An Exploratory Study of Selected Relationships among Counseling Orientations, Theoretical Orientations, Personality and Counselor Effectiveness

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AN EXPLORATORY STUDY OF SELECTED RELATIONSHIPS AMONG COUNSELING ORIENTATIONS, THEORETICAL ORIENTATIONS, PERSONALITY AND COUNSELOR EFFECTIVENESS

by

Edward B. Gibeau

A Dissertation Submitted to the Faculty of The Graduate College in partial fulfillment of the Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
April 1975

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Edward B. Gibeau
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CHAPTER I
THE PROBLEM
Introduction

One of the current problems in counselor education is whether there is a relationship between the counselor's personality, theoretical orientation, counseling orientation, and counseling effectiveness. This problem is of particular importance in the area of counseling supervision, which may well represent one of the most expensive and time-consuming activities of graduate instruction. Any relationship between the aforementioned factors and counselor effectiveness would provide valuable information for those individuals engaged in the supervision process, which is often considered the most important aspect of counselor education (Patterson, 1964). Very little of a definitive nature has been added to the useful knowledge of what supervisors can do to assist counselors in being more effective with their clients (Hansen & Warner, 1971).

Efforts to identify the personality characteristics of successful counselors range from the simple listing of traits to the use of scientific personality measures. The research designs typically involve standard personality tests in which items are
sought that discriminate between "good" and "poor" counselors (Wicas & Mahan, 1966; Jansen, Robb, Bonk, 1970; Demos & Zuwaylif, 1966).

Attempts to discover universal personality syndromes characteristic of successful counselors have met with little success. There is even some confusion involved in specifying which specific personality traits are associated with effective counselors, since there exists a great deal of contradictory evidence. However, a number of personality characteristics have been delineated which are most often associated with effective and ineffective counselors. For example, the following items on the Edwards Personal Preference Schedule (EPPS) have been associated with counselor effectiveness: the need for dominance, change, order, nurturance, and achievement (Watton, 1974; Stefflre, King & Leaflgren, 1962; Randolph, 1973; Bergin & Jasper, 1969; Mills & Abeles, 1965).

The personality characteristics of counselors represent only one aspect of this study. The theoretical orientation with which the counselor identifies is also important. There are many theoretical structures (e.g., psychoanalytic, phenomenological, behavioral) representing general action and insight orientations (London, 1964) that a student in counseling may adopt. Most counselor education programs have represented any one or combination of these theoretical orientations.
It is the difference between the behavioral orientations and all other counseling orientations which produces the greatest divergencies in philosophy, methods and goals. Referring to this difference, Patterson (1966) has stated:

"With the advent of behavior therapy, a new dimension has been added to psychotherapy and counseling, and it is the difference between this approach and all other approaches which now seems to present the major problem for the future (p. 477)."

Other have proposed essentially the same dichotomy. For example, Ullmann and Krasner (1965) discriminate between evocative or expressive therapies and behavior therapy; however, they recognize overlappings in counseling technique. Frank (1973) also dichotomizes between evocative and directive therapy.

Another aspect of this study, whether the counselor identifies more strongly with technique or relationship approaches to counseling, may be related to theoretical orientation. In fact, there is substantial evidence indicating that the counselor's theoretical orientation does affect his practice. Sundland and Barker (1962) classified one hundred thirty nine therapists into three groups representing Freudian, Sullivanian, and Rogerian orientations and found that there were significant differences among the groups. Others have found that the theoretical orientation of therapists affected the psychological distance kept from the client (Wallach & Strupp, 1964). In a study of two hundred
sixty five therapists, McNair and Lorr (1964) also found that differences among the therapists could be attributed to their different theoretical positions. Moreover, Hackstian, Zimmer and Newby (1971) have shown that different orientations often result in different client behaviors.

According to Brammer and Shostrom (1968), a counselor who does not have a well-organized set of assumptions upon which to base his counseling is doing nothing more than applying "cook book" techniques to help clients solve their problems. This point was substantiated by Ford and Urban (1963). They suggested that a counselor who does not have a systematic point of view is not only likely to be extremely inefficient in his work with clients, but may also do more harm than good.

In view of this information, perhaps a strategy that would be beneficial to counseling supervision is to examine the counselor personality, counseling orientation (in terms of relationship and technique emphasizing approaches), theoretical orientation (in terms of technique and relationship approaches) and counselor effectiveness.

Assessment of counselor personality, theoretical orientation, counseling orientation, and counseling effectiveness is a difficult task; however, any new evidence in this area could prove beneficial to counselor educators. Through such an investigation,
a gap can be bridged between counseling and behavior science.

Statement of the Problem

The purposes of this study are to investigate various relationships among counselor personality, theoretical orientation, counseling orientation, and counselor effectiveness. The study also seeks to examine such variables as sex, age, and work experience.

Specifically, the research will attempt to determine (1) if there is a relationship between theoretical orientation and counseling orientation; (2) what personality characteristics are associated with counselor effectiveness; and (3) what personality differences exist among individuals adopting different theoretical orientations. Furthermore, the study will attempt to determine if sex is related to the theoretical orientation adopted, if age is related to counselor effectiveness, and if the amount of work experience relates to counselor effectiveness.

A pilot study was conducted prior to the major project to determine the appropriateness of the instruments and procedures.

Importance of the Study

The study is important for the following reasons:

1. Findings of the study will be useful for future
research which attempts to predict counselor effectiveness.

2. The results will have important theoretical and practical implications for counselor selection and retention.

3. For the counselor supervisor, the results can be important in how he conducts the educational experiences of counselor candidates.

4. For the counselor educator, knowledge of those factors which have or do not have predictive or evaluative potential, in relation to counselor effectiveness, may allow for the improvement of courses of study as well as for program development.

5. For the administrator, a knowledge of how such demographic factors as sex, amount of work experience, and age relate to the counseling process may provide valuable information in the formulation of policies and procedures.

6. For counselor trainees, a knowledge of personality variables, theoretical orientation, and counseling orientation and their relationship to counseling effectiveness may facilitate the development and awareness of the traits appropriate to the...
counseling success.

Assumptions

The assumptions underlying this study are as follows:

1. That theoretical approaches to counseling can be
dichotomized into action directed and insight

2. It is reasonable to believe that there is a
relationship between the theoretical orientation
a counselor adopts and the relative importance
attributed to technique and relationship dimensions
of counseling.

3. That the approaches to counseling can be dicho-
tomized in terms of those that emphasize technique
and those that emphasize relationship.

4. It is reasonable to believe that there is a generic
counselor personality which is a prerequisite for
counselor effectiveness. It is possible to isolate
some of the traits through the use of standardized
tests, in particular the Edwards Personal Preference
Schedule.
Definition of Terms

For the purpose of this study, the following definitions will apply:

1. **Theoretical orientation** refers to the dichotomy proposed by London (1964) in which theoretical orientations to counseling are classified in terms of insight or action approaches.

2. **Counseling orientation** refers to the way in which counselor candidates perceive the counseling process in terms of relationship emphasis or technique emphasis.

3. **Personality** refers to the characteristic, and to some extent predictable, behavior response patterns that each person develops. The personality represents a compromise between inner drives and needs (Hensie & Campbell, 1973).

4. **Counselor, therapist**, and **psychotherapist** are used interchangeably, as are **counseling**, **therapy**, and **psychotherapy**.

Hypotheses

In this study the major hypotheses to be tested are as
follows:

\( H_1: \) There are differences in personality traits between action oriented and insight oriented counselor trainees as measured by the EPPS.

\( H_2: \) Counselor trainees adopting a theoretical orientation characterized as action oriented rate the relationship dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

\( H_3: \) Counselor trainees adopting a theoretical orientation characterized as action oriented rate the technique dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

\( H_4: \) Counselor trainees adopting a theoretical orientation characterized as action oriented rate the relationship dimension of counseling different from the technique dimension of counseling orientation.

\( H_5: \) Counselor trainees adopting a theoretical orientation characterized as insight oriented rate the relationship dimension of counseling different from the technique dimension of counseling orientation.

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orientation.

\( H_6 \): There is a difference between the proportions of males and females adopting a theoretical orientation characterized as insight oriented as compared to the proportions of males and females adopting a theoretical orientation characterized as action oriented.

\( H_7 \): There is a difference between the ages of the most effective counselor trainees and the least effective counselor trainees.

\( H_8 \): There is a difference in the amount of work experience between the least effective counselor trainees and the most effective counselor trainees.

\( H_9 \): There are differences in personality traits, as measured by the EPPS, between those counselor trainees rated most effective and those rated least effective.

These hypotheses are restated in the testable null form in Chapter III, page 42.

Organization of the Study

A selected review of the professional literature and related studies is presented in Chapter II. The methodology of the study
is discussed in Chapter III, and an analysis of the data in Chapter IV; the summary, conclusions and discussion, and implications follow in Chapter V.
CHAPTER II
SELECTED REVIEW OF LITERATURE
AND RELATED STUDIES

This study examines various selected relationships among counselor personality, theoretical orientations, counseling orientations and counselor effectiveness. A selected review of the related literature surrounding each of these variables, as well as their relationship to each other, is examined in this chapter. The selected review of literature is concerned primarily with: (1) the counselor personality, (2) theoretical orientation and counseling orientation, (3) the relationship of age and work experience to counselor effectiveness, (4) supervisor rating as a measure of counselor effectiveness, and (5) supervision.

