

THE RELATIONSHIP BETWEEN PERSONALITY NEEDS OF HOUSE PARENTS  
AND STUDENT PERCEPTIONS OF  
THESE HOUSE PARENTS

by

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A THESIS

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## CHAPTER I

### INTRODUCTION

Objective empirical evidence exists which supports the theory that there are certain identifiable attitudes present in the counselor when therapeutic growth occurs in his client. When the counselor does not have these attitudes, therapeutic growth does not occur.<sup>1</sup> This evidence contradicts the opinions that certain techniques are the primary change agents in therapeutic growth.

Several research studies have isolated certain specific attitudes in the counselor which when perceived by the client facilitate positive change. Carl Rogers has made a unique contribution to the study of the helping relationship by identifying what he terms "the necessary and sufficient conditions of therapeutic personality change." He described these conditions as existing when the counselor is (1) being genuine, (2) experiencing a warm, positive and acceptant attitude toward the client, and (3) experiencing an empathic understanding of the client's internal frame of reference.<sup>2</sup> Galatia Halkides agreed with Roger's theory regarding the necessary and sufficient conditions for therapeutic change and added a fourth dimension which she described as the extent to

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<sup>1</sup>Robert R. Carkhuff and Bernard G. Berenson, Beyond Counseling and Therapy (New York: Holt, Rinehart and Winston, 1967), p. 4.

<sup>2</sup>Carl R. Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change," Journal of Consulting Psychology, 1957, 21, 95-103.

which the counselor's response matches the client's expression in the intensity of affective expression.<sup>1</sup> In a study of group psychotherapy with hospitalized patients, Charles Truax found that accurate empathy, warmth (unconditional positive regard), and genuineness were all significantly related to the patient's involvement in the process of therapy, self-revelation, and self exploration.<sup>2</sup> R. W. Heine found that regardless of the type of therapy, psychoanalytic, client-centered, or Adlerian, clients agreed that their growth occurred because (1) they felt understood by the counselor, (2) they felt the counselor's warm interest without any emotional over-involvement, and (3) the counselor had been able to clarify and openly state feelings which the client had been approaching hazily and hesitantly.<sup>3</sup> Fiedler conducted a similar study in which he asked therapists of differing orientations to describe the ideal relationship between patient and therapist. The following statements were reported most frequently as describing the ideal therapeutic relationship:

- (1) The therapist is able to participate completely in the patient's feelings.
- (2) The therapist's comments are always in line with what the patient is trying to convey.

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<sup>1</sup>Galatia Halkides, "An Experimental Study of Four Conditions Necessary for Therapeutic Change" (unpublished Ph.D. dissertation, University of Chicago, 1958).

<sup>2</sup>Charles B. Truax, "The Process of Group Psychotherapy: Relationships Between Hypothesized Therapeutic Conditions and Intrapersonal Exploration," Psychological Monographs, 1961, 75, 7.

<sup>3</sup>R. W. Heine, "A Comparison of Patient's Reports on Psychotherapeutic Experience with Psychoanalytic, Nondirective, and Adlerian Therapists," (unpublished Ph.D. dissertation, University of Chicago, 1950).

(3) The therapist always follows the patient's line of thought.

(4) The therapist treats the patient as an equal.<sup>1</sup>

These research results seem to indicate that it is the counselor's attitudes rather than his technical knowledge and skill which are responsible for therapeutic change. More recent research labels these attitudes as core dimensions of the therapeutic relationship. Robert Carkhuff and Bernard Berenson state that the core dimensions found in the counselor which facilitate the greatest degree of change involve (1) empathic understanding, (2) positive regard, (3) genuineness, and (4) concreteness or specificity of expression. They have operationally defined these dimensions and have developed a five point scale to measure the counselor's level of functioning. This level of functioning is an indicator of the degree to which the counselor has offered these dimensions while engaged in a helping relationship.

The clients of those counselors offering the highest levels of facilitative dimensions improve, while those of counselors offering the lowest levels deteriorate....<sup>2</sup>

These dimensions can be measured on Carkhuff and Berenson's scale individually or collectively. Although the dimensions can be treated as individual and distinctive units, they tend to converge at high levels in the unhealthy personality. In more moderate ranges, individuals may function at relatively high levels on some dimensions and low levels on others.

If it is true that these facilitative dimensions are necessary for the counselor to experience before personality growth can occur in his client, and if his level of functioning in providing these dimensions

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<sup>1</sup>Fred E. Fiedler, "Comparison of Therapeutic Relationships in Psychoanalytic, Non-directive and Adlerian Therapy," *Journal of Consulting Psychology*, 1951, 14, 436-445.

<sup>2</sup>Carkhuff and Berenson, p. 26.

can be measured; then it should be possible to operationally determine which counselors would be the more effective helpers by measuring their levels of functioning utilizing Carkhuff and Berenson's scale.

It is important for a client to perceive these attitudes, or facilitative conditions, in his therapist or counselor. Therefore, it is also important for a child to perceive these attitudes in his parents, teachers, coaches, or house parents if these relationships are to be growth facilitating.

There has been much research interest in counselor personality characteristics, but his needs are seldom examined. There is also little research undertaken to determine the relationship between the needs of the counselor and his ability to communicate specific facilitative conditions to his clients. The value of such an investigation has been suggested by David Mills, William J. Chestnut, and John P. Hartzell in this statement:

The needs of the counselor or therapist are almost never examined (despite great research interest in many other characteristics of the counselor). There seems to be an almost implicit assumption that, while the counselor's sex, years of experience, degree of empathic understanding, congruence, etc. may have a relationship upon the counseling interaction, his personal needs do not (or, perhaps, should not.) The tiny body of literature dealing with counselor needs really has only one thread running through it, that being the obvious need of the counselor for nurturance, to take care of others.<sup>1</sup>

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<sup>1</sup>David H. Mills, William J. Chesnut, John P. Hartzess, "The Needs of Counselors: A Component Analysis," Journal of Counseling Psychology, 1966, 13, 1, 82-84.



### Formulation of Problem

In the selection of people for the helping professions, a major consideration is identifying the characteristics and/or attitudes found in those individuals operating effectively in a helping relationship. If a definite personality profile could be drawn from a personality needs inventory which would consistently relate to a high level of performance on the facilitative conditions of empathy, respect and concreteness; then this relationship would have important implications for the selection and education of anyone who desired to serve as a positive change agent in a helping relationship.

### The Purpose of the Study

The purpose of this study is to investigate the present level of functioning of a group of house parents, as perceived by their cottage students, and the relationship between this level of functioning and certain personality needs of the house parents. More specifically, this study is an investigation concerning the level of functioning of a group of house parents relative to the variables of empathy, respect, and concreteness, and the relationship of each of these variables to helper personality needs as defined by the Edwards Personal Preference Schedule (EPPS).

The following questions were investigated:

- (1) What is the level of functioning of the house parent in relation to the facilitative conditions of empathy, respect, and concreteness?
- (2) Is there a significant relationship between the variables (personality needs) on the Edwards Personal

Preference Schedule (EPPS) and the facilitative condition of empathy?

