

1979

## The relationship between trait anxiety, locus of control and counselor interpersonal process variables

Lawrence Adrian Hollingsworth  
*College of William & Mary - School of Education*

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THE RELATIONSHIP BETWEEN TRAIT ANXIETY, LOCUS  
OF CONTROL, AND COUNSELOR INTERPERSONAL  
PROCESS VARIABLES.

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA,  
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THE RELATIONSHIP BETWEEN TRAIT ANXIETY, LOCUS  
OF CONTROL AND COUNSELOR INTERPERSONAL  
PROCESS VARIABLES

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A Dissertation  
Presented to the  
Faculty of the School of Education  
College of William and Mary in Virginia

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In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

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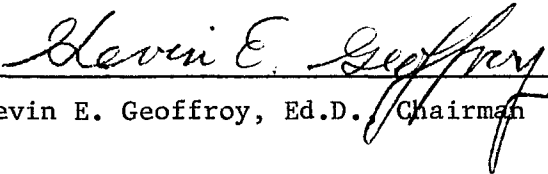
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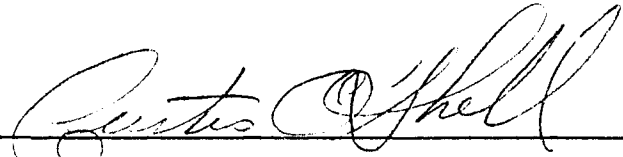
April, 1979

APPROVAL SHEET

We the undersigned do certify that we have read this dissertation and that in our individual opinions it is acceptable in both scope and quality as a dissertation for the degree of Doctor of Education.

Accepted April 1979 by

  
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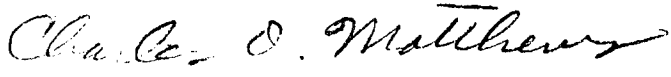
  
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Charles O. Matthews, II, Ph.D.

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To a very special set of parents whose unwavering confidence in my abilities and support provided me with faith to go on when quitting would have been easy.

And to a very special little boy, Brian, whose unconditional love I shall value always.

Your joy is your sorrow unmasked.  
And the selfsame well from which your laughter  
rises was oftentimes filled with your tears . . .  
When you are joyous, look deep into your heart  
and you shall find it is only that which  
has given you sorrow that is giving you joy.  
When you are sorrowful look again in  
your heart, and you shall see that in  
truth you are weeping for that which has  
been your delight.

Kahlil Gibran

The Relationship Between Trait Anxiety, Locus  
of Control and Counselor Interpersonal  
Process Variables

## Chapter 1

### INTRODUCTION

As psychotherapeutic research evidence accumulates, the modal point of experts in the field of counseling and psychotherapy shifts back and forth between technique and personal factors as predominate ingredients in the therapy process. Historically, researchers have experienced problems in attempting to separate the two elements in the therapeutic transaction. Comparative studies do tend to indicate, however, that there is little difference in therapeutic outcome between therapists using diverse or varying approaches (Frank, 1971). If this notion is accepted, then one could assume that other factors may be responsible for variances in therapeutic effectiveness under varying approaches such as personal traits of therapists. The study of therapist attributes has received attention by numerous psychotherapy researchers in the past (Rogers, 1957a; Truax and Carkuff, 1967; Frank, 1971; Strupp, 1973).

The basic underlying tenant of this study is that two particular therapist personality variables, trait anxiety and locus of control, may exert a significant influence on interpersonal process variables which have frequently been associated with counselor effectiveness, i.e., empathy, respect, genuineness,

and concreteness.

Trait anxiety is a relatively enduring tendency in the individual to experience tension, nervousness, and feelings of apprehension, etc. Few studies related to this specific therapist variable have been conducted and it is the intention of this researcher to examine more closely the relationship between trait anxiety and counselor interpersonal process variables.

The second variable that will be studied, in terms of its relationship with counselor interpersonal process variables, is the counselor's locus of control. Locus of control is the individual's tendency to believe that events in his life are determined either by outside forces (external locus of control) or by his or her own initiative and inner resources (internal locus of control).

Related research studies on locus of control and its relationship to the counselor's performance fails to specifically examine the relationship between locus of control orientation in counselors and counselor interpersonal process variables. Related research does indicate, however, that the locus of control orientation of the counselor may predispose him to choose a particular type of counseling approach (Friedman and Dyes, 1974), effect an individual's ability to solve complex tasks (Cromwell, Rosenthal, Shakow, & Zahn, 1961; Crowne & Liverant, 1963), deal with frustrating situations (Butterfield,



1964), or effect the kinds of people with whom one chooses to associate (Phares and Wilson, 1971), etc.

In an effort to establish the relationship between locus of control and counselor interpersonal process variables, Rotter's I-E Scale (1966) will be implemented along with a counselor rating form which will be described later in the study.

It should be noted at this point that this study is, in part, based upon an unpublished pilot study which was conducted by the author in July, 1978. The purpose of the study was to identify and rectify any methodological problems associated with a study of this nature. Of interest was the finding that high-anxious counselors did possess lower ratings on the interpersonal process variables than did the low-anxious counselors ( $p < .05$ ).

#### Statement of the Problem

Since many psychotherapy researchers agree that counselor interpersonal process variables such as empathy, respect, genuineness, etc., may be necessary conditions for the therapeutic relationship (Rogers, 1962; Truax, 1963; Fiedler, 1950a, 1950b, 1951), and given that numerous schools of counseling and psychotherapy emphasize the development and awareness of these interpersonal variables, it may prove fruitful to examine the host of other variables that may effect

(and/or interact with) these process variables. Furthermore, research studies conducted up to the present time have given no indication of the relationship between anxiety level, locus of control, and counselor interpersonal process variables in counselor trainees.

The purpose of the present study is to examine this relationship. Again, two tests which have been developed to measure trait anxiety and locus of control are Spielburger's "State-Trait Anxiety Inventory" and Rotter's "Locus of Control Scale," and will be implemented in this study. A counselor rating scale, based upon Carkuff's (1969) rating scales, will also be utilized to assess the counselor's level of functioning on the counselor interpersonal process variables.

It is further proposed that the construct of locus of control may, more specifically, be a key factor related to the counselor's degree of trait anxiety since the individual who is highly external is likely to believe that he is powerless to external forces and, therefore, apprehensive and anxious. A statistical relationship will also be established for this hypothesis as well. The present study is primarily designed, however, to demonstrate that a significant relationship exists between the attribute variables of trait anxiety and locus of control and the four major criterion of empathy, respect, genuineness, and concreteness.

The existence of such a relationship may have extensive

ramifications for counselor selection and training, e.g., if it is shown that low trait-anxious/internal counselors are more proficient in the use of interpersonal process skills, then counselor educators might consider developing education programs which include groups or dyadic experiences for students aimed at shifting locus of control (see Clawson, 1976) or implementing self-growth workshops dealing with underlying insecurities or self-defeating thought patterns, etc., which may predispose the counselor to elevated levels of trait anxiety and which may, at a later time, impede the counselor's effectiveness and professional skills.

### Theory

A review of the theory pertaining to the proposed study will be covered in this section and divided into three basic areas. The first area will be the concept of trait anxiety. Second is the psychological construct of locus of control in individual behavior. The third and final area is interpersonal process variables, i.e., empathy, respect, genuineness, and concreteness.

Trait anxiety is a construct that has been developed by C. D. Spielberger who proposed that the term be used to refer to:

. . . relatively stable individual differences  
in anxiety proneness as a personality trait.

Trait anxiety (A-Trait) is not directly manifested in behavior, but may be inferred from the frequency and intensity of an individual's elevations in A-State over time . . ." (Spielburger, 1972, p. 482.)

Anxiety is considered here as a concept involving a process which implies a theory of anxiety based upon state and trait factors.

The theory of trait anxiety as a psychological construct is closely aligned with Campbell's (1963) notion of "acquired behavioral dispositions" wherein past experiences predispose the individual to perceive life situations in a particular way and to manifest "objective-consistent" response tendencies. The concept of trait anxiety also shares certain characteristics with the construct of "motives" which is a term used by Atkinson (1964) to describe response dispositions that remain latent in the individual until such time that situational factors activate them.

The major focus of early research was to operationally and conceptually distinguish anxiety states from the stimulus conditions that actually appeared to arouse them. It was from that effort that researchers later sought to differentiate anxiety as a transitory, fluctuating state and over time, as a personality trait that presumably remains stable over time.

The early work associated with trait anxiety began with

investigations of anxiety in patients and control groups in stressful and nonstressful situations (Malmo, 1950; 1957; Spence, 1958).

Researchers later discovered that subjects with high Manifest Anxiety Scores tended to react with higher anxiety levels in situations which contained some level of stress (Spielburger and Smith, 1966; Spence, 1964). These early findings lended support to the notion that individuals possessing relatively high trait anxiety-proneness will likely be more susceptible to unpleasant anxiety states under varying stressful situations than will subjects reporting low levels of anxiety. Trait anxiety is therefore analogous to the physics concept of potential energy wherein potential energy "denotes differences between physical objects in the amount of kinetic energy which may be released if triggered by an appropriate force, trait anxiety implies differences between people in the disposition to respond to stressful situations with varying amounts of A-State" (Spielburger, 1969).

The locus of control construct has been described at length by Rotter (1954, 1966) and represents an integral part of the author's social learning theory. Rotter stated that:

When reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our

culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is contingent upon his own relatively permanent characteristics, we have termed this a belief in internal control. (Rotter, Chance, and Phares, 1972, p. 261.)

