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BLACK ADULTS' PERCEPTIONS OF COUNSELORS WITHIN THE COUNSELOR-CLIENT RELATIONSHIP

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Vaughn Kemp Taylor, B.S., M.Ed.

The Ohio State University
1970

Approved by

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INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Counseling offers members of a society a means of self-examination so they will be able to know and understand themselves better. This self-examination may be needed in the area of personal-social concerns or vocational choice. Psychotherapeutic methodologies used by counselors with their counselees have been developed over the years, primarily through the use of clients who were either patients in a clinical setting or students in a university setting. Today, variations of these methodologies are being used also by counselors in school settings.

Following World War II the Veterans Administration employed a considerable number of counselors to assist servicemen in their transition from military life back to civilian life. This transition was back to the world of work, or in pursuit of further educational training. As soon as the vast majority of World War II veterans had matriculated into civilian society, the Veterans Administration counseling service was greatly reduced. This is the counseling situation for adults as it exists today.
Very few counselors are available with the time and expertise to counsel with adults.

Dannenmaier (1964) pointed out that a search of the literature for articles written specifically on counseling adults for the period of time from 1945 until 1963 revealed that only two articles had been published. He stated that there is a great need for research and writing in this area.

Shaw (1969) devoted a portion of his recently published book on adult education to a discussion of counseling adults. This new publication fails to offer any new statements on techniques or thinking regarding adult counseling. This author merely presents material found in any basic textbook on principles and practices of school guidance and counseling. Thus the lack of attention stated by Dannenmaier in 1964 exists today.

Stiller (1967, p. 8) cites the fact that there is no resource offering general counseling help for an adult or school dropout to assist him in clarification of his thinking and understandings or to help him make decisions.

Within this need of general counseling for adults there exists a concern of even greater magnitude. This is the need to provide counseling assistance for adult members of racial and ethnic groups who are uneducated or under-educated. As a consequence of their low educational level and a lack of counseling assistance, these persons find
themselves underemployed, unemployed, and often poverty stricken.

Counseling members of racial and/or ethnic groups who have fallen into the abyss of poverty may require special skills. Stern (1967, p. 28) feels that for counselors to make a contribution to breaking the cycle of poverty they need to understand the causes, conditions, and consequences of poverty and, in particular, the forces creating and perpetuating poverty for Negroes. The Negro, by himself, cannot secure the needed education and job preparation.

McElaney (1966, p. 78) supports Stern's contention in his discussion of the goals of adults. By use of comparison he shows how the primary goals of adults differ from those of adolescents. An illustration would be that adults have earning a living as one of their basic goals. More education being considered a secondary goal by many adults. Conversely, in the life of many teenagers, the two goals stated above would be reversed.

Bischof (1969) tells us there are no definable research studies in adult education available which draw differences between adult black humans and adult white humans. The current emphasis on integration is given as the reason for avoiding such studies. It is feared that results may be discriminating toward blacks. On the other hand, it would seem that black adults should be studied to
facilitate their progress toward full participation in American society. Therefore, the need for research studies on counselor effectiveness that include black adult subjects provides the basis for this study.

Statement of the Problem

The purpose of this investigation was to determine the nature of the counselor-client relationship as perceived by unemployed and/or underemployed culturally different clients in an Adult Education Manpower Development and Training Project.

To further clarify the purposes of the study, the following questions were developed:

1. What is the Level of Congruence in the counselor-client relationship as perceived by the client at the initial, mid-point, and terminal phases of the program?

2. What is the Level of Empathy in the counselor-client relationship as perceived by the client at the initial, mid-point, and terminal phases of the program?

3. What is the Level of Regard in the counselor-client relationship as perceived by the client at the initial, mid-point, and terminal phases of the program?

4. What is the Level of Unconditional Positive Regard in the counselor-client relationship as perceived
by the client at the initial, mid-point, and terminal phases of the program?

From the above questions, hypotheses stated in null form were developed.

Hypotheses of the Study

The following null hypotheses were tested:

1. The Level of Congruence in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory (RI) was administered.

   a) The Level of Congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

   b) The Level of Congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

   c) The Level of Congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

2. The Level of Empathy in the counselor-client relationship, as perceived by the client, will not differ
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administered.

a) The **Level of Empathy** in the counselor-client
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scores of the Relationship Inventory.
b) The **Level of Empathy** in the counselor-client
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c) The **Level of Empathy** in the counselor-client
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not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The Level of Regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

4. The Level of Unconditional Positive Regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project the Relationship Inventory was administered.

a) The Level of Unconditional Positive Regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

b) The Level of Unconditional Positive Regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The Level of Unconditional Positive Regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.
Definition of Terms

The purpose of presenting definitions of terms is to strive for clarity as well as to facilitate an understanding of the topics being presented. For the purpose of this study, the following definitions of terms will apply:

**Congruence.**—Absence of conflict or inconsistency between the therapist's primary experience, his conscious awareness, and his overt communication (Barrett-Lennard, 1959).

**Empathy.**—The extent to which one person is conscious of the immediate awareness of another . . . (Barrett-Lennard, 1959).

**Level of Regard.**—The overall level or tendency of one person's affective response to another . . . it is the composite "loading" of all the distinguishable reactions of one person to another (Barrett-Lennard, 1959).

**Unconditionality of Regard.**—The aspect of constancy or variability of affective response, regardless of its general level (Barrett-Lennard, 1959).

Importance of the Study

There are four facets of this study that contribute to its importance. Initially, client ratings seldom have been investigated as a source of counselor effectiveness. Results from this study provide additional information
about the use of clients as raters of counselor effectiveness.

Second, a majority of black adults were used as subjects in this study. In the past, few adults, particularly black adults, have been the subjects of research studies.

Third, counseling goals in this study were specifically aimed toward changing the subject's attitudes about fellow employees and supervisors. It was hoped that by effecting attitude changes, subjects would be able to hold permanent employment.

The last facet of importance in this study was the opportunity to explore client reaction to counselors of different races. Two of the three counselors in this study were male. The third counselor was female. One of the male counselors was Negro; the other male counselor was Caucasian. Thus, subject reactions to male counselors of different races could be observed.

Limitations of the Study

The study was conducted with an awareness of the following limitations:

1. The effect of the experimenter bias phenomenon on the results of the study. Rosenthal (1963, p. 280) states that expectation and motivation of the experimenters were shown to be partial determinants of behavioral
research. Since experimenter bias apparently cannot be identified and controlled, it affects a large number of researchers. The investigator, as a result of his own school experience, his experience as a teacher of adults, and a guidance counselor, possesses certain biases related to both theories of counseling and what constitutes an appropriate counseling program for adults.

2. The effect of gathering all research data and conducting the program in a special atmosphere resulting from the fact that all subjects were specifically selected for this pre-employment project by the Columbus Urban League (Ohio) and received full attention of the project staff for an eight-week period of time.

3. The instrument used to measure client perceptions of counselors in the counseling relationship was originally validated on subjects in a clinical situation on a university campus. Therefore, its appropriateness for use with culturally different subjects may be limited. Still, it must be kept in mind that the instrument has been used on several populations that varied from the original population on which the norms of the instrument had been established. Examples are, parent-child relationships of juvenile delinquents, mother-daughter relationships, and teacher-pupil relationships.

4. The Hawthorne effect of the attitude and behavior of the project teachers and administrators during
the implementation of the program on the project participants must be considered.

5. The effect of the attitude and behavior of the Columbus Urban League staff prior to and during the implementation of the experimental program.

6. The effect of the setting and the size of the sample included in the study. The study was limited to those subjects selected for participation in the pre-employment project by the Columbus Urban League. The population included in the study would be considered to be below middle class socio-economic levels. The size of the sample was determined by an analysis of variance rule that requires a minimum of five subjects in each cell of the research design. Each counselor had to counsel an equal number of subjects and it was difficult to predict which subjects would successfully complete the eight-week program.

7. The effect of the subjects being arbitrarily assigned to a counselor (although a random number table was used) with limited freedom to change, resulted in some lack of motivation to accomplish any of the identified goals established for the group.

8. The effect of the physical facility in which the program was conducted must be considered. Each counselor had an office but there were no doors or sound-proof walls. The entire group was housed in a large room which had been partitioned off to allow office and class-
room space. It was very difficult for any subject to enter a counselor's office for private consultation without some other project member being aware of the subject's movement into the counseling office.

Organization of this Report

This chapter has included an introduction to the study, a statement of the problem, hypotheses of the study, definition of terms, importance of the study, and limitations of the study.

A review of the literature related to the study is presented in Chapter II. The review is organized in five areas as follows: (1) Congruence; (2) Empathy; (3) Level of Regard; (4) Unconditionality of Regard; and (5) the Counseling Relationship. The topic under consideration contains each of the aforementioned areas, hence some background in each must be proved.

Procedures and methodology utilized in the study are described in Chapter III. Topics presented in this section are: the setting, the sample, the counselors, the description of the program, the description of the instrument, data collection, statistical treatment of the data and logical analysis of the data.

The findings are presented and discussed in Chapter IV. The findings are organized on the basis of the statistical treatment of the data and a logical analysis of the data.
Chapter V includes a review of the study, conclusions and recommendations for further research.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The basic question proposed by this study focuses on the nature of the client-counselor relationship, as perceived by unemployed and/or underemployed clients who are different (in that they are black). A review of research relating to each of the variables constituting the research question, as well as a discussion of the counseling relationship itself, will be the concern in this chapter. The chapter will review relevant research, primarily concerned with (1) Congruence; (2) Empathy; (3) Level of Regard; (4) Unconditional Positive Regard; and (5) the Counseling Relationship.

Congruence

Rogers (1957) discussed what he considered to be the necessary and sufficient conditions for a helping relationship. He stated, "The therapist must be congruent in the relationship." This means the therapist should be a genuine, integrated person.

Barrett-Lennard (1959) operationally defined congruence as: absence of conflict or inconsistency between
his (the therapist's) primary experience, his conscious awareness, and his overt communication. He obtained a .89 split-half reliability of the congruence sub-test in 1959. Mills and Zytowski (1967) obtained a .87 test, re-test reliability of the congruence sub-test of the RI. It was hypothesized that congruence was one of the therapist's attitudes and responses, as experienced by his client, that is influential in the process of therapeutic change.

Barrett-Lennard tested two related hypotheses: first, the extent of the client's therapeutic personality change partly depends on the level implied in the client's perception of his therapist, known as the congruence therapist response variable. Second, more successful therapists facilitate more therapeutic change in their clients because they respond in ways that lead their clients to experience them to be more congruent.

To test these hypotheses, Barrett-Lennard developed a questionnaire called the Relationship Inventory (RI), which measured the dimension of therapist congruence. These Relationship Inventory scores were then compared with measures of client change and with therapist expertness. The obtained results supported both of the experimental hypotheses in the congruence variable. Congruence was significant at the .01 level. It was also found that the better adjusted a client is upon entering therapy, the more
liking and respect he perceives in his therapist's response to him and the more secure and integrated, or congruent, his therapist appears to him.

Thornton (1960) studied certain dimensions of the perceived relationship as related to marital adjustment, using the marriage adjustment schedule and the RI. He found there was a positive and significant relationship between the congruence that each partner perceives in the other's response.

Emmerling (1960) divided a sample of classroom teachers into three groups on the basis of the degree to which they reported concern with self-related problems as against problems external to self. For each group of teachers he studied their students' perception of the opportunity for participation and freedom of communication in their classrooms. He also studied, for each group, the students' perception of their teachers' ability to be congruent in their relation to their students. He found, for the congruence variable, the group of teachers identified as most concerned with self-related problems obtained significantly higher ratings than the group most concerned with problems unrelated to self.

Martin, Carkhuff, and Berenson (1966) investigated the level of the counselor-offered facilitative condition of genuineness (congruence) with subjects given instructions to discuss problems which they might have. The
subjects were sixteen college students, interviewed by both (1) their "best available friend," and (2) a professional counselor. The level of genuineness (congruence) offered by the counselor, as indicated by objective tape ratings and inventories filled out by the counselees, was significantly higher than those offered by the "best available friends."