The Counselor Personality

There have been a number of studies conducted which attempt to discriminate between the personality characteristics of successful and unsuccessful counselors. In the process, investigators have utilized a diverse number of personality measures (e.g., Passons & Olsen, 1969; Wicas & Mahan, 1966; Johnson, Shertzer, Linden & Stone, 1967; Jansen, Robb & Bonk, 1970; and Murphy, 1971). However, of particular importance
to this research are those studies in which the Edwards Personal Preference Schedule (EPPS) was used as an assessment device to determine counselor personality characteristics. Although several personality characteristics measured by the EPPS seem to be more consistently associated with counselor effectiveness, there is by no means complete agreement on any one characteristic.

The relationship between the "normal" (as opposed to pathological) qualities of personality, as measured by the EPPS, and empathy were investigated by Bergin and Solomen (1968). After analyzing the results obtained from eighteen post-internship students in clinical and counseling psychology, they found the consistency ($p < .01$), order ($p < .05$), and intraception ($p < .01$) scales of the EPPS were all negatively related to empathy. Conversely, the dominance ($p < .01$) and change ($p < .01$) variables correlated positively.

These authors attempted to explain their results in the following manner: (1) intraception may be more akin to interpretive rather than to empathic therapeutic behavior; (2) order's negative relationship with empathy may be a result of being manifestly loaded with cognitive-planning oriented responses; and (3) dominance and change appear to be essentially indicators of psychological health. Merrill (1956) stated: "Dominance is
probably most closely related to a normal Minnesota Multiphasic Personality Inventory (MMPI) profile, has positive relationships with the 'healthy' MMPI experimental scales and negative correlations with the 'sick' scales (p. 313)."

In another study, Smith (1958) also found that dominance is negatively related to instability of ideal self-concept.

Bergin and Solomen (1968) suggested that:

"It appears that high dominance preferences have to do with freedom from subjective discomfort and perhaps with feelings of interpersonal confidence, both of which may permit the emotional freedom necessary to enter freely and emphatically into another person's frame of reference (Bergin & Solomen, 1968, p. 232)."

Change seems to carry an implication of emotional health and flexibility which may permit greater empathy for the frequently atypical behavior of counselors. Consistency is one variable on the EPPS about which little is known, except that low scores may invalidate scores on other scales (Bergin & Solomen, 1968).

Shortly after this study was completed, Bergin and Jasper (1968) conducted a replication, the prime objective being to cross-validate the MMPI and EPPS findings from the Bergin and Solomen (1968) study. However, the EPPS correlations with empathy were not validated.

A study which purported to isolate personality characteristics differentiating effective from non-effective counselors was
reported by Demos and Zuwaylif (1966). Utilizing the students at an NDEA counseling and guidance institute, they isolated the fifteen "most effective" and the fifteen "least effective" counselors and compared the scores of the two groups on the EPPS. Their findings suggest that the most effective group had significantly (,05 level with 24df) lower needs for autonomy (t = -2.09), abasement (t = -2.13), aggression (t = -2.75), and significantly higher needs for nurturance (t = 2.11) and affiliation (t = 2.12) when compared to their less effective fellows. However, because of errors in design and methodology (Mills & Mencke, 1967), the results must be considered with caution.

A study was reported by Mills and Abeles (1965) in which they attempted to relate counselor liking for clients to counselor needs for affiliation and nurturance. The nurturant and affiliative needs for thirty-seven counselors (13, senior staff; 14, interns; 10, practicum students) were measured by the EPPS, and their degree of "liking for clients" was obtained by a semantic differential technique. "Liking" was related to nurturance and affiliation only for the most inexperienced counselors (practicum students), the only group for which the two needs themselves were positively related.

The rationale given for these findings is particularly
significant with respect to screening difficulties in counselor education:

"Counseling is chosen to satisfy a need to take care of and to be close to other people but once the profession is chosen, it is found to be a rather lonely kind of work . . . basically unilateral and not reciprocal. It is not surprising to see that with experience in doing counseling, the needs for affiliation and for nurturance become quite disassociated, the correlations between the two needs for the interns and senior staff members are negative and not significant (Mills & Abeles, 1965, p. 358)."

Truax, Silber and Wargo (1966) studied the personality inventory profiles (EPPS) of sixteen graduate students who completed the didactic experiential training in psychotherapy and compared those individuals who gained the most in empathic skill during training with those who changed the least. The students who gained the most scored significantly higher on the change scale, both before and after training, compared to those who showed the least improvement. Further, at the start both groups were relatively equal on the abasement scale, but the "high gain" students decreased in abasement while the "low gain" students increased.

Two other studies have been concerned with the personalities of counselors judged effective by their peers. These studies are of particular importance to this research. In the
first study, reported by Stefflre, King and Leafgren (1962), the EPPS was used to discriminate between excellent and poor counselors. The subjects for the study consisted of forty participants of a semester length NDEA Guidance Institute. The subjects were asked to react to each other in terms of effectiveness as counselors. Each subject rated every other subject in the study, except himself. Analysis of the resulting distribution by a Kuder Richardson Formula for consistency among judgments yielded an $r$ of .96. The subjects were then split into two groups consisting of the nine most effective and nine least effective. Both groups were given the EPPS, and $t$ tests were computed on the results. The EPPS yielded four significant differences out of fifteen tests (the EPPS is made up of 15 tests or scales). Effective counselors obtained significantly higher (.05 level with 16df) scores on deference ($t = 1.78$) and order ($t = 2.18$) and significantly lower scores on abasement ($t = 2.43$) and aggression ($t = 2.52$).

A study conducted by Walton (1974) produced similar results to the study reported by Stefflre and his associates (1962). The population for the study consisted of fifty-four subjects, who were enrolled in the entry-level guidance seminar at the University of Akron. The students were given the EPPS, and a measure of

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effectiveness was also obtained from the sociometric choices of each student's peers. The data from the EPPS and sociometric technique were then analyzed by a multiple regression analysis which showed that those counselors with the highest ratings had greater manifest needs for dominance, change and succorance compared to those with the lower sociometric ratings. In fact, the manifest needs which controlled more than half of the total variance accounted for (18.6%) were dominance (10.2%), dominance and change (14.9%), dominance, change and succorance (18.6%). In this study dominance seems to be the most important single characteristics that counselors possess in order to be ranked high by peers.

The previous cited studies (Stefflre, et al., 1962; Walton, 1974) not only examined the personalities of counselor trainees but also utilized, as their measure of effectiveness, peer rankings. Thus, the criterion measure of counselor effectiveness was based on the subjective judgments of other counselors.

Few writers have discussed specific EPPS scores in relation to counselor selections and success. However, Truax (1968) in a summary of research studies since 1963 did discuss specific EPPS scores. Truax (1968) maintained that in counselor selection the following EPPS scores should be looked for: less
than 10 on N deference, less than 8 on N consistency, more than 14 on N dominance, more than 17 on N change, and more than 14 on N autonomy. The notion here seems to be that these individuals will be naturally more therapeutic and have a higher level of interpersonal skill.

On the basis of the above studies, it would seem appropriate to infer that there are a number of personality factors which are consistently associated with the effective counselor. These personality characteristics, as measured by the EPPS, include high scores on dominance and change and low scores on abasement and deference. Further, it appears that the EPPS offers predictive potential, discriminating between the most, as well as the least, effective counselors.

Theoretical Orientation and Counseling Orientation

There are a large number of theoretical orientations that a counselor may adopt (Ford & Urban, 1963; Patterson, 1966; Corsini, 1973). Referring to these theoretical orientations of counseling, Patterson (1966) stated: "With the advent of behavior therapy, a new dimension has been added to psychotherapy and counseling, and it is the difference between this approach and all other approaches which now seems to present the major problem
Other theorists have made similar discriminations among theoretical orientations of counseling. For example, Frank (1973) has distinguished between evocative and directive forms of individual psychotherapy. The evocative forms of therapy "aim to promote the patient's total personality development and are exemplified by psychoanalysis and Rogerian client-centered therapy (p. 206)." The directive forms of therapy are characterized by the therapists openly exercising control over the treatment process. They also include such approaches as Rational Emotive Therapy and the Behavior therapies.

According to Frank (1973), "the essence of evocative methods lies in the fostering of a particular type of relationship between patient and therapist (p. 210)." The directive forms of therapy, conversely, are technique oriented, requiring that procedures be applied in a systematic and precise way.

London (1964) proposed a dichotomy much the same as that discussed by Frank (1973). This differentiation of counseling process subsumed various theoretical approaches under the rubrics of insight and action. According to London (1964), at least two commonalities characterize insight therapy:

"The single allowable instrument of therapy is talk, and the therapeutic sessions are deliberately
conducted in such a way that, from start to finish, the patient, client, or counselee does most of the talking and most of the deciding of what will be talked about. The therapist operates with a conservative bias against communicating to the patient, that is to say, the therapist tends to hide his personal life from the patient (London, 1964, p. 45)."

The author stated that the two characteristics of the action therapies are:

"The therapist assumes a much greater influence over the detailed conduct of the treatment sessions, and possibly over the outside life of the patient, than insight therapists would. The therapist is much more responsible for the outcome of treatment, that is, for whatever changes take place in the patient, than are insight therapists (London, 1964, p. 78)."

For the purposes of this research such diverse approaches as client-centered, psychoanalysis and existential were subsumed under the rubric of insight and the various behavioral approaches under the rubric of action therapy. While recognizing overlappings in techniques, Ullmann and Krasner (1965) proposed essentially the same dichotomy.

