

A STUDY OF PSYCHOLOGICAL CHARACTERISTICS
OF PERSONS ENTERING THREE
HELPING PROFESSIONS

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PREFACE

This study is concerned with the identification and comparison of desired psychological characteristics which are exhibited, in greater or lesser degree, by persons entering the helping professions of Social Work, Ministry, and Guidance. The primary objective is to compare the three groups on specific psychological characteristics, and to indicate between which groups the similarities and differences occur, on each characteristic.

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CHAPTER I

THE PROBLEM

Introduction

Since very early in human history, human beings have related to one another in ways that could be described as "helping" behavior. A certain measure of helping behavior is necessary for persons to exist in community and mutual cooperation.

Only within the past twenty-five years has serious scholarly attention been devoted to assessing and describing the nature of human helping relationships. These investigations have opened an entirely new area of conclusions concerning human relationships.

The notion that there may be a single fundamental approach guiding the helping relationship was examined by Fiedler,¹ who found that expert psychotherapists, irrespective of which school of thought from which they began, were more alike in their concept of a helpful therapeutic relationship than were beginning and expert psychotherapists from the same school of thought. Another important finding by that research was that the average "man on the street" was able to describe a good helping relationship about as well as the experts could.

This notion of a universally recognizable helping relationship was also explored by Heine.² He concluded that there must be one essential approach to psychotherapy, and that all existing approaches tend to approximate that fundamental approach.

Further examination of the helping relationship led Rogers³ to review several studies relevant to the helping relationship, and to conclude that certain characteristics distinguish helpful relationships from unhelpful ones. These characteristics were found by Rogers to be directly related to the helping person's attitudes and to the "helpee's" perception of the relationship.

During the period of time indicated by these studies, there has emerged in the behavioral sciences a designation called "The Helping Professions." Certain professions now viewed as "helping" in their intent have existed for several centuries, such as medicine, teaching, and the ministry. To these professions have been added several new ones during the present century:

social workers, counselors, human relations experts, social action workers, school psychologists, school social workers, visiting teachers, public health nurses, psychiatrists, psychiatric nurses, rehabilitation counselors, play therapists, and most recently, a whole constellation of professions concerned with helping people in groups, such as basic encounter groups, sensitivity training groups, and T-groups.⁴

The emergence of this cluster of helping professions has been accompanied by research studies of most of the individual professions. Some of the studies have focused

on the personal characteristics of one type of helping professionals, viz. Cottle,⁵ Cottle and Lewis,⁶ Cottle, Lewis and Penney,⁷ Cottle and Wands,⁸ and Cockrum.⁹ Other studies have compared the personality traits of one type of helping profession with another group not considered to be a helping profession; namely, Schroeder,¹⁰ Donnan and Harlan.¹¹

There is an assumption among several observers that considerable commonality exists among the helping professions. Shertzer and Stone¹² suggest that commonalities among the helping professions are apparent in both theory and application. This conclusion finds agreement by Combs et. al.¹³ who see the helping professions to be

expressions of a kind of basic "good" human inter-relationship. That is to say, these professions appear to represent the concentration and crystallization of the best we know about human inter-relationships for the sake of the person or persons to be helped.

One might easily conclude from the foregoing discussion that methods and techniques in the helping professions are of utmost significance. However, that assumption does not emerge from the research in the field. Instead, the research appears to indicate that personal characteristics carry considerably more weight in the effective helping relationship than do methods and techniques.

A study which sought to distinguish between "good" and "poor" teachers on the basis of knowledge of the helping relationship found no difference between good and

poor teachers. Both groups apparently knew what a good helping relationship ought to be like, even though they may not be applying that knowledge in the classroom.¹⁴

Another study reached a very similar conclusion concerning the inadequacy of methods alone as a criterion of effectiveness. A National Education Association review of all available research on good and poor teaching concluded that no single teaching method was necessarily correlated with good or poor teaching.¹⁵

The weight of the above discussion, then, points to the role of personality characteristics and their relevance to good helping relationships. Furthermore, it points ultimately to competence in the helping professions.

Need for the Study

The research in the field of the helping professions seems insufficient in at least one dimension. That dimension is the simultaneous study of the personality characteristics of two or more groups of persons entering the helping professions. Few, if any, comparative studies of helping professionals have been performed and published. If such studies were conducted it would be possible to measure what similarities and differences might exist among individuals preparing for the helping professions. No studies of that type could be found by the investigator. While the studies of the helping professions referred to in the Introduction to this chapter are valuable as far as

they go, they involve the study of only one helping profession at a time. Furthermore, the assertions of Combs⁴ and Shertzer and Stone¹² concerning commonalities do not emerge from their research, but rather fall into the category of assumptions. Therefore, extensive and careful studies might be helpful which measure and compare two or more groups of helping professionals on the same criteria, so that adequate comparisons and conclusions can be made about the helping professions and the persons who enter them.

Statement of the Problem

The problem addressed by this dissertation was the study of the psychological characteristics of persons entering three helping professions. The objective was to discover if a "common core" of psychological characteristics might exist which are shared by persons entering the helping professions of Guidance, Social Work, and the Ministry. In other words, is it possible to conclude, on the basis of measured personality factors, that a person who qualifies for entrance into one of the three helping professions might qualify for the other two, as well? Further, can it be concluded that there are certain traits which are unique only to one of the professions, and therefore differentiate it from the others?

The possibility was investigated that two of the groups might be found to be similar on a given variable,

with the third group exhibiting a statistically significant difference. More specifically, this study was designed to learn if persons in these three groups would differ on measured personality factors, or if they would reflect broad similarity. Finally, the study sought to find if the groups would differ, whether the differences would be statistically significant, and on which traits the differences might be found.

Assumptions

The first assumption of this study was that the instruments selected would measure most of the criteria indicated in the literature as being conducive to the helping relationship. A second assumption was that all of the subjects in the study would be at approximately the same point in their preparation for a helping profession, i.e., in the second semester of their first year of training.

Delimitations

This study considered four groups of persons (comprising three populations) who were enrolled in preparation for a helping profession during the spring semester, 1974. The Ministry students were enrolled in the Master of Divinity Degree programs at the Graduate Seminary, Phillips University, Enid, Oklahoma, and at the St. Paul School of Theology, Kansas City, Missouri. The Social Work students

were enrolled in the Master of Social Work degree program at The University of Oklahoma, Norman, Oklahoma. The Guidance students were enrolled in the Master of Science degree program in Student Personnel and Guidance, Oklahoma State University, Stillwater, Oklahoma.

Limitations

Generalizations from the findings of this study must be limited to the four groups comprising the three populations studied, and to the students enrolled in those respective degree programs and institutions at the time the study was conducted.

Hypothesis

The hypothesis of this study was that no significant differences would be obtained among the mean scores of the three groups investigated, on the instruments selected for the study, with respect to the variables measured.

FOOTNOTES

¹ F. E. Fiedler, "The Concept of an Ideal Therapeutic Relationship," Journal of Consulting Psychology, 1950, 14, pp. 239-245.

² R. W. A. Heine, "A Comparison of Patients' Reports on Psychotherapeutic Experience with Psychoanalytic, Non-Directive, and Adlerian Therapists," Doctoral Dissertation, University of Chicago, 1950.

³ Carl R. Rogers, "The Characteristics of a Helping Relationship," Personnel and Guidance Journal, 1958, 37, p. 6.

⁴ Arthur W. Combs et. al., "Florida Studies in the Helping Professions," (Gainesville, 1969), p. 3.

⁵ William C. Cottle, "Personal Characteristics of Counselors I," Personnel and Guidance Journal, 1953, 31, pp. 445-450.

⁶ _____ and W. W. Lewis, Jr., "Personality Characteristics of Counselors II: Male Counselor Responses to the MMPI and GZTS," Journal of Counseling Psychology, 1954, 1, pp. 27-30.

⁷ _____, W. W. Lewis, Jr., and M. M. Penney, "Personal Characteristics of Counselors III: An Experimental Scale," Journal of Counseling Psychology, 1954, 2, pp. 28-31.

⁸ _____ and Herbert Wands, "High School Counselors and Teachers Take the Experimental Attitude Scale," Journal of Counseling Psychology, 1954, 2, pp. 74-77.

⁹ Logan V. Cockrum, "Personality Traits and Interests of Theological Students," Religious Education, 1952, 47, pp. 28-32.

¹⁰ Clifford E. Schroeder, "Personality Patterns of Advanced Protestant Theology Students and Physical Science Students," Doctoral Dissertation, Michigan State University, 1956.

¹¹ Hugh H. Donnan and Grady Harlan, "Personality of Counselors and Administrators," Personnel and Guidance Journal, 1968, 47, pp. 228-232.

¹² Bruce Shertzer and Shelley C. Stone, Fundamentals of Counseling, (Boston, 1968), p. 19.

¹³ Combs, et. al., p. 3.

¹⁴ A. W. Combs and D. W. Soper, "The Helping Relationship As Described by 'Good' and 'Poor' Teachers," Journal of Education, 1963, 14, pp. 64-67.

¹⁵ William J. Ellena, Margaret Stevenson, and Harold V. Webb, editors, Who's A Good Teacher?, Washington, D.C., 1961, p. 25.

CHAPTER II

THE REVIEW OF RELATED LITERATURE AND CONCLUSIONS

Introduction

It is the purpose of this chapter to provide an overview of the major contributions to the literature of the helping professions. This purpose is accomplished by describing the Field of Helping, and by identifying the Professional Helpers to whom persons go for help. The major research studies which investigate persons preparing to be Ministers, Guidance Counselors, and Social Workers, are also surveyed. Finally, a rationale is developed for the present study, and a research hypothesis deduced.