Gross and DeRidder (1966) revealed that significant movement in comparatively short-term counseling correlated significantly with clients' perceptions of the congruence variable as related by the Barrett-Lennard RI. Client movement was measured by the experiencing scale given at different points in time to trained judges rating portions of the second and next to the last interviews. Gross and DeRidder concluded that movement in counseling is accompanied by the relative condition of congruence, postulated by Rogers, in counseling cases of less extended duration.

In a more recent investigation, Shapiro, Krauss, and Truax (1969) hypothesized that a high degree of genuineness elicited greater self-exploration from clients outside of psychotherapy as well as inside of psychotherapy. This hypothesis was tested by asking thirty-six undergraduates, thirty-nine police applicants, and twenty day hospital patients to rate the level of genuineness (congruence) they perceived themselves receiving from each of their parents and their two closest friends. They also
completed a scale measuring their own degree of disclosure of affect with each of these persons. The data analysis suggested that the clients disclosed themselves more deeply to those persons offering the highest level of genuineness.

Empathy

The second condition considered necessary and sufficient for a helping relationship is empathy. Rogers (1957) said, "The therapist experiences an empathic understanding of the client's internal frame of reference and endeavors to communicate this experience to the client."

Barrett-Lennard (1959) operationally defined empathic understanding as: the extent to which one person is conscious of the immediate awareness of another. He obtained a .86 split-half reliability of the empathy sub-test in 1959. Mills and Zytowski (1967) obtained a .84 test, re-test reliability of the empathy sub-test of the RI. It was hypothesized that empathy was one of the therapist's attitudes and responses as experienced by his client that is influential in the process of therapeutic change.

Barrett-Lennard tested two related hypotheses: First, the extent of a client's therapeutic personality change partly depends on the level implied in the client's perceptions of his therapist, of the empathy therapist response variable. Second, more successful therapists
facilitate more therapeutic change in their clients because they respond in ways that lead their clients to experience them to be more empathic in relation to their clients.

To test these hypotheses, Barrett-Lennard developed a questionnaire called the Relationship Inventory (RI) which measured the dimension of therapist empathy. These Relationship Inventory scores were compared with measures of client change and with therapist expertness. The obtained results supported both of the experimental hypotheses in the empathy variable. Empathy was significant at the .01 variable. It was also found that the better adjusted a client is upon entering therapy, the more liking and respect he perceives in his therapist's response to him and the more secure and integrated, or empathic, his therapist appears to him.

Thornton (1960) studied certain dimensions of the perceived relationship as related to marital adjustment, using the marriage adjustment schedule and the RI. He found there was a positive and significant relationship between the level of marital adjustment and the empathic understanding that each partner perceives in the other's response.

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Martin, Carkhuff, and Berenson (1966) investigated the level of the counselor-offered facilitative condition of empathy with subjects given a set of instructions to discuss problems which they might have. The subjects were sixteen college students, interviewed by both (1) their "best available friend," and (2) a professional counselor. The level of empathy offered by the counselor as indicated
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Level of Regard

Level of regard is the third necessary and sufficient condition considered essential for effecting therapeutic change. Here, Rogers (1957) posited that the communication to the client of the therapist's empathic understanding and unconditional positive regard is to a minimal degree achieved.

In 1959, Barrett-Lennard operationally defined level of regard as: the overall level or tendency of one
person's affective response to another. It is the composite "loadings" of all the distinguishable feeling reaction of one person to another. He obtained a .91 split-half reliability of the level of regard sub-test in 1959. Mills and Zytowski (1967) obtained a .86 test, re-test reliability of the level of regard sub-test of the RI. It was hypothesized that level of regard was one of the therapist's attitudes and responses, as experienced by his client, that is influential in the process of therapeutic change.

Barrett-Lennard tested two related hypotheses: First, the extent of the client's therapeutic personality change partly depends on the level implied in the client's perceptions of his therapist of the level of regard therapist response variable. Second, more successful therapists facilitate more therapeutic change in their clients because they respond in ways that lead their clients to perceive them to have a high level of regard in relation to their clients.

To test these hypotheses, Barrett-Lennard developed a questionnaire called the Relationship Inventory (RI) which measured the dimension of therapist level of regard. These RI scores were then compared with measures of client change and with therapist expertness. The obtained results supported both of the experimental hypotheses in the level of regard variable. Level of regard was significant at the
.01 level. It was also found that the better adjusted a client is upon entering therapy, the more liking and respect he perceives in his therapist's response to him and the more secure and integrated his therapist appears to him.

Thornton (1960) studied certain dimensions of the perceived relationship as related to marital adjustment. Using the marriage adjustment schedule and the RI, he found there was a positive and significant relationship between the level of marital adjustment and the level of regard that each partner perceives in the other's response.

Emmerling (1960) divided a sample of classroom teachers into three groups on the basis of the degree to which they reported concern with self-related problems, as against problems external to self. For each group of teachers, he studied their students' perception of the opportunity for participation and freedom of communication in their classrooms. He also studied, for each group, the students' perception of their teachers' ability to be positive in their regard in relation to their students. He found, for the level of regard variable, the group of teachers identified as most concerned with self-related problems obtained significantly higher ratings than the group most concerned with problems unrelated to self.

Martin, Carkhuff, and Berenson (1966) investigated the level of the counselor-offered facilitative conditions
of positive regard with subjects given instructions to discuss problems which they might have. The subjects were sixteen college students, interviewed by both (1) their "best available friend," and (2) a professional counselor. The level of regard offered by the counselor as indicated by objective tape ratings and inventories filled out by the counselees was significantly higher than those offered by the "best available friends."

Gross and DeRidder (1966) revealed that significant movement in comparatively short-term counseling correlated significantly with clients' perceptions of the level of regard variable as related by the Barrett-Lennard RI. Client movement was measured by the experiencing scale given at different points in time, to trained judges rating portions of the second and next to the last interviews. Gross and DeRidder concluded that movement in counseling is accompanied by the level of regard condition, postulated by Rogers, in counseling cases of less extended duration.

In a more recent investigation, Shapiro, Krauss, and Truax (1969) hypothesized that a high degree of positive regard elicited greater self-exploration from clients outside of psychotherapy, as well as inside of psychotherapy. This hypothesis was tested by asking thirty-six undergraduates, thirty-nine police applicants, and twenty hospital day patients to rate the level of regard they perceived themselves receiving from each of their parents
and their two closest friends. They also completed a scale measuring their own degree of disclosure of affect with each of these persons. The data analysis suggested that the clients disclosed themselves more deeply to those persons offering the highest level of regard.

Unconditional Positive Regard

A fourth condition, unconditional positive regard, was also considered necessary in the helping relationship. The therapist experiences unconditional positive regard for the client was a condition described by Rogers in 1957.

Unconditional positive regard as defined operationally by Barrett-Lennard is: the aspect of constancy of variability of affective response, regardless of its general level. He obtained a .82 split-half reliability of the unconditional positive regard sub-test in 1959. Mills and Zytowski (1967) revealed a .80 test, re-test reliability score on the unconditional positive sub-test of the RI. It was hypothesized that unconditionality of regard was one of the therapist's attitudes and responses, as experienced by his client, that is influential in the process of therapeutic change.

Barrett-Lennard tested two related hypotheses: First, the extent of a client's therapeutic personality change partly depends on the level implied in the client's perceptions of his therapist of the unconditionality of
regard therapist response variable. Second, more successful therapists facilitate more therapeutic change in their clients because they respond in ways that lead their clients to perceive them to have a high unconditionality of regard in relation to their clients.

To test these hypotheses, Barrett-Lennard developed a questionnaire called the Relationship Inventory (RI) which measured the dimension of therapist unconditionality of regard. These RI scores were then compared with measures of client change and with therapist expertness. The obtained results supported both of the experimental hypotheses in the unconditionality of regard variable. Unconditionality of regard was significant at the .01 level. It was also found that the better adjusted a client is upon entering therapy, the more liking and respect he perceives in his therapist's response to him and the more secure and integrated his therapist appears to him.

Thornton (1960) studied certain dimensions of the perceived relationship as related to marital adjustment, using the marriage adjustment schedule and the RI. He found there was a positive and significant relationship between the level of marital adjustment and the unconditionality of regard that each partner perceives in the other's response.

Emmerling (1960) divided a sample of classroom teachers into three groups on the basis of the degree to
which they reported concern of self-related problems, as against problems external to self. For each group of teachers, he studied their students' perception of the opportunity for participation and freedom of communication in their classrooms. He also studied, for each group, the students' perception of their teachers' ability to be unconditional in their regard in relation to their students. He found, for the unconditionality of regard variable, the group of teachers identified as most concerned with self-related problems obtained significantly higher ratings than the group most concerned with problems unrelated to self.

Martin, Carkhuff, and Berenson (1966) investigated the level of counselor-offered facilitative condition of unconditionality of regard with subjects given instructions to discuss problems which they might have. The subjects were sixteen college students, interviewed by both (1) their "best available friend," and (2) a professional counselor. The unconditionality of regard offered by the counselor, as indicated by objective tape ratings and inventories filled out by the counselees, was significantly higher than those offered by "best available friends."

Gross and DeRidder (1966) revealed that significant movement in comparatively short-term counseling correlated significantly with clients' perceptions of the unconditionality of regard variable as related by the Barrett-Lennard RI. Client movement was measured by the experiencing scale
given at different points in time, to trained judges rating portions of the second and next to the last interviews. Gross and DeRidder concluded that movement in counseling is accompanied by the relative conditions postulated by Rogers in counseling cases of less extended duration.

In a more recent investigation, Shapiro, Krauss, and Truax (1969) hypothesized that a high degree of warmth elicited greater self-exploration from clients outside of psychotherapy as well as inside of psychotherapy. This hypothesis was tested by asking thirty-six undergraduates, thirty-nine police applicants, and twenty hospital day patients to rate the unconditionality of regard (warmth) they perceived themselves receiving from each of their parents and their two closest friends. They also completed a scale measuring their own degree of disclosure of affect with each of these persons. The data analysis suggested that the clients disclosed themselves more deeply to those persons offering the highest unconditionality of regard (warmth).

The Counseling Relationship

Each of the four conditions just discussed are considered by Rogers (1957) to be essential in the helping relationship. The investigator concluded, therefore, that a presentation of selected literature, describing the
counseling relationship is appropriate and adds a cohesiveness to this review.

Subsequently, the theory and research of the client-centered therapy group has focused directly on the nature of the relationship. Moreover, Rogers has stated, "The counselor is the most significant factor in setting the levels of conditions in the relationship, though the client has some influences in the quality of the relationship." Rogers also points out that significant positive personality change does not occur except in a relationship. He is primarily concerned with how a counselor can provide a relationship which a client can use for his own personal growth. Rogers has postulated the necessary and sufficient conditions of therapeutic personality change. The conditions which have particular relevance for this study are: (a) that two persons have psychological contact; (b) the therapist must be "congruent" in the relationship; (c) the therapist must experience unconditional positive regard for his client; (d) the therapist must experience an empathetic understanding of the client's internal frame of reference; (e) the therapist must communicate both his empathetic understanding and his unconditional positive regard to the client and the client must perceive them. Research conducted by Fiedler (1950) and Heine (1950) also points out the importance of the relationship in counseling. Through the use of Q sorts, in this case 119 items, are presented
descriptions of patient-therapist relationships. Fiedler found no significant differences between therapists of differing schools and their conceptions of what constitutes the ideal therapeutic relationship. Characteristics seen as desirable in therapists included warmth, empathy, acceptance, understanding. Characteristics seen as undesirable in therapists were coldness, hostility, rejection, and authoritarianism. Heine, in a similar study, investigated the perceptions of counseling held by clients who had been counseled by therapists with Adlerian, client-centered and psychoanalytic orientations. Despite the differential orientations of these therapists, the clients reported similar attitude changes in themselves. The most helpful therapists were perceived as more trusting, understanding, and capable of providing an atmosphere conducive to choice-making than the least helpful therapists. The least helpful therapists were seen as more remote, over-sympathetic, and less interested than the more helpful therapists. Perhaps good therapeutical relationships may transcend theoretical boundaries and be more a function of the expertness of therapists. More recent studies reveal the crucial nature of this relationship and point out the importance of the relationship as it is experienced by the client. Seeman (1954) found that patients' success as a result of psychotherapy is related to the mutual liking and respect between counselor and client. Dittes also found
that certain relationship variables in therapy are important. Utilizing a Galvanic Skin Response (GSR) as a measure of anxiety (or threat) in judges' ratings of the degree of therapist permissiveness, warmth and acceptance, Dittes (1957) reported that when therapists were variable in their attitudes toward clients, the number of GSR deviations significantly increased. Also, the data indicated when therapists displayed a lack of acceptance and warmth, this lack was experienced, based on GSR evidenced by their clients. In another study, Kamin and Couglin (1963) found that the attitudes held by the client toward the therapist were the most significant variables influencing prognosis one to two years later.

