

A REVIEW OF STUDIES OF THE RESULTS OF COUNSELING

by

MAXINE GENEVIEVE MILLER TRIMBLE

B. S., Emporia State Teachers College, 1941

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962

KANSAS STATE UNIVERSITY LIBRARIES

TABLE OF CONTENTS

INTRODUCTION	1
STATEMENT OF THE PROBLEM AND LIMITS OF THE STUDY	2
PROCEDURES AND PROBLEMS INVOLVED IN COUNSELING EVALUATION	3
THE CLIENT EXPERIENCED A CHANGE IN SELF	7
An Increase in Client Self-knowledge	8
More Client Self-acceptance	11
Client Choices Became Reoriented Toward More Realistic Goals and Behavior	16
IMPROVEMENT IN CLASS GRADES	20
CLIENT SATISFACTION	26
THE COUNSELOR'S JUDGMENT OF THE OUTCOME OF THE INTERVIEW	30
CONCLUSIONS DRAWN FROM THE REPORTED RESEARCH	35
ACKNOWLEDGMENTS	39
LITERATURE CITED	40

INTRODUCTION

The counseling profession is constantly searching for a deeper understanding of human behavior and for new methods of influencing this behavior. However, after employing the most scientific methods available, the counselor must ask, (24, p. 7) "Was any real change brought about as a result of the counseling experience, and if so, what was the nature of the change?"

These questions indicate great professional responsibility. Murphy (24) points out that it is the responsibility of the profession to find what is actually being done to people, when it is done well, when it is done poorly, where errors can be rectified and where omissions can be corrected. Strang (43) emphasizes that society demands proof of the effectiveness of counseling.

In response to the necessity for evaluating the effectiveness of counseling, many studies have been made by counselors to measure the results of their efforts. Those who pioneered in this work were immediately confronted with the problem of establishing suitable criteria against which the effectiveness of procedures and outcomes could be judged. Patterson (27) in his discussion of the criterion problem states that a method may be effective in terms of one criterion but not for another. Many different criteria may be used in evaluating counseling and they may or may not be closely related. It is far wiser and more desirable to use multiple criteria than to combine specific criteria into a composite for evaluating the effectiveness of counseling. Williamson and Bordin (46) suggest that evaluation becomes more truly a process of enumeration in terms of broad categories rather than of measurement. In reviewing the literature pertaining to the evaluation of the effects of counseling, o'Dea and Zeran

(26, p. 241) summarize their findings:

There is a need for research to discover the relative efficacy of the known criteria for evaluation of counseling. There is a need for evaluative methods which meet acceptable research standards. The lack of suitable criteria has been the greatest single difficulty of evaluation. There is no clear-cut set of criteria that would be applicable in evaluating the effects of counseling in all situations, and every criterion that has been used has elements of error. It is extremely difficult to design studies to evaluate counseling factors in causing counselee gains. In order to have relatively complete evaluative methods, both immediate and delayed effects of counseling should be measured. There is by no means agreement among counseling specialists as to what criteria should be used to measure counseling outcomes. And finally different criteria measure different aspects of the effects of counseling.

In evaluating the success of counseling it must be determined if the criterion of success should be satisfaction or adjustment. Tyler (45, p. 272) states that if a client is pleased many counselors feel that the counseling efforts can be considered successful. However, most professional people also feel that evaluation must go beyond this and they consider factors of adjustment as well as satisfaction to be worthy goals of counseling. In determining the degree to which satisfactory adjustment has been achieved, the counselor must employ objective as well as subjective criteria.

STATEMENT OF THE PROBLEM AND LIMITS OF THE STUDY

This report was undertaken in an effort to review some of the studies of the results of counseling. The purposes of this study were: (a) to summarize some of the efforts which have been made by counselors to measure their success or lack of success in counseling with designated criteria; and (b) to interpret these findings so that they will be of use to the school counselor in evaluating his own counseling procedures and outcomes.

In presenting some of the research which has been done in the areas of the six criteria chosen, many pertinent studies were arbitrarily eliminated because the counseling had been done in group sessions rather than by individual counseling. The writer chose Good's definition of counseling for purposes of this report, and that definition casts counseling as a one-to-one relationship between client and counselor. So for the sake of consistency and within the limit of this study, research employing group techniques was usually not included. This does not imply that the writer is unaware of some research which indicates that where group techniques are applicable, they prove as effective as individual counseling.

The research reported in this study was obtained in educational institutions, junior high school through college. That research done by the Veteran Administration or Employment Services was arbitrarily excluded since the writer was concerned with those counseling criteria which might be useful in vocational, educational, and personal-social counseling evaluation within academic situations.

PROCEDURES AND PROBLEMS INVOLVED IN COUNSELING EVALUATION

This study was designed as a problem in library research. After selecting the topic to be considered, the writer consulted the following list of source materials to find suitable studies for this evaluation: Encyclopedia of Educational Research, Educational Index, Review of Educational Research, Reader's Guide, Psychological Abstracts, Dissertation Abstracts, Personnel and Guidance Journal, Journal of Consulting Psychology, and Educational and Psychological Measurement. In most instances, studies reported were made after 1950.

Six criteria were found to be representative of those used in measures of counseling success. Three of them are grouped under the larger heading "change in self." Studies reported are classified under the following headings as determined by the major criterion of counseling success used by the investigator.

- A. The client experienced a change in "self."
 - 1. An increase in client self-knowledge.
 - 2. The client became more self-accepting.
 - 3. The client choices became reoriented toward more realistic goals.
- B. Improvement in class grades.
- C. Client satisfaction.
- D. The counselor's judgment of the outcomes of the interview.

"Counseling is individualized and personalized assistance with personal, educational or vocational problems in which all pertinent facts are studied and analyzed, and a solution is sought often with the assistance of specialists, school and community resources and personal interviews in which the counselee is taught to make his own decisions (12, p. 104)."

Criterion is defined as "A behavior or condition which is or can be described in terms of an ideal and which is good. Criterion is the kind of behavior which is considered desirable and toward which one works (18, p. 58)."

For the purposes of this study effectiveness of counseling is defined as any type of improvement which is consistent with any one or more of the criteria which were reviewed.

In assessing effectiveness, it is necessary to have some indication from a technical point of view as to how well the job of counseling was

done. The writer would in no way imply that these measures of the technical aspects of counseling are the only or even the most important criteria which may be used for judging the effectiveness of counseling. So in this report both objective and subjective criteria have been considered. In the use of subjective evaluative criteria, the chief difficulty lies in the fact that adequate instruments have not yet been made for their measurement. Also, responses to the usual type of rating scale are too frequently colored by immediate and transitory circumstances to permit a high degree of validity. The objective criteria such as grade point average improvement are more easily handled from a statistical point of view, but it is easy to see how these criteria may be misleading in individual cases (45, p. 272). For example a client may fail to raise his grade point average because this would be unacceptable behavior within his particular peer group.

In considering the evaluation of counseling, four things must be taken into consideration: (a) goals and objectives must be clarified; (b) methods and instruments must be devised for securing evidence that these objectives have or have not been obtained; (c) information must be gained about the changes that have taken place in the individual; and (d) judgment must be passed on the "goodness" of the change (43, p. 53).

In regard to the clarification of goals and objective, these will vary with the school wherein the counseling is being done. Any true evaluation should be an appraisal of achievement in relation to objectives in a given situation. For example if in a given school situation the aims and objectives of counseling are better student performance, then certainly little if any evaluation of counseling should be made on the basis of personality adjustment per se.

The second consideration, that of methods and instruments, presents perhaps the greatest challenge and hindrance in the entire field of evaluating the success or failure of counseling. At best, the instruments available for measuring human behavior are crude; but slowly and by painstaking research those instruments are continually being refined. Even when experimental controls are introduced in an attempt to rule out possible effects of irrelevant variables and even when upon repeated experiments event B follows event A, it is not possible to infer a causal relationship between the two. In the field of human behavior it seems impossible to exhaust the infinite possibilities of associated events (28, p. 252). This is not presented in an effort to show that effective research in the area of human behavior is impossible but rather to point out how limited our present resources are and how much care should be taken when making assumptions on data gathered by present research methods.

In the third area, that of securing evidence that the objectives have or have not been met, further problems beset the researcher. Evidence of change resulting from counseling cannot be satisfactorily determined by "before" and "after" counseling measurements. If a matched control group is tested simultaneously with the experimental group, it has usually been assumed that any gains made by the experimental group over the control group can be attributed to counseling. This could be accepted if the control group were matched on relevant variables. This, however, presents quite another problem in evaluation: namely, what are the particular variables which are relevant to any particular criterion? One of these relevant variables is motivation. Tyler (45, p. 273) has suggested that we do not know how to match the pairs on this motivational characteristic which may

have a most important bearing on the particular problem. If the service could be given to only half those who apply for it and use the other half as controls, the problem could be solved, but this is hard to justify in a service agency.

The fourth area considered is that judgment must be passed on the "goodness" of the change. Pepinsky (28, p. 253) has indicated the magnitude of this problem when he points out that both the client's and the counselor's cultural and subcultural identifications are points of consideration in both the counseling process and the evaluation. In addition to this, any outside investigator who studies the results of the counseling process in an attempt to determine success or lack of success will bring his own values system to bear on the situation, perhaps increasing the subjectivity of judgment.