Although several eminent theorists (London, 1964; Ullmann & Krasner, 1965; Borden, 1968; Frank, 1973) have proposed essentially the same insight-action differentiation, there has been little research conducted utilizing the grouping of various theoretical approaches under the two basic rubrics. McNair and Lorr (1964) have, however, reported a study which provided
support for London's dichotomy. The basic problem with this research is that it did not include behavioral approaches. The differences between behavioral approaches and all other approaches have produced the greatest diversity in philosophy, methods and goals (Patterson, 1966).

Few researchers have reported studies in which the insight-action dichotomy has been utilized. However, one study which is similar to the research reported here did make use of the differentiation. A study investigating personal characteristics and theoretical orientation of counselor trainees was reported by Woody and Dunbar (1971). The subjects were the home and overseas groups enrolled in the Guidance Unit at the University of Reading, England. In order to categorize each counselor's espoused theoretical orientation, the London (1964) dichotomy was utilized. There were sixteen counselors (eight males and eight females) in each of the two groups (insight and action) for a total of thirty-two counselor trainees. Counselors identifying with psychoanalytic counseling, client-centered counseling, and eclectic counseling were combined under the insight orientation. Counselors identifying with behavioral approaches were combined under the action orientation.

The EPPS and the Porter Counseling Inventory were
administered to both groups. Results were then examined by applying the Fisher Exact Probability Test to the scores. The authors concluded that no significant relationships were found for any of the factors. Scores were distributed proportionately above and below the median for all subjects irrespective of theoretical orientation.

The findings reported by DiLoreto (1971) were different from those reported by Woody and Dunbar (1971). In the study conducted by DiLoreto (1971), six experienced counselors were given the EPPS as part of a battery of self-report personality questionnaires. The six counselors represented three (two each) theoretical orientations: Rational Emotive Therapy (RET), Client-Centered (CC) and Behavioral (B). On the EPPS all therapists were more alike than different on seven of the fifteen "need" subscales (deference, order, autonomy, intraception, abasement, endurance and heterosexuality). The RET counselors scored differently from either the B or CC counselors by ranking high on the affiliation, succorance and nurturance. The RET and B counselors ranked about the same on the exhibition and aggression scales on the EPPS. The CC counselors scored differently from either of the other two groups by ranking low in the exhibition and aggression and high on the affiliation, succorance, dominance and
nurturance scales. Finally, the B counselors were distinguished from either of the other two groups by ranking low on the change subscale and about "average" on the affiliation, succorance, dominance and nurturance scales of the EPPS.

These differences tended to force counselors into two groups: the CC, and B and RT. The findings support the contention that there are personality differences between counselors adopting different theoretical orientations. More specifically, there may be personality differences between counselors choosing an insight orientation compared to those choosing action orientation.

Thus far, in this section of the literature review, counselor theoretical orientation has been discussed in terms of the insight and action dichotomy, as well as other closely related dichotomies. The insight-action differentiation has also been discussed in relation to personality characteristics of counselors as measured by the EPPS. Literature related to the relationship between theoretical orientation and counseling orientation needs to be examined.

There have been many reported studies which are concerned with counselor effectiveness. Few of these studies have investigated theoretical orientation and still fewer have made use of the dichotomy (action-insight) employed in this study. In an often quoted study, which many believe is a classic, Paul (1966)
attempted to determine the relative efficacy of insight and behavioral (or action) approaches to counseling. The study involved ninety-six students selected from seven hundred and ten on the basis of personality and anxiety scales, indicating that they were the most debilitated by anxiety. The subjects were then assigned to four groups: (a) modified systematic desensitization; (b) insight-oriented counseling, (c) attention-placebo treatment, or (d) no treatment.

Five experienced psychotherapists worked with each of the three treatment groups for five hours over a six-week period. After post-treatment, stress measures were obtained on the treated subjects and no-treatment controls. Comparison of individual rates and analysis of variance clearly demonstrated systematic desensitization to be superior. This study provides an example of how the insight-action (desensitization) dichotomy has been employed to study counseling effectiveness.

Other researchers (Cartwright, 1966; Fiedler, 1951; Truax, 1966) have argued that what occurs in counseling is independent of theoretical persuasion. Client response is thought to be more affected by what the client brings to counseling and the level of expertise of the counselor, rather than the counselor's theoretical orientation.
Others have reported research results which makes it difficult to accept the notion that theoretical orientation is merely one of a number of non-significant variables among counselors. On the contrary, it would seem likely that counselor theoretical orientation and counseling "style" (counseling orientation) are related to each other, as well as to counseling outcome.

In a study reported by Hackstian, Zimmer and Newby (1971), clients responded differently with Rogers (client-centered), Ellis (rational emotive), and Perls (gestalt) on seven out of seven dependent variables. These results tend to indicate that theoretical orientations and techniques are much more than subordinate or insignificant variables in the counseling process.

Another study reported by Zimmer and Pepyne (1971) demonstrated that well-experienced professionals differ greatly in their "styles" of intervention. In fact, Zimmer and Pepyne (1971) concluded that differences in the manifest counseling styles of intervention are related directly to the counselor's theoretical orientation.

In conducting this study, the researchers (Zimmer and Pepyne 1971) identified and described six important dimensions of counselor behavior: rational analyzing, eliciting specificity, confronting, passive structuring, reconstructing and interrog-
ating. When the behavior of three expert counselors (Rogers, Perls, Ellis) was examined on each of the six dimensions, significant differences were revealed. The most pronounced difference was between the styles of Rogers and Perls. Rogers and Perls manifested significant response style differences \( (p < .05) \) on five of six factors. Ellis and Perls exhibited the greatest similarity in styles, differing only in rational analyzing.

The results of this study may be interpreted as support for the premise that theoretical orientation is related to counseling orientation.

A number of other researchers have found that a counselor's theoretical orientation does affect his counseling practice (Sundland & Barker, 1962; Wallach & Strupp, 1964; McNair & Lorr, 1964). None of these earlier studies included behavior therapists, but there can be little doubt that even greater differences would have been found if they had (Patterson, 1966).

In this section related literature has been reviewed indicating the feasibility of dichotomizing theoretical approaches to counseling, in terms of insight and action differentiation. There is adequate support in the related literature to warrant utilizing the insight-action dichotomy in this research. The added evidence provided by this study should also be of considerable
benefit to future theorists and researchers.

Related literature has also been reviewed on the relationship between theoretical orientation and practice. Although there is evidence both for and against the premise that theoretical orientation is related to practice, the preponderance of research results to the present time supports the notion that theoretical orientation is related to practice. Further, these results appear to add credibility to the hypothesis that theoretical orientation is related to counseling orientation.

The following section will review related literature pertaining to the relationship of age and work experience to counselor effectiveness.

Age, Work, and Counselor Effectiveness

One might assume that older counselors with greater work experience would be the most effective. Researchers have reported varying results and conclusions pertaining to counselor age and work experience in relation to effectiveness. The bulk of research, however, clearly tends to show that younger counselors with little full-time work experience are more effective.

Hopke and Rochester (1969) included age as a variable
in the investigation of the characteristics of the most effective and the least effective counselors. They found the most effective groups of counselors were younger and had less teaching experience.

A similar investigation, which was in part concerned with the relationship of age and work experience to counselor sensitivity, was conducted by O'Hern and Arbuckle (1964). The subjects for the study consisted of a total of two hundred and twelve students enrolled in seven summer Guidance and Counseling Institutes sponsored by NDEA.

During the first week, a battery of tests, including the Sensitivity Scale (developed by Arbuckle & O'Hern), Concept Mastery Test, and Security-Insecurity Inventory, were administered to each trainee. At the conclusion of the institute, practicum grades, staff and self-ratings on sensitivity, as well as other relevant data were obtained. At this time the staff also listed the students whom they considered to be the five most sensitive and the five least sensitive in counseling practice. Each group included twenty-nine members. The particular statistical techniques employed to determine significance between the two groups were not discussed. The authors concluded that the students who were judged most sensitive were significantly younger than
those judged least sensitive and had been employed fewer years. These conclusions need to be viewed cautiously, especially since the statistical treatment of the data is not discussed.

Another study of particular relevancy was conducted by Jansen, Robb and Bonk (1970). They investigated the characteristics of high-rated and low-rated master's degree candidates in counseling and guidance. The sample consisted of thirty-four females, seventeen from the top quarter and seventeen from the bottom, enrolled in an evaluation seminar in counseling and guidance at North Texas State University from September, 1967, through January, 1969. The students were classified into the top twenty-five percent and bottom twenty-five percent on the basis of overall counseling competence, which was based on knowledge of counseling theories, techniques and tests, as well as the ability to use tests and the ability to counsel. The ability to counsel was determined by the analysis of individual counseling tapes. Seminar leaders evaluated the tapes using these criteria: self-concept, openness, empathy, enthusiasm, poise, flexibility, warmth, appropriateness of reflections, interpretations and information.

The mean chronological age for the seventeen individuals in the top quarter was 28.47, while the mean age for those

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seventeen persons in the bottom quarter was 37.76. Student's t-tests were used to test for differences between means.

Accordingly, Jansen, et al. (1970) found a significant difference ($p < .001$) in the ages of those persons considered more competent compared to those considered less competent. Counselors rated high in competence were significantly younger than those rated low. The investigators also noted that those counselors considered to be more sensitive had been employed fewer years than those considered less sensitive.

There is substantial support for the premise that counselors rated as most effective by their supervisors will be younger than those rated least effective.

Related literature, which focuses upon supervisor judgment as the measure of counselor effectiveness, will be reviewed in the following section.

