

PREDICTING COUNSELOR SUCCESS IN PRACTICUM FROM  
SELECTED MEASURES OF PERSONALITY, INTEREST,  
TEMPERAMENT, AND OPEN-MINDEDNESS

By

BARBARA KAY BOLAND

Bachelor of Science  
Oklahoma State University  
Stillwater, Oklahoma  
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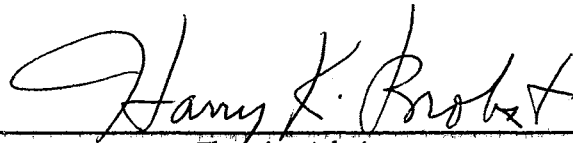
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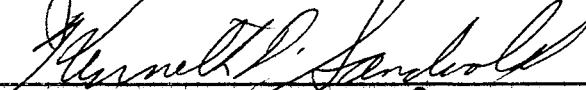
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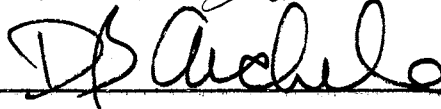
Thesis Approved:



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Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

Since 1962 a number of investigations concerning counselor education have been published as a result of research utilizing subjects in NDEA Guidance and Counseling Institutes. These studies have pointed out several important problems in the area of counselor education. One important problem in counselor education is the selection of suitable counselor candidates.

The selection of appropriate candidates for counselor training programs has been difficult as there is little agreement among counselor educators in defining the characteristics of an effective counselor. More research is needed in order to define the characteristics of an effective counselor (9). Knowledge of such characteristics would hopefully provide counselor educators a means by which they could select people for their programs who would more likely become effective counselors.

Polmantier (26) has maintained that the primary problem with training counselors is the securing of people with "personal characteristics essential to success as a counselor." After recently reviewing the literature written on the subject for the last fifteen years, Polmantier went on to state that "there is much yet to be known about the personal characteristics of counselors, as well as the significance of these characteristics for success in counseling" (26, p. 95).

### Need for the Study

Counselor educators and psychologists report from time to time the need to distinguish characteristics of competent counselors and psychotherapists (13). Such information would be very beneficial to counselor educators in their selection of candidates and development of counselor education programs. However, since there is no general agreement concerning the characteristics of successful counselors, selection of counselor candidates has remained a rather random and haphazard procedure. Consequently, each counselor education program has utilized its own criteria for admission.

Presently some training programs have based their selection procedures on state certification requirements. Hill (18) has pointed out however that there is no real evidence that this procedure has enhanced the selection process. The latest report (18) indicated that only 37 states required certification for school counselors. In addition, the certification requirements depended primarily upon the practices of counselor educators.

Also professional organizations have committees who have published criteria for selection and training. For example, the American Personnel and Guidance Association Committee on Training, Licensing and Certification (3) has published recommended standards for certifying school counselors. However, this Committee mentioned that while achievement and intelligence tests, interviews and so forth are used as selection variables these devices probably were more effective in screening out misfits than potentially effective counselors (3).

Currently counselor educators select and educate counselor candidates



as though they knew what an effective counselor was like. The nature of the counselor has been treated as a crucial variable by educators but most selection procedures rely on the academic promise the candidates exhibit. As Wrenn (37) has pointed out, schools have tended to use intellectual variables for selection of candidates because they are easy to assess. These selection procedures utilize such variables as undergraduate scholastic records, teaching experience, and recommendations from reliable sources (23, 29). Other selection devices have included achievement and intelligence tests, interest inventories and interviews. Because of the difficulty in establishing valid criteria of counseling effectiveness and the crudity of current selection methods, the validity of these selection procedures has remained to be determined (3).

Wrenn (37) has carefully pointed out that reliance on intellectual variables does not guarantee the counselor education program of potentially competent counselors. ". . . a person who is professionally educated but who lacks certain sensitivities and essential qualities may know a lot but prove to be a very poor counselor" (37, p. 9). Patterson (27) has also mentioned that it is possible that the more intellectual and academically able individuals may not become good counselors. Keppers (23) found that only 12 percent of the schools he surveyed used personality tests as part of their selection program. He went on to ask why was this so "when a suitable personality is considered so important for a person to be a counselor" (23, p. 92)?

Part of the answer to Kepper's question is related to the difficulty of establishing valid criteria for measuring counseling effectiveness. General agreement on the types of desirable candidate

characteristics has also been difficult to obtain. Careful selection of counselor trainees is still considered to be an essential aspect of training by many writers (25, 19). Some writers advocate that selection be a continuing process throughout the program. However, until we know more about who is a good counselor in training or on the job and who is a poor one, selection and education of counselors will remain rather difficult.

#### Purpose of the Study

This investigation was concerned with two groups of graduate students who were enrolled in the master's degree program of Student Personnel and Guidance, College of Education at Oklahoma State University. Group 1 consisted of counselor candidates enrolled in counseling practicum summer 1972. Group 2 consisted of counselor candidates enrolled in counseling practicum fall semester 1972.

The purpose of this investigation was to develop predictors from four standardized tests which could be utilized as part of a screening procedure for the selection of counselor candidates. More specifically this study was interested in validating the use of four instruments as predictors of final success in counseling practicum. Thus the purpose of using these predictors would be to select before the practicum courses those counselor candidates who appeared to be most capable of developing into good counselors.

#### Statement of the Problem

It is a difficult problem to select individuals who are capable of developing into good counselors (25). During the past ten years

investigators have reported in the literature their attempts to identify distinguishing characteristics of competent counselor candidates. Such attributes as low anxiety, a need for order and an interest in social services are a few of the many variables that have been found to characterize competent counselor candidates (6, 31, 5). Some of the results of these studies have been supported by further research, however many have not (13, 8). It is the researcher's belief that these contradictory results can be partially accounted for by use of different samples, varying research questions, or a lack of consistent use of reputable scales.

This exploratory study was designed to determine the relationship between judged counselor effectiveness and personality, temperament, interests, and open-mindedness of counselor trainees. Specifically, this study has attempted to answer the following questions:

A. What is the relationship among interests, temperament, personality and open-closed mindedness characteristics and rated counselor competence in counseling practicum?

B. What interests, temperament, personality and open-closed mindedness characteristics distinguish themselves as being good predictors of effective counselor candidates in practicum?

It was anticipated that the problem investigated in this study would contribute to a greater understanding of factors related to the characteristics of competent counselor candidates and possibly suggest ways for improving the criteria employed in the selection of counselor candidates at Oklahoma State University and other institutions.

### Definitions of Terms

The following definitions apply to this study,

Counselor Candidates. Those graduate students who were enrolled in Counseling Practicum (Education 5593, as listed in the Oklahoma State University Graduate Catalogue, 1972-1973) during the summer and fall semesters. Group 1 was comprised of graduate students who were enrolled in Counseling Practicum during the 1972 summer session. Group 2 consisted of graduate students who were enrolled in Counseling Practicum during the 1972 fall semester.

Counselor Rating Scale. This scale was the criterion measure used by the judges to rate each counselor candidate's counseling effectiveness.

Judges. The judges were three doctoral candidates enrolled in the Student Personnel and Guidance program at Oklahoma State University, 1972, who rated the counseling effectiveness of each counselor candidate using the Counselor Rating Scale.

Effective Counselor Candidate. Those counselor candidates who received high ratings from each of the three judges on the Counselor Rating Scale at the end of the Counseling Practicum semester.

Personality characteristics. Scores made by the counselor candidates on YMCA secretary, social studies high school teacher, city school superintendent, minister and psychologist subscales of the Strong Vocational Interest Blank, Men's form,

Temperament. Scores made by the counselor candidates on each subtest of the Guilford Zimmerman Temperament Survey.

Open-mindedness. This refers to those counselor candidates who scored low on Rokeach's Dogmatism Scale, Form D.

Closed-mindedness. This refers to those counselor candidates who scored high on Rokeach's Dogmatism Scale, Form D.

#### Limitations

In this study neither the counselor candidates nor the counselee group were selected randomly. Thus, this study was limited to those graduate students who were enrolled in Counseling Practicum (Education 5593) during the summer 1972 and fall 1972 at Oklahoma State University. Another limitation was the small population size for computing multiple regression weights.

The criterion of counselor effectiveness was based on ratings made by the judges. The ratings were made for each counselor trainee using a self-developed rating scale, the Counselor Rating Scale (Appendix A); there are inherent limitations in the use of this type of assessment (16).

Hill (18) pointed out that counselors may be more effective in dealing with one kind of problem but ineffective with others. Information regarding the specific problems of the counselee group was not available. However, since the services of the University Counseling Center are known to the student population, the problems encountered by the candidates were assumed to be typical of those in a university counseling center. The counselees were "normal" students with the majority seeking educational and vocational counseling. No estimates were made of the number and types of problems seen in counseling by the trainees.

## Hypotheses

This study investigated the following hypotheses. The hypotheses are reported in the null form.

- A. There are no statistically significant relationships between the eighteen scales of the California Psychological Inventory (Dominance, Capacity for Status, Sociability, Social Presence, Self-acceptance, Sense of Well-being, Responsibility, Socialization, Self-control, Tolerance, Good Impression, Communality, Achievement via Conformance, Achievement via Independence, Intellectual efficiency, Psychological-mindedness, Flexibility, Femininity) and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.
- B. There are no statistically significant relationships between the YMCA secretary, social studies high school teacher, city school superintendent, minister, psychologist subscales of the Strong Vocational Interest Blank, Men's form and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.
- C. There are no statistically significant relationships between the ten scales of the Guilford Zimmerman Temperament Survey (General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal relations, and Masculinity) and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.
- D. There are no statistically significant relationships between the counselor trainees' scores on the Rokeach Dogmatism Scale, Form D and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.
- E. There are no statistically significant relationships between the eighteen scales of the California Psychological Inventory and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.
- F. There are no statistically significant relationships between the five selected scales of the Strong Vocational Interest Blank, Men's form and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.

- G. There are no statistically significant relationships between the ten scales of the Guilford Zimmerman Temperament Survey and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.
- H. There are no statistically significant relationships between the counselor candidates' scores on the Rokeach Dogmatism Scale, Form D and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.

### Organization of the Study

This study was divided into five chapters. The first chapter was a delineation of the need for the study, purpose, statement of the problem, and statements of the hypotheses. Selected research studies which were concerned with the prediction of counselor effectiveness from various personality measurements were summarized in Chapter II. The methods of analysis used in the study were discussed in Chapter III. This chapter included a discussion of the statistical methods employed in the regression procedures. The complete findings of the study were reported in Chapter IV. Chapter V presented the overall summary, suggestions and recommendations for further study.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter was to present research studies that were directly related to the prediction of counselor success in training on the basis of selected characteristics. In the past psychologists have speculated about the nature of the competent counselor possessing such traits as security, sensitivity, and objectivity (35). Finding a suitable criterion by which to measure these and other traits has been a problem.