- (3) Is there a significant relationship between the variables (personality needs) on the Edwards Personal Preference Schedule (EPPS) and the facilitative condition of respect?
- (4) Is there a significant relationship between the variables (personality needs) on the Edwards Personal Preference Schedule (EPPS) and the facilitative condition of concreteness?
- (5) Is there a significant relationship between the variables (personality needs) on the Edwards Personal Preference Schedule (EPPS) and the level of functioning in providing the facilitative conditions of empathy, respect, and concreteness?

#### Definition of Terms

The following terms are used in this study with the following definitions:

Empathy - Empathy is the sensing of the feelings and personal meanings which the client is experiencing in each moment. It is the sensitive and accurate perception of the inner "being" or experiencing of another human being and the communication of this understanding to him.

Respect - Respect is experiencing a warm, positive and acceptant attitude toward what is in the client. It is a genuine willingness for the client to express whatever feeling is going on in

him at that moment--fear, confusion, pain, pride, anger, hatred, love, courage, or awe. It is an outgoing positive feeling without reservations, without evaluations. It is recognizing the person to be of value no matter what his condition, his behavior, or feelings.

Concreteness - Concreteness is specificity of expression. It involves the fluent, direct, and complete expression of specific feelings and experiences, regardless of their emotional content.

Total Level of Functioning - This score indicates the level that the student perceives the house parent as offering the three conditions simultaneously. The score is derived by summing the three individual ratings and dividing by three.

## CHAPTER II

### SELECTED LITERATURE

This chapter will review the literature which tends to verify the therapeutic relevance of the counselor-offered conditions of empathic understanding, respect and concreteness. It will also review the relatively few studies that have been done which relate the personality needs of the counselor to his ability to communicate these facilitative attitudes or conditions.

Carl Rogers was one of the first theorist to stress the importance of the interpersonal therapeutic relationship. His major contribution was the theoretic specification of empathy, warmth, and genuineness as both necessary and sufficient conditions for therapeutic outcome. His endeavors furthered those of his predecessors who had specified these therapist qualities as important but not all-important. For Rogers they became not just important and essential, but the only therapist qualities that were needed to contribute to patient outcome. They were both necessary and sufficient to account for the therapist's role in therapeutic transaction.<sup>1</sup>

Rogers expressed this theory in 1957, but earlier than this in 1953, E. J. Shoben, a learning theorist, had made this statement about the ideal therapeutic relationship:

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<sup>1</sup>Charles B. Truax and Robert R. Carkhuff, Toward Effective Counseling and Psychotherapy, (Chicago: Aldine Publishing Co., 1967), p. 25.



The attributes of the relationship are first, friendliness, warmth, and a comfortable emotional closeness... this implies a second characteristic, permissiveness... warmth and permissiveness, so described, shade into a third aspect of the therapeutic relationship; its "safety". This is sometimes spoken of as "acceptance", a term which is a little troublesome because it had connotations of approval. Fourth, the therapist seems to be constantly attempting to clarify his own understanding of the patient and to communicate that understanding within the therapeutic context...

Shoben added:

If warmth, permissiveness, safety and understanding seem to be prerequisites of any desirable human relationship rather than being peculiar properities of the psychotherapeutic interaction, this is precisely the case.<sup>1</sup>

A further illustration of the role of the therapeutic ingredients of empathy, respect and genuineness as central attitudes of an effective counselor was made by L. M. Brammer and E. L. Shostrom when they said:

The counselor's responses to client's statements and feelings must be a spontaneous outgrowth of his understanding of that client...It is well established in counseling theory that attitudes are changed very little by advice, persuasion, or threats. The client's attitudes appear to change most effectively in the presence of other attitudes, for example, positive, tolerant attitudes on the part of the counselor. The client experiences acceptance as a feeling of being unconditionally understood, liked, and respected.<sup>2</sup>

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<sup>1</sup>E. J. Shoben, "Some Observations of Psychotherapy and the Learning Process" in Psychotherapy: Theory and Research, ed. by O. H. Mowrer (New York: Ronald Press, 1953), p. 126.

<sup>2</sup>L. M. Brammer and E. L. Shostrom, Therapeutic Psychology: Fundamentals of Counseling and Psychotherapy (Englewood Cliffs, N. J.: Prentice-Hall, 1964), p. 155.

A similar description of the effective qualities of the therapist is given by A. P. Noyes and Lawrence C. Kolb from an eclectic psychiatric point of view when they state:

Although many different psychological techniques may be employed in an effort to relieve problems and disorders and make the patient a mature, satisfied and independent person, an important therapeutic factor common to them all is the therapist-patient relationship, with its interpersonal experiences. Through this relationship, the patient comes to know that he can share his feelings, attitudes, and experiences with the physician and that the latter, with his warmth, understanding, empathy, acceptance, and support, will not depreciate, censure, or judge him no matter what he may reveal but will respect his dignity and worth. This desired, positive patient-therapist relationship with its psychotherapeutic value, is often known as transference. The therapist, regardless of the type of therapy he employs, must have certain qualities. He should have a liking for people, possess a warm capacity for projecting himself into the situations and feelings of others, and be able to understand human motivation.<sup>1</sup>

#### Studies on Counselor-Offered Facilitative Conditions

Research into the effective role of the therapist has indicated that psychotherapy can be "for better or for worse"; therapists' and counselors' efforts can be helpful but many can be harmful.<sup>2</sup> The differences appear to lie in their attitudinal approach to the helping relationship. Recently research has focused upon the relationship between these attitudinal therapeutic ingredients and constructive changes in the client. One of the studies proposing that therapeutic personality change occurs in proportion to the degree to which the client experiences

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<sup>1</sup>A. P. Noyes and Lawrence C. Kolb, Modern Clinical Psychiatry, (Philadelphia: W. B. Saunders Co., 1964), p. 504.

<sup>2</sup>Charles B. Truax, "Effective Ingredients in Psychotherapy: An Approach to Unraveling the Patient-Therapist Interaction. Symposium: The Empirical Emphasis in Psychotherapy," American Psychological Association, St. Louis, 1962. Journal of Counseling Psychology, 1963, 10, 3. 256-263.

certain qualities in his therapist's response to him was reported by G. T. Barrett-Lennard. His total sample consisted of 42 clients in the Counseling Center of the University of Chicago, and their 21 separate therapists. The clients reported their perception of the therapist's level of regard for them, the degree to which the therapist's regard was unconditional, his empathic understanding, his congruence or genuineness, and his willingness to be known by the client. Data from which to assess the degree of change in the client during therapy consisted of selected therapist rating measures and pretherapy and post-therapy scores on the Q adjustment, Taylor MA, and MMPI D scales. Two composite indices of change were used--one derived from the therapist rating scales and the other from the client self-descriptive data. The results for two matched "equivalent" groups of clients, with relatively "expert" and "non-expert" therapists revealed that cases with experts gave higher scores on the perceived level of facilitative attitudes, and showed evidence of greater change than the cases with non-experts.<sup>1</sup>

A more recent study which supports the importance of empathy and warmth was done by Combs and Soper in 1963. This study explored the helping relationship from a perceptual, rather than a behavioral, orientation. This study investigated 12 factors involved in the perceptual organization of effective counselors. The perceptual variables which were found to correlate with effective counseling were the counselor's perception of others (1) from an internal rather than an

