



AMERICAN UNIVERSITY OF BEIRUT

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND  
THE THEORETICAL ORIENTATION PREFERENCES OF  
COUNSELORS AND CLINICAL PSYCHOLOGISTS IN LEBANON

by  
HIND IMAD SINNO

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## AN ABSTRACT OF THE THESIS OF

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The field of psychology includes a broad spectrum of theories, interventions, and tools to differently deal with diverse psychological, social, and academic problems that diverse populations might face in their daily life. Each counselor and clinical psychologist chooses a particular course of action to employ depending on the way he/she deals with the cases faced. This course of action is usually derived from grounded theories that the counselor went through in his/her college years. One of the factors relating to the choice of theoretical orientation is personality. Therefore, the purpose of this study is to examine (a) the relationship between personality traits of counselors and clinical psychologists and their theoretical orientations, (b) the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits; and (c) the differences between school counseling and clinical psychology in their choice of theoretical orientations. The sample included 30 counselors and 30 clinical psychologists in Beirut. The relationship between personality traits and theoretical orientation preferences was investigated quantitatively by using two scales: The Counsellor Theoretical Position Scale (CTPS) to measure theoretical orientation, and the Big Five Inventory-2 (BFI-2) to measure personality traits. The analyzed results showed that there are significant relationships between personality traits and theoretical orientation preferences of counselors and clinical psychologists in Agreeableness, Conscientiousness, and Neuroticism in relation to the two theoretical orientation domains (R-I and O-S), there were no differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits, and finally, there are no significant differences between the theoretical orientations of counselors and clinical psychologists in Lebanon. Limitations, conclusion, and implications for further research and practice were also mentioned.

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# CHAPTER 1

## INTRODUCTION

### **Background**

The field of counseling includes a broad spectrum of theories, interventions, and tools to differently deal with diverse psychological, social, and academic problems that individuals might face in their everyday life. Each counselor or clinical psychologist chooses a particular course of action to employ in the way he/she deals with the cases in hand. There are between 250 and 400 diverse approaches in psychotherapy (Corsini & Wedding, 2005). From these approaches, only 9 to 14 major theories are taught in counseling classes (Capuzzi & Stauffer, 2016; Corey, 2017; Corsini & Wedding, 2005; Sharf, 2000). From these 9 to 14 major theories, universities usually stress on the four most conventionally competing theoretical approaches: cognitive/behavioral, family/systems, humanistic/existential, and psychodynamic (Poznanski & McLennan, 1999; Norcross, Sayette & Mayne, 2008).

Although a selected number of theories are taught in counseling courses, counselors and psychotherapists often feel overwhelmed by the fact that they have to choose what approaches to use with their clients to gain the most positive outcomes in the therapy process (Freeman, Hayes, Kuch, & Taub, 2007). These counselors and clinical psychologists are faced with different choices, and they have to choose what best suits them and their clients. Usually this decision-making process about theoretical approaches becomes easier and more fluent with experience. Therapists usually have an implicit theory (personal thoughts and values) in addition to the explicit theory (the actual theory studied) (Najavits, 1997). The implicit theory is developed from the personality, values, personal philosophy, and experiences (Najavits, 1997). The implicit and explicit theories merge together to form the theoretical orientation of the therapist.

Due to the importance of having a theoretical orientation during therapy, researchers have always studied what factors relate to the choice of theoretical orientations (Bitar, Bean, & Bermudez, 2007; Norcross & Newman, 1992; Levitt, Farry, & Mazarella, 2015; Leibling, 2001). As Arthur (2001) mentioned, after analyzing several studies that examined the relationship between personality traits of therapists and theoretical orientation preferences, one of the major factors in the selection of a theoretical orientation is personality. Wampold (2001) explained that the importance of understanding the therapist's (or counselor's) personality traits in relation to the treatment. Yet, this does not explain the correlation between personality traits and the counseling theoretical orientations. Several researchers (Arthur, 2000; Buckman & Barker, 2010; Ogunfowora & Drapeau, 2008; Poznanski & McLennan, 2003; Scragg et al., 1999) highlighted the personality traits in relation to theoretical orientation. One way to help therapists in selecting a theoretical orientation is to determine which theories represent various personality traits that are consistent with therapists' choices. Relationship patterns between theory selection and personality traits can assist therapists in selecting a personally appropriate theoretical orientation. Some researchers found that choosing a theoretical orientation that does not match the therapist's personality may cause dissatisfaction with the selected theoretical orientation and may lead to burnout (Topolinski & Hertel, 2007).

An aspect that has been identified as important to differentiate between different theoretical orientations is the focus on objectivity, rationality, and subjectivity dimensions of the theories themselves (Coan, 1979; Poznanski & McLennan, 1995,1999). It appears relevant, then, to identify possible personal characteristics of therapists that may match these aspects of theoretical orientations. Although numerous research has been done on the relation between theoretical orientation preferences and personality traits, a scarce research was done on the

differences between counselors and clinical psychologists in respect to their theoretical orientations or personality traits. In addition, no similar study was done in any Arab country or in Lebanon before.

Earlier studies have showed that personality traits contribute to the choice of theoretical orientations among counselors. Various measures have been used to measure personality and theoretical orientations. Most of the investigations were conducted in Western countries, mostly located in North America and Europe. Since most theoretical orientations were developed by Western researchers, therapists who grew up in cultures different than the Western culture may find the process of applying these theories more difficult for them. As noted Gysbers, Heppner, and Johnson (2002), counseling field has been based largely on European American culture that play a crucial role in influencing theory, research, and practice (Sumari, Al Sayed Mohamad, & Ping, 2009). Therefore, it is also important to conduct such studies to examine the correlation between personality traits and the choice of theoretical orientations of therapists in cultures different from clear-cut Western cultures, Lebanon in our case.

### **Research Questions**

The purpose of this study was to examine: (a) the relationship between personality traits of counselors and clinical psychologists and their theoretical orientations, (b) the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits, and (c) the differences between counselors and clinical psychologists in their choice of theoretical orientations. Therefore, the research questions were:

1. Is there a relationship between personality traits and theoretical orientation preferences among counselors and clinical psychologists?

2. What are the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits?
3. Are there significant differences between counselors and clinical psychologists in their theoretical orientation preferences?

### **Rationale**

After reviewing the literature on the topic of theoretical orientation, it has been noted that numerous factors relate to the choice of a certain theoretical orientation. From personal values and personality, to graduate and post-graduate training, to clinical experience and age, to the therapist's therapy itself, or supervisor's orientation. Also, there was no empirical evidence that one theoretical orientation gave better results than the other in terms of practice (Ahn & Wampold, 2001).

