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# A Study of Counselor Change during a Guidance and Counseling Institute

Roy Lyle Selvage  
*Central Washington University*

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A STUDY OF COUNSELOR CHANGE DURING A  
GUIDANCE AND COUNSELING INSTITUTE

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Roy Lyle Selvage  
June 1963

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Eldon E. Jacobsen, COMMITTEE CO-CHAIRMAN

---

Gerald Gage, COMMITTEE CO-CHAIRMAN

---

Howard B. Robinson

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## TABLE OF CONTENTS

| CHAPTER  | PAGE |
|--|------|
| I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . . | 1    |
| Introduction. . . . .                              | 1    |
| The Problem . . . . .                              | 2    |
| Definitions of Terms Used . . . . .                | 3    |
| Counseling. . . . .                                | 3    |
| Dogmatism . . . . .                                | 3    |
| Performance in Counseling Interviews. . . .        | 3    |
| II. REVIEW OF THE LITERATURE. . . . .              | 4    |
| Hypothesized Traits of Counselors . . . . .        | 5    |
| Differences in Counselor Interests. . . . .        | 8    |
| Personality Traits of Counselors. . . . .          | 10   |
| Counselor Attitudes . . . . .                      | 12   |
| III. PROCEDURES . . . . .                          | 15   |
| Counselor Performance . . . . .                    | 15   |
| The Rokeach Dogmatism Scale (Form E). . . . .      | 16   |
| The Institute and Its Objectives. . . . .          | 17   |
| Description of Subjects Used. . . . .              | 18   |
| Selection of Trainees . . . . .                    | 18   |
| The Judges. . . . .                                | 19   |
| Procedures. . . . .                                | 19   |
| Method of Analysis. . . . .                        | 20   |
| IV. RESULTS . . . . .                              | 22   |

|   |    |
|---|----|
|   | iv |
| Change in Counselor Effectiveness . . . . .     | 22 |
| Hypothesis 1. . . . .                           | 22 |
| Change in Dogmatism . . . . .                   | 22 |
| Hypothesis 2. . . . .                           | 22 |
| Relationship Between Dogmatism and Judges       |    |
| Ratings . . . . .                               | 24 |
| Hypothesis 3. . . . .                           | 24 |
| V. DISCUSSION. . . . .                          | 26 |
| BIBLIOGRAPHICAL ENTRIES . . . . .               | 31 |
| APPENDICES                                      |    |
| Appendix A.-.Rokeach Dogmatism Scale. . . . .   | 35 |
| Appendix B - Performance Rating Scale . . . . . | 41 |

LIST OF TABLES

| TABLE   | PAGE |
|---|------|
| I. Means, Difference and Significance of Change<br>in Ratings of Counselor Effectiveness from<br>Early to Late in a Short-Term Counseling<br>Training Program . . . . . | 23   |
| II. Means, Difference and Significance of Change<br>in Dogmatism from Early to Late in a Short-<br>Term Counseling Training Program . . . . .                           | 25   |

## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. INTRODUCTION

One of the goals in science is that of prediction and considerable effort has been expended in improving the efficiency of the instruments and techniques used in predicting effectiveness in counseling as in other areas of psychology. Attitudes which are considered concomitants of a particular counseling philosophy have been hypothesized and investigated; however, there is little research concerned with what might be considered personal attitudes and characteristics as variables in the counseling situation. The question of predicting counselor efficiency as a variable or measures of personal as opposed to professional characteristics has been much discussed and little researched. It is not known whether most personal characteristics hypothesized as desirable in a counselor coincide with the actual characteristics of those practicing or entering the counseling field.

The present study was designed to take advantage of the opportunity which the Summer 1961 National Defense Education Act (NDEA) Counseling and Guidance Institute at Central Washington State College (CWSC) offered to investigate attitudes of counselor trainees as they might be modified

during this training experience and as they might be related to counseling effectiveness.

## II. THE PROBLEM

Statement of the problem. The primary purpose of this study was to investigate possible relationships between certain personality characteristics of counselor trainees and their performance in counseling interviews. The specific personality characteristic investigated in this study was dogmatism as identified through the use of the Rokeach Dogmatism Scale, Form E, (Appendix A). The criterion measure of performance was the ratings by judges on a forty-six item rating scale designed by D. J. Brown (8) to measure performance in the counseling interview. A secondary purpose of this investigation was to determine if change in counselor performance or in dogmatic attitude was shown by a group of counselor trainees during the short time they were participants in the NDEA Counseling and Guidance training program.

Specifically, the following null hypotheses were investigated: (1) there is no change in counselor effectiveness from early to late in the training program; (2) there is no change in counselor dogmatism from early in the program to late in the program; (3) there is no relationship between Rokeach Dogmatism Scale scores and ratings of taped

interviews for counselor trainees in this program.

### III. DEFINITIONS OF TERMS USED

Counseling. The definition of counseling utilized in this study is the definition given by Adams:

An interacting relationship between two individuals where one, the counselor, is attempting to help the other, the counselee, to better understand himself in relationship to his present and future problems (1:1).