**Supervisor Rating As a Measure of Counselor Effectiveness**

The related research literature is replete with studies in which counselor effectiveness is determined by instructor or supervisor ranking (e.g., Wicas & Mahan, 1966; Passons & Olsen, 1969; Bergin & Solomen, 1968). Typically, the super-
visor is asked to rate each of the counselor trainees with whom he is familiar or has supervised. This is usually accomplished by the supervisor rank ordering supervisees on the basis of overall competency, or in some cases more specific variables such as sensitivity of empathy.

Since supervisor rating is a very frequently utilized method for ascertaining counselor effectiveness, and because it is also the method employed in this investigation, relevant research literature should be examined.

In a study conducted by Stefflre, King and Leaflgren (1962), results were obtained which indicated that counselors are able to agree to a very high degree on which of their fellow counselors are, in the words of Stefflre, et al., the "good ones" as well as the "poor ones." Forty participants concluding a semester length NDEA Guidance Institute rated each other in terms of perceived effectiveness. The Kuder Richardson Formula was used to determine consistency among judgments yielding an $r$ of .96. The most effective counselors also tended to have higher academic records, indicating that supervisors and instructors were in agreement with the participants.

These results are similar to those found in a study conducted by Johnson, Shertzer, Linden and Stone (1967). The
subjects in this study were ninety-nine counselor candidates who were enrolled in the counseling practicum at Purdue University from September, 1961, to June, 1963. The counselor candidates used a Q-technique to rate themselves and their fellow trainees in terms of counseling effectiveness. The practicum grade given to each student constituted the supervisor's evaluation. Peer ratings of counseling effectiveness and practicum grade correlated positively (.71), indicating a high degree of agreement between peer and supervisor evaluation.

Others have obtained similar results (McDougal & Reitan, 1961; Dilley, 1964). More recently, Engle and Betz (1971) obtained results suggesting a positive and significant relationship between peer and supervisor ratings of effectiveness. Friesen and Dunning (1973) reported a study in which the Rating Scale of Counselor Effectiveness was used to assess counselor effectiveness. Using the Rating Scale of Counselor Effectiveness, practicum students, lay people and supervisors achieved uniformly high ($r < .90$ for each group) interrater reliability. The major difference between students and supervisors seems to be that students are less critical than supervisors of their peers' counseling skills.

On the basis of the above studies, there is more than adequate precedence for the use of supervisor ranking as the
criterion for counselor effectiveness. The research literature further indicated that supervisor rating correlates positively with other indices of counselor effectiveness, for example, the ratings obtained from other students as well as lay people.

Supervision

Supervised counselor practicum has become an integral part of most counselor education programs. There have been many articles written on counselor supervision practice (e.g., Miller & Oetting, 1966; Patterson, 1964; Bouman, 1972), although there have been few conclusive results. More specifically, research dealing with theoretical orientation, counseling orientation and counselor personality in relation to counselor supervision has been sparse.

A relevant study was conducted by Payne and Gralinski (1968). They investigated the impact of supervisor style on counselor trainee empathy utilizing a pre-test, post-test control design. The sample consisted of forty-two male psychology students, divided into three groups of fourteen each. The students in the two experimental groups were given a twenty minute supervisory session. The supervisory methods were: (a) counseling oriented (experiential) and (b) technique oriented
(didactic). The third group received no supervision and served as a control. The counselor trainees were then asked to respond to seven taped client comments, which were rated on a seven point empathy scale. The results indicated that trainees in counseling oriented supervision had less empathy than trainees in the technique-oriented supervision and the control group. This lends support to the concept of technique oriented supervision.

Birk's (1972) findings, as well as those of Payne, Winter and Bell (1972), are similar to those reported by Payne and Gralinski (1968). They (Birk, 1972; Payne, Winter & Bell, 1972) found that subjects receiving didactic supervision were rated higher in empathy. These findings are also consistent with the views of other theorists (Krasner, 1962; Krumboltz, 1967). Conversely, other supervisors such as Arbuckle (1963), Patterson (1964), Rogers (1957), and Ekstein and Wallerstein (1958) have described the didactic approach as mechanistic and impersonal. They emphasize the trainees' need for security and the opportunity to learn from experience.

Other studies have also tended to highlight the dissimilarity of opinion regarding effective supervisor strategy. A study was reported by Walz and Roebber (1962) in which the researchers undertook a survey to determine the orientation of supervisors.
to their role in supervision. Their findings strongly suggested that many supervisors did not have an underlying rationale for counseling supervision. In another survey, Delaney and Moore (1966) found that students viewed the supervisor's role as largely that of teaching. The results of still another study, reported by Johnson and Gysbers (1966), seemed to indicate that supervisors view their role in supervision as more similar to counseling than to teaching.

Little is known about the differences that various supervision strategies make in terms of increasing counselor effectiveness. Insight into the supervision process may be enhanced by examining the relationships among counselor personality, theoretical orientation, counseling orientation and effectiveness.

Summary

The purpose of this chapter has been to review the related professional literature that provides a rationale for this research. The major findings pertinent to the present study are as follows:

1. Personality characteristics of counselor trainees can profitably be examined by the EPPS.
2. There is reason to believe that several personality characteristics measured by the EPPS are related to counselor effectiveness.

3. There is reason to believe that a relationship exists between the counselor trainee's theoretical orientation and counseling orientation.

4. Counseling theories can be dichotomized into action and insight approaches.

5. Older counselor trainees may be less effective than their younger fellow students.

Chapter III describes the sample, instrumentation, procedures for collection of data and data analysis.
CHAPTER III

METHODOLOGY

This chapter describes the research methodology and statistical procedures used in this study. Sections are presented which detail the sample, instrumentation, procedures for collection of data and data analysis.

Sample

The subjects for this study were thirty-seven master's degree counselor trainees enrolled in the 1974 summer semester at Western Michigan University in counseling practicum. The sample consisted of twenty-three females and fourteen males with an age range of nineteen to fifty-five; the mean age was twenty-eight for the females and twenty-seven for the males. The course was officially designated as Counseling and Personnel 628, Practicum and Professional Experience. It is also the last course in the professional sequence leading to a master's degree. The 1973-74 graduate bulletin indicated the following description of this course:
"This unit provides practical work in the student's area of specialization. Real life experiences are provided in a laboratory setting so that the student may put into practice the knowledge and behavior gained during previous studies (p. 230)."

Subjects comprised four sections of Counseling and Personnel 628. Each section provided four semester hours of credit. The four sections were designed for those students in various counseling programs. A fifth section, not utilized in this study, was oriented to students in student personnel administration programs. This section was not used because the researcher was primarily concerned with those students whose graduate program emphasized counseling and not personnel administrative work.

Instrumentation

This study involved the use of four measurement instruments: the Edwards Personal Preference Schedule, instruments measuring theoretical orientation, counseling orientation, and the supervisor ranking form.

A measure of personality variables was obtained by the EPPS. This test consisted of two hundred and ten pairs of statements in which items from each of the fifteen scales were paired with items from the other fourteen. Within each pair
the subjects chose the one statement or variable most characteristic of themselves. The statements and the variables they purport to measure have their origin in a list of needs discussed by Murray, et al. (1938). The names assigned to the variables are as follows: (1) achievement, (2) deference, (3) order, (4) exhibition, (5) autonomy, (6) affiliation, (7) intraception, (8) succorance, (9) dominance, (10) abasement, (11) nurturance, (12) change, (13) endurance, (14) heterosexuality and (15) aggression. A consistency variable is constructed in the instrument for the purpose of providing profile stability.

Previous research has established the usefulness of this instrument. The EPPS has been described as having many positive features (Buros, 1972). The test was constructed so that it represented a cross section of normal interpersonal dynamics. The test-retest reliability coefficients for the fifteen scales ranged from .74 to .88; split half reliability coefficients ranged from .60 to .87 (Edwards, 1959). The ipsative nature of the raw scores has not produced any major problems (Buros, 1972).

The instrument assessing theoretical orientation (Appendix A, p. 81) also provided information on sex, age, and the length of work experience. However, the primary
purpose of this instrument was to specify the theoretical orientation which each subject identified with. This was accomplished by dividing counseling theory into the following rubrics: psychoanalytic, behavioral and phenomenological. Options to check "undecided" and "other" were also provided. Each subject was asked to indicate the theoretical orientation he or she agreed with the most. This procedure yielded the following distribution: seventeen behaviorally oriented, two psychoanalytically oriented, sixteen phenomenologically oriented, and two undecided. The results were also consistent with those of the pilot study in which half the subjects were behavioral and half phenomenological.

The psychoanalytically and phenomenologically oriented individuals were all considered to be insight oriented (London, 1964). Those who agreed with the behavioral approaches were considered to be action oriented (London, 1964). All the subjects, except the two who were undecided, were either action oriented or insight oriented.

The instrument used to assess each student's counseling orientation was designed by this researcher (Appendix B, p. 82). It was made up of twelve statements, six emphasizing technique and six emphasizing relationship dimensions of counseling. The subjects evaluated each statement by indicating their degree of
agreement or disagreement with it. The standard five unit scale which was used to elicit this information also afforded each subject the opportunity to check neutral when they were unsure if they agreed or disagreed with a statement.

Responses on the scales were assigned the following values: strongly disagree (-2), disagree (-1), neutral (0), agree (+1) and strongly agree (+2). By adding the scores for each subject on the six relationship emphasizing statements and the six technique emphasizing statements, two scores were obtained indicating the degree of agreement or disagreement with relationship and technique aspects of counseling.