Research on the relationship between personality factors and the choice of the theoretical orientation was very confusing. A noteworthy body of research proposed that personality was related to theoretical choice. Some authors have claimed that this factor may primarily play only a minor relation in therapists' theoretical orientation choices, but the fact that several licensed clinicians pursued extra training to better align with a theory that suited them advocated that their personality variables and epistemological preferences may not have been entirely addressed in their preliminary theory choices. Consistent with this assertion, research using a diversity of personality instruments, including the MBTI (Myers-Briggs Type Indicator), MIPS (Millon Index of Personality Styles), and POI (Personal Orientation Inventory), has found varying degrees of association between clinicians' theoretical orientations and specific personality dimensions (Ivanovic, 2010). Other researchers found that professional variables relate to the choice of a theoretical orientation much more than personality does (Demir & Gazioglu, 2016).

Therefore, further exploration in this domain would be very beneficial. Moreover, it was not noted that this topic has been addressed in the Lebanese context before.

Based on the review of literature of Ivanovic (2010), it seemed that mental health trainees might initially choose a theoretical orientation established on their philosophical assumptions, personal values, or epistemological views because they missed a comprehensive understanding of the theories to which they primarily were drawn. Investigations showing that clinicians change theoretical orientations over time back up this hypothesis, as these clinicians, by going through self-reflection of their professional development, may progressively abandon the fragments of theories that fail to "fit" with their values and point of views, and incorporate components of other theories that do (Ivanovic, 2010). In addition to that, Topolinski and Hertel (2007) explored the relation between personality traits and theoretical orientation in 184 psychotherapists. They found that a high relation between personality traits and theoretical orientation does exist in psychotherapists, especially in the advanced periods of their profession.

After reviewing the literature on the relation between personality and theoretical orientation, it has been noted that different researches yielded different results concerning this issue. For example, there were some inconsistent outcomes regarding the characteristics of psychodynamic therapists. In the development of a measure of two trans theoretical dimensions, Rational-Intuitive and Objective-Subjective, Poznanski and McLennan (1999) found that psychodynamic therapists were typically more committed to intuition than rationalism. However, in their 2003 study, Poznanski and McLennan- via a different measure of the Rational-Intuitive dimension- found that psychodynamic therapists were more committed to rationalism than intuition (Hummel, 2009).



Consequently, the rationale behind this paper extended into several folds. First, to extend the existing international literature and address the gap in the literature about studying the relationship between theoretical orientation and therapists' personalities in the Lebanese context. Second, to explore if there was a relation between personality and theoretical orientation that would assist clinicians-in-training to elect a theoretical orientation that "fits" them, which may increase the possibility that they endure with it after entering the profession (Freeman et al., 2007). Third, participants were chosen to represent two different approaches: counseling and clinical psychology. This would help explain whether training approaches practices yield differences in theoretical orientation preferences. Fourth, this study would help improve counseling and clinical therapist students learning processes by suggesting to each student, according to his or her personality, a certain theory that they can use especially in the first years of training.

### **Significance**

As mentioned before, personality factors were considered to play a crucial part in the selection of any theoretical orientation. Therefore, this research was very important for both the theory and the practice.

This research provided data about the personality types of counselors and clinical psychologists in relation to their theoretical orientation preferences in the Lebanese context. In addition, this research provided information about whether some therapies in Lebanon might not be practiced. If personality traits had relationships with the choice of theories students select, then educators could advise doubtful students toward theories that are most compatible with them, as in with their personalities. Assessments can be administered early in the academic year and outcomes can be discussed before the student selects a preferred theoretical orientation.

Students could be guided to observe their patterns in relation to the findings in this study. Students can begin to identify the connection between their own personality traits and the development of personal theoretical orientations over their careers.

It is particularly important to explore the theoretical orientation in Lebanon so that we can improve the quality of counseling and clinical psychology courses given in universities. This research would help us construct the bridge between theory and practice. That is between what is taught in class and what is experienced in actual training.

Finally, a rising area of interest in counseling and clinical psychotherapy has been the use of clients' personality traits to propose a treatment plan (Harkness & Lilienfeld, 1997), and one could contemplate that this attempt might be enriched through some consideration of therapists' personality (i.e., matching with their clients) (Buckman & Barker, 2010). This research can aid in forming this idea of matching each counselor or clinical psychologist with a certain theory, and with certain clients who are more respondent to this certain theory according to their personality type.

## CHAPTER 2

### LITERATURE REVIEW

This chapter will review the theoretical orientation in counseling and psychotherapy, factors relating to the choice of theoretical orientation, the big five personality traits, the relationship between personality traits and theoretical orientation preference, scales used to measure the latter, in addition to other sections related to the purpose of the study.

#### **The Professional Identity**

One of the hardest tasks any counselor or psychotherapist need to cope with is to develop a professional identity. The importance of having a clear professional identity is stated as the first principle in the American Counseling Association's (2009) 20/20: A Vision for the Future of Counseling is "sharing a common professional identity is critical for counselors" (para. 2). Counselor professional identity is the incorporation of professional training with personal characteristics in the setting of a professional community (Nugent & Jones, 2009). As the process of developing a professional identity expands, the alignment between the professional character and the self becomes more crucial, and individuals eventually abandon those aspects of the professional character that are incompatible with their personal character (Freeman, Hayes, Kuch, & Taub, 2007). Counselors and psychotherapists utilize a subjective procedure to develop their professional identity (Skovholt & Ronnestad, 1992). This procedure is initiated when students, who were dependent on external authority (professor or supervisor) to direct their professional choices, start their counseling career and become dependent on an internal authority in producing their own decisions (Skovholt & Ronnestad, 1992).

Counselors' and psychotherapists' professional identities vary from identities developed in other professions (Auxier, Hughes, & Kline, 2003). As Skovholt and Ronnestad (1992) stated,

“in addition to forming attitudes about their professional selves, counselors develop a therapeutic self that consists of a unique personal blend of the developed professional and personal selves”. Counselors’ personal selves include “values and theoretical stance” (p.507). Therefore, an important part of the professional identity of any therapist is having a theoretical stance or a theoretical orientation. In addition to the concern trainees have concerning their emerging clinical skills and capabilities (Al-Darmaki, 2004), introduction to theories of psychology during undergraduate and graduate study inspires early identification with a specific theoretical orientation(s) in order to provide the student within a primary structure from which to practice newly developing therapeutic intervention and conceptualization expertise (Freeman, Hayes, Kuch, & Taub, 2007; Miller, 2006; Ogunfowora & Drapeau, 2008). Consequently, the embracing of a theoretical orientation early in a trainee's career seems to be a vital developmental milestone, with high significance given to the level of correspondence between the trainee's personality and adopted theory (Freeman, Hayes, Kuch, & Taub, 2007).

Remarkably, data proposes that the orientation under which a student is skillfully trained does not define the orientation she or he upholds as a practicing clinician (Poznanski & McLennan, 2003). Basically, many therapists change the theoretical frameworks they have been trained in or taught in college and find more suitable ones for themselves. This finding is reasonable due to the research findings that over time, the trainee-turned-practitioner progressively rejects elements of professional training that are not affiliated with her or his ideology (Skovholt & Ronnestad, 1992b, 1992a).

Therefore, that the congruence of the professional role with the self is of growing importance to evolving clinicians as they move further in their professional training (Freeman et al., 2007).