Dogmatism. The definition of dogmatism is one offered by Rokeach:

(a) a relatively closed cognitive organization of beliefs and disbeliefs about reality; (b) organized around a central set of beliefs about absolute authority which, in turn, (c) provide a framework for patterns of intolerance and qualified tolerance toward others (28:3).

Performance in Counseling Interviews. Performance in the counseling interview will refer to the degree which the counselor relates himself effectively with the client, helps the client to talk openly about his feelings, and seems to take responsibility for the interview.

The chapter immediately following reviews the literature concerning attempts to describe desirable counselor characteristics. Following the review of literature, the procedures used, the results obtained, and a discussion chapter including conclusions drawn are presented.

## CHAPTER II

### REVIEW OF THE LITERATURE

The policy statement issued by the American Personnel and Guidance Association in December, 1961, states that the effective school counselor has five basic qualities that are particularly important:

(1) Belief in the worth inherent in each individual, in his capacity for change, and in his ability to develop under conditions that are favorable for him. In fact, the counselor knows that young persons welcome and seek challenges that are appropriate to them in reaching toward high level goals.

(2) Commitment to human values. The counselor is sensitive to the needs of young people who are finding their own best values in a changing world.

(3) Alertness to the world. The counselor is interested in the world, its strivings, its discoveries, inventions, and creations, its literature, arts, and sciences. Working with young people who are the creators as well as the subjects of change, the counselor enjoys an awareness of the world and strives to grow in knowledge about its activities, events, and thoughts.

(4) Open-mindedness. The counselor has the flexibility of outlook toward others that makes it possible to appreciate individuality, to be receptive to new research findings, new ideas, and achievements, and to have respect for a wide range of attitudes and beliefs. He must have the curiosity to investigate the unusual. He will offer understanding and psychological support to students who are not conforming or who are striving in directions that are not likely to be understood by conforming persons.

(5) Talent to communicate. The counselor is sensitive to children and youth and can readily relate to them. He understands the unspoken language that is part of all communication, as well as more direct words. Communication in counseling presumes empathy between the student and counselor. (3:401-407).

Although this statement concerns itself only with high school counselors it might be generalized that the

qualities would be desirable for all counselors. With this point of view in mind an attempt was made to organize this review using only materials pertaining to various aspects of the personality traits of counselors which might be hypothesized as desirable for counselors working with all types of clients at all educational and occupational levels.

### I. HYPOTHESIZED TRAITS OF COUNSELORS

Several attempts have been made to identify and evaluate personality characteristics of counselors. A fine comprehensive summary of earlier work is that of Jones (18). Individual studies are cited, as well as, several conducted by various personnel organizations.

Cox (12:246) attempted the identification of personality traits of secondary school counselors by a case study approach. She was able to identify twenty-four counselor characteristics: (1) fairness, (2) sincerity, (3) personality, (4) good character and wholesome philosophy, (5) common sense, (6) health, (7) emotional stability, (8) approachability, (9) ability to get along with people, (10) sympathetic understanding of youth, (11) interest in people, (12) understanding people different from self, (13) flexibility and adaptability, (14) intelligence and mental alertness, (15) social culture, (16) broad knowledge and interests, (17) leadership, (18) awareness of one's own limitations,

(19) professional attitude, (20) sense of mission, (21) interest in guidance and personnel work, (22) understanding of classroom conditions, (23) understanding of working conditions, and (24) understanding of social and economic conditions.

Graver (16) in a study conducted at Northwestern University in 1948, and reported in Hamrin and Paulson (18:371) had counselors list the traits they believed necessary for effective counseling. The following is a list of the traits in order of frequency: understanding, sympathetic attitude, friendliness, sense of humor, stability, patience, objectivity, sincerity, tact, fairness, tolerance, neatness, calmness, broadmindedness, kindness, pleasantness, social intelligence and poise. Bailey (6:94-98) suggests that counselors should have a sympathetic understanding of youth, emotional stability, approachability, broad scope of interests and knowledge, good judgment and common sense.

Kitch and McCreary (25:44) suggest that the following would be desirable characteristics of counselors:

1. Ability to work cooperatively with others.
2. Mature personal adjustment.
3. Ability to maintain objectivity in human relationships.
4. Capacity for inspiring confidence and establishing rapport, readily.
5. Acceptance of the principles of individual differences and of symptomatic nature of behavior.
6. Adaptability.
7. Reliable practical judgment.
8. Sense of humor, enthusiasm, and faith in the improvability of human beings.

9. Interest and curiosity concerning the community, its social and economic organization and its problems.
10. High interests in continuous professional improvement.
11. Willingness to work 'beyond the call of duty'.

Erickson (15:276) and Smith state that the counselor should be a person who has:

1. An outstanding degree of personal adjustment.
2. The ability to be effective in face-to-face relationships with pupils.
3. A genuine interest in education as a career.
4. A genuine interest in people.
5. A genuine interest in psychology, sociology, philosophy, and education.
6. Reasonable freedom from biases and prejudices.
7. The desire to help each person develop the ability to help himself.
8. An interest in research.
9. Some occupational experience in fields other than teaching.
10. A background in successful teaching.