The advent of the locus of control concept was founded in the early work of social learning theorists including Rotter. The social learning theory of Rotter (1954) deals with both internal-external locus of control in individuals and the prediction of human behavior. Rotter outlined his locus of control construct by suggesting that individuals possess generalized expectancies which have profound consequences for how the person, for example, responds to different types of therapy and/or periods of stress (Rotter, 1971).

Hence, it is apparent that this construct may have far-reaching implications for counseling and psychotherapy since these generalized expectancies, possessed by both the client and therapist alike, may effect the course, quality, and effectiveness of therapy. In conclusion, development of the locus of control construct arises from clinical studies in social learning theory (see Jessor, Liverant, and OPOCHINSKY, 1963; Brehm, 1976).

The interpersonal process variables of empathy, respect, and genuineness arise primarily from Roger's (1957a) method of nondirective counseling. Rogers believed that the therapist's ability to convey an empathetic understanding of, and respect or unconditional positive regard for the client, and being a genuine and congruent person in the therapeutic relationship, are "necessary and sufficient" conditions in the therapy process. Rogers was one of the first psychotherapists who proposed that these process variables are key psychotherapeutic ingredients.

In later studies examining the effect of certain therapist attributes on therapeutic outcome, it was found that if the therapist possessed a supportive, friendly, and understanding relationship with the client, then positive outcome was enhanced (Teuber and Powers, 1953; Rogers and Dymond, 1954). Focus on variables associated with counseling outcome by researchers progressively began to fall on counselor attributes and certain interpersonal variables.

The concept of concreteness later arose from the work of Truax and Carkuff (1964a, 1967) who proposed that concreteness or specificity on the part of the therapist has positive effects on therapeutic outcome although this therapeutic ingredient was not considered to be central to therapeutic outcome as was empathy, respect, and genuineness.

### Summary

It is evident that both trait anxiety and locus of control have been established as valid constructs in psychological literature and have received extensive investigation in psychotherapeutic research. It is apparent, however, that more in-depth research is needed to assess the relationship between trait anxiety, locus of control, and the counselor's level of functioning on interpersonal process variables since these variables may be necessary, though not sufficient, conditions for effective counseling and psychotherapy.

### Definition of Terms

The terms important in the conceptualization of the present research study are operationally defined to enhance consistency in interpretation.

#### Trait Anxiety

Trait anxiety refers to ". . . relatively stable individual differences in anxiety proneness, that is, to differences between people in the tendency to respond to situations perceived as threatening with elevations in A-State intensity" (Spielburger, 1969) and is indicated by a score derived from Spielburger's (1969) trait anxiety scale.



### Locus of Control

Locus of control is a construct which describes the source from which an individual believes reinforcement is derived and is measured in this study by Rotter's (1966) Locus of Control Scale.

### External Control

External control is a term describing the extent to which an individual believes that he is controlled by luck, fate, or powerful persons (Rotter, 1971) and, for the purpose of this study, is indicated by a locus of control score falling above the group mean on Rotter's Locus of Control Scale.

### Internal Control

Internal control is a term describing the extent to which an individual believes that he can control what happens to him (Rotter, 1971) and is indicated by a locus of control score falling below the group mean on Rotter's Locus of Control Scale (Rotter, 1966).

### Accurate Empathy

A therapeutic condition in which the counselor responds to the client in such a manner that the counselor reflects a basic understanding of how the client feels and what the client is saying about himself "as if" these experiences were a part of the counselor's life (Rogers, 1957a) and is indicated by a numerical empathy score on the Counselor Rating

Form.

Respect

A therapeutic condition wherein the counselor projects or communicates a basic respect for the worth and potential of the client as a person (Gazda, 1973) and is indicated by a numerical respect score on the Counselor Rating Form.

Genuineness

A therapeutic condition wherein the counselor exhibits spontaneous and genuine communication with the client, avoiding the tendency to hide behind a false or professional facade (Truax and Carkuff, 1967) and is indicated by a numerical score on the Counselor Rating Form.

Concreteness

A therapeutic condition wherein the counselor facilitates a direct expression of the client's feelings and life experiences in concrete and specific terms (Carkuff, 1969) and is indicated by a numerical concreteness score on the Counselor Rating Form.

Hypotheses

Again, as reflected in the hypotheses that follow, the purpose of this study is to examine the relationship between trait anxiety, locus of control, and the counselor interpersonal process variables of empathy, respect, genuineness, and concreteness. All hypotheses are stated in null form.

Hypothesis 1. There will be no significant relationship between trait anxiety scores and the criterion variables of empathy, respect, genuineness, and concreteness as measured by the STAI and the Counselor Rating Form.

Hypothesis 2. There will be no significant relationship between locus of control scores and the criterion variables of empathy, respect, genuineness, and concreteness as measured by the I-E Scale and the Counselor Rating Form.

Hypothesis 3. There will be no significant relationship between trait anxiety scores and locus of control scores.

#### Plan of Presentation

The plan of presentation of relevant information in this study has been organized into five chapters. The present chapter has served to acquaint the reader with the general topic, a statement of the problem, the pertinent theoretical framework underlying the constructs, a brief summary of the purpose of this study, definitions of terms, and the hypotheses.

In the four chapters to follow, the following will be included: a comprehensive review of related literature; research methodology; analysis of data and results; and the summary, conclusions, limitations, and recommendations drawn from the study.

## Chapter 2

### REVIEW OF THE LITERATURE

This chapter is divided into six sections containing a review of the literature relating to the criterion focused upon in this study. They are as follows: (a) the construct of anxiety, (b) anxiety and counselor interpersonal process variables, (c) the construct of locus of control, (d) anxiety and counselor interpersonal process variables, (e) locus of control and counselor interpersonal process variables, (f) counselor interpersonal process variables, and (g) summary.

#### The Construct of Anxiety

Many psychological theorists have attempted to formulate meaningful explications as to the definition of anxiety and its etiological factors. Freud (1936) believed that anxiety is a signal of a dangerous situation. He went on to distinguish neurotic anxiety from objective anxiety on the basis of whether the source of the danger was from internal impulses or from the external world. Sullivan (1953), on the other hand, contended that anxiety is an extreme state of tension which arises when one experiences disapproval in interpersonal relations. This condition comes about through an empathetic linkage between the

infant and its mother.

A contemporary existential psychologist, Rollo May (1950), believed that anxiety is an apprehensive state which may be initiated by a threat to some value which an individual believes essential to his existence. Mowrer (1950) has offered an alternative to Freud's theoretical impulse theory of anxiety, i.e., ". . . anxiety comes, not from acts which the individual would commit but dares not, but from acts which he has committed but wishes that he had not." Anxiety according to this viewpoint, results from the repudiation of the demands of the conscience from repressed material which has been turned toward the superego rather than the id.

In a later work, Spielburger (1966) points out four important publications which address the experimental value of the study of anxiety: May's The Meaning of Anxiety, Mowrer's Learning Theory and Personality Dynamics, Hoch and Zubin's multi-authored volume Anxiety, and Dollard and Miller's Personality and Psychotherapy (see bibliography).

May (1950) presents an insightful portrayal of the historical and cultural trends which have promoted anxiety as a widespread phenomenon of western Man. May believed that such historical trends included the threat of total nuclear annihilation, social estrangement of man in an impersonal, competitive society, and the occurrence of drastic social changes arising from rapid technological advancements, etc. Modern man

is thus portrayed as a helpless figure struggling to maintain his personal identity and security but falling prey to the enormous pressure and anxieties that such a world presents.

Hoch and Zubin (1950) also suggested that anxiety is one of the most salient and threatening psychological phenomenon of our time and is the primary symptom of the neuroses and functional psychoses. These authors were among the first to recognize that this construct had never been agreeably defined and furthermore, was never adequately measured. This awareness led researchers to later seek a consensus or convergence on an acceptable and comprehensive understanding of anxiety.

Later works, which were a part of the veritable proliferation of anxiety research, included The Meaning and Measurement of Neuroticism and Anxiety (Cattell & Scheier, 1961); Anxiety and Stress (Basowitz, Persky, Korchin, & Grinker, 1955); and Psychological Stress (Janis, 1958).

The specific orientation toward the construct of anxiety in this study arises from the work of Cattell and Scheier (1958, 1961). These authors suggest that anxiety may be viewed as being of two different types: state anxiety and trait anxiety. In the empirical sense, anxiety is often viewed as a complex response which is transitory in nature and fluctuates over time (state anxiety). On the other hand, trait anxiety is a term which has been referred to as a state of tension which is relatively enduring in the personality of the individual.

According to Spielburger's (1966) account of Cattell and Scheier's theory, "The trait factor was interpreted as measuring stable individual differences in a unitary, relatively permanent personality characteristic. The state anxiety factor was based upon a pattern of variables that covaried over occasions of measurement, defining a transitory state or condition of the organism which fluctuated over time. Component characterological variables included: 'Ergic tension,' 'ego weakness,' 'guilt-proneness,' . . . Physiological variables such as respiration rate and systolic blood pressure markedly loaded the state anxiety factor . . ."

Current research studies examining various aspects of trait anxiety which include the STAI A-Trait scale have been conducted in a wide variety of research settings and with diverse populations. Hodges and Felling (1970), for example, administered the "Stressful Situation Questionnaire" (SSQ) and the STAI to 228 undergraduate psychology students at the University of Colorado. The SSQ described 40 stressful conditions and subjects rated themselves on the degree of discomfort or concern they would feel in each situation. The authors computed the correlations among the ratings for all situations and extracted four factors from the correlation matrix.