In the following review various criteria were used to define the effective counselor. Various researchers defined the effective counselor by such means as high ratings by peers and supervisors, ability to communicate effectively, and supervisor rankings. From these defined aspects of an effective counselor various personological characteristics were predicted and tested. In order to present this review in a clear and complete manner, divisions were made within the review according to the methods used to delineate the successful or effective counselor.

#### Supervisor Ratings of Candidates

Demos and Zuwalif (13) conducted a study at San Fernando Valley State College during the summer of 1962 utilizing subjects in an NDEA Counseling and Guidance institute. A relatively homogeneous group of



30 secondary school counselors participated in the institute.

Three psychometric measurements were administered to the counselor candidates. The measurements were: Allport-Vernon-Lindzey Study of Values; Kuder Preference Record (Personal); and Edwards Personal Preference Schedule. Four supervisors rated the counselors at the close of the institute using various objective and subjective criteria. Some of the criteria used were ratings scales of counseling sessions, observation through closed circuit television and client ratings of counselors. The supervisors rated the candidates as to their effectiveness and categorized the 15 most successful and the 15 least successful counselors from the group of 30.

Statistical tests (t tests) were utilized to determine the significant differences between the two groups. The Study of Values and Kuder Preference Record - Personal were found not to discriminate between the most-effective and least-effective counselors. The Edwards Personal Preference Schedule differentiated the above average counselors from the below average counselors on several scales; the need for autonomy, affiliation, abasement, nurturance and aggression. The most-effective counselors indicated significantly more nurturance and affiliation and the least-effective counselors exhibited more autonomy, abasement, and aggression.

The investigators concluded that while many psychological instruments do not appear to be able to differentiate between counselors who are most effective or who are least effective, the Edwards Personal Preference Schedule does appear to be sensitive to differences between the two samples.

In 1970 Jansen, Robb, and Bonk (21) attempted to assess the relationships between intellectual and non-intellectual characteristics and competence as a counselor. The sample for this study consisted of 34 females who had completed the evaluation seminar in counseling and guidance at North Texas State University during the period of September, 1967 through January, 1969.

The evaluation seminar was a required course to be completed by candidates for the master's degree in guidance and counseling. In the seminar each candidate was evaluated in overall competence in counseling skill, knowledge of theories and techniques by analysis of counseling topics. The investigators attempted in this study to answer the question: Are there differences in intellectual and non-intellectual characteristics between students rated by faculty members as falling within the top 25 percent in overall competence at the end of the evaluation seminar and students rated in the bottom 25 percent? Seventeen of the subjects were selected from the top quarter and 17 were selected from the lowest quarter of those who had completed the evaluation seminar.

The data used in making the ratings of overall counseling competence were gathered at various points throughout the evaluation seminar semester. Knowledge of counseling theories and techniques, knowledge of tests were assessed by objective examinations. Ability to use tests and counsel were determined by analysis of counseling tapes. The tapes were analyzed by the seminar leader using a seven-point Semantic Differential format: a) self-concept, b) openness, c) empathy, d) enthusiasm, e) poise, f) flexibility, g) warmth, and h) appropriateness of reflection, interpretations, and information.

All ratings of overall competence were made by the director of the counseling center who had not taught any of the students being rated in other classes and had no knowledge of other tests, inventory scores or previous academic performance. The following data were available for each subject: a) age, b) Ohio State University Psychological Test (Form 21) raw scores, c) Cooperative English Tests (Vocabulary, Comprehension, Expression raw scores), d) Guilford Zimmerman Temperament Survey raw scores, e) Minnesota Teacher Attitude Inventory.

Statistical t test was used to determine the differences in mean scores on the intellectual and non-intellectual variables between the female students in the top and bottom quarters in the evaluation seminar course. The results of the non-intellectual variable as measured by the Guilford Zimmerman Temperament Survey indicated that the competent counselors appeared to be more sociable, more emotionally stable and less ego-involved than those counselors rated low in overall competency.

In conclusion the investigators found that the high-rated counselors were significantly younger, more intellectually capable than their low rated counterparts. They appeared to be more sociable, emotionally stable, objective and restrained than the female counselors who were rated low in overall competence.

Bandura (6) in 1956 investigated the effect of anxiety on the therapist's ability to do effective psychotherapy. He tested two hypotheses: 1) competent psychotherapists are less anxious than those who are judged to be less competent, and 2) competent psychotherapists have a greater degree of insight into the nature of their anxieties than do less competent therapists.

The subjects were 42 psychotherapists; 32 were clinical psychologists, eight psychiatrists, and two psychiatric social workers. The study included such clinical settings as a child guidance clinic, a community psychological clinic, a university student counseling center and a V. A. neuro-psychiatric hospital. Anxiety and insight measures were obtained for three central conflict areas - dependency, hostility, and sexuality. Each variable was measured by defining low, medium, and high degree of anxiety in terms that would be descriptive of overt behavior.

Each psychotherapist in a group ranked all therapists including himself with respect to anxiety level on each of the three variables as defined. The rank of one was assigned to the therapist who was judged in the group to be most anxious and the bottom rank was the least anxious therapist. The anxiety measure was determined by averaging the ratings assigned to a therapist by his associates on each of the three variables. The insight measure was defined in terms of the relative discrepancy between a subject's self-rating and the average group rating for that subject.

Supervisors' ratings constituted the criterion measure. Ratings of the therapeutic competence were obtained from supervisors who had extensive contact with the therapists. Competence was defined in terms of the therapists' ability to facilitate improvement in the adjustments of patients.

The coefficient of reliability was estimated by using Ebel's analysis of variance technique. The coefficient was .84 for the ratings among the supervisors. The results obtained were:

1. Anxious therapists were rated to be less competent psychotherapists than therapists who were low in anxiety.
2. There were no significant relationships between the therapist's degree of insight into the nature of their anxieties and ratings of psychotherapeutic competence.
3. There were no significant relationships found between therapists' self-ratings of anxiety and ratings of their psychotherapeutic competence.

In conclusion, Bandura maintained that the presence of anxiety in the therapist, whether recognized or not, affects his ability to do successful psychotherapy.

Jackson and Thompson (20) assessed the difference between counselors rated effective and ineffective on cognitive flexibility, tolerance of ambiguity and attitudes toward self, most people, most clients and counseling. Jackson and Thompson hypothesized that: 1) counselors rated high on effectiveness would be more cognitive flexible, tolerant of ambiguity, and have more positive attitudes toward self, most people, most clients, and counseling; and 2) sex of the counselors would not be a significant factor when these variables were considered.

The study was conducted with counselors from five former NDEA Guidance Institutes at the University of Tennessee. Supervisors analyzed videotapes and audiotapes of counseling sessions. At the end of the institute training period an overall rating of "excellent," "average," and "poor" was designated for each counselor based on performance in counseling situations. The criterion for judging a counselor was evidence of client movement toward self understanding, self-acceptance, skills in satisfying needs, decision making skills and specific goal attainment. The counselors receiving ratings of "excellent" were defined as the most-effective group and those receiving

"poor" ratings the least-effective group.

Four counselors on the staff at the Student Counseling Center at the University of Tennessee were trained to rate responses to case episodes for cognitive flexibility according to the scoring system developed by Whiteley, Sprinthal, Mosher and Donaghy (36). Cognitive flexibility scores were based on a seven-point rating scale that ranged from one for flexible to seven for rigid. Hanson's modified version of Budner's Intolerance-Tolerance for Ambiguity scale was used to measure the counselor's tolerance of ambiguity.

A semantic differential was used to measure counseling related attitudes. The counselors rated their own attitudes on seven concepts: myself as I am now, myself in most situations, myself as a counselor, most people, most clients, counseling and my purposes as a counselor.

The cognitive flexibility scores were tested by analysis of variance and it was found that there were no significant differences between the two groups. The most and least effective counselors and the men and women counselors tended to score similarly on tolerance of ambiguity. The most effective counselors were significantly more positive in their attitudes toward self, most people, most clients, and counseling than the least effective counselors.

The results of the study indicated that effective counselors were not more cognitively flexible and tolerant of ambiguity than ineffective counselors; male and female counselors were also not differentiated on these two dimensions. As a group the female counselors were more positive than male counselors in their attitudes toward self, most clients and counseling; also the most effective counselors were more positive in their attitudes toward self, most clients, and counseling

than the least effective counselors.

Whiteley, Sprinthall, Mosher and Donaghy (36) investigated cognitive flexibility as a dimension of counselor effectiveness. Flexibility in counseling behavior was predicted from the Rorschach, Thematic Apperception Test, Personal Differentiation Test and case studies.

The sample for the study consisted of 19 students (seven men and twelve women) who were candidates for a Masters of Education degree in guidance at Harvard University. The Rorschach and Thematic Apperception Test were administered during the early stages of the training program. These test protocols were scored and used as a basis from which to make predictions about each counselor on each dimension of the Counselor Rating Blank. A similar approach was employed in analyzing the stories from the Thematic Apperception Test. The Personal Differentiation Test was used as a nonprojective measure of cognitive flexibility.

Two case studies used as a predictive criterion were administered to the subjects early in the semester. The cases were "critical incident" situations and the subjects were to write out a response as rapidly as possible. The cases were scored according to a flexibility-rigidity rating system.

The film used in the study was A Clinical Picture of Claustrophobia also presented early in the semester. The film was stopped at 28 critical points and the students were asked to respond to the client as each thought appropriate. The Allen scoring system (1) was used to rate the variety and appropriateness of the counselors' responses. Interjudge reliability using the Spearman rank-order coefficient was .94.

The criterion used for evaluating the effectiveness of the counselor was the Counselor Rating Blank. The following characteristics of counselor behavior were to be evaluated by the supervisors:

1. An overall rating of the way in which intellectual process is applied in counseling.
2. Cognitive attitude was rated in terms of the degree of exploration and examination of client-counselor interaction, the effective repertoire of counselor responses, the amount and quality of interpretation, the ability to handle the unexpected,
3. Cognitive attitude toward the supervision process.

Each subscale and summary category was rated on a seven-point cognitive flexibility-rigidity scale. A score of one indicated a high order of cognitive flexibility; a score of seven indicated a high order of cognitive rigidity.

The results of the study indicated that the two predictors, projective test scores and scores on the critical incident cases, correlated highly with each other ( $.72, p < .01$ ), as well as with the criterion variable, the supervisor's ratings. A correlation coefficient of  $.78$  was obtained between the critical incident scores and the criterion. The scores on the Personal Differentiation Test and the criterion indicated no significant difference.

The major finding of the study was that cognitive flexibility-rigidity, as predicted on the basis of projective tests, demonstrated a reasonably high positive relationship to supervisor ratings on the same dimension. Traditional methods of selecting graduate students - the Miller Analogies Test and the Graduate Record Examination - correlated only  $.09$  with supervisors' ratings of competence of each counselor.