Ruth Strang (30) describes the teacher-counselor as a person who has a genuine interest and love of children, good health, and personal adjustment, emotional maturity and a combination of sympathy and objectivity.

Wrenn (31:9-14) limits his description of the counselor to the following measurable characteristics:

1. Academic intelligence sufficient for at least two years of graduate work in a recognized university professional training program.
2. A consistent interest in working with people and a pattern of interests characteristic of those who are engaged in personal contact in human relations vocations.
3. Emotional stability and objectivity.

A survey of employers conducted by Yarborough and reported by Cottle (10:445-449) produced a list of qualities

of personnel workers which includes general education, special training and skills, and specific personality qualities. Bowler and Dawson (7) list as qualifications of the industrial counselor:

Objectivity, respect for the individual, self-understanding, mature judgment, ability to listen and keep confidences, resourcefulness and reliability, sense of humor, constructive criticism and personal integrity.

The majority of the above studies have been concerned with purely subjective judgments. Several of the following studies deal with the use of standardized inventories and other more objective measures in attempts to identify characteristics of counselors.

## II. DIFFERENCES IN COUNSELOR INTERESTS

A number of studies of counselor's interest patterns have been done. Kriedt (26:482-8), in attempting to construct a new psychologist's key for the Strong Vocational Interest Blank (SVIB), used a sample of 1,048 Ph.D. graduates and found that guidance workers had a stronger interest than other psychologists in interviewing, service to others, personnel work and writing.

Brown (9), in a doctoral study at Northwestern University and reported by Hamrin and Paulson (18:371) provided an investigation of counselors using the SVIB. Twenty-three were females and nineteen were males. Both groups showed a high interest in occupations that dealt with people

as individuals and as members of groups. They also indicated a secondary interest pattern in business occupations.

Kelly and Fiske (22), in a study of success-prediction in clinical psychology training programs of the Veterans Administration, administered the SVIB and found that clinical psychology trainees scored higher than non-clinical students, e.g. (Personnel Manager, YMCA Secretary, Sales Manager, Life Insurance Salesman, and Lawyer).

Baas (5:115-7) attempted to find patterns on the Kuder Preference Record, Vocational (KPRV) as Kriedt did on the SVIB. Using a sample of 111 psychologists he found that all scored low on the Mechanical, Persuasive, and Clerical scales of the KPRV and all scored high on the Scientific, Literary, Computational, and Social Service scales in that order. The consulting and guidance psychologists (N=26) scored low on Mechanical, Persuasive, Artistic, and Clerical subjects and scored high on Computational, Science, Literary, and Social Service.

Using the KPRV, DiMichael (13:59-72), in his study of two groups of vocational rehabilitation counselors, described them as having high scores on Persuasive, Social Service, and Literary scales with low scores on Mechanical, Computational, Scientific, Artistic and Clerical scales.

### III. PERSONALITY TRAITS OF COUNSELORS

Describing the scores of the clinical psychology trainees on the Minnesota Multiphasic Personality Inventory (MMPI), Kelly and Fiske state that this is a

. . .group which deviates from the normative population on being less hypochondriacal, slightly more subject to depression, considerably more hysterical, extremely feminine, much less psychasthenic and less schizoid. But we must also add -- a group far more able and inclined to put its best foot forward as indicated by the extremely high K scores.(22).

Wrenn (31:9-14), in an investigation of differences among successful counselors, used the Miller Analogies Test, the MMPI, the SVIB, the Allport-Vernon-Lindzey Study of Values, and the Guilford-Zimmerman Temperament Survey with a sample of thirty graduate counselor trainees. The following results were reported: (1) a median raw score on the Miller Analogies Test, Form C, in the mid-seventies, (2) Theoretical and Religious scales on the Allport-Vernon-Lindzey Study of Values were higher than other scales, (3) median scores for men above the 75th percentile and above the 90th percentile for women on the Guilford-Zimmerman Temperament Survey scales for Restraint, Emotional Stability, Friendliness, Objectivity, and Personal Relations. MMPI results were not reported.

Kaback (20:299-301) used the Rorschach Group Method for Personality Diagnosis on a sample of 34 nurse counselors.

She found that the group as a whole adopted a concrete approach to problems; had above average ability to deal with problems that involve abstract or general thinking ability; and that they were able to conform readily to a social situation. Their creative potentialities were not marked. As a group they were ambitious, had a need to excel, were sensitive and aware of people and their problems. They were somewhat hesitant about forcing their opinions on others and their interests were varied. In general, the group appeared to have well-adjusted personalities with very few anxious, tense, or depressed attitudes.

Cottle and Lewis (11:445-50) found that according to the MMPI counselors could be described as more pessimistic, more interested in activities dealing with people, and more extroverted than the general population norm group. On the Guilford-Zimmerman Temperament Scale the counselors generally scored about one standard deviation above the norm group on the Emotional, Stability, Objectivity, Friendliness, and Personal Relations scales. The authors interpret this as indicating that the group felt they were more stable emotionally, more objective in their outlook and more successful in personal relations than the norm group for this scale.