THE CLIENT EXPERIENCED A CHANGE IN SELF

Does counseling result in a change in self? This section of the report will be devoted to reviewing some of the research which has been directed toward answering this question. Three separate yet related criteria will be considered.

Rogers (34, p. 204) has indicated that three types of perception grouped together constitute a hierarchy toward genuine insight of which self-knowledge is the base. Intellectual acceptance of self as measured by the degree of accuracy of the student's estimation of his abilities, personality, interests and achievements with regard to test scores is an acceptable criterion for evaluating the success of counseling. Self-knowledge is necessary before a behavior change can be expected. The second level of

the hierarchy toward genuine insight as indicated by Rogers (34) is more self-acceptance. If more self-acceptance is achieved the client can see relationships between his own self, as he usually thought of it, and the less worthy, less acceptable impulses. In other words, the client becomes a less divided person emotionally. This too is a worthy criterion for the evaluating of the success of counseling, but any tool for measuring self-acceptance is at best subjective and lacking in precision. The highest level in achieving genuine insight includes the positive choice of more satisfying goals according to Rogers (34). The third criterion, re-orientation toward more realistic goals and choices, suggests objectively measurable change of a dynamic sort. What one cannot say, however, is that there is no growth or improvement in self-concept if there is no measurable change. The absence of measurable, observable change, does not rule out change in self-concept, it simply indicates genuine insight has not been completely achieved.

An Increase in Client Self-knowledge

The first of the three criteria to be considered as evidence of change in self is the student's ability to improve the accuracy of his estimation of his abilities, personality, interests and achievements with regard to test scores. For the sake of brevity, this will henceforth be referred to as improvement in self-knowledge.

Froelich (9) has suggested that self-knowledge is one of the obvious objectives of counseling and he justifies this on the grounds that a client must know himself if he is to make satisfactory adjustments to the difficulties which brought him to counseling. Berdie (2) warns that we cannot

assume that the mere presentation of information to a client will improve his problem-solving skills. It is not infrequent that a counselor observes a client who is unable to integrate information concerning himself with his behavior.

A summary of the research concerning the amount of self-knowledge clients receive from counseling was presented in Table 1. Those studies employing group counseling were excluded from the research. In addition, those studies not employing control groups were not used. However, the studies presented in Table 1 were similar in that they used test scores as a means of measuring the improvement of a student's self-knowledge.

In his study Berdie (2) attempted to determine whether or not counseling resulted in students learning more about their abilities, their interests, and their measured personality characteristics than they knew before counseling. After a follow-up period of six months, he found there was no difference between the control and experimental groups in the accuracy of the estimate of their personality or abilities as the result of counseling. However, he did find that the counseled men improved more than the uncounseled men in their ability to make self-estimates of their vocational interests and their probable achievement in college. No such improvement was noted for counseled women in the areas of self-estimates of their vocational interests and their probable achievement in college.

Singer and Stefflre (41) reported that when boys were asked to estimate their abilities and achievement test scores three months after receiving the information in counseling sessions they were unable to improve their estimation significantly over the estimates before counseling. However, under the same circumstances, girls made significantly better estimates of their aptitudes in mechanical and scientific fields.

Table 1. A summary of studies of client's increase in self-knowledge as a result of counseling.

Investigator:	Young (48)	Singer and Stefflre (41)	Froelich (9)	Berdie (2)
Population:	200 college freshmen men	72 male and 121 female high school seniors	485 high school students grades 9-12	180 entering college freshmen who participated in orientation program
Basis for selection of experimental group:	100 college freshmen men responding voluntarily to invitation for vocational counseling	those who received vocational advisement including testing and counseling	all students were selected from general summer school population	89 persons selected by use of table of random numbers
Treatment of experimental group:	one 25 minute counseling session following first six weeks of classes	students twice were asked to estimate their degree of interest in six fields as measured by Occupational Interest Inventory. First estimate before testing, second three months after counseling	E ₁ included those who were counseled and test results discussed. E ₂ included those who were counseled but with no test interpretation	received counseling at Student Counseling Center--filled in self-rating forms before and after counseling
Control group:	100 non-counseled new freshmen men matched to each of E group with regard to scholastic ability, high school rank and college course	-----	took tests but received no counseling	given no counseling by either advisor or counselor unless deemed necessary--filled in self-rated form at beginning and end of experiment
Type of counselor:	faculty advisor	high school counselor	graduate students in counseling psychology	regular college counselor
Factors investigated:	student's estimate of (a) grade in current courses, (b) scholastic aptitude test score, (c) achievement test results. Results on these three given, then student predicted his overall grade point average	that counseling does not decrease the discrepancy (difference between actual and estimated score) between a student's self-estimate of his interests and his scores on an interest test	the study was designed to measure the change in agreement between a person's rating of ability or interest and an objective measurement thereof	college students ability as a result of counseling to estimate more accurately their characteristics as measured by: (a) personality inventory; (b) aptitude tests; (c) interests tests; (d) grade averages
Results:	No evidence found that counseling improved the accuracy of self-prediction	ns found for males; for females more accurate (less discrepancy)	E ₁ showed greatest agreement between self-rating and test scores. C group showed least agreement	The groups as a whole showed no improvement in accuracy in self-estimates as a result of counseling. However, men in E group tended to more accurately estimate their interests and grade averages than did men in C group
Significance of results:	ns	females .01 level	.01 level	between .05 and .01

In his research Young (48) found no evidence that counseling improved the accuracy of self-prediction. Expressed in deciles, the mean of the self-prediction made before the counseling was 6.12, the mean of the self-prediction made after the counseling was 5.98, whereas the mean of actual achievement was 4.90. The mean in self-prediction were not significantly different from each other, and both were well above and significantly different from the mean of actual achievement.

Froelich (9) noted the change in agreement between the client's perception of himself with an external measure of self between the pre and post counseling interviews. His findings indicated improved self-knowledge after counseling.

From the four studies reviewed in Table 1 the conclusion seems warranted that some self-knowledge is gained from counseling, but the amount may vary with the area of self-knowledge being tested.

More Client Self-acceptance

The second criterion of the change in self is the effect which counseling has upon the client's self-acceptance. As previously indicated, this is the second level of the hierarchy toward genuine insight. If the client is to move toward more satisfying goals, he will have to see relationships between his self-concept and the less worthy and less acceptable impulses he experiences. As he becomes less divided emotionally he will become more ready to move toward positive choices and decisions.

What a person believes about himself is a generally accepted factor in the social comprehension he has of others. "The Self-concept theory postulates that a person's notion of himself is involved, complex and

significant factor in his behavior (30, p. 154)." The self-concept is more or less an organized perceptual object resulting from present and past observations. Thus the general behavior is to a large extent regulated and organized by what the individual perceives himself to be.

Wrenn (47) has suggested that there is a self-concept for every situation. "There is a consistent heirarchy of selves such as perceived self, the self that he thinks others believe him to be, the ideal self, and the inferred self (47, p. 104)." There is a generalized valence toward others and toward the perceived self which lies somewhere along an acceptance-rejection continuum.

It was observed by Cartwright (6) that those coming for counseling are plagued by a restricted scope of self and also by the narrow psychological importance of the self.

Many proposals have been made for approaches to evaluation of self-concept. Among these are the change in the evaluation of the self, the evaluations of others and the evaluations of values.

Some of the significant findings of representative studies concerned with measuring self-concept will be reviewed in Table 2. No studies were excluded for the lack of a control group.

Matteson (22) attempted to measure the difference between an individual's concept of himself and his estimate of the concept others had of him. He further attempted to measure the client's self-concept by the realism of his aspirations before and after counseling. Responses on the Self-Evaluating Scale were used to measure discrepancy which was defined as the difference between an individual's concept of himself and his estimate of the concept others had of him. Aspiration was defined as the

Table 2. A summary of studies of client's self-acceptance as a result of counseling.