A measure of validity was obtained by having four expert judges in the Department of Counseling and Personnel, Western Michigan University, rate each statement as typical of "relationship emphasis," "technique emphasis," or "unclear." Three out of four raters agreed on each statement. All four raters were in agreement on eight of the twelve statements. Only one of the statements was rated as unclear by one rater.

A test-retest reliability coefficient of .86 was obtained for an interval of two weeks with a sample of ten counselor trainees for the instrument assessing counseling orientation. These data were generated by a pilot study conducted spring
session, 1974, at Western Michigan University. The subjects were also enrolled in Counseling and Personnel 628, Practicum and Professional Experience.

Supervisors' rankings of counselor trainees, based upon counseling effectiveness, were also obtained (Appendix C, p. 85). The format utilized in the collection of this data was adopted from that used by Engle and Betz (1971). The supervisors were instructed as follows:

"You are being asked to order your practicum group from the best to the poorest counselor at the completion of his-her practicum experience (Engle & Betz, 1971, p. 167)."

The supervisors met with the counselor trainees individually and/or in group supervisory sessions and observed and listened to them in the counseling laboratory. Thus, their judgments were based upon extensive observations of the interaction of counselor trainees with clients and/or the review of taped counseling sessions made by the trainees over the eight week summer session.

Counselor trainees were classified into an upper third (12 subjects), middle third (13 subjects), and lower third (12 subjects) on the basis of the supervisors' rank ordering.
Procedures for Collection of Data

During the fifth week of the summer session, 1974, the thirty-seven students enrolled in the four sections of Counseling and Personnel 628, which emphasized school and agency counseling, were administered the EPPS, as well as instruments assessing their theoretical orientation and counseling orientation. The instruments were distributed in a packet which included a cover letter (Appendix D, p. 86) directing the subjects to complete each form in the following order:

1. Theoretical Orientation
2. Counseling Orientation
3. Edwards Personal Preference Schedule

All these instruments were completed and returned by the last week of the semester.

The forms for rank ordering the subjects were distributed among the four supervisors by the last week of the summer semester, 1974, and returned completed within two weeks after the semester ended.

Data Presentation

The following hypotheses formulated in testable null form were investigated within this study.
H\textsubscript{01}: There are no differences in personality traits between action oriented and insight oriented counselor trainees as measured by the EPPS.

H\textsubscript{02}: Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the relationship dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

H\textsubscript{03}: Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the technique dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

H\textsubscript{04}: Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the relationship dimension of counseling different from the technique dimension of counseling orientation.

H\textsubscript{05}: Counselor trainees adopting a theoretical orientation characterized as insight oriented do not rate the relationship dimension of counsel-
ing different from the technique dimension of
counseling orientation.

\(H_0_6\): There is no difference between the proportions
of males and females adopting a theoretical
orientation characterized as insight oriented,
compared to the proportions of males and
females adopting a theoretical orientation
characterized as action oriented.

\(H_0_7\): There is no difference between the ages of the
most effective counselor trainees and the
least effective counselor trainees.

\(H_0_8\): There is no difference in the amount of work
experience between the least effective counselor
trainees and the most effective counselor
trainees.

\(H_0_9\): There are no differences in personality traits,
as measured by the EPPS, between those
counselor trainees rated most effective and
those rated least effective.

Data Analysis

The .05 level of statistical significance was selected as
the criterion level for all tests, as was the case in most of the comparative studies cited in the present study.

Each hypothesis in this study was analyzed statistically by one or more of the following procedures: two-way analysis of variance with repeated measures, product moment correlation coefficients, \( t \)-tests, and chi-square.

A preliminary analysis of variance using a two-way repeated measures design was used to assess in one analysis the relationship between theoretical orientation (action-insight), counseling orientation (relationship-technique), and the interaction of these two variables.

The product moment correlation coefficients were used as follows:

1. To determine the magnitude of the correlation between the action oriented subjects' relationship and technique counseling orientations.

2. To determine the extent of the correlation between the insight oriented subjects' relationship and technique counseling orientations.

3. To determine the extent of the correlation between both the insight and action oriented subjects' relationship and technique counseling
orientations.

The t-tests were used as follows:

1. To test the mean difference between the action and insight oriented trainees counseling orientations.

2. To test the mean difference between the counseling orientations for the action and insight oriented trainees.

3. To test the relationship between age and work experience.

4. To test the relationship between years of work experience and counselor effectiveness.

5. To test the personality differences (as measured by the EPPS) between the most effective (upper third) and least effective (lower third) counselor trainees.

6. To test the personality differences (as measured by the EPPS) between action oriented and insight oriented counselor trainees.

The chi-square model (corrected for continuity) was also used to test the relation between the counselor trainee's sex and theoretical orientation.
Chapter IV presents the analysis of data with respect to personality and theoretical orientation, theoretical orientation and counseling orientation, theoretical orientation and sex, age and counselor effectiveness, work experience and counselor trainee effectiveness, and personality and counselor trainee effectiveness.
CHAPTER IV

ANALYSIS OF DATA

The present study sought to explore various relationships between counselor trainee personality, theoretical orientation, counseling orientation, and effectiveness. The following demographic variables were also examined: age, sex and work experience. The statistical procedures used to analyze the aforementioned variables were analysis of variance with repeated measures, t-tests, chi-square (corrected), and product moment correlation coefficients. The data were obtained from the measurement procedures described in Chapter III.

The results are presented as follows: (1) personality and theoretical orientation, (2) theoretical orientation and counseling orientation, (3) theoretical orientation and sex, (4) age and counselor effectiveness, (5) work experience and counselor trainee effectiveness, and (6) personality and counselor trainee effectiveness.

**Personality and Theoretical Orientation**

Scores on each of the fifteen scales of the EPPS were 50.
examined to determine whether any personality characteristics differed between action oriented and insight oriented counselor trainees.

The single hypothesis, stated in null form, in which this relationship was examined was:

\( H_{01} \): There are no differences in personality traits between action oriented and insight oriented counselor trainees as measured by the EPPS.

Student \( t \)-tests were used to examine differences between action oriented and insight oriented counselor trainees for each of the personality variables measured by the EPPS. The results of the \( t \)-tests are presented in Table 1.

Examination of the results reported in Table 1, Test 7, indicate that insight oriented counselor trainees had significantly different needs for intraception as compared to action oriented counselor trainees \((p = .040)\). The mean score obtained by the insight oriented group was larger than the mean score for the action oriented group, which further suggests that the insight oriented counselor trainees had greater intraception needs.
TABLE 1. -- The t-ratio group comparisons of personality variables (EPPS) for action and insight oriented counselor trainees

<table>
<thead>
<tr>
<th>Test</th>
<th>Personality Variable</th>
<th>Group Means</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Action</td>
<td>Insight</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Achievement</td>
<td>15.882</td>
<td>13.278</td>
<td>1.618</td>
</tr>
<tr>
<td>2</td>
<td>Deferece</td>
<td>9.353</td>
<td>10.500</td>
<td>0.803</td>
</tr>
<tr>
<td>3</td>
<td>Order</td>
<td>9.000</td>
<td>8.167</td>
<td>0.490</td>
</tr>
<tr>
<td>4</td>
<td>Exhibition</td>
<td>13.941</td>
<td>13.333</td>
<td>0.558</td>
</tr>
<tr>
<td>5</td>
<td>Autonomy</td>
<td>14.824</td>
<td>15.772</td>
<td>0.628</td>
</tr>
<tr>
<td>6</td>
<td>Affiliation</td>
<td>17.294</td>
<td>17.056</td>
<td>0.183</td>
</tr>
<tr>
<td>7</td>
<td>Intraception</td>
<td>17.882</td>
<td>20.889</td>
<td>2.136</td>
</tr>
<tr>
<td>8</td>
<td>Succorance</td>
<td>10.647</td>
<td>12.556</td>
<td>1.397</td>
</tr>
<tr>
<td>9</td>
<td>Dominance</td>
<td>16.471</td>
<td>14.000</td>
<td>1.462</td>
</tr>
<tr>
<td>10</td>
<td>Abasement</td>
<td>8.647</td>
<td>9.278</td>
<td>0.476</td>
</tr>
<tr>
<td>11</td>
<td>Nurturance</td>
<td>16.647</td>
<td>17.111</td>
<td>0.365</td>
</tr>
<tr>
<td>12</td>
<td>Change</td>
<td>18.765</td>
<td>16.722</td>
<td>1.273</td>
</tr>
<tr>
<td>13</td>
<td>Endurance</td>
<td>9.647</td>
<td>12.500</td>
<td>1.936</td>
</tr>
<tr>
<td>14</td>
<td>Heterosexuality</td>
<td>18.294</td>
<td>18.444</td>
<td>0.086</td>
</tr>
<tr>
<td>15</td>
<td>Aggression</td>
<td>10.765</td>
<td>9.722</td>
<td>0.690</td>
</tr>
</tbody>
</table>

*p. (.05

Summary of Data on Personality and Theoretical Orientation

On the basis of these results, null hypothesis one, that there are no differences in personality traits between action oriented and insight oriented counselor trainees, as measured by the EPPS, was rejected at the .05 level for one personality trait (intraception).
Theoretical Orientation and Counseling Orientation

Each subject's counseling orientation was investigated in terms of relationship and technique emphasizing approaches. The counseling orientation scores were examined to determine their relationship to the action and insight theoretical orientations.