By using a sociometric scale, Arbuckle (4:93-96) found that students who were chosen by their fellows as persons whom they would like to have as counselors show a

higher degree of confidence (as measured by Heston Personality Inventory) than those who chose them. They scored lower on the Hypochondriasis, Depression, Paranoia, Hysteria, Schizophrenia, Social Introversion, and Psychasthenia scales on the MMPI. On the KPRV they showed a higher degree of interest in areas such as Social Service, Persuasive, Literary, and Scientific activities. Conversely, students who were rejected by their fellows as individuals whom they would like to have as counselors indicated less in the way of Home Satisfaction (as measured by the Heston Personality Inventory). They were more abnormal in that they scored higher on the Hypochondriasis, Paranoia, Hysteria, Schizophrenia, Psychopathic Deviate and Hypomania scales of the MMPI. There were no significant differences in interest areas (as indicated by KPRV).

#### IV. COUNSELOR ATTITUDES

Karraker (21:584-6) has attempted to distinguish attitudes from other personality traits of counselors and lists them from A to Z.

|               |             |               |
|---------------|-------------|---------------|
| Attitudes     | Jovial      | Sincere       |
| Business like | Kind        | Tactful       |
| Confidential  | Logical     | Understanding |
| Democratic    | Mannerly    | Vigorous      |
| Enthusiastic  | Natural     | Worldly-wise  |
| Friendly      | Objective   | Exact         |
| Gracious      | Patient     | Youthful      |
| Helpful       | Qualified   | Zealous       |
| Impartial     | Resourceful |               |

Objective instruments that deal with attitudinal factors have been used in attempts to find patterns of attitudes among counselors. Kelly and Fiske (22) in their investigation of attitudes crucial to success in clinical psychology administered the Allport-Vernon Study of Values Scale to approximately 160 clinical psychology students and to the same number of graduate students in psychology but not in clinical programs. Both groups scored highest on the Theoretical Scale of the test while scoring lowest on the Religious Scale. Of the six scores on the Allport-Vernon Study of Values Scale only one showed a significant difference; the clinical group scored higher on the Social Scale.

Kemp (23:19-22) administered the Rokeach Dogmatism Scale, Form E and Porter's Test of Counselor Attitudes at the beginning and close of a college quarter to 50 graduate students divided into an Experimental and a Control group of 25 each. The Control group did not engage in counseling practicum as did the Experimental group. A comparison was made of the results on Porter's Test of Counselor Attitudes for the Control and Experimental groups in relation to the degrees of dogmatism as indicated by the Rokeach Dogmatism Scale. Responses in the interviews participated in by the Experimental group were compared with the responses given on the Porter Scale to determine the degree of difference in

hypothetical and actual situations, in relation to the degree of dogmatism. He found that the more closed-minded, e.g. (high in dogmatism), the greater the possibility that the counselor-in-training would simulate change in accordance with the expectancies of the situation. This change is likely to be phenotypical, party-line change, rather than change resulting in integrated concepts and new directions for action. Since a greater change toward permissiveness was possible a greater change occurred. Conversely, the more open-minded (low dogmatism), the more permissive was the counselor-in-training and the change toward permissiveness was of lesser degree. This change appeared to be genotypical, resulting from the intelligent integration of new concepts.

Several other studies dealing with emotional attitudes on critical thought have been done (2,23,27). None of these studies, however, have focused upon the relationship of emotional attitudes of the counselor and their effect on performance in the counseling interview. By studying this relationship, this investigator hopes to point up personal characteristics which may be related to the counselor's performance in the interview.

## CHAPTER III

### PROCEDURE

The purpose of this research was to investigate the relationship of certain personality characteristics (specifically, dogmatism) of counselor trainees and their performances in counseling interviews. A secondary purpose was to determine if change in counselor performance was shown by a group of counselor trainees during a short term NDEA counselor training program. This chapter contains: information concerning the research instruments; a brief description of the Institute and its objectives; a description of the subjects; selection of trainees; the judges; description of procedures; and an analysis of data.

#### I. COUNSELOR PERFORMANCE

A rating scale devised by D. J. Brown at Ohio State University was selected to assist in gaining objective rating of counselor performance (Appendix B). The scale consists of forty-six possible occurrences which are rated on a five point continuum ranging from never through occasionally to always. This approach allows a comparatively objective total score indicating the degree of proficiency of each rated counselor and is well suited to the purposes of this study. Brown's rating scale has been used without

modification except that the scoring procedure has been somewhat simplified. The five point continuum was reduced to a three point scale ranging from infrequently through occasionally to frequently.

## II. THE ROKEACH DOGMATISM SCALE (FORM E)

In constructing the dogmatism scale, Rokeach (28:6-9) assumed that it would be employed as a research tool primarily in countries where the word "democracy", would have a positive valence, whatever democracy's meaning to different individuals or groups. Within this broad framework Rokeach's aim was to devise a measuring instrument generally devoid of content specific to any particular ideological orientation, or having content broad enough so it was clearly relevant to divergent ideological orientations. The scale had to be constructed so that individuals adhering dogmatically to such diverse points of view as capitalism, communism, Judaism, Catholicism, etc., would all score at one end of the continuum, and opposite in direction to others relatively low in dogmatism.