## **Theoretical Orientation in Counseling and Psychotherapy**

### **What is Theory?**

The words "theoretical" and "theory" in common usage mean any principle or perception, not essentially a formal theory. Some conceptions that impact clinical practice are explicitly non theoretical. In keeping with convention, the word theoretical orientation is used to label even these less theoretical effects on a therapist's approach to treatment (Coleman, 2004). Theoretical understanding is a vital feature of effective therapeutic practice. Theories assist therapists in establishing clinical data, transforming complex procedures into coherent ones, and offering conceptual guidance for interventions (Hansen, 2006). According to Poznanski and McLennan (1995), theory is a conceptual outline to aid counselors in conceptualizing their clients, generating specific interventions, and assessing the therapeutic process.

### **Theoretical Orientation: A Feature of Identity Development**

Theoretical orientation can be identified as an important factor of the therapist's character or an aspect that is believed to relate to the psychotherapeutic process and outcome (Boswell, Castonguay, & Pincus, 2009). Theoretical orientation directs how the therapist comprehends psychopathology and the course of helping, and each theory and method has accompanying techniques and a style of connecting to the client (Coleman, 2004). Norcross (1985) stated that theoretical orientation is considered an important feature of the professional identity of any therapist. Also, theoretical orientation is a characteristic of the therapist that is methodically established during training for the purpose of improving treatment outcome (Beutler, Machado, & Neufeldt, 2013).

Several benefits have been recognized to encourage students to pick a theoretical orientation from which to initially work. For instance, supporting a particular theory helps

trainees "develop an initial sense of congruence with a personal way of understanding human nature" (Freeman et al., 2007, p. 254). Even though some studies propose that it might change with experience, having students select a theoretical orientation during training may also elevate their sense of competence (Freeman et al., 2007; Miller, 2006; Ogunfowora & Drapeau, 2008), and in the same time provide a basis for conceptualizing mental illness, change, and therapeutic progress (Miller, 2006). A number of faculty educators dealing with counselors-in-training have also amplified the importance of theoretical orientations, asserting that in order to be therapeutically effective, therapists must work from within a specific theoretical framework (Poznanski & McLennan, 2003). Psychology trainees' chosen theoretical orientations similarly impact their clinical experience; clients working with trainees seem to have more confidence in trainees with a firm theoretical framework (Freeman et al., 2007). These findings advocate the fact that therapists' theoretical orientations are one of the most substantial effects in therapists' ongoing work with clients.

### **Defining the Four Most Important Theories**

As previously mentioned, hundreds of theories are studied by therapists in counseling and clinical psychology programs. Out of these, the most used theories in practice are the Cognitive Behavior Theory (CBT), the Existential Theory (EX), the Psychodynamic Theory (PD), and the Family Systems Theory (FS).

First, the Cognitive Behavior Theory (CBT) is based on the notion that what people think and believe impacts how they act and feel (Corey, 2013). Therefore, CBT is established on the postulation that a reformation of one's self-statements will produce an equivalent reformation of one's behavior (Corey, 2013). Second, the Existential Theory (EX) is defined by the tradition to assist individuals understand the predicaments of life, such as isolation, alienation, and

meaninglessness. The focus of the existential theory is on the individual's experience of being alone and facing the apprehension of this isolation (Corey, 2013). Third, the Psychodynamic Theory (PD) which calls attention to the psychodynamic aspects that stimulate behavior, aiming at the role of the unconscious, and creating the earliest therapeutic processes for understanding and adjusting the structure of one's basic character. Psychodynamic methods maintain the emphasis on the unconscious, the role of transference and countertransference, and the significance of early life experiences (Corey, 2013). Finally, the Family Systems Theory (FS) considers that persons are mostly understood through evaluating the relations between and among family members. This perception is based on the assumptions that an individual's problematic behavior might be involuntarily conserved by family practices, be a result of the family's failure to function effectively, particularly during developmental shifts, or be a symptom of dysfunctional processes inherited through generations (Corey, 2013).

### **Tools Developed for Measuring Theoretical Orientation**

Due to the importance of having a theoretical orientation, many instruments have been developed and used in different studies to measure this feature. In his investigation of the understanding of trainee clinical psychologists along with personality, preference of theoretical orientation, and the factors that influence their clinical practice, Simmonds (2008) used the Therapeutic Orientation and Experiences Survey (TOES) developed by Buckman (2006). He used it to assess the theoretical orientation of 50 trainee clinical psychologists completing their Doctorate of Clinical Psychology course at University College London. TOES is a 28 item instrument that focuses on the three most dominant orientations in the UK: CBT, systematic, and psychodynamic psychotherapy (Simmonds, 2008). In the same study, Simmonds also used the Counsellor Theoretical Position Scale (CTPS) to assess the validity of the TOES. Since the

TOES only aims to measure the subjective dimension of the theoretical orientation of persons, it might not give an accurate representation of their beliefs about certain orientations (Poznanski & McLennan, 1999). The subjective domain is manifested in TOES by the type of questions that address the participants' opinions about specific theories. For example, "To what extent do you identify with the tenets of cognitive-behavioral therapy?" and "To what extent does psychodynamic theory appeal to you personally?". Therefore, the CTPS developed by Poznanski and McLennan (1999), was used to validate the TOES since the rational-intuitive (RI) dimension and the objective-subjective (OS) dimension were used to measure the theoretical orientations. The two dimension were reliable with internal consistencies of 0.87 and 0.81 respectively (Simmonds, 2008). The Counsellor Theoretical Position Scale (CTPS) was used to define the relative strengths of applicants' views about therapeutic issues represented in terms of two fundamental scopes of theoretical orientation to practice: The *Rational* versus *Intuitive* dimension; and the *Objective* versus *Subjective* dimension (Poznanski & McLennan, 1998). Counsellors' theoretical orientations entail the assessment of two superordinate epistemological dimensions of beliefs regarding the theory and practice of counselling and psychotherapy: A Rational-Intuitive dimension and an Objective-Subjective dimension. The nature of these two dimensions is understood by Royce's (1975) description of knowledge acquirement and validation. According to Royce, a person's interpretation of reality is a function of the person's relative adaptation to one of three different methods of knowing: rationalism, empiricism, and metaphorism. Each of these methods includes diverse psychological procedures operating in an interdependent way but using different principles for validating truth. Rationalism is based on conscious cognitive processes like conceptualizing and analytical reasoning. Empiricism is based on cognitive processes in addition to sensory processes. Metaphorism is based on non-conscious



cognitive processes including denoting emotional connotations. The first dimension, Rational-Intuitive, which consists of the first 20 items of the CTPS, is concerned with a counsellor's ideal mode of knowing with an emphasis either on (a) rational judgement (logical and analytical reasoning) or on (b) intuition. The second dimension, Objective-Subjective, which consists of the last 20 items in the CTPS, is concerned with a counsellor's ideal style of knowing with an emphasis on (a) rationalism (reality as logical consistency) and empiricism (reality as observable events), which are objective or (b) subjective experience (reality as metaphorism and symbolism) (Poznanski & McLennan, 1999).