Investigator:	Matteson (22)	Torrance (44)	Robertson (33)	Ewing (8)	Rosenman (35)	Cartwright (6)
Population:	400 college freshmen	1215 entering freshmen at K.S.U.	186 college students	39 college students recently receiving personal counseling	32 nondirective protocols were obtained. Selection basis of degree of success as rated by given client's counselor. Ten cases rated successful, ten unsuccessful, two doubtful.	seven males and three females, ages 18 to 42
Factors investigated:	Analysis of differences in (1) level of "differential aspiration," (2) level of "differential discrepancy," (3) individual responses to specific self-assessment items, and (4) indications of self-understanding, for counseled and non-counseled students.	at beginning and end of orientation program, freshmen were asked to give estimates of how they would stand in relation to their classmates on tests of general scholastic ability and achievement.	To determine the changes that occurred in students' attitudes toward themselves and toward college	A. How the client's rating on self, ideal self, father, mother and counselor correlated with each of the other figures rated by the same client. B. Each client judged by his counselor on five point scale as to amount of improvement in general personal scale as to amount of improvement on eleven types of personal problems.	(1) The nature of the relationship between self-evaluation and other-evaluation when these categories are not diluted by interaction comments. (2) To further examine whether the areas of evaluation and interaction have distinctive manifestations.	(1) If therapy subjects would show higher consistency after therapy than before. (2) If pre-therapy subjects would have less self-consistency than a control group and if there would be an appreciable difference in self-consistency between a post therapy group and a control group
Basis for selection of experimental group:	E ₁ had two or more Counseling Center visits E ₂ had one visit to the Counseling Center--also had been through a three-day program of pre-college counseling and orientation during summer	-----	-----	-----	-----	applied for psychotherapy at University Counseling Center
Control group:	no Counseling Center visit. Had been through a three-day program of pre-college counseling and orientation during summer.	-----	-----	-----	-----	selected to match E group in age and sex distribution never had, not now having and having no immediate intention of having therapy
Assessment tools:	(1) "Self-Evaluation Scale" (2) scores on the ACE and reading, arithmetic, and English usage tests, (3) Lee Thorpe Occupational Inventory, Thurstone Temperament Schedule, and Inventory of Beliefs	ACE Psychological Examination, Cooperative English Achievement Test, Cooperative Reading Test	questionnaire administered at beginning and end of three-day orientation conference; same questionnaire administered two years later in follow-up	Client rated himself on a five point scale on each of 100 traits indicating which traits were typical or not typical of himself, the person he would like to be, his father, mother, the counselor and a culturally approved figure.	The study is based upon content analysis of client remarks in the course of client centered therapy.	the Butler and Haigh 100 item Q-sort. Subjects made three sortings at the two times to describe themselves as they see themselves in relation to three people of their choice
Results:	(1) with respect to total aspiration index, the C groups registered higher scores than did the E groups. (2) at end of experiment discrepancy between student's own estimates in various areas and their estimates of others' opinion about them showed no significant differences among the group means. (3) An increase in aspiration in area of interest for both counseled and non-counseled group; counseled group (males) showed drop in temperament trait sub-index of aspiration and (females) in the aptitude and general personality areas sub-indexes. (4) No evidence to suggest that counseling seekers were prompted by the possession of any less self-understanding than their fellow students.	(1) little relationship between self-estimates and achieved standings. (2) when given an opportunity to re-evaluate themselves, there was a general revision downward in direction of more realistic self-evaluation. (3) Women evaluated themselves much more accurately than did men, but under-evaluated themselves more frequently. (4) Very little relationship between self-predicted grades and measured ability or achieved grades.	(1) Nearly all students had a definite educational goal before conference, but 25 per cent decided to change goal after conference. (2) Nearly 50 per cent changed idea of highest interest and nearly 80 per cent changed view of highest aptitude. (3) Understanding myself better showed a significant increase in ranking after conference, while learning more about college showed a significant decrease in ranking. (4) Deciding whether to attend college was not important reason for attending conference nor a benefit gained from it. (5) After conference significant number attributed more importance to interest in subjects, drive persistence, being well adjusted and less importance to personality, professor, aptitude and study skills. (6) Only reading rate and comprehension affected by program. Self-estimates were lowered. (7) Self-estimates did not have much stability after two years.	Clients who were estimated to be most improved tended to be those who: (1) Changed their ratings of the self figure so as to be more like their ideal figure, more like their counselor figure, and more like a culturally approved figure. (2) Changed their rating of the ideal figure so as to be more like the second rating of their self figure and of their counselor figure. (3) Change their rating of the counselor figure so as to be more like their second rating of the self figure and the second ratings of the parent of the same sex as the counselor. (4) Changed their ratings of parents as they relate to the other figures. (5) Changed each figure somewhat toward all of the other figures.	(1) Reported positive evaluations of others decrease while the reported positive self-evaluation, self-to-self actions and actions directed toward others increase in successfully rated clients. (2) Successfully rated clients see themselves as acting more positively toward others while continuing to evaluate them in a predominantly and even increasingly negative way. (3) Successfully rated client was revealed to possess an inverse relationship between positive self- and other-evaluation.	1. Successful therapy increases the consistency of the self-concept which one brings to varied interactional situations. 2. Pre-therapy subjects had less self-consistency than a control group and there was no appreciable difference in self consistency between post-therapy group and a control group

student's hoped-for improvement in the next two years. The year-end indexes of the discrepancy scores showed no significant differences among the control and experimental group. In the total aspiration index the control group registered higher scores than did the two experimental groups.

Torrance (44) studied 1215 entering freshmen at Kansas State University. Two estimates were given by the students, one before and one after the orientation program. The results indicated there was little relationship between the self-estimate the student had of his scholastic ability and the scholastic standing which he achieved. When this group was given the opportunity to re-evaluate themselves, there was a general revision downward in the direction of more realistic self-evaluation. Women evaluated themselves more accurately than did men, but they were more inclined to under-evaluate themselves. Torrance (44) concluded there seemed to be little relationship between self-predicted grades and measured ability or achieved grades.

Robertson (33) analyzed the results of a pre-college testing and counseling program for prospective freshmen. A questionnaire was administered at the beginning and end of the program to determine self-estimates and attitudes toward college. Significant changes were found in the student's self-estimates of reading skill and in certain factors considered to be important for success in college. However, a follow-up study two years later revealed little stability in most of the self-estimates.

Changes in the estimates of perceived self, ideal self, and perception of father, mother, and counselor were related by Ewing (8) to the counselor estimations of improvement in adjustment. Those judged to be most improved changed their estimates so that the self-perception became more like the

ideal self, more like the counselor figure, and more like a culturally-approved figure. In the second estimate the counselor figure changed to be more like their second estimate of the parent figure of the same sex and the ideal figure.

Rosenman (35) found a definite distinction between evaluations of others and actions toward them. Successfully rated clients saw themselves as acting more positively toward others while continuing to evaluate them in a predominantly and even increasingly negative way. He found an inverse relationship between the positive "self" and "other" evaluation in successfully rated clients. Perhaps this says in effect that the "self-other" concept needs refinement.

Cartwright (6) tested the self-consistency of twenty subjects. Ten had pre-and-post therapy tests while the ten subjects in the control group were tested on only one occasion. Testing required that the subjects make three sortings to describe themselves as they saw themselves in relation to three people of their choice. The study appeared to support the conclusion that successful therapy increases the consistency of the self-concept in interactional situations.

After reviewing some of the research in the use of changes in the self-concept in counseling, Wrenn (47, p. 108) concluded that "there seemed to be substantial proof that change in self-acceptance is accompanied by increased acceptance of others and that this in turn is associated with independently appraised improvement in adjustment or personality integration."

The research just presented seems to indicate that successful counseling does bring about a greater degree of emotional consistency within the

client. This emotional consistency helps the client experience more self-acceptance.

Client Choices Became Reoriented Toward More Realistic Goals and Behavior

The third criterion in this series "the change of self" is client reorientation toward more realistic choices and behavior. A summary of the research is presented in Table 3. The four studies presented used control groups; three used individual counseling and the fourth, the study by Caplan (5), employed group counseling. Caplan's (5) study was included in this report even though it used group methods because it attempted to study counseling within the framework of 'self' psychology. "Group counseling was assumed to effect measurable change in self concepts of the counselees and further was assumed to effect changes in school achievements and behavior (5, p. 124)." Of those studies presented, Hoyt (14) tried to determine if counseling helped students make more realistic vocational choices. Merenda and Rothney (36) investigated the possibility that counseling made students more satisfied and adjusted to post-high-school plans. Davis (7) and Caplan (5) tried by their research to determine if counseling improved school citizenship marks.

Thirty students who had not made vocational choices but were interested in doing so were divided into two groups by Hoyt (14). One group received individual counseling and the other group received no counseling until the experiment had been concluded. His experiment indicated that those receiving counseling experienced satisfaction and certainty with the vocational choices made; that these vocational choices were realistic.

Table 3. A summary of studies of client's reorientation toward more realistic goals and behavior as a result of counseling.