### Peer Judgements of Candidates

Taking a different approach to identifying effective counselors Stefflre, King, and Leafgren (31) identified effective counselors by peer judgements. In 1962 these three investigators attempted to identify differences between counselors who were chosen by their peers as effective and those who were rejected as not being effective on four dimensions. The four areas investigated were: 1) academic, (2) interests and values, 3) personality and 4) self-concept. It was determined that peer judgements were a valuable method of identifying effective counselors as the trainees would have considerable knowledge of each other and were acquainted with the purposes and accepted processes of counseling.

The sample consisted of forty participants (36 were men) who were involved in a semester long NDEA Guidance Institute at Michigan State University. All participants were either counselors or secondary school teachers preparing to become counselors.

As part of the total institute evaluation procedures participants were asked to react to the other members of the institute as potential counselors. Each member placed in a normal distribution the names of other members they would prefer to seek out for counseling. One end of the distribution was for names of those counselors to whom the person would be most apt to seek out for counseling, and the opposite end of the distribution was for the names of those counselors the rater would be least apt to go to for counseling. The top nine chosen counselors and the bottom nine rejected counselors were identified and the differences between the two groups were analyzed for distinguishing characteristics.

The t test was used for all analysis. Academically the chosen counselors had a mean higher grade point average than did the rejected counselors for both graduate and undergraduate work. The mean graduate grade point average for the chosen group was 3.69, and the mean graduate grade point average for the rejected group was 3.07.

In reviewing the results of measures on interests and values, the Strong Vocational Interest Blank, Men's form discriminated between the two groups of counselors in the general area of social service and welfare. Four occupational specialities - public administrator, YMCA secretary, social studies high school teacher, city school superintendent, minister - were considered by the "chosen" counselors as more interesting. The difference between the chosen and rejected counselors was significant at the .05 level. One of the nonoccupational scales, Interest Maturity, was significant at the one percent level, indicating a higher interest maturity among the "chosen" counselors.

Personality variables were measured by the Rokeach Dogmatism Scale and the Edwards Personal Preference Schedule. The differences between the chosen and rejected group on the Rokeach Scale were significant with the "chosen" counselors being less dogmatic than the rejected counselors. The Edwards yielded four significant differences out of the 15 tests. Chosen counselors obtained higher scores on deference and order and lower scores on abasement and aggression. This finding substantiated some of Demos and Zuwaylif's results as they also found that less effective counselors exhibit more abasement and aggression than more effective counselors.

In summary a significant finding was that the counselors were able to agree on which of their fellow counselors they believe to be good

counselors and which are poor ones. The chosen counselors were less dogmatic, they tended to have occupational interests that fell in the Social Service or Welfare areas. Chosen counselors tended to have a higher need for order and deference and have higher academic performance.

Arbuckle (5) conducted a study in 1956 to determine if any unique features existed among counselor trainees who had been either selected or rejected by their fellows as individuals whom they would like to have as counselors. Seventy counselor candidates from the Boston University School of Education were the subjects of the study. They were formed into smaller groups at the beginning of the semester so that they could become known among their fellows. The students participated in role playing, reactions to tape recordings and discussion of personal counseling problems, and so forth.

Toward the end of the semester the Minnesota Multiphasic Personality Inventory, the Heston Personality Inventory, and the Kuder Preference Record were administered to each student. At the last class session the students were asked to answer these questions:

1. List in rank order of preference three people in this class you would most likely go to if you needed counseling.
2. List in rank order of preference three people in this class to whom you would be least likely to go to for counseling.
3. List three characteristics, traits, or attitudes, that you would most like to find in a counselor.
4. List three characteristics, traits, or attitudes that you would least like to find in a counselor.

A tally was made of the students who received the greatest number of selections and those who received the greatest number of rejections.

Chi square was used to determine whether the differences between theoretical frequencies and observed frequencies could be attributed to chance variation in the sample.

An analysis of the results of the Heston Personality Inventory indicated only one variable, Home Satisfaction, where a significant difference (.01) was found to exist between student candidates selected and those rejected. Those students who were rejected as counselors scored significantly lower than the selected student candidates.

The results of the MMPI indicated that students tended to choose as counselors fellow students who were "more normal" than they. Significant differences (.01) were found to exist on Hypochondriasis, Depression, Paranoia, Hysteria, Schizophrenia, Social I. E. and Psychasthenia, with students selected as counselors scoring significantly lower on these items than the students who chose them. Generally the students tended to reject as counselors those of their fellows who were more abnormal than they. Significant differences (.01) were found on Hypochondriasis, Paranoia, Hysteria, Schizophrenia, Psychopathic deviate and Hypomania with students who were rejected scoring significantly higher than those who rejected them.

The Kuder Preference Record, Form BM yielded the following results. A significant difference between selected and rejected counselors was found on four scales: Social Service, Persuasive, Literary, and Scientific. On each of these scales the selected counselors had a higher interest score.

To summarize students who were chosen by their fellow students as people they would like to have as a counselor were considered to be more "normal," that is they scored lower on Hypochondriasis,

Depression, Paranoia, Hysteria, Schizophrenia, Social I. E. and Psychasthenia Scales. These students also indicated a higher degree of interest in social service, persuasive, literary and scientific activities as measured by the Kuder.

#### Evaluated Ability to Communicate

Brams (8) undertook a study to investigate the relationship between some personality characteristics of counseling candidates and the effectiveness of their ability to communicate with clients in counseling interviews. The study was based on the assumption that the ability of the counselor to communicate effectively with the client was important in the construction of a successful working relationship.

The subjects were 27 graduate students, 22 males and five females, who were drawn from two semesters of the counseling practicum course at the University of Missouri. The criterion scale was the Communication Rating Scale (CRS) which was used as a measure of effective communication in counseling. A criterion score indicated the effectiveness of communication in each candidate's counseling interview and was obtained by pooling and averaging the judge's (supervisor's) total weighted scores for each candidate on the CRS. Each candidate was rated by at least two judges who had supervised him in the practicum course.

During the first half of the semester in which the candidates were enrolled in the practicum course, they were given a battery of tests, which included the Minnesota Multiphasic Personality Inventory, the Manifest Anxiety Scale, the Index of Adjustment and Values and the Berkeley Public Opinion Questionnaire. Before the end of the semester, the candidates were given the Communication Rating Scale; they

independently rated themselves and all other candidates who were in the course with them. The trainees were able to rate each other as they had all heard several of each classmate's recorded counseling interviews during the semester. The judges were also independently rating each trainee they had supervised during the semester.

Product moment correlations were computed between judge's ratings for each trainee to determine reliability of the criterion. In order to determine if there were any significant differences between the sexes on any of the variables, t ratios were used and the Cochran Cox Correction formula was used where heterogeneous variables were observed.

The reliability between the judge's ratings of each candidate on the Communication Rating Scale ranged from .81 to .95 all significant at the .05 level of confidence. The correlation between the judges' ratings and the peer group rating was .73. Brams suggested that the candidates were as accurate as practicum supervisors in their judgments of each trainee's ability to communicate effectively with clients.

None of the correlations between the criterion and the MMPI scales were significant. Brams stated that the scores as a whole indicated that candidates could be viewed as self-confident, poised, sociable, secure, dependable and relatively well-adjusted group.

The correlation between the criterion and the Manifest Anxiety Scale was not statistically significant. The correlations between the criterion and the Index of Adjustment and Values were also insignificant. The correlation between the criterion and the Berkeley Public Opinion Questionnaire was  $-.35$  which was significant at the .05 level

of confidence. The researcher suggested that this finding tentatively supported the hypothesis that counselors who create successful communicative counseling relationships were more tolerant of ambiguous material in the counseling interview than less successful counselors.

The results of the study were rather inconclusive. It is possible that effective communication during the counseling interviews was positively related to the counselor's tolerance for ambiguity as measured by the Berkeley Public Opinion Questionnaire.

#### Supervisor Rankings of Candidates

Combs and Soper (10) conducted an experiment to determine whether good counselors could be distinguished from poor ones on the basis of their characteristic ways of perceiving self, others and the task of counseling. Thirty-one counselors-in-training were selected from local school systems to participate in a NDEA Guidance Institute at the University of Florida during the 1961-1962 academic year. The researchers maintained that the crucial aspect to an effective counseling relationship was the nature of the counselor's attitudes and ways of perceiving himself, his task, and his client. The perceptual variables were obtained in the following manner. Four times during the semester each student was required to hand in a description of a "human relations incident" which included a critique about: a) what he thought about it now; b) what seemed to be the crux of the problem; and c) what he felt he might better have done about it. These human relations incidents were read by four research assistants to determine the kinds of perceptions held by the writer. The perceptual inferences were recorded on a seven-point scale for each of 12 items on the score

sheet. The sum of the four ratings assigned to each item was used as the final score for each counselor trainee on that particular item. The counselor candidates were placed in rank order with respect to each perceptual item under investigation and with respect to the total score for all items summed. These rank orders were then correlated with effectiveness ratings made by the faculty.

During the last week of the institute the faculty were asked to evaluate the counselor candidates as to effectiveness. Fourteen faculty members who had been supervisors in the practicum were asked as a group to come to a consensus on a rank order of the candidates. The faculty then arranged the counselor candidates in order from best to poorest counselor.

Rank order correlations were computed to determine the relationship between the perceptual analyses and the effectiveness of the counselor candidates. It was found that good counselors will be more likely to perceive:

1. from an internal rather than an external frame of reference.
2. in terms of people rather than things.
3. others as able rather than unable.
4. others as dependable rather than undependable.
5. others as friendly rather than unfriendly.
6. others as worthy rather than unworthy.
7. themselves as identified with people rather than apart from people.
8. themselves enough rather than wanting.
9. themselves as self-revealing rather than self-concealing.



10. their purposes as freeing rather than controlling.
11. their purpose altruistically rather than narcissistically.
12. their purposes as concerned with larger rather than smaller meanings.

All but two of the correlations were significant at the .01 level.

Number 8 was significant at the .05 level and Number 9 was significant at the .02 level of confidence.

Blocher (7) attempted to identify and measure factors that might be useful in predicting which students would be successful in the advanced phases of a counselor training program. The subjects were 30 enrollees in the 1961-1962 academic year NDEA Counseling and Guidance Institute at the University of Minnesota. Members were selected on the basis of undergraduate grades, Miller Analogies Test scores, supervisors' recommendations and personal interviews. The institute program consisted of academic work, field practice and counseling practicum which allowed the four supervisors extensive contact with each member.

The criterion was the level of predicted performance as a school counselor. The four members of the counselor education staff ranked the 30 enrollees on this criterion. The four sets of rankings were then combined to produce a single criterion of staff ranking on level of predicted performance as a school counselor.