Barrett-Lennard (1962) conducted a study in an attempt to show the effect of counselor variables represented by Rogers' necessary and sufficient conditions. The theory was transposed into operational form at the data gathering level. It was hypothesized that each of five aspects of the therapist's attitudes and responses as experienced by his client are influential in the process of therapeutic change. Two of these variables are empathetic understanding and congruence. In addition, he used "level of regard" and "unconditionality of regard" which represents a division of the concept of unconditional positive regard into what are considered to be two separate components. The fifth relationship variable was "willing-
ness to be known." Barrett-Lennard explained that the level of regard refers to the affective aspects—either positive or negative—of one person's response to another. It may be considered the "loading" of all the distinguishable feeling reactions of one person toward another, positive and negative, onto a single abstract dimension. The lower extreme of this dimension represents maximum intensity and predominance of negative type feeling, not merely a lack of positive feeling.

Unconditionality of regard is specifically concerned with how little or how much variability there is in one person's affective response to another. It is defined as the degree of constancy of regard felt by one person for another who communicates self-experience to the first. The more the therapist's regard for the client changes, in response to his changes in feeling, the more conditional (less unconditional) he is.

Barrett-Lennard tested two related hypotheses: First, the extent of a client's therapeutic personality change partly depends on the level, implied in the client's perceptions of his therapist, of each of the five therapist response variables. Second, more successful therapists facilitate more therapeutic change in their clients because they respond in ways that lead their clients to experience them more empathically understanding, congruent, and willing to be known in relation to their clients.
To test these hypotheses, Barrett-Lennard developed a questionnaire called the Relationship Inventory which measured the five therapist dimensions. These Relationship Inventory scores were then compared with measures of client change and with therapist expertness. The obtained results supported both of the experimental hypotheses in four of the five variables. Empathic understanding, level of regard, unconditionality of regard, and congruence were each significant at the .01 level. It was also found that the better adjusted a client is upon entering therapy, the more liking and respect he perceives in his therapist's response to him and the more secure and integrated or congruent his therapist appears to him.

Barrett-Lennard makes the following interpretations from the results: The results of a split-half reliability assessment and inter-correlation of the relationship scales are consistent with viewing each measure as a distinct aspect of the perceived relationship. Support of the first hypothesis is interpreted theoretically to mean that four of the relationship measures, from the client's perception, are indexes of primary change-producing influences. Support of the second hypothesis implies that constructive personality change depends on how much the therapist's actual response causes his client to experience him as empathically understanding, congruent, and positive and unconditional in his regard.
This study lends strong support to Rogers' theoretical formulation of the effect of counselors' attitudes on the nature of the relationship and the effect of this relationship in producing positive therapeutic changes. Three other studies will be mentioned here to illustrate the versatility of the Relationship Inventory.

Thornton (1960) studied certain dimensions of the perceived relationship as related to marital adjustment, using the Marriage Adjustment Schedule and the RI. He found there was a positive and significant relationship between the level of marital adjustment and the level of regard, empathic understanding, congruence, and unconditionality of regard that each partner perceives in the other's responses. He also found a significant inverse relationship between adjustment in marriage and the degree to which each marital partner feels that he is responding positively in the four ways measured by the RI, to the other partner than the other is to him, and that he is responding more positively than the other partner feels he is responding. The results suggest that the RI may in itself be an adequate measure of marital adjustment.

Emmerling (1960) divided a sample of classroom teachers into three groups on the basis of the degree to which they reported concern with self-related problems, as against problems external to self. For each group of teachers, he studied their students' perception of the
opportunity for participation and freedom of communication in their classrooms. He also studied, for each group, the students' perception of their teachers' ability to be positive and unconditional in their regard and empathic and congruent in relation to their students. He found for each of these variables, the group of teachers identified as most concerned with self-related problems obtained significantly higher ratings than the group most concerned with problems unrelated to self.

Hansen (1963) demonstrated the extent to which the level of supervisory-trainee relationship in a supervised counseling practicum is related to the trainee's self-awareness and the trainee's level of experiencing. The population for this study consisted of twenty-eight graduate students enrolled in The Ohio State University NDEA Counseling and Guidance Institute during the academic year 1962-63. The Institute members were randomly divided into three groups and assigned to a supervisor for their practicum experience. Each of the twenty-eight students was asked to rate the supervisory relationship with his supervisor, utilizing the RI. Using the same inventory, each supervisor was asked to rate his relationship with each student. Each Institute member also described himself on the Stern Activities Index and the Counselor Self Questionnaire. The similarity of these self estimates was utilized as self-awareness. The same procedure was
conducted at the close of the practicum experience. Supervisor-supervisee interview tapes were analyzed by a panel of judges using the Gendlin Experiencing Scale. The results indicated that each supervisor established different relationships with his trainees and that these relationships appeared to be related to differences in trainees' behaviors. Trainees who perceived their supervisory relationships less favorably achieved lower experiencing scores, while the group of trainees who reported the least favorable perceptions achieved the lowest experiencing scores. The implications for action stated by Hansen as a result of his study supported the importance of the supervisor-supervisee relationship. Hansen stated that supervisors should aim toward a more clear and sensitive awareness of the trainee's inner being and toward a greater ability to understand their own moment-to-moment feelings and experiences. Hansen also believed that supervisors should focus directly on establishing good working relationships with each trainee in an effort to foster relationship-oriented counseling, rather than to reinforce technique-oriented counseling.

In a more recent study, Gross and DeRidder (1966) revealed that significant movement in comparatively short-term counseling correlated significantly with clients' perceptions of relationship variables as related by the Barrett-Lennard RI. Client movement was measured by the
experiencing scale given at different points in time, to trained judges rating portions of the second and next to the last interviews. Gross and DeRidder concluded that movement in counseling is accompanied by the relative conditions postulated by Rogers in counseling cases of less extended duration.

An additional research supporting the view that the counselor-client relationship is essential to the total counseling transaction has been reported by Whitehorn and Betz (1954), Halkides (1958), Parloff (1956), and Butcher (1960). Similarly, the warmth and empathy of the therapist has been demonstrated to bear a relationship to the ongoing therapeutic process (Cartwright and Lerner, 1963; Hiler, 1958; Lesser, 1961).

Two tentative conclusions may be drawn from the evidence cited. First, the counseling relationship may transcend theoretical differences. The counselor-client relationship may be more a function of the counselor's expertness and experience. Second, although it is desirable that counselors possess interpersonal qualities such as warmth, empathy, and acceptance, these characteristics themselves do not guarantee therapeutic success. It is also important that clients, during their interviews, perceive such interpersonal qualities in their counselors. Moreover, the degree to which the client perceives the counselor as warm, accepting and congruent is partially a
function of the client's previous psychological adjustment.
CHAPTER III

PROCEDURES FOR THE STUDY

Introduction

The major purpose of this study was to determine the nature of the counselor-client relationship as perceived by unemployed and/or underemployed culturally different clients in a specially designed learning program. Other related areas, such as the percentage of subjects able to complete on-the-job training after completion of the pre-employment program and client reaction to male counselors of different races, were investigated.

To accomplish the purposes of the study, the Barrett-Lennard Relationship Inventory (RI) was administered to the trainees enrolled in the 1968-69 Adult Education Manpower Development and Training Project conducted on The Ohio State University campus. The instrument was administered immediately after the conclusion of three individual counseling interviews—one at the beginning, one at the mid-point, and one at the end of the eight-week training cycle. Each trainee was randomly assigned to a counselor by means of a random number table. Each counselor had at least seven individual counseling sessions.
with each of his assigned counselees. These counseling sessions were scheduled throughout the eight-week project cycles. Analyses were made to determine if the trainees responded in a significantly different manner on the mid-point and post-program Relationship Inventory and to determine if the responses to the Relationship Inventory at those times changed from those responses from the initial administration.

This chapter describes the study group and the research design used in this study. The following topics will be treated: the setting, the sample, the counselors, a description of the counseling program, description of the instrument, data collection and treatment of the data.

The Setting

The study was conducted on the campus of The Ohio State University, located in an urban center of Central Ohio. The population of this urban center is 471,316. Sixteen and four-tenths per cent of this population is Negro. A cross section of all social-economic levels can be found among members of the urban population. Such was not the case, however, among members of the Negro population of this project. The Negro population of this project was classified under the regulations of the Manpower Development and Training Act of 1962, as amended, to be
within the lower socio-economic levels of the urban population.

Economic growth of this Central Ohio urban center has been quite rapid in recent years. This growth has been stimulated by an influx of business and industry which required the hiring of additional employees. Subsequently, there has been an increased number of persons moving into Central Ohio, hoping to find employment. Large numbers of these new residents came from the southeastern part of the United States. Consequently, this urban center is one of the large ports of entry for southern Negroes and white Appalachians in Ohio.

The Sample

Seventy-five inner-city residents, the majority of whom were Negro, were selected as the initial population for this study. These seventy-five residents, recruited by the Columbus Urban League, completed an eight-week pre-employment program. Twenty-nine students initially enrolled in the first eight-week session and twenty-six completed the course; for the second session, thirty-six students enrolled and twenty-nine completed the course. The third session began with an enrollment of twenty-five students and twenty completed the course. These individuals had a history of underemployment and unemployment, dependence upon public welfare, and educational and
occupational failure. Confrontation with law enforcement agencies was not an uncommon occurrence. Criteria for selection were:

1. **Status.** Persons who were unemployed or underemployed at the time of the selection interview met this criterion. Priority was given to individuals having experienced frequent periods of unemployment interspersed with temporary jobs.

2. **Ability to benefit from pre-employment program.** Persons were selected who had basic educational deficiencies and who did not possess the vocational skills needed to obtain and hold a suitable job. The pre-employment program was perceived as providing the means for participants to raise their literacy level and develop positive attitudes and knowledges about the organization of business and industry. The on-the-job training component which followed the pre-employment program was considered to be the most appropriate technique for trainees to raise their level of vocational competencies.

3. **A heterogeneous group.** Persons with a variety of educational and occupational experiences and personal problems were recruited so that the effectiveness of different methodologies and techniques could be studied. An equal distribution of older and younger men and women were selected. Persons financially unable to wait for several weeks between the time recruitment was completed and the
time the pre-employment program began were provided with immediate jobs.

4. Willingness to participate.—It was assumed that persons who were dissatisfied with their present status and who were seeking solutions to their problems would form a congenial group in a learning situation.

Personal and occupational qualifications

The seventy-five trainees were found to have a record of underemployment and unemployment, dependence upon public welfare, and educational and occupational failure. Confrontations with law enforcement agencies were not uncommon occurrences, as demonstrated by the 19 per cent of those actually convicted for crimes ranging from serious traffic offenses to grand larceny and armed robbery.

There were more women, 56 per cent, enrolled in the pre-employment program than there were men. The mean age for the population was 25, ranging from 17 to 43. Only 48 per cent of the seventy-five trainees completed high school. Levels of educational attainment ranged from Grade 8 through the completion of high school, with the mean grade attainment of 10.8.
Family history

Forty per cent of the trainees migrated to Ohio from southern states, Arkansas, West Virginia, Kentucky, Georgia, Alabama, and Texas. They came from large families with an average of six children per family. Only 25 per cent of the trainees indicated that their parents were still living together. Forty per cent stated that their parents were either separated or divorced. The remaining 35 per cent of the trainees reported that one or both parents were deceased.

The educational and occupational background of the parents of the trainees was difficult to assess. Approximately 50 per cent of the trainees indicated that they did not know the educational attainment and occupational experience of one or both parents. The remaining trainees reported a mean grade attainment for parents of 10.5, ranging from Grade 3.0 to the completion of college. Mothers of trainees were generally designated as housewives, having engaged occasionally in domestic occupations. Fathers were generally found involved in farming and related occupations, construction work, or service occupations.