It was discovered that the A-Trait scale correlated significantly with three of the four factors that had been extracted and the authors suggested that this finding supports

the State-Trait anxiety theory expoused by Spielburger (1971).

In a separate study, O'Neil, Hansen, and Spielburger (1969) examined the performance of college students on computer-assisted learning tasks. The students were administered the STAI A-Trait and A-State scales and divided into high A-Trait (HA) and low A-Trait (LA) groups and high and low A-State groups. The authors found that the performance of the HA/low A-State group was superior to that of the other groups and, alternately, the performance of the LA/high A-State students was inferior to the performance of all other groups. The results suggest that during research investigations into the relationships between anxiety and learning, both A-Trait and A-State factors should be taken into account.

Parrino (1969), in another study examining the effects of different types of pre-therapy information on therapeutic outcome with phobic patients, administered the STAI A-State and A-Trait scales before the subjects entered a fear-producing situation and immediately after the situation. It was discovered that A-Trait scores remained unchanged as a function of the therapy treatment; a finding which the author believed to support Spielburger's (1966) State-Trait theory.

The focus of attention in the present study is on trait anxiety and the following section is a review of related literature on anxiety and counselor interpersonal process variables. It should be noted at this point that no



comprehensive research endeavor has been made in regard to trait anxiety and its relation to counselor interpersonal process variables since it is all too often assumed that anxiety impedes therapeutic effectiveness.

#### Anxiety and Counselor Interpersonal Process Variables

It was previously mentioned that to date, no extensive research effort has been initiated in this particular area of research. A great deal of related research has, however, been undertaken to assess the negative effects of anxiety on school performance, the learning of various tasks, and sexual dysfunctions, etc. Many psychotherapy researchers naturally assume that anxiety necessarily has a negative effect on the counselor's performance. It is to this issue that this review of the literature is addressed.

Symonds (1964), in reviewing the literature on anxiety and learning, concluded that anxiety has a detrimental effect on the learning of cognitively complex tasks, but that it did not interfere with (and indeed facilitated) the learning of simple tasks. One might conclude from this study that high levels of anxiety do tend to interfere with the establishment and maintenance of a therapeutic relationship since establishing such a relationship is oftentimes a complex and demanding process requiring full attendance to the client.

In another work by Truax and Carkuff (1967), the

consequences of anxiety, in terms of its effect in the counseling interview, was explored. The authors suggested that the affect elicited in one individual is directly proportional to the affect being projected or transmitted from the other individual. The authors termed the phenomenon the "principle of reciprocal effect." The authors basically proposed that, referring to S-R terminology, an "affective stimulus serves as an unconditional stimulus in automatically eliciting an affect response which is in kind and proportion to the stimulus . . . if the therapist communicates negative affect, then he elicits negative affect in the patient."

It was later suggested that if the therapist, for example, communicated a feeling of warmth, then the client should thereby reciprocate with an elicited response of warmth and openness towards the therapist. This phenomenon has clear implications for the present study since an anxious counselor may elicit the same affect in the client; thereby impeding a therapeutic relationship.

This effect is supported by a study conducted by Mattson (1960) who found that an individual who interacts with an anxious individual will ultimately himself become anxious during that interactional sequence. This reciprocal effect has obvious consequences for counseling effectiveness. If the counselor either verbally or nonverbally communicates that he/she is highly anxious, then one could assume that the client might also become

anxious and the process or achievement of empathy or insight may be impeded.

In a related study, Fiedler and Senior (1952) found that the therapist's feelings about the client had a significant effect upon the therapeutic process. The underlying assumption in the study was that both the client and the therapist were aware of the other's feelings. One must note, however, that the accuracy of this assumption is based upon the premise that each person was exhibiting congruence between their feelings and their verbal and nonverbal behavior.

The authors primarily employed psychoneurotic patients and psychologists as subjects for the study. Fifteen patient-therapist pairs were asked to describe: (1) themselves, (2) their ideal-selves, and (3) how each subject believed the alternate member of the pair described himself. The Q-sort method was used to order 76 descriptive statements. As suspected, the patient's need to perceive the therapist as perfect distorted his view in such a way that the therapist did, in fact, seem more perfect. Similarly, the therapist's need to be helpful distorted his perception of the client in a way that made him perceive the client as needing help.

The reader of the present study should be cognizant of the covert role that these expectations may have on the counselor's anxiety level and view of the client.

The confederate's role performance may also contribute to

the counselor/subject's performance. Reusch and Prestwood (1949) discovered that the anxiety level of participants in their study was significantly elevated by having the participants listen to voice recordings of anxious patients in therapy. This finding may be generalized to the present study in that the more anxious subjects may have actually been attending more closely to the anxious client; thereby creating a situation wherein their anxiety level was increased and, consequently, their performance impeded.

Saranson (1960), in his study on the empirical findings and theoretical problems in the use of anxiety scales, found that the performance of highly anxious subjects on complex tasks was poor since their approach to problem-solving was rigid. As a task increased in complexity, so did the anxiety level of subjects in the high anxiety group. The author also found that highly anxious individuals, who were confronted with complex tasks, tended to become conforming, unwilling to compromise, and extremely cautious. Evident, too, were research findings that high-anxious subjects are more detrimentally effected by motivating conditions than are the low-anxious groups (Davidson, Andrews, and Ross, 1953) and high-anxious subjects have been found to be more self-preoccupied, self-content, and self-deprecatory than low-anxious subjects (Bendig, 1958; Doris and Saranson, 1955; Cowen, Heilizer, Axelrod, and Sheldon, 1957).

From the findings just cited, one would expect that the highly anxious counselor might encounter difficulty in establishing a therapeutic relationship since, as previously mentioned in this paper, the process of psychotherapy or counseling may be considered a complex and emotionally/cognitively demanding situation. It can be concluded, therefore, that highly anxious counselors tend to be perceived as less effective in the counseling situation, and that trait anxiety deters from optimal therapeutic effectiveness.

Bandura (1956) conducted a research study on the effects of counselor anxiety level on therapeutic competence and found that the counselor's anxiety level and his therapeutic competence are negatively related, i.e., the higher the counselor's anxiety level, the less effective is the counselor, and the lower the counselor's anxiety level, the more effective is the counselor.

The study involved 42 psychotherapists counseling in a variety of institutional settings. Effects of varying levels of experience on perceived competence was controlled by selecting subjects who possessed the same general level of training. Each psychotherapist in the experimental groups rated himself and other therapists on the degree of anxiety in relation to sex, dependency, and hostility. The average rating received by the subjects from other subjects on three variables represented the anxiety measure for each subject. The three anxiety variables are dependence, hostility, and sexuality; each of the anxiety variables being represented by descriptive statements defining

low, medium, and high degrees of anxiety with respect to the above criterion.

General effectiveness ratings were obtained from immediate supervisors who had prolonged contact with the therapists. An interesting finding in Bandura's study is that there existed no significant relationship between the therapists' self-ratings of anxiety and therapist effectiveness. A few weaknesses existed in the study, however, i.e., therapist effectiveness was based merely upon supervisor ratings, the therapists had relatively little experience, and more comprehensive and precise measures of anxiety could have been utilized.

A study conducted by Mooney and Carlson (1976) raises some interesting implications for the present study, as well as any research endeavor associated with counselor anxiety. Basically, the authors were concerned with the effects of interviewing clients under supervised or performance-oriented conditions. The authors, using 37 counselor trainees, examined situations associated with state emotions. The independent variables were Multiple Adjective Check List scores, systolic blood pressure, diastolic blood pressure, pulse rate, and digital sweat index.

The underlying assumption of this study was that the counselor-trainee/client and the counselor-trainee/supervisor relationships are emotionally charged relationships which greatly effect the counselor's anxiety level. The researcher

found significant increases in the counselor's anxiety level except on the systolic blood pressure measure. These findings may indicate that a host of variables, such as self-imposed and other-imposed performance expectations, may conjointly exert a significant effect on the counselor's anxiety level.

In another study by McConnell (1976) on the counselor's competence in counseling clients with sexual problems (the notion of competence being defined in terms of empathy, anxiety, and sex knowledge), the author found that counselors must learn to control their anxiety during training since it may be transmitted to the subject. McConnell implemented Spielburger's (1966) anxiety scale as the objective measure of anxiety in counselors and clients.

Results from McConnell's study indicated that the subjects who exhibited high levels of anxiety proved to be less effective as sex counselors. Furthermore, following the counseling sessions, many subjects reported that their own anxiety levels and tension, reportedly created by the sexual content of the session, made them virtually dysfunctional as counselors. These findings lend further support to the notion that high anxiety levels in counselors may occasion ineffectiveness.

### The Construct of Locus of Control

The locus of control construct was first examined by Phares (1955). A 23-item scale was designed to examine the tendency of an individual to attribute reinforcements to chance or to oneself. In a subsequent study, it was found that there was a significant correlation between the revised Phares scale and the California F Scale; both tests being measures of how subjects perceive the world (James, 1957).

Since these studies have been conducted, several innovative scales have been developed to assess locus of control. Rotter (1966), for example, developed the I-E Scale, which has found extensive use in a wide variety of research settings. It is this particular scale that will be utilized in the current study. Rotter (1971) wrote, ". . . the extent to which a person believes he can control what happens to him is referred to as a belief in internal control of reinforcement. A belief that one is controlled by luck, fate, or powerful others, is referred to as a belief in external reinforcement. Such generalized expectancies may have important consequences for how the individual responds to prolonged periods of stress, and other social behaviors."