The four predictors in this study were: peer rankings, NDEA comprehensive examination, Kuder Personal Preference Record, Form D and grades. The peer rankings were obtained on each student and pooled into a composite peer ranking. The comprehensive examination given prior to entrance into the institute was a 300 item multiple choice test which covered six subject areas. The Kuder Preference Record was

also given at the beginning of the institute. The grades were computed from the total points earned on tests and written assignments in the three courses.

The results were analyzed by a multiple regression equation. The correlation between the staff rankings and peer rankings was .62. The high school counselor score on the Kuder correlated negatively with other predictors. The use of peer rankings, Kuder and comprehensive scores together correlated .76 with the criterion. The researcher concluded that the peer group ratings were of value in evaluating counselor effectiveness.

#### Summary

The counselor's personality has been the subject of considerable research. A variety of efforts have been made to pinpoint the traits of an effective counselor. A major problem in defining the effective counselor has been the lack of agreement on the criterion to be used to measure counselor effectiveness.

Demos and Zuwaylif (13) found that a high score on the subscales of nurturance and affiliation of the Edwards Personal Preference Scale were characteristics of more-effective counselors as rated by practicum supervisors. The least-effective counselors indicated significantly more autonomy, abasement and aggression than the more-effective counselors.

Stefflre, King, and Leafgren (31) found that the effective counselor, those selected by peers, scored higher on the general areas of social service and welfare of the Strong Vocational Interest Blank. Interest Maturity was also a characteristic of an effective counselor.

Arbuckle (5) also explored the characteristics of effective counselors as judged by peers. He concluded that the MMPI indicated the effective counselor as the person who scored lower on the Hypochondriasis, Depression, Paranoia, Hysteria, Schizophrenia, Social I. E., and Psychasthenia scales.

Brams (8) found that the more effective counselors were tolerant of ambiguity. The effective counselor was defined as the person who could communicate effectively in a counseling interview.

Whiteley, Sprinthall, Mosher, and Donaghy (36) studied cognitive flexibility and found that the more effective counselor could be characterized as having more cognitive flexibility which could be predicted from the Rorschach and Thematic Apperception Test.

## CHAPTER III

### METHODOLOGY AND DESIGN OF THE STUDY

#### Introduction

This study was designed to determine the relationship between judged counselor effectiveness in supervised counseling practicum and personality, temperament, interests, and open-mindedness of counselor candidates. Several techniques were employed in the analysis of the data of the study. They were: 1) the consideration and selection of instruments used as predictor variables, 2) the consideration and selection of a criterion variable, 3) discussion of subjects, 4) procedures, and 5) discussion of the statistical treatment of the data.

#### Instruments Used as Predictors

The predictors used in this study were selected as they had been found by other researchers (Chapter II) to be useful in predicting the effectiveness of counselor candidates. The California Psychological Inventory was selected in lieu of other scales, such as the MMPI, as it was normed on normal college students. The following four tests were administered to the practicum students at the beginning of the summer session and fall session.

#### California Psychological Inventory, (CPI)

One of the instruments used to identify the more effective

counselor was the California Psychological Inventory. The inventory, first published in 1937, and revised 1964, consists of 480 items arranged into 18 scales. Designed by Gough for use with normal persons, the purpose of the scale is to provide "behavioral descriptions with wide social and personal application among normal individuals"

(11, p. 96). The scales are:

1. Do (dominance) To assess factors of leadership ability, dominance, persistence, and social initiative.
2. Cs (capacity for status) To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.
3. Sy (sociability) To identify persons of outgoing, sociable, participative temperament.
4. Sp (social presence) To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.
5. Sa (self-acceptance) To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.
6. Wb (sense of well-being) To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.
7. Re (responsibility) To identify persons of conscientious, responsible, and dependable disposition and temperament.
8. So (socialization) To indicate the degree of social maturity, integrity, and rectitude which the individual has attained.
9. Sc (self-control) To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness.
10. To (tolerance) To identify persons with permissive, accepting, and non-judgemental social beliefs and attitudes.
11. Gi (good impression) To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

12. Cm (communality) To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.
13. Ac (achievement via conformance) To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.
14. Ai (achievement via independence) To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.
15. Ie (intellectual efficiency) To indicate the degree of personal and intellectual efficiency which the individual has attained.
16. Py (psychological mindedness) To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.
17. Fx (flexibility) To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.
18. Fe (femininity) To assess the masculinity or femininity of interests. (High scores indicate more feminine interests, low scores more masculine.)

There were three validating scales built into the inventory; 1) well-being; a low score on this scale indicated the individual was either underestimating his well-being or exaggerating his worries and misfortunes as distinguished from individuals who have an accurate and objective view of their concerns; 2) good impression; a very high score indicated the possibility of test "faking" or undue concern with making a good impression. Generally this scale helps identify exaggerated attempts to place oneself in a favorable light; 3) communality; any individual who

scores below 25 either did not understand the instructions, were careless, answered randomly or (possibly) deviated from the conventional mold in a valid or diagnostic way.  
(11, p. 100)

Test-retest reliabilities for 125 high school females are reported to

range from .44 to .77, with a median of .68. The range of reliabilities was .36 to .75 with a median score of .64 for 101 high school males,

Several approaches to establishing validity are reported in the literature. Cottle (11) stated that because of Gough's "empirical method" of development the inventory inherently had construct validity. Factor analysis of the inventory indicated that four or five factors could account for most of the variance; these factors were related to personal adjustment, social poise, extroversion or gregariousness.

#### Strong Vocational Interest Blank,

##### Men's Form (SVIB)

One of the instruments used to identify the more effective counselor in this study was the Strong Vocational Interest Blank. In the two groups tested with the SVIB, both males and females were administered the men's form as Cronback (12) reported that the women's form does not have satisfactory validity. He also stated that it is preferable to use the men's form with women who plan to enter occupations for which the men's form is scored.

The SVIB, first published in 1927, and revised in 1960 and 1969, consisted of 399 items grouped into eight parts. The first five parts were arranged into categories related to occupations, school subjects, amusement, activities and type of people (2). The examinee records his preference by circling "L," "I," or "D" which represents "Like," "Indifferent," or "Dislike." The remaining three parts require the examinees to: 1) rank activities according to preference, 2) compare interest items presented in pairs, and 3) rate his present abilities (2).

Extensive information about validities and reliabilities have been reported in the Manual. Test-retest correlations for a 30-day period average around .90; about .75 for a 20-year period; and .55 for a 35-year period for men first tested at age sixteen (32, p. 21).

Concurrent validity refers to the power of the test to make discriminations between various criterion samples . . . the index usually used is the 'percent overlap.' For the men's form, the overlaps range from 15 to 25, with a median of 21. (32, p. 21)

The small amount of overlap indicates that the medians are separated by two standard deviations.

The Guilford Zimmerman Temperament Survey, (GZTS)

One of the instruments used to identify the more effective counselor was the Guilford Zimmerman Temperament Survey. This scale was developed by factor analysis for the purpose of systematically presenting a comprehensive picture of an individual's temperament traits.

The inventory consists of ten separate traits or subscales each of which is described below:

G General Activity - a high score indicates strong drive, energy, and activity. A very high G score may indicate manic behavior in which there is much random behavior and wasted effort.

R Restraint - a low score indicates a happy-go-lucky, care-free, impulsive individual who would not be well suited to positions of responsibility, such as supervision. A high score indicates an over-restrained over-serious individual.

A Ascendance - scores below six should be avoided in selecting foremen and supervisors. It is important that a very high A score be balanced with favorable scores on Thoughtfulness, Restraint, Masculinity, and Friendliness.

S Sociability - the high and low scores indicated the contrast between the person who is at ease with others,



enjoys their company and readily establishes intimate rapport, versus the withdrawn, reserved person who is hard to get to know.

**E Emotional Stability** - a high score indicates optimism and cheerfulness, and emotional stability. A very low score is a sign of poor mental health in general; a neurotic tendency.

**O Objectivity** - high scores mean less egoism; low scores mean touchiness. A too high score might mean that the person is insensitive to the point that he cannot appreciate other people's sensitiveness.

**F Friendliness** - a high score may mean lack of fighting tendencies to the point pacifism, or it may mean a healthy, realistic handling of frustration and injuries. It may mean an urge to please others; a desire to be liked. A low score means hostility in one form or another.

**T Thoughtfulness** - one extreme of scoring for this trait is related to the introvert or thoughtful aspects while the other extreme of scoring represents the extrovert.

**P Personal Relations** - a high score means tolerance and understanding of other people and their human weaknesses. A low score indicates faultfinding and criticalness of other people and institutions generally.

**M Masculinity** - if this score is very high, it may mean that the person is somewhat unsympathetic and callous.

Each trait was based on 30 items that were direct affirmative type statements to which the examinee responded by marking "Yes," "?," or "No" on the answer sheet.

The reliabilities for the ten traits range from .75 to .87 using the split-half method and Kuder-Richardson formula. These reliabilities were considered to be adequate in that they tended to cluster around .80 (17). The intercorrelations for the trait scores were low for the most part indicating that the scales were somewhat independent of each other. Thus the ten traits were as a whole not measuring the same thing. This instrument was primarily selected for use in this investigation because it was normed on a normal college student

population as opposed to using a scale that had been normed on maladjusted individuals.

Rokeach Dogmatism Scale, Form D (RDS)

In this study, one of the instruments used to identify the more effective counselor was the Dogmatism Scale. This scale was designed to measure individual differences on openness or closedness of belief systems (27). The scale was constructed so that people adhering dogmatically to viewpoints about capitalism, communism, Catholicism, etc. would score at one end of the continuum and those low in dogmatism would score in the opposite direction (27). Thus a high score would indicate a high degree of dogmatism. Form D was composed of 66 six-point items. The items were grouped as follows:

1. Cognitive structure of dogmatism - some characteristics of this group are 'the greater the dogmatism the greater isolation between and within the belief and disbelief systems.' The greater the dogmatism the more past or future oriented the person and the more likely the present is rejected as important.
2. Formal cognitive content of dogmatism - the greater the dogmatism the greater the belief in absolute positive and negative authority. Also, there will be an accompanying increase in acceptance or rejection of people who agree or disagree with one's belief-disbelief system.
3. Function of dogmatism - the individuals with dogmatic viewpoints will manifest personality variables such as self-hate, feelings of aloneness and isolation, and a general paranoid outlook on life. (28)

Responses are scored according to a Likert-type scale with the zero point excluded (+3 to -3). The scores were converted to a one to seven scale by adding the constant four to each score. The range of scores possible is from 66-462. Split-half reliabilities were obtained on 137 students and the reported coefficient is .91. The author constructed

the scale to measure general authoritarianism or closed mindedness. This means that the scale measures the way an individual adheres to a belief - not the specific content of the belief. Robinson (27) states that "the author's scale has accomplished the purpose for which it was constructed" (27, p. 341).

#### Instrument Used as the Criterion

The scales used to develop the Counselor Rating Scale were selected as they had been used by Anderson and Anderson (4) and Brams (8), and had been found to be valid for rating behaviors and verbalizations of effective counselors.