The same measures and procedures were used in the study of Buckman and Barker (2010). In their study of 142 UK trainee clinical psychologists, they used the TOES to measure the theoretical orientations of the participants and the CTPS to validate it. In their study, the Cronbach alpha of the RI and OS were 0.84 and 0.88 respectively. Preference for CBT was correlated with Rational and Objective beliefs about therapy, whereas preference for psychodynamic therapy was correlated with Intuitive and Subjective beliefs. Preference for systemic therapy was also associated with Subjective beliefs (Buckman & Barker, 2010).

In her study, Ivanovic (2010) used the CTPS to measure the theoretical orientations of participants from the doctoral program in the clinical psychology at the Chicago School of Professional Psychology. CTPS was used since both the R-I and the O-S dimensions are included, therefore the participants' beliefs about the orientations would not be misinterpreted.

In addition to that, the scale has criterion-related validity. Poznanski and McLennan stated that cognitive-behavioral therapists consistently have higher scores than psychodynamic and experiential therapists on the R-I dimension. Also, cognitive-behavioral therapists scored much higher on the O-S dimension than experiential therapists (Poznanski & McLennan, 1999).

Another instrument used is the Theoretical Evaluation Self-Test (TEST), which is a self-reporting instrument designed by Coleman to give immediate feedback on one's theoretical orientation. It consists of 30-item questions with a Likert rating scale from 1-7 (1 being strongly disagree, 7 being strongly agree). The TEST domains are psychodynamic, cognitive-behavioral, family, humanistic, ecosystems, pragmatic, and biological (Coleman, 2004). The average Cronbach's alpha for the seven factor scales was .65, .69 if the low-reliability humanistic scale is dropped.

In conclusion, the most suitable and widespread instrument is the CTPS. The study done by Poznanski and McLennan (1999) including 132 counsellors found evidence that the Counsellor Theoretical Position Scale is a reliable and valid measure of significant features of theoretical orientation to counselling practice. Poznanski and McLennan (1995) noted, after reviewing and studying the Therapist Orientation Questionnaire (TOQ) by Sundland and Barker, the Theoretical Orientation Survey (TOS) by Coan, and others, that no single measure of counsellor theoretical orientation incorporated both the Rational-Intuitive and the Objective-Subjective dimensions and no study had investigated both dimensions of theoretical orientation jointly (Poznanski & McLennan, 1999). Sundland and Barker established that an analytical versus experiential dimension was a substantial characteristic of therapist theoretical orientation, while Coan determined that a major feature of theoretical orientation was an objective versus subjective dimension (Poznanski & McLennan, 1999). Therefore, it was crucial to develop a measure that incorporates both dimensions.

The researcher chose this instrument, CTPS, to measure the theoretical orientations of the participants since it has one of the highest validity and reliability measures, it incorporated both

the R-I and the O-S dimensions, and it measures the four most used theories which are: CBT, Psychodynamic, Existential, and Family Systems perspectives which are all known in Lebanon.

### **Factors Relating to the Choice of a Theoretical Orientation**

By reviewing the literature about the choice of theoretical orientations, it has been noticed that most studies show that the choice of theoretical orientation is related to many factors. In the study done by Bitar, Bean, and Bermudez (2007) on family therapists who are married, two contexts were identified to influence the process of theoretical orientation development: (a) the personal context, and (b) the professional context. The personal context included personality, personal philosophy, values/theology, therapist's own therapy, and therapist's own marriage. Whereas the professional context included: undergraduate courses, graduate level clinical and academic training, clients, professional development, and clinical sophistication (Bitar, Bean, & Bermudez, 2007). Additionally, trainees' life experiences, such as their relationships with their parents, families, and childhood experiences have also been discussed to have potential effects on their choice of orientations (Bitar et al., 2007).

Norcross and Newman (1992) introduced the term syncretism to describe how therapists choose how to proceed in therapy. They defined syncretism as an uncritical and haphazard mixture of therapist preferred techniques or procedures which are predominantly determined by the therapist's mood than being empirically based.

In another study performed by Levitt, Farry, and Mazzarella (2015) performed on six counselors, it has been found that four themes guide the process of decision-making in counselors, including the decision of what techniques and theories guide their practice. These themes are personal values, clients' best interest, transparency in decision making, and perceptions of formal training and practice (Levitt et al., 2015).

Given its consequences for counselor training, a substantial amount of research has been devoted to discovering the elements leading to trainees' development of a certain orientation. Research has acknowledged some environmental factors related to theoretical choice, such as clinical experience (Arthur, 2001; Bitar, Bean & Bermudez, 2007; Ogunfowora & Drapeau, 2008), supervisory experience (Freeman et al., 2007; Murdock et al., 1998) and various personal and family factors (Liebling, 2001). Clinical experience includes things such as opinion provided by clients about the effectiveness of the therapeutic technique employed, patterns of change procedures detected with time, and exposure to certain populations throughout practicum and internship experience (Bitar et al., 2007).

Most of the studies done on the subject of selection of theoretical orientation in counselors and psychotherapists included personality as one of the important factors that influence the choice of theoretical orientation.

### **Theoretical Orientation and Personality Traits**

As discussed in the literature, personality traits have a major relation in determining the theoretical orientation of therapists. Personality elements have constantly been recognized as contributors to the embracing of a particular theoretical orientation (Ogunfowora & Drapeau, 2008). The relationship between personality and theoretical orientation was explored over the past five decades. This relationship was primarily comprehensively discussed and inspected in a special edition of the *Psychotherapy: Theory, Research and Practice* journal (Barron, 1978). The conclusion of more than 85 per cent of the writers and researchers in that special edition was that personality does influence, cause, or decide theoretical orientation (Arthur, 2001). In analysis of 45 papers, including 14 empirical investigations, by Arthur (2001), the analysis of these studies showed a relationship between personality and theoretical orientation. The diversity of scales and

measures used to relate personality to theoretical orientation poses a limitation to offer a comprehensive agreement concerning which traits define which theoretical orientation. Nevertheless, Arthur did find general features associated with each theoretical orientation (Hummel, 2009). For example, Arthur (2001) suggested that cognitive-behavioral therapists are more rational, empirical, and care more about thoughts than feelings. Whereas psychodynamic therapists are more intuitive, imaginative, and care more about feelings and insights.

