

9-5-2008

Counseling Homosexual Students in the Secondary School Setting: Perceptions of Guidance Counselors

Nancy J. Hines

Indiana University of Pennsylvania

Follow this and additional works at: <http://knowledge.library.iup.edu/etd>

Recommended Citation

Hines, Nancy J., "Counseling Homosexual Students in the Secondary School Setting: Perceptions of Guidance Counselors" (2008).
Theses and Dissertations (All). 538.
<http://knowledge.library.iup.edu/etd/538>

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.

COUNSELING HOMOSEXUAL STUDENTS IN THE SECONDARY SCHOOL
SETTING: PERCEPTIONS OF GUIDANCE COUNSELORS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirement for the Degree

Doctor of Education

Nancy J. Hines

Indiana University of Pennsylvania

December 2008

Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of Professional Studies in Education
Administration and Leadership Studies

We hereby approve the dissertation of

Nancy J. Hines

Candidate for the degree of Doctor of Education

Wenfan Yan, Ph.D.
Professor of Studies in Education,
Advisor

Cathy Kaufman, Ph.D.
Professor of Studies in Education

David M. Piper, D. Ed.
Professor of Studies in Industrial and Labor
Relations

ACCEPTED

Michele S. Schwietz, Ph.D.
Assistant Dean for Research
The School of Graduate Studies and Research

Title: Counseling Homosexual Students in the Secondary School Setting: Perceptions of Guidance Counselors

Author: Nancy J. Hines

Dissertation Chair: Dr. Wenfan Yan

Dissertation Committee Members: Dr. Cathy Kaufman
Dr. David M. Piper

This study addresses counselor attitudes as they relate to addressing the needs of homosexual students in the secondary school setting. Homosexual students are often abused and/or neglected in the school setting based as the result of their perceived sexual orientation. The lack of attention provided to this population has cost districts significant money in punitive damage awards over the past ten years or so. While most view the school counselor as the likely staff member to provide intervention for homosexual students, former studies have exposed a hesitation on the part of the school counselor to address issues of sexual orientation combined with a sense of limited competence in dealing with such matters.

This study was designed to use as a template a survey questionnaire developed and used in 1991 by Price and Telljohann. A total of 817 secondary school counselors who were members of the American School Counselor Association and who resided in Maryland, New York, Ohio, Pennsylvania, or West Virginia were invited to participate. Current results were loosely compared with major results produced by the Price and Telljohann study of 1991, and other subsequent, related studies. Counselor responses were also compared statistically to determine whether or not the following demographic variables significantly impacted counselor views: age; level of counselor education;

years of counseling experience; gender; and reported sexual orientation. Few significant differences were found among counselor responses.

Counselor competence as it relates to addressing the needs of homosexual students in the secondary school setting appears to be growing. Counselors also appear to be advocates of stronger support for this vulnerable population from schools and the American School Counselor Association. Counselors seem to view their professional roles to include helping homosexual students to deal with their families and their friends. However, counselors rarely initiate discussions of sexual orientation with homosexual students and rarely offer interventions that include the direct involvement of family members, despite having access to various support materials.

TABLE OF CONTENTS

CHAPTER I	1
OVERVIEW OF THE STUDY	1
Introduction.....	1
Statement of the Problem.....	4
Purpose of the Study	7
Research Questions.....	7
Definition of Terms.....	8
Significance of the Study	9
Parameters of the Study	10
CHAPTER II.....	12
REVIEW OF THE LITERATURE.	12
Introduction.....	12
Sexual Orientation Development.....	12
Societal Views on Homosexuality	14
A Landmark Legal Case from 1996.....	14
Prevalence and Extent of Harassment Based on Perceived Sexual Orientation in Schools.....	15
Effects of Student Harassment Based on Perceived Sexual Orientation	19
Harassment Claims Resulting in Punitive Damage Awards.....	23
Harassment Claims Resulting in Policy and Procedural Changes.....	26
Counseling Standards and the Role of the School Counselor.....	27
Review of Studies on School Counselors' Perceptions and Attitudes toward Services to LGBT Students.....	30
Challenges to Better Serve LGBT Students.....	34
Summary	37
CHAPTER III	41
METHODOLOGY	41
Introduction.....	41
Research Design.....	41
Sampling Strategies	42
Instrumentation	46
Data Collection Procedure	50
Data Analysis	52

CHAPTER IV	55
RESULTS	55
Introduction.....	55
Demographics	56
Perceptions of Counselors Regarding Homosexuality (General and Adolescent)	60
Perceptions of Counselors Relevant to Their Role in Counseling Homosexual Students.....	67
Initiation of Contact Between Counselors and Homosexual Students.	74
Interventions Offered by Counselors to Homosexual Students.....	79
Reported Competence of Counselors in Regard to Counseling Homosexual Students.....	83
Sources of Counselor Knowledge Relevant to Counseling Homosexual Students.....	87
Counselor Perceptions Regarding Homosexuality (General and Adolescent) Sorted by Given Demographic Information	95
A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Age of Respondent.....	95
A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Level of Counselor Education.....	125
A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Years Employed As a School Counselor	152
A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Gender of Respondent.....	179
A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Sexual Orientation of Respondent	187
Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Sorted by Given Demographic Information.....	196
A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Age of Respondent.....	197
A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Level of Counselor Education ...	208
A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Years Employed As a School Counselor	217
A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Gender of Respondent.....	228
A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Sexual Orientation of Respondent.....	233
Exposure to Homosexual Students Sorted by Given Demographic Information	239

A Comparison of Exposure to Homosexual Students Based on Age of Respondent.....	239
A Comparison of Exposure to Homosexual Students Based on Level of Counselor Education.....	241
A Comparison of Exposure to Homosexual Students Based on Years of Counseling Experience	243
A Comparison of Exposure to Homosexual Students Based on Gender of Respondent	245
A Comparison of Exposure to Homosexual Students Based on Sexual Orientation of Respondent	247
Interventions Offered by Counselors to Homosexual Students Sorted by Given Demographic Information.....	248
A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Age of Respondent	249
A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Level of Counselor Education.....	254
A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Years Employed as a School Counselor.....	261
A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Gender of Respondent	267
A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Sexual Orientation of Respondent.....	269
Reported Competence of Counselors in Regard to Counseling Homosexual Students Sorted by Given Demographic Information.....	271
Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Age of Respondent	271
Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Level of Counselor Education.....	282
Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Years Employed as a School Counselor.....	290
Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Gender of Respondent	299
Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Sexual Orientation of Respondent.....	306
Sources of Counselor Knowledge Relative to Counseling Homosexual Students Sorted by Given Demographic Information.....	313
Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Age of Respondent	314
Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Earned Level of College Degree	322
Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Years Employed as a School Counselor.....	331
Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Gender of Respondent	340
Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Sexual Orientation of Respondent.....	344

CHAPTER V	349
CONCLUSIONS.....	349
Introduction.....	349
Summary of Findings.....	351
Conclusions.....	359
Implications of Findings	369
Suggestions and Recommendations.....	372
REFERENCES	378
APPENDICES	383
APPENDIX A - Permission to Use Survey Instrument.....	383
APPENDIX B – Survey Questionnaire	384
APPENDIX C – Permission from ASCA to Advertise Survey and Provide Link.....	395
APPENDIX D – Initial Email Requesting Participation in the Study	396
APPENDIX E – Follow-Up Email Requesting Participation in the Study	397

LIST OF TABLES

Table	Page
1 Demographics of Participants	58
2 Years of School Counseling Experience.....	59
3 Number of Students Thought to be Homosexual in the Secondary School Setting.....	61
4 Factors that Contribute to Adolescent Homosexuality	63
5 Other Aspects of Homosexuality (General and Adolescent).....	66
6 Role of Counselor in Addressing Needs of Homosexual Adolescents.....	69
7 Extended Views Relevant to Counseling Homosexual Students.....	72
8 Number of Adolescent Students Formerly Dealt with by Counselor Respondents	75
9 How Contact has been Initiated Between Homosexual Students and School Counselors	77
10 Interventions Offered to Homosexual Students by School Counselors.....	80
11 Counselor Concerns Relevant to How Others Perceive Their Involvement with Homosexual Students	85
12 Sources of Information Relevant to Homosexuality	87
13 Counselor Exposure to Discussions of Homosexuality	90
14 Settings for Professional Discussions of Homosexuality	92
15 Familiarity with Nationally Recognized Support Groups	94
16 Perception of Impact of Heredity on Determining Homosexuality by the Age of the Counselor Respondents.....	97
17 Perception of Impact of Hormonal Imbalance on Determining Homosexuality by the Age of the Counselor Respondents.....	98

Table	Page
18 Perception of Impact of Chosen Lifestyle on Determining Homosexuality by the Age of the Counselor Respondents	99
19 Perception of Impact of Parental Upbringing on Determining Homosexuality by the Age of the Counselor Respondents	100
20 Perception of Impact of At Least One Negative Heterosexual Experience on Determining Homosexuality by the Age of the Counselor Respondents	101
21 Perception of Impact of No Heterosexual Options on Determining Homosexuality by the Age of the Counselor Respondents	102
22 Perception of Impact of Sexual Abuse as a Child on Determining Homosexuality by the Age of the Counselor Respondents	103
23 Perception of Impact of One Sexual Experience with a Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents	104
24 Perception of Impact of Majority of Sexual Fantasies Involve Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents.....	105
25 Perception of Impact of having Romantic Attractions for Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents	106
26 Perception of Self-Identification as a Homosexual in the Absence of Sexual Experiences on Determining Homosexuality by the Age of the Counselor Respondents.....	107
27 Perception of the Impact of Student Exhibits Stereotypical Homosexual Behaviors on Determining Homosexuality by the Age of The Counselor Respondents	108
28 Perception of Impact of having a Number of Friends Known to be Homosexual on Determining Homosexuality by the Age of the Counselor Respondents	110
29 Perception of Impact of having One Ongoing Intimate Relationship with Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents	111

Table	Page
30 Perception of Drug Abuse Risk Based on Age of Counselor Respondents	113
31 Perceptions of Suicide Risk Based on Age of Counselor Respondents.....	114
32 Perceptions of Homosexuality as They Relate to Religious Views Based on Age of Counselor Respondents	115
33 Perceptions of Homosexuality as They Relate to Tendency of Males to Seek Associations with Creative and Performing Professions Based on Age of Counselor Respondents.....	116
34 Perceptions of Homosexuality as They Relate to Peer Degradation Based on Age of Counselor Respondents	117
35 Perceptions of Homosexuality as They Relate to Increased Prevalence Among Adolescents Based on Age of Counselor Respondents	118
36 Perceptions of Homosexuality as They Relate to Self-Satisfaction with Homosexual Orientation Based on Age of Counselor Respondents	119
37 Perceptions of Homosexuality as They Relate to Likelihood of Rejection Based on Age of Counselor Respondents.....	120
38 Perceptions of Homosexuality as They Relate to the Impact of a Positive Heterosexual Relationship Based on Age of Counselor	121
39 Perceptions of Homosexuality as They Relate to the Healthiness of a Homosexual Lifestyle Based on Age of Counselor Respondents.....	122
40 Perceptions of Homosexuality as They Relate to Feelings of Dislike Toward Same-Gender Individuals Based on Age of Counselor Respondents	123
41 Perceptions of Homosexuality as They Relate to More Intense Sex Drive of Homosexuals Based on Age of Counselor Respondents.....	124
42 Perception of Impact of Heredity on Determining Homosexuality by Level of Counselor Education	125

Table	Page
43 Perception of Impact of Hormonal Imbalance on Determining Homosexuality by Level of Counselor Education	127
44 Perception of Impact of Chosen Lifestyle on Determining Homosexuality by the Level of Counselor Education.....	128
45 Perception of Impact of Parental Upbringing on Determining Homosexuality by the Level of Counselor Education	129
46 Perception of Impact of having At Least One Negative Heterosexual Experience on Determining Homosexuality by the Level of Counselor Education.....	130
47 Perception of Impact of having No Heterosexual Options on Determining Homosexuality by the Level of Counselor Education	131
48 Perception of Impact of Sexual Abuse as a Child on Determining Homosexuality by the Level of Counselor Education	132
49 Perception of Impact of having One Sexual Experience with a Member of the Same Sex on Determining Homosexuality by the Level of Counselor Education	133
50 Perception of Impact of Majority of Sexual Fantasies Involve Member of the Same Sex on Determining Homosexuality by the Level of Counselor Education.....	134
51 Perception of Impact of having Romantic Attractions for Member of the Same Sex on Determining Homosexuality by the Level of Counselor Education	135
52 Perception of Self-Identification as a Homosexual in the Absence of Sexual Experiences on Determining Homosexuality by the Level of Counselor Education.....	136
53 Perception of the Impact of Student Exhibiting Stereotypical Homosexual Behaviors on Determining Homosexuality by the Level of Counselor Education.....	137
54 Perception of Impact of Student having a Number of Friends Known to be Homosexual on Determining Homosexuality by the Level of Counselor Education	138

Table	Page
55 Perception of Impact of having One Ongoing Intimate Relationship with Member of the Same Sex on Determining Homosexuality by the Level of Counselor Education	139
56 Perception of Drug Abuse Risk Based on Level of Counselor Education	140
57 Perceptions of Suicide Risk Based on Level of Counselor Education	141
58 Perceptions of Relationship Between Homosexuality and Religious Beliefs Based on Level of Counselor Education	142
59 Perceptions of Homosexuality as They Relate to Tendency of Males to Seek Associations with Creative and Performing Professions Based on Level of Counselor Education	143
60 Perceptions of Homosexuality as They Relate to Peer Degradation Based on Level of Counselor Education.....	144
61 Perceptions of Homosexuality as They Relate to Increased Prevalence Among Adolescents Based on Level of Counselor Education	145
62 Perceptions of Homosexuality as They Relate to Self-Satisfaction with Homosexual Orientation Based on Level of Counselor Education	146
63 Perceptions of Homosexuality as They Relate to Likelihood of Rejection Based on Level of Counselor Education	147
64 Perceptions of Homosexuality as They Relate to the Impact of a Positive Heterosexual Relationship Based on Level of Counselor Education	148
65 Perceptions of Homosexuality as They Relate to the Healthiness of a Homosexual Lifestyle Based on Level of Counselor Education	149
66 Perceptions of Homosexuality as They Relate to Feelings of Dislike Toward Same-Gender Individuals Based on Age of Counselor Education.....	150
67 Perceptions of Homosexuality as They Relate to More Intense Sex Drive of Homosexuals Based on Level of Counselor Education	151

Table	Page
68 Perception of Impact of Heredity on Determining Homosexuality Based on Years of Counseling Experience.....	153
69 Perception of Impact of Hormonal Imbalance on Determining Homosexuality Based on Years of Counseling Experience	154
70 Perception of Impact of Chosen Lifestyle on Determining Homosexuality Based on Years of Counseling Experience	155
71 Perception of Impact of Parental Upbringing on Determining Homosexuality Based on Years of Counseling Experience	156
72 Perceptions of Impact of At Least One Negative Heterosexual Experience on Determining Homosexuality Based on Years of Counseling Experience	157
73 Perceptions of Impact of No Heterosexual Options on Determining Homosexuality Based on Years of Counseling Experience	158
74 Perception of Impact of Sexual Abuse as a Child on Determining Homosexuality Based on Years of Counseling Experience	159
75 Perception of Impact of having One Sexual Experience with a Member of the Same Sex on Determining Homosexuality Based on Years of Counseling Experience	160
76 Perception of Impact of Majority of Sexual Fantasies Involve Member of the Same Sex on Determining Homosexuality Based on Years of Counseling Experience	161
77 Perception of Impact of having Romantic Attractions for Member of the Same Sex on Years of Counseling Experience.....	162
78 Perception of Impact of Self-Identification as a Homosexual in the Absence of Sexual Experiences Based on Years of Counseling Experience	163
79 Perception of the Impact of Student Exhibiting Stereotypical Homosexual Behaviors on Determining Homosexuality Based on Years of Counseling Experience	164
80 Perception of Impact of Student having a Number of Friends Known to be Homosexual on Determining Homosexuality Based on Years of Counseling Experience	165

Table	Page
81 Perception of Impact of Student of having One Ongoing Intimate Relationship with Member of the Same Sex on Determining Homosexuality Based on Years of Counseling Experience.....	166
82 Perception of Drug Abuse Risk Based on Years of Counseling Experience.....	167
83 Perception of Suicide Risk Based on Years of Counseling Experience	168
84 Perception of Relationship Between Homosexuality and Religious Beliefs Based on Years of Counseling Experience.....	169
85 Perception of Homosexuality as It Relates to Tendency of Males to Seek Associations with Creative and Performing Professions Based on Years of Counseling Experience.....	170
86 Perception of Homosexuality as It Relates to Peer Degradation Based on Years of Counseling Experience	171
87 Perception of Homosexuality as It Relates to Increased Prevalence Among Adolescents Based on Years of Counseling Experience	172
88 Perception of Homosexuality as It Relates to Self-Satisfaction with Homosexual Orientation Based on Years of Counseling Experience	173
89 Perception of Homosexuality as It Relates to Likelihood of Rejection Based on Years of Counseling Experience.....	174
90 Perception of Homosexuality as It Relates to the Impact of a Positive Heterosexual Relationship Based on Years of Counseling Experience.....	175
91 Perception of Homosexuality as It Relates to the Healthiness of a Homosexual Lifestyle Based on Years of Counseling Experience.....	176
92 Perception of Homosexuality as It Relates to Feelings of Dislike Toward Same-Gender Individuals Based on Age of Counseling Experience.....	177
93 Perception of Homosexuality as It Relates to More Intense Sex Drive of Homosexuals Based on Years of Counseling Experience.....	178
94 Perception of Impact of Various Factors on Determining Homosexuality by the Gender of Counselor Respondents.....	180

Table	Page
95 Perception of Impact of Given Factors on Determining Homosexuality by the Gender of Counselor Respondents.....	182
96 Responses to Given Belief Statements Based on Gender of Counselor Respondents	184
97 Responses to Additional Belief Statements Based on Gender of Respondents	186
98 Perception of Impact of Various Factors on Determining Homosexuality by the Sexual Orientation of Counselor Respondents	189
99 Perception of Impact of Given Factors on Determining Homosexuality by the Sexual Orientation of Counselor Respondents	191
100 Responses to Given Belief Statements Based on Sexual Orientation of Counselor Respondents.....	193
101 Responses to Additional Belief Statements Based on Sexual Orientation of Respondents.....	195
102 Perceptions of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Age of Respondents	198
103 Incidence of Counselors Helping Homosexual Students to Deal with their Families Based on Age of Respondents.....	199
104 Perception of Role Counselor in Helping Homosexual Students to Deal with Their Families Based on Age of Respondents.....	200
105 Perception of Role of Counselor in Helping Homosexual Students to Find Support for Their Lifestyle Based on Age of Respondents	201
106 Perception of Role of Counselor in Helping Homosexual Students to Change Their Homosexual Orientation Based on Age of Respondents	202
107 Perception of Role of Counselor in Helping Homosexual Students to Accept Their Homosexual Orientation Based on Age of Respondents	203
108 Perception of Professional Gratification Associated with Helping Homosexual Students Based on Age of Respondents	204
109 Perception of Lack of School Effort to Assist Homosexual Students Based on Age of Respondents	205

Table	Page
110 Perceptions of Teacher Prejudice Toward Homosexual Students Based on Age of Respondents	206
111 Perceptions of Support Offered by American Association of School Counselors (ASCA) by Age of Respondents.....	207
112 Perceptions of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Level of Counselor Education.....	208
113 Incidence of Counselors Helping Homosexual Students to Deal with their Families Based on Level of Counselor Education	209
114 Perception of Role Counselor in Helping Homosexual Students to Deal with Their Families Based on Level of Counselor Education	210
115 Perception of Role of Counselor in Helping Homosexual Students to Find Support for Their Lifestyle Based on Level of Counselor Education	211
116 Perception of Role of Counselor in Helping Homosexual Students to Change Their Homosexual Orientation Based on Level of Counselor Education	212
117 Perception of Role of Counselor in Helping Homosexual Students to Accept Their Orientation Based on Level of Counselor Education	213
118 Perception of Professional Gratification Associated with Helping Homosexual Students Based on Level of Counselor Education.....	214
119 Perception of Lack of School Effort to Assist Homosexual Students Based on Level of Counselor Education.....	215
120 Perceptions of Teacher Prejudice Toward Homosexual Students Based on Level of Counselor Education	216
121 Perceptions of Support Offered by American Association of School Counselors (ASCA) by Level of Counselor Education	217
122 Perceptions of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Years of Counseling Experience.....	218
123 Incidence of Counselors Helping Homosexual Students to Deal with their Families Based on Years of Counseling Experience	219

Table	Page
124 Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Years of Counseling Experience	220
125 Perception of Role of Counselor in Helping Homosexual Students to Find Support for Their Lifestyle Based on Years of Counseling Experience.....	221
126 Perception of Role of Counselor in Helping Homosexual Students to Change Their Homosexual Orientation Based on Years of Counseling Experience.....	222
127 Perception of Role of Counselor in Helping Homosexual Students to Accept Their Homosexual Orientation Based on Years of Counseling Experience.....	223
128 Perception of Professional Gratification Associated with Helping Homosexual Students Based on Years of Counseling Experience	224
129 Perception of Lack of School Effort to Assist Homosexual Students Based on Years of Counseling Experience	225
130 Perceptions of Teacher Prejudice Toward Homosexual Students Based on Years of Counseling Experience.....	226
131 Perceptions of Support Offered by American Association of School Counselors (ASCA) by Years of Counseling Experience	227
132 Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Gender of Respondents	229
133 Incidence of Counselors Helping Homosexual Students to Deal with their Families Based on Gender of Respondents	230
134 Extended Views of Counselors Relevant to the Plight of the Homosexual Student in the School Setting Based on Gender of Respondents.....	232
135 Perception of Role of Counselor in Helping Homosexual Students Based on Sexual Orientation of Respondents.....	235
136 Incidence of Counselors Helping Homosexual Students to Deal with Their Families Based on Gender of Respondents.....	236
137 Extended Views of Counselors Relevant to the Plight of the Homosexual Student in the School Setting Based on Sexual Orientation of Respondents	238

Table	Page
138 Incidence of Contact Between Counselor and Homosexual Student Based on Age of Counselor Respondents	240
139 Incidence of Counselor-Initiated Contact with Homosexual Student Based on Age of Respondents	241
140 Incidence of Contact Between Counselor and Homosexual Student Based on Level of Counselor Education	242
141 Incidence of Counselor-Initiated Contact with Homosexual Student Based on Level of Counselor Education.....	243
142 Incidence of Contact Between Counselor and Homosexual Student Based on Years of Counseling Experience	244
143 Incidence of Counselor-Initiated Contact with Homosexual Student Based on Years of Counseling Experience.....	245
144 Incidence of Contact Between Counselor and Homosexual Student Based on Gender of Respondents	246
145 Incidence of Counselor-Initiated Contact with Homosexual Student Based on Gender of Respondents	246
146 Incidence of Contact Between Counselor and Homosexual Student Based on Sexual Orientation of Respondents.....	247
147 Incidence of Counselor-Initiated Contact with Homosexual Student Based on Sexual Orientation of Respondents.....	248
148 Incidence of Counseling Students Who Have Been Victimized Based on Perceived Sexual Orientation by Age of Respondents	249
149 Incidence of Counseling Students Who Have Victimized A Peer Based on His/Her Perceived Sexual Orientation by Age of Respondents.....	250
150 Shared Written Materials with Homosexual Student's Parent or Guardian Based on Age of Respondents	251
151 Shared Written Materials with Homosexual Student Based on Age of Respondent.....	252
152 Shared Written Materials with Supervisor Based on Age of Respondents	253

Table	Page
153 Shared Written Materials with Colleague Based on Age of Respondents.....	254
154 Incidence of Counseling Students Who Have Been Victimized Based on Perceived Sexual Orientation by Level of Counselor Education.....	255
155 Incidence of Counseling Students Who Have Victimized A Peer Based on His/Her Perceived Sexual Orientation by Level of Counselor Education	256
156 Shared Written Materials with Homosexual Students' Parents or Guardians Based on Level of Counselor Education.....	257
157 Shared Written Materials with Homosexual Student Based on Level of Counselor Education	258
158 Shared Written Materials with Supervisor Based on Level of Counselor Education	259
159 Shared Written Materials with Colleague Based on Level of Counselor Education	260
160 Incidence of Counseling Students Who Have Been Victimized Based on Perceived Sexual Orientation by Years of Counseling Experience.....	261
161 Incidence of Counseling Students Who Have Victimized A Peer Based on His/Her Perceived Sexual Orientation by Years of Counseling Experience.....	262
162 Shared Written Materials with Parents/or Guardians of Homosexual Students Based on Years of Counseling Experience.....	263
163 Shared Written Materials with Students Based on Years of Counseling Experience.....	264
164 Shared Written Materials with Supervisor Based on Years of Counseling Experience.....	265
165 Shared Written Materials with Colleague Based on Years of Counseling Experience.....	266
166 Interventions Employed by Counselors Based on Gender of Respondents.....	268
167 Interventions Employed by Counselors Based on Sexual Orientation of Respondents	270

Table	Page
168 Perceptions of Competence to Counsel Homosexual Students Based on Age of Respondents	272
169 Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents	274
170 Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents	275
171 Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents	276
172 Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents	277
173 Perceived Concern that Parent/Guardian May View Counselor Interventions As Advocacy of Homosexuality by Age of Respondents.....	278
174 Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents.....	279
175 Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents.....	280
176 Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents.....	281
177 Perceptions of Competence to Counsel Homosexual Students Based on Level of Counselor Education	282
178 Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Level of Counselor Education.....	283
179 Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Counselor Education.....	284

Table	Page
180 Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Level of Counselor Education	285
181 Perceived Concern that Students May Question the Sexual Orientation of Those Who Assist Homosexual Students by Level of Counselor Education	286
182 Perceived Concern that Parent/Guardian May View Counselor Interventions As Advocacy of Homosexuality by Level of Counselor Education	287
183 Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education	288
184 Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education	289
185 Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education	290
186 Perceptions of Competence to Counsel Homosexual Students Based on Years of Counseling Experience	291
187 Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience	292
188 Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience	293
189 Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents	294
190 Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience	295
191 Perceived Concern that Parent/Guardian May View Counselor Interventions As Advocacy of Homosexuality by Years of Counseling Experience	296

Table	Page
192 Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience	297
193 Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience	298
194 Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience	299
195 Perceptions of Competence to Counsel Homosexual Students Based on Gender of Respondents	300
196 Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students Gender of Respondents	301
197 Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Respondent.....	301
198 Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Respondents	302
199 Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Counseling Experience	303
200 Perceived Concern that Parent/Guardian May View Counselor Interventions As Advocacy of Homosexuality by Gender of Respondents	303
201 Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents.....	304
202 Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents.....	305
203 Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents.....	305
204 Perceptions of Competence to Counsel Homosexual Students Based on Sexual Orientation of Respondents.....	307

Table	Page
205 Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents.....	308
206 Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents.....	308
207 Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents.....	309
208 Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents.....	310
209 Perceived Concern that Parent/Guardian May View Counselor Interventions As Advocacy of Homosexuality by Sexual Orientation of Respondents.....	310
210 Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents	311
211 Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents	312
212 Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents	312
213 Prevalence of Training Offered by Former or Current Employer Hosted Training Related to Issues of Sexual Orientation by Age of Respondents.....	314
214 Incidence of Directive to Attend Training Related to Issues of Sexual Orientation by Age of Respondents.....	315
215 Incidence of Suggestion to Attend Training Related to Issues of Sexual Orientation by Age of Respondents.....	316
216 Incidence of Request to Attend Training Related to Issues of Sexual Orientation by Age of Respondents.....	317
217 Participation in Professional Discussion Related to Issues of Sexual Orientation by Age of Respondents.....	318

Table	Page
218 Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Family Use by Age of Respondents.....	319
219 Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Student Use by Age of Respondents.....	320
220 Perceived Familiarity with PFLAG by Age of Respondents.....	321
221 Perceived Familiarity with GLSEN Based on Age of Respondents.....	322
222 Prevalence of Training Offered by Former or Current Employer Related to Issues of Sexual Orientation by Level of Counselor Education	323
223 Incidence of Directive to Attend Training Related to Issues of Sexual Orientation by Level of Counselor Education	324
224 Incidence of Suggestion to Attend Training Related to Issues of Sexual Orientation by Level of Counselor Education	325
225 Incidence of Request to Attend Training Related to Issues of Sexual Orientation by Level of Counselor Education	326
226 Participation in Professional Discussions Related to Issues of Sexual Orientation by Level of Counselor Education	327
227 Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Family Use by Level of Counselor Education	328
228 Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Student Use by Level of Counselor Education	329
229 Perceived Familiarity with PFLAG by Level of Counselor Education	330
230 Perceived Familiarity with GLSEN by Level of Counselor Education.....	331
231 Prevalence of Training Offered by Former or Current Employer Related to Issues of Sexual Orientation by Years of Counseling Experience	332
232 Incidence of Directive to Attend Training Related to Issues of Sexual Orientation by Years of Counseling Experience	333
233 Incidence of Suggestion to Attend Training Related to Issues of Sexual Orientation by Years of Counseling Experience	334

Table	Page
234 Incidence of Request to Attend Training Related to Issues of Sexual Orientation by Years of Counseling Experience	335
235 Participation in Professional Discussions Related to Issues of Sexual Orientation by Years of Counseling Experience	336
236 Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Family Use by Years of Counseling Experience	337
237 Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Student Use by Years of Counseling Experience	338
238 Perceived Familiarity with PFLAG by Years of Counseling Experience	339
239 Perceived Familiarity with GLSEN Based on Years of Counseling Experience.....	340
240 Counselor Exposure to Discussions of Sexual Orientation by Gender of Respondents	342
241 Perceptions of Access to Materials that Address Issues of Sexual Orientation by Gender of Respondents.....	343
242 Perceived Familiarity with Support Groups by Gender of Respondents.....	344
243 Counselor Exposure to Discussions of Sexual Orientation by Sexual Orientation of Respondents.....	346
244 Perceptions of Access to Materials that Address Issues of Sexual Orientation by Sexual Orientation of Respondents	347
245 Perceived Familiarity with Support Groups Based on Sexual Orientation of Respondents	348

CHAPTER I

OVERVIEW OF THE STUDY

Introduction

Lesbian, Gay, Bisexual, or Transgendered (LGBT) students are at risk of becoming victims of harassment in the public school setting. The effects of such harassment can be especially damaging to LGBT students and may result in not only academic underachievement but may also compromise the mental health and stability of these students. There is overwhelming evidence to suggest that harassment of LGBT students can be accepted as commonplace and even ignored at times by school officials. Such evidence can be exposed through a review of recent lawsuits and the resulting settlements that have been awarded to victims of harassment based on perceived sexual orientation. Other evidence may be exposed through a review of counselor feedback gained from earlier studies that clearly indicates common feelings of ill-preparedness and only moderate competence when addressing sexual orientation issues within the secondary school setting.

Ultimately, building administrators are responsible not only for student safety but also for student achievement and staff preparedness. No Child Left Behind appears to have heightened the expectations placed on school leaders to identify obstacles to learning and to counter the impact of these obstacles on student performance. With serious threats of penalty, school leaders are accountable to develop strategies that ensure staff is adequately prepared to meet the needs of a diverse population of students without the luxury of financial assistance.

As a result, school leaders are left to rely on low-cost methods that promise to improve student performance in a short period of time. Building-level trainings provide

an economical strategy that may be facilitated by school leaders at virtually no cost to school districts. Israel and Hackett (2004) found a simple investment of 2.5 hours of training provide by individuals having a sound knowledge of issues relevant to LGBT students may significantly enhance staff knowledge with respect to counseling homosexual students in the school setting (p. 189).

While the federal government and individual states do not currently track the academic performance of LGBT students as part of No Child Left Behind, Mudrey-Camino (2002, p. 22) estimates that approximately ten percent of our youth are struggling with gender and sexual orientation. Given such a projection, it is realistic to consider schools eventually may be penalized if LGBT students do not meet established benchmarks as established by federal and state governments.

The involvement of the American Civil Liberties Union in helping LGBT students to win sizable settlements from their districts for having been victimized in the school setting makes this scenario even more likely. It is clear the courts will not exonerate school leaders for neglect due to a lack of training or familiarity with issues relevant to sexual orientation. Proactive leaders are wise to educate themselves in these matters and to ensure their staffs, namely their guidance counselors, have sufficient knowledge relevant to counseling homosexual students in the secondary school setting.

A universal role of school guidance counselors is to monitor student performance and to develop strategies that effectively address barriers that inhibit student achievement. Sanchez, Li, and Nuttall (1995) extend the role of the school counselor by referring to it as one that also includes student advocacy. McFarland (2001) even further extends the role to include an emphasis on meeting the needs of LGBT learners:

Robinson (1994) related, “It is the counselor’s responsibility, however, to understand the unique stressors of gay and lesbian students, help these students cope with the social and educational barriers of homophobia, and provide appropriate information regarding sources available for needed support” (p. 329).

The school counselor may function most effectively as the leader of a coordinated effort to influence other school personnel and students in the effort to make the school environment more inviting for gay and lesbian students.

School counselors can ensure that schools fulfill their legal responsibilities to provide a safe learning environment for gay and lesbian students... (p. 7).

Despite their professional obligation to serve all students, counselors admit a hesitation to discuss sexual orientation with students, especially when intervention is not directly sought from the students themselves. Additionally, guidance counselors admit a lack of preparation and formal training that addresses the specific needs of LGBT students (Hollier, Jr., 1996). It is logical to attribute, in part, the admitted hesitation of counselors to initiate discussions of sexual orientation with their LGBT students to this lack of formal training. Mathison (1998) describes the impact on LGBT students: “Ignorance and its accompanying persecution shatter the identities of gay and lesbian youth in educational institutions and society” (p. 151). The potential effects on LGBT students, combined with the admitted discomfort and ill-preparedness felt by guidance counselors and the liability at stake for school districts, warrants further exploration of the current scope of the problem. The purpose of this study is to identify the perceptions of secondary school counselors currently employed in the states of Maryland, Pennsylvania, Ohio, West Virginia, and New York and to identify areas of strength and

weakness that school leaders would be wise to consider in his/her review of school programming.

Statement of the Problem

Lindley and Reininger (2001) cite a “Seattle Safe Schools Coalition” study which found:

Gay and lesbian youth were five times more likely than their heterosexual peers to be targets of violence or harassment, nearly three times more likely to be injured in a fight severely enough to need medical attention, and nearly twice as likely to be threatened by someone with a weapon (p. 2).

Compounding the problem of abuse and harassment, Mallon (1997) asserts that,

The reality is that gay and lesbian young people have always been present in schools, but have usually not been noted because they have been socialized to hide (Mallon, 1994; Martin, 1982). Marginalized by society which, despite some social gains, continues to view homosexuality through a pejorative and stigmatizing lens, most gay and lesbian young people hide because they have determined that it is not safe to be open about orientation (p. 41).

Since 1996, the courts have become more sensitive to the needs of LGBT students and have awarded sizable punitive damage awards along with mandates for policy revisions in response to allegations of abuse based on perceived sexual orientation. Regardless of comfort level and/or formal training received, it is clear the courts have an overwhelming expectation that measures will be taken by school personnel to protect LGBT students from victimization, regardless of convenience and/or cost.

In a national study completed by Price and Telljohann in 1991, more than half of the counselors who participated in the study rated their level of competence with regard to “helping a student with a homosexual orientation” as being only moderate (p. 435). Hollier, Jr. repeated Price and Telljohann’s study in 1995 using a smaller population of counselors in Texas and produced similar results. Specifically, Hollier, Jr. concluded that, “there is considerable lack of knowledge on the part of the counselors in the Rio Grande Valley of Texas concerning the existence of gay and lesbian adolescent students in their schools”, and “there is also a considerable lack of knowledge, on the part of these counselors, with respect to the specific issues and problems that are peculiar to gay and lesbian adolescent students” (p. 71). Additionally, Hollier, Jr. cites an earlier study completed by Sears in 1988 that supports his results and those of Price and Telljohann: “Sears’ (1988) research on school counselors’ attitudes toward the homosexuality of adolescent students indicated that counselors often express ambivalent attitudes toward homosexuality...” (p. 2).

Mallon (1997) agrees with the findings of these initial studies and claims, “Untrained and without policies to guide them, many teachers and other school personnel have little idea of how best to work with a self-identified gay or lesbian young person”. Mallon further clarifies by discussing the difficulty school personnel have identifying LGBT students due to the tendency to “look only for gender non-conforming clothing or mannerisms” (p. 41).

Given the destruction caused by the harassment of LGBT students and the admitted anxiety felt by school guidance counselors as exposed by Sears, Price and Telljohann, and Hollier, Jr., further investigations is warranted. Further investigation is

also supported by the mandates of No Child Left Behind, current political discussions revolving around gay marriage, and the sums of money awarded to LGBT students over the past ten years as damages for having been victimized in the school setting. These recent social, political, and educational phenomena most likely have influenced the attitudes of school personnel (including counselors) in regard to addressing LGBT students in the school setting.

LGBT students have unique needs that are not being addressed by school personnel. Although guidance counselors are perceived by both students and teachers as being the likely candidates to address these needs, guidance counselors often report a hesitation to initiate discussions of sexual orientation with students. This hesitation may be linked to the delicate nature of the topic of sexual orientation, combined with a tendency of LGBT students not to identify themselves and a sincere lack of knowledge and familiarity on the part of school counselors. Because the needs of LGBT students are not being met, this special population continues to be at risk for underachievement and harassment. Recent court rulings have assigned liability for confirmed cases of harassment due to negligence on the part of school personnel to effectively address the needs of LGBT students and to protect them from abuse.

While the studies of Sears (1988), Price and Telljohann (1991), and Hollier, Jr. (1995) have provided consistent results that indicated counselors feel only moderately competent when addressing the special needs of the LGBT population, this researcher is unaware of any recent attempts to measure the current perceptions of school counselors as they relate to counseling LGBT students in the school setting. Reproduction of Price and Telljohann's 1991 study may provide insight as to whether or not these perceptions

have changed over the past 15 years. Based on the results of this study, subsequent research may provide a link between counselor perceptions of LGBT students in the school setting with the mandates associated with No Child Left Behind, recent political discussions surrounding gay marriage, and/or the outcomes of various lawsuits initiated by LGBT students who have been harassed in the school setting.

Purpose of the Study

The purpose of this quantitative study was to utilize as a framework the survey instrument originally developed by Price and Telljohann (1991) to gain insight into the current perceptions of secondary-level guidance counselors in regard to counseling homosexual students in the secondary school setting and to determine whether or not these attitudes have changed over a ten-year period in which students perceived as being LGBT (lesbian, gay, bisexual, or transgender/transsexual) have been awarded lofty damage awards, because their unique needs were not addressed effectively by school personnel. It is intended that the results of this study may serve as a catalyst for the development of a comprehensive plan for intervention that adequately meets the needs of the LGBT learner, the counselor, and the expectations of the court system.

Research Questions

Similar to Price and Telljohann (1991), this study was aimed at assessing the perceptions of secondary school counselors as they relate to counseling homosexual students. Specific research questions explored are as follows:

- 1) What are the perceptions of school counselors regarding adolescent homosexuality?
- 2) How do secondary school counselors perceive their role in terms of counseling homosexual students?
- 3) How has contact between homosexual students and their school counselors most often been initiated?

- 4) What types of intervention have been offered to homosexual students in the secondary school setting by their school counselors?
- 5) How competent do school counselors feel in regard to counseling homosexual students?
- 6) What sources contribute to school counselors' knowledge base in terms of counseling homosexual students?
- 7) In regard to counseling homosexual students, do the perceptions of school counselors vary by age, gender, level of earned college degree, number of years employed as a school counselor, and/or sexual orientation?

Definition of Terms

For the purposes of this study, definitions developed by (Jennings 1994) and used by Hollier, Jr. (1996, p. 4) were applied as follows:

Bisexual. A person who is equally attracted, emotionally, psychologically, and erotically to members of both sexes

Gay. A synonym for homosexual, a positive alternative to the clinical-sounding homosexual

Heterosexual. A person who is attracted emotionally, psychologically, and erotically to members of the opposite sex

Homophobia. Prejudice, discrimination, and intolerance against lesbians and gay men

Homosexual. A person who is attracted emotionally, psychologically, and erotically to members of the same gender

Lesbian. A homosexual female

Sexual identity. How one defines one's sexuality and how one is perceived by others

Sexual orientation. The deep-seated direction of one's sexual attraction

An additional term included in this study will be defined according to "Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity":

LGBT. Individuals who are lesbian, gay, bisexual, or transgender (p. 1)

Other terms included in this study will be defined as follows:

Guidance Counselor. Any individual who has completed an approved training program, has earned certification from his/her State Board of Education to provide counseling services in a public school, and is currently employed in this capacity

Transgender/Transsexual. A person who is attracted emotionally, psychologically, and erotically to members of the same gender and who attempts to disguise his/her physical appearance to match the physical appearance of the opposite sex

Significance of the Study

LGBT students have unique needs that are not being addressed by school personnel. Although guidance counselors are perceived by both students and teachers as being the likely candidates to address these needs, guidance counselors often report a hesitation to initiate discussions of sexual orientation with students. This hesitation may be linked to the delicate nature of the topic of sexual orientation, combined with a tendency of LGBT students not to identify themselves and a sincere lack of knowledge and familiarity on the part of school counselors. Because the needs of LGBT students are not being met, this special population continues to be at risk for underachievement and harassment. Recent court rulings have assigned liability for confirmed cases of harassment due to negligence on the part of school personnel to effectively address the needs of LGBT students and to protect them from abuse.

Further studies into the relationship between homosexual adolescents and their school counselors will not only expand the pool of existing data, but it also may help to identify any significant changes in counselor perception over a ten-year period in which society has increased its focus on homosexuality: publicity surrounding public officials being accused of sexual misconduct; current debates over gay marriage and gays in the military; media attention afforded to celebrities who are openly gay; and the sizeable

settlement awards issued to student victims of sexual harassment since 1996.

Finally, this study may provide valuable insight for school leaders relevant to educating diverse populations and those that may be viewed as at risk. This insight may provide personal benefits to school leaders: reduced liability and risk of financial loss for the neglect of LGBT students in the school setting and avoidance of penalties associated with No Child Left Behind. This study also may contribute by serving as a catalyst for the development of a comprehensive intervention plan that meets the needs of both the LGBT learner and the counselor, combined with the expectations of the court system.

Parameters of the Study

Only those school counselors who are employed in the United States and reside in the states of Maryland, New York, Ohio, Pennsylvania, and West Virginia and who are currently employed in such a capacity in a middle, junior, and/or high school were invited to participate in this study. Participation in this study was further limited to active members of the American School Counselor Association (ASCA) who agreed to allow ASCA to release their contact information. While ASCA indicated at the time of this study that 859 counselors met these criteria, ASCA also estimated that their membership includes about 4,700 total counselors who are registered as being employed in the secondary setting. Furthermore, there is no practical way to calculate how many additional secondary counselors were excluded from this study, because they were not active members of ASCA at the time data was collected by this researcher.

The delicate nature of homosexuality may have influenced counselor responses, as well as personal biases and/or homophobic views. Sedlacek and Kim (1996) collected significantly different responses from the same population of individuals based on their

use of the word “homosexual” versus the use of “someone with my gender” when asking about the incidence of same-sex relations among college students. Although the survey instrument used for this current study was scrutinized by a pilot group, there is no error-proof way to predict individual connotations of the terminology used.

Counselor responses to the survey also may have been influenced by individual views of professional and ethical responsibilities as they relate to the school counseling position. However, an assumption was made by this researcher that counselors were capable of accurately assessing and reporting their perceptions as they relate to counseling homosexual adolescents in the secondary school setting. In this regard, counselor responses may reflect what counselors “should” do in certain situations and/or how they “should” feel about counseling homosexual students as opposed to their true feelings.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In order for the reader to grasp the scope of issues relevant to the educational experience of students perceived as being homosexual, various components will be addressed. Sexual orientation development will be discussed first, followed by a discussion of societal views on homosexuality. A landmark legal case from 1996 will be serve as an introduction to a discussion of other cases that have resulted in sizeable settlements for student victims of harassment based on perceived sexual orientation, along with cases that have resulted in mandated changes to school policy and procedure.

The prevalence, extent, and effects of student harassment based on perceived sexual orientation also will be explored in order to provide additional insight for the reader. A discussion of studies relevant to counselor attitudes as they relate to counseling homosexual students in the secondary school setting will be reviewed, along with a discussion of aspects that serve as obstacles to change in the school system will be used as concluding component.

Sexual Orientation Development

According to *Just the Facts about Sexual Orientation & Youth: A Primer for Principals, Educators, and School Personnel* (2000), “Sexual orientation develops across a person’s lifetime—different people realize at different points in their lives that they are heterosexual, gay, lesbian, or bisexual.” (p. 5). The identification as being homosexual versus heterosexual seems to be a matter of personal choice. The incidence of physical encounters cannot be used as a measure of homosexuality or heterosexuality, as there are

those individuals who identify as being homosexual but have never had physical relations with anyone of their same gender. In contrast, there are those individuals who have had multiple relations with members of the same gender but who identify themselves as being heterosexual.

The Primer further notes it is common for adolescents to experiment in terms of physical relations with members of the same or opposite gender. According to the Primer, The American Academy of Pediatrics contends: “Confusion about sexual orientation is not unusual during adolescence. Counseling may be helpful for young people who are uncertain about their sexual orientation or for those who are uncertain about how to express their sexuality and might profit from an attempt at classification through a counseling or psychotherapeutic initiative.” (p. 7). It is clear The American Academy of Pediatrics does not view homosexuality as a defect or a mental health condition, and they advocate against attempts to alter one’s accepted sexual orientation.

Those who endorse the contents of the Primer (The American Academy of Pediatrics, The American Psychiatric Association, and The American Psychological Association, to name a few, seem to blame the involvement of others in the life of the homosexual adolescent as being the root of the problems experienced by this same population. These groups specifically recognize well-meaning counselors who attempt to alter sexual orientation and those who impart misinformation. The American Academy of Pediatrics specifically addresses the guilt and anxiety created by these ill-advised counseling attempts.

The American Counseling Association is noted in the Primer as advocating against the portrayal of homosexuals as being “mentally ill”, while The American

Psychological Association attributes bias against homosexuality as being based in “ignorance or unfounded beliefs about sexual orientation.” (p. 8).

Societal Views on Homosexuality

According to Mudrey-Camino (2002), “Sexual minority youth (Gay, Lesbian, Bisexual, Transgendered, and Questioning youth) must function in a society that condones homophobia. Rendered invisible through the stigma attached to their identification as sexual minorities, they are conveniently forgotten by the institutions charged with facilitating their education.” (p. 2).

Mudrey-Camino asserts discrimination based on sexual orientation is clearly different from discrimination based on race or gender:

“Societal attitudes towards racism and sexism have evolved becoming more accepting of diversity. Societal attitudes towards gender and sexual orientation differences are still largely intolerant. While homophobia is a structural oppression and not limited to educational settings, much of the harassment takes place during school hours and on school property (Little, 2001). (p. 5).

A Landmark Legal Case from 1996

The courts handled few cases regarding student harassment based on perceived sexual orientation prior to the 1990’s (Buckel, 2000). Buckel categorizes *Nabozny v Podlesny* (1996) as a landmark case, because the outcome “put close to a \$1 million price tag on antigay discrimination in schools” (p. 2). As per Buckel, this ruling incited a great deal of interest in cases revolving around antigay violence in schools and the potential for liability suits against districts and the accompanying punitive damage awards.

It was at this point that LGBT students and their families began to speak out against ongoing acts of harassment and abuse and to demand that districts be held liable for their lack of response. “This was the very first case ever in which a student would proceed to trial arguing that a school’s failure to stop antigay abuse was unlawful” (Buckel, 2000, p. 2). Buckel refers to subsequent cases that immediately followed the Nabozny ruling as “clones”. He further stresses the significance of this initial case by claiming, as a result of the Nabozny case, “Many more school administrators knew that the failure to do the right thing was now a matter of money too” (Buckel, 2000, p. 2).

Arguments in former and pending cases involving the harassment of openly gay students, or those thought to be, have referenced the Fourteenth Amendment, which guarantees equal protection under the law, the Equal Access Law of 1984 and Title VII of the Civil Rights Act of 1964, which safeguard against harassment, and Title IX of the Education Amendments of 1972 which prohibits sexual discrimination in schools (“Are Homosexuals a Protected Class”, 2003).

Prevalence and Extent of Harassment Based on Perceived Sexual Orientation in Schools

Sexual harassment of students often ties in with open practice or suspicions of homosexuality. According to Harris, Petrie, and Willoughby (2002), who make reference to a 1999 study by Kaufman, et al., “about 13% of 12- to 18-year-old students indicated they had been called a derogatory word related to their race or ethnicity, religion, disability, gender, or sexual orientation...” (p. 4). Although these statistics imply that harassment based on sexual orientation is not common practice, homosexual students are often the targets of harassment.

Elizabeth Barczak (2002), a Pittsburgh newswriter, contends that, “one-third of sexual harassment is aimed at students thought to be homosexual” (p. EA 1). The ACLU cites a recent study published in *Pediatrics* which agrees with Barczak’s frequency estimate. The ACLU advertises that, “... 1/3 of the Massachusetts gay teens who were polled claimed to have been threatened with a weapon at school, while only 7% of the heterosexual teens who were polled made the same claims” (Making Schools Safe: Doing the Math, 2002, p. 1).

The ACLU also references another Massachusetts study which reported that, “97% of students in a Boston public high school said they heard homophobic remarks on a regular basis from their peers” (Making Schools Safe: Doing the Math, 2002, p. 1). To further support their claims of frequent and common abuse of homosexual students, the ACLU references the National Gay and Lesbian Task Force “National Anti-Gay/Lesbian Victimization Report” which focused on the frequency of anti-gay harassment in schools. The results below are based on responses from students who identified themselves as being homosexual:

- 61.1% reported verbal harassment
- 46.5% reported sexual harassment
- 27.6% reported physical harassment
- 13.7% reported physical assault

Although this report specified shoving and hitting as examples of physical harassment, and being beaten, punched, and kicked as being examples of physical assault, no description of what specific behaviors constitute sexual harassment was included (Making Schools Safe: Doing the Math, 2002, p. 1).

As noted, harassment and abuse of homosexual students can range from verbal to physical. Zirkel (2003, p. 1) cites *Henkle v. Gregory*, a case in which a male student was

referred to by his classmates as “fag,” “butt pirate,” “fairy,” and “homo”. In this particular case, the young man eventually was placed in a noose and was threatened he would be dragged behind a truck. Derogatory names and graphic pictures were often found on the whiteboards in Henkle’s assigned classrooms, and a metal object was once waived at him while he was sitting in the principal’s office. *USA Today* (2002) also references the Henkle case and reports that Henkle is an openly gay male who had been repeatedly victimized both physically and emotionally. Specifically, he was beaten, spat upon, and threatened.

Similar to Henkle, Barczak (2002, p. EA 5) describes the treatment of Nabozny by claiming he was, “routinely being spat on, kicked, urinated upon and having his head rammed into a urinal”. Oakstone’s *Deskbook Encyclopedia of American School Law* (2003, p. 185) describes the treatment of Jamie Nabozny by his peers as battery and harassment that lasted over “a period of years”. This source further adds that Nabozny endured physical beatings and was even the victim of a mock rape.

Oakstone’s *Deskbook Encyclopedia of American School Law* (2003, p. 183) describes yet another case involving the abuse and harassment of a student who was perceived by her peers as being homosexual. In this case of *Vance v. Spencer County Public School District*, a sixth-grade female alleged she had been harassed and referred to as “that German gay girl” for nearly three years. Her victimization included “vulgar comments, sexual propositions and physical violence”. The verbal abuse eventually escalated to physical abuse that included fondling on a regular basis.

