School Graduate" considered Adjustment to Self and Others more appropriate than did those who classified their mothers' education as "Elementary School or Less" ($p < .05$).

Amount of Self-Disclosure also affected perception of the appropriateness of Adjustment to Self and Others. Those students with "high Self-Disclosure" considered Adjustment to Self and Others more appropriate to discuss with a counselor

than did those students with "low Self-Disclosure," ($p < .05$).

DISCUSSION

Although this study is primarily exploratory in nature, the investigator was aware that there would be differences in perceptions among students regarding the kind of problems appropriate to discuss with counselor; but to what extent such differences were related to certain personal-social characteristics remained to be seen.

This discussion, therefore, will focus on the personal-social variables found to be significantly related to counseling appropriateness.

Viewing the counselor in his traditional role as vocational adviser still seems to hold in the Philippine setting. Vocational Choice was considered the most appropriate of the three types of problems for discussion with a counselor by all three groups of students. A reason for this could be that the primary concern of the Filipino counselor seems to be in the vocational area (Tritz, del Barrio & Pagaduan, 1965; Rabago, 1965; Asis, 1966). This role might be communicated, consciously, to the students. The fact that in this study, the counseled group considered Vocational Choice more appropriate to discuss with a counselor than did the non-counseled and pre-counseled groups seems to substantiate this counselor role communication.

Apart from the above, however, another reason for the present finding could also be that problems of college students are primarily of educational-vocational nature. Callis (1962) reported a systematic diagnostic study which found that more than half the college student counselees' problems were vocational and another quarter were educational. Approximately the same findings held for high school counselees.

In line with the above findings, there were no significant differences among the

three groupings of students; namely, counseled, non-counseled, and pre-counseled. Contrary to what was expected, that is, that counseled students would differ in their perceptions from non-counseled and pre-counseled students, there seems to be no big personal and perceptual differences between them. This has been corroborated by various studies. A recent study by Berdie and Stein (1966) shows that freshmen counseled at the University of Minnesota Counseling Bureau do not differ greatly from those not counseled on the basis of ability, academic achievement, family background, or measured personality characteristics. Campbell (1963) reports a study of 62 students who had been part of a non-counseled control group in an earlier study (the well-known Williamson-Bordin study, 1940) but who were later counseled. These 62 students did not differ from the remainder of the original group. Thus the criticism that students who have been counseled are better adjusted than the average student is not supported. A recent study by Apostol (1968) also confirmed this. In fact, the non-counseled students were found to have a higher peer-independence orientation than the counseled students. Thus it seems that the non-counseled students appear to be more self-directive than the counseled students. Whether such finding holds true also among Filipino college students might be a good topic for research.

Another personal-social variable that came out significant was Sex. Specifically, the female students seem to consider all three types of problems more appropriate to discuss with a counselor than did the male students. It seems that the female students find it easier to discuss their problems with a counselor regardless of its nature. However, in another similar study done with University of Hawaii college students (Fenix, 1967) the opposite result was found with males considering Adjustment to Self and Others more appropriate for counseling than did females. Perhaps a cultural bias with re-

gards to sex role is introduced here. In a study by Bulatao (1963) comparing the personality needs of Filipino males and females using the Edwards Personal Preference Schedule, the test results showed the men to be more self-assertive and aggressive than the women. The women appeared to be more group-centered, retiring, and patient than the men. Also, the women scored high on both succorance and nurturance, indicating a need for close emotional ties. Perhaps this need for emotional ties and support is the reason why the Filipino woman finds it easier to talk about her problems, whether personal or otherwise, to a counselor.

One of the effective predictors of clients' resistance or defensiveness in therapy as used by the Penn State research in psychotherapy (Ford, 1959) is the number of words used to describe the problem by the client on the Mooney Problem Checklist. That is, the more a client is willing to discuss his problem before therapy, the more he is willing to discuss his problems in therapy. Thus, in this study it was expected that the more a person discloses about himself, the more Adjustment to Self and Others would be considered appropriate to discuss with a counselor. This was confirmed in this study.

The role of the guidance office seems to have a significant influence on student perceptions of counseling appropriateness. It is interesting to note that in this study, those students who "know about the guidance office and its services" found College Routine and Adjustment to Self and Others more appropriate to discuss with a counselor than did those who "never heard about the guidance office," including those who "heard about it but don't know much about its services." It is easy to speculate at this point that a lot of image-building and the formation of correct impressions about the function of counselors and the guidance office in general, depends to a great extent on the guidance staff going out of their way to

make their services known in the school campus. There seems to be a need, therefore, for improved communication and better definition of job functions on the part of the guidance counselors.