#### Counselor Rating Scale (CRS)

The criterion to be used in this study consisted of items selected from two rating scales:

A. Thirty-two items related to evaluating the counselor were selected from the Interview Rating Scale developed by Anderson and Anderson (4). The authors report that research utilizing the scale as a criterion have indicated that it is an adequate measure of effective communication in the counseling relationship (4).

B. Thirteen items also related to evaluating counselors were selected from the Counselor Evaluation Rating Scale developed by Myrick and Kelly (24).

A final scale of 45 items was compiled and used to rate counselor attitudes and behaviors present in a therapeutic interview. The content validity of the scale was ascertained by confirmation of opinion from selected faculty members in the Psychology and Student Personnel

and Guidance programs, Oklahoma State University, as to its appropriateness in evaluating counselor behaviors and attitudes. The scale was scored in the following manner: 1) weights from one to five were assigned to the points in the continuum; 2) items indicating good rapport received a maximum score of five for "always" and a minimum of one for "never"; 3) items indicating poor rapport were scored in a reverse manner. Scores may range from a maximum of 275 for the ideal to a minimum of 45.

### Subjects

The subjects used in this study were graduate students enrolled in Counseling Practicum (Education 5593), Oklahoma State University, 1972. Group 1 consisted of nine graduate students enrolled in supervised counseling practicum during the summer session, 1972. Group 2 consisted of 22 graduate students who were enrolled in supervised counseling practicum during the 1972 fall term. All subjects were required to complete supervised counseling practicum as partial fulfillment of the requirements for a masters degree in Counselor Education. A total of 31 males and females took part in the study. Table I represents the mean and standard deviation in chronological age for the subjects in the study.

The results of the t test (16) for testing the significance of the difference between the means of males and females in chronological age indicated that the two groups were not significantly different. The results of the t test for testing the significance of the difference between the means of Group 1 and Group 2 in chronological age indicated that the two groups were not significantly different.

TABLE I  
 MEAN AND STANDARD DEVIATION CHRONOLOGICAL  
 AGE FOR SUBJECTS IN THE STUDY

	Males	Females	Group 1	Group 2	Total
Number	12	19	9	22	31
Mean Age	30.00	28.50	34.70	26.82	29.13
SD Age	7.55	7.23	8.12	6.04	7.62

#### Procedures

At the beginning of each semester, the counselor candidates were evaluated on personality as measured by the California Psychological Inventory; interest as measured by the Strong Vocational Interest Blank; temperament as measured by the Guilford Zimmerman Temperament Survey; and dogmatism as measured by the Rokeach Dogmatism Scale, Form D. All tests were administered by the investigator on the Oklahoma State University campus to each of the two groups.

Two weeks before the end of each semester, the investigator met with the judges for a training session. The training session provided the judges with knowledge about the use of rating scales and practice in using the rating scales for this study. The training sessions were conducted according to the program outlined in Thorndike and Hagan (33). Warters (34) reported that the training of judges prior to the rating experience increased the validity and reliability of the ratings.

During the last week of the semester, the judges and investigator rated each counselor candidate on competence using the Counselor Rating Scale developed for this study. The investigator collected the ratings which then became the criterion for analyzing the characteristics of effective counselors on personality, interest, temperament and open-mindedness. The reliability of the ratings was .92.

#### Statistical Treatment

The statistical treatment of the data consisted of the calculation of interjudge reliability, calculation of coefficients of correlations for the criterion variable and predictor variables, computation of a stepwise regression analysis, testing of the hypotheses, and the computation of regression weights to be used in multiple regression equations for prediction of the criterion. The calculations were performed on the IBM Computer 360/65 using the BMD02R and 02V programs.

#### Interjudge Reliability

The intraclass (interjudge) reliability of the three judges was computed by a process consisting of two steps. First, an analysis of variance was done on the ratings of the judges using the BMD02V program. Second, the variances were then used to determine the intraclass correlation of the judges' ratings (16).

#### Coefficients of Correlation

The Pearson Product Moment correlation procedure was used to determine the zero-order correlation coefficients between the subscales of the psychological measures and the ratings of the counselor

candidates based on the Counselor Rating Scale. The BMD02R program was utilized to calculate these correlations.

### Analysis of Regression

A major step in the research was to perform a multiple regression analysis in order that the weights for the variables most predictive of the criterion could be selected for inclusion in a multiple regression equation. The regression technique selected was referred to as stepwise multiple linear regression. This analysis was performed on the IBM 360/65 Computer at the Oklahoma State University Computer Center. The computer was programmed to assess the relationships between the dependent variable (judges' ratings of each counselor candidate's effectiveness) and the 34 predictor variables employed in the study (scores on the RDS, SVIB, CPI, and GZTS).

In the stepwise regression procedure as described by Draper and Smith (14) the variables most highly correlated with the criterion enters into the regression equation first. The next variable to enter the regression is that variable whose partial correlation with the criterion is highest. The method now examines the contribution of the first variable would have made if the second variable had been entered first. A variable that was the best variable to enter the regression at an early stage may at a later stage be dropped out because of the relationships between it and other variables now in the regression. To check on this, the partial F criterion for each variable in the regression at any stage of calculation is evaluated and compared with a pre-selected percentage point of the appropriate F distribution. Thus any variable which provides a nonsignificant contribution is removed from

the regression equation. The stepwise method selected another variable that is most highly partially correlated with the criterion to enter the regression. Again a partial F test for the variables is made to determine if each variable should remain in the regression equation. The stepwise regression procedure will terminate when no more variables will be admitted to the equation and no more are rejected.

For the purposes of the present research, the first six selected variables were included in the reported regression equation for each judge. The first five selected variables were included in the reported regression equation for the combined judges' ratings. On the basis of the validity coefficients computed between the ratings of each judge and the predictor variables regression weights were developed which predicted the criterion.

### Hypotheses Testing

The hypotheses described in Chapter I were tested in the following manner. Each hypothesis is restated than followed by the method of testing for significance.

- A. There are no statistically significant relationships between the eighteen scales of the California Psychological Inventory (Dominance, Capacity for Status, Sociability, Social Presence, Self-acceptance, Sense of Well-being, Responsibility, Socialization, Self-control, Tolerance, Good Impression, Communality, Achievement via Conformance, Achievement via Independence, Intellectual efficiency, Psychological-mindedness, Flexibility, Femininity) and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test; A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).



- B. There are no statistically significant relationships between the YMCA secretary, social studies high school teacher, city school superintendent, minister, psychologist subscales of the Strong Vocational Interest Blank, Men's form and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

- C. There are no statistically significant relationships between the ten scales of the Guilford Zimmerman Temperament Survey (General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal relations, and Masculinity) and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

- D. There are no statistically significant relationships between the counselor trainees' scores on the Rokeach Dogmatism Scale, Form D and the ratings of each of the three judges of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

- E. There are no statistically significant relationships between the eighteen scales of the California Psychological Inventory and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

- F. There are no statistically significant relationships between the five selected scales of the Strong Vocational Interest Blank, Men's form and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

- G. There are no statistically significant relationships between the ten scales of the Guilford Zimmerman Temperament Survey and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

- H. There are no statistically significant relationships between the counselor candidates' scores on the Rokeach Dogmatism Scale, Form D and the combined judges' ratings of the counselor candidates as measured by the Counselor Rating Scale.

Hypothesis Test: A tabled value of correlation coefficients at the .05 level of significance was used to determine whether the correlation coefficients for each subscale of the predictor scale and the criterion differed significantly from zero (30).

### Prediction of the Criterion

A combination of measures and regression weights for predicting performance in the practicum course was determined by means of the technique of the stepwise multiple regression (30).

### Summary

An initial concern for this study was the selection of the predictor variables. The various instruments chosen were selected because

other researchers (Chapter II) had found them useful in predicting success in various aspects of counselor training. The instruments used in this study were administered to the subjects the first two weeks in the semester.

A major consideration was the selection of a criterion variable. The criterion scale was of the Likert type consisting of 45 items which evaluated the candidates' behaviors and verbalizations. Each counselor candidate was evaluated by three judges using the criterion at the end of the semester.

An interjudge reliability coefficient was calculated to determine the degree of correlation among the ratings of the judges. Coefficients of correlation were calculated among the subscales of the predictors and between the predictor subscales and the criterion. The testing of each hypothesis was discussed and a stepwise regression procedure was used to develop regression equations to predict each judge's ratings of the counselor candidates. The results of these statistical treatments are presented in detail in Chapter IV.

## CHAPTER IV

### RESULTS OF THE INVESTIGATION

#### Introduction

The purpose of this chapter was to present and analyze the data collected. The findings were discussed in four sections. The first section was concerned with the estimate of the reliability among judges' ratings. The results of the testing of the hypotheses in addition to the zero-order correlation coefficients between the predictor scales and the ratings made by each judge were presented in the second section. Relationships among the variables and an analysis of regression for each judge were presented in the third section. The final section presented the relationships among the variables and an analysis of regression for the combined judges' ratings.

#### Relationships Among the Judges on the Criterion Variable

Table II presented the ranges and means of ratings made by each judge. The ratings were presented in the form of a rating scale evaluation. Ratings made by Judge 1 extended from a low score of 141 points to a high score of 229 points. Ratings made by Judge 2 extended from a low score of 135 points to a high score of 224 points. Ratings made by Judge 3 ranged from a low score of 136 points to a high score of 228 points.

TABLE II  
RANGE AND MEAN OF EACH JUDGES' RATINGS

	Judges		
	1	2	3
Range	88	89	92
Mean	170.10	176.90	179.97

The intraclass correlation coefficient obtained was an index used to determine if the judgments made on each counselor candidate were interchangeable and intercorrelated. A high correlation coefficient would indicate agreement among the raters. The intraclass correlation coefficient obtained using an analysis of variance technique (16) for the three judges was .92. Table III presented sources of variation for the intraclass correlation coefficient.

TABLE III  
INTRACLASS CORRELATION FOR THE THREE JUDGES

Source of Variation	Sum of Squares	df	Mean Squares
Raters	154.60	2	77.30
Ratees	54148.98	30	1804.97
Residual	8295.22	60	138.25

$R_{kk} = .92$

### Results of Testing the Hypotheses

The results of the testing of the hypotheses are presented in the order as the hypotheses were described in Chapter I. All hypotheses were tested at the .05 level of significance. Table IV presented the zero-order correlation coefficients for the RDS, SVIB, CPI, and GZTS scales and each judges' ratings of the counselor candidates. Table V presented the zero-order correlation coefficients for the RDS, SVIB, CPI, and GZTS and the combined judges' ratings of the counselor candidates.

Hypothesis A. A Pearson Product Moment correlation coefficient was computed between each of the 18 scales of the California Psychological Inventory and each of the three judges' ratings of the counselor candidates. The correlation coefficients showed that there were no statistically significant relationships between each of the CPI scales and the judges' ratings (Table IV).