In some cases, harassment of homosexual students is practiced not only by students but also by school officials. The ACLU makes reference to a case involving a

teenage male and one of his teachers. This particular defendant alleged it was his teacher who actually instigated the harassment which eventually became more violent and brutal and involved many of the youth's classmates. The teacher was found to have made ongoing, derogatory remarks against the male for wearing earrings. These comments included statements such as, "Only two kinds of guys wear earrings, pirates and faggots, and I don't see any water around here." During the initial hearings of *Loomis v. Visalia Unified District*, several other students in the district came forward and shared similar stories of sexual harassment by this same teacher (ACLU Press Release: In Groundbreaking Federal Lawsuit Settlement, School Agrees To Strongest Anti-Gay Harassment Program in Nation, 2002, p. 1).

In reference to *Henkle v. Gregory*, Zirkel (2003, p. 2) describes the reaction of one principal after having received multiple complaints from Henkle who was being harassed by classmates following his admission of homosexuality during an open discussion of "the experiences of gay high school students". This principal eventually directed Henkle to "stop acting like a fag". In his testimony, Henkle described other incidents in which he was physically assaulted and harassed in full view of administrators and school police without any intervention and/or assistance being offered. In fact, Henkle was discouraged by these same school officials from "reporting the incident to the Reno Police Department as a hate crime". Similar to what Henkle experienced, Nabozny "alleged on two occasions, school officials stated that he should expect abusive treatment because of his sexual orientation" (*Deskbook Encyclopedia of American School Law*, 2003, p. 184).

In the case of *Schroeder v. Maumee Board of Education, et al.*, the defendant was not actually gay but was perceived by his peers as being gay, after he began to publicly support gay rights. Schroeder's defense of gays became pronounced when, as a fourth grader, he learned that his older brother was gay. Schroeder, as the result of his self-proclaimed support of gay rights, became the victim of both physical and verbal abuse. Schroeder alleged his principal was well aware of his plight and opted not to intervene. In fact, according to Brooks (2004),

The alleged attacks continued for three years until Schroeder left public school for home schooling. Schroeder and his mother claim that they reported the incidents to school officials many times but that the officials refused to intervene and even punished Schroeder for his involvement in the altercations. Schroeder claims that during one meeting he was asked by the principal whether he was a "fag" and was told that he could "learn to like girls" (p. 65).

Newsleader (2003, April), in reference to an interview with Courtney Snowden of the Gay, Lesbian, and Straight Education Network, reports the following statistics:

"More than 80% of LGBT students report that teachers never intervene when they hear a homophobic remark and 25% report having heard teachers make such remarks" (p. 11).

Newsleader, however, does not specify the exact source of these statistics.

Effects of Student Harassment Based on Perceived Sexual Orientation

Lindley and Reininger (2001) describe the needs of the homosexual student as being unique. Specifically they claim that:

...adolescents struggling with issues surrounding their sexual orientation who do not receive appropriate health care services, accurate information, or support from

family, school, and community, are in jeopardy of serious emotional, social, and physical difficulties. Gay and lesbian youth often turn to unsafe activities such as alcohol and drug use or high-risk sexual behaviors to cope with their sexual orientation. These high-risk behaviors place gay and lesbian youth at greater risk for addiction, unintended pregnancy, sexually transmitted diseases, and HIV/AIDS (p. 2).

Eleanor Chute (2004), in a recent article, references a 2003 school climate survey completed by Gay, Lesbian and straight Education Network (GLSEN) which showed that,

...students who are lesbian, gay, bisexual or transgendered have lower grades and are less likely to plan to go to college if they experience significant verbal harassment. More than a fourth said they missed a day of school in the past month because they felt unsafe because of their sexual orientation (p. B 6).

Furthermore, Lindley and Reininger (2001) place homosexual students at risk for suicide. Without specifying student ages, they assert that:

...too many gay and lesbian youth often see suicide as the only means of escape from rejection, abuse, and self-hatred they may experience as a result of their sexual orientation. According to the US Dept. of Health and Human Services, gay and lesbian youth are two to three times more likely to attempt suicide than heterosexual peers. An estimated 30% of all completed suicides occur among gay and lesbian youth (p. 2).

In its account of *Nabozny v. Podlesny*, the *Deskbook Encyclopedia of American School Law* (2003) states that Nabozny reacted to his ongoing abuse and harassment by attempting suicide on two separate occasions.

Lindley and Reininger (2001) describe the experiences homosexual students encounter when considering the open expression of their sexual orientation. Specifically, they state:

After recognizing their homosexuality, gay and lesbian youth are placed in the difficult position of deciding whether to keep their identity a secret, pretend they are “straight” (heterosexual), or “come out” and tell others about their sexual orientation. Gay and lesbian youth who decide to “come out” risk rejection and verbal abuse or physical abuse from family members, schoolmates, and others in the community (p.1)

Lindley and Reininger (2001) contend that the treatment of students who are openly gay is so abusive that, “Approximately 28% eventually drop out of school because of harassment based on their sexual orientation” (p. 2). For those students who remain enrolled, the ACLU claims these students are five times more likely than their peers to skip school out of fear for their own safety” (Making Schools Safe for LGBT Youth, 2002, p. 1).

The National Mental Health Association (2003) summarizes the effects harassment can have on the LGBT population:

Gay teens in US schools are often subjected to such intense bullying that they’re unable to receive an adequate education. They’re often embarrassed or ashamed of being targeted and may not report the abuse (p.1).

USA Today (2003, July 29), in reference to a 1999 GLSEN study, confirms the tendency of LGBT students to alienate themselves: “38% did not feel comfortable speaking to school staff about LGBT issues” (p. 2). The National Mental Health Association (2003) summarizes the plight of the LGBT student: “GLBT youth feel they have nowhere to turn. According to several surveys, four out of five gay and lesbian students say they don’t know one supportive adult at school” (p. 1).

The open expression or admission of homosexuality can be disruptive to the school setting. In several cases, a change in placement can be directly linked to real/perceived sexual orientation. Zirkel (2003) describes an incident in which a principal agreed to transfer an openly gay teenage male who had been the target of harassment. Once transferred, the youth was directed not to disclose his sexual orientation to his new classmates. In this example from *Henkle v. Gregory*, Henkle eventually requested a second transfer but was denied. Instead, Henkle was forced to enroll in an “adult education program at the local community college” (p. 2).

In another case involving antigay harassment, a gay student’s recommendation for alternative placement was reversed by the local school district after the 15 year-old male served two weeks in a Texas juvenile detention center for making terroristic threats against the school and students who had harassed him for over a month. This child’s harassment included the spread of gossip and false allegations that the boy had assaulted and fondled another male student. Although the district agreed to drop the criminal charges levied against the youth, the boy was referred to a program designed for “disturbed children”. His mother appealed his placement. The local Board agreed that

the child should return to the regular school program (Making Schools Safe: Highlights, 2002).

Reassignment to alternate educational facilities was also practiced by the Visalia United School District prior to the rendering of the verdict in the Loomis case. The district's response to allegations made by alleged victims of abuse based on real/perceived sexual orientation was to place them in special programs designed for students with behavior problems (ACLU Press Release: In Groundbreaking Federal Lawsuit Settlement, School Agrees To Strongest Anti-Gay Harassment Program in Nation, 2002).

This disruption to the school environment can be extended to include afternoon and evening school-sponsored activities. The ACLU makes reference to *Aaron Fricke v. Cumberland High School Principal Richard B. Lynch*, a case involving a Rhode Island student who wanted to escort his same-sex companion to his school's senior prom. The young man's principal initially refused to allow him to bring his same-sex companion to the prom. The principal claimed his rationale was based on his fear of a disruptive and potentially violent student response (Who Are You Taking to the Prom this Year, 2002). *Harassment Claims Resulting in Punitive Damage Awards*

Barczak (2002) references *Davis v. Monroe County Board of Education* in her explanation of what conditions constitute a liability issue for schools that are confronted with allegations of student harassment based on perceived sexual orientation. Barczak justifies her position by citing examples in which appellate courts have applied the rulings in the Davis case, although, in its original form, this case did not involve any perceptions or insinuations of homosexuality. According to Barczak, districts are liable

“if teachers or other employees harass students, even if administrators are unaware of the problem” (p. EA5). Schools are only liable for student-to-student harassment when the district is aware of such harassment.

Oakstone’s *Deskbook Encyclopedia of American School Law* (2003) also cites the Davis case as having set the tone for cases of student harassment based on perceived sexual orientation. This source specifically refers to the previously mentioned case of the sixth-grade female who had been referred to as “that German gay girl”. Her particular district was found to be liable because:

- 1.) The harassment was so “severe and pervasive” that it barred the student from her educational opportunities;
- 2.) The school had “actual knowledge” of the harassment; and
- 3.) The school behaved with “deliberate indifference” (p. 182).

Once liability has been established, punitive damages may be awarded. As noted earlier, Nabozny was awarded nearly one million dollars in damages (Buckel, 2000). Specifically, Nabozny’s district was found to have violated the Equal Protection Clause of the US Constitution. According to Buckel (2000), “Under this clause, public schools cannot pick and choose which students will be safe and which students will not be safe” (p. 2). The district was also found to have been in violation of Title IX, because Nabozny’s attorneys argued that, as a male LGBT student, Nabozny was treated differently and had been expected to be tough and more tolerant of abuse.

There are other cases which also have resulted in sizable awards for the plaintiff. In *Henkle v. Gregory*, Henkle was awarded \$451,000. “His various claims included Section 1983 civil rights causes of action predicated on Title IX, 14th Amendment equal protection, and First Amendment expression/retaliation” (Zirkel, 2003, p. 2). In *Loomis v. Visalia Unified District*, Loomis was awarded \$130,000 due to a founded Title IX

violation (ACLU Press Release: In Groundbreaking Federal Lawsuit Settlement, School Agrees To Strongest Anti- Gay Harassment Program in Nation, 2002). The case of *Vance v. Spencer County Public Schools* was settled in similar fashion to the Loomis case. This plaintiff also was awarded damages based on a Title IX violation. Her settlement was valued at \$200,000 (*Deskbook of Encyclopedia of American School Law*, 2003).

In the case of *Schroeder v. Maumee Board of Education, et al.*, Schroeder and his mother initially brought suit against the principal, the superintendent of schools, and the school board for alleged Title IX violations. Additionally, it was alleged that Schroeder's First and Fourteenth Amendment rights had also been infringed upon, because he had been penalized for verbalizing his beliefs. Eventually, the case against the superintendent and school board was dropped; however, the principal was found to be liable for having violated Schroeder's 1st Amendment right of free speech (Brooks, 2004). No specific details of the final settlement were discussed.

Similar to the Schroeder case but more recent, Dylan Theno brought suit against the Tonganoxie Unified School District of Kansas in 2005, after he was victimized for four years in the school setting by peers who perceived him as being gay, although he was not. As the result of his suit, Dylan was awarded \$440,000, because it was deemed that Dylan's school was liable for the anti-gay taunting he withstood as a student by virtue of the Title IX standard established by *Davis v. Monroe County Board of Education* in 2002 (Kirby, 2008, pp. 3-4).

Harassment Claims Resulting in Policy and Procedural Changes

Lawsuits involving incidents of student harassment based on perceived sexual orientation have not only resulted in sizable awards for the plaintiffs, they also have triggered mandated and agreed upon policy and procedural changes. In *Aaron Fricke v. Cumberland High School Principal Richard B. Lynch*, Fricke's school was ordered to allow the young man to attend the prom with the guest of his choice. Additionally, the court ruled it was the responsibility of the school to provide security for the couple while they attended the dance (Who Are You Taking to the Prom this Year, 2002).

In other comparable situations, the ACLU helped to mediate and bring resolution to bans on same-sex prom dates in Connecticut, Texas, and Virginia. In each of these situations, districts were provided with legal updates and information on recent court rulings that support the preservation of equal protection and First Amendment rights as they apply to school bans on same-sex prom dates. Upon review of the information provided by the ACLU, each district opted to suppress its ban on same-sex prom dates (Making School Safe: Highlights, 2002).

According to Barczak (2002), as a direct result of the Davis case, the US Department of Education now demands that all schools establish policies and procedures to deal with allegations of sexual harassment. As discussed previously, unabated student harassment based on perceived sexual orientation may be considered as sexual harassment and, therefore, a violation of Title IX. This connection to Title IX ensures that policies and procedures are in place to deal with allegations of student harassment based on sexual orientation.

Finally, the settlement reached by Loomis and Visalia included the development and implementation of a prevention plan that has been embedded in the curriculum and has mandated meaningful staff trainings. This particular plan is to be reviewed on an annual basis. The ACLU sees the terms of this settlement as a major landmark with promising results (ACLU Press Release: In Groundbreaking Federal Lawsuit Settlement, School Agrees To Strongest Anti-Gay Harassment Program in Nation, 2002). Barczak (2002) tends to agree with the value of such prevention plans. Although she recognizes the impact of the Davis case and the benefits of mandated policies and procedures to deal with allegations of sexual harassment, she faults the US Department of Education for neglecting to mandate prevention plans.

Counseling Standards and the Role of the School Counselor

According to Holcomb-McCoy (2000), the American School Counselor Association (ASCA) adopted Multicultural Competencies in 1997 that were originally established by the Association for Multicultural Counseling and Development's Professional Standards and Certification Committee. Holcomb-McCoy seems to accept Arredondo et al. (1996) and Carney & Kahn's (1984) assertion that these standards focus on three dimensions: awareness of one's own worldview and how counselors are the products of their own cultural conditioning; knowledge of others' worldviews and cultures; and the development of the necessary skills for work with culturally different clients.

Holcomb-McCoy further contends:

In addition to adopting the Competencies, the ASCA also formulated a position statement encouraging school counselors to "take action to ensure students of

culturally diverse backgrounds have access to appropriate services and opportunities which promote the maximum development of the individual (ASCA, 1993). Furthermore, the ASCA Ethical Standards (ASCA, 1998) specifically state that the professional school counselor “understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor’s own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.” Numerous school counseling professionals (e.g., Lewis & Hayes, 1991) have even suggested that cultural knowledge, sensitivity, and awareness be integrated into existing school counseling training programs. As a result, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) now requires that school counseling trainees have curricular experiences that explore the implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling (CACREP, 1994) (p. 4).

McCurdy (2003) defines the methods and procedures included in the scope of the school counseling position as being: Counseling; Guidance; Assessment; Consulting; Referral; Coordination; and Supervision/Administration (pp. 3-5). However, he cautions counselors that, “This general counselor scope of practice can serve as a template for school counselors to create their own scope of practice unique to their school, district and state but in line with common school counselor preparation standards, legislative requirements at the state level and national standards for school counseling programs.” (p. 5).

House, Martin, and Ward (2002) seem to extend the expectations placed on counselors to include taking the responsibility for reform: “We believe that school counselors must be taught to question the beliefs, assumptions, and values behind inequitable school policies, structures, or actions” (p. 185). They further clarify the role of the counselor in promoting school reform:

We believe that school counselors must be central players in reconstructing the system through leadership and advocacy. Yet to date, education reformers have paid little or no attention to the key roles school counselors play in promoting the academic success of all students. School counselors, who have long been the keepers of records, have the opportunity to examine data about what is happening to students in schools; to engage in dialogue with teachers, administrators, parents, and community members to tackle these issues; and to develop strategies to change these debilitating patterns. (pp. 187-188).

Gorski’s (2003) views on the role of the school in terms of transformation seem to mirror those of House, Martin, and Ward, although Gorski does not exclusively discuss the role of the counselors:

- Every student must have an equal opportunity to achieve to her or his full potential.
- Every student must be prepared to competently participate in an increasingly intercultural society.
- Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself.

- Schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students.
- Education must become more fully student-centered and inclusive of the voices and experiences of the students.
- Educators, activists, and others must take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials and textbooks, etc. (p. 1).

Review of Studies on School Counselors' Perceptions and Attitudes towards Services to LGBT Students

As mentioned earlier, Hollier, Jr. in his 1996 research entitled, “A Study of School Counselors' Perceptions with Respect to Counseling Gay and Lesbian Students in the School Setting”, cites research completed by Sears in 1988. Specifically, Hollier, Jr. claims the subjects (school counselors) in this Sears study admitted “ambivalent attitudes toward homosexuality” (p. 2.). Price and Telljohann completed a national study in 1991 revolving around this same issue of providing services to LGBT students in the school setting and produce results similar to those of Sears as reported by Hollier, Jr.

In 1996, Hollier, Jr., using the identical survey instrument developed and used by Price and Telljohann in 1991, produced similar results in his study of the attitudes of counselors in the Rio Grande Valley of Texas. Specifically, Hollier, Jr. concluded, in part, that school counselors have little knowledge as to the unique needs of LGBT adolescents.

Mallon in his 1997 article makes reference to the Massachusetts Governor's Report from 1993 mentioned earlier in conjunction with the ACLU. Mallon lists a recommendation of this report as including an element revolving around staff development for teachers and counselors. Specifically, Mallon notes, "An essential component in creating safer environments for gay and lesbian students is ensuring that all school staff—teachers, administrators, cafeteria staff, maintenance staff, and support staff—are equipped with accurate and relevant knowledge about gay and lesbian young people" (p. 43).

In his 1997 study entitled, "What are the Perceptions of Five Gay and Lesbian Youth as to the Factors that Caused Them to Attempt to Commit Suicide?" Asher summarizes his interview with a student named "Joseph". According to Asher, Joseph was able to recover from feelings of isolation and a suicide attempt due to interventions offered by his English teacher: "I told him everything and he acted as a kind of counselor to me for ongoing months." In reference to Joseph, Asher states, "Joseph needed someone to talk to and he needed someone to listen" (p. 67). Asher's account of Joseph's experience emphasizes the importance of intervention and acceptance from school personnel. Joseph's use of the term "counselor" to describe one who can be trusted also suggests an expectation from the student point-of-view as to the role of school counselors.

Mallon (1997) describes Project 10 as "an on-campus high school counseling program founded in 1984 by Dr. Virginia Uribe and committed to keeping students in school, off drugs, and sexually responsible" (p. 42). According to Mallon, Project 10 was based at Fairfax High School in Los Angeles and was a landmark attempt by this school

system to address the specific needs of “lesbian and gay youth”. Mallon describes an educational component of Project 10 as including mandatory training sessions for counselors and sessions designed to “educate and sensitize the adults at Fairfax about how to deal with lesbian and gay youth” (p. 42). Although Mallon describes faculty as being supportive of these earlier mandatory sessions and eventual voluntary sessions, he states that, “Most, however, felt awkward about the subject” (p. 42)

McKenna in his 1998 study entitled, “‘Getting to Yes’ Teachers and Their Choices Regarding Tolerance”, expresses concerns regarding the relationship between teacher attitudes about homosexuality and the impact of their attitudes on students. Specifically, McKenna asks, “If a significant number of these teachers find homosexuality aberrant, or least unacceptable, how are these perceptions affecting students and their perceptions?” (p. 114). It is reasonable to apply this rationale to the attitudes of school counselors and the effect of attitude on sensitivity and effectiveness.

Marinos’ study in 2000 also addresses the effect of attitude on sensitivity and effectiveness. Specifically, Marinos cites a 1992 study by Sears entitled, “Educators, Homosexuality, and Homosexual Students: Are Personal Feelings Related to Professional Beliefs”. Marinos’ claims,

Sears (1992) revealed that: 80% of prospective teachers in this sample reported having negative attitudes toward gay and lesbian people; one-third of prospective teachers could be classified as “high-grade homophobes”; two-thirds of guidance counselors harbored negative feelings toward gay and lesbian people; and less than 20% have received any training on serving gay and lesbian students (pp. 28-29).

Marinos considers school administrators, in part, as being responsible for the availability of limited research in the area of sexual orientation and the effects on students.

Specifically, she identifies one barrier she encountered as, “administrative resistance to allowing access to students for the purpose of studying sexual orientation issues...?” (p. 27).

In a report released by the U.S. Department of Health and Human Services December 7, 2001 entitled, “School Health Guidelines to Prevent Unintentional Injuries and Violence,” the need for trained school personnel is emphasized. Their specific recommendation is as follows: “For All School Personnel, Provide Regular Staff Development Opportunities That Impart the Knowledge, Skills, and Confidence to Effectively Promote Safety and Prevent Unintentional Injury, Violence, and Suicide, and Support Students in Their Efforts to Do the Same.” Additionally, this report contends, “Trained staff members are essential to implementing a coordinated school program to prevent unintentional injury, violence, and suicide” (p. 44).

Sherman in her 2002 study entitled, “Teachers’ Attitudes Towards Supporting Gay and Lesbian Issues at the High School Level”, references Hunter & Schaecher (1987): “Counselors are critical for providing the support that the gay and lesbian students require; however, they are not usually trained to deal with specific issues related to gay and lesbian youth” (p. 25). In a discussion of her findings, Sherman includes a quote from one of her (teacher) respondents that seems to indicate there is an assumption among teachers that school counselors are better suited to deal with issues involving discussion of sexual orientation: “School counselors and psychologists have more confidential communications with students in these matters” (p. 57).

Newsleader (2003, April), again citing Snowden of the Gay, Lesbian, and Straight Education Network, supports Sherman's findings regarding accountability. According to *Newsleader*, Snowden quotes an unidentified principal as having told her, "Teachers don't seem to think it's their problem" (p. 11). Chute (2004), in reference to the aforementioned GLSEN school climate survey completed in 2003, discusses the significant role adult intervention plays: "That same study showed that those students who find supportive faculty are less likely to experience the lower grades or lower aspirations" (p. B-6).

Challenges to Better Serve LGBT Students

Marinos' (2000) claim that administrators, in part, acted as barriers to her attempts to study the effects of sexual orientation on the school experience, suggests that researchers and/or school leaders aiming to improve the school experience for LGBT students should proceed cautiously. Lugg (1998) describes the hesitation of public schools to address the needs of LGBT students: "Public school reform efforts and general policies and practices have been depicted by some adherents as promoting homosexuality (Boyd, Lugg, & Zahorchak, 1996; Gaddy et al., 1996; McCarthy, 1996)" (p. 1). Therefore, any attempts to educate school counselors and other personnel should be carefully designed so as not only to provide much needed education but also to openly address this preconceived notion that discussions of homosexuality may be part of a conspiracy to promote homosexuality among students.

Mathison (1998) refers to a study by Herek that discusses the importance of attitude. She states, "Herek (1984) found that people with negative attitudes about homosexuality report less personal contact with gays and lesbians" (p. 152). The

National Education Association (2001) seems to reinforce the impact of attitude when dealing with LGBT students. Specifically, it recommends educators, “Assess your own feelings and behavior regarding gay and lesbian youth, and examine your approachability” (p. 34).

The concerned school leaders’ challenge to better serve LGBT students is compounded by the conservative nature of culture. According to Evans (2001), “...culture is conservative: it works to preserve the status quo” (p. 17.) *Newsleader* (2003, April), when referencing the success of Hunterdon Central Regional High School in Flemington, N. J. in taking steps to improve the school experience of LGBT students, describes this total school effort as involving a “culture-change process” (p. 11). Keeping this phenomenon in mind, school leaders would be wise to pave the way for discussions of LGBT students by reminding staff of Sergiovanni’s (1992) view of the “virtuous school” which most likely models every school’s advertised mission statement:

The virtuous school believes that every student can learn, and it does everything in its power to see that every student does learn. Learning conditions that impede learning no matter what their origins, are viewed as problems to be solved, rather than as conditions to be accepted? (1992, p.112).

This appeal to the moral and professional obligation of all educators to serve all students regardless of conflicting beliefs and/or philosophies, in theory, should serve as a motivator. Mallon (1997) agrees with this strategy. He asserts that, “What more educators must come to terms with, however, is that ‘all youth’ includes gay and lesbian young people” (p. 42). Hollier, Jr. (1996) states, “Silence, ignorance, and avoidance are

not excuses that can be tolerated in the field of education with respect to gay and lesbian students” (p. 20).

Pace (2004), when reflecting on his experience in dealing with a same-sex couple who wanted to attend his school’s prom states,

...we must be ready to live our school’s mission statements. Every school I’ve seen has spent a lot of time agonizing over wording and syntax. But, if we’re only willing to live our flowery, optimistic claims about who we are as a school when things are smooth, the statements aren’t worth much (p. 39).

The ACLU (Making Schools Safe: Tips, 2002) also recommends that school districts, “educate staff on legal obligations and responsibilities” (p. 1). According to Kotter and Cohen (2002), “A sense of urgency, sometimes developed by very creative means, gets people off the couch, out of the bunker, and ready to move” (p. 3). In line with Kotter and Cohen, it would make sense to incorporate in the training format an extensive discussion of the sizable settlements recently awarded to LGBT students whose needs have been ignored by school officials. Although such discussion may be considered as coercive, a fear of personal loss may help to foster a feeling of urgency among trainees. Kotter and Cohen further emphasize the importance of fostering a sense of urgency: “When there is urgency, more people want to help provide leadership, even if there are personal risks” (p. 37).

Another obstacle to initiating discussions of sexual orientation within the school setting may be attributed to the hesitation of school-based mental health initiatives to address this topic. The Western Psychiatric Institute and Clinic, a Pennsylvania Act 211-approved provider of Student Assistant Program (SAP) training, makes no mention of the

special needs and/or at-risk behaviors associated with LGBT students. In fact, this researcher has reviewed the nearly 300-page manual developed by this provider and distributed to participants in October 2004 and February 2007 as part of separate, multi-day, SAP training programs. Although the manuals address various topics, including suicide prevention, drug and alcohol abuse, and adolescent depression, to name a few, there is no specific mention of the vulnerability of students who are perceived by their peers as being homosexual. This omission is contrary to the recommendations exposed in a review of the literature. This SAP training manuals, however, do recommend that attempts aimed at “Creating A Supportive School Climate”:

- Provide a safe, secure and comfortable climate for all students
- Develop activities that are inviting & inclusive
- Train & support staff members who help & encourage students
- Conduct training to identify potentially at-risk students (Section 5, p. 6).

Summary

Student harassment based on perceived sexual orientation can be both common and brutal. It may range from verbal to physical abuse and must be taken seriously when reported. Victims of such abuse are protected by law. It is clear the courts expect that every effort will be made to create and maintain a safe environment for LGBT students, regardless of how disruptive their expressed or perceived sexual orientation may be to the school’s climate. First consideration must be given to the victims in order to avoid liability claims.

Although administrators cannot guarantee the safety of any student or group of students at any given time, the courts have agreed that it is the district’s responsibility to

take reasonably prudent steps to deter abuse. The courts have not been receptive to any district defense built upon a lack of preparedness or comfort in dealing with the special needs of LGBT students. Failure to respond or an inadequate response is automatic grounds for a liability case (“Gay Students May Proceed With Harassment Claims”, 2003). In no case reviewed, is there any mention of a district or school employee having been absolved from liability due to ignorance or discomfort. According to Zirkel (2003), “The bottom line is that, like harassment based on race, disability, or different gender, same-sex harassment by students or staff members requires the affirmative action of school authorities” (p. 3).

To date, the ACLU has represented many victims from all over the United States and has received mostly favorable verdicts in the cases they have involved themselves in. Additionally, the ACLU has broadened its focus and is actively soliciting complaints from student victims who have been harassed on the basis of their perceived sexual orientation (ACLU Press Release: ACLU Tells School Council It Must Allow Gay-Straight Alliance, 2002).

If a district is found to have ineffectively dealt with harassment allegations, sizable settlements may be awarded to the student victims. Additionally, if current policy and procedure are a limiting factor in how allegations have been handled, changes may be mandated by the courts. The most recent ruling in *Flores v. Morgan Hill Unified School District* (2003) summarizes the rights of those who are homosexual or are thought to be. In this particular case, the Equal Protection Clause of the 14th Amendment has been applied. As a result, school districts are expected to enforce policies “in the same

manner without regard to a student's sexual orientation ("Are Homosexuals A Protected Class", 2003; "What is Equal Protection", 2003).

As mentioned, the results of several recent lawsuits revolving around the harassment of LGBT youth have included mandates for policy and procedural changes, which have included recommendations for the development of quality professional development opportunities for school personnel. Mallon (1997) describes an effective attempt to improve the school experience of LGBT students as involving increased education that may serve to prompt an attitude change and decrease feelings of discomfort. He asserts these two components cannot be treated as separate. "But effecting changes in attitudes and beliefs, leading to affirming environments and competent practice with gay and lesbian adolescents and their families, requires education, training, and self-exploration on both individual and institutional levels" (p. 44).

Sanchez, Li, and Nuttall (1995) contend: "Learners from diverse multicultural groups, children with disabilities, and gay and lesbian youth will continue to present challenges to schools and those providing educational and support services" (p. 4). Furthermore, they state, "...the development of culturally sensitive assessment and intervention strategies, multicultural consultation, and professional training needs to take place" (p. 4). Since guidance counselors are perceived by students and teachers as being the likely candidates for addressing sensitive issues, it is logical to provide education among this group as an initial step to providing a more comprehensive training for staff. Many researchers and educational experts agree that LGBT students are vulnerable in the school setting, and many educators (including administrators) seem to view the school

counselor as being the staff member most equipped to address issues of sexual orientation in the public school setting. Previous studies, however, have indicated that counselors often feel anxiety and ill-prepared to serve in such a capacity. Compounding the issue of homosexuality in the secondary school setting is the outcome of recent court proceedings, political discussions of the constitutionality of gay marriage, and the mandates associated with No Child Left Behind. While one may assume counselor views relevant to counseling adolescent homosexuals most likely have changed in response to the aforementioned current events, this researcher found no evidence prior to this study to support this assumption.

CHAPTER III

METHODOLOGY

Introduction

This quantitative study utilized a survey instrument designed by Price and Telljohann in 1991 as the framework for a revised instrument that measures school counselors' perceptions of adolescent homosexuals. Price and Telljohann's original instrument was used also by Hollier, Jr. in 1996 to measure the perceptions of school counselors with respect to counseling gay and lesbian students in the school setting. Similar to Price and Telljohann, this study involved a multiple-state survey of secondary school counselors. A copy of Price and Telljohann's permission to use their survey has been included as Appendix A.

Price and Telljohann's original instrument was modified to more effectively address the research questions associated with this current study (Appendix B). Additional items were added to the original survey instrument also for exclusionary purposes that helped to maintain the integrity of the intended sample population. For example, these additional items included questions relevant to current employment, place of employment (elementary school versus secondary school), and active membership in the American School Counselor Association (ASCA).

Research Design

According to Rubin & Babbie (1997), quantitative research methods are easy to administer, inexpensive, and timely. Given that this researcher attempted to collect responses from more than eight hundred subjects, it was not be practical to pursue

qualitative research methods, such as personal interview, case study, etc. In line with Rubin & Babbie and numerous former studies aimed at measuring perceptions and attitudes, this study was designed to include the use of a survey questionnaire. The study attempted to assess a five-state sample of secondary school counselors who were current members of ASCA and who were employed in secondary schools (middle, junior, and/or high schools). Similar to Price and Telljohann, the study attempted to assess the perceptions of secondary school counselors as they relate to counseling homosexual students. Specific research questions to be explored are as follows:

- 1) What are the perceptions of school counselors regarding adolescent homosexuality?
- 2) How do secondary school counselors perceive their role in terms of counseling homosexual students?
- 3) How has contact between homosexual students and their school counselors most often been initiated?
- 4) What types of intervention have been offered to homosexual students in the secondary school setting by their school counselors?
- 5) How competent do school counselors feel in regard to counseling homosexual students?
- 6) What sources contribute to school counselors' knowledge base in terms of counseling homosexual students?
- 7) In regard to counseling homosexual students, do the perceptions of school counselors vary by age, gender, level of earned college degree, number of years employed as a school counselor, and/or sexual orientation?

Sampling Strategies

The original strategy of this study was aimed at using a convenient sample of approximately 859 secondary school counselors who were registered members of American School Counselor Association (ASCA), who resided in Maryland, Pennsylvania, Ohio, West Virginia, or New York, and who agreed to release their contact information via ASCA at the time of the study. Similar to the philosophy of Price and Telljohann (1991), "Only secondary school counselors were used for the study because

they are the counselors most likely to deal with homosexual students” (1991, p. 434).

This researcher defined secondary school counselors as only those counselors employed in a middle, junior high, and/or high (private, parochial, and/or public) school setting at the time of the study.

ASCA membership was used, because according to their records, their membership includes more than 4,700 secondary school counselors and appears to represent a diverse group of members. ASCA estimates that 80% of its total membership is female and 20% male. Furthermore, ASCA estimates that approximately 70% of its total membership may be viewed as having at least a master’s degree, as this same number of counselors are professional school counselors in states that require at least a master’s degree for school certification. The results of the 1991 Price and Telljohann study support ASCA’s assertion that most members of ASCA have at least a master’s degree. No additional demographic information is available about its membership, as ASCA no longer tracks such information.

A five-state approach was used as opposed to a national study like Price and Telljohann (1991) in order to provide a manageable number of responses and a more convenient sample. The specific states of Maryland, Pennsylvania, Ohio, West Virginia, and New York were selected based on the personal interest of this researcher due to their proximity to Pittsburgh, Pennsylvania-- the home of this researcher.

The original strategy also included a plan to solicit the participation of select counselors through a written invitation to be sent through the U. S. Mail following the release of counselor names and home addresses by ASCA. ASCA further agreed to

support the study by advertising the survey on its website and creating a hyperlink between their site and StudentVoice (Appendix B).

This strategy was later amended after ASCA forwarded in its release of counselor contact information email addresses for 817 of the original 859 school counselors who fit the study requirements. Counselors, instead, were invited through an email invitation to participate in the study by accessing the StudentVoice website and completing the available electronic, anonymous survey questionnaire. The original supplemental strategy of having the survey advertised and a link posted on the ASCA website remained intact.

It was expected that at least 15% (123) of the 817 qualifying counselors who were current members of ASCA at the time of the study would respond. This expectation was further modified after 56 original email invitations were returned to the researcher following the first mass emailing, and 52 subsequent email invitations were returned following the second mass emailing attempt. This researcher concluded that not more than 761 possible participants were likely to have received both email invitations; therefore, the 15% expected response rate was adjusted to 114. These 114 participants were invited to complete an online survey that was developed to identify current counselor perceptions as they relate to counseling homosexual students in the secondary school setting.

Although Malaney (2002) of the University of Massachusetts proclaims his agreement with Dillman's views of 2000 that all surveys contain inherent sampling errors when they do not achieve response rates of at least 80%, Taylor (2007), Chairman of Harris Poll, argues that 20% is an acceptable response rate for telephone surveys, which

may be viewed as similar to online surveys. Educational Benchmarking, Inc. (2005), a group that manages online surveys, provides a related view that suggests data collected from studies having lower than expected response rates have merit and may be used to “gain insight”. On the other hand, they caution that results from studies having a limited response rate should not be used to make generalizations about the larger population. Wikipedia (2007) discusses the declining trend in response rates for online surveys when comparing the average rate in 2000 (90%) with current average response rates of only 30%. The University of Texas at Austin (2007) also notes that researchers who utilize online surveys should expect a response rate of 30% on average.

The Robert Wood Johnson Foundation (2007) provides guidelines for using survey data to garner funding support. They also view 30% as an acceptable response rate when using multimedia options for survey completion, but they stipulate that high response rates also present questions. In this regard, they claim that the techniques used to achieve high response rates may compromise the integrity of the study.

Most sources agree that certain techniques will likely enhance response rates. These accepted strategies include: use of incentives; use of multiple reminder notices; having familiarity with your sample of respondents; and promoting a connection between the respondent and the purpose of the study. Morris, Cantrill, and Weiss (2001) add a contributing factor that cannot be controlled by the researcher. These physicians express views that individuals who have attempted to conduct studies of their own at one time or another most likely will empathize with the researcher and participate in the study. Although the survey instrument used for this study did not ask participants to reveal

whether or not they are currently or have ever been enrolled in a doctoral program, only seven respondents (4.83%) indicated the completion of a doctoral degree.

Taylor (2007, January 15) of the Harris Poll cautions that the researcher must keep in mind his/her results may not represent a reliable cross-section of the larger population if response rates do not exceed 20%. Taylor also cautions that most respondents question the anonymity of their responses and have concerns of confidentiality. Given the sensitive nature of the topic being studied, it is very likely that concerns of confidentiality might have led to a reduced response rate for this particular study. Additionally, given that only eight respondents (5.40%) identified themselves as being bisexual or homosexual, it is likely that counselor respondents only had only a limited connection to the purpose of the study.

In summary, the results of this study will not be used to make generalizations about current counselor views. Instead, all results will be used to gain insight into counselor perceptions as they relate to addressing the needs of homosexual students in the secondary school setting.

Instrumentation

A survey instrument originally developed by Price and Telljohann in 1991 and used in their initial study that same year and later used by Hollier, Jr in a similar study in 1996 provided the main framework for this study. Price and Telljohann originally piloted their instrument twice (one week apart) using a group of high school counselors enrolled in graduate school. Based on the results of their pilot studies, Price and Telljohann deemed their instrument to have both face and content validity. According to their calculations, the internal consistency reliability using Cronbach's alpha coefficient was

equal to 0.76, and the correlation for stability reliability of the entire instrument was calculated to be 0.84.

Although Likert-type scales have been criticized for not providing a well-balanced range of responses, the results of the Price and Telljohann study represent a balanced distribution, in terms of frequency of responses. The results of the Hollier, Jr study in 1995 tend to show a broad range of responses in terms of frequency but not as pronounced as the results from the Price and Telljohann study.

Price and Telljohann's original instrument includes 34 items, six of which are demographic items from their 1991 study: age; gender; education; work experience as a school counselor; grade levels currently being counseled; and sexual orientation of the respondent. These 34 questions were preserved; however, four additional demographic items were added by this researcher with the purpose of using these items to eliminate responses from counselors who were not active members of ASCA, counselors who were not employed as school counselors, counselors who worked exclusively in elementary schools, and/or counselors who were employed in secondary schools outside of the United States. This researcher also opted to include an introductory question which prevented counselors from completing the survey and forwarding their responses more than once and thus skewing the results of this study.

Similar to the Price and Telljohann study, "also included in the questionnaire were [were] six background questions: personal experience in encountering students with a homosexual orientation, how they found out about those students, how students were assisted, perceived role of school counselors in working with adolescent homosexual students, their perceived competence in dealing with the issue, and where

they received most of their information on this topic” (1991, p. 434). By design, three of these background questions included a checklist of possible responses and additional space for open-ended responses, thus giving each participant the opportunity to expand upon his/her answers and/or to provide unanticipated responses. The final 20 items from Price and Telljohann’s original instrument were retained and used to assess the counselors’ beliefs regarding adolescent homosexuality.

Forty-four additional questions were added to the original instrument by this researcher as a means of more directly addressing research questions proposed for this study. These items were piloted with a group of ten guidance counselors from Allegheny County, Pennsylvania. Members of this pilot group were all employed as guidance counselors in secondary schools. The group was 10% African-American and 90% Caucasian, with 40% being male and 60% female. The counselors were of varying ages and had varying years of school counseling experience. The self-identified sexual orientation of each member of the pilot group was never discussed. According to responses received, the additional 26 questions as proposed have a content validity of 90%.

Content validity was reduced from 100% to 90% agreement based on the expressions of one female counselor from the pilot group (n=10) who felt that the format of several questions and arrangement of other specific questions within the instrument were distracting to her and not parallel in design. Since no other member of this pilot group expressed similar views, this researcher concluded that there was 90% agreement among the pilot group that the instrument was sound in design and capable of measuring targeted counselor views.

The revised instrument used for this study (Appendix B) offered a 2:1 balance of seven-point and eleven-point, Likert-type responses, with views ranging from very important to not important, strongly agree to strongly disagree, extremely competent to not competent, extremely concerned to not concerned, or extremely familiar to no familiarity. Responses of 6-7 on the seven-point scale and 7-10 on the eleven-point scale were viewed as very important, strongly agree, extremely competent, extremely concerned, or extremely familiar. Scores of 3-5 on the seven-point scale and 4-6 on the eleven-point scale were viewed as neutral. Responses of 1-2 on the seven-point scale and 1-3 on the eleven-point scale were viewed as very important, strongly disagree, not competent, not concerned, or no familiarity.

The Likert groupings for response options were further adjusted when sexual orientation of respondents was considered. This strategy was employed to ensure that cells were filled with sufficient numbers to support a Chi-square analysis and subsequent Fisher's Exact tests. In these specific situations, responses were grouped to reflect, "Not Concerned" or "Concerned"; "Disagree" or "Agree"; and/or "Not Familiar" or "Familiar". In each of these cases, moderate concern, agreement, and/or familiarity was not considered.

Overall, the revised instrument included a total of 78 questions. 46 of these questions offered Likert-type response options. Four additional questions included a checklist of responses that was used for exclusionary purposes. Five additional questions offered a checklist of responses that were purely demographic. 19 items included "yes" or "no" response options, while one item offered a qualified "yes" or "no" response option. One of Price and Telljohann's original 34 questions was updated and expanded from its

original form to clarify how contact with homosexual students had been initiated.

Additionally, five other of Price and Telljohann's original 34 questions was split to form multiple questions in order to provide additional clarity and to accommodate an electronic survey design.

Research Question	Corresponding Survey Question (Appendix B)
1. What are the perceptions of school counselors regarding adolescent homosexuality?	#10, 44, 45, 46, 47, 48, 49, 50, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 73, 74, 75, & 77
2. How do secondary school counselors perceive their role in terms of counseling homosexual students?	#11, 26, 51, 52, 53, 54, 55, 71, 72, 76, & 78
3. How has contact between homosexual students and their school counselors most often been initiated?	#21, 22, 23, & 24
4. What types of interventions have been offered to homosexual students in the secondary school setting by their school counselors?	#25, 27, 28, 29, 30, 31, & 32
5. How competent do school counselors feel in regard to counseling homosexual students?	#12, 13, 14, 15, 16, 17, 18, 19, & 20
6. What sources contribute to school counselors' knowledge base in terms of counseling homosexual students?	#33, 34, 35, 36, 37, 38, 39, 40, 41, 42, & 43
7. In regard to counseling homosexual students, do the perceptions of school counselors vary by age, gender, level of earned college degree, number of years employed as a school counselor, and/or sexual orientation?	# 4, 5, 6, 7, 8, & 9

Data Collection Procedure

An electronic version of the Price and Telljohann survey instrument was posted through the use of StudentVoice. This researcher utilized two separate venues to attract respondents: an electronic bulletin board and email invitations. A link to the StudentVoice site was advertised on an electronic bulletin board sponsored by ASCA.

Additionally, an email(Appendix C) introducing the survey along with instructions for accessing the instrument via an attached link were sent electronically to the 817 ASCA-registered secondary school counselors thought to reside in Maryland, Pennsylvania, Ohio, New York, or West Virginia who had email addresses registered with ASCA. Letters of informed consent were neither be sent nor collected, as counselors who opted to access the survey via StudentVoice whether from the electronic bulletin board or email invitation were viewed as having given consent to participate in this study.

After a 14-day initial period, a second request (Appendix D) was sent via email to this same population, requesting individual counselors to visit the StudentVoice website and to complete the electronic survey if they had not already done so. A hyperlink within the email was also offered as an option for accessing the online survey, which was being managed by StudentVoice.

After another 14-day period, the StudentVoice portal was closed, and survey results were tallied. The target response rate of 15% which represented 122.55 expected respondents was adjusted after 56 original email invitations were returned to the researcher following the first mass emailing, and 52 subsequent email invitations were returned following the second mass emailing attempt. This researcher concluded that not more than 761 possible participants were likely to have received both email invitations; therefore, the 15% expected response rate was adjusted to 114.15. While Price and Telljohann (1991) reported a response rate of 62%, their study was based on an original N equal to 2300 and thus included responses from 1,426 counselors. As discussed previously, due to a response rate of less than 30%, results will be used to gain insight

into current counselor views as opposed to using the results to make generalizations about counselor perceptions.

Similar to Price and Telljohann, responses from counselors no longer employed as secondary school counselors due to retirement or change in employment positions were disregarded, as were the responses of counselors employed exclusively in elementary schools and of those counselors who were employed in schools outside of the United States at the time of the study. It is important to note that secondary school counselors employed in such a capacity but not current members of ASCA were also excluded from participation in this study. This group of counselors would have had limited access to all features available at the ASCA website, including access to the site's bulletin board and would not have received either of the invitation emails. Without active ASCA membership, random visitors to the ASCA website (including counselors) were restricted from accessing the password-protected electronic bulletin board and StudentVoice link. ASCA membership, therefore, was a limiting factor that ensured a controlled, convenient sampling method for this researcher.

Data Analysis

Analysis included descriptive statistics to measure the frequency of individual responses as calculated by StudentVoice. Additionally, descriptive statistics were used to compare the frequency of responses based on given demographic information and to test for significant statistical differences. Specifically, Chi-square analysis was used to compare the frequency of responses to selected survey questions within assigned disaggregated groups. The assignment to a disaggregate group was based on collected

demographic information, including: age, gender, level of earned college degree, number of years employed as a school counselor, and/or sexual orientation of the respondent.

The number of survey questions used for Chi-square analysis was limited, and selection was based on the format of given responses. 62 of the 78 survey items (79%) were selected for Chi-square analysis, because they offered only one response option. Five of the remaining survey questions were excluded from Chi-square analysis, because they were purely demographic in design and offered no data relevant to the views of secondary school counselors regarding adolescent homosexuality: #4, 5, 6, 7, and 9. The responses to three additional questions were excluded from Chi-square analysis also, because they were included originally for exclusionary purposes due to the possibility that retired and/or unemployed counselors, along with counselors working outside the United States and/or counselors who work exclusively in elementary schools could have accessed the online survey: # 2, 3, and 8. The responses to a related question (#1) were also excluded from further review, because this question had been incorporated in the survey to prohibit counselors from completing the survey more than once.

Finally, the responses to six additional questions were excluded from further review, because they offered multiple response options: #10, 11, 22, 25, 25, and 39 that could not be practically reviewed via Chi-square analysis and/or a Fisher's Exact Test. The first of these two questions asked counselors to identify what percentage of homosexual adolescents they believe are enrolled in the secondary school(s) where they are employed. The second question asked counselors if they believe it is the role of the school counselor to counsel students who have a homosexual orientation. Responses for this question included, "Yes, always", "Yes, only if requested", and "No". Other

questions excluded in the Chi-square analysis based on multiple response options asked counselors to identify: how many homosexual adolescents they have dealt with in their career; how they became involved with that particular student; how the homosexual student was assisted; and the setting for professional discussions of adolescent homosexuality. Clearly, each of these questions addresses counselor views relevant to adolescent homosexuality. Although responses to these questions cannot be compared according to given demographic information, the frequency of individual counselor responses was measured and will be discussed. In all cases, additional responses offered as “other” were not included in the comparisons associated with Chi-square analysis.

CHAPTER IV

RESULTS

Introduction

Price and Tellojann's original survey instrument (1991) was altered specifically to address the seven research questions being explored by this researcher:

- 1) What are the perceptions of school counselors regarding adolescent homosexuality?
- 2) How do secondary school counselors perceive their role in terms of counseling homosexual students?
- 3) How has contact between homosexual students and their school counselors most often been initiated?
- 4) What types of intervention have been offered to homosexual students in the secondary school setting by their school counselors?
- 5) How competent do school counselors feel in regard to counseling homosexual students?
- 6) What sources contribute to school counselors' knowledge base in terms of counseling homosexual students?
- 7) In regard to counseling homosexual students, do the perceptions of school counselors vary by age, gender, level of earned college degree, number of years employed as a school counselor, and/or sexual orientation?

As part of this endeavor, each research question was matched with corresponding survey questions from the revised instrument (Appendix B). All data analyses were conducted in accordance with this configuration, and related tables were generated according to this same framework. In conjunction with research question #7, demographic data was collected also for the purposes of not only describing the sample population but also for establishing a framework by which responses could be grouped based on similar demographics, and these disaggregated responses analyzed to determine whether/not they were significantly different.

All survey responses were analyzed, and the data was organized into eight different reporting sections:

- 1) Demographics
- 2) Perceptions of Counselors Regarding Adolescent Homosexuality
- 3) Perceptions of Counselors Relevant to Their Role in Counseling Homosexual Students
- 4) Initiation of Contact Between Counselors and Homosexual Students
- 5) Interventions Offered by Counselors to Homosexual Students
- 6) Reported Competence of Counselors in Regard to Counseling Homosexual Students
- 7) Sources of Counselor Knowledge Relevant to Counseling Homosexual Students
- 8) Comparison of Counselor Responses Based on Reported Demographic Information.

Demographics

Demographic data was collected and analyzed descriptively to provide characteristics of the sample population used in this particular study. Six specific questions were included in the survey instrument to determine the following characteristics of each respondent: age; gender; level of education; years employed as a school counselor; grade levels currently counseled; and identified sexual orientation. Demographic information was also collected as a means of determining whether or not a review of disaggregated responses based on similar demographic characteristics yielded significant differences.

A total of 761 surveys were sent electronically via email to secondary school counselors who were active members of ASCA and who were thought to be living in the state of Maryland, Pennsylvania, Ohio, New York, or West Virginia at the time the study was conducted. Between 19 and 154 respondents answered at least one question in the survey. The mean number of respondents who participated in the 78-question survey was 118.45, which represents 15.56% of the targeted population.

Six of the initial questions in the 78-question survey were included to identify the characteristics of each respondent relative to age; gender; level of education; years employed as a school counselor; grade levels currently counseled; and identified sexual orientation. The total number of study participants who responded to this category of questions ranged from 124 to 144, with the mean number of respondents equaling 139.67. Specific to age of respondents, 140 individuals responded, and the mean age of all respondents was calculated to be 39.40 years of age. One hundred twenty-three (123) respondents answered the demographic question relevant to years employed as a school counselor, with the mean years of work experience calculated to be 9.66 years for all respondents. Table 1 provides a summary of other demographic data collected.

Table 1

Demographics of Participants

<u>Item</u>	<u>Percentage</u>	<u>n</u>
Gender		
Female	77.93	113
Male	22.07	32
Education (Highest Degree Earned)		
Bachelor's	11.72	17
Master's	74.48	108
Education Specialist Degree(s)	8.97	13
Doctoral	4.83	7
Grade Levels Currently Counseled		
Elementary	8.97	13
Middle	11.03	16
Junior High	8.28	12
High School	91.72	133
Reported Sexual Orientation		
Bisexual	2.40	3
Heterosexual	93.60	117
Homosexual	4.00	5

According to these data, the majority of respondents was female and held at least a Master's Degree at the time data was being collected. Additionally, a strong majority of respondents were employed in some fashion in a high school setting. The design of this related survey question did not include a mechanism for determining how much time was spent in any of the grade-level configurations (elementary, middle, junior high, and/or high school), although contact information was sought from ASCA only for those counselors who had assigned duties (in full or in part) in a secondary school setting. Thus, counselors who worked exclusively in the elementary setting were not invited to

participate in this study. Finally, an overwhelming majority of respondents claimed to have a heterosexual orientation.

Years employed as a school counselor was considered by this researcher also to be a demographic item of interest and relevance. One hundred forty-seven (147) counselors originally responded to question #7, which specifically asked participants to provide the number of years they have been employed as a school counselor. Twenty-five (25) of these responses were disregarded based on the design of this study. Specifically, these responses and subsequent ones offered by this population of respondents were disregarded, because they represented individuals who have not yet been employed as a school counselor.

Because question #7 was arranged in an open-ended format, a variety of responses were received, ranging from “<1” to “38” years. The most frequent response was “8” years, which was offered by 12 respondents. This researcher attempted to group responses for comparison purposes. Table 2 represents a summary of counselor responses.

Table 2

Years of School Counseling Experience

<u>Years</u>	<u>n</u>	<u>Percentage</u>
<1	8	6.56
1-5	36	29.51
6-10	41	33.61
11-30	34	27.87
31+	3	2.46

According to these data, about one-third of counselors (33.61%) who participated in this study have worked in the capacity of school counselor for between 6 and 10 years. The fewest number of participants have been employed as a school counselor for less than one year (6.56%) or for more than 31 years (2.46%).