The Field of Helping

The classic reference in the field of helping behavior is the survey article by Carl R. Rogers entitled, "The Characteristics of a Helping Relationship." He defines a helping relationship as one

in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other. . . . To put it another way, a helping relationship might be defined as one in which one of the participants intends that there should come

about, in one or both parties, more appreciation of, more expression of, more functional use of the latent inner resources of the individual.¹

Rogers surveys several groups of research studies from a wide variety of theoretical orientations. The first category concerns the attitudes and feelings of the helping person, the second with what he calls "manufactured relationships," consisting of verbal reinforcers or interaction with a machine or object; the third with the effects of three different methods of psychotherapy on chronic hospitalized alcoholics; and the fourth with the relationship between the extent of constructive personality change in the client and four counselor variables: 1) Empathic understanding; 2) Positive affective attitude; 3) Genuineness; and 4) Accuracy of affective expression.

He concludes that helpful relationships have different characteristics from relationships which are unhelpful. These differentiating characteristics have to do primarily with the attitude of the helping person on the one hand, and with the "helpee's" perception of the relationship on the other.

Rogers identifies ten questions which emerge from this research, which provide some parameters to the helping relationship:

1. Can I be in some way which will be perceived by the other person as trustworthy, as dependable or consistent in some deep sense?
2. Can I be expressive enough as a person that what I am will be communicated unambiguously?

3. Can I let myself experience positive attitudes toward the other person--attitudes of warmth, caring, liking, interest, respect?
4. Can I be strong enough as a person to be separate from the other?
5. Am I secure enough within myself to permit him his separateness?
6. Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does?
7. Can I be acceptant of each facet of this other person which he presents to me?
8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat?
9. Can I free him from the threat of external evaluation?
10. Can I meet the other individual as a person who is in process of becoming or will I be bound by his past and my past?²

Rogers summarizes the discussion by stating:

This has raised in my mind the strong suspicion that the optimal helping relationship is the kind of relationship created by a person who is psychologically mature. Or to put it another way, the degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I achieved in myself.³

Speaking from the perspective of a professor of pastoral care, Dahlstrom⁴ develops guidelines for helping which are rooted in evangelical Protestant Christian ethics. He provides a theologically grounded approach to helping behavior which demonstrates a broad understanding of the psychology of interpersonal relationships, consideration of the integrity of the professional helper, and the significance of inter- and intra-professional relationships.

In a work written primarily for lay helpers, Mahoney⁵ provides context and content for persons who would maximize their helping skills. He divides the "art" of helping into four factors which he calls Acceptance, Presence, Listening, and Information-giving.

Robert Carkhuff's two volumes⁶ provide a long-needed resource of practical procedures which can enable the helping process. These two works describe and provide propositions concerning the helping process, with tests and criteria for the selection of trainee helpers or counselors. Helping theory is covered in one hundred and twenty-one assumptions, propositions, corollaries, and conclusions. Carkhuff identifies Empathy, Respect, and Concreteness as primary elements in the helping process.

A very recent attempt to develop a theory of helping is authored by Keith-Lucas.⁷ As a teacher of social work, he is aware of resistance to receiving help, and that the helping relationship is a mutual one. He relates his theoretical framework to practice, current value-systems, religious belief, and places his discussion in a context of the history of helping.

The Helping Professions

In order to understand the helping professions more clearly, it is essential to establish a definition of the word profession. The earliest use of the term noted by the

Oxford English Dictionary appeared in 1541. The most recent definition from that publication reads as follows:

a vocation in which a professed knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded on it.⁸

Basing his definition on the above, McCully describes a helping profession as

one which, based on its specialized knowledge, applies an intellectual technique to the existential affairs of others toward the end of enabling them to cope more effectively with the dilemmas and paradoxes that characterize the human condition.⁹

Without attempting an all-inclusive list, he mentions such fields as counseling psychology, social work, and two which aspire to be professions--school psychology and school counseling. He would also include, under certain conditions, clinical psychology and psychiatry.

Having stated a working definition of the helping professions, we now turn to the most extensive and systematic studies of these professions that have been conducted to date. These studies were spearheaded by Arthur Combs and his associates under the general designation "The Florida Studies in the Helping Professions." This research effort dates from the late 1950s, and takes account of the traditional helping professions of medicine, teaching, and the clergy, as well as the recent emergence of a whole series of newer ones, which have appeared within the last fifty years. Combs states that:

this new group of professions is especially concerned with assisting people in one way or another to cope

with the increasing complexities of life and to achieve a greater measure of personal fulfillment.¹⁰

A listing of these new professions was provided in the introduction to this paper. The Florida Studies discovered the common characteristic among these professions to be "instantaneous response." Out of these findings was developed the concept of the "Self As Instrument," in which it becomes clear that

Professional helpers must be thinking, problem-solving people; the primary tool with which they work is themselves.¹¹

It was found that "helpers" can be distinguished from "non-helpers" with respect to their characteristic ways of perceiving:

1. Their frames of reference
2. People and their behavior
3. The helper's self
4. The helping task
5. Appropriate methods for helping.¹²

Of particular relevance to the present study was the Florida Study by John A. Benton, who explored the "Perceptual Characteristics of Episcopal Pastors."¹³ All five of his hypotheses were accepted at the .05 level of confidence and revealed that the pastors viewed as "successful" by their superiors saw:

1. Themselves as more identified with people than less identified.
2. Other people as more able than less able.

3. Themselves relating to people more as persons than as things.
4. Their role as more involved with people than less involved.
5. The purpose of the pastoral task more as freeing than as controlling.

Combs summarizes the Florida Studies by concluding that

the various helping professions seem really to be expressions of a kind of basic "good" human inter-relationship. That is to say, these professions appear to represent the concentration and crystallization of the best we know about human inter-relationships for the sake of the person or persons to be helped.¹⁴

Two other volumes have emerged from The Florida Studies in the Helping Professions, one of which seeks to develop a theoretical basis for the helping relationship, based on the studies Combs, Avila, and Purkey,¹⁵ and another which is an anthology of readings supporting the research efforts Avila, Combs and Purkey.¹⁶

The treatment of the helping relationship by Shertzer and Stone finds agreement with the previous work by Rogers¹⁷ and McCully¹⁸ though the specific helping professions mentioned are limited to Social Work, Psychiatry, Psychology and Counseling. Shertzer and Stone contend that:

The helping professions engage in activities designed to assist others to understand, to modify, or to enrich their behavior so that growth takes place. They are interested in the behavior of people--living, feeling, knowing people--and in their attitudes, motives, ideas, responses, and needs. The helping person thinks not of individuals as "behavior problems" but as people seeking to discover the substance of life in this cosmos, seeking to feel comfortable about themselves and other people and to meet life's demands productively.¹⁹

A very helpful distinction which Shertzer and Stone have drawn is Commonalities and Differences of roles and approaches among the Helping Professions:

Commonalities:

1. Assumption that behavior is caused and can be modified.
2. Ultimate goal is to help individuals become fully functioning persons.
3. Primary means of extending assistance is through a helping relationship.
4. Prevention is emphasized.
5. Practitioners undergo a period of preparation and training.

Differences:

1. Professional preparation and training varies.
2. Recipients of the helping service differ somewhat.
3. Depth of involvement and length of treatment may vary.
4. Typical setting in which services are performed varies.

This variance among the roles and training of the helping professions raises the issue of the relatively isolated nature of training programs. It is an issue that is seldom considered in the literature. One exception to this isolation is found in a program reported by Birley²⁰ in Northern Ireland, which brings together three helping professions in training: Teaching, Social Work, and Social Administration. It is designed to attract persons considering the helping professions but who are not certain which will be most suitable. The early part of the program

provides opportunities for sampling all the professions, and the later parts of the program begin to focus on one of the three specialties.

Where Persons Go For Help

It is appropriate to indicate the importance which the general public ascribes to helping professions, especially with respect to seeking help for personal concerns. A legitimate question is, "Where do people go for help?"

In a national survey, 345 of the 2,460 adults interviewed reported that they had sought such help for a personal problem. Clergymen were most frequently consulted (42%), doctors second, (29%), and psychiatrists and psychologists third, with 18%.²¹

In another study in the same series, McCann reports that persons who have problems are more likely to seek out ministers because

1. Of their sheer numerical superiority, 350,000 ordained ministers in the U.S., of which 235,000 are in parish work.
2. They are geographically well located and distributed.
3. There is no charge for their services.
4. There is usually no stigma attached to seeking them out as if one sought "psychiatric" or "psychological" assistance.²²

Persons Preparing for Ministry

The research on psychological characteristics of persons preparing to be ministers has not been extensive.

One study of seminary students utilized the Guilford Martin Inventory (GAMIN) and the Guilford Inventory of Factors (STDCR). The students fell well within the middle range of healthy adjustment in all areas measured by the GAMIN, and on the STDCR revealed a definite tendency toward sociability. They were also found to be inclined toward meditative thinking, noticeably free from depression, and emotionally stable. Finally, they were found to fall in the middle range between impulsiveness and an overcontrol of impulses.²³

Another study of clergy sought to determine if broad personality patterns exist which characterize Protestant graduate theology students. Samples of theology students from four seminaries were compared with graduate students in the physical sciences. The instruments discriminated between the two groups on personality factors, on value judgments, and on occupationally-related characteristics. These hypotheses were supported by the research:

1. There are testable personality factors which distinguish divinity students from physical science students.
2. The value judgments of divinity students differ significantly from those of physical science students as measured by a certain test.
3. Psychological test data will yield broad personality clues regarding divinity students,²⁴ which characterize them as divinity students.

Persons Preparing for Guidance

The investigator is virtually inundated with studies and articles concerning the psychological characteristics of Guidance Counselors. Many of them attempt to relate counseling effectiveness to counselor personality variables. Weitz²⁵ "speculates" [sic] that three traits are essential to effective counseling: Security, Sensitivity, and Objectivity. Arbuckle²⁶ makes essentially the same points in insisting that, beyond knowledge, the counselor must manifest compassion, love and understanding.