Study:	Hoyt (14)	Davis (7)	Merenda and Rothney (36)	Caplan (5)
Population:	thirty college freshmen men	twenty high school seniors	870 sophomores in four Wisconsin high schools	thirty-four junior high school boys, ages 12 to 14
Basis for selection of experimental group:	random selection of 15 students who had not made a vocational choice and were interested in participating in a program in vocational counseling	in lower 50 per cent of the class in citizenship (co-operation, attitude, courtesy for others, promptness, coming prepared to work, using class time advantageously, respect for property)	these 870 students were alternately assigned to two district groups: one experimental, the other control	selected by record of long-term, frequent conflict with school authorities and regulations. Divided into three groups according to grade placement
Treatment of experimental group:	typical counseling methods of the Student Counseling Center. Average number of appointments was 2.6	two periods of individual counseling	during the three remaining years of high school E group received intensive counseling	three experimental groups each met separately with counselors weekly for ten 50 minute interviews. Regular individual counseling facilities available if desired by boys
Control group:	random selection of 15 students who had not made a vocational choice and were interested in counseling program. No counseling given until after experiment	no counseling. Matched with E group in relation to sex, age, grade, citizenship grade, IA, number in family, number of schools attended, educational retardation in years	no intensive counseling available to this group from regular school staff	C group matched with E group for grade placement, economic status, intelligence, age and school record. No special counseling given
Type of counselor:	college counselors	high school counselor	qualified counselors--members of University of Wisconsin staff	regular junior high school staff counselors
Factors investigated:	If counseling increased: (1) satisfaction with vocational choices (2) certainty of vocational choice (3) realism of vocational choice (4) appropriateness of certainty in terms of realism	1. individual counseling has an effect on behavior in the classroom as measured by citizenship grades 2. pre- and post-tests of citizenship grades were tabulated	evaluation criteria classified into following categories: (1) measures of satisfaction with and adjustment to post high school status; (2) measures of optimism in outlook toward the future; (3) measures of reflection on high school training--how it helped and failed; (4) measures of persistency in post-high school endeavors	Both E and C groups citizenship grades analyzed for periods of experiment. Citizenship marks could only be approached through number of classes in which warning or unsatisfactory citizenship marks had been given
Results:	(1) difference favored experimental group in satisfaction with choice; (2) difference favored experimental group in certainty of choice; (3) favored experimental group in realism; (4) no difference in appropriateness of certainty in terms of realism	when pre- and post-measures were compared, E group had higher citizenship grades but C group did not change significantly	counseling appeared to produce for the population studies outcomes in all areas investigated favorable to the experimental group five years after graduation	there was a significant decrease in mean number of poor citizenship marks present in E group. No such difference in C group
Significance of results:	(1) .01 level; (2) .01 level; (3) between .10 and .05 level; (4) .10.	.05 level	.07 level or greater	above .01 level

An extensive study of counseling evaluation was conducted by Rothney and Merenda (36). It extended over an eight year period. The original population included 870 high school sophomores. Of this group 690 remained to complete their high school program. Five years after graduation one hundred per cent of the 685 survivors returned the questionnaire and the research gained from these data was the subject of the study. The results indicated desirable outcomes in terms of educational, vocational and personal satisfaction for those receiving counseling. They also indicated a greater degree of optimism in outlook toward the future, more positive reflections on the value of high school training, and greater persistency in post-high-school endeavors than those subjects who had received no counseling in the experimental provisions.

Davis (7) was interested in discovering the effects which counseling might have upon behavior as measured by citizenship grades. He investigated the effects of both group and individual counseling but for the purposes of this study only those results of individual counseling were reported. Of the 70 students in the junior class, those with the lowest citizenship grades at the end of the year were chosen for the experiment. Ten were given no experimental counseling and served as the control group. Ten others were given a minimum of two individual counseling interviews of approximately 45 minutes each. The counselor structured the interview to the extent that the student was told he was in the bottom 50 per cent of the class in citizenship, but anything the student wished to talk about was covered. When the pre- and post-measures were compared, the individuals counseled had changed significantly at the .05 level of confidence in the classroom as measured by citizenship grades. The control group showed no

such change.

The work done by Caplan (5) was of particular interest to this research since it attempted to relate increases in self- and ideal-self concepts to positive changes in behavior as measured by classroom citizenship grades.

The Q-technique was used to measure the self- and ideal-self-concepts of 34 junior high school boys who had long term frequent conflict with school authorities and regulations. These self- and ideal-self concepts were measured at the beginning and end (pre- and post-counseling) of the one semester experiment. This was to measure if (group) counseling effected a measurable change in self-concept. The data indicated that a change significant at the .01 level took place within the total experimental group while no such significant change took place within the control group. It was inferred that the changes in the experimental groups were a result of the counseling interviews.

The citizenship records for the experimental and control groups were analyzed for the period of the experiment. The nature of the grading system was such that a study of citizenship marks could only be approached through the number of classes in which warning or unsatisfactory citizenship marks had been given. There was no such significant decrease present in the total control group. The differences in the mean number of decreases in poor citizenship marks between the experimental and control groups was above the .01 level of confidence.

It was concluded by Caplan (5) that if a more integrated self-structure enabled one to be less tense, less disturbed, and more accepting and understanding of others, then it might reasonably be hoped that positive change

in behavior might also occur.

The four studies presented in Table 3 indicated that counseling did result in more realistic choices and behavior.

An interesting study was made by Broedel (3) concerning the effects of group-counseling on the mental health of under achieving gifted adolescents. This study was not included in the research reported on Table 3 because it seemed to be concerned with such a highly specialized population. The results further confirm the findings which had been revealed on the more general populations used in the studies reported in Table 3. Broedel (3) found that the experimental groups in his study made significantly greater gains in pre-post testing of self acceptance and acceptance of others than did the control group. The change in more acceptance of self and others was accompanied by changes in behavior as indicated on a Behavior Inventory and also by description of the behavior of the client by observers. Sharing in this description of behavior of the client were teacher-counselors, clinical observers, counselors and parents. It appeared that when the client discovered others accepted him he found he could better accept others and eventually he could better accept himself. After he began accepting himself, then and only then could he accept the fact he was gifted and make plans which required him to use his potentials.

IMPROVEMENT IN CLASS GRADES

The improvement in class grades was the fourth criterion considered in this report for evaluating the outcome of counseling. Table 4 presents a summary of such research. Those studies employing group-counseling were arbitrarily excluded and only those employing individual counseling are

Table 4. A summary of studies of client's improvement in class grades as a result of counseling

Study:	Guthrie and O'Neill (11)	Martin (21)	Moore and Popham (23)	Scarborough (37)	Richardson (32)	Klingelhofer (20)	Baymur and Patterson (1)	Kaess and Long (19)	Sherriffs (40)	Calhoun (4)	Stasek (42)
Population:	second semester college freshmen (men)	undergraduate students	undergraduate students	students who attended an Educational Guidance Clinic subsequent to university enrollment	undergraduates in a school of technology	undergraduate students	11th grade midwest high school students	veterans who were graduated from school of technology	students from a beginning survey course in psychology (college)	eighth grade pupils	high school students E ₁ sophomores, E ₂ seniors
Basis for selection of experimental groups:	groups equated on first semester achievement and college aptitude tests	students receiving three D's or any F's in subjects exclusive of physical education	subjects were chosen by a table of random numbers--predominantly freshmen and sophomores	-----	a group who were still in the school but likely to be dropped because of poor grades	bases for selection: same data available on all individuals; all to be on probation for first time	student designated as an under-achiever if his percentile rank based on grades was 25 or more points below his percentile rank on the DAT score	received vocational guidance, had as their objective one of four types of engineering degrees, were graduated from school of technology	random selection of 34 students from a class of 257 students	group mental ability test used as measure of capacity; attainment measured by standardized achievement battery	all male students in the year group considered with a difference of one or more academic points between their actual and projected average for the semester previous
Treatment of experimental group:	individual counseling concerning academic matters--15 minutes per week for ten weeks	one interview at mid-semester	E ₁ student-centered, three interviews of one-half hour minimum E ₂ content-centered, three interviews of one-half hour minimum	Test data gathered from individual and group contacts in formal and informal settings. Counselors attempted to reach a common decision regarding educational and vocational plans of students	in interview several topics were discussed primarily in an information-giving construct	given individual, directive, educational counseling over specific problem areas E ₁ given four interviews E ₂ given one interview	provided individual therapeutic counseling at weekly intervals for a maximum of twelve weeks	received vocational guidance at the City College Vocational Advisement Unit	one hour interview after the first midterm examination	at least three conferences held with each member of E group during year. Test results interpreted. Pupils encouraged to develop plans to alleviate underachievement based on own analysis	specialized educational counseling
Control groups:	C ₁ individual counseling on anything but academic matters--15 min. per week for ten weeks. C ₂ no attention	about half the group failed to appear for interview--these used as control	no counseling	attended the university but did not have the EGC experience prior to enrolling	non-counseled control group matched with experimental group for year of entry, type of high school and composite score	subjects in a preliminary study conducted on probationers corresponding to those in the experimental study and drawn from the group of new probationers	had no contact with the counselor	composed of veterans who had not received guidance and were matched on a one-to-one basis with experimental group	the remainder of the class	matched on pair basis with E group on basis of sex, chronological age, IA, and degree of underachievement--no counseling	matched with E group--received no counseling
Type of counselor:	graduate dorm counselor--major in education or clinical psychology	-----	graduate assistant	-----	-----	full-time college counselor	full-time counselor	-----	class instructor	regular school counselor	regular school counselor
Results:	all groups showed a slight academic improvement over previous semester	gain in grades during the year by interviewed students was slight and quite unreliable while gains by the non-interviewed students was much greater	neither student-centered interviewing nor content-centered interviewing technique resulted in any significant differences in students' final course grades	no advantage accrued to the student participating in the EGC in the grades he obtained while in college	statistically the counseled group fared no better academically than the non-counseled students	the advised group achieved reliably better than the unadvised group	the analysis of variance of differences in grade point averages was not significant	mean grade-point index for both E and C groups increased, but difference between gains made by the two groups not statistically significant	the E group improved more than did the remainder of the class in second midterm examination. The difference still favored the E group at the time of the final examination ten weeks later	for the five report periods as a whole, school marks for the E group better by a statistically significant margin	in both experiments improvement was consistently in favor of the E groups in terms of both the number of students who improved and the degree of improvement
Significance of results:	ns	.01 level	ns	ns	ns	.01 level	ns	ns	following counseling significant at .05 level. Ten weeks later ns	-----	-----

reported. In the 11 studies presented in Table 4 the grade point averages of the counseled students in the experimental group were contrasted with the grade point averages of the control groups.