While demographic in nature also, the first three questions of the survey instrument were included as a means of excluding responses from counselors who were not actively employed as a counselor in a secondary school in the U.S. at the time this researcher was collecting data. Eleven (11) of 153 total respondents responded to question #1 by claiming to have completed the survey more than once. Their subsequent responses forwarded after their initial attempts to participate in this study have been excluded from further review.

In response to question #2, 32 of 121 respondents claimed not to have been working as a school counselor at the time they attempted to participate in this study. Their responses have been disregarded also and will not be included in further discussions.

Based on responses to question #3, 100% of the 119 respondents claimed to be working in a U.S. school at the time they responded to the survey. Thus, their responses will be included in further discussions relevant to this study.

Perceptions of Counselors Regarding Homosexuality (General and Adolescent)

Twenty-seven (27) of the 78 total questions were designed to measure the perceptions of school counselors regarding homosexual students. The total number of study participants who responded to this category of questions ranged from 119 to 124, with the mean number of respondents equaling 119.70.

Question #10 specifically asked participants to provide the number of adolescents in their particular school whom they think are homosexual. Because this question was arranged in an open-ended format, a variety of responses were received, ranging from, “I don’t know” to 30%. No respondent felt that more than 30% of his/her student population is homosexual. This researcher attempted to group responses for comparison purposes. Twelve (12) of the related responses were interpreted by this researcher and placed in seemingly related categories, because they did not specifically include a number but instead included a range of values. Table 3 reflects a summary of responses received relevant to the number of homosexual adolescents thought to be enrolled in the schools where counselor respondents were employed at the time data were being collected.

Table 3

Number of Students Thought To Be Homosexual in the Secondary School Setting

<u>Number of Students</u>	<u>n</u>	<u>Percentage</u>
Unknown	5	3.91
Less than 1%	7	5.47
1-5%	75	58.59
6-10%	28	21.88
11-30%	13	10.16

According to these data, the highest frequency rate corresponds with a perception that between 1-5% of the student population in a secondary school setting is homosexual.

Related to counselor perceptions regarding adolescent homosexuality, study participants were asked to reveal their opinions as to the factors that contribute to

adolescent homosexuality. Since questions in this category followed a Likert-type format with available responses ranging from one (interpreted as the highest score for feelings of Not Important) to seven (interpreted as the highest score for feelings of Very Important), responses were grouped and interpreted as follows: 1-2 (Not Important); 3-5 (Moderately Important); and 6-7 (Very Important). The frequency of responses is reported in Table 4 as valid percentages, while mean values of all responses for each corresponding survey question are included also.

Table 4

Factors that Contribute to Adolescent Homosexuality

<u>Variable</u>	<u>Percentage</u>			<u>Mean</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Heredity	34.71	25.62	39.67	4.13
Hormone Imbalance	58.68	28.10	13.22	2.78
Chosen Lifestyle	52.07	30.58	17.36	3.07
Parental Upbringing	65.29	32.23	2.48	2.22
Negative Heterosexual Experience	55.37	39.67	4.96	2.54
No Heterosexual Options	79.17	16.53	4.13	1.88
Sexually Abused as a Child	42.50	45.83	11.67	3.13
One Sexual Experience with a Member of the Same Sex	60.33	35.54	4.13	2.45
Majority of Sexual Fantasies are of the Same Sex	19.01	54.55	26.44	4.15
Has Romantic Attractions for Member of the Same Sex	8.27	43.80	47.93	5.14
Student Claims to be Homosexual Even Though He/She has not been Sexually Involved	15.70	42.97	41.32	4.67
Student Exhibits Stereotypical Homosexual Behaviors	49.59	40.49	9.91	2.92
Student has a Number of Friends Known to be Homosexual	62.29	31.40	3.31	2.23
Student has One Ongoing Intimate Relationship with a Member of the Same Sex	8.27	26.45	65.29	5.54

n=120

Counselors appear to view the following three factors as being leading contributors of adolescent homosexuality: Student has one ongoing intimate relationship with a member of the same sex; Student has romantic attractions for members of the same sex; and Student claims to be homosexual even though he/she has not been sexually involved. However, the mean responses for these same variables ranges from 4.67 to 5.54, which correspond with the range of values assigned to feelings of only moderate importance. Therefore, while the majority of counselors identified the three aforementioned factors as the leading contributors of adolescent homosexuality, as a group, these counselors appear to feel these contributing factors bear only moderate weight in determining whether or not an adolescent identifies himself/herself as homosexual. When considering mean values only, the top three factors that affect adolescent homosexuality appear to be: Student has one ongoing intimate relationship with a member of the same sex; Student has romantic attractions for member of the same sex; and Student claims to be homosexual even though he/she has not been sexually involved.

Conversely, the factors that appear to be least important in terms of influencing adolescent homosexuality, have been identified as: Parental upbringing (2.48%) and Student has a number of friends known to be homosexual (3.31%). Counselors who participated in this study reported with an equal frequency (4.13%) the following two factors as being the least important when determining adolescent homosexuality: No heterosexual options and One sexual experience with a member of the same sex. The mean responses for the four least important variables ranges from 1.88 to 2.45, which corresponds to the range of values assigned to feelings of little importance. The three

factors that contribute the least to adolescent homosexuality based on a review of mean values appears to be consistent with counselor views as reflected in frequency results: No heterosexual options; Parental upbringing; and Student has a number of friends known to be homosexual.

Counselor views of related aspects of adolescent homosexuality were also explored through the use of survey items #63, 64, 65, 66, 67, 68, 69, 70, 73, 74, 75, and 77. Counselors were asked to identify their level of agreement with various given statements that related to homosexuality in general and homosexuality as it applies specifically to adolescents. A Likert scale of 1 to 7 was offered as the format for response options. Responses were interpreted as follows: 1-2 (Strongly Disagree); 3-5 (Moderately Agree); and 6-7 (Strongly Agree). The frequency of counselor responses was tallied and is reflected in Table 5.

Table 5

Other Aspects of Homosexuality (General and Adolescent)

<u>Item</u>	<u>Percentage</u>			<u>Mean</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Homosexual students are more likely than most students to abuse drugs.	31.93	49.58	18.49	3.60
Homosexual students are more likely than most students to attempt suicide.	10.08	42.86	47.06	4.87
Homosexuality is offensive to God and therefore, offensive to me.	91.59	5.05	3.36	1.39
Homosexual students are more likely than most students to be found in the creative and performing professions.	38.66	54.62	6.72	3.11
Students are very degrading toward fellow students whom they discover are homosexual.	9.24	56.31	34.45	4.75
Homosexuality is becoming more prevalent in the adolescent population.	28.57	45.38	26.05	3.98
The vast majority of homosexual students are satisfied with their sexual orientation.	24.37	68.07	7.56	3.48
Homosexual students are more likely than most students to feel isolated and rejected.	5.04	27.74	67.22	5.68
Homosexual adolescents who have the opportunity to experience a positive heterosexual relationship are likely to change their sexual orientation.	81.51	17.65	0.84	1.70
A homosexual lifestyle is not a healthy lifestyle.	85.72	10.08	4.20	1.65
Homosexuals do not like members of the opposite sex.	90.75	8.41	0.84	1.37
Homosexuals experience a more intense sex drive than do heterosexuals.	89.92	9.24	0.84	1.47

n=119

Based on the frequency of responses as listed in Table 5, study participants most strongly disagreed with the following statement: “Homosexuality is offensive to God and therefore, offensive to me.” They also strongly disagreed with the statements: “Homosexuals do not like members of the opposite sex”, and “Homosexuals experience a more intense sex drive than do heterosexuals.” Frequency responses for these statements were 91.59%, 90.75%, and 89.92%, respectively. Mean responses for each of these three statements were 1.39, 1.37, and 1.47, all of which fit in the category of “Strongly Disagree” (1-2).

Conversely, counselors appeared to agree most strongly with the following three statements: “Homosexual students are more likely than most students to feel isolated and rejected”; “Homosexual students are more likely than most students to attempt suicide”; and “Students are very degrading toward fellow students whom they discover are homosexual”. Frequency responses for these statements were 67.22%, 47.06%, and 34.45%, respectively. Mean responses for each of these three statements were 5.68, 4.87, and 4.75, which indicates only moderate agreement with each of the given statements. Therefore, one may conclude that counselors recognize that homosexual students are at risk of: feeling isolated and/or rejected; attempting suicide; and being degraded by peers as the result of their homosexual orientation, but counselors do not appear to consider the strength of any of these aforementioned risk factors as being overwhelmingly great.

Perceptions of Counselors Relevant to Their Role in Counseling Homosexual Students

Eleven (11) of the total 78 survey questions were designed to measure how secondary school counselors perceive their role in terms of counseling homosexual

students. The total number of study participants who responded to this category of questions ranged from 119 to 124, with the mean number of respondents equaling 120.

The earliest question in this category targeted counselor views relevant to their role in addressing the needs of adolescent homosexuals. One hundred twenty-four (124) participants responded to this survey item. The majority of these counselor participants (64.52%) expressed their opinion that counselors should counsel students who have a homosexual orientation “only if requested”. 33.06% of the respondents felt homosexual students should be counseled “always”, while 2.42% of respondents responded that they believe it is not the responsibility of school counselors to counsel students who have a homosexual orientation.

Related views were explored more deeply through the use of additional survey items. Five additional questions followed a Likert-type response format with available responses ranging from one (interpreted as the highest score for feelings of Not Important) to seven (interpreted as the highest score for feelings of Very Important). Responses were grouped and interpreted as follows: 1-2 (Not Important); 3-5 (Moderately Important); and 6-7 (Very Important). The frequency of responses is reported in Table 6 as valid percentages, while mean values of all responses for each corresponding survey question are included also.

Table 6

Role of Counselor in Addressing Needs of Homosexual Adolescents

<u>Item</u>	<u>Percentage</u>			<u>Mean</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Assist them dealing with their family	2.50	15.83	81.67	6.34
Assist them dealing with their friends	1.66	12.51	85.83	6.49
Assist them to find support for their lifestyle	2.50	77.84	79.66	6.29
Help them change their sexual orientation	95.00	3.33	1.67	1.18
Help them accept their sexual orientation	6.66	29.17	64.17	5.62

n=120

According to these data, many counselors seem to view three of the available response options as clearly being within the scope of the school counselor position: Assist students in dealing with their family; Assist students in dealing with their friends; and Assist students with finding support for their lifestyle. The majority of counselor participants (81.67%) believe it is very important for school counselors to assist homosexual students with interactions between the students and their families. This conclusion is further supported by consideration of the mean response for question #51, which equaled 6.34, a value that corresponds with a response of “Very Important.” However, while counselors may feel it is their role to assist students with their

interactions with family members, only 27.05% of the 122 respondents who answered question #26 claim to have ever helped a student to discuss his/her sexual orientation with a parent and/or guardian.

Additionally, a greater majority of respondents (85.83%) believe it is very important for school counselors to assist homosexual students with interactions between the student and his/her friends. This conclusion is also supported by consideration of the mean response for question #52, which equaled 6.49, a value that can be related to the “Very Important” range of responses. Finally, a majority of counselor participants (79.66%) reported their belief that it is the role of school counselors to assist homosexual students with finding support for their lifestyle. This conclusion is further supported by a review of the mean response to question #53, which equaled 6.29, a value that corresponds with the “Very Important” range of responses.

While a majority of counselor respondents (64.17%) expressed their belief that school counselors should also assist homosexual students with accepting their lifestyle, when the mean response for question #55 is considered, it is apparent that a value of 5.62 is within the range of values that correspond with a response of “Moderately Important” (3-5) and “Very Important” (6-7).

Conversely, counselor respondents clearly felt that it is not the role of the school counselor to attempt to change the sexual orientation of the homosexual student, as evidenced by a mean response for question #54 of 1.18, which clearly falls within the “Not Important” range (1-2) of possible responses. This conclusion is further supported by research findings that indicate 1.67% of the respondents to question #54 felt that

attempting to help students change their sexual orientation as being a “Not Important” role of the school counselor.

Within this same category of questions targeted at identifying counselor perceptions relative to their role in addressing the needs of the homosexual student, four additional questions were included in the survey instrument to explore more deeply other views. Each of these items included the option of Likert-type response options, ranging from 1 to 7. A response of 1-2 was viewed as “Strongly Disagree”. Responses in the range of 3-5 were viewed as “Moderately Agree”, and responses in the range of 6-7 were viewed as Strongly Agree. Table 7 illustrates a summary of additional findings relevant to the role of school counselors in terms of counseling homosexual students.

Table 7

Extended Views Relevant to Counseling Homosexual Students

<u>Item</u>	<u>Percentage</u>			<u>Mean</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Counseling homosexual students would be professionally gratifying	9.24	59.94	37.82	4.93
Schools are not doing enough to help homosexual adolescents adjust to their school environment	4.20	44.54	51.26	5.50
Teachers seem to exhibit significant prejudice towards homosexual students	27.73	62.19	10.08	3.40
The American Association of School Counselors should take a strong stand supporting the rights and needs of homosexual students	5.88	21.73	66.39	5.83
n=119				

A review of extended counselor views reveals only moderate agreement with the view that counseling homosexual students can be professionally gratifying for school counselors, as reported by 59.94% of the respondents to question #71. Additionally, mean responses for this same question equaled 4.9, a value that is within the range of values (3-5) associated with a “Moderately Agree” response. Counselors also seemed to moderately agree with the notion that teachers seems to exhibit significant prejudice towards homosexual students, as evidenced by a mean response of 3.40, which is in the

range of values (3-5) associated with a “Moderately Agree” response. Additionally, in terms of frequency, 62.19% of counselor respondents reported their moderate agreement with this same statement.

Counselors appeared to have stronger views related to the intervention of the school system and the support offered by at least one professional organization of school counselors. Prior to the discussion of related survey results, it should be noted that this researcher incorrectly labeled the American School Counselors Association as part of question #78. The organization was incorrectly listed as the American Association of School Counselors. It will be assumed that, since participants were selected for this study based on their membership in the American School Counselors Association, they most likely did not recognize this error. Additionally, this researcher attempted to determine whether or not an alternate professional organization of school counselors known as the American Association of School Counselors actually exists. No such organization was found via a Google Internet search.

The majority of counselors (66.39%) who responded to question #78 indicated a strong belief that the “American Association of School Counselors” should take a strong stand supporting the rights and needs of homosexual students. The mean counselor response for this same question was 5.83, which falls between the range of values associated with a “Strongly Agree” response (6-7) and “Moderately Agree” response (3-5).

A little more than half (51.26%) of the counselors who participated in this study reported views that schools are not doing enough to help homosexual adolescents adjust to their school environment. However, the mean response for question #72 was 5.50

which falls between the range of values associated with a “Strongly Agree” response (6-7) and a “Moderately Agree” response (3-5).

Overall, there was only moderate agreement among counselors that counseling homosexual students would be professionally gratifying. No related survey items were included to collect data relevant to what barriers might be interfering with a sense of counselor gratification. Additionally, counselors appear to strongly believe that schools are not doing “enough” to help homosexual students, and they also appear to strongly believe that The American School Counselor Association (ASCA) should strongly support the rights of homosexual students in the school setting. However, counselors were not given the opportunity to describe what additional actions of protection and/or support should be taken by either institution. Finally, it does appear that counselors, to some degree, feel that teachers may be part of the problem, given their moderate agreement that teachers exhibit significant prejudice towards homosexual students. Again, counselors were not given the opportunity to describe how such acts of prejudice by teachers may be manifested in the school setting.

Initiation of Contact Between Counselors and Homosexual Students

Four of the total 78 questions in this category were designed to identify how contact between homosexual students and their school counselors has been initiated most often. The total number of study participants who responded to this category of questions ranged from 19 to 124, with the mean number of respondents equaling 95.20. Responses to question #21 may be viewed as an introduction to a review other questions included in this same category. One hundred twenty-four (124) counselors responded to this initial

question. An overwhelming majority of respondents (85.48%) indicated that they have dealt with at least one student who had a homosexual orientation.

A subsequent question was asked as a means of identifying how many homosexual students the counselors had dealt with. One hundred (100) counselors responded to this question (#22). Because this question was arranged in an open-ended format, a variety of responses were received, ranging from, “unknown” to 75. The highest responses were 30 and 75, and each of these selections was offered by a sole respondent respectively. All other responses were in the range of 0 to 15, with 2 being the most frequent response (n=22). One respondent provided a “?” for his/her response. This response was ignored. Another respondent entered, “.001” as his/her response. This response was interpreted as a “0”. This researcher attempted to group responses for comparison purposes. Table 8 reflects a summary of responses to question #22.

Table 8

Number of Adolescent Students Formerly Dealt with by Counselor Respondents

<u>Number of Students</u>	<u>n</u>	<u>Percentage</u>
Unknown	1	1.00
0	4	4.00
1-5	76	76.00
6-10	14	14.00
11-30	3	3.00
31+	1	1.00

This data seem to indicate that frequent contact with homosexual students is not likely, as the majority of respondents have dealt with five or fewer adolescent homosexuals. If one considers that about one-third of study participants (33.61%) were employed as a school

counselor for between 6 and 10 years at the time this study was conducted, it would seem that these counselors were likely to have encountered only one homosexual student about every two years of their employment as a secondary school counselor.

When asked whether or not they have ever initiated discussions of a student's sexual orientation with that particular student, 81.13% of the 106 respondents who answered question #23, responded, "No". A subsequent question (#24) was included in the survey as a means of determining specifically how school counselors had become involved with adolescent homosexuals. In terms of question format, ten scenarios were offered as possible responses, along with an open space for "other" responses. Respondents had the opportunity to provide more than one response. It is interesting to note that only 19 individuals responded to question #24. This represents the lowest response rate of the 78-question survey questionnaire, with the second lowest response rate being 93 respondents for question #39. Table 9 provides details relevant to responses received for question #24.

Table 9

How Contact has been Initiated Between Homosexual Students and School Counselors

<u>Item</u>	<u>frequency</u>	<u>Percentage</u>
A parent/guardian expressed concerns	3	6.25
Student was often accused by his peers of being homosexual	7	14.58
Student reported a single act of violence against him/her based on perceived sexual orientation	2	4.17
Student reported having been the victim of more than one act of harassment based on perceived sexual orientation	8	16.67
A teacher expressed concerns	7	14.58
Student appeared overly masculine or feminine	4	8.33
Student wore clothing and/or apparel that was in contrast to his/her recognized gender	2	4.17
Student appeared to be attracted to members of the same gender	4	8.33
Student had been accused of participating in a single act of harassment against a student he/she perceived as being homosexual	0	0.00
Other	11	22.92

n=19

According to these data, the most frequent antecedents of counselor intervention for homosexual students was based on: Student reports of ongoing harassment based on perceived sexual orientation (16.67%); Concerns expressed by a teacher (14.58%); and Student was often accused by this peers of being homosexual (14.58%). Counselors who

participated in this study reported with equal frequency (14.58%) that their involvement was prompted by having received expressions of concern from teachers and only having knowledge that the student was being accused by his peers of being homosexual. Not one respondent claimed to have ever counseled the perpetrator of harassment against students thought to be homosexual.

The following responses were also received for question #24 and provide additional data as to how counselors became involved with homosexual students.

21.57% of the total responses to question #24 may be considered as “other” responses not given. Each response was provided only once and represents 1.96% of the total number of “other” responses received:

- 1) At risk for dropping out
- 2) Journal to teacher, referred to me
- 3) Just from forming a trusting relationship with the student
- 4) Referral from past counselor
- 5) Student came to me with relationship problems
- 6) Student disclosed to me
- 7) Student presented with other issues
- 8) Student self-report of gender/sexuality issues
- 9) The student initiated
- 10) The student self injures
- 11) The students came to me to disclose their sexual orientation

Eight of 11 (72.73%) of the above responses seem to imply that the student initiated the discussions of homosexuality with their school counselor: #3, 5, 6, 7, 8, 9, 10, and 11, although the ten scenarios presented as part of question #24 did not include an option that was linked to the student having initiated the contact.

In summary, counselors having one to five years of school experience appeared more likely to have contact with homosexual students. It appears clear that the driving force behind the interactions between counselors and homosexual students may be

attributed to individuals other than the counselors themselves: teacher and/or student. In most cases, it appears that the student, himself/herself, initiated the contact between he/she and the school counselor.

Interventions Offered by Counselors to Homosexual Students

Seven of the total 78 questions were designed to identify what types of interventions have been offered to homosexual students in the secondary school setting by their school counselors. The total number of study participants who responded to this category of questions ranged from 105 to 122, with the mean number of respondents equaling 119.57.

Question #25 specifically asked respondents to identify what types of interventions they have used when counseling homosexual students. Five scenarios were given as possible response options, and a blank space was provided for “other” responses. 105 respondents answered question #25, and each had the opportunity to provide multiple responses. As reported earlier, responses to question #25 (n=105) were the second lowest in terms of counselor participation in this study. Table 10 represents a summary of responses and their frequency for all given response options to question #25.

Table 10

Interventions Offered to Homosexual Students by School Counselors

<u>Item</u>	<u>frequency</u>	<u>Percentage</u>
Referred to parents	11	5.67
Referred to social worker or clinical psychologist	15	7.73
Referred to psychiatrist or other physician	2	1.03
Referred to a support group for gay and lesbian youth	54	27.84
I personally worked with the student	91	46.91
Other	21	10.82

n=105

According to these data, the most common interventions employed by counselors who participated in this study are working personally with the homosexual student (46.91%) and referring the homosexual student to a support group for gay and lesbian youth (27.84%). The least used strategy as noted by study participants was a referral to a psychiatrist or other physician (1.03%).

The following 21 responses were also received for question #25 and provide additional data as to interventions school counselors have used when dealing with homosexual students. 10.82% of the total responses to question #25 may be considered as “other” responses not given. Each response was provided only once and represents 0.51% of the total “other” responses received:

- 1) A tolerance and diversity club was started
- 2) Alternative school
- 3) Assisted only with issues about college application process
- 4) Campus minister
- 5) CYS
- 6) Discussed issues related to the student who was gay or lesbian only if they felt the need to discuss these issues with me
- 7) Gave printed materials
- 8) Gave the student literature
- 9) I always encourage and assist the student in trying to share this info with the parents as it will assist both the student and the parent in getting the help and support that is needed and hopefully, appreciated.
- 10) I have never differentiated between a gay or straight student. Helping is helping... that stuff is just details.
- 11) Offered assistance as needed
- 12) Referred them to ASCA books on the topic
- 13) Referred to LPC dealing with gender issues
- 14) Referred to School Psychologist who has greater experience in this area
- 15) Student brought issue up
- 16) Student club (Gay Straight Alliance)
- 17) Suggested that when ready, they talk to their parents and also seek counseling support
- 18) Support as needed
- 19) The student was seeing outside counselor already—just offered support
- 20) Tried to get students into Harvey Milk School NYC
- 21) Worked with mother and grandmother

Two of these 21 additional responses (9.52%) may be related to referrals to student clubs that embrace diversity: #1 and #16. Two additional responses (9.52%) reference the issuance of printed materials by school counselors. All other responses appear to reflect individual counselor experiences and may not be used to represent a pattern of responses.

When asked whether or not they had ever counseled a student who has been victimized because of perceived sexual orientation, 62.7% of the total respondents (n=126) to question #27 indicated that they had. Conversely, when asked as part of a subsequent question whether or not they had ever counseled a student who has victimized another student because of perceived sexual orientation, responses were divided equally.

Of the 126 total respondents who answered question #28, 50% confirmed they had counseled such a student, and 50% said they had not. It should be noted that responses to question #28 contradict those of question #24 in which none of the 19 respondents indicated that he/she had ever counseled a student who had been accused of participating in a single act of harassment against a student he/she perceived as being homosexual.

Written materials do not appear to be a likely source of intervention for school counselors when addressing the issue of adolescent homosexuality. When asked whether or not they had ever shared written materials relevant to issues of sexual orientation with parents or guardians, 84.43% (n=103) of the 122 respondents who answered question #29 indicated they had not. When asked whether or not they had shared written materials relevant to issues of sexual orientation with students, 55.74% (n=68) of the counselor 122 respondents who answered question #30 indicated that they had not. Written materials were also reported to have not been commonly shared with counselors and their supervisors as per the responses received to question #31. 78.69% (n=96) of the 122 respondents who answered this question indicated that they had never shared such materials with their supervisors, and 51.64% (n=63) of the 122 respondents who answered a related question (#32) indicating that they had never shared written materials relevant to issues of sexual orientation with a colleague.

Overall, the most frequent form of intervention offered by school counselors to adolescent homosexuals appears to have included personal attention offered by the counselor himself/herself, followed by a referral offered to a support group for gay and lesbian youth. Although counselors were provided with an “Other” response option that allowed counselors to provide additional text, it is not clear what specific support groups

were used for student intervention purposes. Specifically, it is not clear whether or not such groups were sponsored by the school, community, and/or other outreach groups, although at least one respondent each mentioned a referral to a “diversity club” and one to a “student club (Gay Straight Alliance)”.

Reported Competence of Counselors in Regard to Counseling Homosexual Students

Nine of the 78 total survey questions were designed to measure the level of competence school counselors feel in regard to counseling homosexual students. One hundred twenty-four (124) study participants responded to each of the nine questions included in this category. It is interesting to note each of these nine questions followed a Likert-style format with a range of response values being offered in the range from 0 to 10. Responses were reviewed and interpreted as follows: Not Competent or Concerned (0-3); Moderately Competent or Concerned (4-6); and Extremely Competent or Concerned (7-10). Only the first question in this series of nine offers responses relevant to perceived competence. All other questions offer responses related to the level of concern felt by school counselors as they considered how their involvement with adolescent homosexuals may be perceived by various individuals.

The majority of counselor respondents who participated in this study indicated a strong level of competence in terms of assisting homosexual students. Of the 124 counselor respondents who answered question #12, 52.41% (n=65) rated themselves as being “Extremely Competent”. 34.68% (n=43) of respondents rated themselves as being “Moderately Competent”, and 12.9% (n=16) rated themselves as being “Not Competent” in assisting students having a homosexual orientation.

Counselor responses relevant to the perceptions of others based on counselor involvement with homosexual students seemed to vary based on whose perceptions were being considered. Table 11 provides a summary of counselor responses to survey questions #13, 14, 15, 16, 17, 18, 19, and 20.

Table 11

Counselor Concerns Relevant to how Others Perceive their Involvement with Homosexual Students

<u>Item</u>	<u>Percentage</u>			<u>Mean</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Parents/guardians may question the sexual orientation of any adult who may offer support	74.20	12.89	12.91	2.23
Colleagues may question the sexual orientation of any adult who may offer support	81.45	8.87	9.68	1.81
A supervisor may question the sexual orientation of any adult who may offer support	82.25	8.07	9.68	1.73
Students may question the sexual orientation of any adult who may offer support	76.61	10.48	12.91	1.94
Parents/guardians may view involvement as active encouragement of homosexuality	58.87	22.58	18.55	3.37
Colleagues may view involvement as active encouragement of homosexuality	83.87	6.45	9.68	1.85
A supervisor may view involvement as active encouragement of homosexuality	89.84	0.48	9.68	2.06
Students may view involvement as active encouragement of homosexuality	76.62	10.48	12.90	2.24
n=124				

According to these data, counselors reported they were least concerned that counseling a homosexual student may have the following impact: A supervisor may view involvement as active encouragement of homosexuality (89.84%); Colleagues may view involvement as active encouragement of homosexuality (83.87%); and A supervisor may question the sexual orientation of any adult who may offer support (82.25%). The mean responses for these same items range from 1.73 to 2.06, with all mean responses falling in the range of 0-3, which may be viewed as “Not Concerned”.

Counselors who participated in this study rated the following as being of most concern to them: Parent/guardians may view involvement as active encouragement of homosexuality (15.55%); Students may question the sexual orientation of any adult who may offer support (12.91%); and Parents/guardians may question the sexual orientation of any adult who may offer support (12.91%). Counselors reported with equal frequency their concerns that students and parents/guardians may question the sexual orientation of any counselor who offers support to a homosexual student. It should be noted, however, that a review of mean responses associated with the aforementioned leading three responses, shows that the means range from 1.94 to 3.37. Means in this range are interpreted as “Not Concerned” for this study. Additionally, further review of all mean responses indicates that counselor respondents did not appear to be concerned about any of the given items, as no mean was greater than four, which would indicated a level of only moderate concern. All mean responses fit the category of “Not Concerned” (0-3).

Sources of Counselor Knowledge Relevant to Counseling Homosexual Students

Eleven (11) of the 78 total questions were designed to identify what sources have contributed to school counselors' knowledge base in terms of counseling homosexual students. The total number of study participants who responded to this category of questions ranged from 93 to 122, with the mean number of respondents equaling 118.64. The first question in this category (#33) included that various response options along with a blank space for respondents to record any responses that were not given. Table 12 provides a summary of all responses received, along with their frequency.

Table 12

Sources of Information Relevant to Homosexuality

<u>Item</u>	<u>frequency</u>	<u>Percentage</u>
College classes	69	17.65
On the job training	62	15.86
Textbooks	32	8.18
Professional journals	70	17.90
Workshops/professional conferences	58	14.83
Mass media (TV, newspapers, magazines)	34	8.70
In-service programs	22	5.63
Other	44	11.25

n=122

The following 44 responses were also received as responses to question #33 and provide additional data as to sources counselors have used to gain additional information about homosexuality:

- 1) Close friends that are homosexual
- 2) Close friends who are gay
- 3) Collaboration with school psychologist and with concerned colleagues
- 4) Colleagues
- 5) Consultation with gay colleagues
- 6) Contact with homosexual friends/colleagues
- 7) Contacting organizations
- 8) Directly from the students who I was helping
- 9) Diversity Day
- 10) Experience
- 11) Experience
- 12) Friends
- 13) Friends who are GLB
- 14) Friends who are homosexual
- 15) Friends who have shared that journey
- 16) Friends/family
- 17) From the students/family
- 18) Gay friends
- 19) Gay friends
- 20) Gay friends
- 21) GLBT support groups
- 22) Homosexual friends
- 23) Individuals/groups that are available for self-help or support services where I have been invited to share/learn of the expressed concerns/experiences
- 24) Internet
- 25) Internet
- 26) Life experience
- 27) Life experiences
- 28) Life experiences
- 29) Live in NYC and have many gay friends
- 30) LPC colleague who is homosexual, and from discussions with a homosexual friend of my daughter
- 31) Members of the homosexual community
- 32) Online
- 33) Organization meetings, i.e. PFLAG
- 34) Out reach PFLAG center
- 35) Personal acquaintances
- 36) Personal experience
- 37) Personal Experience
- 38) Personal experience-family and friends
- 39) Personal relationships
- 40) Planned Parenthood literature
- 41) Professional organizations
- 42) Professors active in the LGBT community
- 43) Stonewall GLBT-Q
- 44) Supervisor during internship

Each of the above 44 responses specified as belonging to the “Other” category by study participants represents 11.11% of all responses received for question #33. The most common of these responses may be related to friends, family, colleagues, and/or acquaintances who are homosexual as providing a source of information for counselors relevant to homosexuality. Seventeen (17) of the “Other” responses (#1, 2, 5, 6, 13, 14, 15, 18, 19, 20, 22, 29, 30, 31, 38, 42, and 44) fit this description and represent 4.25% of all responses received. While other responses also include a reference to family and/or friends, respondents did not provide additional information relevant to the sexual orientation of these individuals.

Overall, counselor respondents identified the following sources as being the least used for learning purposes: In-service programs (5.63%); Textbooks (8.18%); and Mass media, which include TV, newspapers, and magazines (8.70%). These same respondents identified the following sources as the leading contributors of information on homosexuality: Professional journals (19.90%); College classes (17.65%); and On the job training (15.86%).

Ten additional questions were included in the survey also to identify what sources of information school counselors have used to prepare themselves to deal with homosexual students. The responses to seven of these additional questions are included in Table 13.

Table 13

Counselor Exposure to Discussions of Homosexuality

<u>Item</u>	<u>Percentage</u>	
	<u>Yes</u>	<u>No</u>
Has a school district employer (former or current) ever hosted training relevant to issues of sexual orientation?	21.31	78.69
Has a supervisor (former or current) ever directed you to participate in training relevant to issues of sexual orientation?	8.20	91.80
Has a supervisor (former or current) ever suggested you to participate in training relevant to issues of sexual orientation?	18.03	81.97
Have you ever requested to participate in training relevant to issues of sexual orientation?	41.80	58.20
Have you ever participated in Professional discussion relevant to sexual orientation?	77.87	22.13
Do you have access to support materials for families relevant to issues of sexual orientation?	62.50	37.50
Do you have access to support materials for students relevant to issues of sexual orientation?	73.33	26.67
n=120-122		

While 84.43% (n=103) of respondents, as discussed earlier, indicated they have not shared written materials as part of their interventions with homosexual students, according to the results found in Table 12, more than half of the counselors who participated in this study indicate they do have access to support materials for families

(62.50%) and for students (73.33%). An assumption is that these materials are in part or full written materials. Additionally, it has been more common for a supervisor to “suggest” that a counselor participate in training aimed at increasing knowledge of adolescent homosexuality as opposed to “directing” him/her to do so (18.03% vs. 8.20%). While this study asked counselors to identify whether or not they had ever requested to participate in training relevant to issues of sexual orientation, and 41.80% of study participants indicated that they had, there was no follow-up question to identify how supervisors had responded to such requests. So, there is no way to measure whether or not such training had been approved.

A solid majority (77.87%) of counselor respondents, however, indicated they have participated in professional discussions relevant to sexual orientation. A follow-up question was included to identify the specific nature of these discussions. Six response options were given, and a blank space was also provided for respondents to enter “Other” responses not given. Table 14 summarizes the frequency of responses to the options provided.

Table 14

Settings for Professional Discussions of Homosexuality

<u>Item</u>	<u>frequency</u>	<u>Percentage</u>
Parent or guardian conference	13	5.56
Faculty meeting	12	5.13
Meeting with supervisor	21	8.97
Meeting with colleague(s)	68	29.06
Graduate class studies	63	26.92
Professional development training or conference	53	22.65
Other	4	1.71

n=93

Although these data indicate that almost one-third (29.06%) of all respondents indicated they have discussed adolescent homosexuality with a colleague or colleagues, no follow-up survey item was included to specifically address whether or not these discussions were informal, such as those that would be engaged in a faculty break area or formal, such as those that would be part of a specialized training. It is possible that these discussions were formal, as 26.92% of respondents indicated they have participated in graduate class studies that addressed adolescent homosexuality, and 22.65% indicated they have participated in at least one professional development training and/or conference addressing this same topic. It should be noted, however, that, as discussed earlier, only 5.63% of those who responded to a related question indicated that they have participated in an in-service training focusing on adolescent homosexuality. The respondents' definition of "in-service training" versus "professional development training or

conference” is key to this discussion but unavailable, as no respondent was asked to provide a definition for either.

Other responses relevant to sources that have contributed to school counselors’ knowledge base of adolescent homosexuality were captured as “other” responses not given for question #39. Each of the following additional responses was offered only once and appear to reflect both informal and formal discussions:

- 1) Amongst friends
- 2) Diocese meetings for high school counselors and campus ministers
- 3) Diversity Day
- 4) Met with organization rep
- 5) With students

Finally, counselor respondents were asked to rate their familiarity with two support groups known to offer support for individuals and their families with regard to issues relevant to sexual orientation. The two groups mentioned in this study have numerous local chapters throughout the United States. They include: Parents and Friends of Lesbians and Gays (PFLAG) and Gay Lesbian Straight Education Network. (GLSEN). Responses were measured via a Likert-type scale and were interpreted as follows: 0-3 (No Familiarity); 4-6 (Moderate Familiarity); and 7-10 (Extremely Familiar). Table 15 summarizes all responses received:

Table 15

Familiarity with Nationally Recognized Support Groups

<u>Group</u>	<u>Percentage</u>			<u>Mean</u>
	No Familiarity (0-3)	Moderately Familiar (4-6)	Extremely Familiar (7-10)	
PFLAG	45.00	27.51	27.49	3.83
GLSEN	64.16	14.17	21.67	3.04
n=120				

According to these data, the majority (64.16%) of counselor respondents had no familiarity with GLSEN. PFLAG, on the other hand, appeared to be somewhat more familiar to counselors who participated in this study, given that more than half of all respondents (55.00%) had at least moderate familiarity with this organization. Still, based on mean scores (3.04-3.83), neither organization was very familiar to respondents.

The most common sources of counselor knowledge relevant to counseling homosexual students in the school setting appear to be: professional journals; college classes; and on-the-job training, although counselors were not asked to elaborate as to what that type of training may include. The views related to on-the-job training are especially interesting, given that only 17% of all respondents claim to have dealt with six or more homosexual students at the time data was being collected or this study. Similarly, counselors have reported only limited familiarity with the nationally recognized support groups of GLSEN and PLAG. The majority of counselors, however, assert that they have participated in professional discussions relevant to sexual orientation. The settings for these professional discussions appear to have most likely

been meetings with colleague(s); graduate class studies; and professional development trainings or conferences. Counselors were not asked to specify the actual location of the professional development trainings or conferences. It would be interesting to know whether or not they were offered within the place of employment, at a local university or college, at a local intermediate unit, etc.

Counselor Perceptions Regarding Homosexuality (General and Adolescent) Sorted by Given Demographic Information

This study was devised to not only identify counselor perceptions relevant to various aspects of counseling homosexual adolescents in the secondary school setting but also to measure whether or not the responses to select survey questions varied significantly based on specific demographic information provided by each counselor respondent: age; gender; level of earned college degree; number of years employed as a school counselor; and sexual orientation. Sixty-two (62) of the 78 survey questions was selected based on question format to be compared statistically. They included questions #12-21, 23, 26-38, and 40-78. Responses to these questions were selected for comparison based on Chi-square analysis, because they offered a single response option. Open-ended responses associated with any/all of these 62 questions have been excluded from further review. Comparisons will be discussed according to the seven categories established as a framework for Chapter IV discussions.

A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Age of Respondent

As reported earlier, the mean age of counselor respondents for this study was 39.40 years. Additionally, reported respondent ages ranged from 23 years to 66 years. 26 years was one of the most common ages reported with n=10, along with 50 years of

age, also having n=10. Fourteen different variable options were presented as part of various questions aimed at determining counselor views relevant to the factors that determine homosexuality in an adolescent.

Question #44 of the survey instrument addressed counselor views relevant to the impact of heredity on determining homosexuality in adolescents. Table 16 summarizes responses categorized by the age of counselor respondents.

Table 16

Perception of Impact of Heredity on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	45.16	22.58	32.26	31
30-39	38.71	32.26	29.03	31
40-49	37.50	25.00	37.50	24
50-59	23.07	19.23	57.69	26
60+	0.00	50.00	50.00	4
$\chi^2=22.50$	p=0.55	df=24		

A review of these data suggests there was no statistical significance among counselor views relevant to whether/not heredity plays an important role in determining adolescent homosexuality based on the age of counselor who participated in this study, although no counselor over the age of 60 years indicated a view that heredity is not important when considering the causes of homosexuality, and at least 50% of all assigned age groups indicated views that heredity as at least moderately important in this same regard.

In a related question (#45), counselors were asked to evaluate the impact of hormonal imbalance on determining adolescent homosexuality. Table 17 summarizes counselor responses categorized by age of counselor respondents.

Table 17

Perception of Impact of Hormonal Imbalance on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	64.52	25.80	9.68	31
30-39	51.62	32.25	16.13	31
40-49	58.33	54.17	4.17	24
50-59	57.70	15.39	26.92	26
60+	50.00	50.00	0.00	4
$\chi^2=24.84$	p=0.41	df=24		

Chi-square analysis with a resulting probability coefficient of 0.4145 indicates that there is no statistical difference among counselor responses based on the age of each counselor respondent, although at least 50% of all counselor age groups indicated that the presence of a hormonal imbalance is not important when considering the causes of homosexuality, and no counselor beyond the age of 60 years indicated this same factor is “Very Important” in this same regard.

Counselor respondents as part of question #46 were asked to evaluate the influence of chosen lifestyle on the determination of adolescent homosexuality. Table 18 reflects their reported views categorized by the age of respondents.

Table 18

Perception of Impact of Chosen Lifestyle on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	51.62	25.81	22.58	31
30-39	45.16	32.26	22.58	31
40-49	66.67	25.00	8.34	24
50-59	46.15	34.61	19.23	26
60+	75.00	25.00	0.00	4
<hr/>				
$\chi^2=16.38$	$p=0.87$	$df=24$		

Based on Chi-square analysis, there appears to be no significant difference of responses based on the age of counselor respondent relative to the impact of chosen lifestyle on the determination of homosexuality in adolescents. However, at least 45% of all respondents, regardless of assigned age grouping, indicated that this possible causal agent is not an important factor in establishing homosexuality. Similarly, no counselor aged 60 years or more, and not more than 8% of counselors aged 40 to 49 years, marked this possible causal agent as a “Very Important” contributing factor.

Another factor considered in this study was parental upbringing. Table 19 includes a summary to counselor responses to question #47, which was designed to identify counselor views relevant to this factor.

Table 19

Perception of Impact of Parental Upbringing on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	58.07	35.48	6.46	31
30-39	64.52	32.25	3.23	31
40-49	75.00	25.01	0.00	24
50-59	61.53	38.46	0.00	26
60+	75.00	25.00	0.00	4
<hr/>				
$\chi^2=20.09$	$p=0.69$	$df=24$		

According to a Chi-square analysis of counselor responses based on their reported ages, there is no statistical difference among their responses. It is also interesting to note that no counselor respondent who reported being forty years of age or older identified parental upbringing as an important contributing factor to determining homosexuality in adolescents.

Counselor respondents were also asked to rate the impact of having at least one negative heterosexual experience as being a factor for determining adolescent homosexuality. Table 20 summarizes responses received according to age of counselor respondent.

Table 20

Perception of Impact of at least one Negative Heterosexual Experience on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	51.62	41.93	6.45	31
30-39	54.84	38.71	6.45	31
40-49	66.67	33.34	0.00	24
50-59	42.31	50.00	7.69	26
60+	75.00	25.00	0.00	4
$\chi^2=22.37$	p=0.32	df=20		

According to Chi-square analysis and a resulting probability coefficient of 0.32, counselor views did not vary significantly in terms of the impact of having at least one negative heterosexual experience in determining whether or not an adolescent identifies as being homosexual. Less than 8% of counselors assigned to each age group indicated a perception that having at least one negative heterosexual experience is a “Very Important” factor in determining homosexuality, and no counselor in the 40 to 49 age group or the 60 years or older group felt this possible cause was “Very Important”.

It was also considered whether or not homosexuality is determined by the lack of heterosexual options. Table 21 illustrates the frequencies of responses based on counselor age. Although all four of counselor respondents over the age of 60 years

expressed feelings that such circumstances are “Not Important” in terms of consideration of the causes of homosexuality, and no counselor in the age range of 40 to 49 years felt it was a “Very Important” factor either, there is no evidence that counselor views varied according to their ages. However, the lowest frequency for all age groups was found in the “Very Important” category of possible responses. Once again, no counselor between the ages of 40 and 49 years and no counselor age 60 or older selected this same response option.

Table 21

Perception of Impact of No Heterosexual Options on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	80.64	16.14	3.23	31
30-39	77.41	12.91	9.68	31
40-49	87.50	12.50	0.00	24
50-59	69.23	26.92	3.85	26
60+	100.00	0.00	0.00	4
<hr/>				
$\chi^2=22.11$	p=0.57	df=24		

Another factor gauged was the influence of sexual abuse during childhood on determining an adolescent’s sexual orientation. Frequency of such alleged abuse is not addressed. Table 22 summarizes all data collected and organizes the frequency of

counselor responses based on the age of each respondent. According to a Chi-square analysis of the frequency of responses received, there is a significant difference among these responses based on age of counselor respondent. No counselor aged 60 years (n=4) or beyond expressed views that the prevalence of sexual abuse as a child is a very important contributor to homosexuality in adolescents.

Table 22

Perception of Impact of Sexual Abuse as a Child on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	51.61	32.26	16.13	31
30-39	38.71	48.39	12.90	31
40-49	62.50	33.33	4.17	24
50-59	15.39	69.23	15.38	26
60+	50.00	50.00	0.00	4
$\chi^2=34.59$	*p=0.01	df=24		

Counselors were asked as part of question #56 to rate the importance of having one sexual experience with a member of the same sex in regard to being considered a homosexual adolescent. Table 23 lists the frequency of responses received based on age of counselor respondent.

Table 23

Perception of Impact of One Sexual Experience with a Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	64.51	29.03	6.46	31
30-39	41.93	54.84	3.23	31
40-49	62.50	33.33	4.17	24
50-59	76.92	23.08	0.00	26
60+	75.00	25.00	0.00	4
<hr/>				
$\chi^2=22.12$	p=0.57	df=24		

Although no significant statistical differences were found among counselor responses based on the age of each respondent, it may be educationally significant that no counselor aged 50 years or older reported having one sexual experience with a member of the same sex as being a “Very Important” factor in established homosexuality in adolescents.

Whether or not the majority of an adolescent’s sexual fantasies revolve around a member of the same sex was considered as a possible measure of adolescent homosexuality. Table 24 summarizes counselor responses to related question #57.

Table 24

Perception of Impact of Majority of Sexual Fantasies Involve Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	25.81	58.07	16.13	31
30-39	12.91	51.61	35.48	31
40-49	20.83	54.17	25.00	24
50-59	19.23	50.00	30.77	26
60+	0.00	100.00	0.00	4
$\chi^2=18.41$	$p=0.78$	$df=24$		

Although there was no significant difference found among counselor views relative to whether or not an adolescent whose majority of sexual fantasies include a member of the same sex should be labeled as an adolescent homosexual, all participating counselors (n=4) having an age of 60 years or older, viewed this characteristic as being only moderately important in determining adolescent homosexuality. The highest frequency of responses for all age groups indicates that, at least half of all counselors agree that even if the majority of sexual fantasies involve a member of the same sex, this phenomenon is only moderately important in determining homosexuality.

Related to an adolescent's sexual families, counselors were also asked to evaluate the importance of adolescents having romantic attractions for a member of the same sex

in determining homosexuality. Table 25 depicts counselor responses based on their reported age.

Table 25

Perception of Impact of having Romantic Attractions for Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	9.68	45.16	45.16	31
30-39	6.45	38.71	54.84	31
40-49	4.17	41.67	54.17	24
50-59	15.30	46.15	38.46	26
60+	0.00	75.00	25.00	4
$\chi^2=20.17$	p=0.69	df=24		

No significant differences among counselor responses, relative to the impact adolescents having attractions for a member of the same sex has on being considered homosexual, were noted. Not one counselor aged 60 years or beyond felt that having romantic attractions for members of the same sex is “Not Important” when considering the causes of homosexuality. Additionally, the majority of counselors in all age groups, save those age 50 years or older, reported views that this possible factor is “Very Important” in determining homosexuality.

The identified homosexual adolescent's definition of his/her own sexual orientation was also explored. As part of question #59, counselors were asked to evaluate the importance self-identification as a homosexual plays in determining adolescent homosexuality in the absence of actual, sexual experiences. Table 26 summarizes related counselor views based on age of counselor respondent.

Table 26

Perception of Impact of Self-Identification as a Homosexual in the Absence of Sexual Experiences on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	22.58	38.71	38.71	31
30-39	12.90	54.84	32.26	31
40-49	12.50	37.50	50.00	24
50-59	15.38	38.46	46.16	26
60+	25.00	50.00	25.00	4
$\chi^2=20.70$	p=0.66	df=24		

According to a Chi-square analysis based on frequency of responses, no significant differences among responses were found relative to age of counselor respondent.

However, more than one-third of counselors assigned to the age groups of: 21-29 years; 40-49 years; and 50-59 years indicated their views that self-identification as a

homosexual in the absence of sexual experiences is “Very Important” when considering the factors that lead to the establishment of homosexuality.

Counselors were also asked to rate the importance of the display of stereotypical homosexual behaviors as a determining factor of adolescent homosexuality. Table 27 displays the frequency of counselor responses to related survey question #60 based on reported age of counselor respondent.

Table 27

Perception of Impact of Student Exhibits Stereotypical Homosexual Behaviors on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	45.16	51.61	3.23	31
30-39	58.06	35.48	6.45	31
40-49	62.50	25.01	12.50	24
50-59	38.46	42.31	19.23	26
60+	50.00	50.00	0.00	4
$\chi^2=30.43$	p=0.17	df=24		

According to a review of these data, counselor responses did not vary significantly when asked whether or not the display of stereotypical homosexual behaviors contributes to homosexuality in adolescents. However, 100% of the four counselors age 60 years or older who responded to related question #60, viewed this variable as not being very

important as a contributor to the outcome of homosexuality in adolescents. The majority of counselors assigned to all other age groups agreed to some degree that the expression of stereotypically homosexual behaviors is “Not Important”, but at least one member of each assigned age group other than the oldest group selected this same factor as being “Very Important”, when one considers the causes of homosexuality.

As part of survey question #61, counselors were asked to evaluate how important a factor in determining adolescent homosexuality is the consideration that the student has a number of friends known to be homosexual. Again, the frequencies of counselor responses were grouped according to age of respondent, and a Chi-square analysis was completed to identify any/all significant differences among counselor responses. Table 28 includes are related data.

Table 28

Perception of Impact of having a Number of Friends known to be Homosexual on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	67.74	29.04	3.23	31
30-39	67.74	32.26	0.00	31
40-49	83.33	12.50	4.17	24
50-59	50.00	42.30	7.69	26
60+	50.00	50.00	0.00	4
<hr/>				
$\chi^2=23.83$	p=0.25	df=20		

While it appears that counselors, overall, do not view this variable as a likely source of adolescent homosexuality, no significant differences were found among counselor responses based on age of respondent. However, no counselor assigned to the 30-39 age group or the 60 years and older group viewed having homosexual friends as being a strong force in determining homosexuality in adolescents.

The last variable considered as a contributor to adolescent homosexuality was “Student has one ongoing intimate relationship with a member of the same sex.” Counselor responses based on age of study participant are listed as part of Table 29.

Table 29

Perception of Impact of having One Ongoing Intimate Relationship with Member of the Same Sex on Determining Homosexuality by the Age of the Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	19.35	25.80	54.84	31
30-39	0.00	22.58	17.42	31
40-49	8.34	25.00	66.66	24
50-59	7.69	34.61	57.69	26
60+	0.00	25.00	75.00	4
$\chi^2=27.74$	p=0.27	df=24		

Although it appears the greatest number of counselors overall selected this variable as a very important contributor of adolescent homosexuality, based on a Chi-square analysis, no significance differences among counselor responses were found based on age of respondent. It is interesting to note that all counselors assigned to the 30-39 age group or the 60 years and beyond group indicated that having one ongoing intimate relationship with a member of the same sex is at least moderately important when considering the causes of homosexuality.

Overall, when given fourteen possible responses and asked to identify the importance of each in determining homosexuality in adolescents, no statistical differences were found among counselor responses based purely on age. However,

certain trends were noted among counselor responses based on age. Specifically, the 60 years and beyond age group (n=4) had the lowest range of responses in terms of frequency.

Reported counselor age was also considered when reviewing other responses to additional survey questions related to adolescent homosexuality. Responses to 12 additional questions relevant to counselor perceptions of adolescent homosexuality were grouped by age of counselor and statistically reviewed based on a Chi-square analysis. One of these questions asked counselors to rate their level of agreement with the statement: “Homosexual students are more likely than most students to abuse drugs.” Responses options were numeric and within the range of one to seven and interpreted as follows: Strongly Disagree (1-2); Moderately Agree (3-5); and Strongly Agree (6-7). Table 30 displays the frequency of responses received.

Table 30

Perception of Drug Abuse Risk based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	29.04	54.84	16.13	31
30-39	19.36	51.61	29.03	31
40-49	37.50	49.99	0.00	24
50-59	40.00	44.00	16.00	26
60+	50.00	50.00	0.00	4
$\chi^2=20.89$	p=0.65	df=24		

A review of the data shows no evidence of statistical differences of counselor responses based on reported age; however, it is interesting to note that no counselor between the ages of 40-49 and no counselor 60 years of age or older indicated strong agreement with the given statement that homosexual adolescents are more likely to abuse drugs.