An often obvious hypothesis in the literature seems to have been that therapists are attracted towards different orientations by their personal traits (Heinonen & Orlinsky, 2013). Therefore, it has also been implied that far ahead in their careers, after attaining more professional independence, therapists' theoretical affinities would probably approach their "real" personality more than the treatment simulations they followed earlier (Topolinski & Hertel, 2007). A literature inspecting both therapists and therapist trainees shows that theoretical affinities are definitely related to clinicians' individual mentality such as personal thinking styles, beliefs, values, and other related constructs (Heinonen & Orlinsky, 2013). Consequently, cognitive-behavioral therapists were interpreted to being rational, objective, conscientious, empirical, and to a lesser extent open to experience (Arthur, 2000, 2001; Buckman & Barker, 2010; Poznanski & McLennan, 2003); psychodynamic therapists were found to be intuitive, abstract-analytical thinkers, open to experience, complicated, serious to a larger extent while less conforming and conventional (Arthur, 2000, 2001; Buckman & Barker, 2010; Topolinski & Hertel, 2007); and humanistic therapists were established as more inner-directed, self-actualized and intuitive (Poznanski & McLennan, 2003). In addition to that, there have been a few small-scale studies proposing that psychodynamic therapists are individually predisposed to traits of "neuroticism" more than therapists of other orientations (Boswell, Castonguay, & Pincus, 2009;

Poznanski & McLennan, 2003), and that behavioral or cognitive behavioral therapists are more action-oriented and assertive, and that humanistic therapists are more impulsive (Scragg, Bor, & Watts, 1999). Therapists' professional theoretical affinities therefore seem to resonate with their personal beliefs about human nature and its desired condition, how to achieve this condition, and the nature of "reality" generally (Sandell et al., 2004). Actually, a conflict between therapist's personal beliefs and theoretical orientations may plausibly yield an uncomfortable cognitive disagreement, an indication which was also empirically supported (e.g. Topolinski & Hertel, 2007).

It is of note that prior research has largely conceptualized therapists' personalities or self-concepts, more as common characteristics reflecting individual personality traits measured by personality instruments (Arthur, 2000; Buckman & Barker, 2010; Ogunfowora & Drapeau, 2008; Poznanski & McLennan, 2003; Scragg et al., 1999), than as interpersonal aspects of experience. Yet strong theoretical and empirical interpretations (Benjamin, 2002; Brewer, 2004) have long claimed that the base of an individual's personality and identity is shaped by his or her interpersonal history; consequently, it is more likely revealed in self-experiences and the way one relates in close personal relationships rather than in generalized traits. One study of theoretical orientations (Murdock et al., 1998) endeavored to approach therapist personality explicitly from an interpersonal perception; nevertheless, even this study, rather than evaluating therapists' individual self-experiences, it evaluated how they believe others view them (Heinonen & Orlinsky, 2013). Thus, one may understand that therapists with individual characteristics predisposing to specific types of interaction would apparently experience a more "comfortable" fit with some orientations than others, and would probably work more efficiently within them (Messer & Gurman, 2011). Different schools of therapy do nevertheless appeal for

different protocols in relating to clients in the therapeutic treatment: one of non-judgmental nature in psychodynamic and analytic treatments (Curtis & Hirsch, 2011; Gabbard, 2010; Wolitzky, 2011), one of collaboration in cognitive-behavioral therapy (Dienes, Torres-Harding, Reinecke, Freeman, & Sauer, 2011), and one of authentic and empathic companionship in humanistic therapies (Bohart & Watson, 2011).

On the other hand, to several researchers (e.g. Arthur, 2001; Poznanski & McLennan, 2003), theoretical orientation is related more to personal characteristics than by training. Many therapists select a theoretical approach that is dissimilar from how they were trained (Poznanski & McLennan, 2003). Bearing in mind the negative consequences for a therapist whose theoretical orientation is conflicting with their personal philosophy, it might be useful for trainees who are selecting a theoretical orientation to give more value to their own personality and epistemology instead of the theoretical approach held by supervisors or program faculty (Hummel, 2009). Primarily, personality and factors such as training, supervision, and early clinical experience may define theoretical orientation, but maintenance of a theoretical orientation might be due to solely personality (Arthur, 2001; Topolinski & Hertel, 2007).

Even though some research proposes that in the beginning there does not appear to be a correlation between personality and theoretical orientation (e.g., Freeman et al., 2007), the result that many therapists change paradigms and theoretical orientations over time proposes that their newly attained preferences are grounded partially on congruence with their existing personality and worldview (Arthur, 2001; Skovholt & Ronnestad, 1992a).

## **Personality Traits as Predictors of Theoretical Orientation**

Personality variables are frequently acknowledged in the literature as factors influencing therapists' orientation choice (Ogunfowora & Drapeau, 2008).

Poznanski and McLennan's (1999) theoretical orientation scale, CTPS (Counselor Theoretical Position Scale), which speculates that therapists differ on 2 key dimensions Rational/Intuitive and Objective/Subjective predilections—was administered by Poznanski and McLennan (1999) to 132 Australian counselors. Counselors with a cognitive/behavioral training background differ from counselors with a psychodynamic, systemic, or experiential training background; cognitive/behavioral counselors tended to score high on the Objective and Rational dimensions of the CTPS. On the other hand, clinicians with an existential background scored closer to the Subjective and Intuitive dimensions (Poznanski & McLennan, 1999). These results support the statement that therapists of different theoretical backgrounds differ in their epistemological views. When these discrepancies are considered in addition to a clinician's stated theoretical orientation, they offer a richer profile of the therapist because they give a more empirical way of conceptualizing theoretical orientation (Hummel, 2009).

Arthur (2001) discovered that behaviorists were more inclined to designate themselves as being rational and empirical, and favor concrete, objective data. As therapists, they are more likely to set limits, search for and emphasize change, and concentrate on thoughts and observable behavior rather than feelings. Personality qualities linked with behaviorists include conservative, inartistic, traditional, stable, practical, confident, dominant, and extroverted. Personality qualities that tend to be constantly lacking in behaviorists comprise of anxiety, depression, and emotional insecurity. Likewise, cognitive-behaviorists are more likely to be conservative, conforming, and rational. Psychodynamic therapists tend to more appreciate inner feelings and insights (Arthur,



2001). Personality qualities accompanied with this orientation consist of creativity, introversion, rebellious, wide imaginary, anxiety, moodiness, and depression. They label themselves as being passive, impractical, and oversensitive. Psychodynamic therapists tend to depend on intuition and imagination and elude unnecessary risks (Arthur, 2001).

Varlami and Bayne (2007) investigated whether the psychological type of individuals affected the counseling orientation. The study on 84 psychology trainees in the United Kingdom using the Myers Briggs Type Indicator (MBTI) showed that individuals with (Sensing-Judging) types were more likely to adhere to the cognitive-behavioral theory, personnel with (Intuition-Feeling-Judging) types the psychodynamic theory, and the (Intuition-Feeling-Perceiving) types the person-centered theory.

In another study exploring the relationship between the adopted theory and a clinician's personality, Ogunfowora and Drapeau (2008) used the HEXACO Personality Inventory (Lee & Ashton, 2004) and a theoretical orientation scale to inspect discrepancies in theoretical-orientation link between practicing clinicians and students. Ogunforowora and Drapeau's results suggested that the conscientiousness and agreeableness dimensions of the HEXACO predicted both clinicians' and trainees' preferences for cognitive-behavioral approaches; that the HEXACO openness to experience dimension predicted both groups' predilections of the humanistic/existential approach, and that the HEXACO openness to experience dimension predicted practitioners' inclinations to the psychodynamic approaches.