The following null hypotheses examined the relationship between the subject's theoretical orientations and counseling orientations:

\( H_{02} \): Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the relationship dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

\( H_{03} \): Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the technique dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

\( H_{04} \): Counselor trainees adopting a theoretical
orientation characterized as action oriented
do not rate the relationship dimension of
counseling different from the technique
dimension of counseling orientation.

$H_0$: Counselor trainees adopting a theoretical
orientation characterized as insight oriented
do not rate the relationship dimension of
counseling different from the technique
dimension of counseling orientation.

In Table 2, a 2 x 2 preliminary analysis of variance
utilizing a two-way repeated measurement design with repeated
measures on one factor is given for the counseling orientations
on all but one of the subjects. Columns (Factor B) consisted
of relationship and technique emphasizing orientations. Rows
(Factor A) consisted of both the insight and action theoretical
orientations. Cell entries were raw scores on the instruments
assessing counseling orientation. Student $t$-tests and correlation
coefficients were also computed.

The results of the analysis reported in Table 2 reveal
that differences between the action and insight oriented trainees
on counseling orientation measures were not statistically
significant ($p = .280$).
TABLE 2.--Two-way repeated measure of analysis of variance comparing theoretical orientations with counseling orientations

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Orientations (A)</td>
<td>1</td>
<td>1.0365</td>
<td>1.207</td>
<td>0.280</td>
</tr>
<tr>
<td>Counseling Orientations (B)</td>
<td>1</td>
<td>120.9143</td>
<td>104.158</td>
<td>0.000*</td>
</tr>
<tr>
<td>A x B</td>
<td>1</td>
<td>0.7769</td>
<td>0.669</td>
<td>0.419</td>
</tr>
<tr>
<td>B x Subjects within Groups</td>
<td>33</td>
<td>1.1609</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p. < .001

Further examination of the data analysis indicates that the difference between relationship and technique counseling orientations, based on the counseling orientation measures, was statistically significant (p. = .001).

An interaction effect between the two theoretical orientations and the two counseling orientations was also tested and found to be statistically non-significant (p. = .419).

The results of the t-tests comparing the action and insight orientations and the relationship and technique orientations are presented in Tables 3 and 4.

The results of the comparisons in Table 3 indicate that statistically significant differences were not found between the
way the action and insight oriented trainees rated the relationship
\( (p_r = .924) \) and technique \( (p_r = .186) \) counseling orientations.

TABLE 3.--The \( t \) ratio comparisons of action and insight oriented
counselor trainee's counseling orientations

<table>
<thead>
<tr>
<th>Test</th>
<th>Counseling</th>
<th>Group Means</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orations</td>
<td>Action</td>
<td>Insight</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Relationship</td>
<td>4.588</td>
<td>4.556</td>
<td>0.096</td>
</tr>
<tr>
<td>2</td>
<td>Technique</td>
<td>2.176</td>
<td>1.722</td>
<td>1.337</td>
</tr>
</tbody>
</table>

Inspection of Table 4 reveals statistically significant
differences between relationship and technique counseling orienta-
tions for action \( (p_r = .000) \) and insight \( (p_r = .000) \) oriented
groups. Both the action and insight oriented counselor trainees
rated the relationship higher than the technique orientation.

TABLE 4.--The \( t \) ratio comparisons of relationship and technique
counseling orientations for action and insight oriented counselor
trainees

<table>
<thead>
<tr>
<th>Test</th>
<th>Counseling</th>
<th>Group Means</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orations</td>
<td>Relationship</td>
<td>Technique</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Action</td>
<td>4.588</td>
<td>2.176</td>
<td>6.526</td>
</tr>
<tr>
<td>2</td>
<td>Insight</td>
<td>4.556</td>
<td>1.722</td>
<td>7.886</td>
</tr>
</tbody>
</table>

\*\( p \ll .001 \)
In Table 5 Pearson product movement correlations between the relationship and technique counseling orientations are presented for the action oriented group, the insight oriented group, and the action plus the insight oriented groups.

TABLE 5.—The correlations between the relationship and technique counseling orientations for insight and action oriented counselor trainees

<table>
<thead>
<tr>
<th>Test</th>
<th>Theoretical Orientation</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Insight Group</td>
<td>-0.106</td>
</tr>
<tr>
<td>2</td>
<td>Action Group</td>
<td>-0.260</td>
</tr>
<tr>
<td>3</td>
<td>Insight Plus Action Groups</td>
<td>-0.145</td>
</tr>
</tbody>
</table>

Tests 1, 2 and 3 indicate that there are negative correlations, though none are significant, between counseling orientations (relationship-technique) for the insight and action oriented counselor trainees. On the basis of these results, it is not possible to predict counselor trainee's relationship orientation to counseling by knowing the extent to which they are technique oriented or vice versa.

Summary of Data on Theoretical Orientation and Counseling Orientation

The following null hypotheses were accepted as a result
of the data analysis:

\( H_0^2 \): Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the relationship dimension of counseling orientation different from those whose theoretical orientation is characterized as insight oriented.

\( H_0^3 \): Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the technique dimension of counseling different from those whose theoretical orientation is characterized as insight oriented.

As a result of the data analysis, the following null hypotheses were rejected:

\( H_0^4 \): Counselor trainees adopting a theoretical orientation characterized as action oriented do not rate the relationship dimension of counseling different from the technique dimension of counseling orientation.

\( H_0^5 \): Counselor trainees adopting a theoretical orientation characterized as insight oriented
do not rate the relationship dimension of
counseling different from the technique
dimension of counseling orientation.

Theoretical Orientation and Sex

Each subject was asked to report his or her theoretical
orientation to counseling. The results were analyzed to discern
their relationship to counselor trainee sex. The following null
hypothesis was used to analyze this relationship.

\[ H_0: \text{There is no difference between the proportions} \]
\[ \text{of males and females adopting a theoretical} \]
\[ \text{orientation characterized as insight oriented,} \]
\[ \text{compared to the proportions of males and} \]
\[ \text{females adopting a theoretical orientation} \]
\[ \text{characterized as action oriented.} \]

The summary data and chi-square analysis are presented
in Table 6. Inspection of the results reported in Table 6 reveal
that more females (72.2%) identified with the insight orientation
than males (27.8%). Fewer males (47.1%) adopted the action
orientation compared to females (52.9%). While females tended
to prefer the insight orientation and males the action orientation,
the differences were not statistically significant (\( p = .407 \)).

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TABLE 6.—Chi-square comparison of theoretical orientation with sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Action Orientation f</th>
<th>%</th>
<th>Insight Orientation f</th>
<th>%</th>
<th>Chi-square Value</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>8</td>
<td>47.1</td>
<td>5</td>
<td>27.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>9</td>
<td>52.9</td>
<td>13</td>
<td>72.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.00</td>
<td>18</td>
<td>100.00</td>
<td>.689</td>
<td>.407</td>
</tr>
</tbody>
</table>

Summary of Data on Theoretical Orientation and Sex

As a result of the analysis reported in Table 6, the following null hypothesis was accepted:

\( H_0^6: \) There is no difference between the proportions of males and females adopting a theoretical orientation characterized as insight oriented, compared to the proportions of males and females adopting a theoretical orientation characterized as action oriented.

Age and Counselor Effectiveness

Subjects in the upper third (12 trainees) and lower third (12 trainees), rated for counseling effectiveness by their
supervisors, were tested by a $t$ ratio comparing counseling effectiveness with age. The following null hypothesis was formulated to investigate this relationship:

$$H_0: \text{There is no difference between the ages of the most effective counselor trainees and the least effective counselor trainees.}$$

The results of the $t$-test used to examine the relationship between age and effectiveness are presented in Table 7.

**TABLE 7.**--The $t$ ratio comparison of the age difference between the most effective (upper 1/3) and the least effective (lower 1/3) counselor trainees

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>N</th>
<th>Means of Groups</th>
<th>$t$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper 1/3</td>
<td>12</td>
<td>26.500</td>
<td>0.925</td>
<td>0.365</td>
</tr>
<tr>
<td>Lower 1/3</td>
<td>12</td>
<td>27.750</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from the results of the $t$-test reported in Table 7 that the difference between the mean age of the most effective (upper 1/3) counselor trainees and the mean age of the least effective (lower 1/3) trainees is not statistically significant ($p = .365$). The average age for both groups was in the middle twenties.
Summary of Data on Age and Counselor Effectiveness

On the basis of the $t$-test and summary data reported in Table 7, the following null hypothesis was accepted:

$H_0_7$: There is no difference between the ages of the most effective counselor trainees and the least effective counselor trainees.

Work Experience and Counselor Trainee Effectiveness

Counselor trainees were asked to indicate the length of full-time employment since leaving high school. The following null hypothesis was used to investigate the difference between the mean number of years of work experience for the most effective (upper 1/3) and the least effective (lower 1/3) counselor trainees.

$H_0_8$: There is no difference in the amount of work experience between the least effective counselor trainees and the most effective counselor trainees.

The results of the $t$-test are reported in Table 8. As evidenced in Table 8, the difference between the mean amount of work experience of the most effective and the least effective
counselor trainees was not statistically significant \( (p = .555) \).

In light of the analysis, it appears that there is no relationship between the amount of previous work experience of counselor trainees and their effectiveness as counselors.