In reviewing the treatment given the experimental groups, it was noted that the range of time given each client was from one to twelve interviews, with the mean being 4.22 interviews for those studies specifying the number of interviews given. The length of time spent in interviewing was from 15 minutes to an unspecified length of time. For eight of the experimental groups content-centered counseling was used, two groups were given therapeutic counseling, and it was not indicated what type of counseling was used for two other groups.

Six of the 11 studies showed no statistical difference between the means of the experimental and control groups in the improvement of class grades. Two studies showed a significant difference at the .01 level of confidence favoring the experimental groups. Four weeks following counseling, Sherriffs found that differences favoring the experimental group were significant at the .05 level of confidence. However, ten weeks following counseling, this observable difference had diminished until it was no longer statistically significant.

Any discussion of the general problem of raising the scholastic achievement of students should include factors which contribute to the general problem of underachievement. These factors are multitudinous, varied and complex and would not appear to be easily handled in brief counseling relationships. Only five of the more common causes of underachievement are included in this brief discussion.

First, problems of deep personal-emotional adjustment can be viewed as one factor contributing to underachievement among male high school and college students. There are indications that this is not a problem which has its genesis within the educational framework, but rather students bring it with them, at least in embryo form, when they enter high school (39). It has been suggested, however, that students exhibiting serious personality problems such as this should be considered as having the lowest priority order among the counselor's tasks (16). If this viewpoint is accepted by high school and college counselors, then it seems likely that short term school counseling will possibly have little observable effect upon raising the academic achievement of underachieving students with these deep personal-emotional problems.

A second factor in underachievement is also related to emotionally unhappy students. It is possible that a student with personal-social problems may be coping with this difficulty by actually spending unusual amounts of time and effort on school work. If counseling should improve his social adjustment, his grades are likely to drop somewhat (45, p. 272).

A third factor to be considered is that the desire for scholastic success is basically a culturally-determined goal. Since parents largely determine the cultural framework within which the high school student operates, much of the motivation for scholastic success comes from the home rather than from the school (13). If a student has no particular felt need for academic success it seems a relatively remote possibility that he can be induced through counseling to make the necessary effort which would be required to better his class grades.

Social acceptance within the peer group is a fourth factor which may influence academic success of high school students. Within some teenage groups has flourished an attitude of contempt for any scholastic achievement beyond the bare minimum for passing. Should a student be associated with such a group, he would be forced to keep his grades relatively low if he intended to remain within the group. Counseling for the reorientation of values in such a case might well have as one of its by-products the raising of class grades. But counseling for the expressed purpose of raising class grades would be in direct conflict with the student's social goals.

A fifth factor which may account for some scholastic underachievement is participation in extra-curricular activities within school or gainful employment outside of school. It is possible that a student may make a conscious choice between maximum academic success and extra-curricular activities. Often the time and effort required for participation in numerous extra-curricular activities leaves only a minimal amount of energy for scholastic pursuits (1). This assumption may be warranted for high school students, but an unpublished research report at Kansas State University (15) concluded that there was no difference in the grade point averages between those university students who did not work and those who did.

In general, the research attempting to assess counseling success by improved class grades seems disappointing. This may be partially accounted for by what appears to be an insufficient length of time allotted for counseling in most studies. Dealing with the varied and complex causes of underachievement as discussed above is often a time-consuming process. There is little evidence in the research reports to show that the necessary time was taken to attend to these complex causes of low achievement. On the contrary, the counseling was characterized as attempts to directly motivate the student

to improve his grades.

Another factor influencing the outcome of counseling for academic success is the relative readiness with which the student enters the counseling relationship. Considerable evidence points to the superior effectiveness of counseling to which the student comes voluntarily as opposed to counseling in which the student is given little or no choice. In many of the studies the student was not given the choice of receiving or declining counseling.

It appeared, then, that counseling directly to improve academic success was not successful. A number of factors seemed to contribute to this unfavorable result:

1. Problems of deep personal-emotional nature tended to depress class grades, but school counseling was of insufficient duration or depth to effectively deal with the underlying problem.
2. If the student had not been motivated by his home environment to succeed academically, there was little that counseling could do to furnish this motivation.
3. If better class grades were in direct conflict with the social goal of the student, counseling was likely to be ineffective in raising the grades.
4. Counseling might make the student more successful in other areas of living and thus remove the need to use good class grades as a means of obtaining social acceptability.
5. A conscious choice between good grades and out-of-class activities might have been made by the student and thus counseling would not likely be too successful in raising the grade point average.

To counsel for academic success it appeared that the counselor must discover the underlying factors in the individual case and counsel in terms of these factors. It seemed best to help the student to think through his

personal goals and values and then counseling would better be able to help the student choose his personal goals and develop his personal values. If greater academic success was one of the goals chosen by the student as a result of this type of counseling, then more favorable results in terms of higher grades might be expected.

CLIENT SATISFACTION

The client's satisfaction with counseling was the fifth criterion considered in this report for evaluating the outcome of counseling. Table 5 presents a summary of representative research. Only those studies employing individual counseling were included in the research. Results for these studies were obtained from client responses on reaction sheets or questionnaires. The four studies reported in Table 5 revealed that clients express a high degree of satisfaction with counseling.

Regrettably, the four studies did not share common criteria for assessing client satisfaction. As a matter of fact, there was little agreement as to what constituted client satisfaction. As a result of this ambiguity in the term satisfaction, counselors chose to investigate many differing factors which contributed to feelings of satisfaction with counseling. Thus there were as many differing criteria as there were differing definitions of satisfaction.

Jensen (17) found that a large per cent of students expressed satisfaction resulting from (a) an evaluation of their potentialities, and (b) progress in choosing realistic while-in-school and after-school goals.

Goodstein and Griggs (10), seeking to identify factors contributing to client satisfaction, discovered no relationship between counseling technique

Table 5. A summary of studies of client's satisfaction as a result of counseling.

Study:	Jensen (17)	Nelson (25)	Goodstein and Griggs (10)	Young (48)																
Student:	20% random sampling of 8,000 high school students--grades nine through twelve	eighty-eight terminated high school and adult clients. Sixty-five respondents between ages of 14 and 18. Twenty-three over 18.	two hundred and eighty-eight terminated college clients	100 college freshmen men																
Aspect of counseling:	vocational, educational and personal-social	vocational and educational	vocational, educational and personal-social	primarily test interpretation and grade prediction. One 25 minute session																
Factors investigated:	how students who had talked with counselors about their problems actually felt about the counseling help they had received	the relationship between vocational maturity (as measured by the making of realistic vocational choices) and client satisfaction with counseling	relationship between client satisfaction and: 1. counselor consistency in technique 2. client feelings about counselor responsibility 3. client feelings of comfort during counseling 4. client appraisal of counselor participation	student satisfaction with knowledge of: 1. achievement test standing 2. knowing ability test standing 3. seeing relation of individual grades to overall achievement																
Counselor:	high school counselor	college counselor	college counselor	faculty advisers																
Assessment tools:	student reaction sheets administered under supervision of classroom teachers	questionnaire	questionnaire	self reports made to counselor at end of the session																
Client satisfaction:	81% had positive feelings toward help received in area of potentialities 60% felt they had received help in making progress toward realistic chosen while-in-school and after-school goals	59% immature--satisfied--sig. at 2% level 83% mature--satisfied 86% females stated they were satisfied with counseling 70% of males stated they were satisfied with counseling 68% of those 18 and under expressed satisfaction with counseling 91% of those over 18 expressed satisfaction. Sig. at 5% level	1. no relationship between technique and feelings of satisfaction 2. more satisfaction if counselor activity 3. the more comfortable the client the more satisfied he is with counseling 4. if client feels that he and the counselor are working together the more favorably he is inclined	<table><thead><tr><th></th><th><u>helpful</u></th><th><u>not helpful</u></th><th><u>annoying</u></th></tr></thead><tbody><tr><td>1. knowing achievement test standing</td><td>89%</td><td>8%</td><td>3%</td></tr><tr><td>2. knowing ability test standing</td><td>85%</td><td>12%</td><td>3%</td></tr><tr><td>3. seeing relationship of individual grades to overall achievement</td><td>72%</td><td>26%</td><td>2%</td></tr></tbody></table>		<u>helpful</u>	<u>not helpful</u>	<u>annoying</u>	1. knowing achievement test standing	89%	8%	3%	2. knowing ability test standing	85%	12%	3%	3. seeing relationship of individual grades to overall achievement	72%	26%	2%
	<u>helpful</u>	<u>not helpful</u>	<u>annoying</u>																	
1. knowing achievement test standing	89%	8%	3%																	
2. knowing ability test standing	85%	12%	3%																	
3. seeing relationship of individual grades to overall achievement	72%	26%	2%																	

and satisfaction. However, clients appeared more satisfied (a) if the counselor was actively working with the client on a solution to the problem, and (b) if the client felt comfortable in the relationship.