Hypothesis B. A Pearson Product Moment correlation coefficient was computed between each of the selected five scales of the Strong Vocational Interest Blank and each of the three judges' ratings of the counselor candidates. The correlation coefficients showed that there were no statistically significant relationships between each of the five SVIB scales and the judges' ratings (Table IV).

Hypothesis C. A Pearson Product Moment correlation coefficient was computed between each of the ten scales of the Guilford Zimmerman Temperament Survey and each of the three judges' ratings of the counselor candidates. The correlation coefficients showed that there were no statistically significant relationships between each of the GZTS scales and the judges' ratings (Table IV).

TABLE IV  
 CORRELATION COEFFICIENTS FOR THE ROKEACH  
 DOGMATISM SCALE, SVIB, CPI, AND GZTS  
 AND RATINGS BY EACH JUDGE  
 (N=31)

Variables	Judges		
	1	2	3
1. Rokeach Dogmatism Scale (RDS)	-.23	-.23	-.40*
Strong Vocational Interest Blank (SVIB)			
2. Psychologist	-.10	-.07	-.00
3. YMCA Secretary	-.24	-.18	-.30
4. Social Studies Teacher	.31	.28	.26
5. School Superintendent	.30	.28	.15
6. Minister	.17	.17	-.05
California Psychological Inventory (CPI)			
7. Dominance	-.16	-.17	-.18
8. Capacity for Status	-.09	.00	-.17
9. Sociability	.05	.07	.09
10. Social Presence	.15	.15	.16
11. Self-Acceptance	-.04	-.01	-.14
12. Sense of Well-Being	.01	.01	-.02
13. Responsibility	.10	.06	-.06
14. Socialization	.11	.13	.03
15. Self-Control	-.01	-.01	.08
16. Tolerance	.00	-.02	.02
17. Good Impression	-.33	-.29	-.25
18. Communality	.02	-.05	.09
19. Achievement via Conformance	-.08	-.06	.00
20. Achievement via Independence	.03	-.02	.17
21. Intellectual Efficiency	.02	.09	.17
22. Psychological Mindedness	.05	.08	.06
23. Flexibility	.21	.26	.28
24. Femininity	.16	.20	.09
Guilford Zimmerman Temperament Survey (GZTS)			
25. General Activity	-.13	-.07	.13
26. Restraint	.26	.16	.28
27. Ascendance	-.01	.01	.05
28. Sociability	.18	.26	.21
29. Emotional Stability	-.07	-.11	.05
30. Objectivity	-.01	.02	.05
31. Friendliness	.08	.03	.14
32. Thoughtfulness	.26	.23	-.01
33. Personal Relations	-.06	-.08	.21
34. Masculinity	-.21	-.15	.06

\*Significant at the .05 level of confidence.

TABLE V  
 CORRELATION COEFFICIENTS FOR THE ROKEACH  
 DOGMATISM SCALE, SVIB, CPI, AND GZTS  
 AND COMBINED JUDGES' RATINGS  
 (N=31)

Variables	Combined Judges' Ratings
1. Rokeach Dogmatism Scale (RDS)	-.07
Strong Vocational Interest Blank (SVIB)	
2. Psychologist	-.12
3. YMCA Secretary	-.25
4. Social Studies Teacher	.18
5. School Superintendent	.00
6. Minister	.05
California Psychological Inventory (CPI)	
7. Dominance	-.26
8. Capacity for Status	-.16
9. Sociability	.05
10. Social Presence	-.01
11. Self-Acceptance	.20
12. Sense of Well-Being	-.17
13. Responsibility	-.17
14. Socialization	-.30
15. Self-Control	-.22
16. Tolerance	.01
17. Good Impression	-.39*
18. Communality	.09
19. Achievement via Conformance	-.21
20. Achievement via Independence	-.10
21. Intellectual Efficiency	-.10
22. Psychological Mindedness	-.27
23. Flexibility	.10
24. Femininity	.15
Guilford Zimmerman Temperament Survey (GZTS)	
25. General Activity	-.26
26. Restraint	.23
27. Ascendance	-.21
28. Sociability	-.07
29. Emotional Stability	-.21
30. Objectivity	-.07
31. Friendliness	.21
32. Thoughtfulness	.27
33. Personal Relations	.09
34. Masculinity	-.06

\*Significant at the .05 level of confidence.



Hypothesis D. A Pearson Product Moment correlation coefficient was computed between the Rokeach Dogmatism Scale scores and each of the three judges' ratings of the counselor candidates. A statistically significant negative correlation coefficient was obtained between judge 3's ratings of the counselor candidates and the Rokeach Dogmatism Scale (Table IV).

Hypothesis E. A Pearson Product Moment correlation coefficient was computed between each of the 18 scales of the California Psychological Inventory and the combined judges' ratings of the counselor candidates. The correlation coefficients showed that there was a statistically significant negative correlation between the Good Impression scale and the combined judges' ratings of the counselor candidates (Table V).

Hypothesis F. A Pearson Product Moment correlation coefficient was computed between each of the five selected scales of the Strong Vocational Interest Blank and the combined judges' ratings of the counselor candidates. The correlation coefficients showed that there were no statistically significant relationships between each of the five SVIB scales and combined judges' ratings of the counselor candidates (Table V).

Hypothesis G. A Pearson Product Moment correlation coefficient was computed between each of the ten Guilford Zimmerman Temperament Survey scales and the combined judges' ratings of the counselor candidates. The correlation coefficients showed that there were no statistically significant relationships between each of the GZTS scales and the combined judges' ratings of the counselor candidates (Table V).

Hypothesis H. A Pearson Product Moment correlation coefficient was computed between the Rokeach Dogmatism Scale scores and the combined judges' ratings of the counselor candidates. The correlation coefficients showed that there were no statistically significant relationships between the Rokeach Dogmatism Scale and the combined judges' ratings of the counselor candidates (Table V).

#### Relationships Among Predictor Variables and Analysis of Regression for Each Judge

##### Relationships Among the Predictor Variables

The intercorrelations of the 34 predictor variables were presented in Appendix B. The criterion correlations were given in Table IV. There was a tendency on the whole for the intercorrelations to be low. Out of 561 intercorrelations for the predictor variables only 21 were at or above .60.

##### Multiple Regression Equation for Judge 1

The stepwise regression was used to select an efficient combination of predictor variables and to develop a multiple regression equation for predicting the ratings of Judge 1. The correlation coefficients between the ratings of Judge 1 and the predictor scales are given in Table IV. The results of the regression analysis with weights for predicting the criterion were given in Table VI.

The results of Table VI suggested that characteristics such as Self-Control, Restraint, Thoughtfulness and an interest in teaching social studies were related to the prediction of the criterion.

Negative weights for the RDS and the Good Impression scale of the CPI reflected an inverse relationship which may suggest that open-mindedness and concern about how others react to them were related to the prediction of the criterion.

TABLE VI  
 MULTIPLE REGRESSION EQUATION DEVELOPED  
 ON DATA IN TABLE IV

---

Predictor Variables:

- $X_1$  - Rokeach Dogmatism Scale
- $X_4$  - Social Studies Teacher, SVIB
- $X_{15}$  - Self-Control, CPI
- $X_{17}$  - Good Impression, CPI
- $X_{26}$  - Restraint, GZTS
- $X_{32}$  - Thoughtfulness, GZTS

Multiple Correlation Coefficient .68

Multiple Regression Equation:

Y (criterion) =

$$138.54 - 0.25X_1 + 0.09X_4 + 1.48X_{15} - 2.63X_{17} \\ + 1.39X_{26} + 1.42X_{32}$$

Standard Error of Estimate = 20.38

---

It should be noted that variables  $X_{15}$  and  $X_{17}$  have a reported intercorrelation of .72. Variable  $X_{15}$  correlated a  $-.01$  with the criterion and variable  $X_{17}$  correlated a  $-.33$  with the criterion. Variable  $X_{15}$  acted as a suppressor variable by taking out some of variable  $X_{17}$ 's nonvalid variance. Garrett (15) described the suppressor variable in the following manner:

A test may add to the validity of a battery by acting as a suppressor variable. Suppose that Test A correlated .50 with a criterion while Test B correlated .10 with the criterion, but Test A and B correlate .60. Test B acts as a suppressor, that is takes out some of Test A's nonvalid variance thus raising the correlation of the battery (15, p. 399).

#### Multiple Regression Equation for Judge 2

The correlation coefficients between the ratings of Judge 2 and the predictor scales are presented in Table IV. The results of the regression analysis with weights for prediction of the criterion were presented in Table VII.

The six predictors appeared to come solely from CPI subscales. Four of the six scales showed positive correlation with the criterion. It appeared that the characteristics of the Social Presence scale - poise, enthusiasm, and an expressive nature - were related to the prediction of the criterion. Other variables in the regression equation indicated that such characteristics as being productive (Sense of Well-being); calm, patient and deliberate (Self-control); and being respectful and accepting of others (Femininity) were positively associated with the criterion. The negative weights contributed by the Good Impression and Achievement via Independence scales suggested that concern over how others react to them and autonomy and independence were

positive behaviors in situations where interests facilitated achievement. As pointed out previously in the discussion of the regression equation for Judge 1 variable  $X_{15}$  acted as a suppressor for variable  $X_{17}$ .

TABLE VII  
MULTIPLE REGRESSION EQUATION DEVELOPED  
ON DATA IN TABLE IV

---

Predictor Variables:

- $X_{10}$  - Social Presence, CPI
- $X_{12}$  - Sense of Well-being, CPI
- $X_{15}$  - Self-control, CPI
- $X_{17}$  - Good Impression, CPI
- $X_{20}$  - Achievement via Independence, CPI
- $X_{24}$  - Femininity, CPI

Multiple Correlation Coefficient .69

Multiple Regression Equation:

Y (Criterion) =

$$-18.86 + 2.26X_{10} + 1.99X_{12} + 3.28X_{15} - 4.48X_{17} \\ - 2.56X_{20} + 2.93X_{24}$$

Standard Error of Estimate = 20.61

---

Multiple Regression Equation for Judge 3

The stepwise multiple regression technique was employed as indicated earlier to select the predictors of the criterion. The zero-order  $r$ 's for judge 3 are given in Table IV. The outcomes of the regression analysis and weights for predicting the criterion were noted in Table VIII.