The Association for Counselor Education and Supervision (ACES) is the professional organization to which most counselor educators belong. ACES has identified six basic qualities which should characterize the Guidance Counselor:

1. Belief in each individual
2. Commitment to individual human values
3. Alertness to the world
4. Open-mindedness
5. Understanding of self
6. Professional commitment.²⁷

William C. Cottle and associates conducted an extensive series of studies into the characteristics of Guidance Counselors which produced four published articles. The first, a survey of the literature, concluded with this summary evaluation:

In the light of the above data, it seems obvious that most of the attempts to evaluate the personal

characteristics of counselors are sporadic and unrelated. Many of the reports are based on subjective judgments of a questionable nature . . . Interest inventories and structured personality inventories seem to offer a promising area of investigation in the identification of characteristics of counselors . . .²⁸

In the second study,²⁹ the objective was to identify a pool of items which would distinguish counselors from other college-educated individuals. Statistically significant differences were found to exist on seven scales of the Guilford-Zimmerman Temperament Survey. The scales were R,S,E,O,F, and P, with counselors securing the higher or better adjusted, mean score. On the Minnesota Multiphasic Personality Inventory (MMPI), counselors received a lower Lie score, a higher K score, a lower Ma score and revealed more social extroversion.

The third in this series was a pilot study³⁰ which extracted a group of one hundred and eleven items characterizing the response of counselors from the GZTS and the MMPI, as reported above. Those items were revised and combined with thirty-nine items from the Counseling Psychologist Scale of the Strong Vocational Interest Blank for Men to form the experimental scale. The results indicated that the answers of counselors to the items of this scale can be differentiated from those of teachers.

In the final study of the series³¹ the scale developed in the 1954 pilot study was applied on a nation-wide basis using a sample of male secondary school counselors in which

each counselor was matched with a male teacher from the same school. No significant differences were found in this study.

The MMPI was found to distinguish counselors from the general population in another study, a survey article by Heikkinen and Wegner. The subjects, mainly counselors-in-training, were found to be more defensive, more deviant from social norms, more extroverted, more capable of leadership, higher in social status, and having less prejudice than the average person.

They also tended to be more responsible and more self-confident. At the same time, they tended to show greater indications of anxiety turned inward and a more pronounced tendency to be anxiously overactive.³²

In a study by Donnan and Harlan³³ the Sixteen Personality Factor Questionnaire was found to distinguish between Counselors and Administrators on five of the sixteen scales. The scales involved are Factors C (Mature); G (Persistent); I (Effeminate); L (Suspicious); and N (Shrewd).

In a survey article on the research in Counselor Characteristics, C. H. Patterson concludes that the research does not yield significant results.³⁴ In another article from the same volume, Whiteley concludes that research efforts which attempt to relate counselor effectiveness to specific characteristics of the counselor seem rather fruitless. He states that

certain human qualities may indeed be relevant to counseling. The extent to which these qualities

are really important and differentiating, however, remains an open and certainly an empirical question.³⁵

Persons Preparing for Social Work

The literature pertaining to the psychological characteristics of Social Workers is even more sparse than that concerning ministers. One comprehensive contribution, however, is found in the volume published by the Council on Social Work Education, authored by Berengarten and Kerrigan. The work is a culmination of efforts to establish a sound procedure for the selection of social work students. The process ultimately established involves interviews for each candidate with three different faculty members. Those candidates viewed as "integrated" were found to possess the following characteristics:

1. Good ego strength, including a high tolerance for frustration and anxiety.
2. Sound orientation to reality requirements.
3. Use of intellectual endowment without emotional blocking.
4. Emotional maturity with good sublimation of the aggressive drive.
5. A capacity to be sustaining to others without reacting with undue anxiety or excessive subjective response.
6. A well-developed psychological awareness.³⁶

Conclusions

This review of the literature indicates that there is a broad general agreement among most of the authors cited

with Rogers' categories describing the helping relationship. A chart was constructed which provides a summary listing of the authors and categories they deem important in the helping professions. The chart is found in Appendix A.

Having assumed that Rogers' Characteristics of a Helping Relationship form a pool of desirable characteristics generally accepted in the literature of the helping professions, the next step was to select instruments which would measure all or most of the desired characteristics in a professional helper.

The investigator surveyed approximately three dozen personality tests in the effort to identify those which measure the characteristics described as desirable by Rogers and others. The three dozen instruments were narrowed to four:

The Omnibus Personality Inventory (OPI), 1959-68

The Sixteen Personality Factor Questionnaire (16PF), 1949-70

The Personal Orientation Inventory (POI), 1962-68

The Fundamental Interpersonal Orientation - Behavior (FIRO-B), 1957-67

Rogers' Characteristics were then compared to the variables measured by the four instruments and depicted in a categorization chart, which is presented in Appendix B. While this chart possesses only face validity, it nevertheless provided the investigator with a visual comparison of the instrument variables.

It was discovered, by using the categorization chart, that two instruments, the POI and the FIRO-B, coincided more closely with Rogers' characteristics than did the other two instruments under comparison. On nine occasions the POI variables coincided closely with Rogers' characteristics, as did the FIRO-B on nine occasions. The OPI coincided only once, and the 16PF on only four occasions. Therefore, the POI and the FIRO-B were selected as the instruments to be used in the study.

FOOTNOTES

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CHAPTER III

THE RESEARCH DESIGN

Introduction

It is the purpose of this chapter to explain the various facets of the Research Design employed in this dissertation. The Sampling Procedures are explained, the Instruments are described, and the Statistical Procedures are detailed.

Sampling Procedures

The subjects for this study consisted of three samples:

1. First-year students in the Master of Social Work degree program of the School of Social Work, The University of Oklahoma, Norman, Oklahoma.
2. First-year students in the Master of Divinity degree program of The Graduate Seminary, Phillips University, Enid, Oklahoma, and in St. Paul School of Theology, Kansas City, Missouri.
3. First-year students in the Master of Science degree program in Student Personnel and Guidance, Oklahoma State University, Stillwater, Oklahoma. These populations were selected because they were representative of the helping professions to be studied.

A brief description of the kind of work for which these persons are preparing is in order at this point. Upon completion of training, Social Work graduates are employed by such agencies as: Departments of Welfare, Juvenile Services, Child Care and Placement, Psychological Guidance, Law Enforcement, and many others.

The large majority of Guidance graduates are employed by educational institutions, at the elementary, secondary or higher education levels, though some may be employed outside school settings, in public agencies or in business settings.

Ministry graduates, for the most part, enter the parish ministry of a local church, while a minority will serve as ministers of education, as ministers of music, as military or institutional chaplains, or missionaries in this country and abroad.

Initially, the investigator selected the populations at the University of Oklahoma, Oklahoma State University, and Phillips University, since these institutions offered graduate training in the three selected helping professions, and were conveniently located, geographically, to the investigator. During the data-gathering process, it was discovered that the Phillips University sample would be appreciably smaller than the other two samples, and therefore, adequate statistical comparisons would not be possible. So, St. Paul School of Theology in Kansas City, Missouri, was contacted, and the instruments were administered to first-year students there.

The number of subjects in the Social Work sample was forty-three, and the number in the Guidance sample was forty-seven. The number of subjects in the combined Ministry sample totaled forty-five, of which twenty-six were Phillips Seminary students, and nineteen of which were St. Paul School of Theology students. In scoring the instruments, one of the Oklahoma State University instruments and two of the Phillips University instruments were found to be defective, and were not included in the statistical analysis.

The intention of the investigator was to employ uniform data collection procedures, but due to the brevity of time available at the close of the school year, this was not possible. The instruments were administered to the University of Oklahoma sample by the investigator during a regular class session, at which two first-year classes were combined. The Oklahoma State University sample received the instruments by mail or in class, and returned them to the investigator by mail or in person. The instruments were administered to the Phillips University sample by the investigator during a regular class session, while the St. Paul School of Theology sample received the instruments from a student colleague, and they were returned to him following completion. The instruments were then returned to the investigator by mail. This lack of uniform data collection procedures therefore imposes severe

limitations on the generalizability of the results. The administration of the instruments to the three samples was performed during a forty-five day period.

Instruments

The instruments used in this investigation were the Personal Orientation Inventory (POI), developed by Everett L. Shostrom, 1968, and the Fundamental Interpersonal Relationships Orientation - Behavior (FIRO-B), developed by William C. Schutz, 1967.

Personal Orientation Inventory (POI)

The POI was created in order to provide a comprehensive measure of values and behavior consistent with self-actualization. The self-actualizing person refers to the concept developed by Abraham Maslow¹--a person who is more fully functioning and lives a more enriched life than does the average person. A self-actualizing person is seen as one who develops and utilizes all of his unique capabilities or potentialities, and who is free from the inhibitions and emotional turmoil of less self-actualized persons.

The POI consists of 150 two-choice comparative value and behavior judgments. The items are scored twice, first for two basic scales of personal orientation: Inner Directed Support (127 items), and Time Competence (23 items), and second for ten subscales, each of which measures a conceptually important element of self-actualization. Those

ten subscales are: Self-Actualizing Value, Existentiality, Feeling Reactivity, Spontaneity, Self Regard, Self Acceptance, Nature of Man, Synergy, Acceptance of Aggression, and Capacity for Intimate Contact. Definitions and examples of each of these variables are found in Appendix C.

Norms. The POI Percentile Norms were developed on a sample of 2,607 entering college freshmen at Western and Midwestern liberal arts colleges. There were 1,514 males and 1,093 females.

Reliability. One study which examined the test-retest reliability of the POI was conducted by Klavetter and Mogar,² who administered the POI twice within a one-week interval to a sample of 48 college students. All of the correlations ranged from .58 to .82. The major POI scales of Time Competence and Inner Direction displayed generally high reliability coefficients of .71 and .77 respectively. The coefficients are displayed in Appendix D.

A second study, by Ilardi and May, examined the stability of POI scores among a sample of forty-six student nurses over a one-year period. The authors report coefficients ranging from .32 to .74. In contrasting the results of their study with those for other personality inventories administered to similar samples and approximating the same time interval, the authors conclude that

the findings reported on the POI are well within the ranges of somewhat comparable MMPI and EPPS test-retest reliability studies.³

Validity. In order to check the validity of the POI, Shostrom⁴ administered the instrument to two groups, one composed of "relatively self-actualized" and the other composed of relatively "non self-actualized" adults. Persons in the two groups were nominated by practicing, certified clinical psychologists. The Ns were twenty-nine and thirty-four, respectively. Eleven of the twelve scales of the POI discriminated between the groups significantly, 10 at the .01 confidence level and one at .05. Means and critical ratios of differences between groups as well as means for the normal adult sample, are presented in Appendix E.