Chronological age, sex and vocational maturity were factors related to client satisfaction in the study by Nelson (25). In general, females tended to be more satisfied than males. The older and vocationally more mature a client was, the greater the satisfaction experienced.

Young (48) reported that 89 per cent of the students in his study expressed satisfaction with receiving achievement test results. Similarly, 85 per cent of the students expressed satisfaction with receiving ability test results. Somewhat fewer, 72 per cent, of the students expressed satisfaction with having their grades related to their achievement test scores.

One conclusion seems justified from an examination of the research reported, even though there was little agreement as to a definition of satisfaction: clients tended to express definite feelings of satisfaction with the counseling they had received.

The use of client satisfaction as a criterion for evaluating the success of counseling was considered desirable for several reasons. First, counseling was considered a service rendered. If the recipient feels pleased and feels that he has been helped, we can consider our efforts successful (45, p. 272). Second, success in therapy is not unlike success in the practice of law or of medicine: a successful practitioner, among other things, is one who elicits favorable reactions from the recipients of his services (10).

However, the use of client satisfaction as a criterion for evaluating the success of counseling has had serious limitations. One limitation was that it was possible for a counselor to "play up" to a client in such a way that he was temporarily elated with the counseling experience (17). This elation very possibly would have no significant relationship to personality change.

Another limitation of client evaluation of the outcome of counseling was that the client evaluation may be unrelated to any externally observable change in behavior (10). Even though the client may not give evidence of functioning any more effectively after counseling, he may be working under far less stress and pressure. Because of this the client may indicate that counseling was successful, but an objective assessment of this success would be difficult if not impossible. It might be also possible the "good" counseling which actually results in more favorable externally-observable change may be viewed by the client as unsatisfying.

Another criticism of this criterion is the fact that the client is self-involved in the counseling process (10). As such he cannot be considered an unbiased critic of the outcome. The effects of transference and identification are other reasons why client satisfaction has limitations as an evaluation criterion (10). If the client desires the counselor to be successful, he finds it difficult to divorce his wishes from reality.

When the client's feelings concerning the success of counseling are assessed immediately after counseling, the results tend to show the effects of the "hello-goodbye" phenomenon (10). Clients in the American society are conditioned to express satisfaction and appreciation when anyone endeavors to be helpful. This social behavior is likely to be reflected in

the client's immediate evaluation of the success of counseling.

Client satisfaction appeared useful as one criterion for evaluating success in counseling although there appeared to be some limitations. The justifications seemed to be that if the client felt pleased and benefited and reacted favorably, then counseling was successful. The limitations discussed were: (a) the counselor might intentionally "play up" to a client so as to elicit favorable comments; (b) client evaluation of counseling outcome may be unrelated to observable change in behavior; (c) counseling may serve no other purpose other than to help the client operate under less stress and pressure; (d) the client is self-involved in the outcome of counseling and thus cannot be considered an unbiased critic; (e) if the client's feelings are assessed immediately after counseling the results are likely to show the effects of the "hello-goodbye" phenomenon.

The conclusions from this research indicated that clients tended to express feelings of satisfaction with counseling. This satisfaction seemed to be related to the nature of counseling and to the counseling relationship rather than to the techniques and procedures used in counseling.

THE COUNSELOR'S JUDGMENT OF THE OUTCOME OF THE INTERVIEW

The sixth and last criterion considered in this report was the counselor's judgment of the outcomes of the interviews. Seeman (38) suggested that the counselor would seem to be a logical person to judge counseling outcomes because of his professional training and his close and constant witness of the therapeutic process.

In his study, Seeman (38) reported that Jonietz and Muench had found a significant correlation between Rorschach change and case rating. Seeman (38) also reported that Mosak found a correlation between Minnesota Multiphasic Personality Inventory and case rating. However, for purposes of this report no detailed analysis of comparisons of counselor judgment with such measures as the Rorschach and MMPI were done. Such a comparison would, no doubt, be a valid measure, but the average school counselor would not find such a comparison practical since he makes little use of such tests as the Rorschach and MMPI.

The three studies reviewed for this report compared internal measures of therapeutic process with counselor judgment. A summary of the research for this section is presented in Table 6. Unfortunately, the three studies did not use the same internal measures of the therapeutic process, so there could be little comparison of the studies. For instance, Poole (29) related counselor judgment of therapy with the judgments of typescript readers; Seeman (38) simply reported counselor judgments of therapy compared with differences in pre- and post-counseling ratings made by the counselor. Raskin (31) reported on a number of cases in which the counselor's appraisal was compared with the judgment of other counselors who listened to tape recordings of the interviews.

Poole (29) used typescripts as the method of reviewing the counseling interview. Judgments by typescript readers were compared with judgments made by counselors immediately before and after counseling interviews. Three major findings were reported (29, p. 40):

Table 6. A summary of studies of counselor's judgment of the results of counseling.

Study:	Seeman (38)	Raskin (31)	Poole (29)																																																							
Counseling outcomes investigated:	<ul style="list-style-type: none">(1) degree to which therapy was intellectual-cognitive process(2) degree to which therapy was an emotional-experimental process(3) degree to which client perceived therapy as a process of personal exploration or as a specific analysis of life situations(4) degree to which client has used the relationship itself as a focus for therapy(5) estimate of client's attitude toward during course of therapy(6) estimate of counselor's feeling toward the client(7) degree of personal integration of the client(8) the life adjustment of the client(9) degree of satisfaction of the client with the outcome of therapy(10) counselor rating of the outcome of therapy	<ul style="list-style-type: none">(1) attitudes toward self(2) acceptance of and respect for self(3) understanding and insight(4) maturity of behavior reported by client(5) defensiveness	<ul style="list-style-type: none">(1) self-understanding(2) making appropriate choices(3) accepting of responsibility(4) initiating of appropriate behavior(5) total																																																							
Counselor rating of therapeutic progress:	Each item rated on a nine point scale. The lower end of scale indicating attribute existed to a minimal degree. All ratings were made by the counselor concerned with the particular case at the time the case closed. The data his own impression and memory of the therapy as a whole	counselor rating of the case on a 1 to 9 scale of over-all therapeutic progress, with 1 representing no improvement and 9 standing for maximum improvement	Before each counseling interview except the first, every counselor checked both the problems he judged the counselee had revealed and the counseling goals that were appropriate at the time. The same evaluation occurred at the end of the interview																																																							
Means of observing therapeutic change:	On first eight items both the beginning and end phase of therapy were rated, so that difference between beginning and end ratings constituted a "movement" score for the variables although both ratings were made at the end of therapy	cases electrically recorded. Ten cases ranked for degree of improvement (1) according to the five interview-analysis measures and (2) the degree of improvement indicated by the counselor rating	The typescript reader followed a similar process as that done by counselor. Chi square tests of significance were computed to determine the significance of the difference between counselor and reader judgments																																																							
Relationship between internal measures and counselor evaluation:	<table><tr><td>Item</td><td>beginning</td><td>end</td><td>movement</td><td>cor.</td></tr><tr><td>1-----</td><td>6.5-----</td><td>4.6-----</td><td>1.9-----</td><td>.58</td></tr><tr><td>2-----</td><td>3.4-----</td><td>5.1-----</td><td>1.7-----</td><td>.67</td></tr><tr><td>3-----</td><td>3.5-----</td><td>6.1-----</td><td>2.6-----</td><td>.63</td></tr><tr><td>4-----</td><td>3.1-----</td><td>4.2-----</td><td>1.1-----</td><td>.20</td></tr><tr><td>5-----</td><td>4.8-----</td><td>6.8-----</td><td>2.0-----</td><td>.78</td></tr><tr><td>6-----</td><td>5.6-----</td><td>7.1-----</td><td>1.5-----</td><td>.65</td></tr><tr><td>7-----</td><td>3.1-----</td><td>5.5-----</td><td>2.4-----</td><td>.89</td></tr><tr><td>8-----</td><td>3.8-----</td><td>6.3-----</td><td>2.5-----</td><td>.74</td></tr><tr><td>9-----</td><td></td><td>6.2-----</td><td></td><td>.73</td></tr><tr><td>10-----</td><td></td><td>5.7-----</td><td></td><td>.73</td></tr></table>	Item	beginning	end	movement	cor.	1-----	6.5-----	4.6-----	1.9-----	.58	2-----	3.4-----	5.1-----	1.7-----	.67	3-----	3.5-----	6.1-----	2.6-----	.63	4-----	3.1-----	4.2-----	1.1-----	.20	5-----	4.8-----	6.8-----	2.0-----	.78	6-----	5.6-----	7.1-----	1.5-----	.65	7-----	3.1-----	5.5-----	2.4-----	.89	8-----	3.8-----	6.3-----	2.5-----	.74	9-----		6.2-----		.73	10-----		5.7-----		.73	a close and consistent relationship between interview-analysis measures and counselor ratings	<ul style="list-style-type: none">(1) there was a positive relationship on client problems(2) no significant relationship appropriate goals for counselor goals(3) negative relationship on goals achieved. On total of all goals combined the answer was affirmative
Item	beginning	end	movement	cor.																																																						
1-----	6.5-----	4.6-----	1.9-----	.58																																																						
2-----	3.4-----	5.1-----	1.7-----	.67																																																						
3-----	3.5-----	6.1-----	2.6-----	.63																																																						
4-----	3.1-----	4.2-----	1.1-----	.20																																																						
5-----	4.8-----	6.8-----	2.0-----	.78																																																						
6-----	5.6-----	7.1-----	1.5-----	.65																																																						
7-----	3.1-----	5.5-----	2.4-----	.89																																																						
8-----	3.8-----	6.3-----	2.5-----	.74																																																						
9-----		6.2-----		.73																																																						
10-----		5.7-----		.73																																																						

Table 6 (concl.).