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<sup>1</sup>G. T. Barrett-Lennard, "Dimensions of the Clients' Experience of his Therapist Associated with Personality Change," Psychological Monographs, 1962, 76, no. 43.



external frame of reference, (2) in terms of people rather than things, and (3) as capable, dependable, and friendly, rather than incapable, undependable, and unfriendly.<sup>1</sup>

Charles Truax and Robert Carkhuff have expanded Roger's earlier reports through studies conducted in the last ten years. In 1963 they studied 14 schizophrenic patients who had been seen in intensive psychotherapy for periods ranging from six months to four and one-half years. A four-minutes, tape-recorded sample was selected from every fifth interview for each of the 14 cases giving a total of 358 samples to work with. Raters made a comparison between the level of accurate empathy offered by the therapist in each case and personality and behavioral change in the patient. The findings indicated that patients receiving a high level of empathy showed an overall gain in psychological functioning; whereas, patients who received relatively low levels of accurate empathy, showed a loss in psychological functioning.<sup>2</sup>

In 1965 Truax, Carkhuff and Kodman studied 40 hospitalized mental patients who were given group therapy sessions twice weekly over a three-month, time-limited period. The MMPI was administered before

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<sup>1</sup>Arthur W. Combs and Daniel W. Soper, "The Perceptual Organization of Effective Counselors," Journal of Counseling Psychology, 1963, 10, 3, 222-226.

<sup>2</sup>Charles Truax and Robert R. Carkhuff, "For Better or For Worse: The Process of Psychotherapeutic Personality Change," in Recent Advances in the Study of Behavior Change, Montreal, Canada: McGill University Press, 1963.

and after therapy. In this group study, there was a strong positive correlation between empathy and warmth, and improvement on all the MMPI subscales.<sup>1</sup>

The next year, Truax and Wargo made a study of 80 institutionalized juvenile delinquents receiving three months of group counseling. On the 19 specific measures of therapeutic outcome available, those juvenile delinquents receiving high levels on all conditions of empathy, warmth, and genuineness showed above-average improvement on 18 measures and below-average improvement on only one measure; by contrast, those delinquents receiving low levels of empathy, warmth, and genuineness showed above-average improvement on only one measure and below-average improvement on 18.<sup>2</sup>

The studies above deal with cases that were relatively successful rather than with comparisons to control groups receiving no psychotherapy. Since Eysenck has suggested that even under the best circumstances, psychotherapy may not be significantly superior to no treatment, a few studies have now been completed utilizing control groups.<sup>3</sup>

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<sup>1</sup>Charles Truax, Robert Carkhuff and F. Kodman, Jr., "Relationships Between Therapist-Offered Conditions and Patient Change in Group Psychotherapy," Journal of Clinical Psychology, 1965, 21, 327-329.

<sup>2</sup>Charles Truax and D. G. Wargo, "Psychotherapeutic Encounters That Change Behavior: For Better or for Worse," American Journal of Psychotherapy, 1966, 22, 499-520.

<sup>3</sup>H. J. Eysenck, "The Effects of Psychotherapy: An Evaluation," Journal of Consulting Psychology, 1952, 16, 319-324.

W. A. Dickenson and Charles Truax report a study done with college underachievers. They investigated the effects of time-limited group counseling upon college academic achievement. In a matched therapy and control population of 48 patients, those receiving group counseling showed significant improvement over the control patients.

When those receiving counseling were divided according to the levels of therapeutic conditions they were offered during therapy, the findings indicated that only those receiving relatively high levels of empathy, warmth and genuineness showed improvement over the controls. Those receiving only moderate levels showed grade-point averages and changes approximating those in the control group.<sup>1</sup>

Another study by Truax, Wargo, and Silber evaluated the effects of high levels of empathy, warmth, and genuineness in group counseling with female juvenile delinquents. A total of 70 institutionalized delinquents were assigned on a random basis to a control population of 30 girls and a therapy population of 40 girls. The treatment group were given 24 sessions of psychotherapy but were otherwise given the same institutional treatment as the control group. The results showed that the delinquents receiving high conditions in group psychotherapy showed improvement beyond that seen in the control group.<sup>2</sup>

The above studies have primarily evaluated the core dimensions of empathy, positive regard or respect and genuineness. In 1964, however, Truax and Carkhuff conducted a study which evaluated

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<sup>1</sup>W. A. Dickenson and C. B. Truax, "Comparisons With a Control Group and Relationship to Empathy, Warmth and Genuineness," Personnel Guidance Journal, 1966, 10, 120-124.

<sup>2</sup>Charles Truax, D. G. Wargo, and L. D. Silber, "Effects of High Accurate Empathy and Nonpossessive Warmth During Group Psychotherapy Upon Female Institutionalized Delinquents," Journal of Abnormal Psychology, 1966, 71, 267-274.



concreteness as the most significant contributor to effective therapy, far outweighing the contributions of empathy, positive regard, and genuineness.<sup>1</sup>

There are other studies which relate the effectiveness of empathy, respect, genuineness, and concreteness to interpersonal relationships beyond the area of psychotherapy. These are related to laboratory studies of learning, classroom studies of learning, and parent-child studies. In a laboratory study of verbal conditioning, data showed that experimenters who exhibited a lack of empathy and warmth decreased the number of verbal responses; while experimenters who were warm and supportive produced an increase in the frequency of self-references.<sup>2</sup> Working with teacher-child classroom interactions, Truax and Tatum reported a study attempting to relate the level of empathy, warmth, and genuineness communicated to the preschool child by his teachers to his preschool performance and social adjustment. The findings indicated that the degree of warmth and the degree of empathy was significantly related to positive changes in the child's pre-school performance and social adjustment.<sup>3</sup> In a study done by Daniel Aspy, the relationship between the level of therapeutic conditions offered by teachers of third-grade reading classes and the consequent gains in children's reading achievement level was observed. His findings showed that students receiving relatively high

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<sup>1</sup>Charles Truax and Robert Carkhuff, "Concreteness: A Neglected Variable in the Psychotherapeutic Process," Journal of Clinical Psychology, 1964, 20, 2, 264-267.

<sup>2</sup>Charles Truax and C. R. Tatum, "An Extension from the Effective Psychotherapeutic Model the Constructive Personality Change in Preschool Children," Childhood Education, 1966, 42, 465-472.

<sup>3</sup>Ibid.

levels of accurate empathy, nonpossessive warmth and genuineness from their teachers showed significantly greater gains in achievement (measured by the Stanford Reading Achievement Test) than students receiving relatively low levels of these therapeutic conditions.<sup>1</sup>

These studies suggest that the person, whether a counselor, therapist, parent, or teacher, who is better able to communicate these facilitative conditions is more effective in interpersonal relationships no matter what the goal of the interaction. These findings seem to hold for a wide variety of therapists and counselors, regardless of their training or theoretic orientation; and for a wide variety of clients or patients, including college underachievers, juvenile delinquents, hospitalized schizophrenics, college counselors, and a mixed variety of hospitalized patients.

In summary, present research seems consistently to find empathy, warmth, genuineness and concreteness to be essential characteristics of human encounters that change people for the better.