The I-E Scale was developed to assess such attitudes in subjects and will be utilized in the present study to aid in the examination of whether the locus of control orientation of



the counselor is related to counselor interpersonal process variables and anxiety.

### Anxiety and Locus of Control

Recent attention has been directed toward examining the hypothesized relationship between anxiety and locus of control. It appears from the current body of research that the reported relationship between anxiety and I-E have been low, although significant in a number of instances (Rotter, 1966). No studies to present, however, have examined this relationship in counselors. This section is a review of the literature on related studies regarding anxiety and locus of control.

In a study by Nelson and Phares (1971), three groups of introductory psychology students differing on degree of internal-external control were examined on measures of anxiety. All measures were paper-and-pencil inventories administered in class. The I-E Scale (Rotter, 1966) and the Academic I-E Scale (Dissinger, 1968) were administered to 280 students. There were 14 subjects in each of the 3 groups--a total of 42 subjects. Subjects were asked to indicate, on an 11-point scale, how much anxiety they were experiencing at that moment. They filled out the Personal Values Questionnaire and the Personal Expectations Questionnaire which indicates the value the subject places on academic achievement and affection in social interactions. The results of this study generally support the hypothesis that

external control of reinforcement is associated with greater anxiety levels ( $t=4.00$ ,  $p<.01$ ) and that this relationship resides within the context of needs and expectancies which supports the social learning view of anxiety.

Finally, the findings suggest that obtained relationships between I-E, anxiety, and need value-discrepancies may be the product of situational influences.

Warehime and Woodson (1971) found that subjects who believed reinforcement is contingent on their own behavior have been found to possess more positive affect than subjects who believe that reinforcement is determined by chance. Using the I-E Scale and the Personal Feelings scale with 160 introductory psychology students, the authors found that the hypothesized relationship between internality and positive affect was supported ( $p<.01$ ; one-tailed) in terms of the mean affect scale score for the combined group.

Locus of control has also been studied in clinical populations. In a recent study, it was found that patients with greater psychopathology and fewer social skills are more external. It was further found that schizophrenics were more external than nonschizophrenics ( $p<.02$ ). One hundred twenty-eight patients were administered the I-E Scale during their first and seventh week of hospitalization. At week seven, however, the overall population's I-E scores had not changed significantly (Harrow & Ferrante, 1969).

In another study by Warehime and Foulds (1971), 55 male and 55 female college students were asked to respond to the I-E Scale and the Personal Orientation Inventory (POI) under standard instruction conditions. The Inner Support subscale of the POI was focused upon as the index of personal adjustment. It was found that the corresponding measures for I-E and inner versus other directedness correlated significantly for females ( $p < .01$ ) but not for males. Also apparent was the finding that eight of the twelve POI subscales were significantly related to I-E in the predicted direction for males. Analysis of the sex differences are discussed in the study.

It is apparent that I-E and personal adjustment may well be related as indicated in the studies examined in this section. If this relationship is substantial, then it might be useful to explore studies that have been conducted which evaluate the relationship between task demands and I-E orientation since counselor effectiveness on the interpersonal process variables is presumably a function of the counselor's ability to meet the demands of the interview situation.

#### Locus of Control and Counselor Interpersonal Process

##### Variables

A review of the literature by the present researcher on the relationship between locus of control and counselor interpersonal process variables yields no studies that

specifically addressed this area. Related studies were discovered, however. In a recent study by Butterfield (1964), for example, 47 college students from an introductory psychology course were administered the locus of control inventory developed by Liverant & Scodel (1960) and a frustration reaction inventory developed by Child & Waterhouse (1953). The authors of this study were examining locus of control in terms of predicting frustration reactions and anxiety responses, and to examine the student's academic aspirations and expectations.

What the authors found was that as locus of control became more external, the range of grades increased, the lowest grade which the subject was willing to accept increased, and the grades which the subjects earned increased. The findings in the study appear to indicate, according to the authors, that internals and externals differ in terms of what they will do to reach a goal. More specifically, internals appear more inner-directed and autonomous and chose to study the things they feel are most important, while externals are more other-directed and concerned with what others deem more relevant, e.g., instructors.

Of particular interest in this study is the finding that debilitating levels of anxiety increased ( $r=.611$ ,  $p<.01$ ) and facilitating anxiety reactions decreased ( $r=.818$ ,  $p<.01$ ) as locus of control became more external.

In a separate study by Hersch and Scheibe (1967), college

student volunteers were examined in terms of locus of control orientation and several comparative criterion. The students were volunteers for the Connecticut Service Corps for the years 1964, 1965, and 1966. The settings were selected chronic wards of Connecticut's four state mental hospitals.

A battery of tests and questionnaires was administered to the Service Corps students in group sessions during the first week of their arrival. Among the tests were the Otis Quick-Scoring Mental Ability Test (Otis, 1954), the Terman Concept Mastery Test (CMT; Terman, 1956), the MMPI (Hathaway & McKinley, 1951), the Adjective Checklist (ACL; Gough & Heilburn, 1965), the California Psychological Inventory (CPI; Gough, 1964), and the I-E Scale (Rotter, 1966).

The researchers found that (1) internal scorers are less maladjusted than external scorers, (2) I-E is consistently associated with a variety of personality scales wherein internal scorers appear more active, powerful, striving, and effective, and (3) for two of the three samples indicated, internal scorers were significantly more effective as hospital volunteers than external scorers.

The results were believed by the authors to be consistent with what was expected theoretically. Of particular interest was the finding that, based upon the inter-scale comparisons, internality may be inferred from other measures of personality such as the Adjective Checklist and the California

Psychological Inventory. Internal individuals, for example, are likely to describe themselves as independent, striving, and powerful, while externals are apt to describe themselves in an opposite way. Internality, again, was also positively associated with indexes of personal and social adjustment.

These findings hold clear implications for the hypothesized relationship between locus of control and counselor functioning on the interpersonal process variables proposed in the present study.

Tolor & Reznikoff (1967) reported similar findings in a study which was conducted on the relationship between insight, internal-external control, and death anxiety. Seventy-nine male college students were administered the Byrne Repression-Sensitization scale, Rotter's I-E Scale, the Tolor-Reznikoff Insight Test, and a Death Anxiety Scale. The authors conducted an intercorrelational study examining insight, scholastic aptitude, internality-externality, death anxiety, and sensitization response to threatening stimuli.

The authors discovered that a belief in external control is significantly related to overt death anxiety and sensitization tendencies were significantly correlated ( $p < .001$ ). Also, the subjects' expectation of internal control was significantly related to insight.

This latter finding regarding locus of control has obvious value for any study associated with counselor interpersonal process

variables where insight or empathy is a criteria.

Phares & Wilson (1971) conducted a related study examining internal-external control, interpersonal attraction, and empathy of 219 undergraduate students. The authors administered the I-E Scale (Rotter, 1966) to undergraduate, paid volunteers at a midwestern university. There were 20 males and 40 females. The male group consisted of 10 Is and 10 Es while the female group consisted of 20 Is and 20 Es. Half of the subjects received a brief descriptive vignette portraying an internal subject being passed over for a job promotion while the other half received one portraying an external being bypassed for a promotion. The emotional state of the subject described in the vignette was that of anger, frustration, and unhappiness.

The focus of the study was to determine whether internal subjects would show greater interpersonal attraction scores for an internal stranger than for an external stranger and whether an external subject would show a greater preference for an external stranger. It was found that internals were more attracted to an internal stranger than an external stranger, and that internals are significantly more understanding or empathetic toward an internal stranger than an external stranger. Contrary to their prediction, however, externals did not exhibit a preference for the external stranger.

In a final study by Helwig (1971), an investigation was conducted on the nature of relationships between the personality

variables of dogmatism, I-E, anxiety, and perceptions of directive and nondirective psychotherapeutic approaches. Seventy-seven undergraduate students and 77 hospitalized psychiatric patients were studied. All subjects were presented with sound-film recordings of directive and nondirective approaches to counseling (Ellis & Rogers). The subjects were asked to state a preference for one of the counseling approaches after having viewed the films. Results indicated that students and patients who were externally-directed and dogmatic preferred the directive approach. Furthermore, the patients who preferred the directive approach had a lower level of education and were more anxious than those patients choosing the nondirective approach.

#### Counselor Interpersonal Process Variables

Following Roger's (1951, 1957b, 1962) pioneering work, psychotherapeutic researchers began focusing on the counselor interpersonal process variables of empathy, respect, and genuineness. In an early review of the literature by Truax & Mitchell (1971) on these three variables, it was concluded that counselors and therapists who possess or demonstrate high levels of these variables are more effective than those who do not. The authors suggest that this finding appears to hold true for therapists regardless of their theoretical orientation.

Critics, however, questioned the validity of many of the studies on counselor interpersonal process variables and their



place in reference to outcome. Matarazzo (1971) and Meltzoff & Kornreich (1970), for instance, suggested that the small number of therapists utilized in the studies, therapist values on the process variables, and subject awareness of the research hypotheses may have contributed to the positive results obtained. One fact that does stand out is that assessing the effectiveness of any counselor or therapist is a complex and elusive endeavor.

The research studies examining various aspects of counselor interpersonal process variables became progressively more narrow in focus during the 1970's (Truax & Wittmer, 1971).