As part of question #64, study participants were asked whether or not they believe homosexual adolescents are more likely to commit suicide. Their responses were as indicated in Table 31.

Table 31

Perceptions of Suicide Risk based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	16.13	45.16	38.71	31
30-39	6.46	51.61	41.93	31
40-49	12.50	29.17	58.33	24
50-59	8.00	48.00	44.00	26
60+	0.00	0.00	100.00	4
$\chi^2=18.40$	$p=0.78$	$df=24$		

A Chi-square analysis shows no statistically significant differences among counselor views relevant to the likelihood that a homosexual adolescent will attempt suicide. It may be educationally significant, however, that 100% of counselors age 60 years or older (n=4) who participated in this study indicated a strong level of agreement with this possibility.

Question #65 was retained from the original Price and Telljohann (1991) survey and asked counselors to respond to the following statement: Homosexuality is offensive to God and therefore, offensive to me. Table 32 summarizes counselor responses based on their recorded age.

Table 32

Perceptions of Homosexuality as They Relate to Religious Views based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	83.87	9.68	6.46	31
30-39	93.55	3.23	3.23	31
40-49	95.84	4.17	0.00	24
50-59	92.00	4.00	4.00	26
60+	100.00	0.00	0.00	4
$\chi^2=14.72$	$p=0.93$	$df=24$		

Counselor age appears to have no direct impact on counselor response to the given statement as represented by a probability coefficient of 0.93. It is interesting to note that no counselor age 60 years or beyond expressed any level of agreement with the statement that, "Homosexuality is offensive to God and therefore, to me." Counselor respondents in the age range of 40-49 years showed no or only moderate agreement with this same statement as per their reported combined frequency response of 96.00%.

No statistically significant differences were found among counselor responses relative to the belief that homosexuals more often than heterosexuals tend to pursue careers in the creative and performing fields. Table 33 displays the frequency of counselor responses based on reported age.

Table 33

Perceptions of Homosexuality as They Relate to Tendency of Males to Seek Associations with Creative and Performing Professions based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
<20	0.00	0.00	0.00	0
21-29	22.58	70.96	6.45	31
30-39	54.84	45.15	0.00	31
40-49	54.16	41.67	4.17	24
50-59	32.00	48.00	20.00	26
60+	0.00	100.00	0.00	4
$\chi^2=29.21$	p=0.08	df=20		

Although there are no identified statistically significant differences among counselor responses based on reported age, the responses of the eldest participants in this study (age 60 years and older) may be educationally significant. This population of counselors (n=4) seems to only moderately agree with the given statement that homosexuals tend to pursue careers in the creative and performing fields. Also noticeable, were the responses from counselors who reported an age of 30-39 years. None of these counselors (n=31) appears to “Strongly Agree” with this same assertion.

Counselors were also asked to evaluate their agreement with a statement that concludes students often degraded other students whom they “discover” to be homosexual. While this specific survey question (#67) does not define “discover” as to

whether or not the students perceive a status of homosexuality in another student versus whether or not they have definitive proof that a student is homosexual. Still, counselor responses based on reported age of the respondent are reflected in Table 34.

Table 34

Perceptions of Homosexuality as They Relate to Peer Degradation based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
<20	0.00	0.00	0.00	0
21-29	6.45	54.84	38.71	31
30-39	16.13	54.84	29.03	31
40-49	8.33	62.50	29.17	24
50-59	8.00	56.00	36.00	26
60+	0.00	50.00	50.00	4
$\chi^2=28.69$	p=0.23	df=24		

According to a Chi-square analysis of reported frequencies, counselor views did not vary significantly as to whether or not homosexual students are likely to receive degrading treatment from their peers.

Survey question #68 asked counselor respondents whether or not they feel adolescent homosexuality is becoming more prevalent. Counselor views were tallied, and frequencies were reported as part of Table 35 according to counselor age.

Table 35

Perceptions of Homosexuality as They Relate to Increased Prevalence Among Adolescents based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	16.13	41.94	41.93	31
30-39	22.58	48.38	29.04	31
40-49	41.66	45.83	12.51	24
50-59	36.00	44.00	20.00	26
60+	75.00	0.00	25.00	4
<hr/>				
$\chi^2=34.06$	p=0.08	df=24		

Again, there appears to be no significant variation in response based on reported counselor age. Despite the limited sample size of only four, counselors age 60 years and older seem to either strongly disagree or strongly agree that adolescent homosexuality is becoming more prevalent, with more counselors disagreeing with that assertion.

As part of survey question #69, study participants were asked to rate their belief that homosexual students are satisfied with their sexual orientation. Results based on counselor age are as follows.

Table 36

Perceptions of Homosexuality as They Relate to Self-Satisfaction with Homosexual Orientation based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	35.48	58.06	6.46	31
30-39	22.58	70.96	6.46	31
40-49	25.00	70.83	4.17	24
50-59	16.00	70.00	14.00	26
60+	25.00	75.00	0.00	4
<hr/>				
$\chi^2=21.03$	$p=0.64$	$df=24$		

Counselor responses do not appear to vary significantly based on the age of respondent. Overall, the majority of counselor respondents (at least 58.06% in every age category), however, seem to only moderately agree that adolescent homosexuals are satisfied with their sexual orientation, regardless of respondent's age. However, no counselor age 60 years or older indicated strong agreement that homosexual students generally are satisfied with their sexual orientation.

Study participants were also asked to respond to a given statement that, "Homosexual students are more likely than most students to feel isolated and rejected." Their responses based on counselor age are reflected in Table 37.

Table 37

Perceptions of Homosexuality as They Relate to Likelihood of Rejection based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	6.45	29.03	64.52	31
30-39	6.45	29.03	64.52	31
40-49	8.34	20.84	70.82	24
50-59	0.00	68.00	32.00	26
60+	0.00	50.00	50.00	4
$\chi^2=16.35$	$p=0.88$	$df=24$		

While the majority of counselors in all age categories appear to strongly agree that adolescent homosexuals are often feel isolated and rejected, there is no significant difference in the frequency of responses among the age groups. It may be educationally significant, however, that no counselor age 50 or older expressed strong disagreement that adolescent homosexuals are likely to be rejected.

When asked whether or not a positive heterosexual relationship could change the sexual orientation of a homosexual adolescent, counselor responses based on reported age of respondent were not significantly different as represented by Table 38. It is interesting to note, however, that only one of the 116 total respondents who answered question #73 indicated strong agreement with the assertion that a positive heterosexual relationship

may change the orientation of a homosexual adolescent. This one respondent reported an age in the range of 20-29 years, and no counselor age 30 years or beyond indicated strong agreement that having a positive heterosexual relationship may impact the establishment of homosexuality in an individual.

Table 38

Perceptions of Homosexuality as They Relate to the Impact of a Positive Heterosexual Relationship based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	83.87	12.91	3.22	31
30-39	77.42	22.59	0.00	31
40-49	83.34	16.67	0.00	24
50-59	80.00	20.00	0.00	26
60+	100.00	0.00	0.00	4
$\chi^2=15.40$	p=0.75	df=20		

When asked whether or not they view homosexuality as a healthy lifestyle choice, the frequency of counselor responses varied significantly based on reported age. The majority of counselors per age group (83.81% to 91.66%) indicated a strong disagreement with this given position. All related data are included in Table 39.

Table 39

Perceptions of Homosexuality as They Relate to the Healthiness of a Homosexual Lifestyle based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	83.81	9.68	6.46	31
30-39	87.10	6.45	6.46	31
40-49	91.66	8.34	0.00	24
50-59	84.00	12.00	4.00	26
60+	50.00	50.00	0.00	4
<hr/>				
$\chi^2=41.02$	*p=0.02	df=24		

Out of the 35 counselor responses assigned to age group of 40-49 years or 60 years and older, no counselor indicated a strong agreement with the assertion that homosexuality is not a healthy lifestyle.

As part of survey question #75, counselors were asked to rate their agreement with a statement that concluded homosexuals do not like members of the opposite sex. Although counselor responses did not differ significantly based on counselor age, it is interesting to note that, no counselor in the age ranges of 20-29 years, 30-39 years, 50-59 years, or 60 years and beyond, expressed a strong agreement that homosexuals do not like members of the opposite sex as reflected in Table 40. Only one of the 116 respondents to

question #75 indicated a strong agreement with this same statement, and this individual indicated an age of between 30 and 39 years.

Table 40

Perceptions of Homosexuality as They Relate to Feelings of Dislike toward Same-Gender Individuals based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	87.09	12.90	0.00	31
30-39	93.55	6.45	0.00	31
40-49	87.50	8.33	4.17	24
50-59	96.00	4.00	0.00	26
60+	100.00	0.00	0.00	4
$\chi^2=13.94$	p=0.60	df=16		

Counselor age was also used to evaluate responses to question #77, the remaining question associated with counselor perceptions relevant to adolescent homosexuality.

This particular question asked counselors to respond to the following statement:

“Homosexuals experience a more intense sex drive than do heterosexuals.” According to reported age of respondents, responses did not vary significantly as determined by a Chi-square analysis. However, results were similar to those reported for question #75: Most counselors strongly disagreed with this given statement, as 89.57% of the total respondents (n=116) reported a response associated with feelings of strong disagreement

(1-2). Additionally, only one counselor reported strong feelings of agreement (6-7) with this same statement. This counselor reported an age of 30 to 39 years. All frequencies based on counselor age are listed as part of Table 41.

Table 41

Perceptions of Homosexuality as They Relate to More Intense Sex Drive of Homosexuals based on Age of Counselor Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	77.42	22.58	0.00	31
30-39	93.55	3.23	3.23	31
40-49	100.00	0.00	0.00	24
50-59	88.00	12.00	0.00	26
60+	100.00	0.00	0.00	4
$\chi^2=18.14$	p=0.32	df=16		

Similar to the responses of previously mentioned questions, the responses for counselors reporting an age of 40 years to 49 years and those reporting an age of at least 60 years appear to be somewhat similar, as responses for these age groups exclusively reported strong disagreement with the assertion that homosexuals have a stronger sex drive as compared to heterosexuals.

Based on a review of counselor responses relevant to their perceptions of homosexuality (general and adolescent), responses varied significantly only when

counselors were asked whether or not they view homosexuality as an unhealthy lifestyle. While only a minority of counselors assigned to age groups of 59 years or less expressed strong agreement that homosexuality represents an unhealthy lifestyle, 50% of those age 60 years or older (n=4) moderately agreed with this assertion.

A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Level of Counselor Education

Responses to the 26 survey items previously evaluated based on reported counselor age were also reviewed statistically to determine whether or not responses were significantly different based on the level of degree earned by counselor respondents. Fourteen (14) of these initial 26 questions addressed given variables that may cause homosexuality. Responses to the initial question (#44) in this series are listed as part of Table 42.

Table 42

Perception of Impact of Heredity on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
Bachelor's	61.54	38.46	0.00	13
Master's	31.81	25.00	43.19	88
Educational Specialist	36.36	9.09	54.55	11
Doctoral	14.29	42.87	42.84	7
$\chi^2=18.76$	p=0.41	df=18		

Based on a Chi-square analysis, counselor views did not differ significantly in terms of their belief that heredity is a factor that contributes to adolescent homosexuality.

It may be educationally significant, however, that not one of the 13 counselors who identified themselves as having earned only a Bachelor's Degree, strongly agreed that heredity is a factor that contributes to adolescent homosexuality, while the majority of counselors assigned to all other categories of educational level expressed agreement that heredity is a "Very Important" factor when considering the causes of homosexuality.

When asked whether or not they felt a hormonal imbalance may be a variable that causes homosexuality, the views of study participants did not appear to be impacted by respondents' level of education. A probability coefficient of 0.38 indicates no significant difference among counselor responses. However, it appears that most counselor respondents, regardless of educational training, view hormonal imbalance as an unlikely cause of homosexuality. Additionally, no counselor having earned a doctoral degree felt that the presence of a hormonal imbalance is "Very Important" when one considers the causes of homosexuality. Table 43 provides a summary of the frequency of responses.

Table 43

Perception of Impact of Hormonal Imbalance on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
Bachelor's	53.85	38.46	7.69	13
Master's	57.96	27.27	14.77	88
Educational Specialist	63.63	18.18	18.18	11
Doctoral	57.15	42.85	0.00	7
$\chi^2=19.15$	$p=0.38$	$df=18$		

Counselors were also asked to identify whether or not homosexuality may be the result of a chosen lifestyle. Again, no significant differences were found among the frequency of counselor responses based on the level of education of each respondent. Additionally, counselor views seem equitably distributed among response options, even though most counselors, regardless of level of education, indicate that chosen lifestyle is not an important consideration when addressing the causes of homosexuality. Table 44 reflects the frequency of responses.

Table 44

Perception of Impact of Chosen Lifestyle on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
Bachelor's	53.85	23.07	23.07	13
Master's	51.14	31.82	17.04	88
Educational Specialist	54.54	27.27	18.18	11
Doctoral	42.86	42.86	14.29	7
<hr/>				
$\chi^2=8.38$	$p=0.97$	$df=18$		

The next variable explored as a possible cause of homosexuality was parental upbringing. Only two counselors of the 119 counselors who answered the related question (#47) indicated that parental upbringing is a very important factor in determining homosexuality. Although there is no evidence that a counselor's level of education impacted his/her response to this question, the two aforementioned counselors indicated they had a Master's degree. Table 45 shows the frequency of responses received.

Table 45

Perception of Impact of Parental Upbringing on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	53.84	46.15	0.00	13
Master's	67.05	30.69	2.27	88
Educational Specialist	63.63	27.27	0.00	11
Doctoral	57.14	42.86	0.00	7
$\chi^2=20.51$	$p=0.30$	$df=18$		

The level of counselor education also did not appear to affect the responses to question #48, which asked how important a negative heterosexual experience may be in causing homosexuality. Although it appears that more Master's-level counselors expressed the view that a negative heterosexual experience may have a very important impact on the determination of sexual orientation, there is no significant difference among counselor responses based on level of education. It may be educationally significant that not more than one counselor who had earned more than a Master's degree felt that such an experience may be "Very Important" in terms of causing homosexuality. Table 46 illustrates the frequency of all responses.

Table 46

Perception of Impact of having At Least One Negative Heterosexual Experience on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	53.85	38.46	7.69	13
Master's	53.41	40.91	5.68	88
Educational Specialist	54.54	45.45	0.00	11
Doctoral	71.43	28.57	0.00	7
<hr/>				
$\chi^2=7.92$	$p=0.93$	$df=15$		

Another factor that may result in a homosexual orientation is that the individual may have no heterosexual options. When asked to rate the importance of this factor in determining homosexuality, counselor views did not vary significantly based on the level of their education, although this factor appears to be the least popular response in each group of counselors. Overall though, more than half of counselors in each grouping felt that this variable is “Not Important” in terms of causing homosexuality. Only a single counselor who had a Bachelor's degree expressed his/her view that having no heterosexual options may be a very important factor that leads to a homosexual orientation. Table 47 represents the frequency of all responses.

Table 47

Perception of Impact of having No Heterosexual Options on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	84.61	7.69	7.69	13
Master's	76.14	19.32	4.55	88
Educational Specialist	90.91	9.09	0.00	11
Doctoral	85.71	14.29	0.00	7
<hr/>				
$\chi^2=10.54$	$p=0.91$	$df=18$		

Having been sexually abused as a child was also considered as a factor that possibly may lead to a homosexual orientation. Those counselors having a doctoral degree (n=4) did not view this factor as having much importance. There is statistical evidence that the level of counselor education impacted his/her response to related question #50. Responses of counselors having earned an educational specialist degree and/or certification were more evenly distributed among response options, while counselors having earned a doctoral degree appeared most likely to view sexual abuse as a child as “Not Important” when considering the causes of homosexuality. The frequency of responses to question #50 is included in Table #48.

Table 48

Perception of Impact of Sexual Abuse as a Child on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
Bachelor's	5.385	30.76	15.38	13
Master's	38.64	52.27	9.09	88
Educational Specialist	36.36	45.45	36.36	11
Doctoral	85.71	14.29	0.00	7
<hr/>				
$\chi^2=33.30$	*p=0.02	df=18		

Counselor respondents were asked to evaluate the importance of a student having one sexual experience with a member of the same sex on the determination of a homosexual orientation. While only five of the 119 respondents who answered related question #56 agreed that such a sexual experience is a very important factor when determining homosexuality, and these five counselors happened to have a Master's degree, there is no evidence the age of counselor impacted his/her response to this question. Table 49 reflects the frequency of responses by level of counselor education.

Table 49

Perception of Impact of having One Sexual Experience with a Member of Same Sex on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	76.92	23.07	0.00	13
Master's	56.81	37.51	5.68	88
Educational Specialist	63.63	36.36	0.00	11
Doctoral	71.43	28.58	0.00	7
<hr/>				
$\chi^2=7.49$	$p=0.99$	$df=18$		

Counselors were also asked whether or not having a majority of sexual fantasies that include members of the same sex is a determining factor of sexual orientation. There were no significant differences found among the frequency of counselor responses when the level of counselor education was considered as reflected in Table 50. It is interesting to note that, although only 20 of the 119 counselor respondents who answered related question #57 fit the category of Bachelor's level or Doctoral level, none of these counselors felt having sexual fantasies that mostly include members of the same sex is a very important factor when considering the causes of homosexuality.

Table 50

Perception of Impact of Majority of Sexual Fantasies Involve Member of the Same Sex on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	15.38	84.61	0.00	13
Master's	20.46	51.13	28.41	88
Educational Specialist	9.09	45.45	45.45	11
Doctoral	28.58	71.44	0.00	7
<hr/>				
$\chi^2=20.98$	$p=0.28$	$df=18$		

Related to question #57, question #58 asked respondents how important romantic attractions for a member of the same sex are in determining homosexuality. At least one counselor from each grouping of educational level agreed that this factor is “Very Important” in determining homosexuality, but no counselor having only a Bachelor’s degree claimed this same factor was “Not Important”. However, a Chi-square analysis reveals there was no significant difference among the frequency of counselor responses based on reported educational level of the respondents. Table 51 provides all related data.

Table 51

Perception of Impact of having Romantic Attractions for Member of Same Sex on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	0.00	53.84	46.15	13
Master's	9.09	43.18	47.73	88
Educational Specialist	9.09	27.27	63.63	11
Doctoral	14.29	71.43	14.29	7
<hr/>				
$\chi^2=12.84$	$p=0.80$	$df=18$		

Another consideration of homosexuality is the students claim that he/she is homosexual, even though he/she has not been sexually involved. Again, counselor responses varied as to the importance of this consideration. Despite these variations, there is no evidence that counselor responses varied significantly based on the educational level of the counselors who responded to related survey question #59 as reflected in Table 52. It is interesting to note that, no counselor respondent who reported an earned doctoral degree, felt that a student claim of homosexuality despite actual sexual involvement, is an unimportant factor to consider when attempting to identify the causes of homosexuality.

Table 52

Perception of Self-Identified as a Homosexual in the Absence of Sexual Experiences on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	15.38	61.54	23.07	13
Master's	17.04	38.64	44.32	88
Educational Specialist	18.18	36.36	45.45	11
Doctoral	0.00	85.72	14.29	7
<hr/>				
$\chi^2=21.29$	$p=0.26$	$df=18$		

Given that the observance of stereotypical homosexual behaviors may be considered as a cause of homosexuality, counselors were asked to rate the importance of this factor in determining homosexuality. One hundred nineteen (119) counselors responded to related question #60. Only twelve of these counselors indicated that this factor is “Very Important” when considering the causes of homosexuality, and each of these 12 counselors reported to have earned a Master’s degree. Despite these phenomena, there is no evidence that counselor responses to question #60 were impacted by reported educational level of respondent as reflected in Table 53.

Table 53

Perception of the Impact of Student Exhibiting Stereotypical Homosexual Behaviors on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	38.46	61.53	0.00	13
Master's	46.59	39.77	13.63	88
Educational Specialist	72.72	27.27	0.00	11
Doctoral	71.43	28.58	0.00	7
<hr/>				
$\chi^2=13.62$	$p=0.75$	$df=18$		

The impact of having homosexual friends was also considered. Four of the total 119 counselors who answered related question #61 indicated this is a “Very Important” factor in the consideration of the causes of homosexuality. Although each of these four respondents had earned a Master’s degree, there is no evidence that level of education among all counselor respondents had any significant bearing on the frequency of responses received. Additionally, each of the 11 counselors who answered question #61 and who reported having earned an educational specialist certification and/or degree indicated that, having homosexual friends is “Not Important,” in terms of causing homosexuality. Table 54 provides a summary of response frequencies.

Table 54

Perception of Impact of Student having a Number of Friends Known to be Homosexual on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	61.54	38.45	0.00	13
Master's	61.37	34.09	4.55	88
Educational Specialist	100.00	0.00	0.00	11
Doctoral	71.43	28.58	0.00	7
<hr/>				
$\chi^2=12.78$	$p=0.62$	$df=15$		

The last of the 14 variables considered as possibly contributing to homosexuality involved the scenario that the student has a single ongoing intimate relationship with a member of the same sex. Ten of the counselors who responded to related question #62 rated this factor as being “Not Important”. Nine of these counselors reported having earned a Master’s degree, and one indicated having earned an Educational Specialist certification. Additionally, all respondents who had earned a Doctoral degree, indicated this factor is of at least moderate importance when considering the causes of homosexuality. Still, no significant differences were found among the frequency of responses based on the level of counselor education as represented in Table 55.

Table 55

Perception of Impact of having One Ongoing Intimate Relationship with Member of Same Sex on Determining Homosexuality by the Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
Bachelor's	0.00	30.76	69.23	13
Master's	10.23	27.28	62.50	88
Educational Specialist	9.09	9.09	81.82	11
Doctoral	0.00	42.86	57.14	7
$\chi^2=18.66$	$p=0.41$	$df=18$		

Overall, when counselor responses were evaluated relevant to the causes of adolescent homosexuality, there was no distinction among responses based on the level of reported educational level among the counselor respondents for nearly all survey questions, even though various trends seemed to be apparent. However, a statistically significant difference was found among counselors based on their educational level specific as to whether or not sexual abuse as a child may lead to homosexuality in adolescents. In this particular case, counselors having earned an educational specialist certification and/or degree appeared more likely to view this factor as bearing significance.

Other perceptions of adolescent homosexuality were also explored as part of this study. The frequency of responses to related questions was compared via Chi-square analysis in an attempt to identify any statistically significant differences among responses

based on the educational level of all counselor respondents. The 12 related survey questions were identified as #63, 64, 65, 66, 67, 68, 69, 70, 73, 74, 75, and 77.

According to the data, there were no significant differences among counselor responses to any of these questions based on the educational level of counselor respondents. Tables 56 through 67 reflect the frequency of responses to each of the aforementioned 12 survey questions grouped by the educational level of counselor respondents.

Table 56

Perception of Drug Abuse Risk based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	7.69	61.53	30.77	13
Master's	34.48	50.57	14.94	88
Educational Specialist	27.27	36.36	36.36	11
Doctoral	57.14	42.86	0.00	7
<hr/>				
$\chi^2=28.48$	p=0.06	df=18		

It is interesting to note that none of the seven counselors who indicated they had earned a doctoral degree indicated a strong agreement with the assertion that homosexual students are high risk for drug abuse. Still, overall, responses did not vary significantly based on educational level of counselor.

Table 57

Perceptions of Suicide Risk based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	7.69	46.15	46.15	13
Master's	10.35	44.82	44.83	88
Educational Specialist	9.09	36.36	54.54	11
Doctoral	14.29	28.58	57.14	7
<hr/>				
$\chi^2=23.03$	p=0.19	df=18		

Counselor views from those having earned a Bachelor's degree or a Master's degree appear almost evenly split among "Moderately Agree" and "Strongly Agree," while more than half of those counselors who earned an Educational Specialist degree and/or certification or Doctoral degree, strongly agreed that homosexual adolescents are high risk for attempted suicide.

Table 58

Perceptions of Relationship between Homosexuality and Religious Beliefs based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	92.30	7.69	0.00	13
Master's	90.81	43.75	3.45	88
Educational Specialist	90.91	0.00	9.09	11
Doctoral	100.00	0.00	0.00	7
<hr/>				
$\chi^2=10.37$	p=0.92	df=18		

Although more Master's-level counselors indicated moderate or strong agreement with the statement that, "Homosexuality is offensive to God and therefore, offensive to me," there is no evidence that responses varied significantly based on the reported level of counselor education.

The data presented in Table 59 seem to indicate that Bachelor's-level counselors are much more likely to moderately agree that male homosexuals seem drawn to the creative and performing professions, while Master's-level counselors either do not agree or only moderately agree with this assertion, for the most part. However, doctoral-level counselors tend to strongly disagree with this same assertion.

Table 59

Perceptions of Homosexuality as They Relate to Tendency of Males to Seek Associations with Creative and Performing Professions based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	7.69	92.31	0.00	13
Master's	39.58	52.87	6.90	88
Educational Specialist	45.45	36.36	18.18	11
Doctoral	71.43	28.57	0.00	7
<hr/>				
$\chi^2=26.75$	*p=0.03	df=15		

Based on a probability coefficient value of 0.03, counselor responses varied significantly based on their reported level of education. No counselor who reported having earned a Bachelor's degree or Doctorate strongly agreed that homosexuals are often found in the creative and performing professions, and only two counselors who reported having earned Educational Specialist certificates agreed with this assertion. Overall, however, it appears that the higher the level of education, the less likely counselors were to agree that homosexuals tend to pursue careers in the creative and performing professions.

Table 60

Perceptions of Homosexuality as They Relate to Peer Degradation based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	0.00	61.53	38.47	13
Master's	11.50	56.32	32.18	88
Educational Specialist	9.09	45.45	45.46	11
Doctoral	0.00	71.43	28.57	7
<hr/>				
$\chi^2=16.94$	$p=0.53$	$df=18$		

Although no counselor having earned a Bachelor's degree or Doctoral degree strongly disagreed that the discovery of homosexuality often leads to degradation of the homosexual student by his/her peers, based on a Chi-square analysis of response frequencies as they relate to educational level of respondent, there were no statistically significant differences among counselor responses. Most counselors, however, seem to moderately agree with this possibility.

The majority counselors regardless of level of education seemed to moderately agree that homosexuality is becoming more prevalent in adolescents as supported by Table 61. It is interesting to note that no counselor having earned a Doctoral degree strongly agreed with this same position.

Table 61

Perceptions of Homosexuality as They Relate to Increased Prevalence Among Adolescents Based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	15.38	53.84	30.78	13
Master's	31.03	40.23	28.74	88
Educational Specialist	27.27	54.54	18.19	11
Doctoral	28.58	71.43	0.00	7
$\chi^2=10.60$	$p=0.91$	$df=18$		

Although counselors having earned a doctoral degree exclusively expressed only moderate agreement with the assertion that homosexual adolescents are mostly satisfied with their sexual orientation, there is no evidence that counselor responses varied significantly based on the educational level of counselor respondents. Table 62 reflects all related data.

Table 62

Perceptions of Homosexuality as They Relate to Self-Satisfaction with Homosexual Orientation based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
Bachelor's	5.38	69.23	15.39	13
Master's	28.74	65.52	5.74	88
Educational Specialist	18.18	72.72	9.10	11
Doctoral	0.00	100.00	0.00	7
<hr/>				
$\chi^2=16.78$	p=0.54	df=18		

Despite the responses of those counselors who earned a Bachelor's degree or a Doctoral degree to related question #70, there were no significant statistical differences among counselor views as they relate to the assertion that homosexual students often feel isolated and rejected as evidenced by the data presented as part of Table 63. It is interesting to note, however, that no counselor having earned the maximum of a Bachelor's degree and those having earned a Doctoral degree, indicated strong disagreement with the assertion that homosexual students often feel isolated and rejected.

Table 63

Perceptions of Homosexuality as They Relate to Likelihood of Rejection based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	0.00	30.77	69.23	13
Master's	5.75	26.44	67.81	88
Educational Specialist	9.09	18.18	72.73	11
Doctoral	0.00	42.87	57.13	7
$\chi^2=12.81$	$p=0.80$	$df=18$		

When asked to what degree they believe that a positive heterosexual relationship may impact a homosexual orientation, the majority of all groups assigned according to level of counselor education, indicated strong disagreement that such an experience may influence a homosexual orientation. It is interesting to note that 100% of all counselors who reported having earned an educational specialist certification and/or degree (n=11) indicated strong disagreement with this possibility. It is also interesting to note that no counselor in the following groups based on level of education indicated strong agreement with this possibility: Bachelor's; Educational Specialist; and Doctoral as reflected in Table 64.

Table 64

Perceptions of Homosexuality as They Relate to Impact of a Positive Heterosexual Relationship based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	84.61	15.38	0.00	13
Master's	59.32	19.54	21.14	88
Educational Specialist	100.00	0.00	0.00	11
Doctoral	71.43	28.58	0.00	7
<hr/>				
$\chi^2=20.64$	p=0.15	df=15		

When asked about the healthiness of a homosexual lifestyle, most counselor respondents disagreed that homosexuality represents a lifestyle that is not healthy. Although no counselor having reported a Bachelor's degree or Doctoral degree strongly agreed that homosexuality represents an unhealthy lifestyle, there were no significant differences among counselor responses based on the highest earned degree and/or certification of the respondent as indicated in Table 65.

Table 65

Perceptions of Homosexuality as They Relate to the Healthiness of a Homosexual Lifestyle based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	92.30	7.69	0.00	13
Master's	83.90	11.50	4.60	88
Educational Specialist	81.81	9.09	9.09	11
Doctoral	100.00	0.00	0.00	7
<hr/>				
$\chi^2=9.32$	$p=0.95$	$df=18$		

When asked about the relationship between homosexuals and same-gender individuals, all counselors who reported an earned Bachelor's degree (n=13) indicated strong disagreement that homosexuals do not like members of the opposite sex, and no counselor having an Educational Specialist certification or Doctoral degree strongly disagreed with this same premise. Still, there is no evidence that counselor views varied significantly based on their level of education. See Table 66.

Table 66

Perceptions of Homosexuality as They Relate to Feelings of Dislike Toward Same-Gender Individuals based on Age of Counselor Respondents

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
Bachelor's	100.00	0.00	0.00	13
Master's	90.80	8.05	0.85	88
Educational Specialist	81.82	18.18	0.00	11
Doctoral	85.71	14.29	0.00	7
$\chi^2=7.93$	$p=0.79$	$df=12$		

Counselor respondents were also asked to identify their level of agreement with the assertion that homosexuals have more intense sex drives than heterosexuals. Responses were sorted by earned level of education, and the results have been listed as part of Table 67. While only one counselor of 119 who answered related survey question #77 strongly agreed that homosexuals have a more intense sex drive than heterosexuals, there is no evidence that the level of counselor education influenced the response offered by this sole counselor or any of his/her peers who participated in this study. It is interesting to note that counselors having earned an Educational Specialist certificate (n=11) and counselors having earned a Doctoral degree (n=7) all reported strong disagreement with the given assertion.

Table 67

Perceptions of Homosexuality as They Relate to More Intense Sex Drive of Homosexuals based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
Bachelor's	76.92	23.08	0.00	13
Master's	89.65	9.20	1.15	88
Educational Specialist	100.00	0.00	0.00	11
Doctoral	100.00	0.00	0.00	7
<hr/>				
$\chi^2=12.81$	p=0.38	df=12		

Overall, based on a review of the frequency of responses to 25 of the 27 survey questions that targeted counselor perceptions of adolescent homosexuality, counselor views did not vary significantly based on the reported levels of counselor education. Some trends appeared to be apparent. Still, their earned degrees and/or certificates appeared to have no impact on their views to these 25 questions.

When asked to consider sexual abuse as a child in terms of its effect on sexual orientation, a statistically significant difference was found among counselor responses based on their levels of education. Specifically, those having a doctor degree appeared much more likely not to view this factor as important one, while those having earned an Educational Specialist certification appeared more likely to view this factor as a "Very Important" one.

Counselor views also varied significantly when asked whether or not they agreed that homosexuals are more likely to pursue the field of the creative and performing arts. Those counselors having earned only a Bachelor's degree were more directly to agree that homosexuals tend to pursue such associations, while those counselors having earned at least an Educational Specialist degree and/or certification, were much less likely to hold this same opinion.

A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Years Employed As a School Counselor

Responses to the 26 survey items previously evaluated based on reported counselor age and level of education were also reviewed statistically to determine whether or not responses were significantly different based on the number of years respondents had been employed as a school counselor at the time this study was conducted. 14 of these initial 26 questions addressed given variables that may cause homosexuality. Responses to the first question (#44) in this series are listed as part of Table 68. Counselor work experience has been divided into six different categories: < 5 years; 5-9 years; 10-14 years; 15-19 years; 20-24 years; and ≥ 25 years. These categories will be maintained for all discussions of survey responses relevant to reported years of counseling experience.

At least 50% of respondents who reported between 10 and 24 years of counseling experience expressed views that heredity is a "Very Important" factor that causes homosexuality. Counselors having reported between 15 and 24 years of experience exclusively listed heredity as at least being moderately important in determining homosexuality. According to the results of a Chi-square analysis of the frequencies of all responses received based on years of counseling experience, significant differences were

found among counselor responses. Therefore, one may conclude that views relevant to the impact of heredity on the determination of a homosexual orientation were linked to the counselor respondents' reported years of counseling experience. See Table 68.

Table 68

Perception of Impact of Heredity on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	38.29	25.53	36.17	47
5-9	44.73	26.31	28.94	38
10-14	31.49	15.38	53.84	13
15-19	0.00	20.00	80.00	5
20-24	0.00	50.00	50.00	8
25+	20.00	40.00	40.00	5
$\chi^2=50.24$	*p=0.01	df=30		

As part of related question #45, counselors were asked how important they feel a hormonal balance is in terms of establishing a homosexual orientation. When the frequencies of responses were evaluated based on counselors' years of school counseling experience, no significant differences were found among the responses. Table 69 illustrates all frequency responses based on this demographic piece. It appears that most counselors, regardless of years of school counseling experience, view a hormonal balance as an unlikely cause of homosexuality.

Table 69

Perception of Impact of Hormonal Imbalance on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	59.58	25.54	14.90	47
5-9	55.26	39.48	5.26	38
10-14	69.23	15.38	15.38	13
15-19	40.00	40.00	20.00	5
20-24	37.50	25.00	37.50	8
25+	60.00	20.00	20.00	5
$\chi^2=29.57$	p=0.49	df=30		

The next possible cause of homosexuality explored was “chosen lifestyle”. Again, when counselor responses were reviewed based on their reported years of counseling experience, no significant differences were found among the frequency of counselor responses. Table 70 reflects all frequencies as they compare with reported years of experience. It is interesting to note that no counselor having 10 to 14 years of experience, and no counselor having 25 years or more of experience felt that chosen lifestyle bears a “Very Important” impact in determining homosexuality. While these results may be educationally significant, no differences that could be considered statistically significant were found.

Table 70

Perception of Impact of Chosen Lifestyle on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	51.07	34.04	14.89	47
5-9	42.11	26.31	31.58	38
10-14	84.61	15.38	0.00	13
15-19	60.00	20.00	20.00	5
20-24	25.00	62.50	12.50	8
25+	60.00	40.00	0.00	5
$\chi^2=41.91$	p=0.07	df=30		

Also explored was the impact of “parental upbringing” as it relates to the establishment of homosexuality. Question #47 was included in the survey questionnaire as a means of exploring this point. Although only a handful of counselors (n=3) who indicated an experience level of less than ten years listed “parental upbringing” as being a “Very Important” factor, no significant differences were found among counselor responses. Table 71 outlines the frequencies of all responses received grouped by counselor experience.

Table 71

Perception of Impact of Parental Upbringing on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	61.70	34.05	4.26	47
5-9	57.89	39.48	2.63	38
10-14	84.61	15.38	0.00	13
15-19	40.00	60.00	0.00	5
20-24	75.00	25.00	0.00	8
25+	80.00	20.00	0.00	5
$\chi^2=36.85$	$p=0.18$	$df=30$		

It may be educationally significant that no counselor having ten or more years of school counseling experience reported parental upbringing as a “Very Important” factor when considering the causes of homosexuality.

The impact of having at least one negative heterosexual experience was also considered. Counselors were asked to evaluate the importance of this potential cause of homosexuality. The frequencies of results were reviewed and appear in Table 72.

Although counselor experience was considered in the evaluation of all responses received, no significant differences among counselor groups organized by years of experience were found. No counselor who reported having between 10 and 14 years of

experience or 20 years or more of counseling experience felt this factor was “Very Important” as a potential cause of homosexuality.

Table 72

Perceptions of Impact of At Least One Negative Heterosexual Experience on Determining Homosexuality Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	48.93	42.55	8.51	47
5-9	47.37	50.00	2.63	38
10-14	69.23	30.76	0.00	13
15-19	40.00	40.00	20.00	5
20-24	75.00	25.00	0.00	8
25+	80.00	20.00	0.00	5
$\chi^2=31.23$	p=0.18	df=25		

It is interesting to note that the majority of counselors having earned five to nine years of counseling experience at the time data was being collected for this study indicated moderate agreement with the view that the incident of at least one negative heterosexual experience may lead to homosexuality eventually. No other counseling group organized by years of counseling experience displayed this level of agreement. In fact, members of all other counseling groups based on work experience reported responses in the “Not Important” range when asked how important at least one negative heterosexual experience may be in determining homosexuality.

Counselor responses appeared polarized in terms of whether or not having “no heterosexual options” is an important cause of homosexuality, no significant differences were found among counselor responses based on years of counseling experience. However, no counselor having reported 10 or more years of experience rated this factor as being “Very Important”. 100% of the five counselors who reported between 15 and 19 years of counseling experience expressed that having no heterosexual options is “Not Important” when considering the causes of homosexuality. See Table 73.

Table 73

Perceptions of Impact of No Heterosexual Options on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	74.47	19.15	6.38	47
5-9	78.94	15.79	5.26	38
10-14	84.61	15.38	0.00	13
15-19	100.00	0.00	0.00	5
20-24	75.00	25.00	0.00	8
25+	80.00	20.00	0.00	5
<hr/>				
$\chi^2=16.11$	p=0.98	df=30		

The consideration of sexual abuse during childhood also produced polarized results. No counselor having 15 or more years of counseling experience (n=18) rated this possible cause of homosexuality as being “Very Important”. Still, no significant

differences were found among the frequency of counselor responses based on their reported years of counseling experience. Table 74 reflects all frequencies.

Table 74

Perception of Impact of Sexual Abuse as a Child on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	46.81	40.43	12.77	47
5-9	26.32	57.89	15.78	38
10-14	61.53	23.07	15.38	13
15-19	40.00	60.00	0.00	5
20-24	50.00	50.00	0.00	8
25+	60.00	40.00	0.00	5
$\chi^2=35.83$	p=0.21	df=30		

The next factor explored was the possibility that one homosexual experience may lead to the establishment of a homosexual orientation. The majority of counselors assigned to each of the six counseling groups based on years of experience, indicated their views that having one sexual experience with a member of the same sex is “Not Important” when considering the causes of homosexuality. Although no counselor having ten years or more of counseling experience felt this factor was “Very Important”, no significant differences were found among the frequency of counselor responses based on their reported years of counseling experience, as reflected by Table 75.

Table 75

Perception of Impact of having One Sexual Experience with a Member of the Same Sex on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	57.45	38.30	4.26	47
5-9	55.26	39.47	5.26	38
10-14	69.23	30.76	0.00	13
15-19	60.00	40.00	0.00	5
20-24	75.00	25.00	0.00	8
25+	80.00	20.00	0.00	5
$\chi^2=20.26$	$p=0.91$	$df=30$		

Next explored was the influence of having the majority of one's sexual fantasies involve members of the same sex. The frequencies of counselor responses based on counselor experience were reviewed and are reflected in Table 76. No significant differences were found among the frequencies of counselor responses, although no counselor having reported 15 to 19 years of counseling experience, and no counselor having reported 25 years of experience or more felt that having the majority of sexual fantasies involve members of the same sex is a "Very Important" factor when considering the causes of homosexuality.

Table 76

Perception of Impact of Majority of Sexual Fantasies Involve Member of Same Sex on Determining Homosexuality based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	19.15	57.45	23.40	47
5-9	21.05	47.36	31.58	38
10-14	15.38	46.16	38.46	13
15-19	20.00	80.00	0.00	5
20-24	12.50	62.50	25.00	8
25+	20.00	80.00	0.00	5
$\chi^2=39.96$	p=0.11	df=30		

When asked whether or not homosexuality may be caused by an individual having romantic attractions for a member of the same sex, there were no significant differences among counselor responses based on years of counseling experience. However, only 13 counselors felt this possible cause should be given no consideration. These 13 counselors reported counseling experience ranging from 15 to 24 years. See Table 77 for a summary of all responses received.

Table 77

Perception of Impact of having Romantic Attractions for Member of Same Sex based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	4.26	48.93	46.81	47
5-9	13.16	34.21	52.63	38
10-14	15.38	38.45	46.16	13
15-19	0.00	80.00	20.00	5
20-24	0.00	62.50	37.50	8
25+	20.00	60.00	20.00	5
$\chi^2=30.10$	$p=0.46$	$df=30$		

Another factor considered as a possible cause of homosexuality was the scenario of a student who claims to be homosexual, even though he/she has had no actual sexual experience. Twenty-one (21) of the 116 counselors who participated in this study expressed their views that this particular factor is not “Very Important” in terms of causing homosexuality. However, no counselor who reported between 15 and 24 years of experience (n=13) agreed with the aforementioned 21 counselors. Additionally, 100% of the five counselors who reported between 15 and 19 years of experience described this factor as being “Moderately Important”. Regardless, no significant differences were found among the frequencies of counselor responses based on their years of counseling experienced as reflected in Table 78.

Table 78

Perception of Impact of Self-Identification as a Homosexual in the Absence of Sexual Experiences based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	19.15	48.93	31.91	47
5-9	10.52	39.48	50.00	38
10-14	30.77	30.77	38.46	13
15-19	0.00	100.00	0.00	5
20-24	0.00	50.00	50.00	8
25+	40.00	20.00	40.00	5
$\chi^2=46.15$	*p=0.03	df=30		

Counselor participants were also asked to evaluate whether or not the expression of stereotypically homosexual behaviors may be a cause of homosexuality. Only ten of the 116 counselors who participated in this study felt that such expression may be a “Very Important” cause of homosexuality, and no counselor reporting 25 years or more of counseling experience selected response values in the “Very Important” range. However, no significant differences were found among the frequencies of responses received grouped by years of counseling experience. See Table 79.

Table 79

Perception of Impact of Student Exhibiting Stereotypical Homosexual Behaviors on Determining Homosexuality Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	53.19	42.55	4.26	47
5-9	44.74	44.74	10.53	38
10-14	76.93	15.38	7.69	13
15-19	40.00	40.00	20.00	5
20-24	12.50	50.00	37.50	8
25+	60.00	40.00	0.00	5
$\chi^2=37.28$	$p=0.17$	$df=30$		

Counselors were also asked if a student has numerous friends who are known to be homosexual, could the nature of these relationships cause the student to be homosexual. Only four of the 116 counselors (3.45%) who answered related question #61 felt this was a “Very Important” factor in establishing homosexuality, and none of these four counselors reported counseling experience of ten to 14 years, 20 to 24 years, or 25 or more years of experience. Regardless, no significant differences were found among the frequencies of counselor responses based on counselor experience. See Table 80 for a summary of all related results.

Table 80

Perception of Impact of Student having a Number of Friends Known to be Homosexual on Determining Homosexuality by the Level of Counselor Education

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	65.96	31.91	2.13	47
5-9	63.16	31.58	5.26	38
10-14	84.61	15.38	0.00	13
15-19	60.00	20.00	20.00	5
20-24	37.50	62.50	0.00	8
25+	80.00	20.00	0.00	5
$\chi^2=25.58$	p=0.43	df=25		

Another scenario considered involves a student who has an ongoing intimate relationship with one member of the same gender. Only 7.56% (n=9) of the 116 counselors who answered related survey question #62 felt this scenario was “Not Important” when considering the causes of homosexuality as reflected in Table 81. Although no counselor having between 15 and 24 years of experience rated this scenario as “Not Important”, no significant differences were found among counselor responses based on years of counseling experience. The majority of counselors in each assigned group based on years of school counseling experience rated this scenario as being “Very Important” in determining homosexuality.

Table 81

Perception of Impact of Student of having One Ongoing Intimate Relationship with Member of the Same Sex on Determining Homosexuality Based the Level of Counselor Education

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	10.64	27.65	61.70	47
5-9	5.26	26.31	68.42	38
10-14	7.69	23.07	69.23	13
15-19	0.00	20.00	80.00	5
20-24	0.00	37.50	62.50	8
25+	20.00	40.00	40.00	5
$\chi^2=18.64$	p=0.95	df=30		

Other perceptions of homosexuality were also explored with a consideration given to the impact of counselor experience on reported views. As mentioned previously, 12 survey questions were included to identify these additional views, and the results to each question were analyzed based on counselor experience.

When asked whether or not homosexual students are more likely to abuse drugs than their heterosexual peers, 20 of the 115 counselors who answered related survey question #63 strongly agreed with this assertion. No statistically significant differences were found based on counselor experience as reflected in Table 82, although the majority of counselors who strongly disagreed with this given risk had 25 or more years of counseling experience. The majority of counselors in all other assigned categories based

on years of counseling experience only moderately agreed that homosexual students are at risk for drug abuse.

Table 82

Perception of Drug Abuse Risk based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	29.79	51.06	19.15	47
5-9	31.58	55.26	13.15	38
10-14	30.77	38.45	30.77	13
15-19	40.00	40.00	20.00	5
20-24	25.00	75.00	0.00	8
25+	50.00	25.00	25.00	4
<hr/>				
$\chi^2=18.44$	p=0.95	df=30		

Counselors were also asked whether or not they believed homosexual students are more likely to attempt suicide. 46% (n=53) of the 115 counselors who answered related survey question #64 indicated a strong agreement in terms of homosexual students being at risk for attempts of suicide. Conversely, only 10.43% (n=12) of the remaining counselors who answered this question expressed strong disagreement with this same statement as reflected in Table 83. Overall, no significant differences were found among counselor responses based on counselor experience, even though counselors who reported 25 or more years of experience (n=4) exclusively indicated strong agreement

that homosexual students may be at risk of attempting suicide. More than half of counselors assigned to groups having between 10 and 19 years of experience also indicated strong agreement with this same assertion, and no counselor having 20 or more years of counseling experience strongly disagreed with this same assertion.

Table 83

Perception of Suicide Risk based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
<5	12.77	46.81	40.42	47
5-9	7.89	47.37	44.74	38
10-14	15.38	30.77	53.85	13
15-19	20.00	20.00	60.00	5
20-24	0.00	62.50	37.50	8
25+	0.00	0.00	100.00	4
$\chi^2=28.27$	p=0.56	df=30		

Counselor views were also considered relative to religion and homosexuality. When presented with the statement: "Homosexuality is offensive to God and therefore, offensive to me," 91.30% (n=105) of counselors indicated strong disagreement with this statement. No significant differences were found among counselor responses based on years of experience as indicated in Table 84, although 100% of counselors having reported experience of 15 to 19 years or more than 25 years expressed strong disagreement that homosexuality is offensive due to religious reasons. It is interesting to

note that no counselor having 15 years of experience or more strongly agreed that homosexuality is offensive based on religious views.

Table 84

Perception of Relationship Between Homosexuality and Religious Beliefs Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	91.49	6.39	2.13	47
5-9	89.47	5.26	5.26	38
10-14	92.31	0.00	7.69	13
15-19	100.00	0.00	0.00	5
20-24	87.50	12.50	0.00	8
25+	100.00	0.00	0.00	4
$\chi^2=18.31$	p=0.95	df=30		

Counselors were also asked to indicate whether or not they agree with the view that male homosexuals are often found employed in the creative and performing professions. 21.74% (n=25) strongly agreed with this view. However, no significant distinctions were found among the frequency of counselor responses based on reported years of experience. It is interesting to note that the bulk of counselor responses indicated either strong disagreement or only moderate agreement with this view, regardless of the years of counseling experience accumulated by each respondent. See Table 85.

Table 85

Perception of Homosexuality as It Relates to Tendency of Males to Seek Associations with Creative and Performing Professions based on Years of Counselor Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	31.92	65.95	2.13	47
5-9	44.74	44.73	10.53	38
10-14	46.16	46.15	7.69	13
15-19	40.00	40.00	20.00	5
20-24	50.00	37.50	12.50	8
25+	25.00	75.00	0.00	4
$\chi^2=23.39$	p=0.55	df=25		

Additional counselor views were explored through the use of survey question #67, which asked counselors whether or not they agree that students are often very degrading toward other students whom they believe to be homosexual. Although no statistically significant differences were found among counselor views based on years of counseling experience, no counselor who reported having been employed as such for 15 or more years (n=17) indicated strong disagreement with this statement. Furthermore, only 11 total counselors of the 115 who answered question #67 strongly disagreed that students are often degrading toward those peers whom they feel are homosexual. Table 86 reflects the frequencies of all responses. Counselors having at least 15 years of

counseling experience appear to at least moderately agree that homosexual students may be degraded by their peers.

Table 86

Perception of Homosexuality as It Relates to Peer Degradation based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	6.39	31.91	36.17	47
5-9	15.78	55.26	28.95	38
10-14	15.38	53.84	30.76	13
15-19	0.00	80.00	20.00	5
20-24	0.00	50.00	50.00	8
25+	0.00	50.00	50.00	4
$\chi^2=25.25$	p=0.71	df=30		

Counselors were also asked whether or not agree that homosexuality is becoming more prevalent within the adolescent population. Counselor views appear to vary; however, none of the five counselors who reported experience between 15 and 19 years expressed strong agreement with this particular assertion. Still, no significant differences were found among counselor responses based on years of counseling experience. See Table 87.

Table 87

Perception of Homosexuality as It Relates to Increased Prevalence Among Adolescents Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	17.02	51.06	31.92	47
5-9	28.95	39.47	34.57	38
10-14	69.23	23.07	7.69	13
15-19	20.00	80.00	0.00	5
20-24	25.00	50.00	25.00	8
25+	50.00	25.00	25.00	4
$\chi^2=30.85$	$p=0.42$	$df=30$		

Respondents were also asked to identify their views relative to the following statement: “The vast majority of homosexual students are satisfied with their sexual orientation.” Although no counselor who reported 15 or more years of counseling experience (n=17) indicated strong agreement with this statement, no significant differences were found among the frequencies of counselor responses based on their years of counseling experience as reflected in Table 88. Clearly, the majority of all counselors regardless of the group they were assigned to based on their years of counseling experience, indicated only moderate agreement with the view that homosexuals are mostly satisfied with their particular sexual orientation.

Table 88

Perception of Homosexuality as It Relates to Self-Satisfaction with Homosexual Orientation based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	23.40	61.70	6.38	47
5-9	18.42	73.69	7.89	38
10-14	30.77	61.54	7.69	13
15-19	20.00	80.00	0.00	5
20-24	12.50	87.50	0.00	8
25+	25.00	75.00	0.00	4
$\chi^2=10.25$	$p=0.10$	$df=30$		

As part of survey question #70, counselors were asked whether or not they agree that adolescent homosexuals often feel isolated and rejected. While 100% of counselors who reported between 15 and 19 years of experience (n=5) and 100% of counselors who reported 25 years or more of work experience indicated strong agreement with this statement, no significant differences were found among counselor responses based on years of counseling experience. It is interesting to note that no counselor having 15 years of experience or more reported strong disagreement that homosexual students are likely to feel a sense of rejection. See Table 89.