	Seeman (38)	Raskin (31)	Poole (29)
Significance of results:	all means in column (4) and all correlations in column (5) significant at .01 level, except item (4). This significant at .05 level	rank difference correlation equaling .70, with probable error of .11	(1) before interview .05 level; after interview .01 level

1. There was a predominance of agreement between counselors and readers on counselee problems.
2. Readers identified counselors' goals with significant agreement among themselves, but these were not for the goals the counselors had judged appropriate.
3. Readers identified counselee achievement of goals with significant agreement among themselves, but these were not for the goals the counselors had judged appropriate for the clients.

The findings seemed to indicate to Poole (29) that an evaluation of a typescript was not consonant with the reported evaluation during the counseling process by the counselor.

In his study Seeman (38) examined counselor judgments of therapy for 23 research clients. All ranges of judged success were present and as a group significant movement in therapy was noted on all items of internal measure except the degree to which the client had used the relationship itself as a focus for therapy. "Movement" scores were designated as the difference between beginning and end ratings.

The portion of Raskin's (31) study reported here is part of an analysis of six parallel studies. Among other things, he used these studies to furnish three means of measuring success in therapy. These three different types of estimates were based on (a) objective interview-analysis criteria of five specified concepts: attitudes toward self, acceptance of and respect for self, understanding and insight, maturity of behavior reported by client, defensiveness; (b) counselor ratings; and (c) a comparison of pre- and post-Rorschach protocols. For the purpose of this study only that part of Raskin's work which compared the degree of improvement noted by the interview-analysis measure and the degree of improvement

indicated by the counselor was used. The cases were ranked by those listening to the tapes according to (a) the amount of difference between first and last interviews judged by the five interview-analysis measures and (b) the degree of improvement noted by the counselors. A fairly close and consistent relationship was found to exist here, with the rank-difference correlation of .70, with a probable error of .11.

On the basis of the very limited studies presented in Table 6, it seems logical to conclude that the counselors' judgment of counseling outcomes may be accepted with some degree of confidence as a measure of counseling success.

CONCLUSIONS DRAWN FROM THE REPORTED RESEARCH

The following conclusions were drawn from a review of the research:

- I. There was not much stability in the self-knowledge gained by counseled students in the areas of test score predictions or scholastic performance.
 - a. There was some evidence that counseling helped improve the client's estimates of reading skill and estimates of certain other factors considered to be important for success in college, but there was little stability in these self-estimates after two years.
 - b. Counseling seemed to help students re-evaluate their scholastic abilities in the direction of reality, but there was little relationship between self-predicted grades and measured ability or achieved grades.

- c. As a result of counseling, students were able to predict somewhat more accurately their class grades, scholastic aptitude, achievement, interest and personality test scores.
- d. Test predictions varied with the areas being tested.
- e. Singer and Stefflre reported women could more accurately predict interest test scores following counseling, while Berdie's study implied that men could more accurately predict interest test scores after counseling.
- f. Uncounseled students had higher hopes of future scholastic improvement than did counseled students.

II. Counseling improved both self-acceptance and adjustment.

- a. The self concept consists of characteristics and dimensions which the individual values differently.
- b. Counseling did not improve a student's estimate of the concept others had of him.
- c. In successfully counseled clients their perceived self became more like the ideal self, more like the counselor figure and more like a culturally approved figure.
- d. Counseling brings about greater self-acceptance and this in turn brings about more acceptance of others which in turn is associated with improved adjustment and personality integration.

III. Counseling helped students chose suitable educational goals and make satisfactory vocational choices.

- a. Vocational choices became more certain, more satisfying, and more realistic for counseled students.

- b. Intensively counseled students tended to be more satisfied and better adjusted to post high school status; more optimistic in their outlook toward the future; reflected more favorably on high school training; and tended to persist to a greater degree in post high school endeavors.
- c. Clients felt counseling helped them establish realistic in-school and out-of-school goals.

IV. There was little to indicate stability in higher academic performance as a result of counseling for higher grades per se.

- a. There was little evidence to indicate that counseling for greater academic success produced significant long term gains.
- b. In counseling for academic success, the counselor should first determine the factors which contribute to low grades and counsel in terms of these factors rather than for higher grades per se.

V. Students liked counseling.

- a. Clients expressed satisfaction with the help they received in evaluating scholastic potentials.
- b. Clients expressed satisfaction with knowing ability and achievement test results and having achievement test results related to class grades.
- c. The following things contribute to client satisfaction:
 - (a) vocational maturity; (b) sex (women); (c) if the counselor is actively working with the client on a solution to the problem.
- d. No relationship was discovered between counseling techniques and client satisfaction.

- VI. Counselors were acceptable as judges of the outcomes of counseling.
- a. There was a predominance of agreement between judgments of typescript readers and counselor judgments on counselee problems, but no agreement on appropriate goals for the client, or achievement of these goals by the client.
 - b. There was a fairly close and consistent relationship between interview-analysis measures and counselor judgment of success in counseling.

ACKNOWLEDGMENTS

The writer wishes to take this opportunity of expressing her appreciation to those who have contributed of their time and energy in the furtherance of this report. The writer is especially indebted to her adviser, Dr. H. Leigh Baker, whose helpful guidance and counsel has been a constant source of inspiration. Mr. Walter S. Friesen and Dr. David Danskin have offered valuable suggestions and advice at crucial points in the study. The cooperation and encouragement of the investigator's husband have contributed to help bring this study to a successful completion.

LITERATURE CITED

- (1) Baymur, F. B. and C. H. Patterson
A comparison of three methods of assisting underachieving high school students. *Jour. of Counseling Psych.*, 1960, 7(2):83-88.
- (2) Berdie, Ralph
Changes in self-ratings as a method of evaluating counseling. *Jour. of Counseling Psych.*, 1954, 1(1):49-54.
- (3) Broedel, J. W.
A study of the effects of group counseling on the academic performance and mental health of underachieving gifted adolescent. *Dissertation Abstracts*, 1958-59, 19.
- (4) Calhoun, Samuel Reed
The effect of counseling on a group of eighth-grade under-achievers. *Dissertation Abstracts*, 1956, 16, 1397-1398.
- (5) Caplan, Stanley
The effect of group counseling on junior high school boys' concept of themselves. *Jour. of Counseling Psychol.*, 1957, 4(2):124-126.
- (6) Cartwright, Rosalind
Effects of psychotherapy on self-consistency. *Jour. of Counseling Psych.*, 1957, 4(1):15-22.
- (7) Davis, Donald A.
Effects of group guidance and individual counseling on citizenship behavior. *Personnel and Guidance Jour.*, Oct. 1959, 38:142-145.
- (8) Ewing, Thomas N.
Changes in attitude during counseling. *Jour. of Counseling Psych.*, 1954, 1(4):232-239.
- (9) Froelich, Clifford
A criterion for counseling. *Psychological Monographs* 71(15).
- (10) Griggs, A. E. and L. Goodstein
The use of clients as judges of the counseling performance. *Jour. of Counseling Psych.*, 1957, 4(1):31-36.
- (11) Guthrie, G. M. and H. W. O'Neill
Effects of dormitory counseling on academic achievement. *Personnel and Guidance Jour.*, 1953, 31:307-309.
- (12) Good, Carter V.
Dictionary of Education. New York: McGraw-Hill Book Co. Inc., 1945, p. 104.

- (13) Gowan, J. C.
Organization of guidance for gifted children. *Personnel and Guidance Jour.*, Dec. 1960, 39(4):275-279.
- (14) Hoyt, Donald P.
An evaluation of group and individual programs in vocational guidance. *Jour. of Appl. Psych.*, Feb. 1955, 39(1):26-30.
- (15) Hoyt, Donald P.
Part-time work and scholastic achievement. Unpublished Research Report #8, Student Counseling Center, Kansas State University, March 1957.
- (16) Hoyt, Kenneth B.
What the school has a right to expect of its counselor. *Personnel and Guidance Jour.*, Oct. 1961, XL:129-133.
- (17) Jensen, Ralph E.
Student feeling about counseling help. *Personnel and Guidance Jour.*, May 1955, 33:498-503.
- (18) Jensen, Barry T., George Coles and Beatrice Nestor
The criterion problem in guidance research. *Jour. of Counseling Psych.*, Spring 1955, 2:58-61, p. 58.
- (19) Kaess, W. and L. Long
An investigation of the effectiveness of vocational counseling. *Educational and Psychological Measurements*, Summer 1954, 14:423-39.
- (20) Klingelhofer, Edwin L.
The relationship of academic advisement to the scholastic performance of failing college students. *Jour. of Counseling Psych.*, 1954, 1(3):125-130.
- (21) Martin, Glenn C.
Interviewing the failing student. *Jour. of Educ. Research*, Sept. 1952, 46:53-60.
- (22) Matteson, Ross W.
Self-perception of students seeking counseling. *Personnel and Guidance Jour.*, April 1958, 36:545-548.
- (23) Moore, Mary and W. J. Popham
Effects of two interview techniques on academic achievement. *Jour. of Counseling Psych.*, 1960, 7(3):176-179.
- (24) Murphy, Gardner
The cultural context of guidance. *Personnel and Guidance Jour.*, Sept. 1955, 34:4-9, p. 7.