#### Counselor Characteristics

Relative to the findings that empathy, warmth, genuineness, and concreteness are present with therapeutic change is the question of what causes the variation in counselor level of functioning. Is it the counselor's personal characteristics, his training and experience, or is it the client's characteristics? There is evidence that all three factors are related to his level of functioning.

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<sup>1</sup>Daniel Aspy, "The Relationship Between the Level of Conditions Offered by the Teacher and Academic Achievement in Third Grade Pupils," (unpublished Ph.D. dissertation, University of Kentucky, 1965).



These studies suggest that personal characteristics of counselors effect treatment outcomes and particularly, that personality disturbance in the therapist interferes with therapeutic gain.

Arthur Combs and Daniel Soper conducted a study which indicated that better counselors were those who tended to assume an internal rather than external frame of reference in understanding others, who were people-oriented rather than thing-oriented, and who had an optimistic view of man.<sup>1</sup>

Allen Bergin and Sandra Soloman studied 18 post-internship students in clinical and counseling psychology and 26 of their clients. The main data consisted of correlation between therapist's MMPI and Edwards Personal Preferences Schedule scores and their empathy levels during therapy as measured by the Truax Accurate Empathy Scale. The findings showed significant negative correlations between therapists' empathy and their depression and anxiety scores on the MMPI. Scores from the EPPS Consistency and Intraception scales correlated negatively with empathy while Dominance and Change correlated positively. Chronological age and supervisor ratings of therapist competence also correlated positively, whereas grades and Graduate Record Examination (GRE) scores were unrelated to empathy.<sup>2</sup>

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<sup>1</sup>Arthur Combs and Daniel Soper, "The Perceptual Organization of Effective Counselors," Journal of Counseling Psychology, 1963, 10, 222-226.

<sup>2</sup>Allen E. Bergin and Sandra Soloman, "Personality and Performance Correlates of Empathic Understanding in Psychotherapy," (paper presented at the American Psychological Association, Philadelphia, September 1963).

A second study was done which replicated the Bergin-Soloman study above. The prime object of the replication was to crossvalidate the MMPI and EPPS findings. It revealed a clear replication of the MMPI data, but the EPPS correlations did not replicate in any respect, although several new correlations appeared. This indicated that the EPPS correlations were simply random fluctuations.

The lack of relationship between empathy and indexes of academic and intellectual competence reaffirm the almost universally held view that scholastic abilities are not very relevant to effectiveness in establishing therapeutic relationships with clients.<sup>1</sup>

Truax, Silber and Wargo studied 16 students in a counselor training program. Personality inventories were administered to the group before and after training, and were then compared with their learning achievement. The questions asked were, "What kind of trainee benefits the most from the training program?" and, "What personality changes occur in trainees who change the most, compared to those who show little gain in therapeutic skill?" The findings indicated that those who showed the greatest gains were initially slightly lower on Need for Order than those who showed little or no gain and they showed a significant drop in post-training. The students who showed the greatest gain in the therapeutic conditions were significantly higher on the Change Scale both before and after training. Those who gained the most and the least from the training were equivalent on the Abasement Scale before therapy, but the most improved students showed a significant decline during training, while the students who showed least gain had an increase in the Abasement

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<sup>1</sup>Allen E. Bergin and Lawrence G. Jasper, "Correlates of Empathy in Psychotherapy: A Replication," Journal of Abnormal Psychology, 1969, 74, 4, 477-481.

Scale. Students who showed the greatest gain started off significantly higher and showed large and significant gains in Autonomy, while those who showed the least gain started off significantly lower in Autonomy and showed negative change. Finally, the students who showed the greatest gain in therapeutic skill were initially significantly lower on Defensiveness, while both groups of students showed a decline in Defensiveness during training. In summary, those students who showed significant gains in therapeutic skills also showed relevant positive personality change.<sup>1</sup>

According to a study done by Thomas Collingwood, et. al., the most effective therapists were consistently high on all core conditions and this consistency goes beyond the core conditions into other therapeutic related areas, e.g. confrontation, immediacy, attention to client conflict areas, and attention to significant others. Apparently no matter what the effective therapist does, he is consistently helpful, constructive and effective. The data in this study indicated that their success in therapy was simply another symptom in a success syndrome.

The successful therapist is evidently more than just a therapist: he is a person who acts successfully, has the confidence of being successful, and looks successful. All this reflects his consistency of effectiveness in life.<sup>2</sup>

In summary, recent studies give support to Rogers' theory that therapist empathy, warmth, genuineness or congruence, and concreteness

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<sup>1</sup>Charles Truax, L. D. Silber, and D. G. Wargo, "Personality Change and Achievement in Therapeutic Training," (unpublished manuscript Arkansas Rehabilitation Research and Training Center, University of Arkansas, 1966).

<sup>2</sup>Thomas Collingwood, Thomas Hefeale, Nancy Muehlberg and James Drasgow, "Toward Identification of the Therapeutically Facilitative Factor," Journal of Clinical Psychology, 1970, 26, 119-120.

elicit positive personality change in the client. Recent research also suggests that personality needs of the therapist affect treatment outcomes. The findings indicate that effective counselors tend to assume an internal rather than an external frame of reference, are people-oriented rather than thing-oriented, and have an optimistic view of man. It was also found that scholastic abilities are not very relevant to counseling effectiveness. In assessing the personality needs of effective counselors, the needs for change and autonomy were high, while the needs for abasement and defensiveness were low. Finally, the studies suggested that counseling is as effective as the counselor is living effectively.



### CHAPTER III

#### METHODS AND PROCEDURES

This chapter will present the method and procedures followed in facilitating the purpose of this study. The sample and facility, the procedures for collecting data, the testing instruments employed, and the methods of data analysis will be described.

##### Study Sample and Facility

This study focused its attention on a group of house parents employed by the Texas Youth Council and assigned to the Corsicana State Home for Neglected and Dependent Children. Two measures were obtained on this sample. One measure required the house parents to complete the Edwards Personal Preference Schedule and the other measure concentrated on a group of ratings of 96 students, each student rating his respective house parent.

The study sample of house parents ranged in age from 45 to 67 years with a mean age of 55.5. All of the house parents had completed at least an elementary school education and seven had completed their high school education. A further analysis indicated that of the 15 house parents, one was male and 14 were female. In considering the student sample, their ages ranged from 10 to 19 years with a mean age of 13.8. Their educational level ranged from fourth grade to the first year in college. These students had all been judged as being neglected and/or dependent by a juvenile court in Texas. Neglected and dependent is a professional as well as a legal term used to label the child whose parents and homes have been judged by the courts as an unfit environment

for the rearing of a child. Children in an institution of this type are not declared orphans since the term is used to label a child whose parents are deceased. When there is no other relative or individual willing to give custody and care to the child, the courts decision leads to the child being sent to the state home for neglected and dependent children. The child will live there until he has either reached military eligibility, graduated from high school, or until the parents have asked the courts to review their case and have been found suitable as parents.

The Corsicana State Home has two types of living arrangements for the children. Two dormitories are provided for the older children, one for girls and one for the boys. There are also five new cottages in which 15 to 20 children live with two house parents. The house parents eat with their children and spend five nights a week with them. Recreational facilities include bicycles, horses, a trampoline, a swimming pool, and pool tables in a recreation room. The home provides transportation for the students to the community public schools and to community church activities. Two of the students attend the Navarro County Junior College which is located in Corsicana.