Of particular interest is the Arkansas Psychotherapy Study (Mitchell, Truax, Bozarth, & Krauft, 1973). The major thrust of the study was to determine whether the counselor interpersonal process variables of empathy, respect, and genuineness had a significant effect upon outcome, and with what client population these process variables appeared to have the most effect. Therapists for the study included a total of approximately 75 PhDs and MDs with a median age of 42. Forty-nine percent were in private practice. With respect to therapy orientation, 36% of the therapists considered themselves eclectic, 34% psychoanalytic, 30% TA, behavioral, existential, rational-emotive, and 7% client-centered. Due to the extensiveness of this study, only certain results will be reported.

Among the conclusions drawn from the Arkansas Study are

the following: the therapists, on the whole, were functioning below the facilitative level on the interpersonal process variables of empathy, warmth, and genuineness. Also, therapists operating on the higher levels of interpersonal skills were not more effective, overall, than the other, nonfacilitative therapists. Finally, varying client personal variables were not shown to have a significant effect on therapy outcome.

It was concluded that the counselor relationship variables, and their effect on outcome, was more complex than other studies suggested. It was evident that the client-centered therapists were more facilitative than the other groups and that the interpersonal process variables may have to be altered in their application to different clients and therapy settings. The authors finally concluded that the relationship between outcome and levels of interpersonal functioning must bear more in-depth investigation.

Another concern of psychotherapy researchers has been whether or not the therapist interpersonal process variables represent attitudinal/trait factors or specific skills (Truax & Mitchell, 1971). Many researchers propose that empathy, respect, and genuineness are trainable "skills" (Carkuff & Alexik, 1967; Alexik & Carkuff, 1967; Friel, Kratochvil, & Carkuff, 1968) while Truax & Mitchell (1971) proposed that these variables are relatively "permanent attitudinal and personality characteristics as well as specific interpersonal

skills . . ."

In conclusion, many of the studies that have been conducted which concerned the interpersonal process variables of empathy, respect, and genuineness, have received mixed results. This finding may likely be due to the fact that: (1) many of the studies failed to include numerical averages for therapists classified as high and low therapeutic facilitators, (2) most of the studies did not include high-functioning therapists (most comparisons being made between low and adequate facilitators), and (3) the relative number of therapists in each study was small.

It is therefore imperative that psychotherapy researchers continue to broaden the research horizons for those most critical therapeutic variables, i.e., empathy, respect, and genuineness. As Truax & Mitchell (1971) suggested: "We want to emphasize the therapist as a viable human being engaged in a terribly human endeavor."

#### Summary

There appears to be a marked trend in the preceding studies. High anxiety states appear to impede performance on complex tasks. Internal subjects also tend to report less anxiety and perform more adequately on prescribed tasks than external subjects.

It should be evident to the reader that the collective

results of the preceding studies have obvious implications for the present study, although no research to present has specifically dealt with the relationship between trait anxiety, locus of control, and counselor interpersonal process variables in counselor trainees. From the current body of research involving the use of the STAI and the I-E Scales, it appears that these measurement instruments are extensively documented and should be the instruments of choice in the present study.

In Chapter 3, the research methodology for this study will be presented and will include the sample, research design, treatment procedures, measurement instruments, and data analysis.

## Chapter 3

### METHODOLOGY

The purpose of this investigation was to examine the relationship between the counselor's trait-anxiety level, locus of control, and counselor interpersonal process variables. Contained in this chapter are the research methods that were implemented in this investigation. This chapter has been organized to include the following elements: (a) sample, (b) research design, (c) treatment procedures, (3) measurement instruments, and (e) data analysis.

#### Sample

The subjects in this study were fifteen male and fifteen female Master's level and advanced graduate counseling students attending the College of William and Mary in Williamsburg, Virginia. The subjects had completed the course in counseling techniques (Ed. 533 or Ed. 634) which included the client-centered method of counseling; a prerequisite that insured that all subjects would have knowledge of the technique to meet the task demand. There was a moderate deviation between the ages of the subjects (range: 23-35). The geographical region for the population was the Norfolk, Hampton, Newport News, and

Williamsburg, Virginia locale. The population for the study was obtained by randomly selecting subjects from course records.

### Research Design

A correlational, ex-post facto design was utilized in this descriptive study. The rationale for such a design arises from the fact that trait anxiety and locus of control are relatively enduring attribute variables which would be difficult to manipulate and may well be developmental phenomenon. Also, since this particular study has not been conducted, the purpose is to establish whether or not a relationship exists. The correlational design is particularly suitable to determine such relationships. The STAI and the I-E Scale were administered prior to the interview to prevent any contamination effects of the interview on the instruments.

### Treatment Procedures

Thirty subjects were randomly selected from graduate classes in techniques of counseling and asked to participate in the study on a voluntary basis. The subjects were given no indication as to what the study entailed other than that they would be participating in a counseling experiment. Letters were then sent to each subject containing the date, time, and place of the interviews (see Appendix A). The STAI and Locus of Control Scale were also forwarded in the envelope with typed

instructions.

A 22 year old female theater actress, who had been previously rehearsed in a standardized role of a client seeking counseling for an inability to control aggressive impulses and anger, served as the confederate in all of the counseling interviews. Role consistency was insured by initiating four practice sessions which were conducted one week prior to the interviews.

On the date of the interview, each subject was greeted by the experimenter and the tests were collected. Each subject was then given a copy of instructions for the interview (see Appendix B). The subject was then led into the interview room and introduced to the confederate client. The counselor had been previously informed that the confederate was an "actual client" who was referred from a counseling center, this procedure being initiated to insure experimental validity.

Both parties were then informed that the session would be 15 minutes in length and that the time would be monitored by the experimenter. The experimenter then turned on the audio-visual tape machine and left the room.

Following the end of the interview the experimenter entered the room, turned off the monitoring equipment, and instructed the confederate to wait in the next room. The experimenter then debriefed the subject by giving a detailed explanation of the study. Immediately following the debriefing session, consent for use of the tape in the rating process was

obtained and consent forms were signed by each subject. All subjects were assured that strict confidentiality would be maintained.

### Measurement Instruments

The instruments selected were criterion measures to ascertain the degree of the counselor's trait anxiety, locus of control, and level of functioning on the interpersonal process variables. They will be discussed as follows: (a) The State-Trait Anxiety Inventory (STAI), (b) The I-E Scale, and (c) The Counselor Rating Form.

#### The State-Trait Anxiety Inventory

The State-Trait Anxiety Inventory (Spielburger, 1969) is a self-report inventory designed to assess two distinct anxiety concepts: state anxiety (A-State) and trait anxiety (A-Trait). Each of the two scales consists of 20 statements that ask how the subject feels. The STAI is an excellent research instrument with which to differentiate subjects in terms of their disposition to respond to psychologically stressful situations (see Appendix C).

Trait anxiety is a dispositional construct. The trait anxiety scale is a self-report measure which is used to assess an individual's proneness to be anxious and is primarily a function of a person's past experiences. Only the A-Trait scale



will be implemented in this study as an anxiety criterion. Generally, the test takes approximately 8-10 minutes to complete for one scale. The examinee responds to each of the STAI items by marking the appropriate number to the right of the statement on the answer form.

This test is particularly suitable for the present study since it may be completed quickly, thereby preventing undesirable testing and instrumentation effects. Other attractive features include high concurrent validity and test-retest reliabilities. Moderately high interscale correlations exist between the STAI and the IPAT Anxiety Scale (Cattell & Scheier, 1963), the Affect Adjective Checklist (Zuckerman, 1960), and the Manifest Anxiety Scale (Taylor, 1953).

Normative data for the STAI have been established for large samples of high school students, college freshmen, college undergraduates, psychiatric patients, and medical patients. The test-retest correlations for the A-Trait scale (undergraduate college students) range from .73 to .86 (Spielburger, 1969).

#### The I-E Scale

The I-E Scale (Rotter, 1966) is a forced-choice test of 29 items with six filler items to make the purpose of the test more ambiguous (see Appendix D). The subject chooses between two statements for each item which represents an attitude.

There are 23 scored items on a continuum from zero to 23. High scores indicate externality and low scores, internality. The 23 scored items determine locus of control in the subject. In research, subjects are normally assigned as externals or internals through division at the group mean or by a median split.

In terms of instrument reliability, Rotter (1966) found that split-half reliabilities for 50 subjects were .65 and Kuder-Richardson reliabilities for 50-1000 subjects were .69 and .70. Test-retest reliabilities range from .49 to .83 for varying samples and time periods (Hersch and Scheibe, 1967). Again, this test is particularly appropriate for the present study since it may be administered quickly and efficiently.

#### Counselor Rating Form

The counselor rating form is based upon the Carkuff (1969) rating scales for the assessment of interpersonal functioning. The Counselor Rating Form (see Appendix E) is a fifteen-part rating form which, when utilized by trained raters, provides an indication of the degree to which a counselor exhibits empathy, respect, genuineness, and concreteness. The form is divided into fifteen segments; each segment being a repeated measure of the same five rating criterion. At the end of each one-minute segment, the rater evaluates the counselor on the criterion.

Numerous studies have indicated the importance of these

counselor interpersonal process variables in counseling effectiveness (Rogers, 1962; Truax, 1963; Fiedler, 1950a, 1950b, 1951). Truax and Carkuff (1964b) conducted a study to determine the therapeutic value of these key psychotherapeutic ingredients. It was discovered that patients receiving therapy with counselors high in these qualities tended to have a higher progress rate, while patients who received low levels of these qualities tended to regress.

Finally, in a study by Truax, Wargo, Frank, Imber, Battle, Hoehn-Garig, Nash, and Stone (1966), it was found that regardless of the therapeutic approach, positive outcome is enhanced if these criterion are present. Truax and Carkuff (1967) present a comprehensive listing of reliability coefficients for the various rating scales.

