This paper provides descriptive statistics related to published articles which utilized qualitative methodologies in research studies, as well as conceptual articles pertaining to qualitative research methodologies. The articles examined covered the years 1967-1999. During the 32-year time period, 15 qualitative research articles were published. The greater percentage of these articles were published in volume 77 of the "Journal of Counseling and Development" (JCD) in 1999. These articles had multiple authors for the most part. All 15 articles were submitted by authors who were from different educational institutions. There was no repetition of authors or institutions within this group. There were 5 articles published that utilized mixed methodologies. These articles primarily focused on quantitative data in the study and utilized qualitative data as support for the quantitative data. The sample size for the qualitative research studies ranged from single case studies to a large group study in the mixed studies. The mean sample size including the large group was 44.5. Excluding the large group, the mean sample size was 28.4. Conceptual articles in JCD have embraced the use of qualitative research with specific counseling issues or populations. Using qualitative procedures in assessment has been discussed and rebutted in the JCD. (Contains 4 tables and 34 references.) (MKA)
Inclusion of Qualitative Research: Content Analysis of ACA Journals

Paper presented to the ACES Research Promotion Focus Group at the
2000 American Counseling Association World Conference, in Washington, D.C.

Tarrell Awe Agahe Portman

The University of Iowa
Abstract

The Association for Counselor Education and Supervision Research Promotion Focus Group met at the 1999 World Conference in San Diego, California. One of the goals established for the 1999-2000 term was to work toward balanced recognition for qualitative and quantitative studies in the counseling field. In the discussion of this goal, focus group members raised a question concerning the publication of qualitative research studies within the various division journals of the American Counseling Association. This paper provides descriptive statistics related to articles published which utilized qualitative methodologies in research studies, as well as, conceptual articles pertaining to qualitative research methodologies. The articles were examined by conducting a content analysis of the Journal of Counseling and Development (1967-1999), Counselor Education and Supervision, the Journal of Multicultural Counseling and Development, The Journal for Specialists in Group Work, The Journal of Humanistic Counseling, Education and Development, Journal of College Counseling, the Adultspan Journal, and Counseling and Values.
Inclusion of Qualitative Research: Content Analysis of ACA Journals

In recent years, professionals in the field of counseling are increasing discussions related to research methodologies. One of the most prominent discussions includes topics pertaining to the use of qualitative research methodologies (Borders & Larrabee, 1993; Hanna & Shank, 1995; Hosmand, 1989; Neimeyer & Resnikoff, 1982; Osborne, 1990). How are qualitative methods considered by researchers? If I chose to call myself a qualitative researcher, will people assume I am unable to conduct quantitative research studies? If I conduct a research study using qualitative methodologies will I be able to publish the gained knowledge in my professional journals? All of these questions may arise among professionals involved with qualitative research. But the most persuasive argument against using qualitative research methodologies may be the fear of not being able to get the results published.

Questions need to be answered by establishing a baseline concerning where qualitative research stands in the dissemination of ideas and knowledge in professional publications. This paper presents the results of a content analysis on the primary and secondary journals of the American Counseling Association. A frequency analysis was conducted on the Journal of Counseling & Development (1967-1999), Counselor Education and Supervision, and The Journal for Specialists in Group Work. All journals were searched using the electronic database PsychINFO, 1967 to the present.

The Journal of Counseling and Development (JCD) and the Personnel and Guidance Journal have undergone thorough content analyses in the past (Barry & Wolf, 1958; Pelsma & Cesari, 1989; Stone & Shertzer, 1964; Weinrach, Lustig, Chan, and Thomas, 1998; Williams & Buboltz, 1999). The majority of these analyses concentrated on similar classification systems. However, attention was given to authorship and institutional affiliation of the contributing
authors. An interesting pattern emerges when examining the previous content analysis. There is no mention of qualitative research studies or comparisons between quantitative or qualitative research submissions. It appears the counseling profession has yet to approach this topic when analyzing the major framework where knowledge is disseminated to professionals in the field.

**Method**

The content analysis for the inclusion of articles which used qualitative research methods in the Journal of Counseling and Development (or The Personnel and Guidance Journal) included an analysis period from 1967 through 1999. The journals were reviewed using electronic databases. Each article was examined to determine whether it fit into three categories: 1) qualitative research study; 2) conceptual article promoting qualitative research; and 3) unrelated to qualitative research. Key search words were qualitative and the name of the journal being examined.

**Results**

During this 32 year time period, 15 qualitative research articles were published. The greater percentage of these articles (n = 4 or 33%) being published in the volume 77 of the JCD published in 1999. These articles had multiple authors for the most part. All 15 articles were submitted by authors who were from different educational institutions. There was no repetition of authors or institutions within this group. There were 5 articles published which utilized mixed methodologies. These articles primarily focused on quantitative data in the study and utilized qualitative data as support for the quantitative data. The sample size for the qualitative research studies ranged from single case studies (n = 1) to a large group study (n = 189) in the mixed studies. The mean for the sample size including the large group was 44.5. Excluding the large
group the mean sample size for the qualitative studies was 28.4. The 10 qualitative research articles are listed in Table 1 and the 5 mixed qualitative/quantitative studies are listed in Table 2.

Table 1. Qualitative Research Articles published in the Journal of Counseling and Development from 1967 through 1999 by Author and Institutional Affiliation.