#### Procedure for Collection of Data

The study demanded that a facility be found where there was an adequate number of individuals serving in a helper role and a sufficient number of helpees available who would be qualified by their experience with these helpers to rate them on a scale measuring interpersonal relationship skills. The Corsicana State Home for Neglected and Dependent Children was found to meet these requirements. Permission was granted from the Texas Youth Council to conduct this research.

A research team composed of one faculty member and three graduate students conducted the study. The children were assembled in one group for testing. It was explained that they should choose one of their house parents to rate on the Relationship Inventory. They were told not to put their own name on the Inventory since the ratings were to be anonymous. The graduate students assisted any children who did not understand a statement on the Inventory.

The Edwards Personal Preference Schedule booklets and answer sheets were then given to the house parents. They were told the nature and purpose of the study and were requested to answer the questionnaire and return them by mail within two weeks.

### Description of Instruments

#### The Relationship Inventory

Assessment of levels of facilitative conditions communicated by the house parents was based on a questionnaire adapted by the investigator from scales developed by Truax and Carkhuff which have been validated in extensive counseling-outcome research.<sup>1</sup> This scale allowed the student to rate his house parent in four areas: empathy, respect, concreteness, and total level of functioning. The Inventory is reproduced as Appendix A of this report.

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<sup>1</sup>Truax and Carkhuff, Effective Counseling, pp. 74-79.

### Construction

Truax's scales for the Measurement of Accurate Empathy, Nonpossessive Warmth, Genuineness, and Concreteness,<sup>1</sup> and a relationship inventory constructed by Seaborn Thompson in a study conducted at Auburn University<sup>2</sup> were two helpful starting points in constructing the inventory for this study. The items selected by the author were those which described the relationship variables of empathy, respect, and concreteness.

In order to insure that the items on the Relationship Inventory were either positive or negative expressions of the variables they were designed to measure, three professors with doctoral degrees were asked to judge their validity. They were asked to rate the items "+" if they were positive expressions of the variables, "-" if they were negative expressions, and "0" if they were ambiguous or irrelevant with respect to the variable. There was perfect agreement between the judges on all but nine items. These latter items were eliminated.

In order to further validate the Inventory, it was administered to a class of tenth grade students at the New Wavely High School, and a class of tenth grade students at the Huntsville, High School. After these practice administrations, it was found that some of the items needed rewording for clarification and that the numerical rating system needed simplifying for this age student. After these corrections had been made, the inventory was devised in its final form.

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<sup>1</sup>Truax and Carkhuff, Effective Counseling, pp. 74-79.

<sup>2</sup>Seaborn Adams Thompson, "A Study of the Relationship Between Personality Factors of Counselors and Counselee Perceptions of These Counselors," (unpublished Ph.D. dissertation, Auburn University, 1968).



### Scoring

The questionnaire form used makes provision for five levels of response to either positive or negative expressions of the variables of empathy, respect, and concreteness. If the respondent felt the statement was true most of the time, he assigned the item a value of "5". If he felt it was true more often than not true, he assigned it a value of "4". If he felt it was true as often as not true, a "3" was assigned. A "2" signified that the item was not true more often than true, and "1" signified that it was not true most of the time.

Positive and negative items were arranged in random fashion but each variable was measured in sequence. Divisions representative of each variable were not notated on the questionnaire; however, the first 13 items measured the variable of empathy, items 14-24 measured the variable of respect, and items 25-32 measured concreteness. Appendix A reveals which items are positive and which items are negative.

In scoring the items, the negative statements required a reverse scoring system. All items rated "1" were given the value of "5". The negative items rated "2" were given the value of "4". Threes remained "3", and negative items rated "4" and "5" were given the values of "2" and "1" respectively. All positive items were assigned their absolute value as assigned by the respondent. This system was implemented to avoid a response set by the student. Controlling for this response set would strengthen the reliability of the rating. The values were then totaled and divided by the number of items contributing to the respective category. This value designated the level of functioning of the house parent in regard to the respective interpersonal relation still being measured. In order to obtain an over-all

level of functioning of the house parent, the mean value of each category was added and divided by three.

Since the purpose of this study was to determine if there was a relationship between particular personality needs of house parents and their ability to provide certain facilitative conditions for their cottage students, the Relationship Inventory indicated the level at which the cottage students perceived their house parents communicating these facilitative conditions. The five levels of functioning may be operationally defined in this manner:

Level 3 is defined as the minimally facilitative level of interpersonal functioning.<sup>1</sup> A score of 3 on the Relationship Inventory on a statement related to empathy would indicate that the house parent responds to the student in a manner that does not add nor subtract to the communication of feeling. At level 2, the house parent would respond in such a way that he would subtract noticeably from the affective communications of the student. Above level 3, the house parent's response is additive in nature. Therefore, at level 4, the house parent responds to the student in such a way as to express feelings at a deeper level than the student is able to express himself.

In regard to the facilitative condition of respect, responses below the level of 3 are characterized by a lack of respect. At level 1, there is a communication of a clear lack of respect for the student, whereas at level 2, the house parent communicates little respect for the student's feelings and experiences. Levels above 3 are characterized by the communication of deepening levels of respect.

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<sup>1</sup>Carkhuff and Berenson, Beyond Counseling, 5.

Concreteness or specificity of expression is defined at level 3 by the house parent enabling the student to discuss personally relevant material in specific and concrete terms. Below level 3, varying degrees of vagueness and abstractness are communicated. Therefore, at level 1, all discussion deals with vague generalities, while at level 2 relevant, personal material may be discussed but on a somewhat abstract level. Above level 3, the house parent is helpful in guiding discussion so that the student can discuss directly and completely specific feelings and experiences.

#### Edwards Personal Preference Schedule.

The Edwards Personal Preference Schedule (EPPS) is a forced choice instrument which measures 15 need dimensions. It was derived from the need-press system of Henry Murray. Unlike other personality inventories which purport to measure such traits as emotional stability, anxiety, adjustment, or neuroticism, the EPPS purports to measure relatively independent normal personality variables.

The test manual reports split-half reliability coefficients for the 15 personality variables as well as test-retest reliability coefficients. The split-half coefficients range from .60 to .87, and the test-retest coefficients range from .74 to .87.

Validity for the EPPS has been researched by utilizing a comparison of scores on the EPPS with self-ratings according to the EPPS variables. Some efforts report perfect correlation while others report no correlation. Efforts have also been directed at comparing the EPPS with the Guilford-Martin Personnel Inventory and the

Taylor Manifest Anxiety Scale. The results are reported in the EPPS Manual in Table 10.<sup>1</sup>

Following is a description of the variables which the inventory is designed to measure. The descriptions were taken from the EPPS Manual.<sup>2</sup>

Achievement (ach): To be successful in accomplishing tasks requiring skill and effort, to be an expert, to accomplish something of significance.

Deference (def): To let others make the decisions, to accept the leadership of others, to avoid the unconventional and to do what is expected.

Exhibition (exh): To have others notice and comment upon one's appearance and actions, to talk about personal achievements, to be the center of attention, to tell amusing jokes and stories.