TABLE VIII  
MULTIPLE REGRESSION EQUATION DEVELOPED  
ON DATA IN TABLE IV

---

Predictor Variables:

- $X_1$  - Rokeach Dogmatism Scale
- $X_4$  - Social Studies Teacher, SVIB
- $X_8$  - Capacity for Status, CPI
- $X_{13}$  - Responsibility, CPI
- $X_{26}$  - Restraint, GZTS
- $X_{28}$  - Sociability, GZTS

Multiple Correlation Coefficient .78

Multiple Regression Equation:

Y (criterion) =

$$366.17 - 0.59X_1 + 0.66X_4 - 6.08X_8 - 2.78X_{13} \\ + 3.89X_{26} + 2.41X_{28}$$

Standard Error of Estimate = 16.68

---

The predictors were the Rokeach Scale, Social Studies teacher of the SVIB, Capacity for Status and Responsibility of the CPI, Restraint and Sociability of the GZTS. Three of the six scales had positive weights. Characteristics such as an interest in teaching social studies, a somewhat serious attitude, and being at ease with others manifested a positive relationship with the criterion. The negative weights suggested an inverse relationship with the criterion. As was expected a low score on the RDS indicated that open-mindedness was related to the criterion. A low drive or desire for status and a somewhat immature level of responsibility were also associated with the criterion.

#### Analysis of Regression for the Combined Judges' Ratings

##### Analysis of Regression

The stepwise multiple regression technique was employed as indicated earlier to select the predictors of the criterion from the variables presented in Table V. Only one criterion correlation was above .35. This negative coefficient occurred between the Good Impression scale of the CPI and the criterion as reported in Hypothesis E,

##### Multiple Regression Equation for Combined Judges' Ratings

The zero-order  $r$ 's in Table V were used to develop the regression equation for the combined judges' ratings. The results of the regression analysis with weights for prediction of the criterion were presented in Table IX.

TABLE IX  
 MULTIPLE REGRESSION EQUATION DEVELOPED  
 ON DATA IN TABLE IV

---

Predictor Variables:

$X_{14}$  - Socialization, CPI

$X_{17}$  - Good Impression, CPI

$X_{24}$  - Femininity, CPI

$X_{26}$  - Restraint, GZTS

$X_{33}$  - Personal Relations, GZTS

Multiple Correlation Coefficient .75

Multiple Regression Equation:

Y (criterion) =

$$227.58 - 2.96X_{14} - 13.01X_{17} + 2.25X_{24} + 2.00X_{26} \\ + 1.87X_{33}$$

Standard Error of Estimate = 17.80

---

The predictors on the basis of the multiple regression analysis were Socialization, Good Impression, and Femininity scales of the CPI, Restraint and Personal Relations scales of the GZTS. The results in Table IX showed that two out of the five scales were negative. Negative weights for the Socialization and Good Impression scales reflected an inverse relationship with the criterion for such characteristics as social maturity, rectitude and making a good impression. The three scales with positive weights suggested that acceptance of others,



behaving in a conscientious manner, serious or restrained attitude, and an understanding of others were related to the criterion.

In this chapter, efforts were made to present various aspects of the outcomes in an organized manner. Chapter V contains discussions of findings, conclusions, and recommendations for further study.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS

#### AND RECOMMENDATIONS

##### Discussion

As stated previously in the study counselor educators had reported a need to distinguish the characteristics of competent counselors. It was deemed advisable to look carefully at the characteristics which distinguished the effective counselor in order to provide some illuminating guidelines for selection procedures. Researchers such as Demos and Zuwalif (13) and Jansen, Robb and Bonk (21) have confirmed the fact that a lack of consensus exists on how to define the effective counselor. Such a lack of consensus becomes a fundamental problem when attempting to study the characteristics of an effective counselor. In this study, the effective counselor candidate was defined as one who received high ratings by judges on the Counselor Rating Scale.

Exploratory in nature, this study attempted to determine the relationship between judged counselor effectiveness and non-intellectual characteristics of counselor candidates with aspirations of providing information relative to selection procedures. Counselor effectiveness was judged by three graduate students in the Student Personnel and Guidance Program at Oklahoma State University, 1972. The criterion employed was a five-point Counselor Rating Scale. The Rokeach

Dogmatism Scale, Strong Vocational Interest Blank, men's form, California Psychological Inventory, and Guilford Zimmerman Temperament Survey were used to measure the non-intellective variables.

Data was collected on two groups of graduate students. Group 1 consisted of graduate students enrolled in supervised counseling practicum during the summer semester, 1972. Group 2 consisted of graduate students who were enrolled in supervised counseling practicum during the fall semester, 1972. The N's of both groups totalled 31.

The results of the statistical analyses were given in the preceding section. A discussion and summarization of the findings are given below. Two predictor variables were found to be associated with counseling effectiveness,

- (1) One of the two factors was the RDS. A statistically significant negative correlation was found to exist between the RDS and the criterion for Judge 1. The negative correlation was in the expected direction as a low score indicated open-mindedness. Steffire, King, and Leafgren (31) and Jackson and Thompson (20) had also found the scale to be correlated with counseling effectiveness. However, since the correlation occurred only with the ratings of Judge 3 it was concluded that a single significant correlation in a bank of zero-order correlation coefficients could be suspected of having arisen by chance.
- (2) The second predictor variable associated with counseling effectiveness was produced when the combined ratings of the judges were analyzed. A statistically significant negative correlation was found to exist between the Good Impression

scale of the CPI and the combined judges' ratings. The negative correlation of the scale with the criterion indicated that concern for creating a favorable impression and concern about how others reacted to them were characteristics of the subjects included in the study.

When the outcomes were reviewed in terms of the hypotheses to be tested (Chapter I), the following conclusions appeared to be in line with the findings:

- (1) The criterion correlations were low between the scales of the CPI and each of the three judges' ratings. None of the zero-order correlation coefficients departed significantly from zero, thus the null hypothesis was tentatively retained.
- (2) The criterion correlations were low between the selected scales of the SVIB and each of the three judges' ratings. None of the zero-order correlation coefficients departed significantly from zero, thus the null hypothesis was tentatively retained.
- (3) The criterion correlations were low for the ten scales of the GZTS and each of the three judge's ratings. None of the zero-order correlation coefficients departed significantly from zero, thus the null hypothesis was tentatively retained.
- (4) A significant difference was found to exist between the RDS and Judge 3's ratings. Since the bulk of the criterion  $r$ 's for the three judges was low the significant difference was considered to have occurred by chance.
- (5) A significant difference was found to exist between the Good Impression scale of the CPI and the combined judges' ratings;

the null hypothesis was rejected.

- (6) The criterion correlations were low for the selected scales of the SVIB and the combined judges' ratings. The null hypothesis was tentatively retained.
- (7) The criterion correlations were low for the ten GZTS scales and the combined judges' ratings. The null hypothesis was tentatively retained.
- (8) The criterion correlations were low for the RDS and the combined judges' ratings. The null hypothesis was tentatively retained.

#### Conclusions

Certain generalizations may be drawn from the findings of this investigation. Generally, individuals presenting a moderate need to make a favorable impression were judged as being the more effective counselors. These people were also those counselor candidates who appeared to be concerned about how others reacted to them. Despite the finding of some statistical significance, it was concluded that a single significant correlation in a bank of correlation coefficients could have occurred by chance.

Another generalization that could be drawn from the results of this study is that those counselor candidates who were rated effective were those individuals who were more open-minded in their belief systems. However, it was again concluded that a single significant correlation in a bank of correlation coefficients could have arisen by chance. A lack of information from counselees, counselor candidates and supervisors regarding expectancies of the counseling relationship

left the essential qualities of counseling effectiveness undescribed. One question concerning counseling effectiveness that remained unanswered by this study was: What non-intellectual characteristics are adequate predictors of counseling effectiveness in counseling practicum?

#### Recommendations

The following suggestions are listed as possible concerns for implementation in future research:

- (1) Investigate the predictive validity of the multiple regression models developed in this study by applying the predictors to a larger sample of counselor candidates enrolled in the counseling practicum course at Oklahoma State University and utilizing a smaller number of variables.
- (2) A follow-up of counselor candidates in this study to determine such matters as: (a) which candidates are now employed as school counselors; (b) reasons offered for not having entered the work of a school counselor.
- (3) Further investigate the Good Impression scale of the CPI as a predictor.
- (4) Investigate the expectancies regarding the type of counseling relationship needed for effectiveness on the part of counselor candidates, counselees, peers, and supervisors.
- (5) Investigate the effect of improving the counselor candidate's own quality of self-understanding and self-acceptance through personal therapy in order that the counselor candidate may become himself a more effective instrument in his therapeutic

relationships.

- (6) Further investigate the evaluation of counseling effectiveness under carefully controlled conditions so that systematic guidelines for the selection of counselor candidates can be developed.

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APPENDIX A

RATING SCALES

## INTERVIEW RATING SCALE

### Instructions

It is essential that all ratings be made by you as honestly as possible. Your task is to rate this counseling experience at the present time. Rate the experience in terms of "what is now," not "what ought to be." Look at the following example which has been filled out to show you how to use the scale.

SA	I	<u>Strongly Agree</u>	DP	I	<u>Disagree in Part</u>
A	I	<u>Agree</u>	D	I	<u>Disagree</u>
AP	I	<u>Agree in Part</u>	SD	I	<u>Strongly Disagree</u>

SA A  AP DP D SD 1. The counselor is a nice person,

The person who marked this thinks that his counselor is a nice person some of time. He agreed with the statement in part. You are to answer all the questions by circling the best response that you feel about the interview at the present time. Use any one of the six responses for rating each statement according to the extent it holds true in your own experience.

Here are some hints to help you:

1. Work rapidly. There is no time limit, but do not spend much time on any one item.
2. Mark all items according to your feelings today.

Name \_\_\_\_\_ Code \_\_\_\_\_

- |    |   |    |    |   |    |  |
|----|---|----|----|---|----|--|
| SA | A | AP | DP | D | SD | 1. The counselor gives the impression of being intellectually aloof from the client. |
| SA | A | AP | DP | D | SD | 2. The counselor creates a feeling of "warmth" in the relationship.                  |
| SA | A | AP | DP | D | SD | 3. The counselor had a condescending attitude.                                       |
| SA | A | AP | DP | D | SD | 4. The counselor insists on being always "right."                                    |
| SA | A | AP | DP | D | SD | 5. The counselor is uncertain of himself.  |
| SA | A | AP | DP | D | SD | 6. The counselor is artificial in his behavior.                                      |

- SA A AP DP D SD 7. The counselor's tone of voice conveys the ability to share the client's feelings.
- SA A AP DP D SD 8. The counselor acts as if he had a job to do and didn't care how it was accomplished.
- SA A AP DP D SD 9. The counselor "communicates" the attitude that the client's problem is of real importance.
- SA A AP DP D SD 10. The counselor is very patient.
- SA A AP DP D SD 11. The counselor is a warm, sincere individual.
- SA A AP DP D SD 12. The counselor frightens the client.
- SA A AP DP D SD 13. The counselor acts cold and distant.
- SA A AP DP D SD 14. The counselor pushes the client into saying things that aren't really true.
- SA A AP DP D SD 15. The counselor behaves as if the interview is a routine, mechanical process.
- SA A AP DP D SD 16. The counselor accepts expression of the client's thoughts and desires without condemnation.
- SA A AP DP D SD 17. The counselor shows a flagging of interest.
- SA A AP DP D SD 18. The counselor's techniques are obvious and clumsy.
- SA A AP DP D SD 19. The counselor is restless while talking to the client.
- SA A AP DP D SD 20. The counselor has a casual relaxed manner of opening the interview.
- SA A AP DP D SD 21. The counselor communicates little understanding of the client.
- SA A AP DP D SD 22. The counselor's remarks make things clearer for the client.
- SA A AP DP D SD 23. The counselor is awkward in starting the interview.
- SA A AP DP D SD 24. The counselor is "to the client" a very "human" person.
- SA A AP DP D SD 25. The counselor makes far-fetched remarks.