Of the seventy-five trainees, approximately 58 per cent of the men and women were single, 21 per cent married, and 21 per cent separated or divorced. Seventy-three per cent reported they were the primary wage earner in their
household. Only half stated they were the head of the household. Of the forty-two women, nearly 40 per cent stated they were receiving public assistance, aid to dependent children. The majority of those receiving assistance were unwed mothers. For those trainees reporting dependents, there was an average of two children, ranging from one child to six children per family.

Vocational training and educational experience

Seventy per cent of the trainees reported never having received any vocational training. Ten per cent said they had received a limited amount of clerical training, distributive education, and other vocational education while enrolled in high school. The other 20 per cent indicated having received vocational training in the Job Corps and through programs sponsored as the result of the Manpower Development and Training Act.

When asked what their occupational experience had been, 41 per cent reported substantial work experience in service occupations; 28 per cent indicated having experience in clerical and sales occupations. Other trainees reported having worked at construction jobs as common laborers, truck drivers, machine operators and assemblers, and bench and machine trades occupations. None of the trainees reported having worked in professional, technical, and managerial occupations or in farming, fishery, forestry,
and related occupations. Five trainees reported having no previous work experience.

Nearly half the women and a third of the men reported that service work was their primary occupation. Approximately one-third of the women and one-sixth of the men reported their primary occupation as clerical and sales. Of those men previously engaged in clerical and sales occupations, the majority indicated having held jobs as stock clerks, mail clerks, postoffice clerks and route men. Men reported working on the average of 22 months, as compared to 21 months reported by women. Trainees frequently reported having held two or three jobs per year at an average income of $1.60 per hour. The mean age of the population being 25 and the small amount of work experience in their primary occupations suggest that the seventy-five trainees have, in the past, experienced frequent periods of unemployment interspersed with temporary jobs.

At the time the trainees entered the pre-employment program, 88 per cent were unemployed, the remaining 12 per cent were underemployed, working only part time at service and clerical sales occupations. For those who were unemployed, 20 per cent were unemployed less than five weeks during the year immediately preceding the pre-employment program, 33 per cent were unemployed between 5 and 26 weeks, 32 per cent were unemployed between 27 and 52 weeks, and 13 per cent were unemployed for over 52 weeks.
The Counselors

Three counselors were involved in the counseling phase of the study. Each counselor was responsible for counseling one-third of the trainees. A random number table was used to assign trainees to each counselor. Provision was made to allow for the contingency of possible request for change of counselor on the part of either trainee or counselor. Only three changes were necessary during the program and data collected from these subjects were not included in the study. All counselors were college graduates with training and experience that would enable them to function as counselors.

Counselor 1

White, female, 26 years of age, married, no children. A graduate of a midwestern Liberal Arts college, with teaching fields in instrumental music and Spanish. This counselor has taught Spanish for a year in a public school. In addition, she taught English as a foreign language. For two years she served with the Peace Corps in Ecuador. On returning to the United States, this counselor worked in a counseling capacity in the Higher Horizons program operated in the Harlem district of New York City. A year prior to commencing work in this pre-employment program, this counselor functioned as a social worker for a county welfare department. Currently she is completing her master's degree in Adult Education.
Counselor 2
Black, male, 36 years of age, married, two children. A graduate of a southern teachers college with a teaching field in vocational agriculture. This counselor was a teacher of vocational agriculture for a period of four years. Additional duties were assistant principal, athletic director, basketball, baseball, and track coach. He has organized and moderated Future Farmers of America television programs. While obtaining his master's degree, he functioned as a research assistant in a Manpower Development Training Project and coordinated an Adult Basic Education Program. Presently he is counseling in the Continuing Education Division of The Ohio State University while he completes the requirements for his Ph.D. in Adult Education.

Counselor 3
White, male, 37 years of age, married, three children. A graduate of a midwestern university, with teaching fields in physical education and history. This counselor has taught American Government and History for a period of eight years. Concomitantly, he worked as a teacher of Health and Safety in Adult Night High School for six years. Additional duties were basketball, football, baseball coach, Monogram Club, and class adviser. An additional five years were spent as a certified guidance counselor in
a high school serving a community populated with southern Appalachians and Negroes. Presently he is directing a continuing education program for health professionals while completing his Ph.D. degree in Guidance and Counseling.

The Counseling Program

The general objective of the pre-employment program was to provide employers with candidates who were ready for on-the-job training. Basic educational skills and development of knowledge and attitudes about business and industry were considered fundamental to training readiness.

The aim of the counseling program was support of the general program objective. The counselors felt that this could be accomplished by adopting as a general objective of the counseling program the following: assisting trainees to effect attitudinal changes that would prepare them as candidates for on-the-job training through development of an awareness of (1) self, (2) relationships with fellow employees, and (3) relationships with supervisory personnel in business and industry, which was considered fundamental to training readiness.

Both group counseling (24 hours) and individual counseling (32 hours) were used to achieve the understandings just enumerated. Focus of this study, however, was on client perception of the counselor in the individual
Theoretical foundation

Theoretical foundation for the individual counseling program was based on Leona E. Tyler's "Minimal Change Therapy." Tyler described her theory in *The Work of the Counselor*, Second Edition, published by Appleton Century Crofts in 1961, pages 211 through 224. The investigator recommended Tyler to his counseling colleagues because their knowledge of counseling theory was limited. There was only a short period of time available for counselor orientation, and many persons in the field of counseling recognize Tyler's text as a practical source of reference that has been used by counselors working in a variety of counselor settings. Therefore, it was felt that the counselors could familiarize themselves with a counseling approach that expected achievement of only a minor degree. This seemed to be a practical approach which would be acceptable to the trainees since each group of trainees would be in the pre-employment program only for a period of eight weeks. Actually, the approach was acceptable to the counselors as well as to the trainees because it gave all of them parameters of a practical nature. The contents within the parameters of the counseling contract were worked out by each counselor with each counselee. This
approach provided for a comfortable and workable counseling relationship.

Description of the Instrument

The **Relationship Inventory** is a rating scale for measuring the nature of a counseling relationship. It was developed by Barrett-Lennard at the University of Chicago and is based on Rogers' (1957) Necessary and Sufficient Conditions of Therapeutic Personality Change. The original inventory contained five factors: (1) congruence, (2) empathy, (3) positive regard, (4) level of regard, and (5) willingness to be known. (This factor correlated highly with the congruent factor and was subsequently eliminated by Barrett-Lennard.)

Form OS-M-64 (revised) was used in this study (see Appendix A). It consists of 64 items that can be responded to on a six-point continuum from strong agreement (plus 3) to strong disagreement (minus 3). Use of the Chall-Dale Formula for Predicting Readability revealed that the RI can be read by persons with a 5.6 reading level. It was desired to obtain answers that reflect how certain respondents feel about the item statement's being correct or incorrect and also how important it is to him that it is true or false. The group of items representing each variable is dispersed throughout the inventory in order to
obtain independence of answers to them. Some sample items are these:

1. He respects me as a person.

10. He nearly always knows exactly what I mean.

20. I nearly always feel that what he says expresses exactly what he is feeling and thinking as he says it.

23. I can (or could) be openly critical or appreciative of him without really making him feel any differently about me.

The sample items listed above are the type found on the client form of the Relationship Inventory. The items on the therapist form are identical except for a suitable change in pronouns. For example:

1. I respect him as a person.

10. I nearly always know exactly what he means.

20. I nearly always feel that what he says expresses exactly what he is feeling and thinking as he says it.

23. He can (or could) be openly critical or appreciative of me without really making me feel any differently about him.

The Relationship Inventory is scored for each of the four attitudinal sub-scales: Empathy, Congruence, Level of Regard, and Unconditionality of Regard. The scale also yields a total score.

Content validation was carried out by the use of ratings by a panel of five judges and by a formal item analysis. The detailed procedures used may be studied by consulting Barrett-Lennard (1962).
The split-half reliability coefficients of the Relationship Inventory as reported by Barrett-Lennard were: Level of Regard .93, Empathic Understanding .86, Congruence .89, and Unconditionality of Regard .82. Hough reported similar high reliabilities: Level of Regard .91, Empathic Understanding .91, Congruence .91, and Unconditionality of Regard .82.

Barrett-Lennard states in his research that the obtained reliabilities and intercorrelations of the relationship measures, when taken together, give some evidence about the validity of the scales (not including the total score measures), which from the client data was .45 as compared to a mean split-half reliability (or intracorrelation) of .86. "Clearly the scales are measuring different things and are not, for example, merely reflecting the client's general satisfaction or dissatisfaction with the relationship."

Data Collection

Data for each of the seventy-five enrollees initially included in the study were collected by the investigator in the following manner, which will be reported in two sections. The first section will include a description of the collection of demographic data. The second section will contain a description of the collection of Relationship Inventory data.
Collection of demographic data

The collection of demographic data was considered essential for appropriate analysis. A questionnaire was designed to collect the following data: age, sex, educational experience, occupational history, and socio-economic status. Counselees were asked to fill out the questionnaire during the first two days of the project which were used for orientation of the trainees to the pre-employment program. Then the instrument was used by counselees in the individual counseling session as an "ice breaker." A copy of the questionnaire has been included in Appendix B.

The questionnaire offered a topic about which the counselor and counselee could talk so the counselee would feel more comfortable. A factor of assistance to the counselor was provided by the counselee if discussion about portions of the questionnaire became anxiety producing. If any client seemed threatened when a counselor introduced the questionnaire, counselors were free to utilize any other means of establishing rapport with their counselees that was successful for them. The counselors were able to gain additional information about their counselees through assisting them in the completion of items in the questionnaire.
The Barrett-Lennard Relationship Inventory was administered after the conclusion of three individual counseling sessions: one at the beginning, one at the mid-point, and one at the end of the project. This was done by asking each client to fill out a Relationship Inventory describing the counseling relationship with his counselor. Each person was asked to do this in privacy and then place the Inventory in a special box which was located in the counseling office. Need for confidentiality regarding all counselees was stressed.

A composite worksheet (see Appendix C) was developed so that results of each factor—(1) Congruence, (2) Empathy, (3) Level of Regard, and (4) Unconditional Positive Regard—could be recorded. This was done after each student had completed the Relationship Inventory. At the end of the study, results from each administration of the Relationship Inventory were grouped by trainees under their respective counselors so that they would be ready for analysis. No trainee names were used. Each trainee was given a number.

Thus, the researcher had a complete listing of program enrollees and beside each enrollee number were recorded six pieces of relevant data—age, sex, and clients' perceptions about their counselors' congruence,
empathy, unconditional positive regard, and level of regard. One additional piece of information, number of days in on-the-job training, was added after Urban League counselors completed their follow-up procedures.

Treatment of the Data

Although an individual's performance on the Barrett-Lennard Relationship Inventory does result in a total score, individual scores for each factor are also available. The statistical treatment applied to the data was related to individual scores. Raw scores were the only kind of data treated. All quantifiable data for each of the thirty-nine students were recorded on a worksheet. All preparation of the data was completed by the researcher.

Statistical treatment of the data

The investigator did all the computation by hand. All work was verified for accuracy by a competent and experienced statistician. The researcher chose to analyze the data by hand for two reasons: First, a computer program was not readily available that could properly analyze data from the $3 \times 3$ factorial design of a mixed model of analysis of variance with subjects nested within counselors. Second, the investigator felt that he could profit much more from an academic standpoint by doing all the computation personally. Some information of importance to the study could not be secured through statistical analysis.
When the data were not being treated in this manner, the raw scores of the trainees who had completed the 90-day on-the-job training were compared with the raw scores of the trainees who had not completed the 90-day on-the-job training to determine if significant age and sex differences existed. Next, the trainees with composite scores on any of the four RI sub-tests that fell in the upper one-third of client perception ratings were compared with client perception ratings in the lower one-third of the composite scores to see if there were any significant differences in age and sex. Finally, client composite scores from each sub-test of the RI were averaged so client reactions to male counselors of different races could be compared.

Two basic assumptions were made in order to employ the statistical methodology selected. There must be, however, a preface to these assumptions in that selection of program enrollees was controlled by Columbus Urban League personnel. Therefore, the two basic assumptions stated below applied only within the parameters of the trainee population as they were presented to the project counseling staff. First, it was assumed that the sample under consideration would show the characteristic of randomness and, second, all the variables under examination were assumed to be also normally distributed.