Lastly, mothers' education had an effect on perceptions of counseling appropriateness. It is interesting to note again that in the study already mentioned done at the University of Hawaii (Fenix, 1967) fathers' education came out significant rather than mothers' education. It is possible that cultural values also may have influenced this difference. A study by Guthrie (1961) found that Filipino women were more controlling and authoritarian in their relationship with their children than American women. Thus it would seem that the mothers of the students used in this sample would tend to exert more pressure on the children leading to problems of a personal nature.

Having seen the students' perception of the counselor's role, it would also be noteworthy to find out how the counselor himself views his own role. Is there congruence between the students' and the counselor's perception of counselor role? Or is there a disparity? Do the two participants in counseling want the same thing, or something different? Knowing the answers to these questions would seem to have relevance on the counselor-client relationship, for as Seeman (1957) noted: "it seems evident on logical grounds that any great discordance in goals between counselor and client will have a disruptive effect on the helping process."

REFERENCES

- APOSTAL, R.A. Comparison of counselees and noncounselees with types of problem controlled. *Journal of Counseling Psychology*, 1968, 15, 407-410.
- ASIS, E.C. Vocational development and assessment. *The Guidance and Personnel Journal*, 1966, 2, 23-32.
- BERDIE, R.F. & STEIN, J.A. A comparison of new university students who do and do not seek counseling. *Journal of Counseling Psychology*, 1966, 13, 310-317.
- BORDIN, E.S. The implications of client expectations for the counseling process. *Journal of Counseling Psychology*, 1955, 2, 17-21.
- BULATAO, J. Personal preferences of Filipino Students. *Philippine Sociological Review*, 1963.
- CALLIS, R. The need for differentiation of counselor behavior. Presented at University of Nebraska Counseling and Guidance Institute, Lincoln, Nebraska, June 25, 1962.
- CAMPBELL, D.P. A counseling evaluation with a "better" control group. *Journal of Counseling Psychology*, 1963, 10, 334-343.
- FENIX, Y.P. *Correlates of Counseling Appropriateness*. Unpublished Master's Thesis, University of Hawaii, 1967.
- FORD, D.H. Research approaches to psychotherapy. *Journal of Counseling Psychology*, 1959, 6, 55-60.
- FULLER, F.F. Influence of sex of counselor and of client on client expressions of feeling. *Journal of Counseling Psychology*, 1963, 10, 34-40.
- GUTHRIE, C. The Filipino Child and Philippine Society (Manila: Philippine Normal College Press, 1961). pp.15-23, 59-71, 107-125.
- HAYS, W.L. *Statistics for Psychologists*. New York: Holt, Rinehart and Winston, 1963.
- JOURARD, S.M. & LANDSMAN, M.J. Cognition, cathexis, and the "dyadic effect" in men's self-disclosing behavior. *Merrill-Palmer Quarterly Behavioral Development* 1960, 6, 178-186.
- JOURARD, S.M. & LASAKOW, P. Some factors in self-disclosure. *Journal of Abnormal Social Psychology*, 1958, 56, 91-98.
- KIRK, B.A. Counseling graduate students. *Journal of Counseling Psychology*, 1959, 4, 284-287.
- MCNEMAR, Q. *Psychological Statistics*. New York: John Wiley and Sons, Inc., 1962.
- RABAGO, E.N. Vocational misplacement. *The Guidance and Personnel Journal*, 1965, 1, 43-45.
- ROGERS, C.R. & DYMOND, R.F. *Psychotherapy and Personality Change*. Chicago: University of Chicago Press, 1954.
- ROSEMAN, S. Changes in the representation of self, others, and interrelationship, in client-centered therapy. *Journal of Counseling Psychology* 1955, 2, 271-278.
- ROTHNEY, J. Counseling does help. *Vocational Guidance Quarterly*, 1957, 6, 15-19.
- TRITZ, P., DE BLANCO, N.N. & PAGADUAN, R.B. Factors affecting vocational choices. *The Guidance and Personnel Journal*, 1965, 1, 29-36.
- WARMAN, R.E. Differential perceptions of counseling role. *Journal of Counseling Psychology*, 1960, 7, 269-274.
- WARMAN, R.E. The counseling role of college and university counseling centers. *Journal of Counseling Psychology*, 1961, 8, 231-238.
- WILLIAMS, S.E. Changes in self and other perceptions following brief educational-vocational counseling. *Journal of Counseling Psychology*, 1962, 9, 18-28.