### Data Analysis

#### Data Collection

Following the interview sessions and collection of the test data, three counselors (see Appendix F) were employed to view and rate the subjects on the rating criterion found in the Counselor Rating Form. Each rater received prior training and rehearsal in the rating process. The raters were thoroughly briefed on the use of the Carkuff scales and independently viewed three, ten-minute training films which contained a counselor exhibiting varying levels of interpersonal functioning. The

raters then rated the same counselor in a film containing fifteen, one-minute segments. Each segment contained the same counselor acting out predetermined levels of interpersonal functioning with the confederate.

This procedure of rater training was initiated to enhance inter-rater reliability which was determined by the use of the statistical procedure of analysis of variance. A final inter-rater reliability coefficient was obtained for the three raters ( $F=.92$ ,  $p<.07$ ).

After completion of the rater training and rehearsal sessions, each rater separately viewed ten actual interviews which were randomly selected. Each taped session was divided into fifteen, one-minute segments and the tape was stopped at each segment. The counselor was then rated at that time. This procedure was repeated for each of the ten tapes in order to increase objectivity in the rating process.

A score ranging from one to five was obtained for each subject on empathy, respect, genuineness, and concreteness in each segment. These scores were then added together for all 15 segments. This yields a potential score range of 15-75 for each criteria. Additive scores were also obtained from the I-E Scale (potential score range=0-23) and the STAI (potential score range=20-80) for each subject.

All tests and rating criterion measures were hand scored and the corresponding data key-punched on computer cards and

processed by an IBM 370/145 computer located at the College of William and Mary.

### Statistical Analysis

Statistical treatment of each hypothesis was conducted by utilizing the Spearman correlation test. The subprogram NONPAR CORR of the Statistical Package for the Social Sciences (SPSS; Nie, Hall, Jenkins, Steinbrenner, and Bent, 1975) was used to determine whether significant correlations existed between the attribute variables of trait anxiety, locus of control, and counselor ratings as well as the relationship between trait anxiety and locus of control.

The Spearman correlation test is particularly desirable in this instance since a correlation matrix is indicated which reflects each individual relationship between all the attribute and criterion variables. The NONPAR CORR subprogram makes no assumptions about the distribution of cases and conveys the appropriate information sought after in this case.

The Spearman test yields a closer approximation to product-moment coefficients than, say, Kendall's tau since the data is not characterized by large ties at each rank. It is therefore the more appropriate statistical procedure in this case. The hypotheses follow and will be stated in null form.

Hypothesis 1. There will be no significant relationship between trait anxiety scores and the criterion variables of empathy,

respect, genuineness, and concreteness.

Hypothesis 2. There will be no significant relationship between locus of control orientation and the criterion variables of empathy, respect, genuineness, and concreteness.

Hypothesis 3. There will be no significant relationship between trait anxiety scores and locus of control scores.

Note: All hypotheses were tested at the .05 level of significance.

## Chapter 4

### RESULTS

The results of this study will be presented in this chapter and stated in the following manner: (1) hypothesis, (2) corresponding statistical findings, and (3) a brief analysis of the findings. Hypotheses one and two were broken down into four sub-hypotheses relating trait anxiety and locus of control to the criterion variables of empathy, respect, genuineness, and concreteness. Finally, the inter-correlation coefficients for the interpersonal process variables are presented at the end of the chapter.

#### Hypothesis 1

There will be no significant relationship between counselor trait anxiety scores and counselor interpersonal process variable ratings.

Sub-hypothesis 1: There will be no significant relationship between counselor trait anxiety scores and the interpersonal process variable of empathy.

The Spearman correlation was  $-0.070$  ( $p < .356$ ) indicating no statistically significant relationship between counselor trait anxiety scores and ratings on the interpersonal process

variable of empathy (Table 1).

Sub-hypothesis 2: There will be no significant relationship between counselor trait anxiety scores and the interpersonal process variable of respect.

The Spearman correlation was  $-0.003$  ( $p < .493$ ) for counselor trait anxiety and respect scores which indicates no statistically significant relationship (Table 2).

Sub-hypothesis 3: There will be no significant relationship between counselor trait anxiety scores and the interpersonal process variable of genuineness.

The Spearman correlation was  $-0.026$  ( $p < .445$ ) for counselor trait anxiety and genuineness scores which reflects no statistically significant relationship (Table 3).

Sub-hypothesis 4: There will be no significant relationship between counselor trait anxiety scores and the interpersonal process variable of concreteness.

The Spearman correlation for counselor trait anxiety and concreteness was  $0.107$  ( $p < .285$ ) indicating no significant relationship (Table 4).

### Hypothesis 2

There will be no significant relationship between counselor locus of control scores and the counselor interpersonal process variable ratings.



Table 1

Sub-hypothesis 1--Spearman Correlation  
Between Trait Anxiety Scores  
and Empathy Ratings

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Measures administered	Correlation coefficient	Significance level
Trait Anxiety to Empathy	-0.070	.356

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n=30

\*p<.05

Table 2

Sub-hypothesis 2--Spearman Correlation  
Between Trait Anxiety Scores  
and Respect Ratings

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Measures administered	Correlation coefficient	Significance level
Trait Anxiety to Respect	-0.003	.493

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n=30

\*p&lt;.05

Table 3

Sub-hypothesis 3--Spearman Correlation  
Between Trait Anxiety Scores  
and Genuineness Ratings

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Measures administered	Correlation coefficient	Significance level
Trait Anxiety to Genuineness	-0.026	.445

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n=30

\*p&lt;.05

Table 4

Sub-hypothesis 4--Spearman Correlation  
 Between Trait Anxiety Scores  
 and Concreteness Ratings

Measures administered	Correlation coefficient	Significance level
Trait Anxiety to Concreteness	0.107	.285

n=30

\*p<.05

Sub-hypothesis 1: There will be no significant relationship between counselor locus of control scores and the interpersonal process variable of empathy.

The Spearman correlation was 0.019 ( $p < .460$ ) indicating no statistically significant relationship between counselor locus of control scores and empathy scores (Table 5).

Sub-hypothesis 2: There will be no significant relationship between counselor locus of control scores and the interpersonal process variable of respect.

The Spearman correlation for locus of control and respect scores was -0.040 ( $p < .415$ ) which indicates no evidence for a statistically significant relationship between the two criteria (Table 6).

Sub-hypothesis 3: There will be no statistically significant relationship between counselor locus of control scores and the interpersonal process variable of genuineness.

The Spearman correlation was 0.024 ( $p < .450$ ) indicating no statistically significant relationship between locus of control scores and genuineness ratings (Table 7).

Sub-hypothesis 4: There will be no statistically significant relationship between counselor locus of control scores and the interpersonal process variable of concreteness.

The Spearman correlation for counselor locus of control scores and concreteness ratings was .301 ( $p < .053$ ) indicating a statistically significant relationship between counselor locus

Table 5

Sub-hypothesis 1--Spearman Correlation  
Between Locus of Control Scores  
and Empathy Ratings

Measures administered	Correlation coefficient	Significance level
Locus of Control to Empathy	0.019	.460

n=30

\*p<.05

Table 6

Sub-hypothesis 2--Spearman Correlation  
Between Locus of Control Scores  
and Respect Ratings

---

---

Measures administered	Correlation coefficient	Significance level
Locus of Control to Respect	-0.040	.415

---

n=30

\*p<.05

Table 7

Sub-hypothesis 3--Spearman Correlation  
Between Locus of Control Scores  
and Genuineness Ratings

Measures administered	Correlation coefficient	Significance level
Locus of Control to Genuineness	0.024	.450

n=30

\*p<.05



of control scores and concreteness ratings (Table 8), i.e., as locus of control scores increased toward externality, concreteness scores increased.

### Hypothesis 3

There will be no statistically significant relationship between counselor trait anxiety scores and locus of control scores.

The Spearman correlation was 0.342 ( $p < .032$ ) indicating a statistically significant relationship between counselor trait anxiety scores and locus of control scores, i.e., as trait anxiety scores increased, locus of control scores increased toward externality (Table 9).

In addition, it was discovered in separate findings that high inter-scale correlations existed between the criterion variables of empathy, respect, genuineness, and concreteness. The Spearman correlations were: Empathy to respect, 0.962 ( $p < .001$ ); empathy to genuineness, 0.954 ( $p < .001$ ); empathy to concreteness, 0.802 ( $p < .001$ ); respect to genuineness, 0.977 ( $p < .001$ ); respect to concreteness, 0.771 ( $p < .001$ ); and genuineness to concreteness, 0.797 ( $p < .001$ ). Consult Table 10 for coefficient listings.

Table 8

Sub-hypothesis 4--Spearman Correlation  
Between Locus of Control Scores  
and Concreteness Ratings

---

---

Measures administered	Correlation coefficient	Significance level
Locus of Control to Concreteness	0.301*	.053

---

n=30

\*p<.05

Table 9

Hypothesis 3--Spearman Correlation  
Between Trait Anxiety Scores  
and Locus of Control Scores

---

---

Measures administered	Correlation coefficient	Significance level
Trait Anxiety to Locus of Control	0.342*	.032

---

n=30

\*p<.05

Table 10

Spearman Correlations Between the Interpersonal  
Process Variables of Empathy, Respect,  
Genuineness and Concreteness

Measures administered	Correlation coefficient	Significance level
Empathy to Respect	0.962	.001
Empathy to Genuineness	0.954	.001
Empathy to Concreteness	0.802	.001
Respect to Genuineness	0.977	.001
Respect to Concreteness	0.771	.001
Genuineness to Concreteness	0.797	.001

n=30

## Chapter 5

### SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

The purpose of Chapter 5 is to provide a summary of the study accompanied by conclusions drawn from the statistical findings related to the hypotheses. In addition, limitations inherent in the study will be discussed as well as recommendations for further study.