A two-factor experiment in which there are repeated
measures and a nested random factor were utilized to analyze the data according to the purpose of the study. A two-way analysis of variance with 13 observations per cell was used to determine if any differences existed between initial, mid-point, and concluding client perceptions of the counseling relationship as measured by the four Barrett-Lennard scales of Congruence, Empathy, Level of Regard, and Unconditional Positive Regard. Use of a homogeneity test of the RI data from the second and third eight-week training cycles indicated that pooling of the data was possible.

Winer (1962, p. 299) explains that in this kind of experiment, comparisons between treatment combinations with different counselors (levels of factor A) involve differences between the groups being counseled (levels of factor B) as well as differences associated with the counselors (factor A). On the other hand, comparisons within client groups (levels of factor B) with the same counselor (same level of A) do not involve differences between groups.

Therefore, the tests on the groups of clients being counseled (levels of factor B) and the interaction between each counselor and his group of clients (AB) are generally considered more sensitive than tests on the main effects of the counselors (factor A). The following table adapted from Winer (1962, p. 303) represents the two-factor analysis of variance technique as it was employed in the study (see Table 1).
### TABLE 1
ANALYSIS OF VARIANCE FOR TWO-FACTOR EXPERIMENTS WITH THIRTEEN OBSERVATIONS PER CELL

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Counselors</td>
<td>3-1 = 2</td>
<td>( \frac{(P^2_{ki})}{nq} )</td>
<td>( S_1 ) = ( MS_1 )</td>
<td>( MS_1 ) = ( MS_2 )</td>
</tr>
<tr>
<td>Subjects within Groups</td>
<td>3(13-1) = 36</td>
<td>( \frac{(P^2_k)}{q} ) + ( \frac{(A^2_i)}{nq} )</td>
<td>( S_2 ) = ( MS_2 )</td>
<td>( MS_2 ) = ( MS_5 )</td>
</tr>
<tr>
<td>(B) Client Perceptions of</td>
<td>3-1 = 2</td>
<td>( \frac{(B^2_j)}{np} )</td>
<td>( S_3 ) = ( MS_3 )</td>
<td>( MS_3 ) = ( MS_5 )</td>
</tr>
<tr>
<td>Counselors across Time</td>
<td></td>
<td>( \frac{G^2}{nq} )</td>
<td>( S_4 ) = ( MS_4 )</td>
<td>( MS_4 ) = ( MS_5 )</td>
</tr>
<tr>
<td>(AB) Interaction</td>
<td>2x2 = 4</td>
<td>( \frac{(AB^2_{ij})}{nq} ) - ( \frac{(A^2_i)}{nq} ) - ( \frac{(B^2_j)}{np} ) + ( \frac{G^2}{nq} )</td>
<td>( S_5 ) = ( MS_5 )</td>
<td>( MS_5 ) = ( MS_5 )</td>
</tr>
<tr>
<td>B x Subjects within Groups</td>
<td>3(12)(2) = 72</td>
<td>( x^2 - \frac{(AB^2_{ij})}{n} ) - ( \frac{(P^2_k)}{q} ) + ( \frac{(A^2_i)}{nq} )</td>
<td>( S_5 ) = ( MS_5 )</td>
<td>( MS_5 ) = ( MS_5 )</td>
</tr>
</tbody>
</table>

Observations are denoted by \( X_{ijk} \); i denotes client perception of counselor; j denotes counselors; k denotes observations per cell.

n = population in each cell  
p = treatments across side  
q = treatments across top  
x = each item
The nesting of subject scores within each counselor made it possible to compare client reactions to each counselor. Each sub-scale of the RI gave an individual score. This made it possible to observe degrees of change toward counselors by each subject over the entire eight-week program. Initial client perceptions of counselors could be compared with mid-point and concluding client perceptions. Plus, the counseling process as perceived by the client could be observed. Outcomes of the counseling program could also be observed by comparing a summation of individual responses collected throughout the counseling program.

Possible differences between the groups being counseled were analyzed by a modified Q statistic which is known as the Newman-Keuls method. This method is particularly useful in probing the nature of differences between treatment means following a significant F ratio. Winer (1962, pp. 80-81, 309) provides an explanation of computation procedures for the Newman-Keuls method.

Logical analysis of data

The purpose of this approach to the data was to review the performance of each group to determine if trends might be observed that could provide the researcher with useful information even though the results of the statistical analyses were not significant.

The process involved a scanning of the data to
determine the age and sex differences, if any, that existed between those subjects who had completed the 90-day OJT and those subjects who did not complete the OJT. In addition, those trainees who had completed the 90-day OJT and who had composite scores on any of the four RI sub-tests that fell in the upper and lower 33 and 1/3 per cent of the client perception ratings were compared to discover if age and sex differences existed. A third comparison was accomplished by inspecting the mean client perception ratings of the four RI sub-tests for the two male counselors to determine if racial differences between the male counselors affected client perceptions of the counselor in the counseling relationship.

Summary

This chapter has described procedures used in the study. The setting for the study and the sample included in the study were identified; the academic background and practical experience of the counselors were described. The counseling program was outlined. Included was specific reference to the counseling theory used in the counseling program. A description of the Barrett-Lennard Relationship Inventory, a 64-item Likert type instrument for assessing the counseling relationship, was presented. The procedures utilized for collecting the data for the seventy-five pupils initially included in the study were enumerated.
Finally, the treatment of data, both the statistical analysis involved in computation of analysis of variance and the logical analysis of individual subject responses to the Barrett-Lennard Relationship Inventory, was presented.
CHAPTER IV

RESULTS OF THE STUDY

Introduction

The findings of this study will be presented in this chapter. Results of analyses of client perceptions of counselors for each of the Relationship Inventory scales following initial, mid-point, and concluding counseling sessions are reported. Four major hypotheses and twelve sub-hypotheses are stated in null form and a synthesis of the reported findings will permit acceptance or rejection of these hypotheses. A discussion of the major findings is presented in the latter part of this chapter. In addition, the data are reviewed logically to determine if there are trends in the performance of each group that might provide the researcher with useful information even though the results of statistical analyses are not significant. The final section of the chapter is a summary of previously presented material.

A brief review of the statistical treatments may be helpful at this point. The four major hypotheses and their accompanying hypotheses were tested simultaneously by four 3 x 3 factorial analyses of variance with repeated
measures (Winer, 1962). The experimental variables were counselors and time. The criterion measures were client perceptions of the counseling relationship as defined by the four scales (Congruence, Empathy, Level of Regard, and Unconditional Positive Regard) of the Barrett-Lennard Relationship Inventory. Each of the three counselors represents a level of the counselor variable. Time was the eight-week pre-employment program divided by counseling sessions scheduled in the first, fourth, and eighth weeks of the program. These periods of time represented initial, mid-point, and concluding counseling sessions. Client perceptions of counselors at each point in time resulted in nine measurements of client reaction to counselors. The cell entries were client scores from one scale of the Relationship Inventory. Thus, this procedure was repeated four times and $F$ ratios were computed for each variable (counselors, time) and for interaction between the variables. Following the application of the $F$ ratios, further data interpretation of significant $F$ ratios was accomplished by the use of the Newman-Keuls test (Winer, 1962). Figure 1 illustrates the conditions of this study. The investigation tested the following null hypotheses:

1. The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-
(Factor B)
TIME—Eight Weeks

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Mid-Point</th>
<th>Terminal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a_1)</td>
<td>Subjects</td>
<td>(b_1)</td>
<td>(b_2)</td>
<td>(b_3)</td>
</tr>
<tr>
<td>(a_2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a_3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(a_1 = \text{Counselor 1}\)
\(a_2 = \text{Counselor 2}\)
\(a_3 = \text{Counselor 3}\)

Fig. 1.—3 x 3 Factorial Design for Analysis of Variance
employment project, the Relationship Inventory was administered.

a) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-to post-test scores of the Relationship Inventory.

b) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-to mid-point test scores of the Relationship Inventory.

c) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

2. The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-
to post-test scores of the Relationship Inventory.

b) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-to mid-point test scores of the Relationship Inventory.

c) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

3. The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-to post-test scores of the Relationship Inventory.

b) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-
to mid-point test scores of the Relationship Inventory.

c) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

4. The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

   a) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

   b) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

   c) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with
respect to mid-point to post-test scores of the Relationship Inventory.

Client Perceptions of Counselors

**Congruence**

Examination of client ratings of counselor congruence (Table 2) in the counseling relationship, as measured by the Barrett-Lennard Relationship Inventory (RI) disclosed that there was no statistical significance between the ways in which each group being counseled perceived the congruence of their counselor. This same lack of statistical significance also indicates no differences associated with the three project counselors existed. One other fact brought out by the analysis is that a comparison of subject ratings within each client group, with their respective counselor, revealed no significant difference. Thus, any difference in client perceptions of counselor congruence which might occur must be attributed to chance.

**Empathy**

When client ratings of empathy in the counseling relationship (Table 3) were inspected, no statistical significance (.05 level of confidence) between the ways in which each counseled group perceived the empathy of their counselor was revealed. Again, this result means no significant differences between the three project counselors existed. A statistical comparison of client ratings
### TABLE 2
ANALYSIS OF VARIANCE FOR THE CONGRUENCE SUB-TEST OF THE RELATIONSHIP INVENTORY

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>8,427.79</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>390.22</td>
<td>2</td>
<td>195.11</td>
<td>.87*</td>
</tr>
<tr>
<td>Subjects within Groups</td>
<td>8,037.57</td>
<td>36</td>
<td>223.26</td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>8,496.67</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>76.94</td>
<td>2</td>
<td>38.47</td>
<td>.33*</td>
</tr>
<tr>
<td>A x B</td>
<td>156.14</td>
<td>4</td>
<td>39.03</td>
<td>.34*</td>
</tr>
<tr>
<td>B x Subjects within Groups</td>
<td>8,263.59</td>
<td>72</td>
<td>114.77</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

### TABLE 3
ANALYSIS OF VARIANCE FOR THE EMPATHY SUB-TEST OF THE RELATIONSHIP INVENTORY

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>8,014.12</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>319.29</td>
<td>2</td>
<td>159.64</td>
<td>.74*</td>
</tr>
<tr>
<td>Subjects within Groups</td>
<td>7,694.83</td>
<td>36</td>
<td>213.74</td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>2,850.00</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>155.04</td>
<td>2</td>
<td>77.52</td>
<td>2.07*</td>
</tr>
<tr>
<td>A x B</td>
<td>8.40</td>
<td>4</td>
<td>2.10</td>
<td>.05*</td>
</tr>
<tr>
<td>B x Subjects within Groups</td>
<td>2,686.56</td>
<td>72</td>
<td>37.31</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.
within each counseled group with their respective counselor also lacked any statistical significance at the .05 level. Therefore, it must be stated that any differences in client perceptions of counselor empathy can be attributed only to chance.

**Level of regard**

Client ratings of counselor level of regard (Table 4) in the counseling relationship were significant at the .05 level. This indicates that there are significant differences in the manner in which the three counseled groups perceived their respective counselors' level of regard.

Further analysis of the data was necessary to determine which counselor was perceived by his clients to have a higher level of regard. The Newman-Keuls test (Table 5) of ordered means was used to disclose which counselor had the significantly different client rating. Results from the additional analysis revealed that the mean client ratings of the black male counselor almost attained a critical value that was significant at the .05 level. If the black counselor's mean client ratings had reached the established level of significance, additional analysis would have been appropriate. Such was not the case here because Winer (1962, p. 299) states that tests on main effects of factor A (counselors) are not as sensitive as
### TABLE 4

**ANALYSIS OF VARIANCE FOR THE LEVEL OF REGARD SUB-TEST OF THE RELATIONSHIP INVENTORY**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>8,165.90</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1,346.21</td>
<td>2</td>
<td>673.10</td>
<td>3.55&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Subjects within Groups</td>
<td>6,819.69</td>
<td>36</td>
<td>189.43</td>
<td></td>
</tr>
<tr>
<td>Withing Groups</td>
<td>3,840.34</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>13.29</td>
<td>2</td>
<td>6.64</td>
<td>.13&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>A x B</td>
<td>108.97</td>
<td>4</td>
<td>27.24</td>
<td>.52&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>B x Subjects within Groups</td>
<td>3,718.08</td>
<td>72</td>
<td>51.64</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Significant at the .05 level.