The initial scale contained 57 items, and three successive editions contained 43, 36 and 66 items. The several revisions were aimed at increasing reliability. The fifth and final edition or Form E (Appendix A) was used in this study and is composed of the best 40 items taken from the

preceding 66 item scale. All items differentiate significantly between high and low dogmatism, as determined by item analysis. Using odd-even reliabilities, corrected by the Spearman-Brown formula, this scale (Form E) was found to have a corrected reliability of .81 for an English College sample (N=80) and .78 for an English Worker Sample (N=60).

### III. THE INSTITUTE AND ITS OBJECTIVES

During the Summer quarter of 1961, CWSC conducted its second Short Term NDEA Counseling and Guidance Institute for a period of eight weeks from June 18, 1961, through August 10, 1961. The broad purposes of the institute were to improve secondary school counselors' knowledge and skills with specific stress on test interpretation, career information, identification of able students and counseling theory and techniques. The specific objectives of the institute were as follows: (1) to clarify and emphasize the basic philosophical basis of counseling in a democratic society, (2) to stimulate growth in knowledge of theory of counseling and theory of occupational choice, (3) to develop competency in the use of occupational and educational information with particular reference to scientific and professional occupations, (4) to develop competency in the use of various student appraisal techniques emphasizing academic

aptitude, multiple aptitude batteries, and including interest, achievement, personality, and other assessment instruments to show the multiple dimensions of human performance. Particular emphasis was given to the identification of able students, (5) to develop skill in providing records which aid meaningful communication to the school staff, students, parents, training institutions, and prospective employers, (6) to raise the level of the skill in counseling of academically able high school students -- stressing vocational and educational dimensions, and (7) to develop the ability to aid in research relating to the guidance program at the local level.

#### IV. DESCRIPTION OF SUBJECTS USED

The subjects used in this study were thirty graduate students enrolled in the Counseling and Guidance Institute. Twenty-five were males and five were females. Their ages ranged from twenty-five to fifty-seven years with the mean age of the group being 37.6 years.

#### V. SELECTION OF TRAINEES

The trainees were selected for the institute on the basis of their previous academic record, at least one graduate course in counseling and guidance, evidence of intent to do at least half-time counseling during the following

school year, at least one year of successful teaching or counseling experience in a secondary school, possession of a currently valid teaching certificate, and recommendations by school officials of the district in which the applicant was employed. Fourteen trainees were used in investigating Hypothesis One concerning change in counselor effectiveness, thirty were used in testing Hypothesis Two concerning change in dogmatism, and twenty-one were used in testing Hypothesis Three concerning the relationship between dogmatic attitudes and counselor effectiveness.

#### VI. THE JUDGES

Five judges were utilized in rating the tape recorded interviews to establish inter-judge reliability. Three of the judges are on the Psychology and Counselor Training Staff at CWSC and have extensive experience in counseling. Two of the judges were graduate students in school psychology-school counseling at CWSC and have had training and some practical experience in counseling.

#### VII. PROCEDURES

All NDEA enrollees were administered the Rokeach Dogmatism Scale, Form E, at the beginning and at the close of the training program.

During the second and third weeks each trainee tape

recorded his interview with a high school student. These were collected and a code number replaced the name of the trainee. A consultant conference was held with the trainee following each taped interview during which time a professional critique was offered in an effort to improve counselor effectiveness. During the seventh and eighth week a second interview was recorded and the same procedures were followed.

Using Brown's Performance Rating Scale each of the interviews was independently rated by two of the five judges. The judges identified themselves on the rating scales. The rating scales were then collected and a total rating score by each judge was computed for each trainee. Correlations were calculated between each rater and the investigator who also served as one judge. The range of correlations was found to be from .27 to .79. Then an average  $r$  using Fisher's  $z$  was taken and an inter-judge reliability coefficient of .738 was obtained. This is significant beyond the .01 confidence level ( $N=21$ ). The average of the two raters was then used as comparison criteria for (1) trainee change and (2) relationship to dogmatism.

#### VIII. METHOD OF ANALYSIS

This study was designed to test these hypotheses:  
(1) there is no change in counselor effectiveness from

early to late in the program; (2) there is no change in counselor dogmatism from early in the program to late in the program; (3) there is no relationship between Rokeach Dogmatism Scale scores and ratings of taped interviews for counselor trainees in this program.

It was predetermined that all computations in this study must reach the five per cent level of confidence to be considered significant. An analysis of difference between means, as described by Edwards (14:136-7) correlated t-test, was made to determine the significance of (1) change in consultant ratings of taped interviews from early in training to later in training and (2) change in dogmatism, e.g., to test Hypotheses One and Two.

A coefficient of correlation was used to test Hypothesis Three concerning the degree of relationship that existed between judges ratings and change in dogmatism (14:71-73).

## CHAPTER IV

### RESULTS

The findings presented in this chapter relate to the null hypotheses presented in Chapter I.

#### I. CHANGE IN COUNSELOR EFFECTIVENESS

Hypothesis 1. There is no change in counselor effectiveness from early to late in the training program.