In Hummel's (2009) study of 89 students of psychology major, there were noteworthy correlations between three personality factors and two theoretical orientations. She found that conscientiousness was negatively correlated with the psychodynamic/psychoanalytic theoretical orientation,  $r = -0.24$ ,  $p < .05$ . Emotional Stability ( $r = .24$ ,  $p < .05$ ) and Agreeableness ( $r = .43$ ,  $p$

< .01) were positively correlated with the humanistic/person-centered theoretical orientation. No personality factors were significantly associated to the preference of the cognitive behavioral orientation.

Ciorbea and Nedelcea (2012) found in their research of 387 Romanian therapists, that advocate four different schools of thoughts or theories: humanistic-experiential, Ericksonian, psychodrama, and cognitive-behavioral, that their results advocate the hypothesis that there are noteworthy differences at the level of some personality variables among the therapists pertaining to different orientations. The psychometric instruments used in the assessment of the psychotherapists were: California Psychological Inventory (CPI260), Myers-Briggs Type Indicator (MBTI), the General Emotional Intelligence Scale (GEIS), and the Rokeach Value Survey (Rokeach). The results showed that extraversion, feeling, flexibility, equality, self-respect, and self-control are all personality variables of humanistic-experiential psychotherapists. Thinking, flexibility, inner harmony, salvation, open-mindedness, and self-control are all personality traits of Ericksonian psychotherapists. Introversion, feeling, flexibility, social recognition, forgiveness, and logical are personality aspects of psychodrama psychotherapists. They also scored the lowest on anxiety. Finally, extraversion, thinking, judging, inner harmony, and self-respect are personality traits that are dominant in cognitive-behavioral therapists.

### **The Big Five Personality Model**

The *Big Five* is the most commonly acknowledged theory of personality which is derived from an empirical quantitative analysis rather than being theory-generated (Scragg, Bor, & Watts, 1999). The five broad constructs-the "Big Five"- were produced by a methodical trait research over the past 40 years (Digman, 1990). More than 20 years ago, the field of personality characteristics had been effectively analyzed, not just once, but by five proficient, independent

investigators, all of whom came to the similar general assumption: that the domain could be sufficiently described by five superordinate constructs. These constructs are Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Digman, 1990).

Many instruments used to measure the personality traits of individuals were derived from the Big Five personality theory or model. One of these instruments is the Big Five Inventory (BFI). According to Schmitt, Allik, McCrae, and Benet-Martinez (2007):

The Big Five Inventory (BFI) is a self-report measure designed to assess the high-order personality traits of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. As part of the International Sexuality Description Project, the BFI was translated from English into 28 languages and administered to 17,837 individuals from 56 nations (p. 174).

The original BFI was established in 1991, but since then several advances have been made in understanding personality and its entities (Joy, 2017). Over the past quarter century, scientific agreement concerning the structure and basic designations of the Big Five led to numerous research recording their causes, correlates, and consequences. A significant share of this research has measured personality traits using the Big Five Inventory (BFI), which evaluates the classical features of each Big Five domain using 44 short and simple phrases (John & Srivastava, 1999; John, Naumann, & Soto, 2008). The BFI has been employed in hundreds of research, and has established substantial reliability, validity, and utility. Nevertheless, the 25 years since the BFI's production, research expansion have also generated significant improvements in our understanding of both personality structure and psychological assessment (Soto & John, 2016). Therefore, the BFI-2 was created to incorporate all these new advances. As stated by Soto and John (2016):

Specifically, the BFI-2 introduces a robust hierarchical model, controls for individual differences in acquiescent responding, and provides greater bandwidth, fidelity, and predictive power than the original BFI, while still retaining the original measure's conceptual focus, brevity, and ease of understanding. The BFI-2 therefore offers valuable new opportunities for research examining the structure, assessment, development, and life outcomes of personality traits (p. 1).

### **Similarities and Differences on Theoretical Orientations in Counseling and Clinical Psychology Therapists**

The similarities and differences among counseling psychology and clinical psychology have received much consideration in the literature over the past few decades (Ogunfowora & Drapeau, 2008). This line of research is significant for many reasons. First, the method of determining a health service specialization in psychology has become rather complex for students (Norcross, Sayette, Mayne, Karg, & Turkson, 1998). Prospective students often must select between a career in clinical psychology or counseling psychology. If the discrepancies between the two disciplines are actually minute, as proposed by some researchers, then students may find it very problematic to choose an appropriate profession (Ogunfowora & Drapeau, 2008). One review of APA accredited clinical and counseling doctorate programs proposed that variations in the training curriculum are minimal (Brems & Johnson 1996). Brems and Johnson also established that there were equivalent or even more within-group differences than between-group differences concerning these two psychology professions. Furthermore, fellows of both disciplines are dynamically involved in the practice of psychotherapy and in the evaluation of psychological functioning. The differences between clinical psychology and counseling psychology have progressively faded in recent years. Graduates of doctoral-level clinical and

counseling psychology programs are commonly entitled for the same professional benefits, such as psychology licensure, independent practice, and insurance reimbursement. The American Psychological Association (APA) stopped distinguishing many years ago between clinical and counseling psychology internships: There is one list of ascribed internships for both clinical and counseling psychology students (Norcross et al. 1998).

Given these similarities, the distinctive role and identity of counseling within the mental health profession loop has been questioned occasionally (Gazzola & Smith, 2007). However, many researchers have maintained that there are some noticeable discrepancies between the two disciplines, suggesting that talks about integrating them might be premature (Ogunfowora & Drapeau, 2008). First, clinical psychology doctoral programs are more abundant than counseling psychology doctoral programs (Simmons & Thurgood, 1995). Second, clinical psychology graduate programs are nearly solely contained in departments or schools of psychology, while counseling psychology graduate programs are situated in a variety of departments and divisions. A 1995 survey of APA-accredited counseling psychology programs found that 18% were contained in colleges of art and science, 75% in schools of education, and 6% in interdepartmental or inter-institutional settings (Woerheide, 1996). Third, clinical psychology graduates have a tendency to work with more utterly disturbed clients and are more likely to be trained in projective assessment, whereas counseling psychology graduates have a tendency to work with healthier, less disturbed clients and conduct more career and vocational assessment (Fitzgerald & Osipow, 1986). Fourth, counseling psychologists more commonly to employ a person-centered/Rogerian approach to psychotherapy, however clinical psychologists are more likely to use behavioral or psychodynamic orientations as stated by Norcross, Prochaska, & Gallagher (as cited in Norcross et al., 1998). And fifth, counseling psychologists are often hired

in university counseling centers, where clinicians are often hired in hospital settings as detected by Gaddy et al. (as cited in Norcross et al., 1998). Of particular interest to the present study are comparisons on choice of theoretical orientations. Therefore, any perceived differences in choice of theoretical orientations between the two fields would designate that clinical and counseling psychologists diagnose, conceptualize, and address cases in a different way. This may, in turn, propose that members of these disciplines are using divergent therapeutic techniques, established on selected theoretical orientations, with possibly fluctuating treatment efficacies. For example, there has been an upsurge in employer demand for empirically supported therapies (EST) in North America—therapies based on theoretical orientations that have been empirically displayed to be effective. This demand is mostly due to insurance company requirements for professional practice coverage. As such, specialists with expertise in theoretical orientations such as cognitive-behavioral therapy (an EST) are in high demand. To the degree that clinical and counseling psychologists vary in their inclination for, and proficiency in, EST orientations, we may ultimately see a growing preference for professionals of one discipline over the other. In other words, professionals of one discipline may be hired more recurrently than the other, if members of the former discipline are eminent for their extensive training in empirically supported therapies (Ogunfowora & Drapeau, 2008).