Table 89

Perception of Homosexuality as It Relates to Likelihood of Rejection based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	6.39	25.53	68.09	47
5-9	2.63	36.83	60.53	38
10-14	15.38	23.08	61.54	13
15-19	0.00	0.00	100.00	5
20-24	0.00	12.50	87.50	8
25+	0.00	0.00	100.00	4
$\chi^2=30.31$	$p=0.45$	$df=30$		

Counselors were also asked whether or not they agreed that a homosexual adolescent is likely to change his/her sexual orientation if he/she has a positive heterosexual experience. No counselor having reported counseling experience in the following categories: less than 5 years; 10-14 years; and 15 or more years strongly agreed with this position. In fact, only one counselor in the category of five to nine years of counseling experience indicated strong agreement with this statement. Overall, only one of the 115 counselors (0.18%) who responded to related survey question #73 strongly agreed that a positive heterosexual experience is likely to lead to a change of sexual orientation for an adolescent who previously identified as being homosexual. Table 90 reflects the frequencies for all responses.

Table 90

Perception of Homosexuality as It Relates to the Impact of a Positive Heterosexual Relationship Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	80.85	19.15	0.00	47
5-9	81.57	15.78	2.63	38
10-14	76.92	23.05	0.00	13
15-19	100.00	0.00	0.00	5
20-24	75.00	25.00	0.00	8
25+	100.00	0.00	0.00	4
$\chi^2=16.89$	p=0.89	df=25		

When asked whether or not they view homosexuality as a healthy lifestyle, no counselor having 15 years of experience or more indicated views that they strongly feel it is not a healthy lifestyle. However, no significant differences were found among the frequencies of counselor responses based on reported years of counseling experience as indicated in Table 91, but clearly, most counselors regardless of years of experience strongly disagreed that homosexuality represents an unhealthy lifestyle.

Table 91

Perception of Homosexuality as It Relates to the Healthiness of a Homosexual Lifestyle based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	91.49	6.38	2.13	47
5-9	84.21	7.89	7.89	38
10-14	84.62	7.69	7.69	13
15-19	60.00	40.00	0.00	5
20-24	75.00	25.00	0.00	8
25+	75.00	25.00	0.00	4
$\chi^2=45.83$	p=0.03	df=30		

When asked whether or not they believe homosexuals do not “like” members of the opposite sex, only one counselor of the 115 who answered related survey question #75 indicated strong agreement with this view. This particular counselor reported fewer than five years of counseling experience. In fact, 112 of the 115 counselor respondents (97.39%) expressed strong disagreement with this view as illustrated in Table 92. While this information may be educationally significant, no statistically significant differences were found among counselor responses based on counselor experience.

Table 92

Perception of Homosexuality as It Relates to Feelings of Dislike Toward Same-Gender Individuals Based on Age of Counselor Respondents

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	87.23	10.64	2.13	47
5-9	92.10	7.89	0.00	38
10-14	92.31	7.69	0.00	13
15-19	100.00	0.00	0.00	5
20-24	87.50	12.50	0.00	8
25+	100.00	0.00	0.00	4
$\chi^2=9.20$	$p=0.98$	$df=20$		

The last attempt to explore expanded views of homosexuality (general and adolescent) was included in survey question #77, which asked counselors whether or not they feel “homosexuals experience a more intense sex drive than do heterosexuals.” Although 89.5% (n=103) of the 115 respondents who answered this survey question expressed strong disagreement with this statement, no significant differences were found among counselor responses based on reported years of counseling experience. It is interesting to note that 100% of counselors having the following years of counseling experience: 10-14 years; 20-24 years; and 25 or more years, expressed strong disagreement with the suggestion that homosexuals have a more intense sex drive than heterosexuals. See Table 93.

Table 93

Perception of Homosexuality as It Relates to More Intense Sex Drive of Homosexuals based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	85.11	14.90	0.00	47
5-9	89.47	7.89	2.63	38
10-14	100.00	0.00	0.00	13
15-19	80.00	20.00	0.00	5
20-24	100.00	0.00	0.00	8
25+	100.00	0.00	0.00	4
$\chi^2=19.62$	p=0.48	df=20		

In nearly all cases, counselor views relative to homosexuality (general and adolescent) did not appear to vary significantly based on their reported years of counseling experience. However, the distribution of responses to the 26 related survey questions may provide educationally significant information. The only statistically significant data that could be garnered by a Chi-square analysis of the frequencies of all responses based on counseling experience involved question #44, which asked respondents how important a factor heredity may be in determining sexual orientation. The probability coefficient generated from the related Chi-square analysis was equal to 0.01 as indicated in Table 68. In this regard, counselors having between 15 and 19 years of experience appeared to feel more strongly that heredity is a factor that causes

homosexuality. The frequencies of responses for this assigned counseling group were at least 26% higher and, in some cases, as much as 51% higher.

A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Gender of Respondent

As indicated previously, 26 survey questions were used to measure counselor views relative to homosexuality in general and as it relates to the homosexual population. The frequency of responses was evaluated in whole and also according to given demographic information: age; educational level; years as a counselor; gender; and sexual orientation of each respondent. Frequency values were compared via Chi-square analysis, and probability coefficients were calculated.

The 26 related survey questions that probed views regarding homosexuality (general and adolescent) were grouped into two categories: causes of homosexuality (n=14) and belief statements (n=12). Responses to each category of questions were evaluated based on the reported gender of all counselor respondents. Table 94 reflects the first half of responses received relevant to the factors that may contribute to adolescent homosexuality, and Table 95 reflects the second half of responses received.

Table 94

Perception of Impact of Various Factors on Determining Homosexuality by the Gender of Counselor Respondents

<u>Variable</u>	<u>n</u>	<u>Percentage</u>			<u>χ^2</u>	<u>p</u>	<u>df</u>
		<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>			
Heredity							
Male	29	31.04	17.25	51.72	3.33	0.77	6
Female	90	35.56	28.89	35.56			
Hormone Imbalance							
Male	29	58.62	20.69	20.69	9.07	0.17	6
Female	90	57.78	31.11	11.11			
Chosen Lifestyle							
Male	29	55.18	31.03	13.79	8.20	0.22	6
Female	90	50.00	31.11	18.89			
Parental Upbringing							
Male	29	62.07	31.04	6.90	7.95	0.24	6
Female	90	65.55	33.33	1.11			
Negative Heterosexual Experience							
Male	29	58.62	34.47	6.90	2.78	0.73	5
Female	90	53.33	42.23	4.44			
No Heterosexual Options							
Male	29	75.86	13.79	10.35	7.46	0.28	6
Female	90	80.00	17.78	2.22			
Sexually Abused as a Child							
Male	29	44.82	31.03	24.13	8.28	0.21	6
Female	90	42.22	50.00	7.77			

According to the data represented in Table 94, males and females seem to express similar views with almost equal frequencies. Although not statistically significant, the frequency of male (51.72%) to the impact of heredity in determining homosexuality differed by more than 15% when compared with the frequency of females responses (35.56%) relevant to the same consideration. All other response frequencies appear to be closer in

range, despite the absence of statistically significant differences among responses based on gender of respondent.

When asked to consider other factors that may contribute to homosexuality, counselor responses based on gender of respondent appeared less close in terms of the range of responses provided. For example, when asked to identify the impact of having romantic attractions for members of the same sex, 62.07% of males rated this characteristic as being “Very Important” in determining homosexuality, while only 42.22% of female responses rated this same characteristic as being “Very Important”. Additionally, a range of more than 15 percentage points was noted when counselors were asked to rate the importance of the expression of stereotypical homosexual behaviors in determining homosexuality. Male respondents viewed this characteristic as being “Not Important” at a rate of 62.07%, while female respondents viewed this same characteristic as being “Not Important” at a rate of 45.55%.

Table 95

Perceptions of Impact of Given Factors on Determining Homosexuality by the Gender of Counselor Respondents

Variable	n	Percentage			χ^2	p	df
		Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)			
One Sexual Experience with Same Sex							
Male	29	65.51	24.14	10.35	7.51	0.28	6
Female	90	58.89	38.89	2.22			
Most Sexual Fantasies of the Same Sex							
Male	29	10.35	44.83	44.82	12.36	0.05	6
Female	90	22.22	58.89	18.88			
Has Romantic Attractions for Same Sex							
Male	29	6.90	31.03	62.07	5.63	0.47	6
Female	90	8.89	48.89	42.22			
Claims to be Homosexual Despite Actual Sexual Involvement							
Male	29	24.14	41.38	34.48	12.14	0.06	6
Female	90	13.33	44.44	42.22			
Exhibits Stereotypical Homosexual Behaviors							
Male	29	62.07	31.03	6.90	4.70	0.58	6
Female	90	45.55	43.34	11.11			
Has a Number of Friends Known to be Homosexual							
Male	29	62.06	31.03	6.90	2.73	0.74	5
Female	90	66.67	31.11	2.22			
Has Ongoing Intimate Relationship with Member of Same Sex							
Male	29	6.90	17.24	75.87	3.83	0.70	6
Female	90	8.89	30.01	61.11			

According to Tables 94 and 95, when provided with 14 different factors that may contribute to a homosexual orientation in adolescents, out of the 119 counselors who were polled, no statistically significant differences were found among the frequencies of counselor responses based on the reported gender of each counselor.

As discussed, expanded counselor views were studied relevant to homosexuality (general and adolescent) through the use of 12 specific survey items that were included in this study. These specific items included various belief statements that counselors were asked to express the level of their agreement with each statement via a numeric value. All given values were matched with the reported gender of each counselor respondent and analyzed statistically. Tables 96 and 97 reflect a summary of the frequencies of counselors responses based on reported gender.

According to the data provided as part of Table 96, the frequencies of counselor responses varied most when comparing the gender of counselor respondents when counselors were asked to numerically evaluate their agreement with the assertion that homosexuality is becoming more prevalent among adolescents. More than half (55.16%) of male respondents indicated only moderate agreement with this assertion, while just 41.57% of female respondents shared the same level of agreement. The frequencies of all other responses based on gender were fewer than nine percentage points apart in range.

Table 96

Responses to Given Belief Statements based on Gender of Counselor Respondents

<u>Item</u>	<u>n</u>	<u>Percentage</u>			<u>χ²</u>	<u>p</u>	<u>df</u>
		<u>Strongly Disagree</u> <u>(1-2)</u>	<u>Moderately Agree</u> <u>(3-5)</u>	<u>Strongly Agree</u> <u>(6-7)</u>			
Homosexual students are more likely to abuse drugs.							
Male	29	37.93	41.37	20.69	1.69	0.95	6
Female	89	30.34	52.80	16.86			
Homosexual students are more likely to attempt suicide.							
Male	29	13.79	41.37	44.83	4.77	0.57	6
Female	89	8.99	43.83	47.19			
Homosexuality is offensive to God and therefore, offensive to me.							
Male	29	93.11	0.00	6.90	5.16	0.52	6
Female	89	91.01	6.74	2.24			
Homosexual male students Are more likely to be found in creative and performing professions.							
Male	29	37.93	55.17	6.90	1.80	0.88	5
Female	89	39.32	53.93	6.74			
Students are very degrading toward students whom they discover are homosexual.							
Male	29	10.35	51.73	37.93	4.25	0.64	6
Female	89	8.99	58.43	32.59			
Homosexuality is becoming more prevalent among adolescents							
Male	29	27.58	55.16	17.24	4.61	0.59	6
Female	89	29.22	41.57	29.22			

When considering the data provided in Table 97, similar tendencies were found among counselor responses based on their gender. In only one case, counselor responses varied by more than 14 percentage points. In this particular cases, 62.07% of males strongly disagreed that, “Homosexual adolescents who have the opportunity to experience a positive heterosexual relationship are likely to change their sexual orientation,” while 87.64% of female respondents expressed the same level of disagreement with this same premise. Still, no statistically significant differences were found among the frequencies of counselor responses based on gender of the counselor respondent.

Table 97

Responses to Additional Belief Statements based on Gender of Respondents

<u>Item</u>	<u>n</u>	<u>Percentage</u>			χ^2	<u>p</u>	<u>df</u>
		<u>Strongly Disagree</u> <u>(1-2)</u>	<u>Moderately Agree</u> <u>(3-5)</u>	<u>Strongly Agree</u> <u>(6-7)</u>			
Most homosexual students are satisfied with their sexual orientation.							
Male	29	31.03	58.62	10.34	4.17	0.66	6
Female	89	22.47	71.90	4.49			
Homosexual students are more likely to feel isolated and rejected.							
Male	29	10.35	20.69	68.96	6.98	0.32	6
Female	89	3.37	29.21	67.42			
Homosexual adolescents who have the opportunity to experience a positive heterosexual relationship are likely to change their sexual orientation.							
Male	29	62.07	34.48	3.45	13.10	0.02	5
Female	89	87.64	12.36	0.00			
A homosexual lifestyle is not a healthy lifestyle.							
Male	29	82.76	10.35	6.90	2.84	0.83	6
Female	89	86.51	10.11	3.37			
Homosexuals do not like members of the opposite sex.							
Male	29	82.76	17.24	0.00	6.11	0.19	4
Female	89	93.26	5.62	1.12			
Homosexuals experience a more intense sex drive than do heterosexuals.							
Male	29	86.20	10.35	3.45	4.83	0.31	4
Female	89	91.01	8.90	0.00			

According to the data represented in both Table 96 and Table 97, counselor responses to given belief statements about homosexuality (general and adolescent) showed no significant differences based on the gender of counselor respondents.

Overall, although the number of female counselors (n=89) who answered the 26 questions being discussed was about three times the number of male counselors (n=29) who answered these same survey items, counselor responses did not vary significantly based on identified gender when counselors were asked to evaluate the importance of given factors that may contribute to a homosexual orientation, and responses did not vary significantly by gender when these same counselors were given belief statements about homosexuality (general and adolescent) and asked to indicate their level of agreement with each statement.

A Comparison of Counselor Perceptions Regarding Homosexuality (General and Adolescent) Based on Sexual Orientation of Respondent

Responses to the most recently discussed 26 survey items included in this study to measure counselor perceptions as they relate to homosexuality (general and adolescent), including the consideration of possible causes of homosexuality, were also reviewed via Chi-square analysis in an attempt to identify whether or not counselor responses varied significantly based on the sexual orientation of each respondent. Responses were grouped and analyzed as follows: Heterosexual and Non-Heterosexual. Although survey question #9 provided three options: Heterosexual; Bisexual; and Homosexual, for analysis purposes, Bisexual and Homosexual responses were combined and renamed as “Non-Heterosexuals” due to the low number of counselors who identified themselves as either Homosexual (n=5) or Bisexual (n=3). Additionally, response options were also grouped to avoid having multiple cells with a frequency of 0 responses. More

specifically, responses to survey items #44, 45, 46, 47, 48, 49, 50, 56, 57, 58, 69. 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 73, 74, 75, and 77, were formatted originally to allow a range of responses from one to seven. Previously, responses were grouped as follows: 1-2 (not strong/important); 3-5 (moderate strength/importance); and 6-7 (very strong/important). In consideration of the sexual orientation of respondents, the earlier method of grouping was adjusted as follows: 1-4 (no agreement/unimportant) and 5-7 (agreement/important). A Chi-square analysis was completed relative to each survey item, and a probability coefficient calculated. To further validate this researcher's statistical review, a Fisher's Exact test was run also based on this new two-by-two table configuration. A second probably coefficient was generated.

Tables 98 and 99 summarize the frequencies of counselor responses relative to the causes of homosexuality.

Table 98

Perception of Impact of Various Factors on Determining Homosexuality by the Sexual Orientation of Counselor Respondents

Variable	n	Percentage		χ^2	p	Fisher's Exact p
		Not Important (1-4)	Important (5-7)			
Heredity						
Hetero	112	49.11	50.86	0.10	0.75	0.29
Non-Hetero	7	42.86	57.14			
Hormone Imbalance						
Hetero	112	75.89	24.11	0.35	0.55	0.33
Non-Hetero	7	85.71	14.29			
Chosen Lifestyle						
Hetero	112	72.32	27.68	0.60	0.44	0.29
Non-Hetero	7	85.71	14.29			
Parental Upbringing						
Hetero	112	89.29	10.71	2.20	0.15	0.16
Non-Hetero	7	71.43	28.57			
Negative Heterosexual Experience						
Hetero	112	86.61	13.39	1.24	0.27	0.20
Non-Hetero	7	71.43	28.57			
No Heterosexual Options						
Hetero	112	96.43	3.57	8.60	*0.00	0.04
Non-Hetero	7	71.43	28.57			
Sexually Abused as a Child						
Hetero	112	75.00	25.00	0.04	0.83	0.32
Non-Hetero	7	71.43	28.57			

df=1

According to these data, counselor responses initially appeared to vary significantly based on the sexual orientation of the respondent according to a probability coefficient of 0.00 when counselors were asked how important the scenario of having no heterosexual options was to the establishment of homosexuality. While about one quarter (28.57%) of

counselors who reported a non-heterosexual orientation (homosexual or bisexual), expressed views that this factor is an important one, a Fisher's Exact Test that generated a probability coefficient of 0.04. This latter value discounts the earlier suggestions that these differences in response were statistically different.

Similarly, in several other cases, the ranges of responses between the two groups based on reported sexual orientation appeared somewhat large. Specifically, the differences in responses were double or almost double in terms of frequency. When asked to evaluate the impact of a hormonal imbalance on the determination of a homosexual orientation, only 14.29% of the non-heterosexual population agreed the impact should be considered as "Important". However, 24.11% of the heterosexual population viewed the impact of this factor as "Important".

When asked to evaluate the impact of parental upbringing, counselor views between the two groups were even more varied: Heterosexual (10.71%) and Non-heterosexual (28.57%). In this same regard, when counselors were asked to evaluate the impact of having a negative heterosexual experience on the determination of homosexuality, counselor views again varied in terms of noted importance: Heterosexual (13.39%) and Non-heterosexual (28.57%). Still, neither of these differences was found to be significantly different.

Table 99

Perception of Impact of Given Factors on Determining Homosexuality by the Sexual Orientation of Counselor Respondents

Variable	n	Percentage		χ^2	p	Fisher's Exact p
		Not Important (1-4)	Important (5-7)			
One Sexual Experience with Same Sex						
Hetero	112	93.75	6.25	11.47	*0.00	*0.01
Non-Hetero	7	57.14	42.86			
Most Sexual Fantasies of the Same Sex						
Hetero	112	53.57	46.43	0.30	0.58	0.26
Non-Hetero	7	42.86	57.14			
Has Romantic Attractions for Same Sex						
Hetero	112	25.89	74.11	0.47	0.49	0.31
Non-Hetero	7	14.29	85.71			
Claims to be Homosexual Despite Actual Sexual Involvement						
Hetero	112	41.96	58.04	4.86	0.03	0.03
Non-Hetero	7	0.00	100.00			
Exhibits Stereotypical Homosexual Behaviors						
Hetero	112	83.04	16.96	2.93	0.09	0.10
Non-Hetero	7	57.14	42.86			
Has a Number of Friends Known to be Homosexual						
Hetero	112	88.39	11.61	0.05	0.83	0.40
Non-Hetero	7	85.71	14.29			
Has Ongoing Intimate Relationship with Member of Same Sex						
Hetero	112	21.43	78.57	0.20	0.65	0.36
Non-Hetero	7	14.29	85.71			

df=1

According to these data, counselor views relevant to the causes of homosexuality did not vary significantly, except when counselors were asked whether or not the incidence of one sexual encounter with a member of the same gender may lead to the establishment of homosexuality. Those counselors categorized as heterosexual almost unanimously (93.75%) felt this factor may lead to the establishment of homosexuality, while the responses of those counselors categorized as non-heterosexual were more evenly distributed in terms of frequency: 57.14% versus 42.86%. The results of a Fisher's Exact Test ($p=0.01$) support the results gained through an initial Chi-square analysis ($p=0.00$).

Although not statistically noteworthy, the responses provided by each respondent group based on their sexual orientation, yielded another apparent difference. When asked how important it is in determining homosexuality when a student claims to be homosexual but has no actual sexual involvement. All non-heterosexual (homosexual or bisexual) respondents agreed that such self-identification is "Important". Conversely, only a little more than half (58.04%) of heterosexual counselors agreed that this same scenario would be important when attempting to identify what constitutes a homosexual orientation.

Counselor responses to 12 belief statements aimed at exploring expanded views of homosexuality were also reviewed based on the identified sexual orientation of each counselor. Again, responses were categorized as disagree (1-4) and agree (5-7), and a Fisher's Exact test was run beyond a Chi-square analysis to test whether or not counselor responses varied significantly based on their reported sexual orientation. Tables 100 and 101 provide a summary of the frequencies of responses.

Table 100

Responses to Given Belief Statements based on Sexual Orientation of Counselor Respondents

<u>Item</u>	<u>n</u>	<u>Percentage</u>		<u>χ^2</u>	<u>p</u>	Fisher's Exact <u>p</u>
		<u>Disagree</u> <u>(1-3)</u>	<u>Agree</u> <u>(4-7)</u>			
Homosexual students are more likely to abuse drugs.						
Hetero	111	68.47	31.53	4.68	*0.03	* 0.04
Non-Hetero	7	28.57	71.43			
Homosexual students are more likely to attempt suicide.						
Hetero	111	38.74	61.26	1.68	0.19	0.15
Non-Hetero	7	14.29	85.71			
Homosexuality is offensive to God and therefore, offensive to me.						
Hetero	111	95.50	4.50	0.33	0.57	0.73
Non-Hetero	7	100.00	0.00			
Homosexual students are more likely to be found in creative and performing professions.						
Hetero	111	78.38	21.62	0.19	0.67	0.30
Non-Hetero	7	71.43	28.57			
Students are very degrading toward students whom they discover are homosexual.						
Hetero	111	36.89	63.11	0.20	0.66	0.30
Non-Hetero	7	28.57	71.43			
Homosexuality is becoming more prevalent among adolescents						
Hetero	111	49.55	50.45	1.26	0.26	0.17
Non-Hetero	7	71.43	28.57			

df=1

The data in Table 100 reflects one statistically significant difference among counselor responses based on their reported sexual orientation. In this particular case, counselors who identified as being homosexual and/or bisexual were more than twice as likely to agree that homosexual students are more likely to abuse drugs. Specifically, only 31.54% of the heterosexual population indicated agreement with this scenario, and 71.43% of the non-heterosexual population expressed similar views.

When asked whether or not they feel homosexuality is becoming more prevalent among the adolescent population, only 28.57% of the non-heterosexual population agreed that homosexuality is becoming more popular among adolescents. The heterosexual population appeared to feel more strongly that homosexuality is becoming more prevalent, as represented by 50.45% of this particular population expressed similar views.

Table 101

Responses to Additional Belief Statements based on Sexual Orientation of Respondents

Item	n	<u>Percentage</u>		χ^2	p	Fisher's Exact p
		Disagree (1-3)	Agree (4-7)			
Most homosexual students are satisfied with their sexual orientation.						
Hetero	111	81.08	18.92	0.39	0.53	0.28
Non-Hetero	7	71.43	28.57			
Homosexual students are more likely to feel isolated and rejected.						
Hetero	111	15.32	84.68	1.25	0.26	0.33
Non-Hetero	7					
Homosexual adolescents who have the opportunity to experience a positive heterosexual relationship are likely to change their sexual orientation.						
Hetero	111	97.30	2.70	2.70	0.10	0.20
Non-Hetero	7	85.71	14.29			
A homosexual lifestyle is not a healthy lifestyle.						
Hetero	111	93.69	6.31	0.47	0.49	0.64
Non-Hetero	7	100.00	0.00			
Homosexuals do not like members of the opposite sex.						
Hetero	111	99.10	0.90	0.06	0.80	0.94
Non-Hetero	7	100.00	0.00			
Homosexuals experience a more intense sex drive than do heterosexuals.						
Hetero	111	100.00	0.00	15.99	*<.0001	0.06
Non-Hetero	7	85.71	14.29			

df=1

Counselor views did not appear significantly different based on their reported sexual orientation. However, a Chi-square analysis showed a significant difference ($p < .0001$) among views when counselors were asked whether or not homosexuals have a stronger sex drive than heterosexuals. All heterosexual counselors ($n = 111$) unanimously disagreed with this assertion, but responses were more varied among the non-heterosexual counselor population. Regardless, a Fisher's Exact Test discounted the probability coefficient calculated solely by Chi-square analysis. The two-by-two table probability generated by the Fisher's Exact Test was 0.06, a figure that represents values that are not significantly different.

Overall, reported sexual orientation appeared to impact responses two of the survey questions related to homosexuality (general and adolescent) based on both a Chi-square analysis and the subsequent completion of a Fisher's Exact Test. In this regard, "Non-heterosexual" counselors were more likely to feel that a single sexual experience with a member of the same sex may constitute homosexuality, while their heterosexual counterparts did not agree with this same view. Additionally, "Non-heterosexual" counselors were more likely to believe that homosexual students are more likely to abuse drugs, while their heterosexual counterparts were more likely to disagree with this same view.

*Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students
Sorted by Given Demographic Information*

As mentioned previously, 11 of the 78 survey items were included as a means of determining counselor views relevant to the role of the school counselor in addressing the needs of homosexual students. Responses to ten of these 11 questions were sorted by counselor age and processed via Chi-square analysis to determine whether or not the

frequencies of responses varied significantly based on the reported age of counselor respondents. Responses to question #11 were not included in this review, because they did not offer Likert-type response options as the other nine questions did, and because more than one response option was given. Additional answers provided by counselors as “other” responses were excluded from further review as well. Tables 102, 103, 104, 105, 106, 107, 108, 108, 109, and 110 summarize the frequencies of related counselor responses.

A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Age of Respondent

The majority of counselors polled felt it is “Very Important” for counselors to help homosexual students deal with their families. No significant differences were found among the frequencies of counselor responses based on age of counselor respondent. However, no counselor over the age of 50 years rated this intervention as being “Not Important” as expressed in Table 102.

Table 102

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	3.23	12.91	83.87	31
30-39	3.23	16.13	80.64	31
40-49	4.17	12.50	83.33	24
50-59	0.00	19.23	80.77	26
60+	0.00	25.00	75.00	4
<hr/>				
$\chi^2=19.96$	$p=0.70$	$df=24$		

Counselors were also asked whether or not they have ever helped a student to discuss their sexual orientation with a parent and/or guardian. Although, more than half of all counselors in each assigned group indicated they have not helped a homosexual student to discuss his/her sexual orientation with a parent and/or guardian, it appears that those who reported an age of between 40 and 59 years were most likely to have implemented this intervention strategy. According to a probability coefficient of 0.03, overall responses did appear to vary significantly based on counselor age as related in Table 103. It may be educationally significant that more than half of all counselors assigned to each particular age group reported that they have never assisted homosexual students in dealing with their families.

Table 103

Incidence of Counselors Helping Homosexual Students to Deal with Their Families based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	9.68	90.32	31
30-39	25.81	74.19	31
40-49	32.00	68.00	25
50-59	48.15	51.85	27
60+	25.00	75.00	4
<hr/>			
$\chi^2=10.90$	*p=0.03	df=4	

When asked whether or not they have ever helped homosexual students in dealing with their friends, responses did not appear to vary significantly based on age of counselor respondent. However, it is interesting to note that all counselors who reported an age of 60 years or more (n=4) described this counselor intervention as being “Very Important”. More than 83% of counselors assigned to all other age groups appeared to agree with this view. Only two counselors of the 116 who answered the related survey question rated this intervention as being “Not Important”. Coincidentally, both of these counselors were between 21 and 29 years of age.

Table 104

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Friends based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	6.46	9.68	83.87	31
30-39	0.00	16.13	83.87	31
40-49	0.00	8.34	91.67	24
50-59	0.00	15.38	84.62	26
60+	0.00	0.00	100.00	4
$\chi^2=26.41$	p=0.33	df=24		

Although no counselor between the ages of 30 and 39, and no counselor beyond the age of 60 years rated the involvement of a school counselor to assist homosexual students to find support for their lifestyle as being “Not Important”, no significant differences were found among the frequencies of responses based on counselor age as indicated in Table 105. At least 50% of all counselors, regardless of age, viewed this role as being “Very Important”.

Table 105

Perception of Role of Counselor in Helping Homosexual Students to Find Support for Their Lifestyle based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	3.23	9.68	87.10	31
30-39	0.00	16.13	83.87	31
40-49	4.17	12.50	83.34	24
50-59	3.85	19.23	76.92	26
60+	0.00	50.00	50.00	4
<hr/>				
$\chi^2=18.51$	p=0.80	df=24		

Although only two counselors reported views that helping a homosexual adolescent to change his/her sexual orientation is a “Very Important” role of a school counselor, and these two counselors happen to fall within the range of 30 to 39 years of age, no significant differences were found among counselor responses based on reported age of counselor respondent. As indicated in Table 106, more than 87% of counselors assigned to each group based on their age, agreed that it is not an important role of the counselor to help a homosexual student to change his/her sexual orientation.

Table 106

Perception of Role of Counselor in Helping Homosexual Students to Change Their Homosexual Orientation based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	100.00	0.00	0.00	31
30-39	87.10	6.45	6.45	31
40-49	100.00	0.00	0.00	24
50-59	96.15	3.85	0.00	26
60+	100.00	0.00	0.00	4
$\chi^2=12.04$	p=0.44	df=12		

No significant differences were found among the frequencies of counselors based on reported age of counselor relative to whether or not it is the role of the school counselor to help homosexual students accept their orientation. It is interesting to note that counselors who reported an age of 50 to 59 years, rated the role of helping homosexual students to accept their orientation as being at least moderately important. All other age groups presented views ranging from “Not Important” to “Very Important”, with most counselors in all age groups except for the 60 years and older group, qualifying this role as being “Very Important” as reflected in Table 107.

Table 107

Perception of Role of Counselor in Helping Homosexual Students to Accept Their Homosexual Orientation based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
<20	0.00	0.00	0.00	0
21-29	3.23	29.03	67.74	31
30-39	12.90	22.58	64.51	31
40-49	4.17	20.84	75.00	24
50-59	0.00	38.46	61.54	26
60+	25.00	50.00	25.00	4
<hr/>				
$\chi^2=12.04$	p=0.44	df=24		

Counselor views appeared more evenly split for the most part between “Moderately Agree” and “Strongly Agree” when asked whether or not they feel it would be professionally gratifying to assist a homosexual student. However, the overriding views in all cases, regardless of assigned age group, indicate that counselors moderately agree that providing interventions to a homosexual student would be professionally gratifying. According to Table 108, no significant differences were found among counselor responses based on counselor age.

Table 108

Perception of Professional Gratification Associated with Helping Homosexual Students based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
<20	0.00	0.00	0.00	0
21-29	4.46	61.29	32.26	31
30-39	19.36	48.39	32.26	31
40-49	4.17	50.00	45.84	24
50-59	8.00	48.00	44.00	26
60+	0.00	75.00	25.00	4
$\chi^2=13.27$	p=0.96	df=24		

According to Table 109, the majority of school counselors expressed at least moderate agreement with the assertion that schools are not doing enough to address the needs of homosexual students. However, no significant differences were found among the frequencies of counselor responses based on reported counselor age. It may be of educational significance that counselors in all age groups save the age 30 to 39 group strongly agreed that that schools are not doing enough to address the needs of homosexual students.

Table 109

Perception of Lack of School Effort to Assist Homosexual Students Based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree</u> <u>(1-2)</u>	<u>Moderately Agree</u> <u>(3-5)</u>	<u>Strongly Agree</u> <u>(6-7)</u>	
<20	0.00	0.00	0.00	0
21-29	3.23	48.38	48.38	31
30-39	9.68	51.61	38.71	31
40-49	4.17	25.00	70.83	24
50-59	0.00	44.00	56.00	26
60+	0.00	50.00	50.00	4
$\chi^2=19.24$	$p=0.74$	$df=24$		

The majority of counselor responses in all age categories indicate at least moderate agreement with the assertion that teachers often display prejudice against homosexual students. However, the lowest frequency of responses provided was in the “Strongly Agree” category for all age groups other than the 60 years and older group. No significant differences were found among counselor responses based on age. See Table 110.

Table 110

Perceptions of Teacher Prejudice toward Homosexual Students based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
<20	0.00	0.00	0.00	0
21-29	19.35	74.20	6.46	31
30-39	41.93	51.62	6.46	31
40-49	25.00	58.33	16.67	24
50-59	16.00	76.00	8.00	26
60+	25.00	25.00	50.00	4
$\chi^2=26.54$	p=0.33	df=24		

It should be noted that the American School Counselors Association (ASCA) was incorrectly referred to as the American Association of School Counselors when referenced as part of question #78. It is assumed that counselors interpreted this question as being related to ASCA, as the population of respondents was derived specifically from the membership files of ASCA, and this researcher has been unable to locate any counseling organization known as the “American Association of School Counselors”. Still, no significant differences were found among counselor responses relevant to the involvement of ASCA in supporting homosexual adolescents. The majority of counselors who answered related question #78 indicated at least moderate agreement with this assertion as expressed in Table 111.

Table 111

*Perceptions of Support Offered by American Association of School Counselors (ASCA)_
by Age of Respondents*

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
<20	0.00	0.00	0.00	0
21-29	6.46	35.49	58.06	31
30-39	6.45	32.26	61.29	31
40-49	4.17	20.84	75.00	24
50-59	8.00	12.00	80.00	26
60+	0.00	50.00	50.00	4
$\chi^2=24.26$	p=0.45	df=24		

Overall, counselor views appeared to vary by counselor age in only one regard: when asked whether or not they have ever helped homosexual students to deal with their families. More than half of counselors who reported an age of 50 years or beyond reported that they have participated in such an activity. The youngest counselors (age 21-29 years) were the least likely to have played such a role when addressing the needs of homosexual students in the secondary school setting.

A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Level of Counselor Education

Counselor views were also explored via the responses to the nine aforementioned survey items that were included to measure counselor perceptions relevant to their role in counseling homosexual students. The frequencies of responses were measured and sorted based on counselors' level of education. A Chi-square analysis was used to compare the frequencies of responses, and a probability coefficient was generated. Tables 112, 113, 114, 115, 116, 117, 118, 119, and 120 display a summary of responses based on frequency.

Table 112

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	Not Important (1-2)	Moderately Important (3-5)	Very Important (6-7)	
Bachelor's	0.00	23.07	76.93	13
Master's	2.27	17.05	80.69	88
Educational Specialist	9.09	0.00	90.91	11
Doctoral	0.00	14.29	85.71	7
<hr/>				
$\chi^2=20.01$	$p=0.33$	$df=18$		

The majority of counselors regardless of educational level expressed their views that it is "Very Important" for school counselors to help homosexual students to deal with their families. In fact, no counselor who earned only a Bachelor's degree or who earned a

Doctoral degree, reported this intervention as being “Not Important”. However, no significant differences were found among the frequencies of counselor responses to related survey item #51 based on educational level of counselor respondent.

Related to question #51, question #26 asked counselor respondents whether or not they have helped a student to discuss sexual orientation with a parent and/or guardian. When responses were evaluated based on counselor education, no significant differences were found among counselor responses as reflected in Table 113. However, an overwhelming majority of counselors who reported having earned only a Bachelor’s degree (84.62%) indicated that they have never assisted a homosexual student in dealing with his/her family.

Table 113

Incidence of Counselors Helping Homosexual Students to Deal with Their Families based on Level of Counselor Education

	<u>Percentage</u>		
<u>Education Level</u>	<u>Yes</u>	<u>No</u>	<u>n</u>
Bachelor’s	15.38	84.62	13
Master’s	26.67	73.33	90
Educational Specialist	36.36	63.64	11
Doctoral	42.86	57.14	7
<hr/>			
$\chi^2=2.26$	p=0.52	df=3	

When asked to evaluate the role of the school counselor in helping homosexual students to deal with their friends, the majority of counselors in all age groups rate this function as being “Very Important”. It may be educationally significant that no Master’s-

level counselor, and no Doctoral-level counselor rated this role as being “Not Important”. Still, the differences in responses based on level of counselor education were not significantly different based on a Chi-square analysis. All related data are listed in Table 114.

Table 114

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Friends based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	7.69	15.38	76.93	13
Master's	0.00	13.64	86.37	88
Educational Specialist	9.09	0.00	90.91	11
Doctoral	0.00	14.29	85.71	7
$\chi^2=23.55$	$p=0.17$	$df=18$		

While the majority of all counselors feel it is “Very Important” for school counselors to assist homosexual students with generating support for their lifestyle, no significant differences were found among the frequencies of counselor responses based on their level of education. It may be educationally significant that 100% of Bachelor's-level counselors (n=13) and 100% of Doctoral-level counselors (n=7) rated this potential role as being “Not Important” as indicated in Table 115.

Table 115

Perception of Role of Counselor in Helping Homosexual Students to Find Support for Their Lifestyle Based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	0.00	0.00	100.00	13
Master's	2.27	15.91	81.82	88
Educational Specialist	9.09	27.27	63.64	11
Doctoral	0.00	28.58	71.43	7
<hr/>				
$\chi^2=16.38$	$p=0.57$	$df=18$		

The majority of all counselors, regardless of educational level, appear to believe that it is not the role of the school counselor to help a homosexual student to change his/her sexual orientation as indicated in Table 116. More specifically, no Bachelor's-level, Educational Specialist-level, or Doctoral-level counselor rated this potential counselor role as being "Very Important". Still, counselor views did not vary significantly based on the level of counselor education.

Table 116

Perception of Role of Counselor in Helping Homosexual Students to Change Their Homosexual Orientation Based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	100.00	0.00	0.00	13
Master's	94.32	3.41	2.27	88
Educational Specialist	100.00	0.00	0.00	11
Doctoral	85.71	14.29	0.00	7
<hr/>				
$\chi^2=5.88$	$p=0.75$	$df=9$		

More than one-half of all counselors, regardless of educational level earned, agree that it is "Very Important" for school counselors to help homosexual students accept their sexual orientation. No significant differences were found among counselor responses based on reported level of education, although no Doctoral-level counselor rated this potential counselor role as being "Not Important". See Table 117.

Table 117

Perception of Role of Counselor in Helping Homosexual Students to Accept Their Orientation based on Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
Bachelor's	7.69	30.76	61.53	13
Master's	6.82	27.28	65.90	88
Educational Specialist	9.09	36.36	54.54	11
Doctoral	0.00	42.86	57.14	7
<hr/>				
$\chi^2=14.49$	$p=0.70$	$df=18$		

According to the data represented in Table 18, no counselor having earned a Bachelor's degree only or a Doctoral degree indicated strong disagreement with the likelihood that counseling a homosexual student would be personally gratifying. Regardless, no significant differences were found among counselor responses based on reported level of education.

Table 118

Perception of Professional Gratification Associated with Helping Homosexual Students based on Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
Bachelor's	0.00	84.61	15.38	13
Master's	10.35	47.13	42.53	88
Educational Specialist	18.18	54.54	27.27	11
Doctoral	0.00	71.43	28.57	7
$\chi^2=13.19$	$p=0.78$	$df=18$		

Next, counselors were asked whether or not schools are doing enough to assist homosexual students. As indicated by Table 119, no counselor having earned only a Bachelor's degree or having earned a Doctoral degree, strongly disagreed that schools are not doing enough to assist homosexual students. However, no significant differences were found among the frequencies of counselor responses based on earned level of education.

Table 119

Perception of Lack of School Effort to Assist Homosexual Students based on Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
Bachelor's	0.00	69.23	30.77	13
Master's	3.45	45.98	50.57	88
Educational Specialist	18.18	27.27	54.55	11
Doctoral	0.00	14.29	85.71	7
<hr/>				
$\chi^2=22.46$	p=0.21	df=18		

No significant differences were found among counselor responses based on their reported levels of education relevant to their views that teachers exhibit significant prejudice towards homosexual students. As reflected in Table 120, however, no counselor who reported to have earned only a Bachelor's degree, indicated strong agreement with this particular assertion, and nearly all Bachelor's-level counselors (92.31%) only moderately agreed that teachers often display prejudice toward homosexual students.

Table 120

Perceptions of Teacher Prejudice toward Homosexual Students based on Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
Bachelor's	7.69	92.31	0.00	13
Master's	28.73	60.92	10.35	88
Educational Specialist	27.27	54.54	18.18	11
Doctoral	57.14	28.57	14.29	7
$\chi^2=20.44$	$p=0.31$	$df=18$		

Finally, counselor responses to the following statement: “The American Association of School Counselors should take a strong stand supporting the rights and needs of homosexual students”, counselor views did not vary significantly based on their earned level of education, even though no counselor having earned only a Bachelor’s degree, and no counselor having earned a Doctoral degree indicated strong disagreement with this statement. It should be noted that the survey instrument used as part of this study incorrectly listed the American School Counselors Association as the “American Association of School Counselors”. This researcher has assumed that this technical error did not impact counselor responses to survey item #78. Table 121 displays a summary of the frequencies of all related responses.

Table 121

*Perceptions of Support Offered by American Association of School Counselors (ASCA)_
by Level of Counselor Education*

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)	
Bachelor's	0.00	46.15	53.84	13
Master's	5.78	27.58	66.66	88
Educational Specialist	18.18	18.18	63.63	11
Doctoral	0.00	14.29	85.72	7
$\chi^2=22.80$	p=0.20	df=18		

*A Comparison of Counselor Perceptions Relevant to Their Role in Counseling
Homosexual Students Based on Years Employed As a School Counselor*

Counselor views as expressed in their responses to survey items #51, 52, 53, 54, 55, 71, 72, 76, and 78 were also evaluated based on the reported years of counseling experience. Table 122 provides a summary of counselor views relative to the counselor's role in assisting homosexual students in dealing with their families.

Table 122

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	2.13	10.64	87.24	47
5-9	2.63	18.42	78.95	38
10-14	7.69	7.69	84.62	13
15-19	0.00	0.00	100.00	5
20-24	0.00	50.00	50.00	8
25+	0.00	40.00	60.00	5
$\chi^2=33.59$	$p=0.29$	$df=30$		

Although 100% of counselors who reported between 15 and 19 years of experience expressed views that it is “Very Important” for school counselors to assist homosexual students in dealing with their families, no significant differences were found among the frequencies of counselor responses based on reported years of counseling experience. It may be educationally significant that counselors having 20 or more years of experience more frequently reported response values that indicated moderate agreement with the counselor having the role of helping homosexual students to deal with their families, when compared to the responses offered by their less experienced colleagues.

As a follow-up, counselors were also asked whether or not they have ever helped a student to discuss his/her sexual orientation with a parent and/or guardian. Counselor

responses did not appear to vary significantly based on reported years of counseling experience as reflected in Table 123. However, at least half of counselors in all assigned groups based on years of counseling experience indicated they had not helped a student in this regard at the time data was being collected for this study.

Table 123

Incidence of Counselors Helping Homosexual Students to Deal with Their Families based on Years of Counseling Experience

School Counseling Experience (years)	<u>Percentage</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	19.15	80.85	47
5-9	25.64	74.36	39
10-14	38.46	61.54	13
15-19	33.33	66.67	6
20-24	50.00	50.00	8
25+	40.00	60.00	5
<hr/>			
$\chi^2=5.06$	p=0.40	DF=30	

Related to these questions, counselors were also asked whether or not they feel it is their role to assist homosexual students in dealing with their friends. Again, no significant differences were found among counselor responses based on years of counseling experience, even though no counselor having ten or more years of experience indicated that such a role is “Not Important” as reflected in Table 124.

Table 124

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	2.13	8.51	89.36	47
5-9	2.63	15.79	81.58	38
10-14	0.00	7.69	92.31	13
15-19	0.00	0.00	100.00	5
20-24	0.00	37.50	62.50	8
25+	0.00	20.00	80.00	5
$\chi^2=23.92$	p=0.78	df=30		

Counselor views were also assessed relative to whether or not they feel it is their role within the school to help homosexual students to find support for their lifestyle. Although counselors only in the experience groups of 5-9 years (n=1) and 10-14 years (n=2) felt this facet of a counselor's role is "Not Important", no significant differences were found among the frequencies of all responses based on years of counseling experience as indicated in Table 125.

Table 125

Perception of Role of Counselor in Helping Homosexual Students to Find Support for Their Lifestyle Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	0.00	8.51	91.49	47
5-9	2.63	13.15	84.21	38
10-14	15.38	15.38	69.23	13
15-19	0.00	20.00	80.00	5
20-24	0.00	50.00	50.00	8
25+	0.00	60.00	40.00	5
$\chi^2=45.27$	p=0.04	df=30		

When asked whether or not they feel it is the role of the school counselor to help a homosexual student to change his/her sexual orientation, more than 80% of all counselors in each of the groups based on years of counseling experience, indicated their belief that this role is “Not Important”. Furthermore, 100% of all counselors having reported ten or more years of counseling experience expressed this same point of view. Despite this common view, no significant differences were found among counselor responses based on their reported level of education as reflected in Table 126.

Table 126

Perception of Role of Counselor in Helping Homosexual Students to Change Their Homosexual Orientation Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	95.75	4.26	0.00	47
5-9	89.47	5.26	5.26	38
10-14	100.00	7.69	92.31	13
15-19	100.00	0.00	0.00	5
20-24	100.00	0.00	0.00	8
25+	100.00	0.00	0.00	5
$\chi^2=11.03$	$p=0.75$	$df=15$		

When asked whether or not it is the role of the school counselor to help students to accept their sexual orientation, no significant differences were found among the frequencies of counselor responses based on their years of counseling experience. However, the majority of counselors in all categories reported this role is at least “Moderately Important” as indicated in Table 127. It is interesting to note that 100% of all counselors who reported experience of 15 to 24 years of experience rated this potential role as being at least “Moderately Important”.

Table 127

Perception of Role of Counselor in Helping Homosexual Students to Accept Their Homosexual Orientation Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Important (1-2)</u>	<u>Moderately Important (3-5)</u>	<u>Very Important (6-7)</u>	
<5	4.26	27.66	68.09	47
5-9	7.89	21.05	71.05	38
10-14	7.69	23.07	69.23	13
15-19	0.00	60.00	40.00	5
20-24	0.00	50.00	50.00	8
25+	20.00	60.00	20.00	5
$\chi^2=37.53$	$p=0.16$	$df=30$		

When asked whether or not counseling a homosexual student would be professionally gratifying, no counselor having 15 to 19 years of experience or 25 or more years of counseling experience, strongly disagreed with this possibility. More specifically, the five counselors assigned to this group based on their shared years of counseling experience, indicated views that this counseling role is “Moderately Important”. Table 128 displays the frequencies of all responses. No significant differences were found among counselor responses based on a Chi-square analysis of all responses received based on years of counseling experience.

Table 128

Perception of Professional Gratification Associated with Helping Homosexual Students based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	2.13	65.96	31.91	47
5-9	18.42	44.74	36.84	38
10-14	15.38	23.07	61.54	13
15-19	0.00	100.00	0.00	5
20-24	12.50	62.50	25.00	8
25+	0.00	50.00	50.00	5
$\chi^2=37.06$	$p=0.18$	$df=30$		

Counselors were also asked whether or not they agreed with the following statement: “Schools are not doing enough to help homosexual students adjust to their school environment.” Although only counselors having 5 to 9 years of counseling experience (n=2) indicated a strong disagreement with this statement, along with counselors having 10 to 14 years of experience (n=1), no significant differences were found among counselor responses based on years of counseling experience as displayed in Table 129.

Table 129

Perception of Lack of School Effort to Assist Homosexual Students based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	0.00	48.94	51.07	47
5-9	10.52	42.10	47.36	38
10-14	7.69	38.46	53.84	13
15-19	0.00	80.00	20.00	5
20-24	0.00	37.50	62.50	8
25+	0.00	25.00	75.00	5
$\chi^2=32.46$	$p=0.35$	$df=30$		

Counselor views were varied when the following statement was given and counselors were asked to indicate their level of agreement with this statement: “Teachers seem to exhibit significant prejudice towards homosexual students.” No significant differences were found among counselor responses based on reported level of education. However, no counselor having reported between 20 and 24 years of school counseling experience strongly agreed with this statement. See Table 130.

Table 130

Perceptions of Teacher Prejudice toward Homosexual Students based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	25.53	70.22	4.26	47
5-9	31.57	57.90	10.52	38
10-14	23.22	53.84	23.08	13
15-19	20.00	60.00	20.00	5
20-24	37.50	62.50	0.00	8
25+	25.00	25.00	50.00	5
$\chi^2=25.20$	$p=0.72$	$df=30$		

Finally, school counselors were asked whether or not they agreed with the following statement and to what degree: The American Association of School Counselors should take a strong stand supporting the rights and needs of homosexual students. As indicated earlier, the survey instrument used for this particular study incorrectly identified the American School Counselor Association (ASCA) as the “American Association of School Counselors”. It is assumed that this error did not affect counselor responses, as only those counselors who were active members of the ASCA at the time data was being collected were invited to participate in this study. Overall, counselor responses to related survey item #78 did not vary significantly based on years of counseling experience as displayed in Table 131. It may be educationally significant,

however, that counselors who reported between 15 and 19 years of experience and those who reported 25 or more years of experience expressed at least moderate agreement with this statement.

Table 131

*Perceptions of Support Offered by American Association of School Counselors (ASCA)_
by Years of Counseling Experience*

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Strongly Disagree (1-2)</u>	<u>Moderately Agree (3-5)</u>	<u>Strongly Agree (6-7)</u>	
<5	2.13	31.92	65.95	47
5-9	7.89	26.32	65.78	38
10-14	15.38	15.38	69.23	13
15-19	0.00	40.00	60.00	5
20-24	12.50	37.50	50.00	8
25+	0.00	25.00	75.00	5
$\chi^2=25.20$	p=0.72	df=30		

Although certain trends seemed to be apparent when the responses to various survey items that were included in this study to evaluate counselor perceptions relevant to the role of the school counselor in addressing the needs of homosexual students were reviewed, no significant differences were found among responses based on years of counseling experience.

*A Comparison of Counselor Perceptions Relevant to Their Role in Counseling
Homosexual Students Based on Gender of Respondent*

Extended counselor views as reflected in the responses received to survey items #51, 52, 53, 54, 55, 71, 72, 76, and 78 were also sorted and analyzed based on the gender of each counselor respondent. A Chi-square analysis was performed using the frequencies of responses sorted by counselor gender, and a probability coefficient was generated. Table 132 reflects the frequencies of responses received relevant to the perceived role of the school counselor in helping adolescent homosexuals.

According to the data represented in Table 132, although not significantly different in value, almost seven times as many males (6.90%) expressed views that it is not an important role for counselors to assist homosexual students with helping to find support for their lifestyle, when only 1.11% of females expressed this same view. Additionally, twice as many males (10.35%) also indicated it is not an important aspect of the counselors role to help homosexual students to accept their sexual orientation, while only 5.55% of female counselors expressed this same view.

Table 132

Perception of Role of Counselor in Helping Homosexual Students to Deal with Their Families Based on Gender of Respondents

<u>Item</u>	Not Important (1-2)	<u>Percentage</u>		χ^2	p	<u>df</u>
		Moderately Important (3-5)	Very Important (6-7)			
Assist them dealing with their family						
Male	3.45	6.90	89.65	6.52	0.37	6
Female	2.22	18.88	78.89			
Assist them dealing with their friends						
Male	3.45	6.90	89.65	4.81	0.56	6
Female	1.11	14.44	84.44			
Assist them to find support for their lifestyle						
Male	6.90	17.24	75.86	6.16	0.41	6
Female	1.11	15.56	83.33			
Help them change their sexual orientation						
Male	93.11	6.90	3.45	0.73	0.87	3
Female	95.55	3.33	1.11			
Help them accept their sexual orientation						
Male	10.35	37.92	51.72	15.03	0.02	6
Female	5.55	26.67	67.78			

When counselor views were sorted according to gender in regard to how many counselors have actually helped a homosexual student to discuss his/her sexual orientation with his/her parents and/or guardians, no significant differences were found among counselors based on their reported gender. However, more female counselors (75.00%) than males (65.52%) responded that they have never exercised this role as a school counselor as indicated in Table 133.

Table 133

Incidence of Counselors Helping Homosexual Students to Deal with Their Families based on Gender of Respondents

	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Male	34.48	65.52	29
Female	25.00	75.00	92
$\chi^2=1.00$	p=0.32	df=1.	