The sample used in this analysis was comprised of fourteen counselor trainees participating in the NDEA Guidance and Counseling Institute.

The degree of change in counselor effectiveness as reflected by judges ratings of early and late taped interviews was measured by a correlated t-test. The resulting t between the mean for early and for late taped interviews was 2.39 (Table I: Page 23). This is of sufficient magnitude to reject the null hypothesis at the .05 level of confidence.

#### II. CHANGE IN DOGMATISM

Hypothesis 2. There is no change in dogmatism from early in the Counseling Institute training program to late in the program.

The sample used in this analysis was comprised of

TABLE I

MEANS, DIFFERENCE AND SIGNIFICANCE OF  
CHANGE IN RATINGS OF COUNSELOR EFFECTIVENESS  
FROM EARLY TO LATE IN A SHORT TERM COUNSELING TRAINING PROGRAM

| N  | M1    | M2    | M diff | SEM diff | t    | Significance Level |
|----|-------|-------|--------|----------|------|--------------------|
| 14 | 26.43 | 29.73 | 3.3    | 1.38     | 2.39 | .05                |

thirty counselor trainees enrolled in the Institute.

The amount of change in dogmatism as measured by the Rokeach Dogmatism Scale, and reflected by counselor trainees, from early in training to late in the training program was also measured by means of a correlated t-test between the means of early and late Rokeach tests. The t-test results from differences between early and late Rokeach scores was 3.923 (Table II: Page 25). This is of sufficient magnitude to reject the null hypothesis at a point beyond the .001 level of confidence.

### III. RELATIONSHIP BETWEEN DOGMATISM AND JUDGES RATINGS

Hypothesis 3. There is no significant relationship between Rokeach Dogmatism Scale scores and judges ratings of taped interviews for counselor trainees.

The obtained Pearson Product-moment Correlations were insignificant. An  $r$  of  $-.196$  ( $DF=12$ ) was found between first rated interviews and first Rokeach Dogmatism Scale scores. An  $r$  of  $-.200$  was found between second rated interviews and second Rokeach Dogmatism Scale scores. The hypothesis cannot be rejected.

TABLE II

MEANS, DIFFERENCE AND SIGNIFICANCE OF  
CHANGE IN DOGMATISM FROM EARLY TO LATE  
IN A SHORT-TERM COUNSELING TRAINING PROGRAM

| N  | M1    | M2    | M diff | SEM diff | t    | Significance Level |
|----|-------|-------|--------|----------|------|--------------------|
| 30 | 141.2 | 132.5 | 8.7    | 2.21     | 3.92 | .001               |

## CHAPTER V

### DISCUSSION

The results obtained in testing Hypothesis One, show that progressive change in counselor effectiveness was made as indicated by differences between their performance ratings in a counseling interview relatively early in the Institute and their performance ratings in a counseling interview relatively late in the Institute. This change, as reflected by judges ratings of tape recordings made in each of these two counseling sessions, was significant at the .05 level of confidence. The conclusion must be that there was a significant progressive change in counselor performance which occurred during the approximate five weeks separating the first and second evaluations. It is not possible to attribute this change to the Institute nor to any specific activity which may have occurred in the Institute. Although, we could speculate that something in the Institute had resulted in improved counselor performance the factor or factors responsible have not been isolated and identified. One recommendation for further research might be that some attempt be made to identify more specifically the particular activities occurring during the Guidance and Counseling Institute or a similar Guidance and Counseling Institute with similar objectives which might be hypothesized

to be the variable or variables inducing change in counselor performance.

As reflected by the Rokeach Dogmatism Scale, there was an observed change in dogmatic attitudes of trainees between tests administered early in the institute and tests administered late in the Institute. One might question the subtlety of the Rokeach Dogmatism Scale as an instrument for measuring such change. That is, one might hypothesize that the trainees being aware, perhaps, that instructors felt that Dogmatism was not a desirable attitude in counselors, would be capable of falsifying test results to lean in the direction which they considered their instructors to think most favorable. Nevertheless, the results do indicate a change, a change significant at the .001 level of confidence. Such a change in a trait such as Dogmatism cannot be disregarded and may be reflected to be a change in a desirable direction. That is, consensus is that in counselors, dogmatism is less rather than more desirable.

Once again it is not possible to establish a cause-effect relationship. Although the change occurred during the time the trainees were involved in the Institute program, this change cannot necessarily be attributed to attendance at the Institute or to any specific activity which occurred during the Institute.

The correlations between scores of the Rokeach Dog-

matism Scale and ratings of counselor effectiveness were in both instances found to be insignificant. This suggests that there is not the relationship between this dimension of counselor personality and counselor effectiveness in practice which we previously believed existed. However, another possible reason for this outcome might be related to the discussion of Hypothesis Two. That is, the counselor trainees may have been able to simulate change in dogmatism in accordance with their perception of the expectancies of the Institute or to have played a role in the counseling interview that they felt was expected of them.