Further, many countries like Canada, the United Kingdom, and the United States are facing rising changes to their population compositions due to an increase in immigration. High rates of immigration in these countries have consistently generated a general need for diversity (i.e., ethnic, religious, and cultural) consciousness and acceptance. This development has understandable consequences for professional practice, as both clinical and counseling psychologists are now anticipated to be subtle to issues relating to multiculturalism and diversity

in their practice. As a result, multicultural and feminist theoretical orientations have, in part, advanced in response to these diversity requirements. Therefore, differences in using these diversity-minded theoretical orientations might foresee the degree to which the quality of service delivered to immigrant and/or minority groups differs between clinical psychology and counseling psychology. Again, minority clients looking for professional help may be motivated to see practitioners of one discipline over another, if the former discipline is known for its stress on diversity training (Ogunfowora & Drapeau, 2008).

In their study on 221 therapists, 111 of them in counseling and 110 of them in clinical psychology, Ogunfowora and Drapeau (2008) found that clinical psychology and counseling psychology practitioners differed considerably in their use of certain theoretical orientations. Additionally, clinical psychology therapists were, typically, older, had more clinical experience, and were more expected to hold doctorate degrees. Nevertheless, only clinical experience showed a substantial relation to the detected differences in the use of theoretical orientations between the two groups. In their sample, counseling psychology practitioners pointed out using the feminist and multicultural approaches considerably more than their clinical counterparts. Findings also showed that clinical psychology practitioners may employ the cognitive-behavioral orientation significantly more than counseling practitioners. Earlier studies have also presented the cognitive-behavioral orientation as being widespread in clinical psychology (Norcross et al. 1998). A plausible explanation is that clinical psychologists favor the cognitive-behavioral orientation because of their discipline's focus on the treatment of mental disorders (Ogunfowora & Drapeau, 2008). Because clinical psychology commonly emphasizes on 'abnormal' mental health subjects (counseling psychology being more attending to 'healthier' populations), it is practical that clinical psychology practitioners would be more fascinated by the cognitive-

behavioral orientation. Furthermore, cognitive-behavioral therapy is well recognized as an empirically supported therapy (EST). Assuming that clinical psychologists often treat patients having higher levels of psychopathology, they may need treatment modalities that are ‘disorder specific’ and have been confirmed as effective. Counseling practitioners, in contrast, usually deal with individuals who do not suffer from psychopathology but instead are facing existential issues that may not necessitate psychotherapy as such, at least not in a medical sense. The results also showed that beginner and intermediate-level practitioners specified the use of the cognitive-behavioral orientation significantly more than experienced practitioners. Again, this may be ascribed to the current increase in demand for empirically supported therapies in some countries, and how this movement has affected the employability of fresh graduates. Students and professionals may select to learn CBT, a well-established EST, so as to live up to the professional requirements required by employers (Ogunfowora & Drapeau, 2008).

Even though some significant discrepancies between the two professions have been illustrated, it is correspondingly vital to recognize that there seems to be many similarities between them. There were no noteworthy differences on four of the seven theoretical orientations inspected, including humanistic/existential, family systems, psychodynamic, and biological/neuropsychological approaches (Ogunfowora & Drapeau, 2008). Similarly, while one may have anticipated that clinical practitioners would be more concerned by the biological/neuropsychological orientation given its medical emphasis, this was not the case in the Ogunfowora and Drapeau’s study. Therefore, it is potential that the two fields are, actually, congregating and, as such, present day clinical psychology and counseling psychology professionals are likely to use similar theoretical orientations.



In sum, research on theoretical orientation differences between clinical and counseling psychologists has practical inferences for recent professional graduates, minority groups, along with the unique identity of these two disciplines in psychology (Ogunfowora & Drapeau, 2008).

### **Summary**

To wrap everything up, the literature reveals widely the importance of advocating a precise theoretical orientation. Theoretical orientation attends as a beneficial organizing representation for the series of training and practice experiences that are reflected in a therapist's areas of expertise. To say "I'm psychodynamic" or "I'm a cognitive-behavioral therapist" mirrors the collected effects of education, work experience, postgraduate training, and differences in years of experience (Coleman, 2007). It is clear that theoretical orientation offers an imperative outline for establishing the complex mission of conducting a psychotherapy and is an important structure for educating, training, and supervising therapists. Theoretical orientation will continue to be an essential subject as psychotherapy research more illuminates the nature of the dynamic constituents of psychosocial interventions (Coleman, 2007).

Although many factors relate to the choice of theoretical orientations, many studies are still being done to identify what factors are highly crucial in this domain. The initial work on how personality impacts theoretical orientation was sufficiently criticized by Arthur, (2000; 2001) who pin-pointed that the methodological defects and assumptions were not adequate evidence to support the general agreement of external influences being the main determining factor of theoretical orientation (Simmonds, 2008). While these studies may not have the answers, they did offer a good reference point against which other studies could be measured and undeniably motivated Arthur (2001) to recommend methodological criteria for further research. The more recent work has provided sufficient evidence to support the hypothesis that personality

is involved in the development of a theoretical orientation. Nevertheless, it does not express how this process happens- only that it does (Simmonds, 2008). Therefore, since personality factors have a major relationship in the selection of a certain theoretical orientation, it would be beneficial to examine their relationship in our country Lebanon.

CHAPTER 3  
METHODOLOGY

**Introduction**

This chapter presents the research questions that guided the study, with a description of the research design, method, variables, sampling procedure, and participants. A description of the data collection procedures that were used are presented in this chapter, in addition to the instruments and data analysis procedures that were employed.

**Research Questions**

The purpose of this study was to examine: (a) the relationship between personality traits of counselors and clinical psychologists and their theoretical orientations, (b) the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits, and (c) the differences between counselors and clinical psychologists in their choice of theoretical orientations. Therefore, the research questions were:

1. Is there a relationship between personality traits and theoretical orientation preferences among counselors and clinical psychologists?
2. What are the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits?
3. Are there significant differences between counselors and clinical psychologists in their theoretical orientation preferences?

**Research Design**

The research design of this study was a quantitative correlational non-experimental design. School counselors and clinical psychologists targeted in this study completed two instruments: The Counsellor Theoretical Position Scale (CTPS) that measures each

participant's theoretical orientation, and the Big Five Inventory-2 (BFI-2) which measures the personality domain of each participant. In addition to the demographic questionnaire. The demographic questionnaire included questions about age, gender, degree (whether counseling or clinical), and years of experience.