TABLE 8. -- The \( t \) ratio comparison of the difference in the amount of work experience between the most effective (upper 1/3) and the least effective (lower 1/3) counselor trainees

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>N</th>
<th>Means of Groups</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper 1/3</td>
<td>12</td>
<td>4.167</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 1/3</td>
<td>12</td>
<td>5.167</td>
<td>0.599</td>
<td>0.555</td>
</tr>
</tbody>
</table>

Summary of Data on Work Experience and Counselor Trainee Effectiveness

Acceptance of the following null hypothesis was indicated by the analysis:

\( \text{H}_{08} \): There is no difference in the amount of work experience between the least effective counselor trainees and the most effective counselor trainees.
The fifteen personality variables measured by the EPPS were examined to determine whether any of the variables differed between the most effective counselor trainees (upper 1/3) and the least effective trainees (lower 1/3).

The following null hypothesis was used to examine the relationship between counselor trainee personality effectiveness:

$H_0$: There are no differences in personality traits, as measured by the EPPS, between those counselor trainees rated most effective and those rated least effective.

Student $t$-tests were employed to investigate the personality differences between the most effective counselor trainees and the least effective trainees. The results of the $t$-tests are reported in Table 9.

Inspection of the results presented in Tests 2 and 3 in Table 9 indicate that the most effective counselor trainees (upper 1/3) have needs for deference ($p = .066$) and order ($p = .074$) which differed from the least effective counselor trainees (lower 1/3), although the differences were not statistically significant.
**TABLE 9.** -- The t ratio group comparisons of personality variables (EPPS) for the most effective (upper 1/3) and for the least effective (lower 1/3) counselor trainees

<table>
<thead>
<tr>
<th>Test</th>
<th>Personality Variable</th>
<th>Group Means</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Upper 1/3</td>
<td>Lower 1/3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Achievement</td>
<td>14.900</td>
<td>14.800</td>
<td>0.040</td>
</tr>
<tr>
<td>2</td>
<td>Deference</td>
<td>10.300</td>
<td>7.300</td>
<td>1.954</td>
</tr>
<tr>
<td>3</td>
<td>Order</td>
<td>6.900</td>
<td>11.100</td>
<td>1.896</td>
</tr>
<tr>
<td>4</td>
<td>Exhibition</td>
<td>15.200</td>
<td>13.300</td>
<td>1.376</td>
</tr>
<tr>
<td>5</td>
<td>Autonomy</td>
<td>16.500</td>
<td>15.200</td>
<td>0.740</td>
</tr>
<tr>
<td>6</td>
<td>Affiliation</td>
<td>16.800</td>
<td>16.900</td>
<td>0.052</td>
</tr>
<tr>
<td>7</td>
<td>Intraception</td>
<td>18.800</td>
<td>19.100</td>
<td>0.146</td>
</tr>
<tr>
<td>8</td>
<td>Succorance</td>
<td>11.700</td>
<td>9.500</td>
<td>1.173</td>
</tr>
<tr>
<td>9</td>
<td>Dominance</td>
<td>16.400</td>
<td>16.800</td>
<td>0.177</td>
</tr>
<tr>
<td>10</td>
<td>Abasement</td>
<td>7.900</td>
<td>10.000</td>
<td>1.134</td>
</tr>
<tr>
<td>11</td>
<td>Nurturance</td>
<td>16.500</td>
<td>15.600</td>
<td>0.455</td>
</tr>
<tr>
<td>12</td>
<td>Change</td>
<td>17.500</td>
<td>17.600</td>
<td>0.043</td>
</tr>
<tr>
<td>13</td>
<td>Endurance</td>
<td>11.900</td>
<td>10.700</td>
<td>0.633</td>
</tr>
<tr>
<td>14</td>
<td>Heterosexuality</td>
<td>17.600</td>
<td>19.300</td>
<td>0.767</td>
</tr>
<tr>
<td>15</td>
<td>Aggression</td>
<td>9.300</td>
<td>11.800</td>
<td>1.201</td>
</tr>
</tbody>
</table>

None of the other tests produced results which approached the .05 criterion level.

**Summary of Data on Personality and Counselor Trainee Effectiveness**

In accordance with the previously reported results, null hypothesis nine was accepted:

Ho9: There are no differences in personality
traits, as measured by the EPPS, between those counselor trainees rated most effective and those rated least effective.
CHAPTER V

SUMMARY, CONCLUSIONS AND DISCUSSION
AND IMPLICATIONS

Summary

The purposes of the present research, as outlined in Chapter I, were to investigate various relationships among counselor trainees' theoretical orientation, counseling orientation, personality traits and counseling effectiveness. More specifically, the research design utilized in this study permitted investigation in the following areas: the relationship between insight and action theoretical orientations, and relationship and technique emphasizing counseling orientations; the relationship between personality traits and theoretical orientation; the relationship between sex and theoretical orientation; the relationship between age and counseling effectiveness; the relationship between the amount of work experience and counseling effectiveness; and the relationship between personality and counseling effectiveness.

Within the experimental design utilized in this investigation, the interaction of theoretical orientations (action and insight) and
counseling orientations (relationship and technique) was also examined.

The inconsistencies and conflicting research findings concerning the relationships of the previously mentioned variables leave large unknown areas which have considerable importance in counselor education, supervision and psychotherapy. The review of literature revealed that no one study examined all the combinations of variables investigated within this research. In particular, there were no previous studies reported which attempted to investigate the relationship between counseling orientations and theoretical orientations which may have substantial importance in the counselor education field.

In this study each approach to counseling was dichotomized in terms of those that emphasize relationship and those that emphasize technique. This was accomplished by administering an instrument containing statements which had technique or relationship emphases to each of the thirty-six counselor trainees. Subjects responded to this instrument by indicating their degree of agreement or disagreement with each of the statements.

This paper and pencil measure of counseling orientation had previously been given to four counselor educators (expert
judges) in the Counseling and Personnel Department at Western Michigan University. Each statement was rated as either typical of relationship emphasis, technique emphasis or unclear. Three out of four raters were in agreement on all the statements, and none of the statements were rated as unclear by more than one rater. A test-retest reliability coefficient of .86 was obtained for an interval of two weeks with a sample of ten counselor trainees also enrolled in Counseling and Personnel 628.

Each subject's theoretical orientation to counseling was dichotomized into action and insight orientations. The action orientation included such behavioral approaches as rational emotive therapy, behavior modification, and social learning theory. The insight orientation included various psychoanalytic and phenomenological approaches. Subjects were also offered the option of indicating whether they were undecided. However, of the thirty-seven subjects in this study, only one indicated that he was undecided.

A measure of counselor trainee effectiveness was obtained subsequent to the paper and pencil measures. Each subject was ranked from the poorest counselor to the best counselor by the supervisor. This procedure allowed the highest rated trainees (upper third) and the lowest rated trainees (lower third) to be

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compared for differences in age, amount of work experience and personality characteristics.

The study was conducted at Western Michigan University during the last three weeks of the summer session, 1974. The sample consisted of thirty-seven graduate students enrolled in Counseling and Personnel 628, Practicum and Professional Experience.

A pilot study was also conducted during the spring session, 1974, at Western Michigan University. The sample consisted of one randomly selected class of students enrolled in Counseling and Personnel 628, Practicum and Professional Experience. The pilot study provided a means of checking the appropriateness, as well as reliability, of the instruments assessing theoretical orientations and counseling orientations. As a result of the pilot study, the research procedures were slightly modified to be consistent with the goals and objectives of the major project.

The statistics employed within this study included a two-way analysis of variance with repeated measures model which was computed to determine the relationship between counselor trainee's theoretical orientation and counseling orientation.
A series of t-tests were also computed to: (1) test personality differences between the most effective (upper third) and the least effective (lower third) trainees; (2) to test personality differences between trainees having action and insight theoretical orientations; (3) to compare the action and insight theoretical orientations and the relationship and technique counseling orientations; and (4) to examine the relationship between age and counselor effectiveness, and amount of work experience and counselor effectiveness.

Chi-square analysis was used to investigate the relationship between sex and counselor effectiveness.

The relationship between counseling orientation for counselor trainees having insight and action theoretical orientations was examined by the use of the Pearson product correlations.

Conclusions and Discussion

The purpose of this section is to summarize and discuss the conclusions, based upon the results of testing specific hypotheses of concern, which were presented and analyzed in Chapter IV. The conclusions and interpretations of the findings are reported in the following sequence: (1)
Theoretical orientation and personality characteristics; (2) theoretical orientation and counseling orientation; (3) characteristics of the best and the poorest counselors-in-training, i.e., age, sex, work experience and personality.

To review, the insight and action oriented trainees differed significantly in intraception needs. The insight oriented group had greater intraception needs than the action oriented group.

At least a partial explanation for this finding may be that intraception needs de-emphasize direct observable behavior and emphasize such factors as motives, feelings and why people behave the way they do. The insight orientation seems to emphasize these factors (motives, feelings, etc.) more than the action (behavioral) orientation.

There was little support for this finding in the literature reviewed. Only one of the studies (Woody & Dubner, 1971) utilized both the insight-action dichotomy of theoretical orientation and the EPPS as a measure of personality characteristics. This study failed to produce any significant personality differences between the insight and action oriented counselor trainees.

There was also a difference, although not statistically
significant, between the insight and action oriented groups' endurance needs. Again, there was little reason to predict this finding based on the literature reviewed. One explanation for this finding may be that insight oriented theoretical approaches are frequently more time consuming in counseling than the action oriented approaches, thus requiring greater endurance on the part of the counselor trainee.

The action oriented trainees also had greater achievement and dominance needs compared to the insight oriented trainees, though not significantly different. Action oriented approaches often dictate more blatant exercise of control over counseling than insight oriented approaches, which may account for the greater dominance needs of action oriented trainees.