#### Summary

The examination of counselor attributes has become an area of growing interest for psychotherapy researchers in recent years. The specific relationship between the attributes of trait anxiety, locus of control, and the counselor interpersonal process variables of empathy, respect, genuineness, and concreteness, however, has not been established in regard to counselors. The present study was designed to examine this relationship. Thirty graduate counseling students from the College of William and Mary were administered the State-Trait Anxiety Inventory (STAI) and the I-E Scale which was a measure of locus of control orientation. Later, each subject conducted a 15-minute interview using the nondirective approach to counseling with a confederate client and subsequently was rated on the criterion variables of

empathy, respect, genuineness, and concreteness.

Statistical treatment of the data from the STAI, I-E Scale, and Counselor Rating Form, consisted of computing Spearman correlations between trait anxiety scores and the interpersonal process variable ratings, locus of control scores and the interpersonal process variable ratings, and trait anxiety scores and locus of control scores. Inter-correlations between the interpersonal process variables were also computed. All hypotheses were tested at the .05 level of significance.

### Conclusions

Conclusions regarding the relationship between counselor trait anxiety, locus of control orientation, and the interpersonal process variable ratings on empathy, respect, genuineness, and concreteness will be presented in this section according to the hypotheses under consideration.

### Hypothesis 1

There will be no statistically significant relationship between counselor trait anxiety scores and the interpersonal process variables of empathy, respect, genuineness, and concreteness.

Sub-hypothesis 1: The research hypothesis that there will be no statistically significant relationship between counselor trait anxiety scores and the interpersonal process variable of

empathy was accepted. The Spearman correlation coefficient was not significant at the .05 level for sub-hypothesis 1; therefore, it is concluded that counselor trait anxiety and empathy ratings are not significantly related in this instance. It might be further concluded that trait anxiety does not appear to effect the counselor's functioning on empathy.

Sub-hypothesis 2: The hypothesis that there will be no statistically significant relationship between counselor trait anxiety scores and respect ratings was accepted since the Spearman coefficient was not significant. It is concluded that there appears to be no significant relationship between the counselor's trait anxiety level and his/her functioning on the interpersonal process variable of respect.

Sub-hypothesis 3: Sub-hypothesis 3 was that there is no statistically significant relationship between counselor trait anxiety levels and the interpersonal process variable of genuineness. This hypothesis was accepted since it was found that the Spearman correlation was, again, not significant at the .05 level. The conclusion is that counselor trait anxiety levels and ratings on the criterion variable of genuineness are not significantly related. High anxiety levels do not seem to impede the counselor's functioning on genuineness.

Sub-hypothesis 4: The hypothesis that there is no statistically significant relationship between counselor trait anxiety scores and the criterion variable of concreteness was

accepted. The Spearman correlation coefficient was not significant in this instance and it is concluded that the counselor's trait anxiety level was not related to his/her level of functioning on concreteness.

### Hypothesis 2

There will be no statistically significant relationship between counselor locus of control scores and the interpersonal process variables of empathy, respect, genuineness, and concreteness.

Sub-hypothesis 1: The research hypothesis that there will be no statistically significant relationship between counselor locus of control scores and the interpersonal process variable of empathy was accepted since the Spearman correlation was not significant in this instance. It is concluded that the counselor's rating on empathy was not significantly effected by his/her locus of control orientation.

Sub-hypothesis 2: The hypothesis that there exists no statistically significant relationship between counselor locus of control scores and the respect ratings was accepted. The Spearman correlation was not significant in this case and it is concluded that the counselor's locus of control orientation did not influence his/her level of functioning on the interpersonal process variable of respect.

Sub-hypothesis 3: It was stated in this hypothesis that



there is no statistically significant relationship between the counselor's locus of control orientation and genuineness ratings. This hypothesis was accepted since the Spearman correlation was not significant at the .05 level. The conclusion drawn from this finding is that counselor genuineness ratings are not influenced by the locus of control orientation of the counselor.

Sub-hypothesis 4: The research hypothesis that there exists no statistically significant relationship between counselor locus of control orientation and the interpersonal process variable of concreteness was rejected in this instance since the Spearman correlation was significant at the .05 level. This finding, however, was contrary to the expected direction. It was assumed that the externally-directed counselors would receive lower ratings on concreteness. Again, since there was a statistically significant, positive relationship between locus of control scores and concreteness ratings, it was evident that external counselors received higher ratings on concreteness than did internal counselors.

### Hypothesis 3

The research hypothesis that there will be no statistically significant relationship between counselor trait anxiety scores and locus of control scores was rejected. The Spearman correlation was significant at the .05 level of significance indicating that as counselor trait anxiety scores increased, the locus of control orientation became more external. Alternately, as

counselor trait anxiety scores decreased, the locus of control orientation became more internal. This finding generally supports the current research on trait anxiety and locus of control.

#### Interpersonal Process Variable Intercorrelations

Although there were no predictions made in reference to inter-correlations between the criterion variables of empathy, respect, genuineness, and concreteness, it was discovered that significant correlations between all of these variables existed at the .001 level of significance. It may be concluded, therefore, that there is an interrelationship between these variables and that counselors receiving high ratings on empathy, for example, will be expected to receive high ratings on respect, genuineness, and concreteness as well.

In conclusion, it is evident that there appears to be no general agreement between the anxiety research cited in Chapter 2 and the findings in this study. The authors of the studies in Chapter 2, for example, concluded that high anxiety levels in subjects had an adverse effect on their performance on various tasks. In terms of the present study, it was found that there was no significant relationship between trait anxiety level and the counselor's ratings on the interpersonal process variables of empathy, respect, genuineness, and concreteness.

Furthermore, the findings in the present study that

there is no significant relationship between counselor locus of control orientation and ratings on the interpersonal process variables was in general disagreement with the research findings cited in Chapter 2. The findings of the studies in Chapter 2 were in general support of the notion that internal subjects are superior to external subjects in terms of their performance on various tasks.

Finally, there was direct support of the research findings in Chapter 2 regarding the relationship between anxiety and locus of control, i.e., as anxiety increases, locus of control orientation shifts toward the direction of externality (see Nelson & Phares, 1971; Warehime & Woodson, 1971).

#### Limitations

The major disadvantage of this study was the fact that the number of subjects engaged in this study (n) was relatively small which may have effected the statistical findings since the occurrence of a type 1 error may have been made. It might also have been desirable to select high and low anxiety and locus of control groups instead of choosing to use the entire group which included many subjects who were in the moderate scoring range.

Second, the taping equipment was within view of the subject and may have effected the experimental validity of the study since the subjects were aware of its presence. This

situation may, for example, have negatively effected the subjects' listening and attending skills.

Third, the interview was markedly short and the subjects may have needed more time to develop an adequate rapport with the client. As it was, the subjects were aware of the time limitations and may have been apprehensive about entering a short interview with an "actual client."

### Recommendations

The first recommendation, in the light of the findings and limitations, is that the number of subjects selected to be tested on trait anxiety and locus of control be increased to at least 60 and that from those 60 subjects, the upper and lower 20 scorers on the attribute variables be selected to conduct interviews. This procedure would provide the researcher with the opportunity to assess statistical trends of subjects having extreme scores.

In addition, it may be of use to conceal the taping equipment in order to insure empirical validity. One suggestion is the utilization of a room containing a one-way mirror or selecting a room which is specifically designed for making unobtrusive observations since the presence of the taping equipment may have been distracting to the subjects. The subjects may have knowledge of this procedure since the purpose is to merely remove a possible distraction.

A further recommendation would be to increase the length of the interview to approximately 45 minutes and then randomly select 15, one-minute segments for the purpose of obtaining ratings. Such a procedure might allow the counselor a period to become acquainted with the client. A more valid measure of interpersonal functioning would thereby be available to the researcher.

In conclusion, it is apparent that two research areas are implicated for further study. The first area concerns the relationship between counselor trait anxiety scores and locus of control scores. Since a statistically significant relationship existed between these two sets of variables, it would be interesting, for example, to examine the relationship between these attribute variables and the personal styles or personality profiles of counselors.

Such a research endeavor could include various personality measures such as the California Psychological Inventory (CPI), the Adjective Checklist (ACL), or the Strong-Campbell Interest Inventory (SCII).

The final research area which holds implications for further study regards the significant inter-scale correlations found in the rating criterion. Since it was discovered that all of the inter-scale correlations were statistically significant at the .001 level, future research might include an in-depth examination of new dimensions of the scales as well

as refinement of the existing dimensions. Other implications include cross-comparisons of these scales with other criterion such as intelligence, age, and educational background or counseling experience.

## Appendix

## Appendix A

Letter to Counselor

\_\_\_\_\_:

Enclosed are two tests which you are asked to complete. The State-Trait Anxiety Inventory (form X-2) is to be completed according to the printed directions on the answer sheet. Do not respond to the portion of the scale that has been crossed out (see back side). The second test, the I-E Scale, is to be completed according to the instructions on the test item form.