Autonomy (aut): To be independent of others in making decisions, to do things that are unconventional, to avoid situations where one is expected to conform.

Affiliation (aff): To make as many friends as possible, to do things with friends rather than alone, to form strong attachments.

Intracception (int): To analyze the behavior and motives of oneself and others, to understand how others feel about problems, to put one's self in another's place.

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<sup>1</sup>Allen L. Edwards, Manual for the Personal Preference Schedule, (New York: The Psychological Corporation, 1954), 21.

<sup>2</sup>Ibid., p. 11.



Succorance (suc): To receive help and affection from others, to seek encouragement from others, to have others be sympathetic and understanding about personal problems.

Dominance (don): To persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs, to be a leader.

Abasement (aba): To feel guilty when things do not go right, to feel the need for punishment for wrong action, to feel better when giving in and avoiding a fight than when having one's own way, to feel inferior to others in most respects.

Nurturance (nur): To have others confide in one about personal problems, to help others less fortunate, to treat others with sympathy, to be generous with others, to show affection toward others.

Change (chg): To do new and different things, to meet new people, to try new and different jobs, to experiment with change in daily routine.

Endurance (end): To complete any job undertaken, to work at a single job before taking on others, to put in long hours or work in order to get a job done, to avoid being interrupted while at work.

Heterosexuality (het): To engage in social activities with members of the opposite sex, to become sexually excited, to be in love with someone of the opposite sex, to be regarded as physically attractive by those of the opposite sex.

Aggression (agg): To tell others what one thinks about them, to attack contrary points of view, to become angry, to blame others when things go wrong, to read about violence.

### Statistical Procedures

The Relationship Inventory responses were divided into 15 groups corresponding to the house parent being evaluated. Each house parent received a mean score on each of the three variables of empathy, respect, and concreteness, and a mean score on the total level of functioning.

The house parents' raw scores on the EPPS were derived by using the scoring key provided by the EPPS. The EPPS yields a raw score value for each of the 15 variables measured plus an additional score which indicates the consistency with which the individual answered the items. This indicates to the examiner the amount of accuracy which can be placed on the test results. This score was used to determine whether the house parents' EPPS scores were valid. If the house parent obtained a low consistency score (less than nine) his scores on the 15 personality variables were questioned and therefore eliminated from the sample. The elimination of these subjects decreased the sample from the original size of 19 to 15.

A correlation was computed between the rank order for each house parent on each Relationship Inventory variable and the house parent's ranking on the personality need variables. The statistical test employed was the Spearman rank-order. Its significance was determined by using a Table of Critical Values for the Spearman Rank Correlation Coefficient.<sup>1</sup>

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<sup>1</sup>Sidney Siegel, Nonparametric Statistics, (New York: McGraw-Hill Book Company, 1956), 284.

## CHAPTER IV

### ANALYSIS OF THE DATA

This chapter will report the findings of this study. Specifically, it will follow a two-part presentation. First, the study sample will be described utilizing the results of the EPPS, and second, the proposed questions for investigation will be restated and their respective findings reported.

#### Description of Study Sample

This section will describe the group of house parents studied in relation to the scores on the EPPS. The description will focus upon their personality needs as measured by the EPPS.

It may be seen in Table I that these house parents had their highest mean score in nurturance (19.13). This indicates a strong need to assist others less fortunate, to treat others with kindness and sympathy, to show a great deal of affection toward others and to have others confide in them about personal problems. It may also be seen from Table I that this study sample of house parents had a high need for deference (17.93) and affiliation (17.47). The deference need indicates a preference for others to make the decisions, to have others assume leadership, and to avoid any unconventional acts. The affiliation need indicates a desire to make as many friends as possible and to form strong attachments.

The study sample's lowest mean score was on the need for heterosexuality (7.40). This may suggest that these house parents have little need for friends of the opposite sex, for literature that is sexual in nature, or for conversation or activities of a sexual nature. It may

TABLE I  
SUMMARY OF MEANS OF THE EPPS VARIABLES FOR THE STUDY SAMPLE

| VARIABLES       | STUDY SAMPLE<br>MEANS | STANDARD<br>DEVIATION |
|-----------------|-----------------------|-----------------------|
| Nurturance      | 19.13                 | 3.32                  |
| Deference       | 17.93                 | 3.53                  |
| Affiliation     | 17.47                 | 4.36                  |
| Endurance       | 16.67                 | 3.32                  |
| Intraception    | 16.60                 | 3.05                  |
| Abasement       | 16.47                 | 5.60                  |
| Order           | 14.80                 | 3.80                  |
| Achievement     | 14.60                 | 2.92                  |
| Succorance      | 14.00                 | 2.90                  |
| Change          | 13.53                 | 4.11                  |
| Autonomy        | 11.40                 | 4.29                  |
| Dominance       | 10.67                 | 4.67                  |
| Aggression      | 9.93                  | 4.25                  |
| Exhibition      | 9.33                  | 2.41                  |
| Heterosexuality | 7.40                  | 4.56                  |



also indicate that they are perceived by their cottage students as unapproachable when the student desires to discuss sexual problems.

Other need means which were noticeably lower than the other means were the need to be the center of attention (exhibition 9.33), and the need to become angry or blame others when things go wrong or to attack contrary points of view (aggression 9.93).

These means indicate a profile of a person who is passive, non-violent, conforming, sexually colorless, but generous in giving affection and sympathy.

#### Proposed Research Questions and Findings

This section will present a restatement of the questions investigated and the findings relevant to each of these questions.

- (1) What is the level of functioning of the house parent in relation to the facilitative conditions of empathy, respect, and concreteness?

In describing the study sample's level of functioning as measured by the Relationship Inventory, level 3 is defined as the minimally facilitative level of interpersonal functioning. This means that the responses of the house parent would neither add nor subtract to the communication of feelings of the cottage student. Table II reports the mean scores for the group of house parents in the study sample. It may be seen from this table that the only variable measured by the Relationship Inventory whose mean surpassed the minimal level of functioning was the variable of respect (3.06). This indicates that the house parents do communicate a feeling of respect for their cottage students as perceived by the cottage students.

The house parents' total level of functioning closely approaches the minimal level, but still must be interpreted as subtracting rather than adding to the communication of facilitative conditions. In comparing this data to data collected by Carkhuff and Berenson<sup>1</sup> of levels of functioning for professional and nonprofessional helpers, it was found that the house parents' mean levels of functioning did not differ appreciably from the group means reported. This indicates that the study sample did not score differently from previously measured groups: however, they do function at levels lower than those required for minimal facilitation in helping.

TABLE II

MEANS AND STANDARD DEVIATION OF STUDY SAMPLE ON RELATIONSHIP INVENTORY

| VARIABLES    | MEANS | STANDARD DEVIATIONS |
|--------------|-------|---------------------|
| Empathy      | 2.78  | 0.58                |
| Respect      | 3.06  | 0.57                |
| Concreteness | 2.77  | 0.49                |
| Total Level  | 2.87  | 0.53                |

- (2) Is there a significant relationship between the variables (personality needs) on the EPPS and the facilitative condition of empathy?

<sup>1</sup>Carkhuff and Berenson, Beyond Counseling, 9.