- SA A AP DP D SD 26. The counselor has a good sense of humor.
- SA A AP DP D SD 27. The counselor's tone of voice encourages the client.
- SA A AP DP D SD 28. The counselor understands completely the client's feelings.
- SA A AP DP D SD 29. The counselor's language is confused.
- SA A AP DP D SD 30. The counselor is a "clock-watcher."
- SA A AP DP D SD 31. The counselor gives the impression of "feeling at ease."
- SA A AP DP D SD 32. The counselor is a co-worker with the client on a common problem.

## COUNSELOR RATING SCALE

Below are listed some statements which are related to evaluation in supervising a counseling experience. Please consider each statement with reference to your knowledge of the counselor rated.

Please circle the response on the left according to how strongly you agree or disagree. Please mark every statement.

SA I Strongly Agree  
A I Agree  
AP I Agree in Part

DP I Disagree in Part  
D I Disagree  
SD I Strongly Disagree

- |    |   |    |    |   |    |     |   |
|----|---|----|----|---|----|-----|---|
| SA | A | AP | DP | D | SD | 1.  | Demonstrates an interest in client's problems.  |
| SA | A | AP | DP | D | SD | 2.  | Tends to approach clients in a mechanical, perfunctory manner.                                  |
| SA | A | AP | DP | D | SD | 3.  | Tends to talk more than client during counseling.   |
| SA | A | AP | DP | D | SD | 4.  | Is sensitive to dynamics of self in counseling relationship.                                    |
| SA | A | AP | DP | D | SD | 5.  | Is genuinely relaxed and comfortable in the counseling session.                                 |
| SA | A | AP | DP | D | SD | 6.  | Is aware of both content and feeling in counseling session.                                     |
| SA | A | AP | DP | D | SD | 7.  | Tends to be rigid in counseling behavior.   |
| SA | A | AP | DP | D | SD | 8.  | Lectures and moralizes in counseling.   |
| SA | A | AP | DP | D | SD | 9.  | Can be spontaneous in counseling, yet behavior is relevant.                                     |
| SA | A | AP | DP | D | SD | 10. | Lacks self-confidence in establishing counseling relationships.                                 |
| SA | A | AP | DP | D | SD | 11. | Can express thoughts and feelings clearly in counseling.  |
| SA | A | AP | DP | D | SD | 12. | Verbal behavior in counseling is appropriately flexible and varied, according to the situation. |
| SA | A | AP | DP | D | SD | 13. | Applies a consistent rationale of human behavior to counseling.                                 |

SA A AP DP D SD 14. Can be recommended for a counseling position  
without reservations.



APPENDIX B

INTERCORRELATIONS OF PREDICTOR VARIABLES

### INTERCORRELATIONS OF PREDICTOR VARIABLES

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	1.00	-.41	.44	.17	-.19	.01	-.27	-.38	-.52	-.48	-.13	-.50	-.44	-.19	-.18	-.64	-.11	.17	-.40	-.69	-.69	-.47	-.45	-.09	.09	-.14	-.25	-.36	-.22	-.47	-.42	.10	-.44	-.05	
2		1.00	-.52	-.49	.07	.35	.26	.22	.11	.21	-.02	.06	.37	.19	.05	.20	.19	-.34	.26	.28	.24	.19	.07	.22	.09	.24	-.07	.17	.32	-.03	-.01	.13	.03	-.13	
3			1.00	.30	-.00	.06	.34	.28	.22	.23	.39	-.07	-.40	-.12	-.46	-.25	-.16	.23	-.36	-.33	-.07	.03	-.09	-.44	.14	-.47	.35	.12	-.10	-.19	-.38	-.09	-.19	.15	
4				1.00	.47	.37	-.10	-.06	.02	-.02	.16	-.20	-.31	.11	-.30	-.29	-.31	.44	-.25	-.12	-.33	-.23	-.06	.15	-.14	-.15	.02	.11	-.45	-.18	-.16	-.15	-.14	-.27	
5					1.00	.36	.27	.24	.27	.23	.27	-.11	.14	.27	-.13	.11	-.16	.33	-.16	.01	.08	-.12	-.31	.13	-.35	.21	.29	.20	.16	.11	.23	.13	-.00	-.23	
6						1.00	.04	.10	-.02	.09	.19	-.07	.10	.26	-.24	-.21	-.10	.02	-.18	-.03	-.26	-.17	-.05	.38	-.17	.10	-.31	.15	-.21	-.25	.04	.14	-.28	-.59	
7							1.00	.48	.63	.68	.61	.43	.21	.21	-.34	.46	-.03	-.04	.17	.13	.54	.55	-.00	-.39	.08	-.11	.56	.50	.45	.28	-.23	-.02	.34	.20	
8								1.00	.69	.59	.57	.36	.18	.01	-.17	.52	.16	.12	.24	.36	.56	.41	.32	-.16	.21	.05	.35	.60	.19	.20	.14	-.17	.11	.19	
9									1.00	.80	.63	.45	.06	-.05	.25	.55	-.04	.14	.18	.35	.68	.50	.30	-.32	-.17	-.06	.49	.62	.30	.27	.06	-.12	.27	.15	
10										1.00	.54	.44	-.03	-.06	-.42	.50	-.21	-.03	.07	.28	.61	.54	.44	-.48	.06	-.25	.39	.70	.37	.33	.02	-.19	.26	.25	
11											1.00	.18	-.17	-.07	-.61	.17	-.18	.21	-.07	-.08	.29	.20	.01	-.20	-.08	-.12	.30	.47	.06	-.02	-.07	-.14	.09	-.00	
12												1.00	.48	.18	.38	.69	.48	-.41	.48	.63	.55	.48	.35	-.20	-.06	.04	.22	.40	.56	.56	.40	-.21	.51	.15	
13													1.00	.67	.54	.54	.45	-.27	.54	.58	.31	.31	.02	.30	.15	.52	.07	-.02	.37	.21	.30	-.37	.29	-.28	
14														1.00	.29	.20	.31	-.12	.37	.27	.18	.34	-.16	.42	-.15	.23	.08	.05	.10	-.12	-.16	.28	.20	-.46	
15															1.00	.31	.72	-.31	.55	.47	.11	.10	-.10	.31	-.20	.45	-.01	-.24	.34	.24	.24	.06	.29	-.03	
16																1.00	.41	-.19	.62	.71	.70	.62	.30	-.07	-.02	.23	.37	.34	.49	.57	.34	.08	.75	.29	
17																	1.00	-.20	.63	.46	.19	.15	-.18	.37	.03	.27	.06	-.01	.35	.24	.21	-.04	.32	.03	
18																		1.00	-.19	-.30	-.09	-.24	-.20	.02	-.10	-.02	-.01	-.07	-.23	-.10	-.06	.07	-.17	-.13	
19																			1.00	.57	.39	-.04	.20	-.10	.37	.25	.04	.49	.46	.10	.08	.38	.16		
20																				1.00	.47	.46	.40	.09	-.04	.25	.25	.22	.31	.42	.53	-.14	.50	.06	
21																					1.00	.67	.28	-.28	.03	-.03	.47	.40	.50	.55	.11	.03	.49	.35	
22																						1.00	.33	-.32	.02	.00	.49	.40	.49	.56	.06	.04	.53	.31	
23																							1.00	-.13	.29	-.18	.03	.47	-.08	.24	.49	-.29	.19	.19	
24																								1.00	-.05	.34	-.25	-.08	-.38	-.32	.04	.24	-.10	-.55	
25																									1.00	-.29	.01	.14	-.18	.01	-.05	-.23	-.14	.25	
26																										1.00	-.13	-.13	.31	.06	.26	.36	.14	-.05	
27																											1.00	.29	.22	.27	-.29	-.02	.31	.44	
28																												1.00	.21	.14	-.03	-.28	.17	.13	
29																													1.00	.55	.10	.03	.49	.33	
30																														1.00	.44	.01	.51	.53	
31																															1.00	-.10	.30	.00	
32																																1.00	-.03	-.16	
33																																	1.00	.38	
34																																			1.00
Mean	200.77	36.23	40.45	41.09	33.32	38.71	31.19	22.00	27.61	39.87	23.61	38.52	31.61	37.97	31.81	25.81	19.10	25.77	31.42	24.13	43.32	13.52	13.29	19.65	17.39	19.39	15.97	21.16	21.19	21.03	18.06	20.65	20.23	15.55	
SD	30.14	9.52	11.26	9.99	8.56	11.41	5.62	2.52	4.42	5.60	3.93	3.02	4.00	3.79	5.88	3.75	5.24	1.45	3.50	3.17	4.43	2.77	3.52	5.60	10.39	3.31	4.67	3.92	4.39	3.53	3.96	4.24	5.21	5.22	

## VITA

Barbara Kay Boland

Candidate for the Degree of

Doctor of Education

**Thesis:** PREDICTING COUNSELOR SUCCESS IN PRACTICUM FROM SELECTED MEASURES OF PERSONALITY, INTEREST, TEMPERAMENT, AND OPEN-MINDEDNESS

**Major Field:** Student Personnel and Guidance

**Biographical:**

**Personal Data:** Born in Woodward County, Oklahoma, October 21, 1940, the daughter of Mr. and Mrs. Webster L. Boland.

**Education:** Graduated from Muskogee Central High School, Muskogee, Oklahoma in May, 1958; attended Lindenwood College the academic years 1958-1960; received a Bachelor of Science degree from Oklahoma State University in 1962, with a major in Office Management; attended University of New Mexico the academic year 1964-1965, received a Secondary Teaching Certificate in the field of Business; received a Master of Education degree from the University of Arkansas in 1968 with a major in Counselor Education; did graduate work at North Texas State University the summer of 1969; completed the requirements for the Doctor of Education degree at Oklahoma State University in July, 1973.

**Professional Experience:** Counselor at the New Mexico Employment Service, Albuquerque, New Mexico, 1965-1967; Graduate Resident at the University of Arkansas, 1967; Graduate Assistant at the University of Arkansas, Testing and Counseling Bureau, 1968; Counselor and General Psychology instructor for Butler Community Junior College, El Dorado, Kansas, 1968-1971; and Graduate Assistant, Oklahoma State University, 1971-1973.