Please be honest in filling out both surveys and bring them with you when you come to the interview. Your appointment time has been scheduled for \_\_\_\_\_ a.m./p.m. on the \_\_\_\_\_ day of \_\_\_\_\_, 1979. The interview will be held in room \_\_\_\_\_ of Jones Hall. Your support in this study is greatly appreciated. A thorough debriefing session will follow the interview. Thank you for your cooperation.

Lawrence A. Hollingsworth



## Appendix B

Instructions: (Counselors)

This is a counseling experiment examining the various aspects of counselor/client interactions. This is an actual interview with a client who has volunteered her time and who was referred from a psychological counseling center. The interview will last approximately 15 minutes and the experimenter will monitor the elapsed time. The counseling approach that you are asked to use is the Client-Centered (Rogerian) model; utilizing the skills of empathy, respect, genuineness, and concreteness. This experiment must be kept in strict confidence and I ask that you not discuss any aspect of this experiment with your colleagues or the staff at the College of William and Mary. Your cooperation is greatly appreciated.

**SELF-EVALUATION QUESTIONNAIRE**  
**STAI FORM X-2**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**DIRECTIONS:** A number of statements which people have used to describe themselves are given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how you *generally* feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS
21. I feel pleasant .....	①	②	③	④
22. I tire quickly .....	①	②	③	④
23. I feel like crying .....	①	②	③	④
24. I wish I could be as happy as others seem to be .....	①	②	③	④
25. I am losing out on things because I can't make up my mind soon enough ....	①	②	③	④
26. I feel rested .....	①	②	③	④
27. I am "calm, cool, and collected" .....	①	②	③	④
28. I feel that difficulties are piling up so that I cannot overcome them .....	①	②	③	④
29. I worry too much over something that really doesn't matter .....	①	②	③	④
30. I am happy .....	①	②	③	④
31. I am inclined to take things hard .....	①	②	③	④
32. I lack self-confidence .....	①	②	③	④
33. I feel secure .....	①	②	③	④
34. I try to avoid facing a crisis or difficulty .....	①	②	③	④
35. I feel blue .....	①	②	③	④
36. I am content .....	①	②	③	④
37. Some unimportant thought runs through my mind and bothers me .....	①	②	③	④
38. I take disappointments so keenly that I can't put them out of my mind ....	①	②	③	④
39. I am a steady person .....	①	②	③	④
40. I get in a state of tension or turmoil as I think over my recent concerns and interests .....	①	②	③	④

# SELF-EVALUATION QUESTIONNAIRE

Developed by C. D. Spielberger, R. L. Gorsuch and R. Lushene

STAI FORM X-1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**DIRECTIONS:** A number of statements which people have used to describe themselves are given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how you *feel* right now, that is, *at this moment*. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

	NOT AT ALL	SOMEWHAT	MODERATELY SO	VERY MUCH SO
1. I feel calm .....	①	②	③	④
2. I feel secure .....	①	②	③	④
3. I am tense .....	①	②	③	④
4. I am regretful .....	①	②	③	④
5. I feel at ease .....	①	②	③	④
6. I feel upset .....	①	②	③	④
7. I am presently worrying over possible misfortunes .....	①	②	③	④
8. I feel rested .....	①	②	③	④
9. I feel anxious .....	①	②	③	④
10. I feel comfortable .....	①	②	③	④
11. I feel self-confident .....	①	②	③	④
12. I feel nervous .....	①	②	③	④
13. I am jittery .....	①	②	③	④
14. I feel "high strung" .....	①	②	③	④
15. I am relaxed .....	①	②	③	④
16. I feel content .....	①	②	③	④
17. I am worried .....	①	②	③	④
18. I feel over-excited and "rattled" .....	①	②	③	④
19. I feel joyful .....	①	②	③	④
20. I feel pleasant .....	①	②	③	④



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## Appendix D

I-E ScaleInstructions

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Your answers to the items on this inventory are to be recorded on a separate answer sheet provided. Print your name and any other information requested by the examiner on the answer sheet, then finish reading these directions. Do not begin until you are told to do so.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Find the number of the item on the answer sheet and mark the space under the letter a or b which you choose as the statement more true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

1.     a. Children get into trouble because their parents punish them too much.  
       b. The trouble with most children nowadays is that their parents are too easy with them.
2.     a. Many of the unhappy things in people's lives are partly due to bad luck.  
       b. People's misfortunes result from the mistakes they make.

3.
  - a. One of the major reasons why we have wars is because people don't take enough interest in politics.
  - b. There will always be wars, no matter how hard people try to prevent them.
4.
  - a. In the long run people get the respect they deserve in this world.
  - b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5.
  - a. The idea that teachers are unfair to students is nonsense.
  - b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6.
  - a. Without the right breaks one cannot be an effective leader.
  - b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7.
  - a. No matter how hard you try some people just don't like you.
  - b. People who can't get others to like them don't understand how to get along with others.
8.
  - a. Heredity plays the major role in determining one's personality.
  - b. It is one's experiences in life which determine what they're like.
9.
  - a. I have often found that what is going to happen will happen.
  - b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10.
  - a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
  - b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11.
  - a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
  - b. Getting a good job depends mainly on being in the right place at the right time.

12.
  - a. The average citizen can have an influence in government decisions.
  - b. This world is run by the few people in power, and there is not much the little guy can do about it.
13.
  - a. When I make plans, I am almost certain that I can make them work.
  - b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14.
  - a. There are certain people who are just no good.
  - b. There is some good in everybody.
15.
  - a. In my case getting what I want has little or nothing to do with luck.
  - b. Many times we might just as well decide what to do by flipping a coin.
16.
  - a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
  - b. Getting people to do the right thing depends on ability, luck has little or nothing to do with it.
17.
  - a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
  - b. By taking an active part in political and social affairs the people can control world events.
18.
  - a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
  - b. There really is no such thing as "luck."
19.
  - a. One should always be willing to admit mistakes.
  - b. It is usually best to cover up one's mistakes.
20.
  - a. It is hard to know whether or not a person really likes you.
  - b. How many friends you have depends on how nice a person you are.
21.
  - a. In the long run the bad things that happen to us are balanced by the good ones.
  - b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.
  - a. With enough effort we can wipe out political corruption.
  - b. It is difficult for people to have much control over the things politicians do in office.
23.
  - a. Sometimes I can't understand how teachers arrive at the grades they give.
  - b. There is a direct connection between how hard I study and the grades I get.
24.
  - a. A good leader expects people to decide for themselves what they should do.
  - b. A good leader makes it clear to everybody what their jobs are.
25.
  - a. Many times I feel that I have little influence over the things that happen to me.
  - b. It is impossible for me to believe that chance or luck plays an important role in my life.
26.
  - a. People are lonely because they don't try to be friendly.
  - b. There's not much use in trying too hard to please people, if they like you, they like you.
27.
  - a. There is too much emphasis on athletics in high school.
  - b. Team sports are an excellent way to build character.
28.
  - a. What happens to me is my own doing.
  - b. Sometimes I feel that I don't have control over the direction my life is taking.
29.
  - a. Most of the time I can't understand why politicians behave the way they do.
  - b. In the long run the people are responsible for bad government on a national as well as on a local level.

## ANSWER SHEET I-E SCALE

NAME \_\_\_\_\_

COURSE \_\_\_\_\_

	a	b
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

	a	b
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		

PLACE A CHECK IN THE BOX OPPOSITE THE  
NUMBER OF THE QUESTION YOU ARE  
RESPONDING TO.



## Appendix E

Counselor Rating FormAudio/visual Segment

#1.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#2.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#3.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#4.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#5.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#6.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#7.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#8.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5

#9.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#10.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#11.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#12.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#13.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#14.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5
#15.	Empathy	1	2	3	4	5
	Respect	1	2	3	4	5
	Genuineness	1	2	3	4	5
	Concreteness	1	2	3	4	5

## Appendix F

Vita

Lucy Glover Potter

Birthdate July 18, 1952

Place of Birth Lima, Ohio

## Education

Advanced Certificate in Education May, 1978

Master of Arts in Education May, 1975

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ABSTRACT

THE RELATIONSHIP BETWEEN TRAIT ANXIETY, LOCUS OF CONTROL, AND COUNSELOR INTERPERSONAL PROCESS VARIABLES.

HOLLINGSWORTH, LAWRENCE A., Ed.D.  
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA, 1979

CHAIRMAN: DR. KEVIN E. GEOFFROY

The current study examines the relationship between the counselor attribute variables of trait anxiety, locus of control, and the interpersonal process variables of empathy, respect, genuineness, and concreteness.

Subjects for the study included 30 graduate counseling students in the School of Education at the College of William and Mary. All subjects were engaged in a 15-minute interview with a confederate client. No control group was implemented.

Measurement instruments included Spielburger's State-Trait Anxiety Inventory, Rotter's Locus of Control Scale, and the Counselor Rating Form which measures the interpersonal process variables of empathy, respect, genuineness, and concreteness.

Predicted outcomes were:

1. There will be no significant relationship between counselor trait anxiety and the counselor interpersonal process variables of empathy, respect, genuineness, and concreteness.
2. There will be no significant relationship between counselor locus of control orientation and the counselor interpersonal process variables of empathy, respect, genuineness, and concreteness.
3. There will be no significant relationship between trait anxiety scores and locus of control scores.

All hypotheses were tested by the Spearman correlation test at the .05 level of significance.

Results indicate that there exists no significant relationship between the counselor attributes of trait anxiety, locus of control, and the interpersonal process variables of empathy, respect, genuineness, and concreteness. A significant relationship was discovered, however, between trait anxiety scores and locus of control scores ( $p < .03$ ).

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### Education

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### Experience

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