The failure to find significant relationships between dogmatism and interview ratings may also indicate an examination of the structure of the interviews may be in order. The trainees had two interviews, one early and one late in training. The second interview sometimes involved discussion with the counselee's parents. When this occurred the structure of the interview was somewhat changed, which in turn tended to force the counselor to be more informative than permissive. It was also noted that the characteristics of a counselor in a given interview seemed to be markedly affected by, and a function of, the clients' behavior and response pattern. This may indicate that a description of counselor performance apart from client personality, might prove to be difficult.

The rating scale utilized in this study appeared to be an adequate measure of performance in the counseling interview. The fact that the reliability between judges ratings (.738 average correlation coefficient) on the Performance Rating Scale indicates that judges were able to discriminate rather consistently each counselors ability to perform effectively in counseling interviews. This may also indicate that the judges are able to agree upon, define, and recognize those characteristics which are considered to be desirable in a good counselor, at least as defined by Brown's Counselor Rating Scale. However, since good counseling has not yet been clearly or adequately defined, it may well be that a rating scale designed and scored in a reference frame more closely approximating single factor scales, such as that of the Rokeach Dogmatism Scale, would have greater reliability than the one used in this study. Test factors such as those in the Dogmatism Scale are more clearly defined, by way of their being well founded on factor analytic research, than are descriptive statements as those found in the Performance Rating Scale used in this study.

Further research as to the nature of the relation between dogmatism as well as other personality variables and effective performance would be desirable with instruments other than the ones used in this investigation and

designed to measure other characteristics. Finally a more detailed investigation of the relationships discovered by this study might prove fruitful. Of particular importance would seem to be an attempt to identify possible causal conditions in training programs which result in specific changes in the behavior and personality of the trainee. It would seem that this would require a study that would include follow-up procedures. That is, some method of evaluation after the trainee returns to his counseling position in the public schools.

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## APPENDICES

APPENDIX A

## THE ROKEACH D-SCALE

This is a scale of personal beliefs on a number of topics. For each item below indicate to what extent you agree or disagree. Write all responses on the separate answer sheet as directed on that sheet.

1. The United States and Russia have just about nothing in common.
2. The highest form of government is a democracy and the highest form of a democracy is a government run by those who are most intelligent.
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
4. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
5. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
6. A group which tolerates too much differences of opinion among its own members cannot exist for long.
7. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
8. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
9. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.
10. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
11. The present is all too often full of unhappiness. It is only the future that counts.
12. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all".
13. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
14. Most people just don't know what's good for them.
15. In the history of mankind there have probably been just a handful of really great thinkers.

16. There are a number of people I have come to hate because of the things they stand for.
17. A man who does not believe in some great cause has not really lived.
18. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
19. Of all the different philosophies which exist in this world there is probably only one which is correct.
20. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
21. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
22. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
23. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
24. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
25. My blood boils whenever a person stubbornly refuses to admit he's wrong.
26. A person who thinks primarily of his own happiness is beneath contempt.
27. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
28. Man on his own is a helpless and miserable creature.
29. Fundamentally, the world we live in is a pretty lonesome place.
30. Most people just don't give a "damn" for others.
31. I'd like it if I could find someone who would tell me how to solve my personal problems.
32. It is only natural for a person to be rather fearful of the future.
33. There is so much to be done and so little time to do it in.
34. Once I get wound up in a heated discussion I just can't stop.
35. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
36. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
37. It is better to be a dead hero than to be a live coward.
38. While I don't like to admit this even to myself, my

secret ambition is to become a great man, like Einstein or Beethoven, or Shakespeare.

39. The main thing in life is for a person to want to do something important.

40. If given the chance I would do something of great benefit to the world.

## ANSWER SHEET FOR THE ROKEACH D-SCALE

Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Directions for rating items: Indicate extent of agreement or disagreement by circling the respective number value.

D1/40=\_\_\_\_\_/40 = D = \_\_\_\_\_

| Item No. | Disagreement |          |        | Agreement |          |        |
|----------|--------------|----------|--------|-----------|----------|--------|
|          | Strong       | Moderate | Slight | Slight    | Moderate | Strong |
| (1)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (2)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (3)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (4)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (5)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (6)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (7)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (8)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (9)      | 1            | 2        | 3      | 5         | 6        | 7      |
| (10)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (11)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (12)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (13)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (14)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (15)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (16)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (17)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (18)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (19)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (20)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (21)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (22)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (23)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (24)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (25)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (26)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (27)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (28)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (29)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (30)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (31)     | 1            | 2        | 3      | 5         | 6        | 7      |
| (32)     | 1            | 2        | 3      | 5         | 6        | 7      |

## ANSWER SHEET (continued)

| Item No. | Disagreement  |               |               | Agreement     |               |                                 |
|----------|---------------|---------------|---------------|---------------|---------------|---------------------------------|
|          | Strong        | Moderate      | Slight        | Slight        | Moderate      | Strong                          |
| (33)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (34)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (35)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (36)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (37)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (38)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (39)     | 1             | 2             | 3             | 5             | 6             | 7                               |
| (40)     | <u>1</u>      | <u>2</u>      | <u>3</u>      | <u>5</u>      | <u>6</u>      | <u>7</u>                        |
| Sums:    | <u>    </u> + = <u>    </u> = D |

APPENDIX B

## PERFORMANCE RATING SCALE

## INSTRUCTIONS

The following is a rating scale which has been designed to evaluate the counselor's performance in counseling interviews. You are asked to rate each counselor trainee on this scale. It presents a group of possible occurrences which are to be rated on a five point continuum, ranging from never through occasionally to always. Please follow these directions in rating each counselor trainee.