An attempt at concurrent validation was made by Knapp⁵ who administered the Eysenck Personality Inventory and the POI to 136 undergraduates. The EPI purports to measure neuroticism-stability and introversion-extroversion. Scores of 94 subjects were used for a correlational analysis of each of the twelve POI subscales with the Eysenck subscales, 15 out of 24 rs being reported as significant. POI files were reported separately for the two experimental subgroups ("high neurotic" and "low neurotic") approximating the upper and lower 27% of the total sample scores on Form A of the Eysenck Inventory. Ten POI subscales differentiated the experimental group at $p > .01$, the remaining two at $p > .05$.

In another validity study by Shostrom and Knapp,⁶ the POI and the MMPI were administered to two groups of subjects, one beginning therapy (N=37) and one advanced in therapy

(N=39), the latter with a mean time in therapy of 2.2 years. With respect to age, education, and sex distribution both groups are representative of patients in therapy and local clinics. Four MMPI Scales (D, Pd, Pt, and Sc) and all twelve POI Scales differentiated between the two groups significantly beyond the .01 level.

Other validity studies which support the use of the POI are Fox, Knapp, and Michael⁷ and McClain.⁸

Administration. The subjects were asked to mark a two-choice answer sheet keyed to the Test Booklet. The response categories were like this example:

- | | | |
|----|----|----|
| 1. | a. | b. |
| | " | " |
| | " | " |

Each subject was asked to blacken one of the answer columns if the statement were true or mostly true as applied to him. He was asked to answer all items if possible, and to leave no blank space if he could avoid it. Directions given to subjects in class settings did not stipulate a time limit, though the majority were finished within the fifty-minute class period.

Scoring. The instruments were hand-scored by the investigator according to the instructions stated in the Manual, utilizing the scoring keys supplied with the instruments.

Use of POI With Comparable Samples. The literature yields several studies which used the POI in studying at

least one of the samples studied in this paper, viz., Thompson,⁹ Bertoch,¹⁰ Pellegrino,¹¹ Fisher,¹² and McClain.¹³ All of these studies attempted to establish a correlation between POI variables and variables yielded by other instruments. One study which used the POI sought to measure the treatment effects following a counseling practicum.¹⁴

Use of POI to Distinguish Among Groups. The POI has been used extensively to distinguish between groups on the POI variables, as the present study has done. Other studies which have been designed for this purpose include Freeman and Brubaker,¹⁵ Zaccaria and Weir,¹⁶ and Parnak.¹⁷

Fundamental Interpersonal Relationships Orientation - Behavior (FIRO-B)

The FIRO-B was developed for a two-fold purpose--to measure how an individual behaves in an interpersonal setting, and to provide an instrument which will enable the prediction of interactions between people. The scales are designed not only for individual assessment, but also to measure variables so that the scores of two or more people may be combined to predict the way they will interact. To achieve this second objective, two facets of behavior are measured in each dimension: the behavior a person expresses toward other persons, and the behavior he wants others to express toward him. The interaction of two people may be inferred by way of the "fit" between what one wants and what the other expresses. There are nine items per subscale and

six subscales, comprising a total of fifty-four items. It is possible to score from 0 to 6 on each subscale. Definitions and examples of each subscale can be found in Appendix F.

Reliability. The FIRO-B scales were developed on about one thousand subjects, and the reproducibility, or internal consistency scores, were computed for the remainder of the sample.¹⁸ For Guttman scales, on which the FIRO-B is based, the chief measure of reliability is reproducibility, which for five of the six FIRO-B scales is .94, and for the other is .93. These reproducibility scores are displayed in Appendix G.

Test-retest reliability, indicated in Appendix H, reports coefficients among Harvard students over a one-month period (except for Expressed and Wanted Affection which were based on an interim of one week). The mean coefficient is .76.¹⁹

Validity. When an instrument achieves above 90% reproducibility as the FIRO-B has demonstrated, weight is thereby added to the content validity of the Guttman scales. However, evidence of concurrent validity is not nearly so definitive on the FIRO-B. The manual merely alludes to six fields of research in which the FIRO-B has been utilized; it does not cite positive indications of validity.

According to the leading yearbook on psychological test instruments, the validity studies on the FIRO-B instrument

suggest that its subscales are related to nontest interpersonal behavior as well to other personality measures. Scale scores have been found to be correlated with: rated effectiveness of supervisors, production of good ideas in brain-storming groups, rated creativity,²⁰ freshmen grades, and the diagnosis of schizophrenia.

The investigator concludes that, while more substantial validity studies are to be desired, the FIRO-B can nevertheless be utilized with prudence in investigations similar to the present study.

Administration. The subjects were asked to read the following printed instructions:

This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving. Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave. Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

The subjects then answered the items on a value range from one to six.

Scoring. The instruments were hand-scored by the investigator, using the scoring keys provided by the publisher.

Use of FIRO-B with Comparable Samples. The literature yields only two studies using the FIRO-B with samples

similar to the present study. The first one, by Verett,²¹ studied Junior College Counselors, but was a pre- and post-test study of training effects on the one sample, without any comparison with other helping professionals.

The second study, by Snyder,²² analyzed the effects of learning systems design on counselor education students. Its purpose, also, was to study treatment effects, and did not compare samples as the present study does.

Use of FIRO-B to Distinguish Among Groups. The FIRO-B has been used to distinguish among two or more groups, as the present study has done, in numerous instances. Grady²³ administered the FIRO-B to a group of American and a group of Canadian male freshmen at the University of North Dakota. The Ns were 31 in each group. Statistically significant negative relationships were found between two FIRO-B variables and first semester academic achievement for the Canadian student sample. Several statistically significant relationships occurred between the six FIRO-B variables and the five academic variables, for the American student sample.

In a study by Adinolfi,²⁴ the FIRO-B was used to distinguish among three groups of University of Rochester, New York, freshmen. They had been divided by peers into categories of Highly Accepted, Highly Rejected, and Relatively Unknown. The Highly Accepted group was found to be more inclusive and affectionate in its interpersonal relations.

Statistical Procedures

The Kruskal-Wallis One Way Analysis of Variance was selected as the appropriate statistical treatment for the analysis of these data. It is appropriate to describe here the rationale for that selection.

The purpose of the analysis of the data in this study is to determine if the samples come from the same population or from identical populations with respect to averages (means).²⁵ The apparent alternatives for statistical treatment are a Parametric statistical method, or a Non-Parametric statistical method. If a Parametric technique would be used, the appropriate one would be an Analysis of Variance, t Test. On the other hand, if a Non-Parametric technique were used, the appropriate one for this data would be the Kruskal-Wallis One Way Analysis of Variance.

The assumptions required by Parametric tests are as follows: 1) Assumption of Normality; 2) Homogeneity of Variance; and 3) Continuity and Equal Intervals of Measures.²⁶ Since the selection of the samples used in this study was not random, and since it has already been stated that they were selected primarily on the basis of geographic convenience, it is clear that only one of the above required assumptions for Parametric tests could be met by these data. That assumption is 3), Continuous Distribution and Ordinal Level of Measurement.

Moreover, the only assumption required for the use of the Kruskal-Wallis is Assumption 3,²⁷ so the Kruskal-Wallis was selected as the appropriate statistical procedure in this study. A One Way Analysis of Variance was used since there is only one variable under study, viz., the groups-- Social Work, Guidance, and Ministry. That is, there is only one source of experimental variation, and therefore a one-way analysis is the proper treatment. The Kruskal-Wallis yields differences in ranked data, from which differences in group means can be compared. Therefore, the Kruskal-Wallis One Way Analysis of Variance was employed to determine if significant differences existed among the mean scores of the three groups. Upon analysis, the data yielded the following information, with two degrees of freedom:

$$p \quad .05 > 5.99$$

$$p \quad .01 > 7.38$$

Since differences were found, the Mann-Whitney U Test was employed to show where the differences existed. The Mann-Whitney U is a Non-Parametric test similar to the Kruskal-Wallis, with the chief difference that it is utilized to detect differences between two independent groups rather than k independent groups.

When at least ordinal measurement has been achieved, the Mann-Whitney U Test may be used to test whether two independent groups have been drawn from the same population. This is one of the most powerful of the non-parametric tests, and it is a most useful

alternative to the parametric t test when the researcher wishes to avoid the t test's assumptions, or when the measurement in the research is weaker than interval scaling.²⁸

Upon statistical analysis, the data yielded the following information. With one degree of freedom the critical Chi Square values are:

p .05 > 3.84

p .01 > 6.63

p .001 > 11.00

The statistical procedures were performed in the Computer Center at Oklahoma State University, under the direction of Professor Robert D. Morrison.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to present the data and to describe how it was analyzed. This will be accomplished by using statistical tables and graphic representations.

Chapter IV will consist of four sections, as follows: the testing of the hypothesis, a description of the group means on both instruments, statistical analysis of the data, and the differences obtained on each variable.

Testing the Hypothesis

Following the standard practice, the investigator accepted a hypothesis which would be supported at the .05 level of statistical significance or higher. The Hypothesis was that there would be no significant difference obtained among the mean scores of the three groups investigated, on the Personal Orientation Inventory or on the Fundamental Interpersonal Orientation-Behavior instruments, with respect to the subscales measured. The means obtained for each of the groups: Guidance, Social Work and Ministry, on the two instruments are found in Tables I and II. Also shown are

the Group Means from a "normal adult" population studied by Shostrom,¹ and from a "normal" population studied by Schutz.² Graphic representations of the group means of the present study are displayed in Figures 1 and 2.