Action orientations often place more emphasis on the production of readily observable behavior change than the insight orientations, which may explain why trainees with greater achievement needs often identify with the action orientation.

In summary, it appears that there are personality differences between counselor trainees adopting action and those adopting insight theoretical orientations. However, of the fifteen personality variables which the EPPS purports to measure, only intraception needs varied significantly ($p < .05$) between
action and insight oriented counselor trainees.

While the research strongly suggests that there are personality differences between action and insight oriented counselor trainees, other than intraception needs, it is difficult to make a definitive statement concerning these differences.

**Theoretical orientation and counseling orientation**

Each subject's theoretical orientation was dichotomized in terms of action and insight orientations. Subsequent to this procedure, each subject indicated the extent to which he/she agreed with technique and relationship counseling orientations.

The relationships between theoretical orientations and counseling orientations were examined by computing a preliminary analysis of variance with repeated measures, t-tests and Pearson product correlations.

From the analysis of the results produced by these tests, it appears that many counselor trainees, regardless of theoretical orientation, agree with the relationship emphasizing dimension of counseling orientation significantly more than the technique emphasizing dimension. Both action and insight oriented counselors-in-training agreed with the relationship dimension of counseling orientation significantly more than the technique ($p < .001$). The difference between the way the
action and insight oriented trainees rated the relationship
dimension of counseling orientation was not significant, nor was
the difference between the way the action and insight oriented
trainees rated the technique dimension of counseling. Further,
there were no significant interaction effects between theoretical
orientations and counseling orientations.

**Characteristics of the best and the poorest counselors-in-
training**

No significant difference was found in the proportions of
males and females adopting action and insight theoretical orien-
tations. The results did suggest that more females prefer the
insight orientation, while males appear to be evenly split between
action and insight orientations.

Purely on the basis of common sense, one might have
expected the most effective counselors-in-training to be older,
have more work experience, and, thus, be more understanding
than the least effective counselor trainees.

No significant difference was found between the ages
of the most effective counselors-in-training and the least
effective counselors-in-training. In this research the average
for both groups was in the middle twenties.
There was also no significant difference found between the amount of work experience for the most effective and the least effective counselor trainees.

The research on counselor trainee effectiveness and personality characteristics (EPPS) has produced conflicting results. However, there appears to be several personality variables (EPPS) which are more consistently associated with the most effective counselor trainees compared to the least effective counselor trainees.

The present research failed to find any significant personality differences, as measured by the EPPS, between the most effective and the least effective counselors-in-training. The results do suggest a trend. The most effective counselor trainees appear to have lower order needs and higher reference needs compared to the least effective trainees.

Implications

This study provides supervisors of counselors and counselor educators with an investigation of the relationship of personality variables and theoretical orientation, theoretical orientation and counseling orientation, personality variables and counselor effectiveness, and the relationship of several
demographic variables (i.e., sex, age and work experience) with either theoretical orientation or counselor effectiveness. The findings have implications for those individuals involved with the selection, education and training of counselors.

The results indicate that there are personality differences between action and insight oriented counselors-in-training. In the early stages of the counselor education process, benefit may be derived from helping counselor trainees to become more aware of their own personality traits (e.g., those measured by the EPPS). This may facilitate counselor trainee self-exploration and self-understanding, generally considered to be an important part of the counselor education process. By gaining a better understanding of their own personality traits, counselor trainees may increase the probability of choosing a theoretical orientation consistent with their particular personality. The length of time that many counselor trainees spend attempting to find a theoretical orientation with which they agree may also be shortened.

The study also indicates that counselor trainees, having divergent theoretical orientations (action-insight), tend to agree more with the relationship dimension of counseling than the technique. Even those trainees who identify with behavioral
approaches agree more with the relationship dimension of counseling than the technique dimension. This finding suggests that the statement that "behavioral counselors are more interested in techniques than people" may be a myth.

There have been many contradictory research results regarding personality (EPPS) and counselor effectiveness. The results of this study contraindicate further research with the EPPS as the primary measurement device in discriminating between the most effective and the least effective counselor trainees.

The following results reported in this study have implications for counselor educators involved in the selection of counselor candidates:

1. Counseling effectiveness does not seem to be related to counselor trainee age.
2. The amount of work experience gained by counselor trainees does not appear to be related to counselor trainee effectiveness.
3. The personality variables measured by the EPPS do not seem to be related to counselor trainee effectiveness.

These findings appear to conflict with the results of the
research reviewed for this study. The literature review suggests that age, amount of work experience, and personality are related to counselor trainee effectiveness. The relatively small size of sample and the youthful age of the counselor trainees may at least in part account for the contradictory findings.

Further research indicated by the findings and limitations of this study are as follows:

1. A further investigation of the relationship between counselor trainee personality and counseling effectiveness should be conducted using an instrument other than the EPPS to assess personality variables.

2. A similar study which examines the relationship between theoretical orientation and counseling orientation should be conducted. While the present study was satisfactory in design, replication for the purpose of verification is needed.

3. A study examining the relationship between theoretical orientation, using the action-insight dichotomy, and counselor trainee effectiveness would be useful. Within the literature there appears to be a paucity of studies investigating
this particular relationship.

4. A need exists to extend the investigation of the particular variables within this study over a large sample of subjects from various schools. Such a study would allow greater generalization of the findings obtained.
THEORETICAL ORIENTATIONS

Name __________________________

Sex __________

Age __________

Length of full-time employment since high school __________________

Please check the theoretical orientation with which you agree the most:

I.  Psychoanalytic____
    e.g., Freudian, Adlerian, Jungian and Sullivanian

II. Behavioral____
    e.g., Rational Emotive Therapy, Social Learning Theory, Behavior Modification, and Behavioral Therapy

III. Phenomenological____
    e.g., Rogerian and Gestalt

IV. Undecided____

V. Other - please specify __________________________
APPENDIX B

COUNSELING ORIENTATION

Name ____________________________________________

Please read each of the following passages and indicate your degree of agreement or disagreement by checking the appropriate choice.

1. If I can provide a certain type of relationship, the other person will discover within himself the capacity to use that relationship for growth, and change and personal development.

   strongly disagree ___, disagree ___, neutral ___,
   agree ___, strongly agree ____.

2. The steps which must be taken to correct a given condition of behavior follow directly from an analysis of that condition. Whether steps can be taken will depend, of course, upon whether the therapist has control over the relevant variables.

   strongly disagree ___, disagree ___, neutral ___,
   agree ___, strongly agree ____.

3. The relationship which the counselor provides the client is not an intellectual relationship. The counselor cannot help the client by his knowledge. Explaining the client's personality and behavior to him and prescribing actions which he should take are of little lasting value. It is the relationship which is helpful to the client which enables him to discover within himself the capacity to change and grow.

   strongly disagree ___, disagree ___, neutral ___,
   agree ___, strongly agree ____.

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4. An effective counselor is highly active; gives his own views without hesitations; usually answers direct questions about his personal life; does a good deal of speaking, particularly during early sessions; and is quite energetic and often directive.

strongly disagree ____ disagree ____ neutral ____
agree ____ strongly agree ____

5. Counseling offers a relationship in which incongruous experiences can be recognized, expressed, differentiated, and assimilated or integrated into the self. The individual becomes more congruent, less defensive, more realistic and objective in his perceptions, more effective in problem-solving, more accepting of others, in short, his psychological adjustment is closer to the optimum.

strongly disagree ____ disagree ____ neutral ____
agree ____ strongly agree ____

6. Neurosis is unadaptive learned behavior (feelings, thoughts and motor activity all included), and the correction of this maladaptive behavior lies in the application of techniques derived from laws of learning.

strongly disagree ____ disagree ____ neutral ____
agree ____ strongly agree ____

7. The criteria of success in counseling is the degree to which the target behaviors (thoughts and feelings included) are modified in the intended direction.

strongly disagree ____ disagree ____ neutral ____
agree ____ strongly agree ____

8. The counseling relationship is a bridging element to be relied upon until the inner growth forces of the personality are able to function adequately.

strong disagree ____ disagree ____ neutral ____
agree ____ strongly agree ____
9. Since counseling effectiveness hinges so much on the quality of the relationship between counselor and client, basic attitudes of the counselor are highly significant. The attitudes of acceptance and understanding have considerable consequences upon the psychological climate of the interview.

strongly disagree ___, disagree ___, neutral ___,
agree ___, strongly agree ___.

10. The relationship between counselor and client is not important in counseling or psychotherapy. The techniques are.

strongly disagree ___, disagree ___, neutral ___,
agree ___, strongly agree ___.

11. Counselors need to establish relationships characterized by emotional involvement in the form of human "warmth" and psychological "closeness," as well as intense interest in the particular client and his problems.

strongly disagree ___, disagree ___, neutral ___,
agree ___, strongly agree ___.

12. Procedures involving techniques that elicit overt behavior are most effective.

strongly disagree ___, disagree ___, neutral ___,
agree ___, strongly agree ___.

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APPENDIX C

SUPERVISOR RANKING FORM

You are being asked to rank order your practicum group from the best counselor to the poorest counselor at the completion of his/her practicum experience.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Dear Fellow Student:

The instruments which you are being asked to respond to are a part of my dissertation study.

Because of the nature of the instruments, they should be completed in the following order:

1. Theoretical Orientation Instrument
2. Counseling Orientation Instrument
3. Edwards Personal Preference Schedule

After completing each of these instruments, please return them to the next class session.

Your cooperation is greatly appreciated, as the data you are providing is absolutely essential to my study. If you have any questions, please let me know.

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BIBLIOGRAPHY


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