Extended views were also explored via four additional survey items used to assess counselor agreement with various given statements relevant to the experiences of homosexual adolescents in the school setting. Table 134 displays the frequencies of all responses received. According to a Chi-square analysis of the frequencies, no significant differences were found among counselor responses based on counselor gender, except when counselors were asked whether or not the American School Counselor Association (ASCA) should take a strong stand supporting the rights and needs of homosexual students. In terms of frequency, 13.79% of males (n=4) strongly disagreed with this statement, while only 3.37% of female counselors (n=4) strongly disagreed. Although

not statistically significant, it is interesting almost twice as many females (11.24%) than males (6.90%) strongly agreed that teachers seem to exhibit significant prejudice towards homosexual students.

Table 134

Extended Views of Counselors Relevant to the Plight of the Homosexual Student in the School Setting based on Gender of Respondents

<u>Item</u>	<u>Percentage</u>			χ^2	p	<u>df</u>
	Strongly Disagree (1-2)	Moderately Agree (3-5)	Strongly Agree (6-7)			
Counseling homosexual students would be professionally gratifying						
Male	13.79	44.83	41.38	7.28	0.30	6
Female	7.86	56.18	35.95			
Schools are not doing enough to help homosexual students adjust to their school environment						
Male	10.35	41.38	48.27	5.06	0.54	6
Female	2.24	46.07	51.68			
Teachers seem to exhibit significant prejudice towards homosexual students						
Male	24.14	68.96	6.90	6.49	0.37	6
Female	29.22	59.55	11.24			
The American Association of School Counselors should take a strong stand supporting the rights and needs of homosexual students						
Male	13.79	24.14	62.07	17.41	*0.01	6
Female	3.37	29.21	67.42			

Overall, when views relevant to the role of the school counselor in addressing the needs of homosexual students in the school setting were sorted and reviewed statistically based on the gender of counselor respondents, only one significant difference was found among responses based on gender. This difference was related to counselor views as to whether or not the American School Counselor Association (ASCA) should do more to support the rights of homosexual students. Males were almost four times more likely to strongly disagree that ASCA should take such a stand. While other trends seemed apparent, no other statistically significant differences were found among counselor responses based on age. It should be noted that the original, related survey item used to assess counselor views in this regard was incorrectly worded, and the American School Counselor Association was incorrectly labeled as the American Association of School Counselors. Since participation in this study was limited to select members of ASCA only, it has been assumed that counselors did not recognize this error and most likely interpreted the survey item as being relevant to ASCA.

A Comparison of Counselor Perceptions Relevant to Their Role in Counseling Homosexual Students Based on Sexual Orientation of Respondent

Finally, extended counselor views of homosexuality were evaluated based on the reported sexual orientation of counselor respondents. Due to the low number of bisexual counselors (n=3) and homosexual counselors (n=5) who participated in this study, these two groups were combined and referred to as “Non-Heterosexual”. Also, responses were categorized as disagree (1-4) and agree (5-7), and a Fisher’s Exact Test was run beyond a Chi-square analysis to test whether or not counselor responses varied significantly based on their reported sexual orientation. Table 135 summarizes the frequencies of all responses.

Most views seemed to be comparable between heterosexuals and non-heterosexuals; however, fourteen times as many non-heterosexuals (14.29%) than heterosexuals (0.89%) expressed views that it is an important role of the school counselor to help homosexual students to change their sexual orientation. The original Chi-square analysis of all related responses yielded a probability coefficient of 0.01, which represents a statistically significant difference. However, a subsequent Fisher's Exact Test was performed due to the limited number of cells used in the original analysis. The subsequent probability coefficient generated by this second analysis was 0.11, a value that indicates the differences are significantly different. Additionally, most counselors seemed to believe it is the role of the school counselor to help homosexual students accept their sexual orientation, but it is not the counselor's role to help homosexual students change their sexual orientation.

Table 135

Perception of Role of Counselor in Helping Homosexual Students based on Sexual Orientation of Respondents

<u>Item</u>	<u>Percentage</u>		χ^2	p	Fisher's Exact p
	Not Important (1-4)	Important (5-7)			
Assist them dealing with their family					
Hetero	7.14	92.86	0.54	0.46	0.61
Non-Hetero	0.00	100.00			
Assist them dealing with their friends					
Hetero	4.46	95.54	0.33	0.57	0.73
Non-Hetero	0.00	100.00			
Assist them to find support for their lifestyle					
Hetero	12.50	87.50	0.99	0.32	0.41
Non-Hetero	0.00	100.00			
Help them change their sexual orientation					
Hetero	99.11	0.89	7.15	*0.01	0.11
Non-Hetero	85.71	14.29			
Help them accept their sexual orientation					
Hetero	28.57	71.43	0.67	0.41	0.28
Non-Hetero	14.29	85.71			

df=1

Table 136 provides a summary of the frequencies of counselor responses based on reported sexual orientation relevant to whether or not counselors had helped a student discuss his/her sexual orientation with a parent and/or guardian at the time data was being collected for this study.

Table 136

Incidence of Counselors Helping Homosexual Students to Deal with Their Families based on Gender of Respondents

	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Hetero	26.32	73.69	114
Non-Hetero	42.86	57.14	7
<hr/>			
$\chi^2=0.91$	p=0.34	df=1	Fisher's Exact p=0.20

The majority of counselors, regardless of sexual orientation, had not had any experience helping students to discuss their sexual orientation with a parent and/or guardian. No significant differences were found between counselor responses based on reported sexual orientation.

Counselor views were also explored based on counselor gender as they relate to professional gratification, teacher prejudice, the role of the school, and the role of the American School Counselors Association as each relates to the needs of homosexual students. As reflected in Table 137, no significant differences were found among counselor responses based on sexual orientation. Counselor responses in all categories appeared to be comparable, except when counselors were asked whether or not ASCA should take a strong stand to support the rights of homosexual students. In this regard,

100% of non-heterosexual counselors as opposed to only 81.08% of heterosexual counselors agreed that ASCA should take on such a role.

Table 137

Extended Views of Counselors Relevant to the Plight of the Homosexual Student in the School Setting based on Sexual Orientation of Respondents

<u>Item</u>	<u>Percentage</u>		χ^2	p	Fisher's Exact p
	<u>Disagree (1-4)</u>	<u>Agree (5-7)</u>			
Counseling homosexual students would be professionally gratifying					
Hetero	38.74	61.26	0.29	0.59	0.28
Non-Hetero	28.57	71.43			
Schools are not doing enough to help homosexual students adjust to their school environment					
Hetero	21.62	78.38	0.21	0.65	0.36
Non-Hetero	14.29	85.71			
Teachers seem to exhibit significant prejudice towards homosexual students					
Hetero	72.97	27.03	0.01	0.93	0.33
Non-Hetero	71.43	28.57			
The American Association of School Counselors should take a strong stand supporting the rights and needs of homosexual students					
Hetero	18.92	81.08	1.61	0.20	0.24
Non-Hetero	0.00	100.00			

df=1

In summary, when counselor views were compared based on the sexual orientation of counselor respondents relative to the role of the school counselor in supporting homosexual students in the school setting, views did not appear to vary significantly based on counselor orientation. However, several trends seemed apparent. None of these trends could be supported by statistical analysis.

Exposure to Homosexual Students Sorted by Given Demographic Information

Although four survey items were included as a means of identifying how contact between counselors and homosexual students has been initiated, responses to only two of these items could be further processed based on counselor age; level of education; years of counseling experience; gender; and sexual orientation, because only these two questions allowed for a single response. The option of multiple responses, as included with the remaining two survey items, excluded these responses from Chi-square analysis and a Fisher's Exact test (when considering sexual orientation of counselor respondent).

A Comparison of Exposure to Homosexual Students Based on Age of Respondent

When asked whether or not counselors have ever dealt with a homosexual student, responses did not vary significantly based on age of counselor as reflected in Table 138.

Table 138

Incidence of Contact between Counselor and Homosexual Student based on Age of Counselor Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	74.19	25.81	31
30-39	83.87	16.13	31
40-49	96.15	3.85	26
50-59	89.29	10.71	28
60+	89.29	10.71	5
$\chi^2=6.76$	p=0.15	df=4	

According to these data, the majority of counselor respondents have dealt with at least one homosexual student, regardless of counselor age. Additionally, no significant differences were found among the frequencies of counselor responses based on their reported age.

When asked whether or not they had initiated contact with homosexual students, counselor views did not vary significantly based on age of counselor either as reflected in Table 139. In all cases, with required to assigned counseling group based on age of counselor, at least half of all counselors in all groups indicated they have not initiated contact with a homosexual student.

Table 139

Incidence of Counselor-Initiated Contact with Homosexual Student based on Age of Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	13.04	86.96	23
30-39	7.69	92.31	26
40-49	20.00	80.00	25
50-59	32.00	68.00	25
60+	50.00	50.00	4
$\chi^2=7.81$	p=0.10	df=4	

A Comparison of Exposure to Homosexual Students Based on Level of Counselor Education

Responses to the most aforementioned survey questions (#21 and 23) were also sorted by educational level of counselor and analyzed via Chi-square analysis to test whether or not there were significant differences among the frequencies of responses based on this factor. According to Tables 140 and 141, no significantly statistical differences were found among counselor responses based on reported level of education.

Table 140

Incidence of Contact between Counselor and Homosexual Student based on Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
Bachelor's	71.43	28.57	14
Master's	86.81	13.19	91
Educational Specialist	90.91	9.09	11
Doctoral	85.71	14.29	7
<hr/>			
$\chi^2=2.60$	p=0.46	df=4	

The majority of counselors, regardless of level of education, reported having dealt with at least homosexual student at the time data was being collected for this study.

It appears clear that counselors in most cases, regardless of highest degree and/or certificate earner, have not initiated contact with homosexual students in the school setting as indicated in Table 141.

Table 141

Incidence of Counselor-Initiated Contact with Homosexual Student based on Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
Bachelor's	10.00	90.00	10
Master's	20.25	79.75	79
Educational Specialist	20.00	80.00	10
Doctoral	16.67	83.33	6
<hr/>			
$\chi^2=0.63$	$p=0.87$	$df=3$	

A Comparison of Exposure to Homosexual Students Based on Years of Counseling Experience

When counselors were asked whether or not they had ever dealt with a homosexual student and whether or not they had ever initiated contact with a homosexual student, responses did not vary significantly based on the years of counseling experience as reported by counselor respondents. See Tables 142 and 143. It may be educationally significant, however, that 100% (n=14) of all counselors who reported between 10 and 14 years of counseling experience, said they have dealt with at least one homosexual student.

Table 142

Incidence of Contact between Counselor and Homosexual Student based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	77.08	22.92	48
5-9	89.74	10.26	39
10-14	100.00	0.00	13
15-19	83.33	16.67	6
20-24	88.89	11.11	9
25+	80.00	20.00	5
$\chi^2=5.56$	p=0.35		

As indicated in Table 143, at least 62.50% of all counselors assigned to each of the counseling groups based on years of counseling experience, acknowledged that they have not initiated their contact with homosexual students in the school setting. Those counselors having between 20 and 24 years of counseling experienced appeared to be more likely to have initiated such contact as illustrated in Table 143.

Table 143

Incidence of Counselor-Initiated Contact with Homosexual Student based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	10.81	89.19	37
5-9	20.00	80.00	35
10-14	30.77	69.23	13
15-19	20.00	80.00	5
20-24	37.50	62.50	8
25+	25.00	75.00	4
$\chi^2=4.55$	$p=0.47$	$df=5$	

A Comparison of Exposure to Homosexual Students Based on Gender of Respondent

Counselor views relevant to their experience dealing with homosexual students and whether or not they have initiated contact with them were also sorted according to gender. Again, counselor views did not vary significantly based on gender as indicated in Tables 144 and 145.

Table 144

Incidence of Contact between Counselor and Homosexual Student based on Gender of Respondents

	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Male	86.21	13.79	29
Female	85.11	14.89	94
$\chi^2=0.22$	p=0.88	df=1	

As indicated in Table 144, males and females appear to be equally likely to have contact with homosexual students in the school setting in the capacity of school counselor.

Additionally, both genders appear to be equally unlikely to initiate this contact as expressed in Table 145.

Table 145

Incidence of Counselor-Initiated Contact with Homosexual Student based on Gender of Respondents

	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Male	20.00	80.00	25
Female	18.75	81.25	80
$\chi^2=0.02$	p=0.89	df=1	

A Comparison of Exposure to Homosexual Students Based on Sexual Orientation of Respondent

Counselor views also did not vary significant when responses to these same survey items were sorted by reported sexual orientation and analyzed via Chi-square analysis. Due to the low number of counselor respondents who indicated an orientation of bisexuality (n=3) or homosexuality (n=5), these two categories were combined and identified as “Non-Heterosexual”. Additionally, due to the low numbers of counselors who fit this category, responses were evaluated via Chi-square analysis and a Fisher’s Exact test. The probability coefficients generated from the latter calculations were used to evaluate the presence of statistically significant differences between counselor responses. Tables 146 and 147 display all related data.

Table 146

Incidence of Contact between Counselor and Homosexual Student based on Sexual Orientation of Respondents

		<u>Percentages</u>		
		<u>Yes</u>	<u>No</u>	<u>n</u>
Hetero		85.22	14.78	115
Non-Hetero		87.50	12.50	8
$\chi^2=0.03$	df=1	p=0.09	Fisher’s Exact p=0.40	

As indicated in Table 146, heterosexual counselors and non-heterosexual counselors seemed almost equally likely to have had contact with at least one homosexual student in the school setting. However, as noted in Table 147, non-heterosexual (bisexual or homosexual) counselors seemed more likely to have initiated such contact. Still, no

significant differences were found among counselor responses based on their reported sexual orientation.

Table 147

Incidence of Counselor-Initiated Contact with Homosexual Student based on Sexual Orientation of Respondents

		<u>Percentages</u>		
		<u>Yes</u>	<u>No</u>	<u>n</u>
Hetero		18.37	81.63	98
Non-Hetero		28.57	71.43	7
$\chi^2=0.44$	df=1	p=0.51	Fisher's Exact p=0.27	

Overall, when counselors were asked as part of this study whether or not they have ever dealt with a homosexual student and whether or not they have initiated contact with a homosexual student, responses did not vary significantly based on counselor age; level of education; years experience as a counselor; gender; or sexual orientation.

Interventions Offered by Counselors to Homosexual Students Sorted by Given Demographic Information

Seven specific items were included in this study's survey instrument as a means of identifying what types of interventions have been offered by school counselors to homosexual students. Responses to six of these items were sorted by counselor age; level of education; years of counseling experience; gender; and reported sexual orientation. The frequencies of responses to the seventh survey item could not be analyzed via Chi-square analysis, because they allowed more than one response option.

A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Age of Respondent

When asked whether or not they had ever counseled a student who had been victimized based on his/her perceived sexual orientation, counselor responses varied significantly as expressed in Table 148. Counselors aged 40 years and more appeared more likely to have counseled a student who had been victimized based on his/her perceived sexual orientation. More specifically, counselors aged 40 to 49 years old seemed the most likely to offer intervention to students fitting this description.

Table 148

Incidence of Counseling Students Who have been Victimized Based on Perceived Sexual Orientation by Age of Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	38.71	61.29	31
30-39	58.06	41.94	31
40-49	84.00	16.00	25
50-59	70.37	29.63	27
60+	75.00	25.00	4
$\chi^2=13.55$	*p=0.01	df=4	

Similarly, when counselors were asked whether or not they had ever counseled a student who had been accused of victimizing another student based on perceived sexual orientation, responses also varied significantly based on the reported age of counselor respondents. Counselors age 30 years and older were more than twice as likely to have

counseled a student who has victimized a peer based on that peer's perceived sexual orientation. See Table 149.

Table 149

Incidence of Counseling Students Who have Victimized a Peer Based on His/Her Perceived Sexual Orientation by Age of Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	22.58	77.42	31
30-39	48.39	51.61	31
40-49	64.00	36.00	25
50-59	66.67	33.33	27
60+	50.00	50.00	4
<hr/>			
$\chi^2=14.29$	*p=0.01	df=4	

When asked whether or not they had ever shared written materials relevant to sexual orientation with parents and/or guardians, counselor views did not vary significantly based on the age of the counselor as demonstrated in Table 150. While perhaps only educationally significant, counselors aged 60 years or more appear to be twice as likely to have shared such materials with the parent of guardian of a homosexual student.

Table 150

Shared Written Materials with Homosexual Student's Parent or Guardian based on Age of Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	6.45	93.55	31
30-39	9.68	90.32	31
40-49	16.00	84.00	25
50-59	25.93	74.07	27
60+	50.00	50.00	4
$\chi^2=8.73$	$p=0.07$	$df=4$	

Similar to the last intervention option, counselors were asked whether or not they have shared written materials relevant to sexual orientation with students. The frequencies of their responses varied significantly based on reported age of counselor. Counselors who reported an age of 40 years or older were more than twice as likely to have shared written materials with homosexual students. Furthermore, counselors aged 60 or older reported with 100% frequency that they taken such. See Table 151.

Table 151

Shared Written Materials with Homosexual Student based on Age of Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	25.81	74.19	31
30-39	22.58	77.42	31
40-49	56.00	44.00	25
50-59	66.67	33.33	27
60+	100.00	0.00	4
$\chi^2=22.18$	*p=0.00	df=4	

When counselors were asked whether or not they had ever shared written materials relevant to sexual orientation with a supervisor, the frequencies of responses did not vary significantly based on reported age of counselor respondent as reflected in Table 152. More than 64% of all counselors assigned to each counselor grouping based on age reported that they have never shared written materials relevant to homosexuality with a supervisor.

Table 152

Shared Written Materials with Supervisor based on Age of Respondents

<u>Age (Years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	12.90	87.10	31
30-39	9.68	90.32	31
40-49	36.00	64.00	25
50-59	33.33	66.67	27
60+	25.00	75.00	4
<hr/>			
$\chi^2=9.13$	p=0.06	df=4	

The frequencies of counselor responses varied significantly when asked whether or not they had ever shared written materials relevant to sexual orientation with at least one colleague as indicated in Table 153. Counselors aged 21 to 39 appeared more likely to have not exercised this option, while those aged 60 years and beyond were most likely to have done so.

Table 153

Shared Written Materials with Colleague based on Age of Respondents

<u>Age (Years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	29.03	70.97	31
30-39	32.26	67.74	31
40-49	60.00	40.00	25
50-59	70.37	29.63	27
60+	75.00	25.00	4
$\chi^2=15.57$	*p=0.00	df=4	

In summary, age seems to have been a factor that has influenced counselor choices in terms of interventions employed in regard to dealing with homosexual orientation in the school setting. Specifically, counselors age 30 years or more appear to have had more contact with students who have been victimized based on their perceived sexual orientation. Similarly, counselors age 30 years or more appear to have had more contact with those students who have victimized their peers based on perceived sexual orientation. Finally, counselors age 40 and beyond appear more likely to have shared written materials relevant to issues of sexual orientation with both students and colleagues.

A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Level of Counselor Education

Counselor views did not vary significantly when asked whether or not they had ever counseled a student who had been victimized based on his/her perceived orientation,

and when views were sorted by level of counselor education. All related values are represented in Table 154. Although not statistically significant, it may be educationally significant that counselors who earned at least a Master's degree were twice as likely as Bachelor's-level counselors to have counseled a student who has been victimized based on that student's perceived sexual orientation.

Table 154

Incidence of Counseling Students who have been Victimized Based on Perceived Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
Bachelor's	30.77	69.23	13
Master's	65.56	34.44	90
Educational Specialist	63.64	36.36	11
Doctoral	71.43	28.57	7
<hr/>			
$\chi^2=6.14$	$p=0.11$	$df=3$	

Conversely, when counselors were asked whether or not they had ever counseled a student who had been accused of victimizing another student based on perceived sexual orientation, responses varied significantly based on the highest earned degree and/or certificate of counselor respondents. Bachelor's-level counselors were far more likely not to have had this experience, and those having earned an Educational Specialist degree and/or certification were most likely to have had this experience as a school counselor.

See Table 155.

Table 155

Incidence of Counseling Students who have Victimized A Peer Based on His/Her Perceived Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	15.38	84.62	13
Master's	50.00	50.00	90
Educational Specialist	81.82	18.18	11
Doctoral	57.14	42.86	7
$\chi^2=10.82$	*p=0.01	df=3	

When asked whether or not they had ever shared written materials relevant to sexual orientation with parents and/or guardians, counselor views did not vary significantly based on the level of counselor education as demonstrated in Table 156. More than 71% of all counselors in each of the counseling groups assigned by level of counselor education indicated they have never shared written materials relevant to issues of sexual orientation with parents and/or guardians.

Table 156

Shared Written Materials with Homosexual Students' Parents and/or Guardians based on Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	7.69	92.31	13
Master's	16.67	83.33	90
Educational Specialist	9.09	90.91	11
Doctoral	28.57	71.43	7
<hr/>			
$\chi^2=1.93$	p=0.59	df=3	

Similar to the last intervention option, counselors were asked whether or not they have shared written materials relevant to sexual orientation with students, the frequencies of their responses did not vary significantly based on reported level of counselor education. Although not statistically significant, those counselors having earned a Doctoral degree seemed less likely to have employed this counseling option as illustrated in Table 157.

Table 157

Shared Written Materials with Homosexual Student Based on Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	46.15	53.85	13
Master's	43.33	56.67	90
Educational Specialist	54.55	45.45	11
Doctoral	28.57	71.43	7
$\chi^2=1.21$	$p=0.75$	$df=3$	

When counselors were asked whether or not they had ever shared written materials relevant to sexual orientation with a supervisor, the frequencies of responses did not vary significantly based on the highest degree and/or certificate earned by counselor respondents as reflected in Table 158. Those counseling having earned a Doctoral degree seemed more likely to have shared written materials relevant to issues of sexual orientation with supervisors, and Bachelor's-level counselors seemed least likely to have exercised this same option.

Table 158

Shared Written Materials with Supervisor based on Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	23.08	76.92	13
Master's	18.89	81.11	90
Educational Specialist	27.27	72.73	11
Doctoral	42.86	57.14	7
<hr/>			
$\chi^2=2.50$	p=0.48	df=3	

The frequencies of counselor responses did not vary significantly based on level of counselor education when asked whether or not they had ever shared written materials relevant to sexual orientation with at least one colleague as indicated in Table 159.

Additionally, counselor views, overall, seemed less varied based on the level of counselor education.

Table 159

Shared Written Materials with Colleague based on Level of Counselor Education

<u>Education Level</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	30.77	69.23	13
Master's	50.00	50.00	90
Educational Specialist	54.55	45.45	11
Doctoral	42.86	57.14	7
<hr/>			
$\chi^2=1.95$	$p=0.58$	$df=3$	

Overall, when counselors were asked whether or not they have had experiences with students who have been victimized based on their perceived sexual orientation and whether or not these same counselors have ever counseled students who have victimized another student based on their perceptions of that student's sexual orientation, counselor views only appeared to vary in the later case. In this regard, counselors having earned an Educational Specialist degree and/or certification seemed most likely to have counseled the perpetrators of aggression based on perceived sexual orientation. Conversely, counselors did not appear to have been more or less likely to have shared written materials relative to issues of sexual orientation with parents and/or guardians of homosexual students, with students, with supervisors, and/or with colleagues based on the level of counselor education.

A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Years Employed as a School Counselor

Counselor views did not vary significantly when asked whether or not they had ever counseled a student who had been victimized based on his/her perceived orientation, and when views were sorted by years of counseling experience. However, counselors having fewer than five years of counseling experience represented the only group of counselors based on age who reported with more than 50% frequency that they have never counseled a student who has been victimized based on that student's perceived sexual orientation. All related values are represented in Table 160.

Table 160

Incidence of Counseling Students who have been Victimized Based on Perceived Sexual Orientation by Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	48.94	51.06	47
5-9	69.23	30.77	39
10-14	84.62	15.38	13
15-19	83.33	16.67	6
20-24	62.50	37.50	8
25+	60.00	40.00	5
$\chi^2=8.30$	p=0.14	df=5	

Conversely, when counselors were asked whether or not they had ever counseled a student who had been accused of victimizing another student based on perceived sexual

orientation, responses did not vary significantly based on years of counseling experience. However, about twice as many counselors having between five and 24 years of experience acknowledged that they have counseled a student who has victimized at least one peer based on that peer's perceived sexual orientation as compared to those counselors who reported fewer than five years of experience.

Table 161

Incidence of Counseling Students who have Victimized Peer Based on His/Her Perceived Sexual Orientation by Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	31.91	68.09	47
5-9	61.54	38.46	39
10-14	61.54	38.46	13
15-19	66.67	33.33	6
20-24	62.50	37.50	8
25+	40.00	60.00	5
$\chi^2=10.25$	$p=0.07$	$df=5$	

When asked whether or not they had ever shared written materials relevant to sexual orientation with parents and/or guardians, counselor views did not vary significantly based on years of counselor experience as demonstrated in Table 162. At least 60% of counselors assigned to each counseling group based on years of counseling experience reported that they had never shared written materials relevant to issues of sexual orientation with the parents and/or guardians of homosexual students. Those

counselors having reported 25 or more years of counseling experience appeared most likely to have shared such materials with these parties

Table 162

Shared Written Materials with Parents/or Guardians of Homosexual Students based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	6.38	93.62	47
5-9	17.95	82.05	39
10-14	23.08	76.92	13
15-19	16.67	83.33	6
20-24	25.00	75.00	8
25+	40.00	60.00	5
$\chi^2=6.66$	$p=0.25$	$df=5$	

Similar to the last intervention option, counselors were asked whether or not they have shared written materials relevant to sexual orientation with students, the frequencies of their responses did not vary significantly based on counselor experience. Those counselors who reported 25 or more years of experience were most likely to have shared such materials with students, and those who reported 15 to 19 years of counseling experience were least likely to have done so. See Table 163.

Table 163

Shared Written Materials with Students based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	29.79	70.21	47
5-9	43.59	56.41	39
10-14	61.54	38.46	13
15-19	83.33	16.67	6
20-24	37.50	62.50	8
25+	80.00	20.00	5
<hr/>			
$\chi^2=12.03$	$p=0.03$	$df=5$	

When counselors were asked whether or not they had ever shared written materials relevant to sexual orientation with a supervisor, the frequencies of responses did not vary significantly based on the years of counseling experience as reflected in Table 164. At least 53.85% of counselors assigned to each of the counseling groups based on years of experience indicated that they have never shared such materials with a supervisor. Counselors having between ten and 14 years of experience appeared most likely to have exercised this option, while those reporting 20 to 24 years of counseling experience appeared least likely to have shared written materials relevant to issues of sexual orientation with a supervisor.

Table 164

Shared Written Materials with Supervisor based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	14.89	85.11	47
5-9	20.51	79.49	39
10-14	46.15	53.85	13
15-19	33.33	66.67	6
20-24	12.50	87.50	8
25+	20.00	80.00	5
$\chi^2=6.87$	$p=0.23$	$df=5$	

The frequencies of counselor responses did not vary significantly based on years of counseling experience when asked whether or not they had ever shared written materials relevant to sexual orientation with at least one colleague as indicated in Table 165. It may be educationally significant, however, that counselors having fewer than five years of counseling experience appear to have been least likely to have shared such materials with a colleague, while those who reported between 15 and 19 years of experience appeared to be most likely to have shared written materials relevant to issues of sexual orientation with a colleague.

Table 165

Shared Written Materials with Colleague based on Years of counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentages</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	29.79	70.21	47
5-9	48.72	51.28	39
10-14	69.23	30.77	13
15-19	83.33	16.67	6
20-24	62.50	37.50	8
25+	60.00	40.00	5
$\chi^2=12.51$	$p=0.03$	$df=5$	

Although various trends in reporting seemed to be linked to the respondents' reported years of counseling experience, when they were asked questions relevant to counseling students about issues of sexual orientation, their responses did not vary significantly based on their years of counseling experience. Similarly, when asked whether or not they have shared written materials related to issues of sexual orientation with the parents and/or guardians of homosexual students, with students, with colleagues, and/or with a supervisor, counselor responses did not vary significantly based on their reported years of counseling experience.

A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Gender of Respondent

Counselor views were also sorted by gender. Specifically, the frequencies of responses to survey items #27, 28, 29, 30, 31, and 32 were processed via Chi-square analysis. When asked whether or not they had ever counseled a student accused of having victimized another student based on perceived sexual orientation, males appear more likely to have exercised this option according to the frequencies of responses collected and a calculated probability coefficient of 0.00, which represents a statistically significant difference among counselor responses based on gender. Specifically, almost twice as many male counselors (72.41%) as compared to female counselors (42.31%) reported that they have counseled a student who has victimized a peer based on that peer's perceived sexual orientation. It may be educationally significant that almost twice as many male counselors (31.03%) as compared to female counselors (18.48%) claimed to have shared written materials relevant to sexual orientation with a supervisor. All related values are listed as part of Table 166.

Table 166

Interventions Employed by Counselors based on Gender of Respondents

<u>Intervention</u>	<u>Percentage</u>		χ^2	p
	<u>Yes</u>	<u>No</u>		
Counseled a student who has been victimized based on perceived sexual orientation				
Male	68.97	31.03	0.79	0.37
Female	59.78	40.22		
Counseled a student who has victimized another student based on perceived sexual orientation				
Male	72.41	27.59	7.95	*0.00
Female	42.39	57.61		
Shared written materials relevant to Sexual orientation with parents/guardians				
Male	17.24	82.76	0.07	0.79
Female	15.22	84.78		
Shared written materials relevant to sexual orientation with students				
Male	51.72	48.28	0.97	0.32
Female	41.30	58.70		
Shared written materials relevant to sexual orientation with supervisor				
Male	31.03	68.97	2.06	0.15
Female	18.48	81.52		
Shared written materials relevant to sexual orientation with colleague				
Male	48.28	51.72	0.00	0.97
Female	47.83	52.17		

df=1

A Comparison of Interventions Offered by Counselors to Homosexual Students Based on Sexual Orientation of Respondent

Counselor views were also sorted by reported sexual orientation. Specifically, the frequencies of responses to survey items #27, 28, 29, 30, 31, and 32 were processed via Chi-square analysis and a Fisher's Exact test due to the limited number of respondents who identified as being non-heterosexual. Responses were sorted and categorized as "Heterosexual" and "Non-Heterosexual" (Bisexual and Homosexual). Although an initial Chi-square analysis ($p=0.02$) indicated a significant difference among counselor responses based on their reported sexual orientation relevant to whether or not they had ever shared written materials about sexual orientation with a supervisor, these results were discredited by the results of a Fisher's Exact Test ($p=0.03$).

While not statistically significant, almost twice as many heterosexual counselors (51.75%) reported that they have not counseled a student who has victimized another student based on perceived sexual orientation, as compared to non-heterosexual counselors (28.57%). Similarly, almost twice as many non-heterosexual counselors (85.71%) as compared to heterosexual counselors (45.61%) indicated that they have shared written materials relevant to sexual orientation with at least one colleague. All related values are listed as part of Table 167.

Table 167

Interventions Employed by Counselors based on Sexual Orientation of Respondents

<u>Intervention</u>	<u>Percentages</u>		χ^2	p	Fisher's Exact p
	<u>Yes</u>	<u>No</u>			
Counseled a student who has been victimized based on perceived sexual orientation					
Hetero	61.40	38.60	0.2813	0.60	0.28
Non-Hetero	71.43	28.57			
Counseled a student who has victimized another student based on perceived sexual orientation					
Hetero	48.25	51.75	1.4179	0.23	0.16
Non-Hetero	71.43	28.57			
Shared written materials relevant to Sexual orientation with parents/guardians					
Hetero	15.79	84.21	0.0113	0.92	0.41
Non-Hetero	14.29	85.71			
Shared written materials relevant to sexual orientation with students					
Hetero	42.98	57.02	0.5372	0.46	0.23
Non-Hetero	57.14	42.86			
Shared written materials relevant to sexual orientation with supervisor					
Hetero	19.30	80.70	5.5989	*0.02	0.03
Non-Hetero	57.14	42.86			
Shared written materials relevant to sexual orientation with colleague					
Hetero	45.61	54.39	4.2493	0.04	0.04
Non-Hetero	85.71	14.29			

df=1

*Reported Competence of Counselors in Regard to Counseling Homosexual Students
Sorted by Given Demographic Information*

As discussed previously, nine survey questions were included by design to assess the levels of competence felt by counselors in relation to their professional interactions with homosexual youth. Each of these nine questions offered a single-response format via a Likert-type, numeric response option ranging from zero to ten. The frequencies of responses to each of this nine questions were sorted and compared based on counselor age, highest degree and/or certification earned; years of experience in the school counseling field; gender; and reported sexual orientation. Responses were also grouped according to the following numeric ranges: 0-3 (Not Competent/Concerned); 4-6 (Competent/Concerned); and 7-10 (Extremely Competent/Concerned). Probability coefficients were calculated for each designated grouping to determine whether or not statistically significant differences existed among designated groups. When considering the frequencies of responses based on sexual orientation, responses were grouped as follows: Heterosexual and Non-Heterosexual, with the latter grouping including responses from counselors who identified as Bisexual and counselors who identified as Homosexual. Additionally, a Fisher's Exact Test was run to generate a second probability coefficient that was used to determine the presence or absence of significant differences based on sexual orientation.

*Reported Competence of Counselors in Regard to Counseling Homosexual Students
Based on Age of Respondent*

When asked how competent they feel to assist a student with a homosexual orientation, more than 48% of counselors (n=64) in each of the six identified age groups

indicated a sense of extreme competence in this regard. No significant differences were found among responses based on the age of counselor respondent as indicated in Table 168, and all values in all reporting categories appear to be comparable, except in the case of counselors having reported an age of 60 years or more. None of these counselors (n=4) indicated a sense of “Not Competent” when asked how competent they feel in terms of counseling homosexual students in the school setting.

Table 168

Perceptions of Competence to Counsel Homosexual Students based on Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Competent (0-3)	Competent (4-6)	Extremely Competent (7-10)	
<20	0.00	0.00	0.00	0
21-29	9.69	41.93	48.40	31
30-39	12.91	32.25	54.84	31
40-49	15.39	30.77	53.85	26
50-59	17.85	25.00	57.14	28
60+	0.00	50.00	50.00	4
$\chi^2=29.89$	p=0.88	df=40		

The following eight survey items in this category pertained specifically to the level of concern counselors had in terms of how their interventions with homosexual students may be interpreted by students, parents and/or guardians, colleagues, and supervisors. When responses to these survey items were evaluated based on reported age

of counselor, significant differences were found among the frequencies of responses to three of these eight survey items: “How concerned are you that colleagues may question the sexual orientation of anyone who may offer support to a student with a homosexual orientation?”; “How concerned are you that a supervisor may question the sexual orientation of anyone who may offer support to a student with a homosexual orientation?”; and “How concerned are you that a colleague may view your support of a student with a homosexual orientation as active encouragement of homosexuality?”. In each of these cases, counselors who reported an age of 30-39 or 40-49 indicated the lowest level of concern with each of the given scenarios. A summary of all responses received in conjunction with all eight related questions are displayed in Tables 169, 170, 171, 172, 173, 174, 175, and 176.

As indicated in Table 169, more than half of counselors in all age categories expressed views that they are “Not Concerned” that parents and/or guardians may question the sexual orientation of any individual who offers assistance to a homosexual student. Counselors who reported an age of 30 to 39 years appeared to have been least concerned with this possible scenario.

Table 169

Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	74.19	12.90	12.90	31
30-39	83.88	9.68	6.46	31
40-49	80.77	7.69	11.54	26
50-59	71.43	7.14	21.42	28
60+	50.00	25.00	25.00	4
$\chi^2=59.76$	*p=0.02	df=40		

When asked to evaluate their level of concern that a colleague may question the concern of anyone who assists a homosexual student, responses varied significantly ($p=0.02$) based on counselor age as represented in Table 170. According to these data, counselors aged 50 and older appeared to express the most concern in this regard. In fact, the frequencies of their responses in the category of “Extremely Concerned” were more than twice the frequencies of their counterparts who reported younger ages.

Table 170

Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	77.42	12.91	9.68	31
30-39	90.33	6.46	3.23	31
40-49	88.47	7.69	3.85	26
50-59	71.43	7.14	21.42	28
60+	75.00	0.00	25.00	4
$\chi^2=58.41$	*p=0.01	df=36		

Views also appeared to vary significantly ($p=0.01$) based on age of counselor respondent when counselors were asked to rate their levels of concern that a supervisor may question the sexual orientation of any individual who assists a homosexual student. Again, those counselors having reported an age of 50 years or more were more than two times as likely to have feelings of extreme concern in this regard. Although no statistically significant, counselors between the ages of 30 and 39 appeared least likely to be concerned that a supervisor may question the sexual orientation of any individual who assists a homosexual student as reflected in Table 171.

Table 171

Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	77.42	12.91	9.68	31
30-39	93.55	3.23	3.23	31
40-49	88.46	7.69	3.85	26
50-59	71.43	7.14	21.42	28
60+	75.00	0.00	25.00	4
$\chi^2=57.08$	*p=0.01	df=36		

No statistically significant differences, however, were found among counselor responses based on their reported age when they were asked to evaluate their levels of concern that students may question the sexual orientation of any individual who assists a homosexual student. At least 50% of counselors in each assigned age group reported responses that may be viewed as “Not Concerned”. It is interesting to note that those counselors who were age 60 years or beyond (n=4) were most polarized in their views, as no member of this age group reported values that corresponded with “Moderately Concerned”.

Table 172

Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	64.52	16.13	19.36	31
30-39	83.87	9.68	6.46	31
40-49	84.62	11.54	3.85	26
50-59	78.57	3.57	17.85	28
60+	50.00	0.00	50.00	4
$\chi^2=34.85$	p=0.52	df=36		

Although no significant differences were found among counselor responses based on age, counselors who reported an age of 50 years or more appeared to most concerned that parents and/or guardians of homosexual students may view their acts of support as advocacy of homosexuality. See Table 173.

Table 173

Perceived Concern that Parent/Guardian May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	51.61	38.71	9.69	31
30-39	70.97	19.36	9.69	31
40-49	73.08	15.39	11.54	26
50-59	49.99	10.71	39.28	28
60+	25.00	25.00	50.00	4
$\chi^2=44.77$	p=0.28	df=40		

Similarly, counselors aged 50 years or more appeared much more likely to have extreme concerns that a supervisor may view his/her interventions with a homosexual student as active encouragement of homosexuality. Still, no significant differences were found among counselor responses based on the age of respondent as illustrated in Table 174.

Table 174

Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	80.64	9.68	9.68	31
30-39	90.32	6.46	3.23	31
40-49	89.18	7.69	3.85	26
50-59	64.29	14.29	21.43	28
60+	50.00	25.00	25.00	4
$\chi^2=39.76$	p=0.16	df=32		

Counselor responses did appear to vary significantly ($p=0.00$) based on the age of respondent relative to concerns that a colleague may view the interventions offered by counselors to homosexual students as active encouragement of homosexuality. Half of counselors aged 60 years or more indicated extreme concern of this possibility. This frequency is more than three times greater than the frequencies of responses in all other age categories. Additionally, responses were polarized for the following age groups: 40-49 years and 60 years or older. In each of these cases, counselors reported no feelings of moderate concern.

Table 175

Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	80.64	9.68	9.68	31
30-39	90.33	6.46	3.23	31
40-49	96.15	0.00	3.85	26
50-59	71.43	10.71	17.86	28
60+	50.00	0.00	50.00	4
$\chi^2=63.15$	*p=0.00	df=36		

When asked to evaluate their level of concern that students may view support of homosexual students as active encouragement of homosexuality, counselor perceptions did not vary significantly based on age of respondent as reflected in Table 176.

However, half of all counselors aged 60 years or more expressed views that may be interpreted as “Extremely Concerned” that their interventions may be misinterpreted. It may be educationally significant that counselors reporting an age of 40 to 49 years of age were most likely (92.30%) not to be concerned with this scenario.

Table 176

Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<20	0.00	0.00	0.00	0
21-29	67.74	19.36	12.91	31
30-39	87.09	6.46	6.46	31
40-49	92.30	3.85	3.85	26
50-59	64.29	10.71	24.99	28
60+	25.00	25.00	50.00	4
$\chi^2=39.30$	p=0.32	df=36		

Overall, counselor responses indicate limited concern as to how others (parents and/or guardians, supervisors, colleagues, and/or students) may perceive their interventions with homosexual students, regardless of the age of counselor respondent. However, counselors aged 50 years or older appeared to be “Extremely Concerned” that colleagues and supervisors may question the sexual orientation of any individual who offers assistance to a homosexual student. Similarly, these two age groups, specifically those counselors aged 60 years and older, were most concerned that colleagues may view intervention attempts with homosexual students as active support of homosexuality. Counselor age also did not appear to impact the counselors’ self-perceptions of competence in addressing the needs of homosexual adolescents in the school setting.

*Reported Competence of Counselors in Regard to Counseling Homosexual Students
Based on Level of Counselor Education*

Counselor views as they related to the most aforementioned nine survey items were also analyzed based on reported level of counselor education. Responses did not vary significantly based on level of counselor education as reflected in Tables 177, 178, 179, 180, 181, 182, 183, 184, and 185.

As indicated in Table 177, the majority of counselors in all assigned groups based on level of education save Bachelor's-level counselors presented views that may be equated with feeling of extreme competence in dealing with homosexual students in the school setting. However, the majority of counselors at the Bachelor's level, reported only feelings of moderate competence in this same regard. Still, no significant differences were found among counselor responses based on level of counselor education.

Table 177

*Perceptions of Competence to Counsel Homosexual Students based on Level of
Counselor Education*

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Competent (0-3)</u>	<u>Moderately Competent (4-6)</u>	<u>Extremely Competent (7-10)</u>	
Bachelor's	7.14	64.29	28.57	14
Master's	14.29	28.57	57.14	91
Educational Specialist	9.09	36.36	54.54	11
Doctoral	14.29	42.87	42.87	7
$\chi^2=33.22$	p=0.31	df=30		

The majority of counselors in all categories based on level of education expressed views that they have no concern that parents and/or guardians may question the sexual orientation of a counselor based on his/her interactions with homosexual students. No significant differences were found among counselor responses based on level of counselor education as displayed in Table 178.

Table 178

Perceived concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	71.44	7.14	21.43	14
Master's	75.83	12.09	12.09	91
Educational Specialist	81.81	9.09	9.09	11
Doctoral	57.15	28.58	14.29	7
<hr/>				
$\chi^2=23.30$	p=0.80	df=30		

Similarly, the majority of counselors in all categories assigned by level of counselor education, did not appear to have any concerns that a colleague may question the sexual orientation of any individual who assists a homosexual student. Furthermore, no significant differences were found among counselor responses based on earned degree and/or certificate as indicated in Table 179.

Table 179

Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	78.58	7.14	14.28	14
Master's	81.32	8.80	9.89	91
Educational Specialist	90.91	0.00	9.09	11
Doctoral	71.43	28.57	0.00	7
$\chi^2=27.00$	p=0.46	df=27		

The majority of counselors in all categories based on earned degree and/or certificated expressed not concern that a supervisor may question the sexual orientation of a counselor who offers support to a homosexual student. Those having earned an Educational Specialist degree and/or certificate seemed to be the least concerned (90.91%). However, no significant differences were found among counselor responses based on level of counselor education as indicated in Table 180.

Table 180

Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	78.57	7.14	14.28	14
Master's	82.42	7.70	9.89	91
Educational Specialist	90.91	0.00	9.09	11
Doctoral	71.43	28.57	0.00	7
<hr/>				
$\chi^2=38.46$	p=0.07	df=27		

Finally, when counselors were asked how concerned they are that students may question the sexual orientation of any individual who assists a homosexual student, counselor views did not vary significantly based on their level of education as indicated in Table 181. The majority of counselors in all educational categories expressed views of no concern in this regard.

Table 181

Perceived Concern that Students May Question the Sexual Orientation of Those Who Assist Homosexual Students by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	57.15	14.28	28.57	14
Master's	78.01	9.89	12.09	91
Educational Specialist	90.91	0.00	9.09	11
Doctoral	71.43	28.57	0.00	7
$\chi^2=26.66$	$p=0.33$	$df=27$		

The majority of counselors, regardless of their level of education, also appeared to have no concern that parents and/or guardians may view counselor intervention attempts as active encouragement of homosexuality. Counselors having earned an Educational Specialist degree and/or certificated appear to be least concerned. Still, no significant differences were found among counselor responses based on level of counselor education as expressed in Table 182.

Table 182

Perceived Concern that Parent/Guardian May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	57.14	28.57	14.29	14
Master's	58.24	23.08	18.68	91
Educational Specialist	72.72	9.09	18.18	11
Doctoral	57.14	28.58	14.29	7
$\chi^2=23.27$	p=0.80	df=30		

Counselors did not appear to be concerned that their intervention attempts may be viewed by colleagues as active encouragement of homosexuality, regardless of level of counselor education as displayed in Table 183. While those counselors having earned an Educational Specialist degree and/or certificate appeared to be the least concerned (90.91%), no significant differences were found among counselor respondents based on level of counselor education.

Table 183

Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	85.72	0.00	14.29	14
Master's	76.92	13.19	9.89	91
Educational Specialist	90.91	0.00	9.09	11
Doctoral	85.72	14.29	0.00	7
$\chi^2=24.35$	p=0.44	df=24		

The majority of counselors in all categories based on earned degree and/or certificate did not seem concerned that a supervisor may view his/her attempts to assist a homosexual student as being active encouragement of homosexuality. Again, those having earned an Educational Specialist degree and/or certification seemed to be least concerned. However, no significant differences were found among counselor responses based on their levels of education as indicated in Table 184.

Table 184

Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	85.72	0.00	14.28	14
Master's	82.42	7.69	9.90	91
Educational Specialist	90.91	0.00	9.09	11
Doctoral	85.72	14.29	0.00	7
$\chi^2=36.86$	p=0.10	df=27		

Finally, when asked to evaluate their level of concern that students may perceive their intervention attempts with homosexual students as being active encouragement of homosexuality, counselor views did not appear to vary significantly based on level of counselor education. However, no counselor who earned a Doctoral degree expressed views of extreme concern as displayed in Table 185.

Table 185

Perceived Concern that Students May View Counselor Interventions as Advocacy of Homosexuality by Level of Counselor Education

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Bachelor's	64.29	14.28	21.43	14
Master's	76.91	10.99	12.10	91
Educational Specialist	81.82	0.00	18.18	11
Doctoral	85.72	14.29	0.00	7
<hr/>				
$\chi^2=25.81$	p=0.53	df=27		

Overall, the factor of educational level did not appear to impact counselor perceptions as they relate to how others (parents and/or guardians, colleagues, supervisors, and/or students) may view their attempts to assist homosexual students in the school setting, even though certain trends in reporting seemed apparent. The level of counselor education also did not appear to impact the counselors' self-perceptions of competence in addressing the needs of homosexual adolescents in the school setting.

Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Years Employed as a School Counselor

When faced with the nine survey items that asked counselors to evaluate their level of competence in terms of counseling homosexual students, combined with eight additional questions that probed each counselor's concerns relevant to the reactions of families, colleagues, supervisors, and students to their efforts to assist homosexual

students, no significant differences were found among counselor responses based on years of counseling. Specific responses to each of the nine related survey items are displayed in Tables 186, 187, 188, 189, 190, 191, 192, 193, and 194, along with Chi-square and probability coefficient values.

More than 40% of all counselors, regardless of years of counseling experience, reported a sense of extreme competence when dealing with homosexual students in the school setting. Although responses did not vary significantly ($p=0.50$) based on years of experience, it may be educationally significant that counselors having 25 or more years of experience reported feelings of at least moderate competence in this regard as reflected in Table 186.

Table 186

Perceptions of Competence to Counsel Homosexual Students based on Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Competent (0-3)	Moderately Competent (4-6)	Extremely Competent (7-10)	
<5	4.16	47.92	47.92	48
5-9	17.94	25.64	56.40	39
10-14	30.76	7.69	61.54	13
15-19	16.67	33.34	50.00	6
20-24	22.22	33.33	44.44	9
25+	0.00	60.00	40.00	5
$\chi^2=49.34$	$p=0.50$	$df=50$		

When asked to evaluate their levels of concern that parents and/or guardians may question their sexual orientation should they assist a homosexual student, more than 44.00% of counselors in all categories based on years of counseling experience, expressed views of no concern. Although no statistically significant differences were found among responses based on counseling experience, no counselor who had ten to 14 years of experience or 25 or more years of experience, reported feelings of moderate concern. In each of these cases, as reflected in Table 187, counselor views represented either not concern or extreme concern.

Table 187

Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Concerned (0-3)</u>	<u>Moderately Concerned (4-6)</u>	<u>Extremely Concerned (7-10)</u>	
<5	75.00	12.50	12.50	48
5-9	82.05	12.82	5.12	39
10-14	92.31	0.00	7.69	13
15-19	50.00	16.67	33.34	6
20-24	44.44	11.11	44.44	9
25+	80.00	0.00	20.00	5
$\chi^2=71.60$	p=0.02	df=50		

Although 100% (n=6) of counselors who reported 15 to 19 years of work experience expressed no concern that colleagues may question the sexual orientation of

those who assist homosexual students, no significant differences ($p=0.13$) were found among counselor responses based on their reported years of counseling experience as illustrated in Table 188. It may be educationally significant that counselors having reported ten to 14 years of experience and counselors having reported 20 or more years of experience, reported either no concern or extreme concern in this same regard. No feelings of moderate concern were recorded for either of these groups.

Table 188

Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Concerned (0-3)</u>	<u>Moderately Concerned (4-6)</u>	<u>Extremely Concerned (7-10)</u>	
<5	79.17	10.42	10.41	48
5-9	82.05	12.81	5.13	39
10-14	92.30	0.00	7.69	13
15-19	100.00	0.00	0.00	6
20-24	66.66	0.00	33.33	9
25+	80.00	0.00	20.00	5
$\chi^2=55.70$	$p=0.13$	$df=45$		

Similarly, when counselors were asked to rate their levels of concern that a supervisor may question the sexual orientation of a counselor who offers intervention to a homosexual student, counselors appeared to be more decisive, regardless of their years of counseling experience. More specifically, more than two-thirds of the counselors in each

counseling group based on years of experience, expressed views of no concern in this regard. 100% (n=6) of counselors who have gained 15 to 19 years of counseling experience expressed no concern that a supervisor may question his/her sexual orientation should he/she assist a homosexual student as represented in Table 189.

Table 189

Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Concerned (0-3)</u>	<u>Moderately Concerned (4-6)</u>	<u>Extremely Concerned (7-10)</u>	
<5	79.17	10.42	10.41	48
5-9	84.61	10.25	5.13	39
10-14	92.30	0.00	7.69	13
15-19	100.00	0.00	0.00	6
20-24	66.66	0.00	33.33	9
25+	80.00	0.00	20.00	5
$\chi^2=55.84$	p=0.13	df=45		

At least two-thirds of all counselors in each assigned group based on years of counseling experience expressed no concern that students may question the sexual orientation of an individual who assists a homosexual student. Although no statistically significant differences were found among counselor responses based on years of experience, it may be educationally significant that no counselor having ten or more years

of experience, expressed views of moderate concern. In each of these cases, views were expressed as “Not Concerned” or “Extremely Concerned”, as indicated in Table 190.

Table 190

Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Concerned (0-3)</u>	<u>Moderately Concerned (4-6)</u>	<u>Extremely Concerned (7-10)</u>	
<5	70.83	16.67	12.50	48
5-9	79.48	12.82	7.69	39
10-14	92.31	0.00	7.69	13
15-19	83.33	0.00	16.67	6
20-24	66.66	0.00	33.33	9
25+	80.00	0.00	20.00	5
$\chi^2=49.78$	p=0.29	df=45		

No statistically significant differences ($p=0.34$) were found among counselor responses based on years of experience when counselors were asked to evaluate their levels of concern that parents and/or guardians may view their intervention attempts as active encouragement of homosexuality as noted in Table 191. However, it may be educationally significant that no counselor having between 15 and 19 years of experience expressed views of extreme concern in this regard.