<table>
<thead>
<tr>
<th>Journal Date</th>
<th>Vol. #</th>
<th>Author</th>
<th>Institutional Affiliation</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985 (review the article more closely)</td>
<td>63(9)</td>
<td>Jack Martin</td>
<td>University of Western Ontario</td>
<td>1+</td>
</tr>
<tr>
<td>1987</td>
<td>65(5)</td>
<td>P.V. Murray, J. E. Levitov, L. Castenell, &amp; J. H. Joubert</td>
<td>Loyola University</td>
<td>16</td>
</tr>
<tr>
<td>1995</td>
<td>73(6)</td>
<td>B. Ogilvie &amp; J. Daniluk</td>
<td>Vancouver School Board</td>
<td>3</td>
</tr>
<tr>
<td>1997</td>
<td>75(4)</td>
<td>L. Wilcox-Matthew, A. Ottens, and C. W. Minor</td>
<td>Scott Community College</td>
<td>19</td>
</tr>
<tr>
<td>1998</td>
<td>76(1)</td>
<td>D. M. Lawson, A. L. McClain, S. Matlock-Hertzel, M. Duffy, and R. Urbanovski</td>
<td>Texas A &amp; M University, College Station</td>
<td>12</td>
</tr>
<tr>
<td>1999</td>
<td>77(1)</td>
<td>Ann Shanks-Glauser</td>
<td>University of Georgia</td>
<td>17</td>
</tr>
<tr>
<td>1999</td>
<td>77(2)</td>
<td>Barbara Morgan and Pamela McMillan</td>
<td>College of William and Mary</td>
<td>7</td>
</tr>
<tr>
<td>1999</td>
<td>77(2)</td>
<td>Alan M. Schwitzer, Oris T. Griffin, Julie R. Ancis, and Celeste R. Thomas</td>
<td>Old Dominion University</td>
<td>22</td>
</tr>
<tr>
<td>1999</td>
<td>77(4)</td>
<td>R. M. Davison Aviles, M. P. Guerrero, H. Barajas Howarth and G. Thomas</td>
<td>Bradley University</td>
<td>72</td>
</tr>
</tbody>
</table>

Table 2: Mixed studies which utilized qualitative methods.
<table>
<thead>
<tr>
<th>Year (mixed methods)</th>
<th>Vol. #</th>
<th>Author</th>
<th>Institutional Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>73(4)</td>
<td>J. M. Littrell, J.A. Malia, &amp; M. Vanderwood</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>1995</td>
<td>73(3)</td>
<td>Luzzo, D. A.</td>
<td>Johnson County Community College</td>
</tr>
<tr>
<td>1996</td>
<td>74(6)</td>
<td>R. M. Orndorff and E. L. Herr</td>
<td>Moravian College</td>
</tr>
<tr>
<td>1997</td>
<td>75(3)</td>
<td>L. Crutchfield, and D. Borders</td>
<td>Columbus State University</td>
</tr>
</tbody>
</table>

Table 3. Qualitative Research Articles published in the Counselor Education & Supervision journal from 1967 through 1999 by Author and Institutional Affiliation.
Table 4: Qualitative Research Articles published in the Journal of Specialist in Group Work from 1967 through 1999 by Author and Institutional Affiliation.

<table>
<thead>
<tr>
<th>Journal Date</th>
<th>Vol. #</th>
<th>Author</th>
<th>Institutional Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>23(3)</td>
<td>Conyne, R.K.</td>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>1987</td>
<td>12(3)</td>
<td>Bednar, R. L., Corey, G., Evans, N.J., &amp; Gazda, G. M.</td>
<td>Brigham Young University</td>
</tr>
</tbody>
</table>

Conceptual articles in the JCD have embraced the use of qualitative research with specific counseling issues or populations. Cramer (1986) was one of the first authors to discuss a qualitative perspective as a practical implication for working with Gay parents and their children. Using qualitative procedures in assessment has been discussed and rebutted in the JCD (Drum, 1992; Goldman, 1992). Hanna and Shank (1995) pointed out the limitations of using only quantitative data for all counseling research situations. Merchant and Dupuy (1996) suggested multicultural counseling competencies should be viewed using qualitative research lenses.

Discussion

A major assumption within the counseling profession is that our professional journals serve the purpose of promoting and disseminated current research and knowledge to professionals in the counseling field. Embracing this assumption could also mean as professionals we have information and knowledge published in these journals which are deemed
appropriate and relevant. It is the professions journals which provide an historical perspective of relevant issues facing the counseling profession (Weinrach, 1987).

In fairness, the research section of the JCD did not appear as a regular feature until 1990 (Williams & Buboltz, 1999). Since that time journal editors have included qualitative research study articles in the JCD. The sparsity of qualitative research publications in our professional journals needs to be explored further to determine why the actual numbers are so low.
The Personnel and Guidance Journal, 36, 549-556.


I. DOCUMENT IDENTIFICATION:

Title: Inclusion of Qualitative Research: Content Analysis of ACA Journals

Author(s): Tarrell Awe Agabe Portman

Corporate Source: The University of Iowa

Publication Date: 3-23-00

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents:

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents:

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2A

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents:

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2B

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Tarrell Awe Agabe Portman

Printed Name/Position/Title: Tarrell Awe Agabe Portman, Ph.D.

Organization/Address: The University of Iowa

Telephone: 319-335-5985 Fax: 319-335-5291
III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

<table>
<thead>
<tr>
<th>Publisher/Distributor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Price:</td>
</tr>
</tbody>
</table>

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
</tbody>
</table>

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)