To answer this question a Spearman rank order statistical test was employed and a correlation coefficient computed. Table III lists the correlations of the EPPS variables with the Relationship Inventory variable of empathy.

The ability to communicate empathy was significantly related to one of the fifteen variables at the .05 level of confidence. Empathy had an inverse correlation with the variable of intraception. As the score on intraception increased, the score on empathy decreased. The variable of succorance approached the level of significance and the variable of order was noticeably higher in its correlation than the other variables, but was not significant.

In summary, the house parent's need to help others is not necessarily related to his ability to understand the inner world of others or to communicate an understanding of another's feelings. The need to receive affection, sympathy and understanding from others does seem to be positively correlated with the ability to communicate empathy to others. The need for order and organization also seems to have some relation with the ability to communicate empathy.

- (3) Is there a relationship between the variables  
(personality needs) on the EPPS and the facilitative  
condition of respect?

None of the correlations between respect and the EPPS variables was significant at the .05 level of confidence. Two variables showed a correlation which was noticeably higher than the others however. The need for achievement was negatively correlated with respect, while the need for order was positively correlated with the ability to

TABLE III  
CORRELATIONS BETWEEN RELATIONSHIP INVENTORY VARIABLE OF  
EMPATHY AND EPPS INVENTORY FACTORS

| Relationship<br>Inventory Variables | EPPS<br>Variables | Correlation<br>Coefficients |
|-------------------------------------|-------------------|-----------------------------|
| Empathy                             | Achievement       | -0.1100                     |
|                                     | Deference         | -0.0269                     |
|                                     | Order             | 0.3253                      |
|                                     | Exhibition        | 0.2471                      |
|                                     | Autonomy          | 0.1757                      |
|                                     | Affiliation       | 0.0432                      |
|                                     | Intraception      | -0.4906*                    |
|                                     | Succorance        | 0.4529                      |
|                                     | Dominance         | -0.2460                     |
|                                     | Abasement         | 0.1635                      |
|                                     | Nurturance        | 0.0576                      |
|                                     | Change            | 0.0413                      |
|                                     | Endurance         | 0.0090                      |
|                                     | Heterosexuality   | -0.1971                     |
|                                     | Aggression        | 0.0377                      |

\*  $P < .05$



communicate respect. This indicates that an individual's need to be successful and to be able to do things better than others, relates negatively with his ability to communicate respect for others. It also suggests that the need for order and organization relates positively with the ability to communicate the facilitative condition of respect. Table IV lists the correlations of the EPPS variables with the Relationship Inventory variable of respect.

- (4) Is there a relationship between the variables (personality needs) on the EPPS and the facilitative condition of concreteness?

There was no significant correlation at the .05 level of confidence between the facilitative condition of concreteness and the EPPS variables. There was a higher level of correlation between the variables of intraception, order and succorance than the other variables however. Intraception was inversely correlated to concreteness. Order and succorance were positively correlated. This implied that the house parents' ability to communicate specificity of expression or concreteness is diminished as his need to analyze motives and feelings of himself and others increases. It also suggests that as the house parent seeks affection, encouragement, and help from others, his ability to communicate concreteness increases. Table V lists the correlations of the EPPS variables with the Relationship Inventory variable of concreteness.

- (5) Is there a relationship between the variables (personality needs) on the EPPS and the level of functioning in providing the facilitative conditions of empathy, respect, and concreteness?

TABLE IV  
CORRELATION BETWEEN RELATIONSHIP INVENTORY VARIABLE OF  
RESPECT AND EPPS INVENTORY FACTORS

| Relationship<br>Inventory Variables | EPPS<br>Variables | Correlation<br>Coefficients |
|-------------------------------------|-------------------|-----------------------------|
| Respect                             | Achievement       | -0.3682                     |
|                                     | Deference         | 0.1256                      |
|                                     | Order             | 0.3291                      |
|                                     | Exhibition        | 0.1886                      |
|                                     | Autonomy          | 0.0816                      |
|                                     | Affiliation       | -0.0864                     |
|                                     | Intraception      | -0.2843                     |
|                                     | Succorance        | 0.2775                      |
|                                     | Dominance         | -0.1659                     |
|                                     | Abasement         | 0.1457                      |
|                                     | Nurturance        | 0.0927                      |
|                                     | Change            | -0.1132                     |
|                                     | Endurance         | -0.0162                     |
|                                     | Heterosexuality   | 0.0269                      |
|                                     | Aggression        | 0.0351                      |

TABLE V  
CORRELATION BETWEEN RELATIONSHIP INVENTORY VARIABLE OF  
CONCRETENESS AND EPPS INVENTORY FACTORS

| Relationship<br>Inventory Variables | EPPS<br>Variables | Correlation<br>Coefficients |
|-------------------------------------|-------------------|-----------------------------|
| Concreteness                        | Achievement       | -0.0866                     |
|                                     | Deference         | 0.0081                      |
|                                     | Order             | 0.3921                      |
|                                     | Exhibition        | 0.3222                      |
|                                     | Autonomy          | 0.1931                      |
|                                     | Affiliation       | 0.0234                      |
|                                     | Intracception     | -0.4116                     |
|                                     | Succorance        | 0.3690                      |
|                                     | Dominance         | -0.1596                     |
|                                     | Abasement         | 0.0836                      |
|                                     | Nurturance        | 0.0027                      |
|                                     | Change            | 0.0368                      |
|                                     | Endurance         | -0.0315                     |
|                                     | Heterosexuality   | -0.0879                     |
|                                     | Aggression        | -0.0036                     |

None of the EPPS variables was significantly correlated with the total level of functioning by the house parent at the .05 level of confidence. Intraception was more highly correlated than the other variables and this correlation was in a negative direction. Succorance and exhibition were correlated in a positive direction at a noticeable level. The inverse correlation of intraception implied that as the need to understand the behavior, feelings and motives of others increased, the ability to communicate the facilitative conditions of empathy, respect, and concreteness decreased. The positive correlations of succorance (e.g. the need to seek help, affection and encouragement) and exhibition (e.g. the need to be the center of attention) to the variables of empathy, respect and concreteness, implied that the house parent with these personality needs might also have the ability to communicate the facilitative conditions of empathy, respect, and concreteness. The correlations between the EPPS variables and the Relationship Inventory variable of total level of functioning may be seen in Table VI.



TABLE VI

CORRELATION BETWEEN RELATIONSHIP INVENTORY VARIABLE OF TOTAL LEVEL OF  
FUNCTIONING AND EPPS INVENTORY FACTORS

| Relationship<br>Inventory Variables | EPPS<br>Variables | Correlation<br>Coefficients |
|-------------------------------------|-------------------|-----------------------------|
| Total Level of Functioning          | Achievement       | -0.1616                     |
|                                     | Deference         | 0.0404                      |
|                                     | Order             | 0.2968                      |
|                                     | Exhibition        | 0.3168                      |
|                                     | Autonomy          | 0.1696                      |
|                                     | Affiliation       | 0.0270                      |
|                                     | Intracception     | -0.4648                     |
|                                     | Succorance        | 0.4225                      |
|                                     | Dominance         | -0.1614                     |
|                                     | Abasement         | 0.0710                      |
|                                     | Nurturance        | 0.0828                      |
|                                     | Change            | -0.0045                     |
|                                     | Endurance         | -0.0351                     |
|                                     | Heterosexuality   | -0.1094                     |
|                                     | Aggression        | 0.0333                      |

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will restate the purpose of this study. It will summarize the findings of the research, and it will report the conclusions which followed. Finally, it will make recommendations relative to similar future research, and recommendations relative to improving the level of functioning of individuals serving in a helping role.