TABLE I
MEANS FOR EACH GROUP ON POI SUBSCALES

POI Subscale	Group Means			Normal Adult N = 158 Shostrom, 1965
	Guidance	Social Work	Ministry	
Time Competent	18.30	17.44	17.06	17.70
Inner Directed	90.00	87.90	82.09	87.20
Self Actualizing Value	21.26	21.58	20.62	20.20
Existentiality	23.95	23.23	21.51	21.80
Feeling Reactivity	17.78	17.30	15.28	15.70
Spontaneity	13.90	13.46	12.81	11.60
Self Regard	13.47	12.58	12.28	12.00
Self Acceptance	17.71	18.00	16.07	17.10
Nature of Man	12.52	12.58	12.55	12.40
Synergy	7.58	7.74	7.51	7.30
Acceptance of Aggression	17.26	17.55	16.18	16.60
Capacity for Intimate Contact	20.86	20.34	18.51	18.80

POI Group Means

The highest possible raw score obtainable on the POI ranges from 125 on Inner Directed to 9 on Synergy. Several of the important variances obtained on the POI in this study should be mentioned here:

Inner Directed - Guidance 90.00 and Ministry 82.09

Existentiality - Guidance 23.95 and Ministry 21.51

Feeling Reactivity - Guidance 17.78 and Ministry 15.28

Self Acceptance - Social Work 18.00 and Ministry 16.07

Capacity for Intimate Contact - Guidance 20.86 and

Ministry 18.51

TABLE II

MEANS FOR EACH GROUP ON FIRO-B SUBSCALES

FIRO-B Subscale	Group Means			"Normal" Population N=677 Schutz
	Guidance	Social Work	Ministry	
Expressed Inclusion	4.46	4.49	5.20	5.20
Wanted Inclusion	4.07	2.98	5.06	3.40
Expressed Control	2.30	2.95	3.84	3.10
Wanted Control	3.43	4.34	5.05	5.10
Expressed Affection	4.93	4.44	5.60	3.70
Wanted Affection	5.91	5.41	6.51	4.30

FIRO-B Group Means

The possible range of subscale scores on any of the six FIRO-B Subscales is from 0 to 9. That is, it is possible for an individual to receive any score within that range. The actual lowest group mean was 2.30, which was obtained by the Guidance group on Expressed Control. The actual highest group mean was 6.51, obtained by the Ministry group on Wanted Affection. Several variances in scores are worth mention here:

Wanted Inclusion - Social Work 2.98 and Ministry 5.06

Expressed Control - Guidance 2.30 and Ministry 3.84

Wanted Control - Guidance 3.43 and Ministry 5.05

Expressed Affection - Social Work 4.44 and Ministry 5.60

Wanted Affection - Social Work 5.41 and Ministry 6.51

The combined groups were tested with the Kruskal-Wallis One Way Analysis of Variance, using the formula proposed by Siegel.³

$$H = \frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} - 3(N+1)$$

where k = number of samples

n_j = number of cases in the j th sample

n = $\sum n_j$, the number of cases in all samples combined

R_j = sum of ranks in j th sample (column)

$\sum_{j=1}^k$

$= 1$ directs one to sum over the k samples (columns)

is distributed approximately as Chi Square with $df = k-1$,

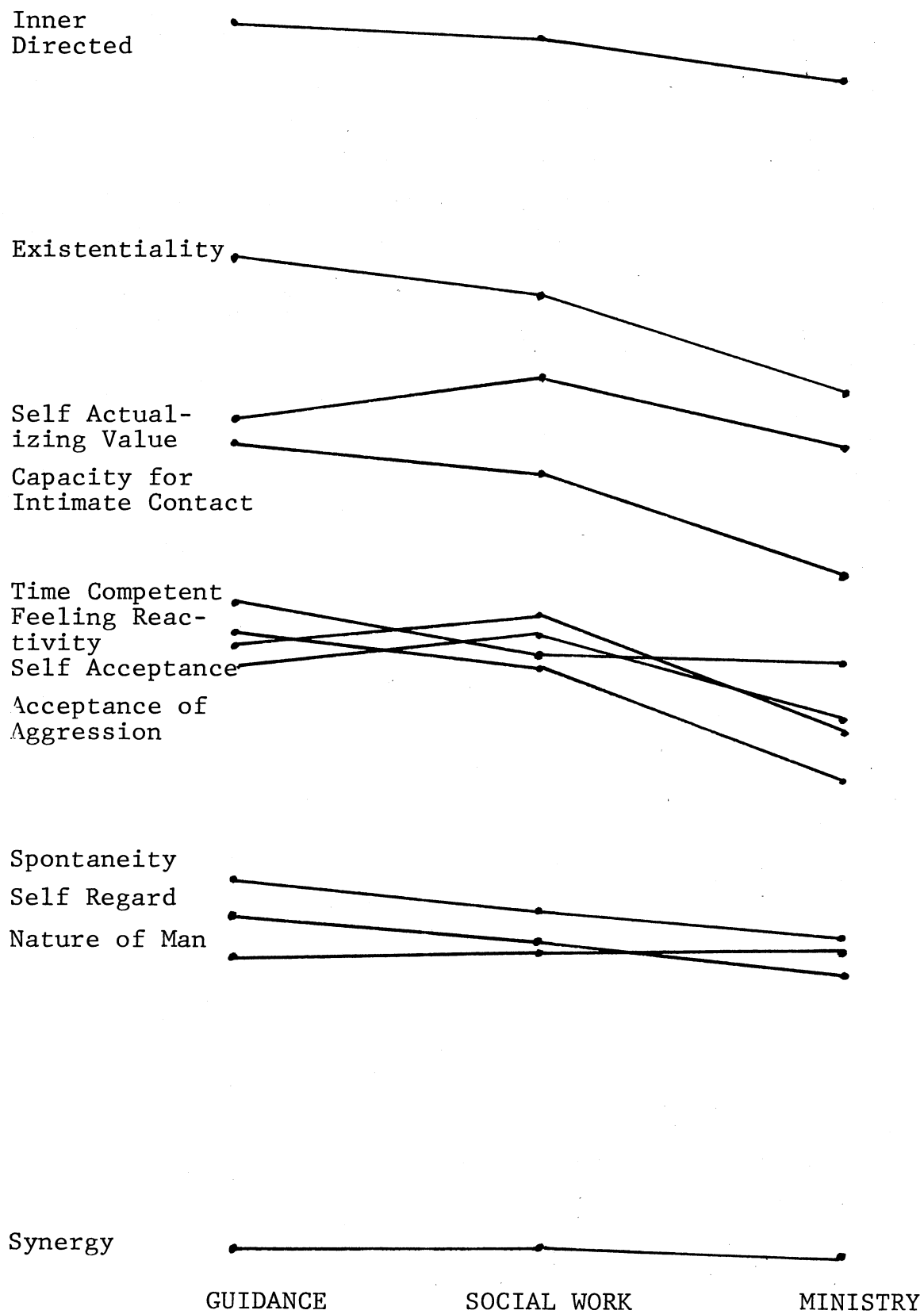


Figure 1. Graphic Representation of Group Means on POI

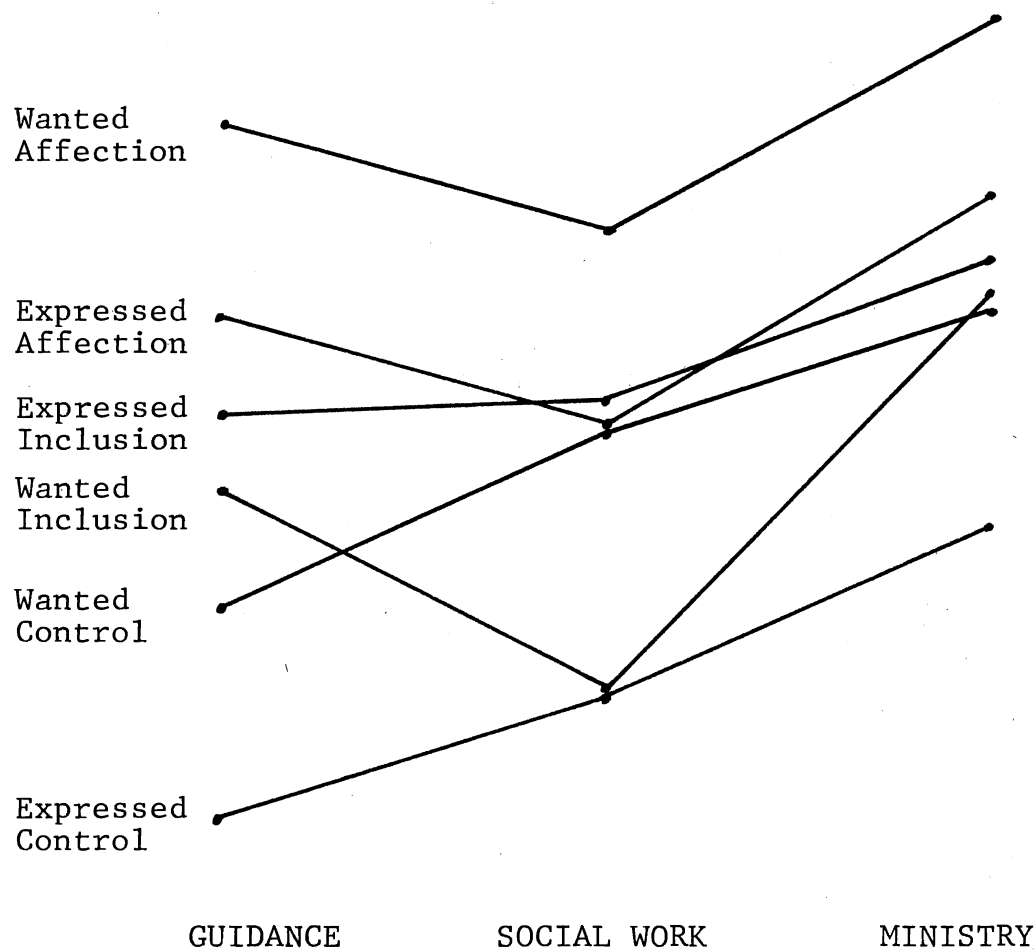


Figure 2. Graphic Representation of Group Means on FIRO-B

	<u>Low</u>	<u>Middle</u>	<u>High</u>
<u>FIRO-B Subscales</u>			
Expressed Inclusion	Guidance	Social Work	Ministry
Wanted Inclusion	Social Work	Guidance	Ministry
Expressed Control	Guidance	Social Work	Ministry
Wanted Control	Guidance	Social Work	Ministry
Expressed Affection	Social Work	Guidance	Ministry
<u>POI Subscales</u>			
Time Competent	Ministry	Social Work	Guidance
Inner Directed	Ministry	Social Work	Guidance
Self Actualizing Value	Ministry	Guidance	Social Work
Existentiality	Ministry	Social Work	Guidance
Feeling Reactivity	Ministry	Social Work	Guidance
Spontaneity	Ministry	Social Work	Guidance
Self Regard	Ministry	Social Work	Guidance
Self Acceptance	Ministry	Guidance	Social Work
Nature of Man	Guidance	Ministry	Social Work
Synergy	Ministry	Guidance	Social Work
Acceptance of Aggression	Ministry	Guidance	Social Work
Capacity for Intimate Contact	Ministry	Social Work	Guidance

Figure 3. Group Means From Low to High on Each Subscale

for sample sizes (n_j 's) sufficiently large. The computed Chi Square values for the combined groups are found in Table III.