Table 191

Perceived Concern that Parent/Guardian May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<5	52.08	33.34	14.57	48
5-9	69.23	17.94	12.82	39
10-14	76.92	0.00	23.07	13
15-19	33.34	66.67	0.00	6
20-24	44.44	0.00	55.55	9
25+	60.00	0.00	40.00	5
$\chi^2=53.66$	p=0.34	df=50		

Similarly, when asked to evaluate their levels of concern that colleagues may view their interactions with homosexual students as active encouragement of homosexuality, more than 60% of counselors, regardless of years of experience, noted no concern in this regard. While no statistically significant differences were found among counselor responses based on years of experience, it may be educationally significant that no counselor having 15 to 19 years of counseling experience (n=6), reported feelings of extreme concern as indicated in Table 192.

Table 192

Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<5	81.25	10.42	8.33	48
5-9	82.05	10.26	7.69	39
10-14	84.62	0.00	15.38	13
15-19	83.33	16.67	0.00	6
20-24	66.66	11.11	22.22	9
25+	60.00	20.00	20.00	5
$\chi^2=34.89$	p=0.70	df=40		

Counselors appeared more decisive in terms of their levels of concern that a supervisor may view their efforts to help a homosexual student as active encouragement of homosexuality. More than 60% of counselors assigned to each group based on their years of counseling experience, reported no concern in this regard. Additionally, 100% (n=6) of counselors having 15 to 19 years of experience expressed no concern. Still, no significant differences (p=0.51) were found among counselor responses based on years of experience as displayed in Table 193.

Table 193

Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<5	81.24	8.33	10.41	48
5-9	87.18	7.69	5.13	39
10-14	92.30	0.00	7.69	13
15-19	100.00	0.00	0.00	6
20-24	66.66	11.11	22.22	9
25+	60.00	0.00	40.00	5
$\chi^2=43.93$	p=0.52	df=45		

At least 60% of counselors assigned to each counselor group based on their years of experience expressed no concern that students may view counselor interventions as active encouragement of homosexuality. While one-third of counselors having 15 to 19 years of experience, and one-third of counselors having 20 to 24 years of experience reported feelings of extreme concern in this regard, no significant differences were found among counselor responses based on years of counseling experience as represented in Table 194.

Table 194

Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Years of Counseling Experience

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
<5	72.91	16.66	10.42	48
5-9	84.62	7.68	7.69	39
10-14	76.92	7.69	15.38	13
15-19	66.67	0.00	33.33	6
20-24	66.66	0.00	33.33	9
25+	60.00	20.00	20.00	5
<hr/>				
$\chi^2=51.31$	p=0.24	df=45		

In summary, the factor of counseling experience did not appear to impact views as they related to the levels of concern shared by counselors relative to the perceptions others may have (parents and/or guardians, colleagues, supervisors, and/or students) about their attempts to help homosexual students. The level of counseling experience also did not appear to impact the counselors' self-perceptions of competence in addressing the needs of homosexual adolescents in the school setting.

Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Gender of Respondent

When asked to evaluate their level of competence as it relates to counseling homosexual students in the secondary school setting, counselor views did not vary

significantly based on counselor gender, and more than 50% of males and females indicated a sentiment of extreme competence in this regard as reflected in Table 195.

Table 195

Perceptions of Competence to Counsel Homosexual Students based on Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Competent (0-3)</u>	<u>Moderately Competent (4-6)</u>	<u>Extremely Competent (7-10)</u>	
Male	6.90	31.04	62.06	29
Female	14.89	35.11	50.00	94
$\chi^2=13.57$	p=0.19	df=10		

When these same counselors were asked to rate their level of concern as it applies to the reactions of families, colleagues, supervisors, and students to efforts aimed at addressing the needs of homosexual students, counselor views did not vary significantly based on their gender as reflected in Tables 196, 197, 198, 199, 200, 201, 202, and 203.

Comparable numbers of male counselors and female counselors seemed to share levels of no concern, moderate concern, and extreme concern in terms of the possibility that parents and/or guardians may question the sexual orientation of a counselor who assists a homosexual student as represented in Table 196.

Table 196

Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	79.30	10.35	10.35	29
Female	73.41	12.77	13.82	94
<hr/>				
$\chi^2=13.25$	p=0.21	df=10		

Counselor views did not appear to vary significantly based on gender of respondent when counselors were asked to evaluate their levels of concern that a colleague may question their sexual orientation should they assist a homosexual student. See Table 197.

Table 197

Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	75.86	6.90	17.24	29
Female	82.99	9.58	7.45	94
<hr/>				
$\chi^2=6.60$	p=0.68	df=9		

Counselor views were also comparable when male responses were measured again female response relative to the level of counselor concern that a supervisor may question the sexual orientation of a counselor who offers support to a homosexual student. Although about three times as many female counselors (9.58%) as male counselors (3.45%) expressed moderate concern in this regard, no significant differences were found among counselor responses based on gender of respondent as demonstrated in Table 198.

Table 198

Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	<u>Not Concerned (0-3)</u>	<u>Moderately Concerned (4-6)</u>	<u>Extremely Concerned (7-10)</u>	
Male	79.31	3.45	17.24	29
Female	82.98	9.58	7.45	94
$\chi^2=7.96$	p=0.54	df=9		

The majority of counselors, regardless of gender, expressed no concern that students may question the sexual orientation of any counselor who assists a homosexual student. No significant differences (p=0.71) were found among counselor responses based on gender as displayed in Table 199.

Table 199

Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	75.86	6.90	17.25	29
Female	76.60	11.71	11.70	94
<hr/>				
$\chi^2=6.32$	p=0.71	df=9		

More than half of counselors, whether male or female, expressed no concern that parents and/or guardians may view their intervention attempts as active encouragement of homosexuality. No significant differences ($p=0.09$) were found among counselor responses based on gender as illustrated in Table 200.

Table 200

Perceived Concern that Parent/Guardian May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	65.52	13.79	20.69	29
Female	57.44	25.54	17.02	94
<hr/>				
$\chi^2=16.25$	p=0.09	df=9		

Counselors also did not appear to have any concerns that colleagues may misinterpret their interactions with homosexual students as active encouragement of homosexuality as indicated in Table 201. No significant differences were found among counselor responses based on gender of respondents.

Table 201

Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	79.31	0.00	20.69	29
Female	79.80	13.83	6.38	94
<hr/>				
$\chi^2=11.53$	p=0.17	df=8		

Similar to their views relevant to colleagues, an overwhelming majority of counselors had no concerns that a supervisor may view his/her counseling interventions as attempts to encourage homosexuality. Views did not appear to vary significantly based on gender of respondents as displayed in Table 202.

Table 202

Perceived concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	82.76	0.00	17.24	29
Female	84.04	8.51	7.44	94
<hr/>				
$\chi^2=12.77$	p=0.17	df=9		

Finally, the majority of counselors, regardless of gender, appeared to have no concern that students may question their sexual orientation should they assist a homosexual student. No significant differences (p=0.47) were found among counselor responses based on gender of respondent as noted in Table 203.

Table 203

Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Gender of Respondents

<u>Gender</u>	<u>Percentage</u>			<u>n</u>
	Not Concerned (0-3)	Moderately Concerned (4-6)	Extremely Concerned (7-10)	
Male	75.87	6.90	17.25	29
Female	76.59	11.70	11.71	94
<hr/>				
$\chi^2=8.48$	p=0.49	df=9		

The factor of age appeared to have no influence on counselor responses relevant to their own perceived level of competence in assisting homosexual students in the school setting. Additionally, age did not appear to impact their views relative to how others (parents and/or guardians, colleagues, supervisors, and/or students) may view their attempts to assist homosexual students.

Reported Competence of Counselors in Regard to Counseling Homosexual Students Based on Sexual Orientation of Respondent

When asked to evaluate their level of competence as it relates to counseling homosexual students in the secondary school setting, counselor views did not vary significantly based on the reported sexual orientation of counselors, and at least 78% of heterosexuals and non-heterosexuals (bisexuals and homosexuals) indicated a sentiment of competence in this regard as reflected in Table 200. Similar to other study analyses relevant to sexual orientation, responses were grouped, so that a two-by-two table could be generated for Chi-square analysis and subsequent Fisher's Exact Test. Responses of zero to five were recorded as "Not Competent", and responses of six to ten were recorded as "Competent".

While 100% of non-heterosexual counselors (n=8) and only 78.25% (n=90) of heterosexual counselors indicated a sense of competence as it relates to addressing the needs of homosexual adolescents in the school setting, no significant differences were found among counselor responses based on sexual orientation of respondents. See Table 204.

Table 204

Perceptions of Competence to Counsel Homosexual Students based on Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Competent (0-5)	Competent (6-10)				
Hetero	21.74	78.26	115	2.18	0.14	0.15
Non-Hetero	0.00	100.00	8			

df=1

When these same counselors were asked to rate their level of concern as it applies to the reactions of families, colleagues, supervisors, and students to efforts aimed at addressing the needs of homosexual students, counselor views did not vary significantly based on their sexual orientation as reflected in Tables 205, 206, 207, 208, 209, 210, 211, and 212.

Although twice as many non-heterosexual counselors (37.50%) as compared to heterosexual counselors (18.26%) expressed concern that a parent and/or guardian may question his/her sexuality should he/she assist a homosexual student, no significant differences were found among counselor responses based on sexual orientation of counselor respondents. See Table 205

Table 205

Perceived Concern that Parent/Guardian May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	81.74	18.26	115	0.18	1.76	0.14
Non-Hetero	62.50	37.50	8			

df=1

While three times as many non-heterosexual counselors (37.50%) than heterosexual counselors (13.91%) expressed concern that colleagues may question his/her sexual orientation based on his/her support of a homosexual student, no significant differences were found among counselor responses based on sexual orientation of counselor respondents as reflected in Table 206.

Table 206

Perceived Concern that Colleague May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	86.09	13.91	115	3.19	0.07	0.09
Non-Hetero	62.50	37.50	8			

df=1

The majority of both heterosexual (86.09%) and non-heterosexual (62.50%) counselors indicated no concern that a supervisor may question the sexual orientation of a counselor who assists a homosexual student. No statistical differences were found among counselor responses based on sexual orientation as reflected in Table 207.

Table 207

Perceived Concern that Supervisor May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	86.09	13.91	115	3.19	0.07	0.09
Non-Hetero	62.50	37.50	8			

df=1

The majority of counselors, regardless of sexual orientation, also had no concerns that students may question their sexuality should they attempt to assist homosexual students. Furthermore, no significant differences were found among counselor responses based on sexual orientation of counselor respondents. See Table 208.

Table 208

Perceived Concern that Student May Question the Sexual Orientation of Those Who Assist Homosexual Students by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	80.87	19.13	115	1.56	0.21	0.15
Non-Hetero	62.50	37.50	8			

df=1

The majority of counselors, regardless of sexual orientation, had no concerns either that parents and/or guardians may perceive their counseling interventions with homosexual students as active encouragement of homosexuality. As noted in Table 209, no significant differences were found among counselor responses based on their reported sexual orientation.

Table 209

Perceived Concern that Parent/Guardian May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	66.09	33.91	115	0.85	0.36	0.19
Non-Hetero	50.00	50.00	8			

df=1

More than three-fourths of counselors, regardless of reported sexual orientation, indicated no concern that colleagues may view their counseling interventions with homosexual students as active encouragement of homosexuality. Additionally, as reflected in Table 210, no significant differences were found among counselor responses based on sexual orientation of respondents.

Table 210

Perceived Concern that Colleague May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	80.00	20.00	115	0.12	0.73	0.31
Non-Hetero	75.00	25.00	8			

df=1

More than three-fourths of counselors also, regardless of reported sexual orientation, indicated no concern that a supervisor may view their counseling interventions with homosexual students as active encouragement of homosexuality. Additionally, as reflected in Table 211, no significant differences were found among counselor responses based on sexual orientation of respondents.

Table 211

Perceived Concern that Supervisor May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents

<u>Gender</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	84.35	15.65	115	0.48	0.49	0.26
Non-Hetero	75.00	25.00	8			

DF=1

Finally, more than three-fourths of counselors, regardless of reported sexual orientation, indicated no concern that students may view their counseling interventions with homosexual students as active encouragement of homosexuality. Additionally, as reflected in Table 212, no significant differences were found among counselor responses based on sexual orientation of respondents.

Table 212

Perceived Concern that Student May View Counselor Interventions as Advocacy of Homosexuality by Sexual Orientation of Respondents

<u>Gender</u>	<u>Valid Percentage</u>		<u>n</u>	χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	Not Concerned (0-5)	Concerned (6-10)				
Hetero	79.13	20.87	115	0.08	0.78	0.31
Non-Hetero	75.00	25.00	8			

df=1

In summary, the factor of respondent sexual orientation appeared to have no bearing on responses as they related to feelings of self-competence in meeting the needs of homosexual students in the school setting. Additionally, this factor appeared to play no role in the reported responses relative to the perceptions others (parents and/or guardians, colleagues, supervisors, and/or students) may have about counselor interventions to assist homosexual students.

Sources of Counselor Knowledge Relative to Counseling Homosexual Students Sorted by Given Demographic Information

By design, 11 of the total 78 survey items were included to identify what sources of information counselors have referred to when addressing the needs of homosexual students, as well as their familiarity with nationally-known organizations that support homosexual individuals. Responses to only nine of these selected items could be further processed based on given demographic information provided by each respondent (age; highest earned degree and/or certificate; years of counseling experience; gender; and sexual orientation), because these nine items offered a single-response option. Of these nine items, seven items allowed a Yes or No option, while the other two offered Likert-type response options that ranged from zero to ten. Similar to the analyses of other counselor responses, a Fisher's Exact Test was completed as a supplement to the original Chi-square analysis for all considerations of reported sexual orientation. Furthermore, Likert-type response options were grouped as follows: 0-5 (Not Familiar) and 6-10 (Familiar), so as to eliminate empty cells in the calculation of probability coefficients.

Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Age of Respondent

Counselor views appeared to vary significantly based on age of respondents as reflected in Tables 216 and 221. The frequencies of responses received for the remaining seven questions in this category were not considered as significantly different based on age of respondent as portrayed in Tables 213, 214, 215, 217, 218, 219, and 220.

More than two-thirds of all counselors assigned to each counseling group by virtue of age indicated neither their former or current employer has ever hosted a training related to issues of sexual orientation as reflected in Table 213. Additionally, counselor views varied significantly ($p=0.03$) based on age of counselor respondents. The younger counselors appeared to have been more likely to have training offered relevant to issues of sexual orientation by their former or current employers.

Table 213

Prevalence of Training Offered by Former or Current Employer Hosted Training Related to Issues of Sexual Orientation by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	3.23	96.77	31
30-39	16.13	83.87	31
40-49	32.00	68.00	25
50-59	33.33	66.67	27
60+	25.00	75.00	4
$\chi^2=10.91$	* $p=0.03$	df=4	

Similarly, while 100% of counselors aged 21 to 29 (n=31) and 100% of counselors aged 60 years and beyond indicated their current and/or former supervisor has never directed them to attend a training related to issues of sexual orientation, no significant differences were found among counselor responses based on age of respondent. It may be educationally significant that counselors in the age group of 50 to 59 were most likely to have been directed to attend related training at some time during their career. See Table 214.

Table 214

Incidence of Directive To Attend Training Related to Issues of Sexual Orientation by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	0.00	100.00	31
30-39	3.23	96.77	31
40-49	12.00	88.00	25
50-59	14.81	85.19	27
60+	0.00	100.00	4
<hr/>			
$\chi^2=7.00$	p=0.14	df=4	

When asked whether or not a current and/or former supervisor has ever suggested they attend a training related to issues of sexual orientation, no significant differences were found among counselor responses based on age of respondent as reflected in Table

215. The majority of counselors, regardless of age, reported never having been encouraged to do so.

Table 215

Incidence of Suggestion To Attend Training Related to Issues of Sexual Orientation by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	19.35	80.65	31
30-39	6.45	93.55	31
40-49	20.00	80.00	25
50-59	25.93	74.07	27
60+	25.00	75.00	4
<hr/>			
$\chi^2=4.22$	$p=0.38$	$df=4$	

Conversely, when asked whether or not they had ever requested to attend a training that addressed issues of sexual orientation, responses were more diverse and did vary significantly ($p=0.00$) based on age of counselor respondent. For example, more than 70% of counselors between the ages of 21 and 39 said they had never requested to attend such a training. However, 60% or more of counselors aged 40 years and beyond, indicated that they had requested to attend at least one training that addresses issues of sexual orientation as noted in Table 216.

Table 216

Incidence of Requests to Attend Training Related to Issues of Sexual Orientation by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	19.35	80.65	31
30-39	29.03	70.97	31
40-49	60.00	40.00	25
50-59	62.96	37.04	27
60+	75.00	25.00	4
<hr/>			
$\chi^2=18.60$	*p=0.00	df=4	

At least 50% of all counselors, regardless of age, have participated in professional discussions related to issues of sexual orientation as reflected in Table 217. However, no significant differences were found among counselor responses based on age of respondents. Counselors in the age range of 30 to 59 appear most likely to have participated in such discussions.

Table 217

Participation in Professional Discussion Related to Issues of Sexual Orientation by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	61.29	38.71	31
30-39	80.65	19.35	31
40-49	88.00	12.00	25
50-59	85.19	14.81	27
60+	50.00	50.00	4
<hr/>			
$\chi^2=8.96$	$p=0.06$	$df=4$	

More than half of counselors aged 30 years and beyond indicated that they have access to support materials suitable for family use relative to issues of homosexual orientation. However, more than half of counselors aged 21 to 29 indicated they do not have access to these types of materials. No significant differences were found among counselor responses relative to age of counselor respondent as noted in Table 218.

Table 218

Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Family Use by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	45.16	54.84	31
30-39	67.74	32.26	31
40-49	62.50	37.50	25
50-59	73.08	26.92	27
60+	50.00	50.00	4
<hr/>			
$\chi^2=5.69$	p=0.22	df=4	

More than half of all counselors assigned to each of the counselor groupings based on age indicated that they have access to support materials suitable for student use relative to issues of homosexual orientation. Counselors aged 50 to 59 seemed most likely (88.46%) to have access to such materials. No significant differences ($p=0.0449$) were found among counselor responses relative to age of counselor respondent as noted in Table 219.

Table 219

Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Student Use by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<20	0.00	0.00	0
21-29	54.84	45.16	31
30-39	74.19	25.81	31
40-49	79.17	20.83	25
50-59	88.46	11.54	27
60+	50.00	50.00	4
<hr/>			
$\chi^2=9.75$	p=0.04	df=4	

When asked to rate their familiarity with Parents and Friends of Lesbians and Gays (PLAG), 100% of counselors aged 60 years and older (n=4) rated themselves as being extremely familiar with this organization. However, only 9.69 % of counselors aged 21 to 29 (n=3) indicated this same level of familiarity. Still, no statistically significant differences were found among counselor responses based on age of respondent. See Table 220.

Table 220

Perceived Familiarity with PFLAG by Age of Respondents

<u>Age (years)</u>	<u>Percentage</u>			<u>n</u>
	No Familiarity (0-3)	Familiar (4-6)	Extremely Familiar (7-10)	
<20	0.00	0.00	0.00	0
21-29	67.73	22.59	9.69	31
30-39	51.61	22.58	25.81	31
40-49	37.50	16.67	45.84	24
50-59	42.31	34.62	23.09	26
60+	0.00	0.00	100.00	4
$\chi^2=43.97$	p=0.30	df=40		

Similarly, when asked to evaluate their familiarity with Gay Lesbian Straight Education Network (GLSEN), 41.67% of counselors aged 40 to 49 years (n=10) were extremely familiar with this organization, while only 6.45% of counselors aged 21 to 29 (n=2) expressed this same level of familiarity. In this particular case, counselor responses were significantly different (p=0.01) based on age of counselor respondent as reflected in Table 221.

Table 221

Perceived Familiarity with GLSEN Based on Age of Respondents

<u>Age (years)</u>	No Familiarity (0-3)	<u>Percentage</u>		<u>n</u>
		Familiar (4-6)	Extremely Familiar (7-10)	
<20	0.00	0.00	0.00	0
21-29	93.55	0.00	6.45	31
30-39	61.28	19.36	19.36	31
40-49	54.17	4.17	41.67	24
50-59	46.16	34.62	19.24	26
60+	50.00	25.00	25.00	4
<hr/>				
$\chi^2=65.01$	*p=0.01	df=40		

Overall, counselor views relative to sources of counselor knowledge, only appeared to be influenced by age of respondent in two particular cases. The first case involved counselors under the age of 49 years, who appeared less likely to be familiar with Gay Lesbian Straight Education Network (GLSEN). Additionally, counselors aged 40 and beyond appeared less likely to have worked for an employer who hosted training relevant to issues of sexual orientation during his/her tenure with that particular employer.

Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Earned Level of College Degree

The frequencies of responses received for all nine questions in this category were not considered as significantly different based on individual responses to each of these nine questions by level of counselor education.

Although 100% of Bachelor's-level counselors indicated they no former or current employer has ever hosted a training related to issues of sexual orientation, but only 54.55% of counselors having earned an Educational Specialist degree and/or certification expressed these same views, no significant differences ($p=0.03$) were found among counselor responses based on level of counselor education as reflected in Table 222.

Table 222

Prevalence of Training Offered by Former or Current Employer Related to Issues of Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	0.00	100.00	13
Master's	20.00	80.00	90
Educational Specialist	45.45	54.55	11
Doctoral	42.86	57.14	7
<hr/>			
$\chi^2=9.32$	$p=0.03$	$df=3$	

The results were similar as reflected in Table 223 when counselors were asked whether or not a former or current supervisor has ever directed them to attend a training related to issues of sexual orientation. Once again, 100% of Bachelor's-level counselors ($n=13$) said neither their former supervisor nor their former supervisor has ever directed them to attend such a training. Additionally, those counselors having earned an Educational Specialist degree and/or certificate were more likely to have been directed to

do so by a former or current supervisor. However, no significant differences were found among counselor responses based on level of counselor education.

Table 223

Incidence of Directive To Attend Training Related to Issues of Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	0.00	100.00	13
Master's	6.67	93.33	90
Educational Specialist	27.27	72.73	11
Doctoral	14.29	85.71	7
<hr/>			
$\chi^2=7.05$	p=0.07	df=3	

Responses did vary significantly by level of counselor education, with Master's-level and Doctoral-level counselors appearing more likely to never have received a suggestion from a former or current supervisor to attend a training related to issues of sexual orientation as reflected in Table 224.

Table 224

Incidence of Suggestion To Attend Training Related to Issues of Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	30.77	69.23	13
Master's	13.33	86.67	90
Educational Specialist	45.45	54.55	11
Doctoral	14.29	85.71	7
<hr/>			
$\chi^2=8.38$	*p=0.04	df=3	

Although no significant differences were found among counselor responses based on level of counselor education, the majority who had never requested to attend a training related to issues of sexual orientation were Bachelor's-level (69.23%) or Master's-level (58.89%). See Table 225.

Table 225

Incidence of Request To Attend Training Related to Issues of Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	30.77	69.23	13
Master's	41.11	58.89	90
Educational Specialist	54.55	45.45	11
Doctoral	57.14	42.86	7
<hr/>			
$\chi^2=2.07$	p=0.56	df=3	

More than 76% of all counselors who participated in this study, regardless of level of education, indicated that they have participated in professional discussions related to issues of sexual orientation. However, no significant differences were found among counselor responses based on highest degree and/or certificate earned as expressed in Table 226.

Table 226

Participation in Professional Discussions Related to Issues of Sexual Orientation by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	76.92	23.08	13
Master's	76.67	23.33	90
Educational Specialist	81.82	18.18	11
Doctoral	85.71	14.29	7
<hr/>			
$\chi^2=0.42$	$p=0.93$	$df=3$	

It may be educationally significant that the majority of counselors assigned to each group based on level of education, excluding those counselors who have earned an Educational Specialist degree and/or certificate, indicated they have access to support materials for family use related to issues of sexual orientation. Still, no significant differences were found among counselor responses based on level of counselor education as indicated in Table 227.

Table 227

Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Family Use by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	53.85	46.15	13
Master's	68.18	31.82	90
Educational Specialist	27.27	72.73	11
Doctoral	57.14	42.86	7
<hr/>			
$\chi^2=7.51$	p=0.06	df=3	

Conversely, the majority of counselors in all groups assigned by level of education, indicated they have access to materials for student used related to issues of sexual orientation. While no significant differences were found among counselor responses, it may be educationally significant that 100% of Doctoral-level counselors (n=7) indicated they have access to such materials as reflected in Table 227.

Table 228

Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Student Use by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
Bachelor's	69.23	30.77	13
Master's	73.86	26.14	90
Educational Specialist	54.55	45.45	11
Doctoral	100.00	0.00	7
<hr/>			
	$\chi^2=4.63$	$p=0.20$	$df=3$

When asked to evaluate their familiarity with Parents and Friends of Lesbian and Gays (PFLAG), only the majority of Doctoral-level counselors (42.86%) indicated moderate familiarity with this group. The majority of counselors in all other groups assigned by level of counselor education indicated no familiarity with this same group. Still, no significant differences were found among counselor responses based on level of counselor education as indicated in Table 229.

Table 229

Perceived Familiarity with PFLAG by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	No Familiarity (0-3)	Moderately Familiar (4-6)	Extremely Familiar (7-10)	
Bachelor's	76.92	15.38	7.69	13
Master's	46.59	22.73	30.68	88
Educational Specialist	63.63	18.18	18.18	11
Doctoral	28.57	42.86	28.57	7
<hr/>				
$\chi^2=31.87$	p=0.37	df=30		

More than half of counselors in each of the counseling groups assigned by level of education indicated no familiarity with Gay Lesbian Straight Education Network. No significant differences were noted among counselor responses based on level of counselor education as recorded in Table 230.

Table 230

Perceived Familiarity with GLSEN by Level of Counselor Education

<u>Education Level</u>	<u>Percentage</u>			<u>n</u>
	No Familiarity (0-3)	Moderately Familiar (4-6)	Extremely Familiar (7-10)	
Bachelor's	92.30	7.69	0.00	13
Master's	60.23	6.82	26.13	88
Educational Specialist	72.72	18.18	9.09	11
Doctoral	57.15	14.29	28.57	7
<hr/>				
$\chi^2=34.27$	p=0.27	df=30		

In summary, counselor perceptions did not vary in regard to the sources of knowledge relative to counseling homosexual students by level of counselor education.

Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Years Employed as a School Counselor

The frequencies of responses received for all nine questions in this category were not considered as significantly different based on years of counseling experience as portrayed in Tables 231, 232, 233, 234, 235, 236, 237, 238, and 239.

Although no significant differences were found among counselor responses, counselor views did appear to vary somewhat by years of counseling experience when asked whether or not a former or current employer had ever hosted a training related to issues of sexual orientation. More than two-thirds of counselors having between 15 and 19 years of experience indicated, "Yes," while the majority of counselors in all other

categories based on work experience indicated, “No”. Table 231 provides all related data.

Table 231

Prevalence of Training Offered by Former or Current Employer Related to Issues of Sexual Orientation by Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	10.64	89.36	47
5-9	23.08	76.92	39
10-14	30.77	69.23	13
15-19	66.67	33.33	6
20-24	25.00	75.00	8
25+	20.00	80.00	5
<hr/>			
$\chi^2=11.44$	p=0.04	df=5	

More than two-thirds of all counselors, regardless of years of counseling experience, indicated that they have never been directed by a former or current supervisor to attend a training related to issues of sexual orientation. Although no significant differences were found among counselor responses based on experience, 100% of counselors having 20 or more years of experience (n=13) presented this same view as indicated in Table 232.

Table 232

Incidence of Directive To Attend Training Related to Issues of Sexual Orientation by Years of Counseling Experience

School Counseling Experience (years)	<u>Percentage</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	4.26	95.74	47
5-9	5.13	94.87	39
10-14	23.08	76.92	13
15-19	33.33	66.67	6
20-24	0.00	100.00	8
25+	0.00	100.00	5
<hr/>			
$\chi^2=12.21$	p=0.03	df=5	

Similarly, more than half of all counselors, regardless of years of counseling experience, stated a former or current supervisor has never suggested that they attend a training related to issues of sexual orientation. However, 100% of counselors having 20 or more years of counseling experience presented this same view, but only half of counselors having 15 to 19 years of experience also presented an opposing view as displayed in Table 233.

Table 233

Incidence of Suggestions To Attend Training Related to Issues of Sexual Orientation by Years of Counseling Experience

School Counseling Experience (years)	<u>Percentage</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	14.89	85.11	47
5-9	17.95	82.05	39
10-14	30.77	69.23	13
15-19	50.00	50.00	6
20-24	0.00	100.00	8
25+	0.00	100.00	5
$\chi^2=8.83$	p=0.12	df=4	

Counselor views appear to be split as to whether or not counselors had ever requested to attend a training related to issues of sexual orientation. The majority of counselors having nine or fewer years of experiences indicated they had not, while the majority of counselors having ten years or more experience indicated that they had requested to attend such a training. Those specifically having between 15 and 19 years of counseling appeared most likely to have exercised this option. Still, no significant differences were found among counselor responses based on years of counseling experience as indicated in Table 234.

Table 234

Incidence of Request To Attend Training Related to Issues of Sexual Orientation by Years of Counseling Experience

School Counseling Experience (years)	<u>Percentage</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	25.53	74.47	47
5-9	46.15	53.85	39
10-14	61.54	38.46	13
15-19	83.33	16.67	6
20-24	50.00	50.00	8
25+	60.00	40.00	5
<hr/>			
$\chi^2=12.59$	p=0.03	df=5	

Although 100% of counselors have between 15 and 19 years of experience (n=6) indicated that they have participated in professional discussions related to issues of sexual orientation, but only 40% of those having 25 years or more of experience (n=5), no significant differences were found among counselor responses based on years of counseling experience. See Table 235.

Table 235

Participation in Professional Discussions Related to Issues of Sexual Orientation by Years of Counseling Experience

School Counseling Experience (years)	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	76.60	23.40	47
5-9	79.49	20.51	39
10-14	92.31	7.69	13
15-19	100.00	0.00	6
20-24	62.50	37.50	8
25+	40.00	60.00	5
$\chi^2=8.67$	p=0.12		

The majority of counselors, regardless of counseling experience reported that they have access to materials for family use related to issues of sexual orientation. All related values are listed in Table 236. No significant differences were found among counselor responses based on years of counseling experience.

Table 236

Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Family Use by Years of Counseling Experience

School Counseling Experience (years)	<u>Percentage</u>		
	<u>Yes</u>	<u>No</u>	<u>n</u>
<5	57.45	42.55	47
5-9	60.53	39.47	39
10-14	69.23	30.77	13
15-19	60.00	40.00	6
20-24	75.00	25.00	8
25+	60.00	40.00	5
$\chi^2=1.29$	p=0.94	df=5	

Similarly, the majority of counselors, regardless of years of counseling experience, indicated they have access to materials for student use related to issues of sexual orientation. No significant differences were found among counselor responses based on years of counseling experience. See Table 237.

Table 237

Perceptions of Access to Support Materials Related to Issues of Sexual Orientation for Student Use by Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>		<u>n</u>
	<u>Yes</u>	<u>No</u>	
<5	65.96	34.04	47
5-9	76.32	23.68	39
10-14	76.92	23.08	13
15-19	60.00	40.00	6
20-24	87.50	12.50	8
25+	80.00	20.00	5
$\chi^2=2.84$	p=0.72	df=5	

The majority of counselors other than those who reported 25 years or more of experience, indicated no familiarity with Parents and Friends of Lesbians and Gays (PFLAG). The majority of counselors having 60 or more years of counseling experience reported extreme familiarity with PFLAG. However, no significant differences were found among counselor responses based on years of counseling experience.

Table 238

Perceived Familiarity with PFLAG by Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>No Familiarity (0-3)</u>	<u>Moderately Familiar (4-6)</u>	<u>Extremely Familiar (7-10)</u>	
<5	57.44	23.41	19.16	47
5-9	39.47	26.31	34.20	38
10-14	46.16	30.36	23.07	13
15-19	60.00	20.00	20.00	5
20-24	75.00	0.00	25.00	8
25+	20.00	20.00	60.00	5
$\chi^2=47.43$	p=0.57	df=50		

At least 40% of all counselors, regardless of years of counseling experience, reported having no familiarity with Gay Lesbian Straight Education Network (GLSEN). No significant differences were found among counselor responses based on years of counseling experience as indicated in Table 239.

Table 239

Perceived Familiarity with GLSEN Based on Years of Counseling Experience

<u>School Counseling Experience (years)</u>	<u>Percentage</u>			<u>n</u>
	<u>No Familiarity (0-3)</u>	<u>Moderately Familiar (4-6)</u>	<u>Extremely Familiar (7-10)</u>	
<5	78.72	8.51	12.77	47
5-9	55.27	21.05	23.68	38
10-14	53.85	15.38	30.76	13
15-19	40.00	20.00	40.00	5
20-24	62.50	12.50	25.00	8
25+	60.00	20.00	20.00	5
$\chi^2=52.86$	$p=0.36$	$df=50$		

Overall, the factor of counseling experience did not appear to impact counselor responses as they related to the sources of counselor knowledge relative to counseling homosexual students in the secondary school setting.

Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Gender of Respondent

The frequencies of responses received for all nine questions in this category were not considered as significantly different based on gender of counselor respondent as displayed in Tables 240, 241, and 242. Most views seemed to be comparable when contrasting male responses with female responses, except in two categories. When asked whether or not they have ever been directed by a former or current supervisor to attend a training related to issues of sexual orientation, twice as many males (13.79%) indicated they had as opposed to the frequency of females (6.52%) who had been directed to do the

same. Similarly, about twice as many males (34.48%) indicated that their former or current employer has hosted a training related to issues of sexual orientation as opposed to the frequency of females (17.39%) who indicated the same. Table 240 lists all related data.

Table 240

Counselor Exposure to Discussions of Sexual Orientation by Gender of Respondents

	<u>Valid Percentage</u>				
<u>Item</u>	<u>Yes</u>	<u>No</u>	<u>n</u>	χ^2	<u>p</u>
Has a school district employer (former or current) ever hosted training relevant to issues of sexual orientation?					
Male	34.48	65.52	29	3.82	0.05
Female	17.39	82.61	92		
Has a supervisor (former or current) ever directed you to participate in training relevant to issues of sexual orientation?					
Male	13.79	86.21	29	1.54	0.22
Female	6.52	93.48	92		
Has a supervisor (former or current) ever suggested you to participate in training relevant to issues of sexual orientation?					
Male	24.14	75.86	29	0.91	0.34
Female	16.30	83.70	92		
Have you ever requested to participate in training relevant to issues of sexual orientation?					
Male	37.93	62.07	29	0.28	0.60
Female	43.48	56.52	92		
Have you ever participated in Professional discussion relevant to sexual orientation?					
Male	75.86	24.14	29	0.07	0.79
Female	78.26	21.74	92		
df=1					

When asked whether or not they have access to support materials for students and families related to issues of sexual orientation, both males and females provided

comparable answers, and no significant differences were found among counselor responses based on gender of respondents. See Table 241.

Table 241

Perceptions of Access to Materials that Address Issues of Sexual Orientation by Gender of Respondents

<u>Item</u>	<u>Percentage</u>		<u>n</u>	χ^2	<u>p</u>
	<u>Yes</u>	<u>No</u>			
Do you have access to support materials for families relevant to issues of sexual orientation?					
Male	68.97	31.03	29	0.75	0.39
Female	60.00	40.00	90		
Do you have access to support materials for students relevant to issues of sexual orientation?					
Male	75.86	24.14	29	0.15	0.70
Female	72.22	27.78	90		

df=1

Finally, when asked to rate their familiarity with Parents and Friends of Lesbians and Gays (PFLAG) and their familiarity with Gay Lesbian Straight Education Network (GLSEN), counselor views, again, were comparable based on the gender of respondents. As a result, no significant differences were found among counselor responses based on gender of respondents as reflected in Table 242.

Table 242

Perceived Familiarity with Support Groups by Gender of Respondents

		<u>Percentage</u>					
<u>Support</u>	No	Moderately	Extremely				
<u>Group</u>	<u>Familiarity</u>	<u>Familiar</u>	<u>Familiar</u>	<u>n</u>	<u>χ²</u>		<u>p</u>
	<u>(0-3)</u>	<u>(4-6)</u>	<u>(7-10)</u>				
PFLAG							
Male	48.28	20.69	31.04	29	3.86		0.95
Female	51.12	23.33	25.56	90			
GLSEN							
Male	68.96	17.24	13.80	29	4.89		0.90
Female	63.34	13.33	23.33	90			

df=1

Overall, counselor views did not appear to vary significantly based on gender of respondents when sources of counselor knowledge relative to counseling homosexual students in the school setting were considered.

Sources of Counselor Knowledge Relative to Counseling Homosexual Students Based on Sexual Orientation of Respondent

Once again, responses for Bisexual and Homosexual counselors were grouped and labeled as “Non-Heterosexual”. Because the number of admitted non-heterosexuals was only equal to seven, a Fisher’s Exact Test was run in addition to a Chi-square analysis in order to determine probability. Furthermore, responses to the last two of the nine questions in this category were combined as follows: 0-5 (No Familiarity) and 6-10 (Familiar). According to the calculations performed on responses to the first eight questions in this category, there were no significant differences found among responses based purely on the reported sexual orientation of counselors. However, when asked

whether or not they were familiar with the support organization of Gay Lesbian Straight Education Network (GLSEN), a Chi-square analysis of all frequencies resulted in the calculation of a probability coefficient of 0.0175, but the probability coefficient calculated based on a Fisher's Exact Test resulted in the calculation of a probability coefficient of 0.0258. All values are displayed in Tables 243, 244, and 245.

When asked to describe how they became involved in professional discussions related to issues of sexual orientation, counselor views did not appear to vary much based on sexual orientation of respondents. However, although no values were found to vary significantly based on sexual orientation of respondents, it may be educationally significant that the majority of heterosexual counselors (58.77%) indicated they had never requested to participate in a training related to issues of sexual orientation, 57.14% of non-heterosexual counselors (57.14%) indicated they had much such a request as indicated in Table 243.

Table 243

Counselor Exposure to Discussions of Sexual Orientation by Sexual Orientation of Respondents

<u>Item</u>	<u>Percentage</u>		χ^2	p	Fisher's Exact p
	<u>Yes</u>	<u>No</u>			
Has a school district employer (former or current) ever hosted training relevant to issues of sexual orientation?					
Hetero	21.05	78.95	0.22	0.64	0.30
Non-Hetero	28.57	71.43			
Has a supervisor (former or current) ever directed you to participate in training relevant to issues of sexual orientation?					
Hetero	8.77	91.23	0.67	0.41	0.54
Non-Hetero	0.00	100.00			
Has a supervisor (former or current) ever suggested you to participate in training relevant to issues of sexual orientation?					
Hetero	18.42	81.58	0.08	0.78	0.39
Non-Hetero	14.29	85.71			
Have you ever requested to participate in training relevant to issues of sexual orientation?					
Hetero	41.23	58.77	0.69	0.41	0.22
Non-Hetero	57.14	42.86			
Have you ever participated in Professional discussion relevant to sexual orientation?					
Hetero	77.19	22.81	0.28	0.60	0.35
Female	85.71	14.29			

df=1

When asked about their access to support materials for families and students relevant to issues of sexual orientation, views between heterosexual counselors and non-

heterosexual counselors seemed more varied as indicated in Table 244. However, these variations were not statistically significant. The majority of counselors, regardless of reported sexual orientation, reported that they have access to support materials for both students and their families.

Table 244

Perceptions of Access to Materials that Address Issues of Sexual Orientation by Sexual Orientation of Respondents

<u>Item</u>	<u>Percentage</u>		χ^2	<u>p</u>	Fisher's Exact <u>p</u>
	<u>Yes</u>	<u>No</u>			
Do you have access to support materials for families relevant to issues of sexual orientation?					
Hetero	60.71	39.29	1.75	0.19	0.15
Non-Hetero	85.71	14.29			
Do you have access to support materials for students relevant to issues of sexual orientation?					
Hetero	72.32	27.68	0.60	0.44	0.29
Non-Hetero	85.71	14.29			

df=1

Finally, when asked to evaluate their familiarity with two nationally recognized support groups: Parents and Friends of Lesbians and Gays (PFLAG) and Gay Lesbian Straight Education Network (GLSEN), the results were more varied based on the sexual orientation of counselor respondents as displayed in Table 241. Twice as many non-heterosexual counselors (bisexual or homosexual; 85.71%) were familiar with PFLAG as opposed to those counselors who claim to be heterosexual (41.07%). Additionally, 71.43% of non-heterosexual counselors were familiar with GLSEN, while only 28.57%

of heterosexual counselors expressed similar familiarity with this particular group. While this latter comparison was found to be statistically significant by virtue of the initial Chi-square analysis that generated a probability coefficient of 0.02, a subsequent Fisher's Exact Test (p=0.0175) discounted the results of the initial Test. Table 245 includes all related data.

Table 245

Perceived Familiarity with Support Groups Based on Sexual Orientation of Respondents

<u>Support Group</u>	<u>Percentage</u>		χ^2	p	Fisher's Exact p
	No Familiarity (0-5)	Familiar (6-10)			
PFLAG					
Hetero	58.93	41.07	5.34	0.02	0.02
Non-Hetero	14.29	85.71			
GLSEN					
Hetero	71.43	28.57	5.65	*0.02	0.03
Non-Hetero	28.57	71.43			

DF=1

Overall, the sources of counselor knowledge relative to counseling homosexual students in the secondary school setting did not vary significantly based on the reported sexual orientation of counselor respondents, although several trends in reporting seemed apparent.

CHAPTER V

CONCLUSIONS

Introduction

The results of this study provide insight into the current attitudes of secondary school counselors as they relate to counseling homosexual students in the school setting. Additionally, because raw data was not available from the precursor study completed by Price and Telljohann in 1991 that produced a template from which the survey instrument for this study was derived, and raw data was not available from other related studies, only loose, general comparisons can be made between counselor responses received in 1991 and beyond and counselor responses received as part of this 2007 study. These loose comparisons offer significant educational value.

The time period between 1991 and 2007 is of particular interest, because many court settlements (including sizable punitive damage awards) have been in favor of student plaintiffs whose ongoing harassment in the school setting based on their perceived sexual orientation was ruled to have been ignored by school officials. This “ignorance” and lack of attention has proven to be quite costly for school districts and officials. While it appears that settlements and related damages have not necessarily been the direct result of counselor actions and/or their absence of action, counselors are often viewed by administrators, teachers, parents, and even students as being the key individuals to whom students in crisis may reach out to and/or the key individuals to whom concerned administrators, teachers, or parents refer students in crisis to for intervention purposes.

Therefore, the counselor's view of his/her role in providing support for homosexual students is crucial. Additionally, the counselor's perceived level of competence to perform such a role also offers significant value. Administrators also need assurances that counselors are equipped with the appropriate tools and resources to perform his/her role in the school setting, and it is valuable to know whether or not and to what degree counselors are implementing various strategies, using the tools and resources available to him/her. The counselor's personal views as to the causes of homosexuality and the vulnerabilities of homosexual students in the school setting also provides valuable information to any secondary school administrator, along with the counselor's level of concern regarding the level of support he/she has received from professional organizations, supervisors, and his/her colleagues. Finally, it is educationally valuable to identify whether or not counselors are ambivalent about offering support to homosexual students in the school setting, and if they are, to identify any/all reasons for a hesitation to get involved.

As the media continues to capture and broadcast stories that expose homosexual activities of socially prominent individuals, including celebrities and government officials, they are forcing a generally conservative society to consider the causes of homosexuality, specifically whether or not it is a predetermined and thus, uncontrollable "condition" that affects many or a rebellious act of a few that is becoming more popular among a larger population. Additionally, legislators are being lobbied by numerous special-interest groups that support gay-marriage, and our legislative bodies are being forced to decide whether or not such an option would be constitutionally and/or morally correct.

Homosexual adolescents often suffer from society's hesitation to accept them as they are. Their suffering may be manifested through drug use, suicide attempts, and at the least, feelings of rejection and isolation. Given the present focus of U.S. schools to leave no child behind, it is both the professional and moral obligation of all school staff to ensure that all students feel a sense of belonging in the school setting and to ensure that victimization of any student for any reason is addressed. The courts have reinforced this obligation by holding school officials accountable to provide a safe learning environment for students thought to have a homosexual orientation.

Summary of Findings

According to *Just the Facts about Sexual Orientation & Youth: A Primer for Principals, Educators, and School Personnel* (2000), the identification as being homosexual versus heterosexual seems to be a matter of personal choice. However, the majority of counselor respondents who participated in this current study seem to both agree and disagree. When asked to rate the importance of personal choice as it applies to the determination of homosexuality, most counselors indicated views that personal choice is not very important. However, when given a scenario in which a student claims to be homosexual despite having had any actual sexual experiences with a member of the same gender, the counselors appeared to give merit to self-identification in terms of sexual orientation.

Counselors most often seemed to view an ongoing relationship with one member of the same gender as being a stronger indicator of homosexuality, and in terms of what factors cause homosexuality, counselors seemed to feel that heredity more than parental upbringing and/or a hormonal imbalance may be responsible for the same-gender

attractions associated with homosexuality. These views in part support The American Academy of Pediatrics' view that homosexuality is not a defect or a mental health condition. Counselor respondents seemed to agree with The American Academy of Pediatrics' related recommendation that attempts should not be made to alter one's sexual orientation. Counselor views have not changed from 1991 to 2007 in this regard, as they feel it is clearly not the role of the school counselor to attempt to change a student's sexual orientation.

In this same regard, the aforementioned Primer suggests that the incidence of physical encounters cannot be used as a measure of homosexuality or heterosexuality, as there are those individuals who identify as being homosexual but have never had physical relations with anyone of their same gender, and there are those individuals who have had multiple relations with members of the same gender but who identify themselves as being heterosexual. According to the findings of this study, one sexual experience with a member of the same sex does not constitute a state of homosexuality. As previously mentioned, counselor participants felt that an ongoing relationship with one member of the same gender is a better measurement of homosexuality. The Primer would seem to agree, as it also mentions sexual experimentation as being common among adolescents in general.

Counselors clearly continue to underestimate the number of homosexual students present in any secondary school setting, as most respondents presently believe between one and five percent of their total student population may fit this category. As mentioned earlier, Mudrey-Camino (2001) is convinced that this number is most likely closer to ten percent. This underestimation supports Mallon's (1997) views that homosexual students

are often overlooked, because these students have been socialized to hide. It is interesting to note that in 1991 as part of the Price and Telljohann study, the majority of counselor respondents seemed to only moderately agree that adolescent homosexuality was becoming more prevalent. Counselors in 2007 are even more divided, as an almost equal number of counselors expressed strong agreement, moderate agreement and/or disagreement, and strong disagreement with this assertion. Overall, counselors truly have no idea as to how many students within the secondary school setting may have issues relevant to sexual orientation, but they appear to view adolescent homosexuality as being more common in 2007 as opposed to 1991.

Although Mallon (1997) seemed to attribute this lack of awareness among school personnel to identify correctly those students who are struggling with issues of sexual orientation due to their tendency to “look only for gender non-conforming clothing or mannerisms” (p. 41), counselors in 2007 have a keener sense of identification despite the likelihood of underestimation. Most counselors in the present study agree that it is not very important in the identification process that a student may exhibit stereotypically homosexual behaviors. Even more counselors in 2007 agree that a student who most often befriends other students who are known to be homosexual has no greater likelihood of being homosexual himself/herself.

Mudrey-Camino (2002) expressed views that homophobia is most often manifested against homosexual students during school hours and on school property. While the majority of counselors in both 1991 and 2007 appear to agree that homosexual students often feel isolated and rejected, the majority of counselors in the present study have never initiated discussions of sexual orientation with students. Most state they have

become involved with homosexual students based on information received from unnamed sources. Counselors in 2007 have dealt mostly with victims of harassment based on perceived sexual orientation, and about half of all respondents report to have even counseled those who have victimized by peers based on perceptions of sexual orientation. It appears educationally significant that fewer counselors in 2007 as opposed to 1991 appear to think that teachers also have a tendency to express prejudice against homosexual students in the school setting.

Counselors in 2007 tend to agree with Robinson's (1994) view that it is the responsibility of the school counselors to, "... help these students cope with the social and educational barriers of homophobia, and provide appropriate information regarding sources available for needed support" (p. 329). It is interesting to note that, while counselors in 2007 admit having access to written, support materials for homosexual students, few have shared such materials. Even fewer have helped students to discuss sexual orientation with their families, and very few counselors indicated any familiarity with Parents and Friends of Lesbians (PFLAG) and/or Gay Straight Education Network (GLSEN). Similarly, most counselors in 2007 have never attended training relevant to issues of sexual orientation. However, more than half of 2007 study participants indicated they feel extremely competent in terms of addressing the needs of homosexual students in the secondary school setting. This number is in sharp contrast to the numbers of counselors in 1991 who indicated this same level of competence.

Hollier, Jr.,'s findings of 1996 have been upheld as they relate to hesitation on the part of counselors to discuss sexual orientation with students, especially when intervention is not directly sought from the students themselves. As mentioned earlier,

though, counselor competence appears to be greater in 2007 as it relates to addressing the needs of homosexual students in the secondary school setting.

House, Martin, and Ward (2002) discussed the role of the counselor in evaluating the school system in terms of policy and practice and being the advocate for change. A little less than half of the counselors who participated in the Price and Telljohann study of 1991 expressed views that schools are not doing enough to help homosexual adolescents adjust to their school environment. In the present study, more than half of counselor participants expressed this same view. It seems clear that the level of counselor concern may be growing.

The study now returns to the seven original research questions that served as the foundation for this particular researcher's efforts. The perceptions of school counselors regarding adolescent homosexuality are varied. However, counselors consistently have estimated the size of their homosexual population to be less than 10%, which may be viewed as an underestimation by at least one expert. In terms of what factors may cause homosexuality, counselors are more inclined to consider heredity as opposed to parental upbringing and hormonal imbalance as likely causes. It is interesting to note that many counselors appear to have concerns that sexual abuse as a child may result in homosexuality. Counselors tend to view sexual experimentation with members of the same gender and having homosexual fantasies as not being accurate indicators of homosexuality, as well as the tendency to form friendships with students known to be homosexual and/or the tendency to behave in ways that support stereotypical views of homosexual activity. Counselors also seem to recognize that homosexual students are at risk for feelings of dejection and isolation in the secondary school setting.

Counselors appear to have more progressive views as they relate to homosexuality as a lifestyle. Few rated such a lifestyle as being “unhealthy,” and few seemed to feel that homosexuals are attracted to the creative and performing arts.

In terms of how counselors view their role as it relates to counseling homosexual students in the secondary school setting, responses were less varied. Counselors overwhelmingly expressed views that it is not their role to attempt to change a student’s sexual orientation. It is their role instead to support the student and to assist him/her with relationships with peers and families.

Counselors appear hesitant to initiate discussions of sexual orientation with students; however, they have expressed a clear commitment to offer interventions to homosexual students when such intervention is requested by the student or another interested party, such as a colleague. This hesitation to initiate discussions of sexual orientation with students was also discovered during the 1991 Price and Telljohann study.

This researcher finds it quite interesting that although counselors admit to having access to various written materials relevant to issues of sexual orientation, very few have ever actually presented such materials to students and/or families. This phenomenon may be related to counselor concerns that active involvement with homosexual students may cause others, especially family members, to interpret their involvement as advocacy for homosexuality. Counselors also expressed concern that their own sexual orientation may be questioned by those who become aware of their efforts to assist homosexual students in the secondary school setting.