#### Summary

This study investigated the present level of functioning of a group of house parents and the relationship between this level of functioning and certain personality needs of the house parents.

The data for this study were collected from a sample of 15 house parents at the Corsicana State Home for Neglected and Dependent Children, and 96 of their cottage students.

Edwards Personal Preference Schedule was used to assess the personality needs of the house parents and a Relationship Inventory was used to assess the cottage students' perception of the house parents.

The following questions were investigated:

- (1) What is the level of functioning of the house parent in relation to the facilitative conditions of empathy, respect, and concreteness?

The only variable measured by the Relationship Inventory whose mean surpassed the minimal level of functioning for a facilitative relationship was the variable of respect.

- (2) Is there a significant relationship between the variables (personality needs) on the EPPS and the facilitative condition of empathy?

The ability to communicate empathy was significantly related to only one of the fifteen EPPS variables at the .05 level of confidence. This variable of intraception was inversely correlated to empathy.

- (3) Is there a significant relationship between the variables (personality needs) on the EPPS and the facilitative condition of respect?

None of the correlations between respect and the EPPS variables was significant at the .05 level of confidence.

- (4) Is there a significant relationship between the variables (personality needs) on the EPPS and the facilitative condition of concreteness?

There were no significant correlations between the facilitative condition of concreteness and the EPPS variables at the .05 level of confidence.

- (5) Is there a significant relationship between the variables (personality needs) on the EPPS and the level of functioning in providing the facilitative conditions of empathy, respect, and concreteness?

None of the EPPS variables was significantly correlated with the total level of functioning of the house parent at the .05 level of confidence.

### Conclusions

The findings of this study lead to the following conclusions:

- (1) The house parents studied in this research are not supplying the necessary interpersonal relationship skills to facilitate positive change in their cottage students.
- (2) The significantly negative correlation of intraception with empathy indicates that possessing the need to understand another's motives and feelings does not necessarily aid in communicating an empathic understanding to the individual seeking help.
- (3) Personality needs have no significant relationship to the level of functioning of an individual in a helping role.

### Recommendations

The following recommendations are suggested for researchers desiring to conduct similar studies or to utilize the same instruments employed in this study:

- (1) Students should be tested in smaller groups. This will control for any misunderstanding about the procedure to be followed.
- (2) The Relationship Inventory should be read aloud as the students rate each item. This should control for any student's poor reading ability.



- (3) Each item should be illustrated with an example. The same examples should be used with each group of students. The illustrations should clarify the meaning of each item.
- (4) The house parents should be instructed on the procedures for taking the EPPS as a group. It should also be group administered. This should eliminate any errors about the procedure to be followed.
- (5) The house parents should be assigned numbers for identification on the answer sheets in order to give them a sense of anonymity in answering the questionnaire.

Recommendations for improving the level of functioning of individuals serving in a helping role include beginning a training program which would teach interpersonal relationship skills. Such a program was used with the correctional officers at the Atlanta Federal Penitentiary. After 80 hours of training, the officers in the experimental group had increased their level of communicating facilitative conditions of empathy, respect, and genuineness to a significant degree.<sup>1</sup> Other studies using different groups of individuals serving in a helping role tend to support this finding. These studies include the work of Robert R. Carkhuff and Bernard Berenson in which they increased the level of functioning of groups of guidance counselors, graduate students, and college freshmen in a relatively short period of time.<sup>2</sup>

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<sup>1</sup>William L. Megathlin and Sherman R. Day, "Facilitation Training: An Experiment With Adult Correctional Officers," American Journal of Corrections, (In Press).

<sup>2</sup>Robert R. Carkhuff and Bernard G. Berenson, Beyond Counseling and Therapy, (New York: Holt, Rinehart and Winston, 1967).

The instruments which make differentiation of the levels of helpfulness possible is of great importance to all the helping professions, including counseling, law, teaching, or social work. Their use is equally important in such relationships as those between parent and child or house parent and cottage student. Almost without exception, the attempt to relate personality characteristics or needs to these definable levels of functioning has indicated a lack of significant relationship. This study tends to support previous results.

If this finding as well as the findings of previous research are valid, it would seem feasible for researchers to focus their attention on other areas.

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Appendix A

RELATIONSHIP INVENTORY

House Parent's Name \_\_\_\_\_

Please do not write your name on this form.

Below are listed some ways that one person could feel or behave in relation to another person. Please read each statement and decide if you think it is true or not true. Mark each statement in the left margin according to how much you feel it is true or not true. Please mark every one. Write in 5, 4, 3, 2, 1 to stand for the following:

- 5. True most of the time.
  - 4. True more often than not.
  - 3. True as often as not true.
  - 2. Not true more often than true.
  - 1. Not true most of the time.
- 

- + 1. My house parent seems to understand exactly what I mean.
- 2. My house parent often acts bored with what I say.
- + 3. My house parent is able to feel the same feelings that I feel.
- + 4. My house parent seems to understand my feelings and can communicate an understanding of them.
- 5. My house parent seems to talk about his own feelings rather than trying to understand me.
- + 6. My house parent is willing to change how he thinks about me when he recognizes he may have misunderstood my feelings.
- + 7. My house parent seems to be able to see things as I see them.
- + 8. My house parent seems to understand that my feelings are stronger than what I express.
- 9. My house parent tends to ignore my feelings.
- + 10. My house parent says things that help me become more aware of my feelings.

- +   11. My house parent seems to understand what we say and do.
- 12. My house parent seems unaware of my most obvious feelings.
- +   13. I feel I can tell anything to my house parent and he will know what I mean.
- +   14. I feel that my house parent really cares about me.
- +   15. My house parent seems to believe in me as a person.
- +   16. My house parent seems to believe that I can do something about my problems.
- 17. My house parent often seems to be thinking of something else when I talk to him.
- +   18. My house parent makes me feel that I can be responsible for my actions.
- 19. My house parent often has a wordy explanation before I can finish stating the problem.
- 20. I am a little afraid to tell my house parent what I really think.
- +   21. It is easy to talk to my house parent because he seems to like me.
- 22. I sometimes get the feeling that my house parent doesn't believe what I am saying.
- +   23. My house parent seems to care about my experiences and feelings.
- +   24. I get the feeling that my house parent would like to help me become what I really want to become.
- +   25. My house parent helps me to say what I am feeling.
- 26. My house parent does not seem to like to talk about my specific personal problems.
- +   27. My house parent helps me find words to describe my problems which makes them clearer to me.
- +   28. My house parent can help me name my feelings.
- +   29. My house parent helps me to understand or pin-point my feelings when I am mixed up.
- 30. My house parent is not willing to discuss some areas of my feelings.
- 31. My house parent seems to want to talk about his or other people's experiences more than mine.
- +   32. My house parent attempts to understand what I mean and how I feel about different things.

Vita was removed during scanning