<sup>b</sup> Not significant at the .05 level.

### TABLE 5

**NEWMAN-KEULS TEST OF ORDERED MEANS FOR LEVEL OF REGARD SUB-TEST OF THE RELATIONSHIP INVENTORY**

<table>
<thead>
<tr>
<th>Counselors</th>
<th>C&lt;sub&gt;3&lt;/sub&gt;</th>
<th>C&lt;sub&gt;1&lt;/sub&gt;</th>
<th>C&lt;sub&gt;2&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordered Means</td>
<td>123.53</td>
<td>127.10</td>
<td>131.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differences between Pairs</th>
<th>C&lt;sub&gt;3&lt;/sub&gt;</th>
<th>C&lt;sub&gt;1&lt;/sub&gt;</th>
<th>C&lt;sub&gt;2&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&lt;sub&gt;3&lt;/sub&gt;</td>
<td>3.57</td>
<td>8.29</td>
<td></td>
</tr>
<tr>
<td>C&lt;sub&gt;1&lt;/sub&gt;</td>
<td>4.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C&lt;sub&gt;2&lt;/sub&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S<sub>A</sub> = 2.203

\( r = 2 \) \( 3 \)

\( g = .95(r,2) \)

\( S_a = .95(r,2) \)

\( \bar{C}_3 \) \( \bar{C}_1 \) \( \bar{C}_2 \)

\( C_3 \) * \( C_1 \) * \( C_2 \)

*No significance at the .05 level of confidence.*
the tests on main effects of B (time) and AB (interaction of counselors and time). Additional analysis without client ratings that exceed the .05 level of significance would not be statistically accurate.

Unconditional positive regard

Inspection of client ratings of counselor level of unconditional positive regard (Table 6) using the .05 level of confidence disclosed no statistical differences between the ways in which each counseled group perceived the level of unconditional positive regard of their counselor. Nor was there any significant difference among the three counselors. There appeared, however, to be a tendency toward statistical significance. This tendency is present and should be mentioned although the level of significance is not strong enough to use as a basis for rejecting the hypothesis.

Client ratings of level of unconditional positive regard within each of the three counseled groups were compared with their respective counselors. This comparison revealed only a tendency toward significant differences among clients. There were no results of significance at the .05 level. Consequently, any differences in client perceptions of counselor level of unconditional positive regard can be attributed only to chance.
TABLE 6
ANALYSIS OF VARIANCE FOR THE UNCONDITIONAL POSITIVE REGARD
SUB-TEST OF THE RELATIONSHIP INVENTORY

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>9,507.01</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1,661.21</td>
<td>2</td>
<td>330.60</td>
<td>1.51*</td>
</tr>
<tr>
<td>Subjects within Groups</td>
<td>7,845.80</td>
<td>36</td>
<td>217.93</td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>3,126.00</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>99.49</td>
<td>2</td>
<td>49.73</td>
<td>1.25*</td>
</tr>
<tr>
<td>A x B</td>
<td>167.71</td>
<td>4</td>
<td>41.92</td>
<td>1.05*</td>
</tr>
<tr>
<td>B x Subjects with Groups</td>
<td>2,858.82</td>
<td>72</td>
<td>39.70</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.
Hypothesis 1

The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time during the eight-week pre-employment project the Relationship Inventory was administered.

a) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

b) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

The results in Table 2 deal with three effects. First, differences between the three counseled groups; second, differences between the three counselors; and third, differences among client perception ratings of counselors within each counseled group. There were no significant differences at the .05 level of confidence among the three effects.
Based on the above statistical analyses of the data, the researcher was unable to reject the null hypotheses of no significant difference in level of congruence as perceived by the client, in the counselor-client relationship during the eight-week pre-employment project.

Hypothesis 2

The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

b) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

Differences between the three counseled groups, differences between the three counselors, and differences
among client perception ratings of counselors within each counseled group comprise the three effects described in Table 3. Again, there were no significant differences between the three effects at the .05 level of confidence.

Based on the above statistical analyses of the data, the researcher was unable to reject the null hypotheses of no significant difference in the level of empathy, as perceived by the client, in the counselor-client relationship during the eight-week pre-employment project.

Hypothesis 3

The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

b) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of regard in the counselor-client relationship, as perceived by the client, will
not differ with respect to mid-point to post-test scores of the Relationship Inventory.

Table 4 discloses the difference between client perception ratings of counselors at the .05 level of significance. This significant $F$ ratio was analyzed further to determine which counselor received the significant ratings. Only a tendency toward a significant difference which favored the black male counselor was revealed. Differences between the three counseled groups and differences among perception ratings of counselors within each counseled group were not significant at the .05 level.

Based on the above statistical analyses of the data, the null hypotheses of no significant difference in level of regard, as perceived by the client in the counselor-client relationship, during the eight-week pre-employment project was rejected. A test on ordered means utilizing Newman-Keuls procedures presented in Table 5 did not achieve a .05 level of significance. Therefore, the researcher was unable to reject the sub-hypotheses.

Hypothesis 4

The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the
eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

b) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

Tendencies toward statistical differences at the .05 level of significance were present for all three effects. Table 6 indicates an inclination toward differences between the three counseled groups, differences between the three counselors, and differences among client perception ratings of counselors within each counseled group. Regardless, a lack of statistical significance at the .05 level exists.

Based on the above statistical analyses of the
data, the researcher was unable to reject the null hypotheses of no significant difference in the level of unconditional positive regard, as perceived by the client, in the counselor-client relationship during the eight-week pre-employment project.

Major Findings

Client perceptions of counselors across time

When analysis of variance was performed, the $F$ ratio which represented the effect of counseling across time was found to be insignificant ($p > .05$) (Tables 2, 3, and 6) for every scale of the RI except Level of Regard ($p < .05$) (Table 4). These results suggest that Level of Regard was the only criterion significantly influenced by counselors across time (the eight-week training cycle). Other differences would have to be attributed to chance. The insignificant $F$ ratios for each criterion, as revealed in Tables 2, 3, and 6, indicate that with the exception of Level of Regard ($p < .05$), the major hypotheses must be accepted.

The Newman-Keuls test following the significant $F$ ratio for Level of Regard revealed the sources of difference between client perceptions of counselors across time (see Table 5). Clients counseled by Counselor 2 perceived their counselor's Level of Regard to be different from that of the other two counselors. This difference was not
significant at the p < .05 level. Therefore, the sub-hypotheses pertaining to the Level of Regard sub-test of the Relationship Inventory were accepted. No significant differences between client perceptions of counselor level of regard were disclosed by the Newman-Keuls test.

Counselors

When analysis of variance was performed, the F ratios which represented the effect of counselors on client perception of the counselors in the counseling relationship were found to be insignificant (p > .05), suggesting that differences between criteria as influenced by the counselors were due to chance and not individual counselor differences. Thus, the insignificant F ratios indicate acceptance of the major hypotheses and their accompanying sub-hypotheses. Lack of significant F ratios did not warrant further statistical tests of the differences between counselors (see Tables 2, 3, and 6).

Interaction between counselors and client perceptions of counselors across time

A non-significant F ratio for interaction was revealed (p > .05) by the analysis of variance performed on each sub-test of the Relationship Inventory (Tables 2, 3, 4, and 6). This non-significant F ratio for interaction would indicate that any differences in client perceptions of counselors in the counseling relationship could be
attributed to chance and not to the effect of time. This means that the variables, counselors and time, were independent in their effect on client perceptions of the counseling relationship in this Manpower Development and Training Program. Again, the lack of significant interaction did not warrant further statistical tests of the differences between client perception of counselors' interaction with time.

Additional Findings

Logical analysis

Completion of the 90-day on-the-job training (OJT) that followed the pre-employment project was established by the project staff as a criterion that would be used as a measure of success for trainees who had been enrolled in the pre-employment project. The criterion just described, along with age and sex, was used as a guideline for comparison of trainees who completed the 90-day OJT with the trainees who had not completed the 90-day OJT. In addition, those trainees who had completed the 90-day OJT and who had composite scores on any of the four Relationship Inventory sub-tests that fell in the upper and lower 33-1/3 per cent of client perception ratings were compared to determine if significant age and sex differences existed. Then, mean client perception ratings of the four Relationship Inventory sub-tests for the two male counselors were inspected
to determine if racial differences between the male counselors influenced client evaluation of the counselor in the counseling relationship.

Table 7 reveals that there were three times as many women as there were men who completed the 90-day OJT. The mean age of the women who completed the OJT is 22.4, while the mean age of the men is 27.0. Just the opposite is true of those trainees who did not complete the 90-day OJT. There are almost three times as many men as there are women who did not complete the 90-day OJT. The mean age of the women who failed to complete the OJT is 30.2, while the mean age of the men is 23.3.

**TABLE 7**

**COMPLETION OF 90-DAY ON-THE-JOB TRAINING BY SEX AND MEAN AGE OF SUBJECTS**

<table>
<thead>
<tr>
<th>Training Completed</th>
<th>Mean Age</th>
<th>Training Not Completed</th>
<th>Mean Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>16</td>
<td>22.4</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>27.0</td>
<td>13</td>
</tr>
</tbody>
</table>

This analysis indicates that younger women and older men made up the group of subjects who completed the 90-day OJT. Older women and younger men comprised the group of subjects who failed to complete the OJT. According to these results, it can be said that age and sex may
be used to determine which subjects have the best chance of completing on-the-job training.

Table 7 indicates that twenty-one of the thirty-nine subjects in this study completed the 90-day OJT. Sixteen of the twenty-one subjects had composite Relationship Inventory scores that fell in either the upper or lower one-third of the client perception ratings (see Table 8). Eleven of these trainees, seven women and four men, had composite scores on the Relationship Inventory sub-tests that fell within the upper one-third of the client perception ratings. Five trainees, four women and one man, had composite scores on the Relationship Inventory sub-tests that fell within the lower one-third of the client perception ratings. The average age of the seven women with scores in the upper one-third of the client ratings is 22.7. The average age of the four men is 27.7. Among the five trainees with scores in the lower one-third of the client ratings, the four women had an average age of 21.8, while the one man's age is 24.7.

There were twice as many subjects with high client perception scores as there were subjects with low client perception scores who had completed the 90-day OJT. The mean age of the four men with the composite scores in the upper one-third of the client perception ratings was two years above the mean age (25.7) for the total group (39),
and three years (24.4) for the group (21) that completed
the 90-day OJT.

### TABLE 8

**DISTRIBUTION OF CLIENT PERCEPTION SCORES AMONG
SUBJECTS WHO COMPLETED THE 90-DAY
ON-THE-JOB TRAINING**

<table>
<thead>
<tr>
<th></th>
<th>Scores in Upper 1/3</th>
<th>Mean Age</th>
<th>Scores in Lower 1/3</th>
<th>Mean Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7</td>
<td>22.7</td>
<td>4</td>
<td>21.8</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>27.7</td>
<td>1</td>
<td>24.7</td>
</tr>
</tbody>
</table>

The mean ages of the remainder of the subjects
whose scores fell within either the upper or lower one-
third of the client perception ratings, all were below the
mean age of both the total group and the group that had
completed the 90-day OJT.

Observation of Table 8 indicates there is a differ-
ence of less than one year between the mean age of females
with scores in the lower one-third of the Relationship
Inventory client perception ratings and the mean age of
females with scores in the upper one-third of Relationship
Inventory client perception ratings. This result means
that age cannot be used as a basis for comparing female
clients who had scores in the upper or lower one-third of
Relationship Inventory client perception ratings.

Age may be used to identify male clients with the
best chance of succeeding in OJT. Older males tended to complete the 90-day OJT, while there was a conspicuous absence of younger males among those subjects who completed the OJT.

There were eleven women and five men with composite scores that fell within either the upper or lower one-third of the client perception ratings. This constitutes a 2-1 ratio in favor of women over men who completed the 90-day OJT program with their employers. This finding raises a question about the manner in which black male clients perceive counseling.