- (25) Nelson, Gordan A.
Vocational maturity and client satisfaction. Jour. of
Counseling Psych., 1956, 3(4):254-260.
- (26) O'Dea, J. D. and F. R. Zeran
Evaluating effects of counseling. Personnel and Guidance
Jour., Jan. 1953, 31:241-244.
- (27) Patterson, C. H.
Methodological problems in evaluation. Personnel and
Guidance Jour., Dec. 1960, 39:270-274.
- (28) Pepinsky, Harold B. and Pauline N.
Counseling theory and practice. New York: Ronald Press Co.,
1954.
- (29) Poole, Aileen
Counselor judgment and counseling evaluation. Jour. of
Counseling Psych., 1957, 4(1):37-40.
- (30) Raimy, V. C.
Self-reference in counseling interviews. Jour. of Consulting
Psych., May, June, 1948, 12:153-163.
- (31) Raskin, Nathaniel J.
An analysis of six parallel studies of the therapeutic
process. Jour. of Consulting Psych., June 1949, 13:206-219.
- (32) Richardson, L. H. and J. S. Perry
Counseling for academic recovery. Jour. of Counseling Psych.,
1956, 3(2):136-139.
- (33) Robertson, Malcolm H.
Results of a pre-college testing and counseling program.
Personnel and Guidance Jour., Feb. 1959, 37:451-454.
- (34) Rogers, Carl
Counseling and psychotherapy. Cambridge, Mass.: Houghton
Mifflin Co., 1942, 207 p.
- (35) Rosenman, Stanley
Changes in the representations of self, others, and inter-
relationship in client-centered therapy. Jour. of Counseling
Psych., 1955, 2(4):271-278.
- (36) Rothney, John and Peter Merenda
Evaluating the effects of counseling--eight years after. Jour.
of Counseling Psych., 1958, 5(3):163-168.

- (37) Scarborough, Barron B.
The assessment of an educational guidance clinic. Jour. of Counseling Psych., 1957, 4(4):283-286.
- (38) Seeman, Julius
Counselor judgments of therapeutic process and outcome. Psychotherapy and Personality Change. Edited by Carl Rogers and Rosalind Dymond, Chicago: University of Chicago Press, 1954. Chapter 7.
- (39) Shaw, Merville C. and James Grubb
Hostility and able high school underachievers. Jour. of Counseling Psych., 1958, 5(4):263-266.
- (40) Sherriffs, A. S.
Modification of academic performance through personal interview. Jour. of Appl. Psych., Aug. 1949, 33:339-346.
- (41) Singer, S. L. and B. Stefflre
Analysis of the self-estimate in the evaluation of counseling. Jour. of Counseling Psych., 1954, 1(4):252-255.
- (42) Stasek, Erwin D.
The effects of specialized educational counseling with selected groups of underachievers at the secondary level. Dissertation Abstracts, 1955, 15, 2107.
- (43) Strang, Ruth
Major limitations in current evaluation studies. Educational and Psychological Measurements, 1950, 10:531-536, p. 531.
- (44) Torrance, E. P.
Some practical uses of a knowledge of self-concepts in counseling and guidance. Educational and Psychological Measurements, Spring 1954, 14:120-127.
- (45) Tyler, Leona E.
The work of the counselor. New York: Appleton-Century-Crofts, Inc., 1953.
- (46) Williamson, E. G. and E. S. Bordin
Evaluating counseling by means of a control-group experiment. School and Society, Feb. 1940, 52:434-440.
- (47) Wrenn, Gilbert C.
The self concept in counseling. Jour. of Counseling Psych., Summer 1958, 5(2):104-108, p. 108.
- (48) Young, Chandler F.
Evaluation of a college counseling program. Personnel and Guidance Jour., Jan. 1955, 33:282-286.

A REVIEW OF STUDIES OF THE RESULTS OF COUNSELING

by

MAXINE GENEVIEVE MILLER TRIMBLE

B. S., Emporia State Teachers College, 1941

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962

It was the purpose of this study to: (a) summarize the efforts which have been made by counselors to measure their success or lack of success in counseling with designated criteria; and (b) interpret these findings so they may be of use to the school counselor in evaluating his own counseling procedures and outcomes.

Six criteria were found to be representative of those used in measures of counseling success. Studies reported were classified under the following headings as determined by the major criterion of counseling success used by the investigator.

- A. The client experienced a change in "self."
 - 1. An increase in client self-knowledge.
 - 2. The client became more self-accepting.
 - 3. The client choices became reoriented toward more realistic goals.
- B. Improvement in class grades.
- C. Client satisfaction.
- D. The counselor's judgment of the outcome of the interview.

The study was designed as a problem in library research. With a few exceptions only studies reported after 1950 were used in the report.

In considering the evaluation of counseling, four things must be taken into consideration: (a) goals and objectives must be clarified; (b) methods and instruments must be devised for securing evidence that these objectives have or have not been obtained; (c) information must be gained about the changes that have taken place in the individual; and (d) judgment must be passed on the "goodness" of the change.

Concerning the amount of self-knowledge clients receive from counseling, Berdie found that after a follow-up period of six months, there was no difference between the control and experimental groups in the accuracy of the estimate of their personality or abilities as the result of counseling. Singer and Stefflre found that girls made significantly better estimates of their aptitudes in mechanical and scientific fields three months after counseling than did boys. Young's research indicated that counseling did not seem to improve the accuracy of self estimate. Froelich's findings indicated improvement in self-knowledge after counseling.

In self-acceptance, research results were conflicting. Matteson's research did not indicate that counseling changed the difference between an individual's concept of himself and his estimate of the concept others had of him. He further found that uncounseled students had higher hopes of future scholastic improvement than did counseled students. Torrance concluded from his research there seemed to be little relationship between self-predicted grades and measured ability or achieved grades. Robertson's work indicated after a follow-up study two years later there was little stability in most of the self-estimates as a result of counseling. Ewing found that those clients who were estimated by the counselor to have improved their adjustment had changed their self-estimates so that the self-perception became more like the ideal self, more like the counselor figure, and more like a culturally-approved figure. Rosenman indicated by his research there was an inverse relationship between the positive "self" and "other" evaluation in successfully rated clients. The study conducted by Cartwright appeared to support the conclusion that successful therapy increases the consistency of the self-concept in interactional situations.

In the area of client choices becoming reoriented toward more realistic goals and behavior, Hoyt found that counseled students experienced satisfaction and certainty with the vocational choices made; that these vocational choices were realistic. Rothney's extensive research revealed that desirable outcomes in terms of educational, vocational and personal satisfaction for those receiving counseling. They also indicated a greater degree of optimism in outlook toward the future, more positive reflections on the value of high school training, and greater persistency in post-high-school endeavors than those subjects who had received no counseling in the experimental provisions.

Concerning improvement in class grades, six of the 11 studies showed no statistical difference between the means of the experimental and control groups in the improvement of class grades. Two studies showed a significant difference at the .01 level of confidence favoring the experimental groups. Four weeks following counseling, Sherriffs found that differences favoring the experimental group were significant at the .05 level of confidence. However, ten weeks following counseling, this observable difference had diminished until it was no longer statistically significant.

Representative research for the fifth criterion, client satisfaction, revealed that clients expressed a high degree of satisfaction with counseling.

As to counselor's judgment of the outcome of counseling, three major findings were revealed by Poole: (a) there was a predominance of agreement between counselors and typescript readers on counselee problems; (b) there was no significant agreement between readers and counselors for the goals the counselors had judged appropriate; (c) readers identified counselee

achievement of goals with significant agreement among themselves, but these were not for the goals the counselors had judged appropriate. Seeman found the differences in beginning and end ratings for 23 research clients compared favorably with the counselor's judgment for the success of therapy. Raskin found a fairly close and consistent relationship to exist between degree of movement noted by the counselor and the amount of difference between first and last interviews judged by those listening to the tapes of the interviews.

The writer drew six conclusions from the research reported: (a) There was not much stability in the self-knowledge gained by counseled students in the areas of test score predictions or scholastic performance. (b) Counseling improved both self-acceptance and adjustment. (c) Counseling helped students choose suitable educational goals and make satisfactory vocational choices. (d) There was little to indicate stability in higher academic performance as a result of counseling for higher grades per se. (e) Students liked counseling. (f) Counselors were acceptable as judges of the outcome of counseling.