Personal and Social Adjustment
Patterns of Seekers and Nonseekers of
Counseling Services in Government Secondary Schools

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Submitted in partial fulfillment
of the requirement of the degree of Master
of Education/Guidance & Counseling in Yarmouk University

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January, 1981
ABSTRACT

The primary purpose of this study was to investigate the differences in personal and social adjustment patterns between male secondary-school seekers and nonseekers of counseling services. Furthermore, the current study was also interested in determining personality patterns that characterize seekers of counseling services according to the type of problem presented to the counselor: personal, educational or vocational using the Jordanian version of the Minnesota Counseling Inventory.

The sample of this study was comprised of 374 secondary school students (literary and scientific branches) of the school-year 1979 - 1980. This sample was selected from a total of 12 boy's schools which were chosen by a cluster sampling technique from among those schools with guidance counselors in the cities of Amman, Zarqa and Irbid. Seekers were identified by their counselors using cumulative records to locate the names of students who were currently utilizing counseling services at the time of the study, April- May 1980. Using only initials in order to preserve confidentiality, such students were listed on a form supplied by the researcher, and pertinent data including grade level and type of problem (personal, educational, vocational) were gathered. An equivalent number of "nonseekers" was also selected from school records using a table of random numbers. Each selected "nonseeker" was reviewed by the counselor to be sure that the student had never been seen for counseling.
Personal and social adjustment patterns were measured by the Jordanian version of the Minnesota Counseling Inventory which yields seven subscale scores and a total score: Family Relationships (FR), Social Relationships (SR), Emotional Stability (ES), Conformity (C), Adjustment to Reality (R), Mood (M), Leadership (L), and the Total Score.

The two way analysis of variance revealed significant differences between counseling seekers and nonseekers from the three secondary classes on all of the 8 dependent variables (\( \leq .01 \)) as measured by the Jordanian version of the MCI. Counseling seekers were found to have significantly higher scores than nonseekers on each of the 7 subscales as well as the total score. Grade level as well as the interaction between grade level and being a seeker/nonseeker was generally not significant: only on the subscales of Social Relationships and Conformity was grade level found to be significant (\( P \leq .05 \)), and on the Emotional Stability was the interaction effect found to be significant (\( P \leq .05 \)).

A 3 X 4 (first, second, third secondary classes X personal-problem clients, educational-problem clients, vocational-problem clients and nonclients) analysis of variance on each of the 8 dependent variables revealed that type of problem was always a significant factor (\( P \leq .01 \)). The effect of grade level was a significant factor only on the Social Relationships and Emotional Stability subscales.
( \( P < .05 \)). The interaction effect between grade level and type of problem was statistically significant only on the Conformity subscale ( \( P < .05 \)). The multiple-comparisons using the Scheffé procedure revealed that, in general, personal-problem clients reported greater maladjustment in terms of the 8 patterns of personal and social adjustment than educational clients, vocational clients and nonclients. Educational-problem clients in turn, reported greater maladjustment than vocational clients and nonclients. Finally, vocational-problem clients earned significantly higher (more maladjusted) scores than only nonclients.