TABLE III
COMPUTED CHI SQUARE VALUES FOR COMBINED GROUPS
KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIANCE

POI Subscales	N = 133		df = 2	
	Chi Square	SS	MS	
Time Competent	4.95	7244.72	3622.36	
Inner Directed	11.21**	16399.23	8199.61	
Self Actualizing Value	2.28	3336.96	1668.48	
Existentiality	8.62**	12617.46	6308.73	
Feeling Reactivity	17.40**	25460.74	12730.37	
Spontaneity	2.73	3994.01	1997.00	
Self-Regard	6.66*	9750.21	4875.10	
Self Acceptance	7.17*	10495.89	5247.94	
Nature of Man	0.311	454.40	227.20	
Synergy	0.93	1356.74	678.37	
Acceptance of Aggression	4.60	6726.09	3363.04	
Capacity for Intimate Contact	11.00**	16089.94	8044.97	

* p > .05
** p > .01
*** p > .001

Table III describes the results of the Kruskal-Wallis One Way Analysis of Variance test on the POI Group Means. It

indicates that significant differences were obtained on six of the POI subscales: Inner Directed; Existentiality; Feeling Reactivity; Self Regard; Self Acceptance; and Capacity for Intimate Contact.

Table IV describes the results of the Kruskal Wallis procedure on the FIRO-B Group Means. It indicates that significant differences were obtained on three of the FIRO-B subscales: Wanted Inclusion; Expressed Control; and Wanted Control.

TABLE IV
COMPUTED CHI SQUARE VALUES FOR COMBINED GROUPS
KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIANCE

	N = 133	df = 2	
FIRO-B Subscales	Chi Square	SS	MS
Expressed Inclusion	2.55	3731.27	1865.63
Wanted Inclusion	7.18*	10513.07	5256.53
Expressed Control	12.22**	17850.14	8925.07
Wanted Control	12.02**	17580.57	8790.28
Expressed Affection	4.90	7175.67	3587.83
Wanted Affection	5.28	7729.49	3864.74

* p > .05
** p > .01
*** p > .001

It is still necessary to determine where the differences lie. That is, between which two groups out of three are the differences significant on each subscale?

The Mann-Whitney U Test was employed to test the hypothesis and indicate between which two groups the differences occurred. The formula used is the one proposed by Siegel.⁴

$$Z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\frac{n_1 n_2}{N(N-1)} \left(\frac{N^3 - N}{12} - \Sigma T \right)}}$$

in which n_1 is the number of cases in the smaller of the two independent groups

n_2 is the number of cases in the larger of the two independent groups

N is the sum of n_1 and n_2

T is a correction factor for tied ranks

U is equal to $n_1 + n_2 + \frac{n_1 - n_2 + 1}{2} - R_1$

R_1 is the sum of the ranks assigned to group one

The Chi Square Values from the Mann-Whitney U Test are found in Table V.

In the statistical analysis using the Mann-Whitney U Test, there were fifty-four chances for significance. That is, eighteen variables were tested three times each. The analysis yielded nineteen significant differences, or approximately 35%. Nine of the significant differences were at the .05 level of confidence, six were at the .01 level; and three of them were at the .001 level. An elaboration follows concerning those subscales on which significant differences were found.

TABLE V
COMPUTED CHI SQUARE VALUES FOR COMBINED GROUPS
MANN-WHITNEY U TEST

Subscale	Guidance vs. Social Work		Social Work vs. Ministry		Guidance vs. Ministry	
	N= 89	df=1	N=86	df=1	N=89	df=1
<u>POI Subscale</u>						
Time Competent	1.276		.576		5.56*	
Inner Directed	.73		5.87*		10.16**	
Self Actualizing Value	.168		2.13		1.13	
Existentiality	.432		4.14*		8.32**	
Feeling Reactivity	1.089		9.61**		15.36***	
Spontaneity	.511		.925		2.63	
Self Regard	4.52*		.137		5.21*	
Self Acceptance	.152		6.28*		4.37*	
Nature of Man	.312		.069		.08	
Synergy	.272		.892		.234	
Acceptance of Aggression	.089		4.12*		2.71	
Capacity for Intimate Contact	.276		6.78**		9.41**	
<u>FIRO-B Subscale</u>						
Expressed Inclusion	.82		.435		2.52	
Wanted Inclusion	2.65		7.10**		1.08	
Expressed Control	.96		3.34		14.12***	
Wanted Control	1.76		2.56		13.76***	
Expressed Affection	.73		4.89*		1.77	
Wanted Affection	1.029		5.54*		1.42	

* p > .05
** p > .01
*** p > .001

Differences Obtained--FIRO-B Subscales

Wanted Inclusion

The difference obtained, at the .01 level, was between Social Work and Ministry, with Social Work reporting significantly lower mean scores.

Expressed Control

The difference obtained, at the .001 level, was between Guidance and Ministry, with Guidance reporting significantly lower mean scores.

Wanted Control

The difference obtained, at the .001 level, was between Guidance and Ministry, with Guidance reporting significantly lower mean scores.

Expressed Affection

The difference obtained, at the .05 level, was between Social Work and Ministry, with Social Work reporting significantly lower mean scores.

Wanted Affection

The difference obtained, at the .05 level, was between Social Work and Ministry, with Social Work reporting significantly lower mean scores.

Differences Obtained--POI Subscales

Time Competent

The difference obtained, at the .05 level, was between Guidance and Ministry, with Ministry reporting significantly lower mean scores.

Inner Directed

The differences obtained, at the .05 and .01 levels, were, respectively, between Social Work and Ministry, and between Guidance and Ministry, with Ministry reporting lower mean scores than Social Work, and considerably lower mean scores than Guidance.

Existentiality

The differences obtained, at the .05 and .01 levels, were, respectively, between Social Work and Ministry, with Ministry reporting lower mean scores, and between Guidance and Ministry, with Ministry reporting considerably lower mean scores.

Feeling Reactivity

The differences obtained, at the .01 and .001 levels, were, respectively, between Social Work and Ministry, with Ministry reporting considerably lower mean scores, and between Guidance and Ministry, with Ministry reporting exceedingly lower mean scores.

Self Regard

The differences obtained, both at the .05 level, were, respectively, between Social Work and Guidance, with Social Work reporting lower scores, and between Guidance and Ministry, with Ministry reporting lower mean scores.

Self Acceptance

The differences, both at the .05 level, were, respectively, between Social Work and Ministry, with Ministry reporting lower mean scores, and between Guidance and Ministry, with Ministry reporting lower mean scores.

Acceptance of Aggression

The difference obtained, at the .05 level, was between Social Work and Ministry, with Ministry reporting lower mean scores.

Capacity For Intimate Contact

The differences obtained, both at the .01 level, were, respectively, between Social Work and Ministry, and with Ministry reporting lower mean scores, and between Ministry and Guidance, with Ministry reporting lower mean scores.

Elaboration Concerning Differences Obtained

On the FIRO-B, Social Work reported the lowest scores on three variables: Wanted Inclusion, Expressed Affection, and Wanted Affection.

On the FIRO-B, Guidance reported the lowest scores on two variables: Expressed Control and Wanted Control.

On the FIRO-B, only one of six variables, Expressed Inclusion, did not yield a significant difference.

Of the twelve POI variables, eight of them yielded significant differences, and Ministry reported the lowest scores on all eight of these variables.

Considering both instruments, thirteen out of eighteen variables yielded significant differences, and Ministry reported lowest scores on eight, Social Work lowest on three, and Guidance lowest on two.

It would appear that the two instruments, FIRO-B and POI, are measuring different psychological characteristics, at least with respect to the variables yielding significant differences. That is, Ministry reported the highest mean scores on all of the FIRO-B variables, while they reported the lowest mean scores on all of the POI variables, except Nature of Man and Synergy, which were non-significant. In other words, the investigator can conclude that there is very little overlap among the psychological characteristics studied. Apparently, Expressed and Wanted Affection do not measure the same personality characteristics as Capacity for Intimate Contact, since Ministry ranked highest on the former and lowest on the latter.

FOOTNOTES

¹ Everett L. Shostrom, "A Test for the Measurement of Self-Actualization," Educational and Psychological Measurement, 24 (1965), p. 211.

² William C. Schutz, The FIRO Scales Manual (Palo Alto, 1967), p. 7.

³ Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), p. 185.

⁴ Ibid., p. 125.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the purpose of this study to identify the psychological characteristics held in common by persons entering three helping professions: Guidance, Social Work and the Ministry. The subjects selected for this research project were students in the first year of a Master's degree program in each of those three helping professions. The Guidance students were enrolled at Oklahoma State University, Stillwater, Oklahoma; the Social Work students were enrolled at the University of Oklahoma; the Ministry students were enrolled at Phillips University, Enid, Oklahoma, and St. Paul School of Theology, Kansas City, Missouri.