Respond to the rating scale by circling the number that corresponds to your choice for each item. The meaning of the numbers are as follows:

- (1) never or not characteristic of the interviews of the counseling trainee.
- (2) rarely.
- (3) occasionally.
- (4) often.
- (5) always or very characteristic of the interviews of the counseling trainee.

Please be as frank as possible in your ratings. All of the answers are confidential.

Counselor \_\_\_\_\_

Judge \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

Note. This rating scale may be scored as follows:

- 0 point value for items with negative interpretations.
- 1 point value for items with neutral interpretations.
- 2 point value for items with positive interpretations.

1. The counselor has established rapport with the client. 1 2 3 4 5
2. The counselor's question are too specific. 1 2 3 4 5
3. The counselor gives incorrect information. 1 2 3 4 5
4. The counselor gives the client support (assurance, approval). 1 2 3 4 5
5. The counselor becomes involved in arguments with the client. 1 2 3 4 5
  
6. The counselor and client participate in the solving of the problem(s). 1 2 3 4 5
7. The counselor structures the interview periodically. 1 2 3 4 5
8. The counselor does not allow the client enough responsibility. 1 2 3 4 5
9. The counselor uses silences as a counseling technique. 1 2 3 4 5
10. The counselor is aware of the stage the client is at in thinking through the problem. 1 2 3 4 5
  
11. The counselor responds to "content" instead of "feeling" in the interviews. 1 2 3 4 5
12. The counselor misses cues in the interview. 1 2 3 4 5
13. The counselor leads too much. 1 2 3 4 5
14. The counselor gives information and/or advice when asked. 1 2 3 4 5
15. The counselor is pulling the client along too fast. 1 2 3 4 5
  
16. The counselor's responses are clear to the client 1 2 3 4 5
17. The counselor has assumed too much responsibility in the interview. 1 2 3 4 5
18. The counselor needs to develop discussion units more. 1 2 3 4 5
19. The counselor is aware of the client's problem. 1 2 3 4 5
20. The counselor rejects the client. 1 2 3 4 5
  
21. The counselor permits the interview to wander. 1 2 3 4 5
22. The counselor has a good analysis of the client's problem. 1 2 3 4 5
23. The counselor uses tentative analysis and general leads. 1 2 3 4 5
24. The counselor is aware of the role the client expects him to take. 1 2 3 4 5
25. The counselor tends to be possessive of the client. 1 2 3 4 5

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 26. | The interview needs a summary.  | 1 | 2 | 3 | 4 | 5 |
| 27. | The counselor uses interpretative statements.                               | 1 | 2 | 3 | 4 | 5 |
| 28. | The counselor fails to diagnose the client's problem deep enough.           | 1 | 2 | 3 | 4 | 5 |
| 29. | The counselor has accepted the client.                                      | 1 | 2 | 3 | 4 | 5 |
| 30. | The counselor talks too much.   | 1 | 2 | 3 | 4 | 5 |
| 31. | The counselor asks for clarification.                                       | 1 | 2 | 3 | 4 | 5 |
| 32. | The counselor attempts to get the client to analyze the problem(s).         | 1 | 2 | 3 | 4 | 5 |
| 33. | The counselor leads too little.   | 1 | 2 | 3 | 4 | 5 |
| 34. | The counselor misses the core of the client's remark.                       | 1 | 2 | 3 | 4 | 5 |
| 35. | The counselor's responses are vague.  | 1 | 2 | 3 | 4 | 5 |
| 36. | The counselor needs to make plans for the next interview (or time between). | 1 | 2 | 3 | 4 | 5 |
| 37. | The discussion in the interview is related to the client's problem.         | 1 | 2 | 3 | 4 | 5 |
| 38. | The counselor uses summary clarifications.                                  | 1 | 2 | 3 | 4 | 5 |
| 39. | The counselor fails to go deeper into the problem.                          | 1 | 2 | 3 | 4 | 5 |
| 40. | Too much responsibility for the interview on the client.                    | 1 | 2 | 3 | 4 | 5 |
| 41. | The counselor reflects the client's feeling.                                | 1 | 2 | 3 | 4 | 5 |
| 42. | The client accepts the counselor's lead.                                    | 1 | 2 | 3 | 4 | 5 |
| 43. | The counselor is aware of the client's motivation in solving his problem.   | 1 | 2 | 3 | 4 | 5 |
| 44. | The counselor breaks in on the client.                                      | 1 | 2 | 3 | 4 | 5 |
| 45. | The counselor engages in personal valuing.                                  | 1 | 2 | 3 | 4 | 5 |
| 46. | The conference is smooth moving (moving toward goal).                       | 1 | 2 | 3 | 4 | 5 |