This researcher felt it remarkable that counselors overall appear to feel more competent counseling homosexual students in the school setting in 2007 when compared

to counselors who participated in the 1991 Price and Telljohann study. Current views are especially significant when one considers that counselors who participated in the current study have indicated a lack of familiarity with support organizations, such as Gay Lesbian Straight Education Network (GLSEN) and Parents and Friends of Lesbians and Gays (PFLAG). The current reported level of competence is also surprising given the fact that few counselors have actually dealt with homosexual students, and even fewer have ever received formal training relevant to the needs of homosexual students in the secondary school setting. Virtually all counselor participants have admitted that any relevant training received was self-initiated and not offered by or at the request of a current or former employer.

Demographics (age, gender, level of earned college degree, number of years employed as a school counselor, and sexual orientation) played only a minor role in terms of responses received. Most notably, age appeared to affect counselor responses significantly. However, the overall effect of age may be viewed as only limited, because statistically significant differences were calculated for the responses to only 13 of 62 questions. Overall, older counselors seemed more concerned with the perceptions others may generate based on their contact with homosexual students. Additionally, older counselors seemed less likely to have had actual contact with homosexual students, and these contacts were less likely to have included the distribution of written support materials. Older counselors were also least likely to have received formal training relevant to issues of sexual orientation, but they were most likely to consider sexual abuse as a child a catalyst for the development of homosexuality in students.

Gender clearly had a limited effect on counselor responses. It should be noted that the majority of participants in this study were female. Overall, female respondents were more likely to feel the American School Counselor Association (ASCA) should do more to assist homosexual students, and they were most likely to have had counseled student victims of harassment based on perceived sexual orientation.

Counselors having earned advanced degrees and certifications were most likely to negate the impact of sexual abuse as a child in determining homosexuality. These counselors were also more likely and compared to their lesser degreed colleagues to have counseled students who have perpetrated offenses against students perceived as having a homosexual orientation. Counselors having advanced degrees and certifications were also least likely to believe that homosexuals tend to pursue interests in the field of creative and performing arts.

Years of counseling experience did not appear to significantly impact counselor responses. However, counselors having between 15 and 19 years of experience were most likely to consider heredity as a likely cause of homosexuality. Counselors in this same age group were most likely to express views that self-identification as a homosexual is a more accurate indicator of homosexuality as opposed to the level of actual, sexual encounters with members of the same gender.

Finally, sexual orientation was also found to have limited influence on counselor responses. Homosexual and/or bisexual counselors which clearly represented a low minority of overall respondents were most likely to believe that homosexuals are more likely to abuse drugs. This group of respondents was also most likely to feel that one sexual encounter with a member of the same sex constitutes homosexuality.

Conclusions

As part of Price and Telljohann's 1991 national study of counselor perceptions as they related to counseling homosexual students in the secondary school setting, only a minority of counselors expressed a sense of extreme competence in this regard.

According to the results of this 2007 multi-state study, extreme competence rates have doubled. This increase appears to be at least educationally significant. Equally as promising, the results of this study seem to indicate that teachers are perceived to be exhibiting less prejudice toward homosexual students in the secondary school setting.

The sources of counselor knowledge relevant to the needs of homosexual students have been identified. Counselors most frequently have used the following sources to gain knowledge about the needs of homosexual students in the secondary school setting: professional journals; college classes; on the job training; and workshops/professional conferences. It is interesting to note that only a small minority of counselors indicated that the content of in-service programs added to their knowledge base. Related to this point, a clear majority of counselor respondents indicated that their district employer (former or current) has never hosted training relevant to issues of sexual orientation. It seems likely then that it is not the quality of in-service programs that is in question, but instead, it is the lack of such training options.

The district's lead in identifying the need for counselor training and taking steps to ensure that counselors receive such training also appears to be limited. A small minority of counselors acknowledged that they had been directed by a supervisor (former or current) to participate in training relevant to issues of sexual orientation, and only a few more counselors indicated that a supervisor (former or current) had ever suggested

that they participate in such training. In a more favorable light, about half of counselors said they have requested to participate in such training. Although not asked, it may be of educational value to know whether or not these counselor requests were granted.

Counselors seem to have initiated actions to advance their knowledge of homosexuality. This information appears to support counselor views that schools should do more to assist homosexual students in the secondary school setting. More than half of counselors who participated in the current study also acknowledged that they have access to support materials for families relevant to issues of sexual orientation, and even more counselors claim to have similar materials available for student use. However, a disconnect has been found when one considers actual counselor practice, as only a minority of counselors claim to have ever distributed such materials to actual families. Similarly, even though a greater number of counselors claim to have access to support materials for student use, less than half admit to have ever shared such materials with actual students. It may be of educational value to identify why more materials have not been shared with families and/or students.

What constitutes true homosexuality was also explored in both studies. Possible causes were given as follows: chosen lifestyle; sexually abused as a child; hormone imbalance; heredity; parental upbringing; negative heterosexual experiences; and no heterosexual options. In 1991, the most important response based on frequency was “chosen lifestyle”. Views presented by the 2007 population were clearly different. The most important response based on frequency was “heredity”. While the observed differences may only be educationally significant, it seems clear that counselors do not presently believe that homosexuality constitutes a chosen lifestyle.

However, counselor views have not changed in consideration of the least important factor in determining homosexuality. Based on 1991 and 2007 counselor responses, the least important factor has been identified as “no heterosexual options”. It seems clear that counselors do not believe adolescents establish their sexual orientation based on the composition of the dating pool available to them.

In this regard, it is difficult to measure current counselor views as to what actually causes homosexuality. Counselor responses seem to indicate that there are multiple contributing factors. Presently, counselors seem less likely to believe that homosexuality is caused by childhood sexual abuse: 1991 (26.00%) and 2007 (11.67%). Neither survey defined the frequency of such abuse, however. There is no way to predict whether or not counselor views would have been different had the term of abuse been specified, the relationship between the victim and abuser specified, and/or the child’s age during the term of abuse been given.

Similarly, when presented with criteria for establishing homosexuality, counselor views seemed to change over time in regard to only two given criteria: “Student claims to be homosexual even though he/she has not been sexually involved” and “Student has a number of friends known to be homosexual”. Specifically, about twice as many counselors in 2007 as compared to 1991 indicated views that a student may be considered as homosexual even in the absence of actual sexual experiences. Additionally, the number of counselors who in 1991 felt that befriending other homosexual students is a strong indicator homosexuality was about six times the number of counselors who shared this view in 2007. The differences between the frequencies of all other given responses when comparing 1991 with 2007 varied by fewer than five percent.

The majority of counselors in this present study also seemed to indicate a hesitation to provide intervention for these students, as they have indicated their belief that it is the school counselor's role to assist these students only when requested. Unfortunately, the related survey item did not probe as to whom the request should come from: student, teacher, parent, etc. However, counselors seemed to be responsive equally to student and teacher requests for intervention following reports of student victimization as reported by either party. Counselors also reported with almost equal frequency that they have intervened based on awareness that students were being perceived as homosexual by peers. It cannot be gauged as to how counselors became aware of this information.

Counselor views were explored in this present study as they relate to the assumptions others (families, supervisors, colleagues, and/or students) may make about the sexual orientation of those who assist students thought to be homosexual and/or the likelihood that these same individuals may view acts of support as active encouragement of homosexuality. A clear majority of counselors indicated they were "Not Concerned" that the identified groups may question their sexual orientation should they offer support to a homosexual student. When asked related questions about whether or not they were concerned that others (families, supervisors, colleagues, and/or students) may view intervention attempts as active encouragement of homosexuality, the majority of counselors indicated no concern. While these views were not compared in terms of statistically significant differences, counselors seem to be more concerned overall that parents and/or guardians may equate their interventions with active encouragement of

homosexuality. This view may be related to an identified almost hesitation of counselors to involve families in their interventions with homosexual students.

An overwhelming majority of study participants reported that they have dealt professionally with a student having a homosexual orientation, but they also reported with almost equal frequency that they have not initiated their discussions with these students. These data seem to indicate a hesitation for counselors to get involved with students having a homosexual orientation, unless “someone” requests that they do so. These findings support earlier findings gathered by Sears (1988) and Hollier, Jr. (1995).

About half of counselor respondents in this present study categorized their involvement with homosexual students as most often including working personally with that particular student. Another popular intervention involved referring the student to a support group for gay and lesbian youth. This particular aspect of intervention is interesting, given that most study participants indicated no familiarity with “Parents and Friends of Lesbians and Gays (PFLAG),” and/or “Gay Lesbian Straight Education Network (GLSEN).” Given that the survey items included in this study did not ask counselors whether or not their schools had Gay-Straight Alliance (GSA) Clubs, there is no way to measure how often referrals to GSAs were provided to homosexual students by their school counselors, although two “other” responses to related question #25 included references to a “diversity club” or “GSA”.

Interventions involving parents appear to be limited, as only a small minority of study participants indicated they have exercised this option. More specifically, most participants indicated that they have never helped a student to discuss his/her sexual orientation with a parent and/or guardian. This datum is of particular interest, because a

strong majority of counselors expressed a strong belief that it is the role of the school counselor to help a student with a homosexual orientation to deal with their family. This researcher questions the disconnect among counselors between what they perceive their role to be and how they are actually exercising their role. It is likely that counselors may be willing to serve as a liaison between students and their families, as long as students request their services in that capacity; however, this researcher's view cannot be neither supported nor negated by data collected as part of this study.

Counselor views are more clear as they relate to other aspects of the counselor's role in addressing homosexual students. Almost equally as important as helping homosexual students to deal with their families, counselors also reported a strong commitment to helping students deal with their friends, as reflected by a majority of counselor respondents. Counselors clearly do not believe it is their role to assist with changing a student's homosexual orientation, as indicated by nearly all (95%) counselor respondents. Instead, they believe it is their role to help students to accept their homosexual orientation.

It is interesting to note that counselors who participated in the Price and Telljohann study of 1991 also listed these same counselor roles as being the most important in terms of meeting the needs of homosexual students in the school setting: assist them in dealing with friends; assist them in dealing with family; and help them accept their homosexual orientation. Due to the absence of actual data from this 1991 study, there is no way to identify whether or not those study participants ever actually helped a student to discuss his/her sexual orientation with his/her family, and if they did, there's no way to identify the frequency of those interventions. Like the counselors who

participated in this current study, those from the 1991 study were clear that they did not believe it was their role to help homosexual students to change their sexual orientation (95.00%).

Related to the role of counselor, counselors appear to believe more strongly that the American School Counselor Association should take a strong stand to support the rights and needs of homosexual students. As part of the present study, 66.39% of participants expressed this view, while only 44.44% expressed this same view in 1991. This same view was explored in both studies as it relates to the role of the school of provide support for homosexual students. In 1991, a little less than half of counselors strongly felt that schools were not doing enough to assist these students. In 2007, about half of counselors felt equally strong that schools could do more to assist homosexual students. However, no survey item was included in either study to allow counselors to specify what additional actions and/or interventions should be taken.

Counselors continue to anticipate only moderate professional gratification related to counseling homosexual students about gay issues. Both studies produced similar results with about half of respondents indicating anticipated gratification, with the population in 2007 having about a five percent lower frequency. Although not included in either study, it may be of educational value to identify what aspects of counseling homosexual students would be viewed as professionally gratifying and which ones would not.

Responses to 63 of the 78 survey items were analyzed based on given demographic information: age; gender; level of earned college degree; number of years employed as a school counselor; and sexual orientation. Data was reviewed to determine

whether or not any statistically significant differences could be found among responses based on the aforementioned demographics. The following statistically significant differences were found among counselor responses:

Age: 13 questions out of 62 (20.00%)

- 1) Healthiness of a homosexual lifestyle
- 2) Ever counseled a victim of harassment based on sexual orientation
- 3) Ever counseled a perpetrator of harassment based on sexual orientation
- 4) Ever helped a student to discuss sexual orientation with family
- 5) Ever shared materials relevant to issues of orientation with students
- 6) Ever shared materials relevant to issues of orientation with a colleague
- 7) Concerned that a colleague may question your sexual orientation
- 8) Concerned that a supervisor may question your sexual orientation
- 9) Concerned that a colleague may feel you are advocating homosexuality
- 10) Ever requested to participate in related training
- 11) Ever had a former or current employer host related training
- 12) Familiarity with Gay Lesbian Straight Education Network (GLSEN)
- 13) Impact of sexual abuse as a child on the determination of sexual orientation

Gender: 2 questions out of 62 (3.22%)

- 1) Should American School Counselor Association (ASCA) take a stand
- 2) Ever counseled a victim of harassment based on sexual orientation

Education Level: 3 questions out of 62 (4.84%)

- 1) How important is sexual abuse as a child in causing homosexuality
- 2) Ever counseled a perpetrator of harassment based on sexual orientation
- 3) Belief that more homosexuals tend to pursue the field of creative and performing arts

Counseling Experience: 2 questions out of 62 (3.22%)

- 1) How important is heredity in causing homosexuality
- 2) What if student identifies as homosexual but has no sexual experience?

Sexual Orientation: 2 questions out of 62 (3.22%)

- 1) Belief that homosexuals are more likely to abuse drugs
- 2) Belief that one sexual encounter with a member of the same sex constitutes homosexuality

It is clear that only a limited number of actual survey questions (not more than 16%) yielded responses that were significantly different based on given demographic information. Age seems to be the most significant factor that might have influenced

counselor responses. However, the influence seems to have been only minor, and there is strong evidence that gender, level of counselor education, years of counseling orientation, and reported sexual orientation did not impact counselor responses.

In summary, results of the present study have shown that counselors continue to hesitate to initiate contact with homosexual students, although they recognize that the students' perceived sexual orientation may result in feelings of rejection and isolation, and they may be vulnerable to suicide attempts. Counselors appear interested in learning more about issues of sexual orientation, and many have sought additional training that rarely has been offered by and/or through their current or former employers.

Counselors acknowledge having access to various written materials relevant to issues of sexual orientation. However, they rarely have shared these materials with students and/or their families. Counselors appear most comfortable discussing issues of sexual orientation with colleagues, and they do not seem to fear that their colleagues may view attempts to assist homosexual students as being active encouragement of homosexuality and/or that their colleagues may question their sexual orientation should they happen to get involved. Older counselors appear most likely to have concerns that families may view their attempts to assist homosexual students as being active encouragement of homosexuality and/or may question their sexual orientation should they happen to get involved.

Counselors appear to believe schools should do more to assist homosexual students. However, it is not clear what additional action they believe schools should take. They also believe the American School Counselor Association should take a strong stand

to support the rights of the homosexual student in the secondary school setting, but they were not given the opportunity to define what actions represent a “strong stand”.

Counselors seem to view homosexuality as a predetermined state that is not based on parental upbringing, a hormonal imbalance, and/or the incidence of sexual abuse as a child. Counselors do not appear to believe that the sexual orientation of friends has a direct impact on the determination of homosexuality. Additionally, counselors seem to recognize that adolescents tend to experiment in terms of sexual activity, and they appear to place little value on brief physical encounters with members of the same-gender as impacting sexual orientation. Instead, they tend to believe that the dynamics of lasting relationships are a more significant factor.

Counselors do not appear to perceive homosexuality as being morally reprehensible. Counselors appear to be sensitive to the needs of homosexual students and view their role as school counselor to involve helping these students to deal with their families and friends, although few counselors have discussed issues of sexual orientation with families. Counselors clearly do not feel it is their role to help homosexual students to change their sexual orientation, but it is their role instead to help homosexual students find support for their lifestyle.

The findings generated in this study have presented a more current framework by which additional studies may be pursued. Such studies may include a larger sampling of counselors and more specific probing as to what factors have influenced current perceptions among counselors. This study also may pave the way for schools to initiate collaborative partnerships with support groups such as PFLAG and GLSEN, and this study also may reduce the anxieties school personnel may feel in regard to the

establishment of Gay-Straight Alliances (GSAs) in the secondary school setting. Additionally, this study may help to reduce feelings of ambivalence among counselors when they consider initiating discussions of sexual orientation with homosexual students and/or their families. Finally, the results of this study may encourage counselors to become more assertive in defending the rights of the homosexual student in the secondary school setting, which may reduce the likelihood of the school to be involved in litigation.

Implications of Findings

It seems clear that the level of counselor concern regarding the plight of the homosexual student in the secondary school setting appears to be quite strong. Counselors appear to believe that both the school and at least the American School Counselor Association should do “more” to assist in this regard. However, it was not the intention of this researcher to identify as part of this study what additional steps should be taken by either or both parties. It should be noted that, while counselors seem to be concerned genuinely with the plight of the homosexual student in the school setting, they do not appear to believe that contact with homosexual students offers much professional gratification. Again, it was not the intention of this researcher to identify as part of this study the reasons for this particular view.

Counselor competence appears to be growing as well. It seems clear that counselors have ample written materials available to them that address the needs of homosexual students. However, for whatever reason, counselors appear to offer these resources to students and families on a very limited basis. This difference in availability versus distribution may be educationally significant.

Another inconsistency has been identified in terms of proclaimed belief and actual practice. Counselors clearly view their role to include helping homosexual students to deal with the members of their family. However, few counselors have ever ventured to do so. Knowing that such inconsistencies exist will help school administrators to monitor more closely the nature of interactions between counselors and homosexual students.

Counselors clearly appear to recognize their boundaries as counselors, as they do not feel it is their role to encourage students to try and change their sexual orientation. Again, they believe it is their role to offer support and to assist students with their interactions with peers and family. Counselors also appear to understand that homosexual students often feel rejected and isolated, and they may be vulnerable to drug use and attempted suicide.

It is be educationally significant that counselors have reported that few administrators to date have offered them training relevant to issues of sexual orientation, and few administrators have actually encouraged counselors to attend such trainings offered at other sites. It is also educationally significant that counselors appear to be comfortable asking administrative permission to attend such trainings. It was not the intention of this researcher to identify as part of this study how such requests from counselors have been received by their administrative supervisors.

Counselors also clearly do not seem to realize how many actual students may be grappling with issues relevant to sexual orientation, and counselors clearly do not generally initiate discussions of sexual orientation with students, unless they are prompted to do so. It was not the intention of this researcher to identify as part of this study what factors may prompt counselors to initiate such discussions. However, the

results of this study provide evidence that counselors look beyond clothing choice, stereotypical behaviors, and choice of friends when determining which students may have issues relevant to sexual orientation.

Overall, the results of this study provide insight for secondary school administrators as to the current nature of interactions between counselors and homosexual students. Based on these findings, school administrators should not expect counselors to be able to judge accurately how many students may be in need of their counseling expertise. Administrators should not expect counselors either to initiate contact with homosexual students, even though they most likely will feel sensitivity for them. Such interactions may require the administrator to serve as a catalyst.

The administrator may encourage and support the counseling process by specifically suggesting that counselors make contact with related families and offer to facilitate discussions of sexual orientation with homosexual students and their families. Administrators should also assess the availability of counseling resources within the school and to what degree these resources are actually being shared with families. Administrators should expect that counselors may fear that their counseling interventions may be viewed by families as being active encouragement of homosexuality. The school administrator may also expect the counselor to be receptive to administrative requests and/or directives to attend trainings relevant to issues of sexual orientation, and the counselor most likely will agree to participate in trainings and/or professional discussions offered by the administrator himself/herself.

Administrators should not be concerned that counselor age, level of education, years of counseling experience, gender, and/or sexual orientation will significantly affect

counselor attitude and/or views relevant to the needs of homosexual students in the school setting.

Suggestions and Recommendations

Given that only counselors who were active members of ASCA at the time data was being collected, and only those counselors who were employed as a school counselor in a U.S. school, and who resided in the states of Pennsylvania, New York, Maryland, Ohio, or West Virginia, were invited to participate in this study, their views may or may not accurately reflect the views of all secondary school counselors. Even more limiting is the consideration that the average counselor who participated in this study was most likely female, held a Master's degree, worked in a high school setting, identifies as a heterosexual, and has accumulated between six and ten years of counseling experience.

Given the limited response rate of only 15%, the results of this study may only be used to gain insight into current counselor views as opposed to using the results to make generalizations between the attitudes of the counselors in the sample population with the attitudes of the full membership of ASCA.

Unfortunately, not all counselors completed all questions. The number of counselors who answered at least one question ranged from nineteen to 153. There is no way to assess why certain questions were more frequently answered, as no identified patterns in question format could be identified. Additionally, one counselor emailed this researcher and noted technical difficulties when attempting to complete the survey via the StudentVoice link. Specifically, she said she had attempted to complete the survey several times, but the site had "frozen" along the way. Again, there is no way to measure whether or not other counselors experienced this same scenario. The counselor who

originally contacted me expressed her commitment to finish the survey and to continue to try and gain access. An undetermined number of counselors could have simply halted their initial attempt to complete the survey had they experienced similar difficulty.

Another participant emailed this researcher on another matter. He expressed confusion as to the seven-point and eleven-point Likert-type response options offered. This participant said he would have preferred to have only the seven-point option available. He felt the two options possibly confused counselors and skewed the overall results.

Although it was originally considered that counselors may respond in terms of how they felt they should respond in terms of moral and professional obligation to homosexual students. However, this concern was negated by the disconnects found between counselor views and counselor practice. It seems more likely that counselors know what their moral and professional obligations are, but they need support from their employers and from families as they attempt to act on these obligations.

Reported demographic information also may reflect inaccurate responses. For example, no description of middle school versus junior high was provided, and there was no distinct response available for those who work in multiple school settings. This point is supported by the fact that 13 counselors acknowledged that they worked in elementary settings. It should be assumed that this assignment is part of a shared arrangement, as contact information was provided by ASCA for counselors who worked full or part-time in a secondary school setting.

When counselor responses were compared based on given demographic information, only 63 of the survey items could be considered due to their available

response options. If multiple responses options were available, responses were not compared based on given demographic data. Additionally, responses provided as “other” could not be compared based on established demographic categories. It is also interesting to note that several responses listed as “other” actually represented given response options. There is no way to assess why counselor respondents did not recognize the availability of such options.

Additionally, when open-ended options were interpreted by this researcher, bias should be considered, especially given that responses were grouped based on perceived similarities. Bias also may have been a factor throughout the survey, as “gender” and “sex” were used interchangeably. The possibility exists that the connotation of each term may have influenced counselor responses.

Comparisons were also limited when the sexual orientation of each respondent was considered. Due to the low number of counselor respondents who claimed to be homosexual or bisexual, their responses were combined and labeled as “non-heterosexual”. The possibility exists that responses within this newly established group, could have been distinctly different. Additionally, there is no way to determine whether or not counselors accurately and/or honestly identified their true sexual orientation. The possibility exists that more than 5% of the total respondents were “non-heterosexual”.

Finally, this researcher has indicated several times that survey item #78 incorrectly listed the American School Counselors Association (ASCA) as the “American Association of School Counselors.” While this researcher was unable to identify any such organization via a Google search, the possibility exists that such an organization does exist. Although unlikely since ASCA records were the source of contact

information for counselor participants, counselor views could have been skewed based on this error.

It appears that counselors are embracing their role as it applies to assisting homosexual students in the secondary school setting. Distinct changes in counselor views have been identified as one considers the results of the 1991 Price and Telljohann study with the results of this related present study. Still, disconnects were found in terms of counselor views and actual practice. A revised study that provides opportunities for counselors to help explain these disconnects would be of educational value, as well as the strategy of hosting a focus group that allows the researcher to ask follow-up questions to each respondent based on his/her responses to given questions.

As a means of testing the reliability of the results from this current study, it would be helpful to select a new group of counselors who are members of ASCA but who live in a comparable multi-state area not covered by this study. If this group of counselors was presented with the same survey instrument developed and used in this study and given the same format for responding (StudentVoice), their responses could be used in comparison with the results generated in this study. It is recommended, however, that supplemental methods be used to improve response rate, such as offering an incentive for participation, sending multiple reminders until the website is closed, and/or making phone calls to ask counselors personally to participate in the study.

In line with Mallon's (1997) views that it is key for all school staff to be equipped with "accurate and relevant knowledge about gay and lesbian young people" (p. 43), it may be educationally valuable to revise the current survey questionnaire as a means of studying administrator views as they relate to the role of the school counselor in assisting

homosexual students. Additionally, it may be educationally valuable to ask this population specifically whether or not they have ever hosted supplemental trainings for counselors or other school staff relevant to the needs of homosexual students. It also may be educationally valuable to assess how familiar current school administrators are with GLSEN, PFLAG, their own related district policies, and various landmark cases that have resulted in the award of monetary damages to homosexual students who have been neglected in the school setting.

Similar to the proposed counselor study, it would be educationally valuable to allow administrators the opportunity to help explain any identified hesitations to get more involved with issues relevant to sexual orientation. Administrative perceptions relevant to the predicted numbers of homosexual students in the settings they manage, as well as the perceptions others (parents, colleagues, subordinates, supervisors, and students) may generate should they become more involved in assisting homosexual students are of significant interest.

Finally, it may be educationally valuable to test the findings of Israel and Hackett (2004) who suggest that a mere 2.5 hours of training may significantly enhance staff knowledge with respect to counseling homosexual students in the school setting. Given the lack of counselor familiarity with Parents and Friends of Lesbians and Gays (PFLAG) and/or Gay Lesbian Straight Education Network (GLSEN), it may benefit counselors to arrange for members of these support groups to facilitate such training.

The results of this study indicate homosexual students continue to present challenges to staff in terms of how they may be protected and educated equitably in the secondary school setting, even though recent court rulings and assigned settlements have

reinforced legal expectations. Counselor views continue to demonstrate limited understanding and familiarity of the stressors and needs of this special population. Until this problem is rectified, this population will continue to be underserved and districts will remain vulnerable to litigation.

REFERENCES

- ACLU press release: *ACLU tells school council it must allow gay-straight alliance*. (2002, September). Retrieved May 17, 2003, from <http://www.aclu.org/news/2002/n091902a.html>
- ACLU press release: *In groundbreaking federal lawsuit settlement, school agrees to strongest anti-gay harassment program in nation*. (2002, August). Retrieved May 17, 2003 from <http://www.aclu.org/news/2002/n081302a.html>
- American Association of School Administrators. (2004). *Dealing with legal matters surrounding students' sexual orientation and gender identity*.
- Are homosexuals a protected class?* (2003, July). *Legal Notes for Education*, 6.
- Arredondo, P., Toporek, R., Brown, S., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). *Operationalization of the multicultural counseling Competencies*. Alexandria, VA: Association for Multicultural Counseling and Development.
- Asher, I. J. (1997). *What are the perceptions of five gay and lesbian youth as to the factors that caused them to attempt to commit suicide?* Unpublished dissertation, University of Houston.
- Barczak, E. (2002, October 3). *Schools help students deal with unwanted sexual conduct*. *Pittsburgh Tribune-Review*, pp. EA1, EA5.
- Brooks, M. (2004, April), *Indifference, Title IX, and the First Amendment, Principal Leadership*, p. 65.
- Buckel, D. (2000, May). *Legal perspective on ensuring a safe and nondiscriminatory school environment for lesbian, gay, bisexual, and transgendered students*. *Education and Urban Society*, 3, 1-6. Retrieved May 17, 2003 from <http://proquest.umi.com/pqdweb?INT=O&SelLanguage=O&TS=1053182977&D id=00000005>
- Bullying in schools: Harassment puts gay youth at risk*. (2003, July 29). National Mental Health Association. Retrieved September 19, 2003 from <http://www.nmha.org/pbedu/backtoschool/bullyingGayYouth.cfm>
- Carney, C. G., & Kahn, K. B. (1984). *Building competencies for effective cross-cultural counseling: A developmental view*. *The Counseling Psychologist*, 12, 111-119.

- Centers for Disease Control and Prevention. (2001, December 7). *School health guidelines to prevent unintentional injuries and violence*. Washington, DC: US Government Printing Office.
- Chute, E. (2004, June 16). *Gay and lesbian teachers come out to help students deal with sexuality*. *Pittsburgh Post-Gazette*, p. B6.
- Deskbook encyclopedia of American school law*. (2003). Birmingham: Oakstone Legal & Business Publishing.
- Determining an acceptable survey response rate*. Retrieved on February 10, 2008 from http://en.wikipedia.org/wik/Statistical_survey
- Educational Benchmarking, Inc. (2005, November 18). *Determining an acceptable response rate*. Retrieved on February 10, 2008 from <http://kb.webebi.com/article.aspx?id=10007&cNode=5K3B40>
- Evans, R. (2001). *The human side of school change: Reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass.
- Gay and lesbian students at risk in schools*. (2003, April). *Newsleader*, 11.
- Gay students may proceed with harassment claims*. (2003, July). *Legal Notes for Education* 16, 6-7.
- Gorski, P. (2003). *The challenge of defining a single "multicultural education."* Retrieved January 26, 2005 from <http://www.mhhe.com/socscience/education/multi/define.html>
- Harris, S., Petrie, G., & Willoughby, W. (2002, March). *Bullying among 9th graders: An exploratory study*. *NASSP Bulletin*, 86, 3-14.
- Holcomb-McCoy, C. (2000). *Integrating multicultural perspectives in comprehensive guidance and counseling programs*. Paper presented at the Annual Conference of the American Counseling Association. Washington, D.C., March 20-25, 2000.
- Hollier, G. D., Jr. (1996). *A study of school counselors' perceptions with respect to counseling gay and lesbian students in the school setting*. Unpublished dissertation, University of Houston.
- House, R. M., Martin, P. J., & Ward, C. C. (2002, May). *Changing school counselor preparation: A critical need*. Opinion Paper.
- Israel, T. & Hackett, G. (2004, March). *Counselor education on lesbian, gay, and bisexual issues: Comparing information an attitude exploration*. *Counselor Education and Supervision*, 43, 179-191.

- Kirby, E. (2008, Winter). *Eliminate bullying—a legal imperative. A Legal Memorandum*, 8, 3-4.
- Kotter, J., & Cohen, D. (2002). *The heart of change*. Boston: Harvard Business School Press.
- Lindley, L. & Reininger, B. (2001, January). *Support for instruction about homosexuality in South Carolina public schools. The Journal of School Health*, 71, 1-9. Retrieved May 17, 2003 from [http://proquest.umi.com/pqdweb?Did=000000068768491&Fmt=4&Deli=1&Mtd=1&Idx=\\$&](http://proquest.umi.com/pqdweb?Did=000000068768491&Fmt=4&Deli=1&Mtd=1&Idx=$&)
- Lugg, C.A. (1998, May). *The religious right and public education. Educational Policy*, 12, 1-10. Retrieved May 17, 2003 from <http://proquest.umi.com/pqdweb?INT=O&SelLanguage=O&TS=1053182775&Did=00000002>
- Making schools safe: Doing the math.* (2002, October). Retrieved May 17, 2003 from <http://www.aclu.org/issues/gay/statistics.html>
- Making schools safe: Highlights.* (2002, October). Retrieved May 17, 2003 from <http://www.aclu.org/issues/gay/statistics.html>
- Making schools safe for LGBT youth.* (2002, October). Retrieved May 17, 2003 from <http://www.aclu.org/issues/gay/statistics.html>
- Making schools safe: Tips.* (2002, October 11). Retrieved May 17, 2003 from <http://www.aclu.org/issues/gay/Tips.html>
- Malaney, G. (2007). *Student affairs*. University of Massachusetts. Retrieved February 10, 2008 from http://www.studentaffairs.com/ejournal/winter_2002/rates.html
- Mallon, G. (1997, Fall). *When schools are not safe places. Reconnecting gay and lesbian young people to schools. Reaching Today's Youth*, 41-45.
- Marinos, E. E. (2000). *High school experiences: A survey of lesbian, gay, and bisexual students in Los Angeles County*. Unpublished dissertation, California State University at Long Beach.
- Mathison, C. (1998). *The invisible minority: Preparing teachers to meet the needs of gay and lesbian youth. Journal of Teacher Education*, 49, 151-155.
- McCurdy, K. G. (2003, March). *A general scope of practice for professional school counselors*. Opinion Paper.

- McFarland, W.P. (2001, February). *The legal duty to protect gay and lesbian students from violence in school*. Retrieved September 30, 2002, from EBSCOhttp://web18.epnet.com/citation.asp?tb=18_ug=dbstO+Inten%2Dus+sid+9CFBA65F%2D7EA2%2D44
- McKenna, B. J. (1998). "*Getting to yes*" *teachers and their choices regarding tolerance*. Unpublished dissertation, University at Albany, State University of New York.
- Morris, C.J., Catrill, J.A., and Weiss, M.C. (2001). *General practitioner response rate: A Miscellany of influencing factors*. *Family Practice*. 18, 454-456.
- Mudrey-Camino. (2002). *The educational isolation of sexual minority youth*. Paper Presented at the annual meeting of the Mid-Western Educational Research Association. Columbus, OH
- National Education Association, National Association of School Psychologists, National Association of Social Workers, American Federation of Teachers, & American Psychological Association. (1999). *Just the facts about sexual orientation & youth. A primer for principals, educators and school personnel*. Washington, D.C.
- Pace, N. J. (2004, May). *You've got to talk him out of it*. *Principal Leadership*, 34-39.
- Price, J. H. & Telljohann, S. K. (1991). *School counselors' perceptions of adolescent homosexuals*. *Journal of School Health*. 61 (10), 433-438.
- Protection of les/gay students from harassment*, (2003, July 29). *USA Today*, 1-5. Retrieved September 19, 2003 from <http://asp.usatoday.com/search/search.aspx>
- Sanchez, W., Li, C., & Nuttall, E.V. (1995). *Working with diverse learners and school staff in a multicultural society*. Retrieved January 9, 2002, from ERIC Digests http://www.edgov/databases/ERIC_Digests/ed390018.html
- Sergiovanni, T. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- School district settles with gay student*. (2002, August 29). *USA Today*.
- Sedlacek, W. & Kim, S. (1996). *Survey terminology related to sexual orientation: Does it matter?* University of Maryland Counseling Center.
- Sherman, T. L. (1997). *Teachers' attitudes towards supporting gay and lesbian issues at the high school level*. Unpublished thesis, California State University at Long Beach.

- Taylor, H. (2007, January 15). *The Polling Report*, Retrieved on February 10, 2008 from http://www.pollingreport.com/ht_online.htm
- The Robert Wood Johnson Foundation (2007). *Planning and using survey research projects*. Retrieved February 10, 2008 from http://www.rwjf.org/files/publication/RWJF_SurveyGuide_0804.pdf
- University of Texas at Austin (2007). *Instructional assessment resources*. Retrieved February 10, 2008 from www.utexas.edu/academics/diia/assessment/iar/teaching/Gather/method/survey-Response.php
- Western Psychiatric Institute and Clinic. (2004). *Addiction medicine services SAP training manual*, Pittsburgh: WPIC/UPMC Health System.
- What is equal protection?* (2003, July). *Legal Notes for Education* 16, 6.
- When kids don't have a straight answer*. (2001, March). *National Education Association Today*, 34.
- Who are you taking to the prom?* (2002, October). Retrieved May 17, 2003 from <http://www.aclu.org/issues/gay/prom.html>
- Zirkel, P. (2003, January). *Gay days*. *Phi Delta Kappan*, 84, 1-4. Retrieved May 17, 2003 from <http://proquest.umi.com>.

Appendix A
Permission to Use Survey Instrument

Subject: RE: Research

Date: Wednesday, April 20, 2005 8:20 AM

From: Telljohann, Susan K. <STelljo@UTNet.UToledo.Edu>

To: Nancy Hines< nhines@svsd.k12.pa.us>, "Price, James H." <JPrice@UTNet.UToledo.Edu>

Nancy -

You certainly have permission from us to use the survey. Best of luck.

Susan Telljohann, HSD, CHES
The University of Toledo
The Department of Public Health and Rehabilitative Services
Mail Stop #119
2801W. Bancroft
Toledo, OH 43606

Office # (419) 530-4369

FAX # - (419) 530-4759

-----Original Message-----

From: Nancy Hines [mailto:nhines@svsd.k12.pa.us]

Sent: Wednesday, April 20, 2005 7:51 AM

To: Telljohann, Susan K.; Price, James H.

Subject: Research

Drs. Price and Telljohann:

I am a Doctoral student at Indiana Univ of PA and am interested in duplicating Gerald Hollier's research from 1996 regarding the attitudes of school counselors as they relate to counseling LGBT students in the secondary school setting. I hope to compare the attitudes of counselors from the Pittsburgh Area in 2006 with those of the counselors employed in the Rio Grande Valley in 1996 as reported by Hollier. As you know, this 10-yr period which has lapsed since Hollier completed his study has involved many lawsuits which have resulted in sizable damage awards being offered to LGBT students who have been victims of harassment. Ultimately, I would like to see if "we" have made any improvements in terms of attitude over this 10-yr period. Also, I hope to reinforce the need for quality training for all school personnel. As a follow-up to my anticipated study, I hope to develop a training manual to be used in the school district of which I am a high school principal. I recently corresponded with Hollier, and he has granted me permission to reproduce his study; however, he pointed out that he did not develop the instrument used in his study. Instead, he "borrowed" it from you. Dr. Hollier said he rec'd permission from you to use the same instrument you used in your 1991 study. I would like your permission as well to use this same instrument. I thank you in advance for your consideration and look forward to hearing from you.

Sincerely,
Nancy Hines
472 Lee Drive
Pittsburgh, PA 15235

Appendix B
Survey Questionnaire

Directions: Please answer the following questions. Your responses will remain anonymous, and electronically identifiable information will be disregarded.

1. Have you completed and forwarded this survey to StudentVoice before?
_____ yes _____ no
2. Are you currently employed as a school counselor?
_____ yes _____ no
3. If employed currently as a school counselor, are you working in a U.S. school?
_____ yes _____ no
4. What is your current age?
_____ years
5. What is your gender?
_____ male _____ female
6. Education (Check highest degree earned.):
_____ Bachelor's Degree
_____ Master's Degree
_____ Educational Specialist Degree
_____ Doctoral Degree
7. How many years have you been employed as a school counselor?
_____ years
8. What grade levels do you currently counsel? (Check all levels that apply.)
_____ Elementary _____ Middle _____ Junior High _____ High School
9. How would you describe your own sexual orientation?
_____ Heterosexual _____ Bisexual _____ Homosexual
10. What percent of adolescent students in your school do you think are homosexual?
_____ %
11. Do you believe it is the role of the school counselor to counsel students who have a homosexual orientation?
_____ yes, always _____ yes, only if requested _____ no

12. How competent do you feel you are in assisting students with a homosexual orientation?
- Not Competent 0 1 2 3 4 5 6 7 8 9 10 Extremely Competent
13. How concerned are you that parents and/or guardians may question the sexual orientation of anyone who may offer support to a student with a homosexual orientation?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
14. How concerned are you that colleagues may question the sexual orientation of anyone who may offer support to a student with a homosexual orientation?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
15. How concerned are you that a supervisor may question the sexual orientation of anyone who may offer support to a student with a homosexual orientation?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
16. How concerned are you that students may question the sexual orientation of any adult who may offer support to anyone with a homosexual orientation?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
17. How concerned are you that parents and/or guardians may view your support of a student with a homosexual orientation as active encouragement of homosexuality?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
18. How concerned are you that a supervisor may view your support of a student with a homosexual orientation as active encouragement of homosexuality?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned

19. How concerned are you that a colleague may view your support of a student with a homosexual orientation as active encouragement of homosexuality?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
20. How concerned are you that students may view your support of a student with a homosexual orientation as active encouragement of homosexuality?
- Not Concerned 0 1 2 3 4 5 6 7 8 9 10 Extremely Concerned
21. Have you ever professionally dealt with a student who had a homosexual orientation?
 _____ yes _____ no
- If yes, how many? _____ males _____ females
22. Approximately how many students who had a homosexual orientation have you dealt with?
 _____ students
23. Have you ever INITIATED discussions of sexual orientation with a student?
 _____ yes _____ no
24. If Please, identify how you became involved with that particular student:
 (Check all that apply)
- _____ A parent or guardian expressed concerns relevant to the student's sexual orientation.
- _____ The student was often accused by his/her peers as being homosexual.
- _____ The student reported having been the victim of a single act of harassment based on his/her perceived sexual orientation.
- _____ The student reported having been the victim of more than one act of harassment based on his/her perceived sexual orientation.
- _____ A teacher reported concerns that the student was being victimized by his/her peers based on perceived sexual orientation.
- _____ The student appeared overly feminine or masculine.
- _____ The student wore clothing and/or apparel that was in contrast with his/her recognized gender.
- _____ The student appeared to be attracted to members of the same gender.
- _____ The student had been accused of participating in a single act of

harassment against a student he/she perceived as being
homosexual.

_____ The student had been accused of participating in more than one act
of harassment against a student he/she perceived as being
homosexual.

_____ Other (please specify)

25. How was the homosexual student assisted? (Check all that apply)

_____ Referred to parents

_____ Referred to social worker or clinical psychologist

_____ Referred to psychiatrist or other physician

_____ Referred to a support group for gay and lesbian youth

_____ I personally worked with the student

_____ Other (please specify)

26. Have you ever helped a student to discuss his/her sexual orientation with a
parent and/or guardian?

_____ yes _____ no

27. Have you ever counseled a student who has been victimized based on his/her
perceived sexual orientation?

_____ yes _____ no

28. Have you ever counseled a student who has victimized another student
because of perceived sexual orientation?

_____ yes _____ no

29. Have you ever shared written materials relevant to issues of sexual orientation
with parents or guardians?

_____ yes _____ no

30. Have you ever shared written materials relevant to issues of sexual orientation
with students?

_____ yes _____ no

31. Have you ever shared written materials relevant to issues of sexual orientation
with a supervisor?

_____ yes _____ no

32. Have you ever shared written materials relevant to issues of sexual orientation with a colleague?
_____ yes _____ no
33. Where have you received most of your information on homosexuality?
(Check all that apply)
_____ College classes
_____ On the job training
_____ Textbooks
_____ Professional journals
_____ Workshops/Professional conferences
_____ Mass media (TV, newspapers, magazines)
_____ In-service programs
_____ Other (please specify)

34. Has a school district employer (former or current) ever hosted training relevant to issues of sexual orientation?
_____ yes _____ no
35. Has a supervisor (former or current) ever directed you to participate in training relevant to issues of sexual orientation?
_____ yes _____ no
36. Has a supervisor (former or current) ever suggested you participate in training relevant to issues of sexual orientation?
_____ yes _____ no
37. Have you ever requested to participate in training relevant to issues of sexual orientation?
_____ yes _____ no
38. Have you ever participated in professional discussions relevant to sexual orientation?
_____ yes _____ no
39. Please clarify the setting of the discussion(s): (Check all that apply)
_____ Parent or guardian conference
_____ Faculty meeting
_____ Meeting with supervisor
_____ Meeting with colleague(s)
_____ Graduate class studies
_____ Professional development training or conference

_____ Other (please specify)

40. Do you have access to support materials for families relevant to issues of sexual orientation?

_____yes _____ no

41. Do you have access to support materials for students relevant to issues of sexual orientation?

_____ yes _____ no

42. Rate your familiarity with Parents and Friends of Lesbians and Gays (PFLAG):

No 0 1 2 3 4 5 6 7 8 9 10 Extremely Familiar
Familiarity

43. Rate your familiarity with Gay Lesbian Straight Education Network (GLSEN):

No 0 1 2 3 4 5 6 7 8 9 10 Extremely Familiar
Familiarity

44. In your opinion, how important is each of the following variables in causing homosexuality? -Heredity

Important Not Important
7 6 5 4 3 2 1

45. In your opinion, how important is each of the following variables in causing homosexuality? –Hormonal imbalance

Important Not Important
7 6 5 4 3 2 1

46. In your opinion, how important is each of the following variables in causing homosexuality? –Chosen lifestyle

Important Not Important
7 6 5 4 3 2 1

47. In your opinion, how important is each of the following variables in causing homosexuality? –Parental upbringing

Important					Not Important
7	6	5	4	3	2 1

48. In your opinion, how important is each of the following variables in causing homosexuality? –Negative heterosexual experience

Important					Not Important
7	6	5	4	3	2 1

49. In your opinion, how important is each of the following variables in causing homosexuality? –No heterosexual options

Important					Not Important
7	6	5	4	3	2 1

50. In your opinion, how important is each of the following variables in causing homosexuality? –Sexually abused as a child

Important					Not Important
7	6	5	4	3	2 1

51. What is the role of a counselor in helping a student with a homosexual orientation? –Assist them in dealing with family

Important					Not Important
7	6	5	4	3	2 1

52. What is the role of a counselor in helping a student with a homosexual orientation? –Assist them in dealing with friends

Important					Not Important
7	6	5	4	3	2 1

53. What is the role of a counselor in helping a student with a homosexual orientation? –Assist them in finding support for their lifestyle

Important				Not Important		
7	6	5	4	3	2	1

54. What is the role of a counselor in helping a student with a homosexual orientation? –Help change their sexual orientation to heterosexuality

Important				Not Important		
7	6	5	4	3	2	1

55. What is the role of a counselor in helping a student with a homosexual orientation? –Help them accept their homosexual orientation

Important				Not Important		
7	6	5	4	3	2	1

56. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –One sexual experience with a member of the same sex

Important				Not Important		
7	6	5	4	3	2	1

57. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –Majority of sexual fantasies are of the same sex

Important				Not Important		
7	6	5	4	3	2	1

58. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –Has romantic attractions for member of the same sex

Important				Not Important		
7	6	5	4	3	2	1

59. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –Student claims to be homosexual even though he/she has not been involved sexually

Important				Not Important		
7	6	5	4	3	2	1

60. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –Student exhibits stereotypical homosexual behaviors

Important				Not Important		
7	6	5	4	3	2	1

61. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –Student has a number of friends known to be homosexual

Important				Not Important		
7	6	5	4	3	2	1

62. Which of the following plays a significant role in determining whether a student has a homosexual orientation? –Student has one ongoing intimate relationship with a member of the same sex

Important				Not Important		
7	6	5	4	3	2	1

63. Please rate your level of agreement with the following statements: -Homosexual students are more likely than most students to abuse drugs.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

64. Please rate your level of agreement with the following statements: -Homosexual students are more likely than most students to attempt suicide.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

65. Please rate your level of agreement with the following statements: -Homosexuality is offensive to God and therefore, offensive to me.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

66. Please rate your level of agreement with the following statements: -Male homosexual students are more likely than most students to be found in the creative and performing professions.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

67. Please rate your level of agreement with the following statements: -Students are very degrading toward fellow students whom they discover are homosexual.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

68. Please rate your level of agreement with the following statements: -Homosexuality is becoming more prevalent in the adolescent population.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

69. Please rate your level of agreement with the following statements: -The vast majority of homosexual students are satisfied with their sexual orientation.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

70. Please rate your level of agreement with the following statements: -Homosexual students are more likely than most students to feel isolated and rejected.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
-------------------	---	---	---	---	---	---	---	----------------------

71. Please rate your level of agreement with the following statements: -Counseling homosexual students about gay issues would be professionally gratifying.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

72. Please rate your level of agreement with the following statements: -Schools are not doing enough to help homosexual adolescents adjust to their school environment.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

73. Please rate your level of agreement with the following statements: -Homosexual adolescents who have the opportunity to experience a positive heterosexual relationship are likely to change their sexual orientation.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

74. Please rate your level of agreement with the following statements: -A homosexual lifestyle is not a healthy lifestyle.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

75. Please rate your level of agreement with the following statements: -Homosexuals do not like members of the opposite sex.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

76. Please rate your level of agreement with the following statements: -Teachers seem to exhibit significant prejudice towards homosexual students.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

77. Please rate your level of agreement with the following statements: -Homosexuals experience a more intense sex drive than do heterosexuals.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

78. Please rate your level of agreement with the following statements: -The American Association of School Counselors should take a strong stand supporting the rights and needs of homosexual students.

Strongly Agree	7	6	5	4	3	2	1	Strongly Disagree
----------------	---	---	---	---	---	---	---	-------------------

Appendix C

Permission from ASCA to Advertise Survey and Provide Link

From: Nancy Hines
To: Rakestraw, Kathleen
Date: 3/13/2006 7:25:32 AM
Subject: Re: Fwd: Surveys

Thank you so much for the great news! I hope to have IRB approval by the end of the winter term, 2006 and will contact you at that point. Once again, thanks.

Nancy

>>>Kathleen Rakestraw krakestraw@schoolcounselor.org03/10 1:56 PM>>>

You can certainly post a description of your survey on our message boards and guide interested participants to your online survey. If you're an ASCA member, you have the capability of doing it yourself. If you're not a member, just send me a paragraph when you're ready to launch and I'll post it for you.

Kathleen Rakestraw
Director of Communications
American School Counselor Association
www.schoolcounselor.org
krakestraw@schoolcounselor.org
(703)864-8734
(703)242-9351, fax

Begin forwarded message

>From: "Amy Coleman" Amee@comcast.net>
>Date: March 9, 2006 8:06:14 AM EST
>To: krakestraw@schoolcounselor.org>
>Subject: Surveys

>

>I am a doctoral student at Indiana Univ of PA and am hoping to reproduce a study completed by Price and Telljohann in 1991 regarding the attitudes of secondary school counselors as they relate to counseling homosexual adolescents. I have not yet sought IUP IRB approval but would like add'l info from your organization as to how your message board option may be used to advertise participation in my anticipated electronic survey. I've already been in contact with M Smith from your organization and realize your org will only rent mailing labels—not email addresses. Please respond to nhines@phsd.k12.pa.us.

>

>Nancy Hines
>Principal
>Penn Hills HS
>12200 Garland Drive
>Pittsburgh, PA 15235
>412-793-7000, ext. 202

>

>Thanks!

>

Appendix D
Initial Email Requesting Participation in the Study

Dear Fellow Educator--

In the shadow of No Child Left Behind and numerous initiatives aimed at promoting multicultural sensitivity, it is extremely important that all students are given the equal opportunity to achieve according to their potential. Integral to academic performance, students must feel safe and secure in their learning environment.

With the recent publicity surrounding public officials being accused of sexual misconduct and the issue of gay marriage, society is being forced to address the issue of homosexuality. While school systems tend to be conservative when responding to such controversial social issues, we are encountering more and more students who are struggling with their sexual identity. These students are facing numerous challenges, ranging from fear of rejection from family and friends to the likelihood of being victimized in the school setting.

Few studies have addressed the plight of the student who is thought to be gay and the impact his/her perceived sexual orientation has on this student's school experience. As a doctoral student enrolled in the Administration and Leadership Studies Program at Indiana University of Pennsylvania, I would like to pursue this topic. I am attempting to reproduce a study that was originally performed by Price and Telljohann in 1991. Like these initial researchers, I would like to explore the perceptions of secondary school counselors as they relate to counseling adolescent homosexuals in the school setting.

Your participation in this study is integral and will be greatly appreciated. Fewer than 10 minutes of your time is required to complete a simple electronic survey that may be accessed via the link below. Should use of this link fail to connect you directly to my survey, please, cut and paste the URL to your browser:

<http://studentvoice.com/p/?UUID=ca2a4d545c264311855ae3e437c8ab6f>

All responses will be used to better understand the quality of current school counseling services and counselor training programs as they relate to this special population of students. All survey responses will remain anonymous, and electronically identifiable information will be disregarded.

I thank you in advance for your time and your commitment to educational research.

Sincerely,
Nancy Hines

IUP IRB Log #07-117

Appendix E
Follow-Up Email Requesting Participation in the Study

Dear Fellow Educator--

A few weeks ago, I emailed you a request to participate in a doctoral study designed to better understand school counselor perceptions as they relate to counseling homosexual students in the secondary school setting. As my study is winding down, I am asking once again for your participation in this important project, and I assure you that fewer than 10 minutes of your time is required to complete a simple electronic survey that may be accessed via the link below:

<http://studentvoice.com/p/?UUID=ca2a4d545c264311855ae3e437c8ab6f>

Should use of this link fail to connect you directly to my survey, please, cut and paste the URL to your browser.

Few studies have addressed the plight of the student who is thought to be gay and the impact his/her perceived sexual orientation has on this student's school experience. I am attempting to reproduce a study that was originally performed by Price and Telljohann in 1991.

All responses will be used to better understand the quality of current school counseling services and counselor training programs as they relate to this special population of students. All survey responses will remain anonymous, and electronically identifiable information will be disregarded.

I thank you in advance for your time and your commitment to educational research.

Sincerely,
Nancy Hines

Indiana University of Pennsylvania IRB Log #07-117