In surveying the related literature, the nature of the helping relationship was defined and elaborated, along with a summary of studies of the helping professions themselves. The question of where people go for help was addressed, and the rationale for consulting certain professional helpers explained. An overview was provided of the relevant research studies of persons preparing to be Guidance Counselors, Social Workers, and Ministers.

Having determined that the literature review demonstrated a broad general agreement with Carl Rogers' definition of a helping relationship, the next step was to select psychological instruments which would measure the characteristics under investigation. After an extensive search of the available instruments, two were selected, which on the basis of face validity, contained most of the variables desired: the FIRO-B and the POI. One hypothesis was deduced, which stated in the null form, was that no significant differences would be obtained among the group means on 1) the FIRO-B; and 2) the POI.

The research was then conducted and the data analyzed. The hypothesis was partially supported; that is, no significant differences were found in 65% of the opportunities for significance, or thirty-five out of fifty-four. These variables therefore constitute a common core of psychological characteristics shared by the three groups. The nineteen occasions in which statistical significance occurred indicate that each group exhibited certain characteristics which differentiate it from the other two groups.

Findings

Ministry

The Ministry group displayed the highest mean scores of the three groups on the FIRO-B variables of Wanted Inclusion, Expressed Control, Wanted Control, Expressed

Affection, and Wanted Affection, two of which exhibited significance at the .05 level of confidence, one at the .01 level, and two at the .001 level.

The Ministry group displayed consistently lower mean scores than the other two groups on the POI variables. On five of them, significant differences were obtained between Ministry and both of the other groups. Those five variables were: Inner-Directed, Existentiality, Feeling Reactivity, Self Regard, and Self Acceptance.

In summary, the Ministry group exhibited the strongest tendency of the three groups to: interact socially, to exert leadership behavior, to want others to assume leadership, to enter into close, intimate relationships, and to want others to initiate such relationships with them. This group exhibited the weakest tendency to: be independent and self-supportive, to be flexible in the application of values, to be sensitive to one's own needs and feelings, to affirm oneself because of worth, and to affirm oneself in spite of weakness.

Guidance

The Guidance group displayed, on the FIRO-B variables, the lowest mean scores on Expressed Inclusion, Expressed Control, and Wanted Control. This group was the "middle" group in Wanted Inclusion, Expressed Affection, and Wanted Affection.

On the POI variables, the Guidance group displayed the highest mean scores of the three groups on: Time Competence, Inner Directedness, Existentiality, Feeling Reactivity, Spontaneity, Self Regard and Capacity for Intimate Contact.

In summary, the Guidance group exhibited the strongest tendency of the three groups to be: present-oriented, independent and self-supportive, flexible in the application of values, sensitive to own needs and feelings, behaviorally expressive of feelings, exhibiting high self-worth, and able to have warm, interpersonal relationships. This group exhibited the weakest tendency of the three groups to enter into social interaction, to express leadership behavior, and to want others to assume leadership.

Social Work

The Social Work group displayed, on the FIRO-B variables, the lowest mean scores of the three groups on: Wanted Inclusion, Expressed Affection, and Wanted Affection. This group was the "middle" group on Expressed Inclusion, Expressed Control and on Wanted Control.

On the POI variables, the Social Work group displayed the highest mean scores of the three groups on: Self-Actualizing Value, Self Acceptance, Nature of Man, Synergy, and Acceptance of Aggression, though only two of these, Self Acceptance and Acceptance of Aggression, indicated significant differences. This group was the "middle" group on seven of the characteristics.

In summary, the Social Work group exhibited the strongest tendency of the three groups to: affirm the primary values of self actualizing people, accept self in spite of weakness, view man's nature as constructive, transcend dichotomies, and accept one's natural aggressiveness. This group exhibited the weakest tendency of the three groups to want social interaction, to initiate close affectionate relationships, or to want others to initiate close, affectionate relationships with them.

A natural question that arises concerning a study like this is, "How do these three groups compare with the general population?" This question led the investigator to display the mean scores of "Normal" Populations alongside the mean scores of the three groups. These are found in Tables I and II.

Table I, which deals with the POI, indicates that the General Population Sample scored higher than the Ministry group on seven of twelve variables: Time Competent, Inner-Directed, Existentiality, Feeling Reactivity, Self-Acceptance, Acceptance of Aggression, and Capacity for Intimate Contact.

The General Population sample scored higher than Social Work on only one variable, Time Competent, while the General Population Sample scored lower than Guidance on every variable.

In the case of the FIRO-B, the most nearly General Population group to be found was a group of 677 Teachers.

Therefore, some reservations must be held about the normal distribution of this group in the population. However, with that limitation in mind, some important differences can be observed.

The General Population Sample scored higher than Ministry on only one of the six variables, Wanted Control, while it out-scored Social Work on all but one variable, Wanted Affection. The General Population scored higher than Guidance on three variables, Expressed Inclusion, Expressed Control, and Wanted Control, and lower on the other three.

The investigator cannot help but wonder what effect the "climate" of each professional school might have exerted on the group scores. The study was deliberately conducted during the first year of the programs, though it did occur at the conclusion of that first year. While this climate factor was not under investigation, one must be aware that it certainly must have exerted a measure of influence on the group profiles.

Summary of Findings

Of the three groups studied, Social Work seems to show the least desire to interact with other people, based on wanted inclusion mean scores. Guidance and Social Work seem to be less inclined to express leadership behavior than Ministry, based on expressed and wanted control mean scores. Social Work tends less to enter into close, intimate relationship, and to be less inclined to want others

to initiate such relationships with them, based on expressed and wanted affection mean scores.

Ministry seems to be less likely to live in the present, less inner directed, less flexible in the application of values, and less sensitive to its own needs and feelings. It also seems to have lower self regard, to be less able to accept self with weakness, less willing to accept feelings of anger or aggression, and have more difficulty with warm, interpersonal relationships than Social Work or Guidance persons, based on the POI subscales. Among the Social Work students, more variance seems to exist between the expressed need to assume responsibility, and the extent to which they want others to assume responsibility, than is true of Guidance or Ministry. This same finding seems to be true of the variance between expressed and wanted inclusion among Social Work students.

Conclusions

In the Statement of the Problem, we raised the question of whether a "core" of psychological characteristics might exist which are shared by persons entering these three helping professions. It is possible to conclude that, on the basis of these findings, that the variables which did not yield significant differences do constitute an identifiable core of shared characteristics. However, it is essential to point out that these constitute only five of

the eighteen variables measured: Expressed Inclusion, Self-Actualizing Value, Spontaneity, Nature of Man, and Synergy.

Therefore, we can conclude that these three groups manifest the following psychological characteristics in common:

1. They are inclined to express approximately the same degree of willingness to associate with others (Expressed Inclusion).
2. They possess approximately the same level of the primary value of self actualizing people (Self-Actualizing Value).
3. They exhibit approximately the same freedom to react spontaneously or to be oneself (Spontaneity).
4. They hold approximately the same general view concerning the nature of man (Nature of Man).
5. They manifest approximately the same general ability to be synergistic, to view the opposites in life as meaningfully related (Synergy).

We cannot conclude, on the basis of these results, that a person who qualifies for entrance into one of the three helping profession training programs would necessarily qualify for entrance into the other two programs. It is more likely that a person would qualify simultaneously for Guidance and Social Work programs, since they are placed together on the continuum (Figure 3) on every variable

except one, Nature of Man. However, this likelihood would need to be validated by appropriate research.

We can conclude that Ministry students manifest certain psychological characteristics which are unique to them in contrast to the other two groups, namely the highest mean scores on the FIRO-B variables. We can conclude that the thirteen variables on which significant differences were obtained thus serve to differentiate the groups from one another.

Therefore, the three groups can be said to differ on several measured personality factors, that is, on the nineteen of the Chi Square values which were found to be significant.

An apparent contradiction can be seen in these findings, namely, that Ministry displayed the highest mean scores on Expressed and Wanted Affection, but displayed the lowest mean scores on Capacity for Intimate Contact. One can only conclude that the instruments are measuring different characteristics and that there is apparently no overlap between the Affection characteristics and the Intimate Contact characteristic. Similarly, Guidance was the "middle" group on Expressed and Wanted Affection, but highest on Capacity for Intimate Contact.

Another implication to be seen in the results is that all three groups scored considerably higher on Wanted Control than they scored on Expressed Control, which leads

the investigator to conclude that each of the groups is more inclined to permit others to assume leadership than it is to assume its own leadership behavior.

Each of the groups manifest more Self Acceptance than Self Regard. The mean differences on this variable range from a low of 3.79 for Ministry to a high of 5.42 for Social Work. Shostrom asserts that

it is more difficult to achieve self acceptance than self regard. Self Actualization requires both.¹

So it is significant that each of the groups investigated do exhibit this positive pattern of behavior.

It is important to indicate that all three groups want less Inclusion than they express. The mean differences of the Guidance and Ministry samples are rather small (less than 1.0), while the Social Work sample showed a mean difference of 1.51.

Finally, all three groups want more affection than they express, and the mean differences are all between a low of .91 for Ministry and a high of .98 for Guidance.

Recommendations for Further Study

The first recommendation for further study is that a replication of this study be made with other groups of persons entering the same three helping professions. A replication would serve as a check on the validity and reliability of the present research findings.

A second suggestion for further study is that the same three helping profession groups be studied, utilizing other instruments than the two utilized in the present study. This approach would provide additional research findings from a different research methodology, in a field extremely sparse in research studies.

A third suggestion for further study is to conduct a followup study of the same three groups. Such a followup study could suggest whether changes had occurred in any of the findings of the present study, and on which variables the changes had occurred.

A fourth suggestion for further study is to compare other helping professions with the three groups studied here, using the same instruments.

FOOTNOTES

¹ Everett L. Shostrom, Personal Orientation Inventory
Manual (San Diego, 1966), p. 20.