Client composite scores from each sub-test of the Relationship Inventory (see Table 9) were averaged so client reactions to male counselors of different races could be compared. Counselor 2 was a Negro male and Counselor 3 was a Caucasian male. It was noted that mean scores on all four Relationship Inventory sub-tests for the Negro male counselor were higher than the mean scores for the Caucasian male counselor. This difference was evident even though mathematical analyses were not significant at the .05 level. Nevertheless, this outcome indicates that clients of the black counselor tended to perceive a more positive counseling relationship with their counselor than did clients of the white counselor. This conclusion tends to support the value of utilizing black counselors in programs involving black students.
## TABLE 9
### MEAN COMPOSITE CLIENT RATING SCORES FOR RELATIONSHIP INVENTORY SUB-TESTS

<table>
<thead>
<tr>
<th></th>
<th>Black Counselor</th>
<th>White Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congruence</td>
<td>127.5</td>
<td>123.5</td>
</tr>
<tr>
<td>Empathy</td>
<td>121.0</td>
<td>117.1</td>
</tr>
<tr>
<td>Level of Regard</td>
<td>131.8</td>
<td>123.5</td>
</tr>
<tr>
<td>Unconditional Positive Regard</td>
<td>123.2</td>
<td>121.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>503.5</td>
<td>485.3</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>125.87</td>
<td>121.32</td>
</tr>
</tbody>
</table>
Summary

The findings of the research reported in this paper were described in this chapter. Analyses of the data provided the following findings:

Hypothesis 1

The Level of Congruence in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered. This hypothesis was not rejected for this study.

a) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

b) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

c) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.
This hypothesis was **not rejected** for this study.

**Hypothesis 2**

The Level of Empathy in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered. This hypothesis was **not rejected** for this study.

a) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory. This hypothesis was **not rejected** for this study.

b) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory. This hypothesis was **not rejected** for this study.

c) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory. This hypothesis was **not rejected** for this study.

**Hypothesis 3**

The Level of Regard in the counselor-client relationship, as perceived by the client, will not differ as to
the time, during the eight-week pre-employment project, the Relationship Inventory was administered. This hypothesis was rejected at the p < .05 level of significance.

a) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

b) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

c) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

Hypothesis 4

The Level of Unconditional Positive Regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered. This hypothesis was not rejected for this study.
a) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-to post-test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

b) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre-to mid-point test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

c) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory. This hypothesis was not rejected for this study.

Logical analysis of the data provided the following findings:

1. More than half of the trainees who successfully completed a 90-day OJT program had client perception scores, as determined by the Barrett-Lennard Relationship Inventory, that fell within the upper one-third of client perception ratings.
2. Seventeen of the twenty-one trainees who completed the 90-day OJT program were less than 25 years old, the mean age for the total group counseled.

3. Age and sex may be used to determine which subjects have the best chance of completing on-the-job training.

4. Women outnumbered men more than 2-1 in the group of twenty-one trainees who completed the 90-day OJT program. This raises a question about the way male subjects in this project perceived counseling.

5. A comparison of client perceptions of a black male counselor and a white male counselor, as determined by the mean composite scores of the four sub-tests of the Barrett-Lennard Relationship Inventory, revealed that clients of the black male counselor perceived a more positive relationship with their counselor than did clients of the white counselor.
CHAPTER V

SUMMARY AND CONCLUSIONS

Counseling offers members of society a means of self-examination so they will be able to know and understand themselves better. This self-examination may be needed in a variety of areas of human concern. Therapeutic methodologies for use by counselors with their counselees have been developed over the years. Primarily these methodologies were used with clients who were either patients in clinical settings or students in a university setting. Today, variations of these methodologies also are being used by counselors in other settings.

Adults of today are faced with increased needs for counseling. These needs are caused by the rapidity of socio-economic and technological change, and the resultant environmental press. Yet nothing approximating adequate counseling services for adults has been available since post-World War II days. At that time, the Veterans Administration offered counseling services to ex-servicemen to facilitate their transition from military to civilian life.

Within this need of general counseling for adults, there exists an even greater concern. This is the need to
provide counseling assistance for adult members of racial and ethnic groups who are undereducated or uneducated. As a consequence of their low educational level, these persons find themselves underemployed, unemployed, and, as a result, poverty stricken.

The need for adult counseling, in general, coupled with the current emphasis upon assistance for culturally different populations, suggests that studies be conducted to provide guidelines for the development of counseling services appropriate for all adults.

The major purpose of this investigation was to determine the nature of the counselor-client relationship as perceived by the unemployed and/or underemployed, culturally different clients. The following null hypotheses were simultaneously tested:

1. The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

   a) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

   b) The level of congruence in the counselor-client relationship, as perceived by the client,
will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of congruence in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

2. The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.

b) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of empathy in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

3. The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-
employment project, the Relationship Inventory was administered.

a) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.
b) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.
c) The level of regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

4. The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect as to the time, during the eight-week pre-employment project, the Relationship Inventory was administered.

a) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to pre- to post-test scores of the Relationship Inventory.
b) The level of unconditional positive regard in the counselor-client relationship, as
perceived by the client, will not differ with respect to pre- to mid-point test scores of the Relationship Inventory.

c) The level of unconditional positive regard in the counselor-client relationship, as perceived by the client, will not differ with respect to mid-point to post-test scores of the Relationship Inventory.

The study also investigated a comparison of the age and sex characteristics of those clients who completed a 90-day on-the-job training program that followed the eight-week training program, with the age and sex of clients who failed to complete the 90-day OJT. Those trainees who had completed the 90-day OJT and who had composite scores on any of the four Relationship Inventory sub-tests that fell in the upper and lower 33-1/3 per cent of the client perception ratings were compared to discover if age and sex differences existed. A third comparison was accomplished by inspecting the mean client perception ratings of the four Relationship Inventory sub-tests for the two male counselors to determine if racial differences between the male counselors affected client perception of the counselor in the counseling relationship.

There were also three other factors which may have had effects on the counseling relationship. First, the clients who participated in this pre-employment project
were very practical in nature. They had approached the Urban League because they needed a job. They were referred to the project and oriented to expect assistance in preparing for entry into the promised job. Client expectations were reasonably high, yet project counselors were unable to counsel their clients effectively over any period of time because the clients wanted to discuss specific job information, to which the counselors had no access. For example, some of the counselee questions were: "What kind of job?" "How much pay will I get?" "What are the working conditions?" These are just a few of the many questions posited by clients. Generalities from the counselors were accepted by the trainees initially. This is reflected in the RI scores collected during the first week of the training cycles. RI scores collected at the mid-point of the cycles dropped almost uniformly for all counselors. By the time the last client perceptions were measured, there was a recovery of most client scores to levels similar to initial RI results. Nevertheless, an absence of factual job information and specific skill preparation served to neutralize counselor efforts in the individual counseling program.

A second factor that influenced client perceptions of the counselors was testing. An abundance of testing done on a pre- and post-test basis was necessary because of the experimental nature of the program. Subsequently,
the amount of testing may have had a deleterious effect on client attitude toward counselors. After all, many of these trainees had difficulty in experiencing success in school. Testing, in particular, had given them many frustrating moments.

Third, client perceptions of school counselors were expressed to project counselors. Many young trainees revealed a poor opinion of school counselors who only talked with you when you had poor attendance, poor grades, or got into trouble. There could have been many carry-over feelings about counselors brought by trainees to the training program. The information just discussed was derived by the investigator from counseling staff members as being representative of a consensus of client feelings expressed to the counselors during the counseling sessions.

Method

Subjects and process of assignment to the pre-employment project

The studies were conducted with culturally different residents of a Central Ohio urban center. The trainee population was composed mainly of Negroes from predominantly lower-class circumstances.

The initial population of seventy-five trainees was identified by six characteristics: age, sex, employment status, ability to benefit from a pre-employment
program, diverse socio-economic and educational experience, and a willingness to participate in the project. The Urban League defined the selection criteria, selected the population, and their records provided data related to all six characteristics.

An equal distribution of older and younger men and women provided the basis for using age and sex as criteria for determining differences between those subjects who completed the on-the-job training and those subjects who did not complete the training. Unemployment or underemployment at the time of the selection interview was the status criterion. Lack of adequate vocational skills needed to obtain and hold a suitable job was a fourth criterion. Heterogeneity of personal, educational, and occupational experiences comprised a fifth criterion. The last criterion was willingness to participate in the project. It was assumed that persons who were seeking solutions to their problems and who were dissatisfied with their present circumstances would form a congenial group in a learning situation. A questionnaire designed by the project statistician and filled out by the trainees enabled the counseling staff to collect data that supplemented information from Urban League files.

Measured client perceptions of the counselor in the counseling relationship were determined by the trainees' response to the Barrett-Lennard Relationship Inventory (RI),
an instrument based on Congruence, Empathy, Level of
Regard, and Unconditional Positive Regard dimensions of
the counseling relationship. The RI provides a raw scale
score for each of four relationship scales.

There were three, eight-week training cycles in
this pre-employment project. At the commencement of each
cycle, the trainee population was assigned randomly to one
of three counselors. This process resulted in the forma-
tion of three counseling groups, each group consisting of
approximately ten trainees with about the same number of
males and females, each appearing to be similar in terms
of age, status, ability to benefit from the program,
environmental background, and willingness to participate.

The counselors

Three counselors were involved in the counseling
program. Counselor 1 is white, female, 26 years of age,
moved, no children. Her undergraduate teaching fields
are music and Spanish. Her counseling experience was
gained in the Higher Horizons program in the Harlem dis-
trict of New York City and a county welfare department.
Counselor 2 is black, male, 36 years of age, married, two
children. His undergraduate teaching field is vocational
agriculture. His counseling experience was obtained in
adult farming programs and in his capacity as a research
assistant in a Manpower Development Training Project
operated on the campus of a southern university. Counselor 3 is white, male, 37 years of age, married, three children. His undergraduate teaching fields were social studies and physical education. His counseling experience was acquired in an inner-city high school and adult night high school.

The counseling program

The aim of the counseling program was to support the general program objective of providing employers with candidates ready for on-the-job training. Counselors hoped to achieve the objective by assisting trainees to effect attitudinal changes that would assist them in the development of an awareness and understanding of: (1) self, (2) relationships with fellow employees, and (3) relationships with supervisory personnel in business and industry.

Leona E. Tyler's "Minimal Change Therapy" provided the theoretical foundation for the counseling program. This represented an approach that was acceptable to both counselors and trainees because it gave them parameters of a practical nature. The contents within the parameters of the counseling contract were worked out by each counselor with each counselee. This approach provided for a comfortable and workable counseling relationship.
Instrument and procedures for data collection

The instrument employed for collecting data for the study was the Barrett-Lennard Relationship Inventory OS-M-64 (Revised).

The RI is a 64-item instrument designed to assess the counseling relationship. It is not meant for use with persons who have less than a 5.6 reading level. The RI is administered individually without supervision and it has no time limit. Adults and high school students usually require 20-30 minutes to complete the RI. The instrument was developed from the necessary and sufficient conditions needed to effect therapeutic changes as posited by Carl Rogers. The instrument contains four sub-tests, and subjects' responses on a 6-point Likert-type scale provided a raw score for each sub-test. Scoring was accomplished by hand.

The RI was administered to all trainees during the first week of each eight-week training cycle. Then the instrument was re-administered at the mid-point and conclusion of each cycle. As was pointed out earlier, data related to age, sex, status, ability to benefit from a pre-employment program, diverse socio-economic and educational experiences, and willingness to participate were secured from the Urban League records.
Analysis of Data

Individual performance on the Barrett-Lennard Relationship Inventory results in individual scores for each sub-test. The statistical treatment applied to the data was related to individual scores. An analysis of the relationship between counselors and their clients' perceptions of them across time was completed by the investigator. A 3 x 3 factorial design, with a mixed model of analysis of variance with subjects nested within counselors was utilized to compare each group's responses. On each of the four RI sub-tests, $F$ ratios were obtained for each sub-test. Statistically significant $F$ ratios at the .05 level were determined by the use of an $F$ distribution table in order to rule out chance variations. The Newman-Keuls test was used to determine the nature of differences between treatment means following a significant $F$ ratio.

The data acquired from the pre-, mid-point, and post-program administration of the RI were subjected to logical analysis. This process involved using completion of a 90-day on-the-job training program (OJT) that followed the eight-week pre-employment program as a short-range criterion of counseling success. Then the age and sex of those trainees who completed the 90-day OJT were compared with the age and sex of those trainees who did not complete the 90-day OJT to see if differences existed. Next, those trainees who had completed the 90-day OJT and who had
composite scores on any of the four RI sub-tests that fell in the upper and lower 33-1/3 per cent of the client perception ratings were compared to determine if age and sex differences existed. Mean client perception ratings of the four Relationship Inventory sub-tests for the two male counselors were inspected to determine if racial differences between the male counselors influenced client evaluation of the counselor in the counseling relationship.