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A P P E N D I X A

CHARACTERISTICS CONSIDERED ESSENTIAL TO
THE HELPING RELATIONSHIP

CHARACTERISTICS CONSIDERED ESSENTIAL TO
THE HELPING RELATIONSHIP

Author	Characteristics Considered Essential
Mahoney, 1967	Acceptance Presence Listening Information-giving
Carkhuff, 1969	Empathy Respect Concreteness
Benton (Florida Studies), 1969	More identified with people than less Other people as more able than less Relate to people more as persons than as things More involved with people than less Task more as freeing than controlling
Weitz, 1957	Security Sensitivity Objectivity
Arbuckle, 1972	Compassion Love Understanding
ACES, 1964	Belief in the individual Commitment to individual human values Alertness to world Open-mindedness Understanding of self Professional commitment

A P P E N D I X B

COMPARISON OF ROGERS' CHARACTERISTICS WITH
OPI, 16PF, POI, AND FIRO-B

COMPARISON OF ROGERS' CHARACTERISTICS WITH
OPI, 16PF, POI, AND FIRO-B

Rogers' Characteristics	OPI	16PF	POI	FIRO-B
Trustworthiness		Persis- tent		Expressed Inclusion
Unambiguous Expressiveness			Sponta- neity	
Positive Atti- tudes Toward the Other		Soci- able	Nature of Man	Expressed Affection Expressed and Wanted Inclusion
Separate From the Other	Auton- omy	Self- Suffi- cient	Inner- Directed	Expressed Control
Permit Other's Separateness				
Enter Other's World of Feelings			Acceptance of Aggres- sion	Expressed Inclusion Expressed Affection
Acceptant of Other			Capacity for Inti- mate Con- tact	Expressed Inclusion Expressed Affection
Threat-Free Sensitivity	Anxiety	Tense	Acceptance of Aggres- sion, Nature of Man	Expressed Inclusion
Free Other From Threat of External Evaluation			Existen- tiality	
Encounter Other As One Who is Be- coming			Self- Actualizing Value	

A P P E N D I X C

DEFINITIONS AND EXAMPLES OF POI SUBSCALES

DEFINITIONS AND EXAMPLES OF POI SUBSCALES

Basic Scales

1. Time Ratio: Time Incompetence/Time Competence--
measures the degree to which one is "present" oriented
(23 items).

E.g., 88. a. I worry about the future
b. I do not worry about the future.

2. Support Ratio: Other/Inner--measures whether
reactivity orientation is basically towards others or self
(127 items).

E.g., 67. a. I should always assume responsibility for
other people's feelings.
b. I need not always assume responsibility for
other people's feelings.

Subscales

1. Self-Actualizing Value--measures the affirmation of
a primary value of self-actualizing people (26 items).

E.g., 38. a. I live in terms of my wants, likes, dislikes,
and values.
b. I do not live in terms of my wants, likes,
dislikes and values.

2. Existentiality--measures ability to situationally
or existentially react without rigid adherence to principles
(32 items).

E.g., 27. a. I trust the decisions I make spontaneously.
b. I do not trust the decisions I make spon-
taneously.

3. Feeling Reactivity--measures sensitivity of responsiveness to one's own needs and feelings (23 items).

E.g., 42. a. I am bothered by fears of being inadequate.
b. I am not bothered by fears of being inadequate.

4. Spontaneity--measures freedom to react spontaneously or to be oneself (18 items).

E.g., 71. a. I will continue to grow only by setting my sights on a high level, socially approved goal.
b. I will continue to grow best by being myself.

5. Self Regard--measures affirmation of self because of worth or strength (16 items).

E.g., 150. a. I can overcome any obstacles as long as I believe in myself.
b. I cannot overcome every obstacle even if I believe in myself.

6. Self Acceptance--measures affirmation or acceptance of self in spite of weakness or deficiencies (26 items).

E.g., 134. a. I can accept my mistakes.
b. I cannot accept my mistakes.

7. Nature of Man--measures degree of the constructive view of the nature of man, masculinity and femininity (16 items).

E.g., 139. a. People have an instinct for evil.
b. People do not have an instinct for evil.

8. Synergy--measures ability to be synergistic, transcend dichotomies (9 items).

E.g., 80. a. For me, work and play are the same.
b. For me, work and play are opposites.

9. Acceptance of Aggression--measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression (25 items).

E.g., 52. a. I am afraid to be angry at those I love.
b. I feel free to be angry at those I love.

10. Capacity for Intimate Contact--measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations (28 items).

E.g., 61. a. I only feel free to express warm feelings to my friends.
b. I feel free to express both warm and hostile feelings to my friends.

A P P E N D I X D

TEST-RETEST RELIABILITY DATA ON POI FROM
STUDY BY KLAVETTER AND MOGAR, 1967

TEST-RETEST RELIABILITY DATA ON POI FROM
STUDY BY KLAVETTER AND MOGAR, 1967

POI SCALES	TEST-RETEST RELIABILITY
Time Competent	.71
Inner-Directed	.77
Self-Actualizing Value	.69
Existentiality	.82
Feeling Reactivity	.65
Spontaneity	.76
Self-Regard	.71
Self-Acceptance	.77
Nature of Man	.68
Synergy	.71
Acceptance of Aggression	.52
Capacity for Intimate Contact	.67

A P P E N D I X E

MEANS, STANDARD DEVIATIONS, MEAN DIFFERENCES AND
CRITICAL RATIOS FROM STUDY BY SHOSTROM, 1965

MEANS, STANDARD DEVIATIONS, MEAN DIFFERENCES AND
CRITICAL RATIOS FROM STUDY BY SHOSTROM. 1965

POI Scale	Self- Actualized		Normal Adult		Non Self- Actualized		Mean Diff. SA-NSA	CR
	Mean	SD	Mean	SD	Mean	SD		
Time Com- petence	18.9	2.5	17.7	2.8	15.8	3.6	3.1	4.0**
Inner- Directed	92.9	11.5	87.2	13.6	75.8	16.2	17.1	4.9**
Self-Act- ualizing Value	20.7	3.6	20.2	3.0	18.0	3.7	2.7	2.9**
Existen- tiality	24.8	3.5	21.8	5.1	18.9	5.4	5.9	5.1**
Feeling Reactivity	16.3	2.8	15.7	3.3	14.3	3.8	2.0	2.4*
Sponta- neity	12.7	2.9	11.6	3.0	9.8	3.4	2.9	3.6**
Self Regard	12.9	1.9	12.0	2.7	10.2	3.3	2.7	4.0**
Self Ac- ceptance	18.9	3.5	17.1	4.0	14.2	4.0	4.7	5.0**
Nature of Man	12.3	2.2	12.4	1.9	11.3	2.0	1.0	2.0
Synergy	7.6	1.2	7.3	1.2	6.2	1.9	1.4	3.7**
Acceptance of Aggres- sion	17.6	3.1	16.6	3.7	14.7	3.5	2.9	3.5**
Capacity for Inti- mate Contact	20.2	3.4	18.8	4.6	16.5	4.3	3.7	5.0**

* Significant at the .05 level

** Significant at the .01 level

A P P E N D I X F

DEFINITIONS AND EXAMPLES OF FIRO-B SUBSCALES

DEFINITIONS AND EXAMPLES OF FIRO-B SUBSCALES

Expressed Inclusion--assesses the degree to which a person expresses the willingness to associate with others.

E.g., 1. I try to be with people.

1. usually 2. often 3. sometimes 4. occasionally
5. rarely 6. never

Wanted Inclusion--assesses the degree to which a person wants to associate with others.

E.g., 31. I like people to invite me to join in their activities.

1. most people 2. many people 3. some people 4. a few people
5. one or two people 6. nobody

Expressed Control--assesses the extent to which a person expresses the need to assume responsibility, make decisions, or to dominate people.

E.g., 33. I try to take charge of things when I am with people.

1. most people 2. many people 3. some people 4. a few people
5. one or two people 6. nobody

Wanted Control--assesses the extent to which a person wants others to assume responsibility, make decisions, or dominate relative to him.

E.g., 22. I let other people strongly influence my actions.

1. most people 2. many people 3. some people 4. a few people
5. one or two people 6. nobody

Expressed Affection--assesses the degree to which a person expresses the desire to become emotionally involved with others.

E.g., 27. I try to have close, personal relationships with people.

1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

Wanted Affection--assesses the degree to which a person wants others to become emotionally involved with him.

E.g., 49. I like people to act close and personal with me.

1. usually 2. often 3. sometimes 4. occasionally
5. rarely 6. never

A P P E N D I X G

INTERNAL CONSISTENCY SCORES OF FIRO-B
FROM STUDY BY SCHUTZ, 1958

INTERNAL CONSISTENCY SCORES OF FIRO-B
FROM STUDY BY SCHUTZ, 1958

SCALE	REPRODUCIBILITY	NUMBER OF SUBJECTS
Expressed Inclusion	.94	1615
Wanted Inclusion	.94	1582
Expressed Control	.93	1554
Wanted Control	.94	1574
Expressed Affection	.94	1467
Wanted Affection	.94	1467
Mean	.94	1543

A P P E N D I X H

STABILITY (TEST-RETEST) OF FIRO-B SCALES FROM
STUDY OF HARVARD STUDENTS BY SCHUTZ, 1967

STABILITY (TEST-RETEST) OF FIRO-B SCALES FROM
STUDY OF HARVARD STUDENTS BY SCHUTZ, 1967

SCALE	STABILITY	NUMBER OF SUBJECTS	MEAN		STANDARD ERROR	
			TEST	RETEST	TEST	RETEST
E I	.82	126	5.21	5.00	1.90	2.19
W I	.75	126	3.88	3.42	3.20	3.90
E C	.74	183	3.14	2.94	2.22	2.19
W C	.71	125	4.44	4.58	1.91	2.13
E A	.73	57	3.42	3.19	2.43	2.71
W A	.80	57	3.95	3.54	2.74	2.88

VITA 2

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