Findings

Results from the Barrett-Lennard sub-test that measured client perception of counselor level of regard revealed upon analysis that a black male counselor was perceived in a more positive light than the white counselor. This difference was significant at the .05 level. This client perception developed throughout the process of the eight-week project. Use of the Newman-Keuls procedure indicated no significant variance between client perceptions of level of regard measured after initial, mid-point, and concluding interviews.

Although the empathy and unconditional positive regard sub-tests of the Relationship Inventory revealed tendencies toward rejection of the hypotheses on the effect of counseling within the counseled groups, none of the remaining results was statistically significant.
Additional findings

The Barrett-Lennard Relationship Inventory (RI) data were analyzed in three other ways. First, the age and sex of those trainees who had completed a 90-day on-the-job training program (OJT) after the eight-week pre-employment project was finished were compared with those trainees who did not complete the 90-day OJT, to determine if differences existed. It was discovered that subjects who completed the 90-day OJT tended to be the younger women and the older men. Those subjects who failed to complete the OJT tended to be the older women and the younger men. Therefore, it can be stated that for this study, age and sex may be used to determine which subjects have the best chance of completing on-the-job training.

Second, the trainees who had completed the 90-day OJT and who had composite scores on any of the four Relationship Inventory sub-tests that fell in the upper or lower 33-1/3 per cent of the client perception ratings were compared to determine if age and sex differences existed. The comparison revealed that age could not be used to differentiate between female subjects with high or low client perception ratings. Age may be used to differentiate between male subjects who completed the 90-day OJT and male subjects who did not complete the OJT. A lack of male subjects who completed the OJT made comparison among successful male subjects impossible. Young male trainees
indicated the ineffectiveness of the counseling program by their failure to complete the 90-day OJT. Another inference of significance that could be derived from the lack of young male trainees who completed the 90-day OJT is that black males may perceive counseling to be a feminine rather than a masculine activity.

Third, a logical analysis was performed to see if mean client perception as measured on the four sub-tests of the Relationship Inventory of racially different male counselors revealed any differences in client ratings. A comparison of client perceptions of the two male counselors, one black and one white, disclosed a great need to provide black clients with counselors similar to themselves. This was revealed when all four Relationship Inventory sub-test mean scores were higher for the black counselor. Level of regard was the sub-test on which clients rated the black counselor highest. It also was the sub-test with the greatest client perception rating differences (8 points) between the black counselor and the white counselor. Empathy was the lowest client perception rating for the white counselor. This would infer that black clients did not perceive their white counselor as being capable of developing the same degree of perspective toward their concerns as their black counselor was perceived capable of doing toward his clients. Thus, it was brought out that counselor effectiveness in the eight-week pre-employment
program was enhanced by the availability of a counselor with a racial background similar to that of his clients.

Conclusions

The following are the conclusions derived from the findings of this study:

1. When professional training and sociological characteristics of counselors are equal, racial similarity between counselors and counselees is the factor that affects the individual counseling relationship.

2. Counselors who counsel with clients who have very basic human needs, such as a job and reasonable income, must have information on those resources available to meet their clients immediate needs. If these kinds of resources are not available, the chances of effecting any significant attitudinal change in their clients will be greatly reduced.

3. Counselors assigned to counsel culturally different adults must have an awareness and understanding of the discouraging influence exerted on their clients by an extensive testing program. This is a particularly acute concern in a short-term program.

4. Programs designed to prepare culturally different adults for the world of work should include the teaching of modern skills so these adults will have some
specific tools to offer an employer when they seek employment.

5. Age and sex of the trainees were characteristics that could be used to differentiate between clients who had effected short-term occupational success and those who had not achieved occupational success.

6. Culturally different males perceive counseling to be a feminine rather than a masculine activity.

Need for Further Research

The Barrett-Lennard Relationship Inventory has been used in a variety of situations, yet the current form of the Relationship Inventory has been in use since a revision was done in 1964, six years ago. Barrett-Lennard should consider another revision of his instrument to insure its effectiveness with a broader spectrum of society.

Longitudinal research needs to be conducted which would follow up the population included in this study. Such a study would provide additional information relating to the stability of client perceptions of counselors. The Barrett-Lennard Relationship Inventory could be re-administered and comparison made between responses given in this study and those given at that time.

Further research should be conducted with the design of this study altered to include a black female counselor. Then it would be possible to compare client
perceptions of racially different female counselors. In addition, an analysis of Relationship Inventory ratings could be made to determine if differences exist between client perceptions of male and female counselors.

Further research should be conducted utilizing the same design with a different population to discover if there are more significant results.

Future studies of a similar nature should be conducted with different theoretical foundations of counseling utilized, such as trait/factor or a behavioral approach.
APPENDIX A

RELATIONSHIP INVENTORY
Below are listed a variety of ways that one person may feel or behave in relation to another person.

Please consider each statement with reference to your present relationship with your counselor.

Mark each statement in the left margin, according to how strongly you feel that it is true, or not true, in this relationship. Please mark every one. Write in +3, +2, +1, or -1, -2, -3, to stand for the following answers:

+3: Yes, I strongly feel that it is true.
+2: Yes, I feel it is true.
+1: Yes, I feel that it is probably true, or more true than untrue.
-1: No, I feel that it is probably untrue, or more untrue than true.
-2: No, I feel it is not true.
-3: No, I strongly feel that it is not true.

1. He respects me as a person.
2. He wants to understand how I see things.
3. His interest in me depends on the things I say or do.
4. He is comfortable and at ease in our relationship.
5. He feels a true liking for me.
6. He may understand my words but he does not see the way I feel.
7. Whether I am feeling happy or unhappy with myself makes no real difference to the way he feels about me.
8. I feel that he puts on a role or front with me.

9. He is impatient with me.

10. He nearly always knows exactly what I mean.

11. Depending on my behavior, he has a better opinion of me sometimes than he has at other times.

12. I feel that he is real and genuine with me.

13. I feel appreciated by him.

14. He looks at what I do from his own point of view.

15. His feeling toward me doesn't depend on how I feel toward him.

16. It makes him uneasy when I ask or talk about certain things.

17. He is indifferent to me.

18. He usually senses or realizes what I am feeling.

19. He wants me to be a particular kind of person.

20. I nearly always feel that what he says expresses exactly what he is feeling and thinking as he says it.

21. He finds me rather dull and uninteresting.

22. His own attitudes toward some of the things I do or say prevent him from understanding me.

23. I can (or could) be openly critical or appreciative of him without really making him feel any differently about me.

24. He wants me to think that he likes me or understands me more than he really does.

25. He cares for me.

26. Sometimes he thinks that I feel a certain way because that's the way he feels.

27. He likes certain things about me, and there are other things he does not like.
28. He does not avoid anything that is important for our relationship.

29. I feel that he disapproves of me.

30. He realizes what I mean even when I have difficulty in saying it.

31. His attitude toward me stays the same; he is not pleased with me sometimes and critical or disappointed at other times.

32. Sometimes he is not at all comfortable but we go on, outwardly ignoring it.

33. He just tolerates me.

34. He usually understands the whole of what I mean.

35. If I show that I am angry with him, he becomes hurt or angry with me, too.

36. He expresses his true impressions and feelings with me.

37. He is friendly and warm with me.

38. He just takes no notice of some things that I think or feel.

39. How much he likes or dislikes me is not altered by anything that I tell him about myself.

40. At times I sense that he is not aware of what he is really feeling with me.

41. I feel that he really values me.

42. He appreciates exactly how the things I experience feel to me.

43. He approves of some things I do, and plainly disapproves of others.

44. He is willing to express whatever is actually in his mind with me, including any feelings about himself or about me.

45. He doesn't like me for myself.

46. At times he thinks that I feel a lot more strongly about a particular thing than I really do.
47. Whether I am in good spirits or feeling upset does not make him feel any more or less appreciative of me.

48. He is openly himself in our relationship.

49. I seem to irritate and bother him.

50. He does not realize how sensitive I am about some of the things we discuss.

51. Whether the ideas and feelings I express are "good" or "bad" seems to make no difference to his feeling toward me.

52. There are times when I feel that his outward response to me is quite different from the way he feels underneath.

53. At times he feels contempt for me.

54. He understands me.

55. Sometimes I am more worthwhile in his eyes than I am at other times.

56. I have not felt that he tries to hide anything from himself that he feels with me.

57. He is truly interested in me.

58. His response to me is usually so fixed and automatic that I don't really get through to him.

59. I don't think that anything I say or do really changes the way he feels toward me.

60. What he says to me often gives a wrong impression of his whole thought or feeling at the time.

61. He feels deep affection for me.

62. When I am hurt or upset, he can recognize my feelings exactly, without becoming upset himself.

63. What other people think of me does (or would, if he knew) affect the ways he feels toward me.

64. I believe that he has feelings he does not tell me about that are causing difficulty in our relationship.
Ohio State University
Manpower Development and Training
Research Program

QUESTIONNAIRE

Directions: Please complete the following items. The information you provide will be kept confidential and will only be used by the staff to identify and serve the groups participating in the program. Thank you for your cooperation.

Part I—General Information

1. Name________________________________ 2. Date____________
   Last    First    Middle

3. Address__________________________________________________
   Street
   City_________________ State_________ Zip Code________

4. Telephone No._________ 5. Social Sec. No.________________

6. Date of Birth_______ 7. Place of Birth____________________

8. Height_____ 9. Weight______ 10. Sex: Male___ Female___

11. Are you a veteran of the military? Yes ___ No ____

12. If a veteran, what were the dates of service?
   From_________________________ To________________________

13. What is your present draft status?_______________________

14. Are you the head of your household?______________________

15. Present Source of Income__________________ Amount_______
16. Have you ever been hospitalized? 
   If so, when? For what purposes? Operations? Other.

17. Have you had any major illnesses in the last year? 
   2 years, 3 years. Indicate illness.

18. Have you ever been convicted of a crime? Yes No 
   If so, what was the nature of the crime?

Part II—Family History

1. Are your parents: (Check the appropriate blank)
   living together deceased (specify father, mother, or both)
   separated
   divorced
   remarried

2. Please provide the following information about your parents.
   Father's name
   Address
   Father's occupation:
   Father's education: (highest grade achieved by father)
   Mother's name
   Address
   Mother's occupation:
   Mother's education: (highest grade achieved by mother)
3. How many sisters do you have?___ brothers?_______

4. What are their ages?_____________________________________

5. What is your marital status? (check one)
   single______ separated__________
   married______ widowed__________
   divorced_____ remarried_________

6. Do you have any children? Yes____ No_____ 

7. If so, how many children do you have?_______________
   Please list their names and ages:____________________________

8. List the addresses at which you have lived in the past two years and the dates living at each residence:

   From                              To

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

9. How many adults live in your home?_____________________

10. How many children other than your own live in your home?

Part III——Education

1. What is the highest grade level you have completed?____

2. Where did you receive your elementary and secondary education?________________________________________
3. If you are married, what is the highest grade your spouse has completed? ____________

4. If you completed high school, in what year did you graduate? ______

5. (a) If you did not complete high school, in what year did you leave school? ______

   (b) What was your reason for leaving school? ____________________________

6. Have you ever received any occupational or vocational training? Yes ____ No ____

7. If you have received such training, please describe the training by providing the following information:

   Type of Training  School or Agency  Date Completed
   A.  
   B.  
   C.  

**Part IV--Occupational Experience**

1. How many jobs have you held in the past year? ________
   2 years? ________ 5 years? ________

2. Describe the three most recent jobs held by providing the following information. (List most recent job first.)

   Type of Job  Rate of Pay  Reason for Leaving  Date Beginning-Ending
   A.  
   B.  
   C.  
3. Did you receive unemployment compensation during the period of your unemployment? _________________________

4. (a) If you are married, is your spouse employed?
   Yes   No  
   (b) If so, what is your spouse's occupation?  
   __________________________________________
APPENDIX C

COMPOSITE WORKSHEET
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