In order to examine if there was a relationship between the four theoretical orientations (CBT, EX, PD, and FS) and each of the five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience), Pearson Correlation Coefficient was employed. To check if counselors and clinical psychologists differ in their theoretical orientation preferences in relation to their personality traits, one-way ANOVA was done. In addition to that, to examine if there are significant differences between counselors and clinical psychologists in their theoretical orientation preferences, a Chi-square test was done.

### **Study Variables**

Since our aim was to study the relationship between personality traits and the choice theoretical orientation, then our variables are the theoretical orientations (CBT, PD, EX, and FS), the Big Five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience), and training approaches practices (whether counseling or clinical).

The independent variables were the five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience) of the participants and whether they are counselors or clinical psychologists, and the dependent variables were the four theoretical orientations (CBT, PD, EX, and FS).

Theoretical Orientation: Theoretical orientation is defined as “a conceptual framework used by a clinician to understand client therapeutic needs” (Poznanski & McLennan, 1995, p.412) and all over the literature it is manifested as beneficial for generating hypotheses about a client’s experience and behavior, conveying a rationale for particular treatment interventions, and assessing the ongoing therapeutic practice (Arthur, 2000; Poznanski & McLennan, 1995). The four most known and used theories, the Cognitive-Behavioral Theory, the Psychodynamic Theory, the Existential Theory, and the Family Systems theory, were conceptually defined in the literature review section. The most recurrent method to measuring theoretical orientation involved the use of personal self-ascriptions rather than more objective measures of theoretical orientation (Poznanski & McLennan, 1998). Therefore, there was the need to produce a more objective measure which was the Counselor Theoretical Position Scale (CTPS). As mentioned earlier, the CTPS is based on 2 dimensions: The Rationale-Intuitive (R-I) and the Objective-Subjective (O-S). Therefore, by studying these two dimensions, we can predict the four distinct theories. For example, CBT practitioners usually hold beliefs that are conceptual in nature. They are interested in applying scientifically and empirically proven effective therapeutic interventions. Their views about therapeutic practice reflect how empirical and rational they are (Poznanski & McLennan, 1998). On the other hand, PD practitioners hold beliefs that are figurative in character, indicating how intuitive and subjective they are (Metaphorism). PD practitioners' personal therapeutic belief system is based on the discovery of self, and understanding the meaning of life. EX practitioners, on the other hand, basically hold beliefs which stress on the significance of practicing a therapeutic theory that match the practitioner's personal philosophy. Also, EX practitioners' views of reality seem to be mainly defined by their commitment to subjective experiences (Poznanski & McLennan, 1998). Finally, FS practitioners uphold a combination of beliefs which reveal their commitments to cognitive

techniques regarded as symbolic in nature (Metaphorism) and logical consistency (Rationalism) (Poznanski & McLennan, 1998).

The understanding of the above concepts with words is easy, but the problem was translating them in to numbers and groups, the four groups of theories, using the CTPS. Therefore, the researcher directly contacted Dr. Poznanski and Dr. McLennan (J. McLennan & J. Poznanski, personal communication, October 17, 2019), the professors who created the CTPS, to ask them about the best way to attain the four groups from the CTPS. They suggested to calculate the R-I domain score and O-S domain score for each participant using the Statistical Package for the Social Sciences (SPSS). Then to calculate the median score of the R-I domain and the O-S domain. After that to differentiate the four theories according to the following:

- If the scores on the R-I domain of the participants are *above* the median of the R-I domain and the scores on the O-S domain of the participants are *above* the median of the O-S domain, then the participants belong to the CBT orientation.
- If the scores on the R-I domain of the participants are *below* the median of the R-I domain and the scores on the O-S domain of the participants are *above* the median of the O-S domain, then the participants belong to the PD orientation.
- If the scores on the R-I domain of the participants are *below* the median of the R-I domain and the scores on the O-S domain of the participants are *below* the median of the O-S domain, then the participants belong to the EX orientation.
- If the scores on the R-I domain of the participants are *above* the median of the R-I domain and the scores on the O-S domain of the participants are *below* the median of the O-S domain, then the participants belong to the FS orientation.

The Big Five dimensions of personality included five traits which are: Extraversion, which is the degree to which one is active, assertive, talkative, and so forth (Ashton et al., 2002; Lucas et al., 2000), Neuroticism (vs. Emotional Stability), which is the degree to which one is anxious, depressed, irritable, and so forth (Costa & Widiger, 2013), Agreeableness (whether one is generous, gentle, kind, etc. (Graziano & Eisenberg, 1997), Conscientiousness (whether one is dutiful, organized, reliable, etc. (Hogan & Ones, 1997), and Openness to Experience or Culture/Intellect (whether one is creative, imaginative, introspective, etc...) (McCrae & Costa, 1997).

The Big Five Inventory-2 (BFI-2) was used to measure these five personality traits. The five personality traits are the domain scales. The BFI-2 consists of 60 items which measure these five domain scales and fifteen facet scales (three associated with each domain scale). Some of these items are reversed, and the domains are computed as follows:

- Extraversion: 1, 6, 11R, 16R, 21, 26R, 31R, 36R, 41, 46, 51R, 56
- Agreeableness: 2, 7, 12R, 17R, 22R, 27, 32, 37R, 42R, 47R, 52, 57
- Conscientiousness: 3R, 8R, 13, 18, 23R, 28R, 33, 38, 43, 48R, 53, 58R
- Negative Emotionality: 4R, 9R, 14, 19, 24R, 29R, 34, 39, 44R, 49R, 54, 59
- Open-Mindedness: 5R, 10, 15, 20, 25R, 30R, 35, 40, 45R, 50R, 55R, 60

## **Participants**

### ***Sampling Procedure***

The sample included 30 counselors and 30 clinical psychologists who have already started their careers. Counselors participating could be working in schools or any other setting. The researcher used the purposive and convenient sampling to better serve the aim of the study. The

researcher used these types of sampling to select the schools because not all schools in Beirut have counselors, and some schools did not allow access to counselors even if they have them. Purposive sampling is defined as a random selection of sampling units within the section of the population with the most data on the characteristic of interest (Guarte & Barrios, 2006). The researcher adopted the purposive sampling which is a non-probability sampling method. The researcher selected the sample that fit the study and the research objectives. The researcher used this method because it was convenient to get a sample of subjects with specific characteristics and because the number of school counselors in private schools in Beirut, and number of clinical psychologists, was limited.

Working school counselors in this population were only selected from private schools in Beirut. Public schools were not chosen to participate in the study because most do not actually have counselors, or only one counselor circulates in different schools, or this counselor is only contacted when needed. So they are not based in most public schools. Moreover, Beirut area was chosen since it was closer to the researcher than other areas. Private schools were contacted after consulting the list of schools downloaded from Center of Educational Research and Development (CERD, 2018) (see list of schools in Appendix A). The private schools were individually contacted along with an access letter from the Department of Education at the American University of Beirut. After checking the private schools that have counselors and that have English as the main language of instruction, an appointment was scheduled with the school administration to share research study and ask permission to conduct the study within school. The school principal consent forms were given to the school administration to check whether they accept to be part of this study or not. When accepted, the researcher met the counselors according to the specified place and time. Once the forms were filled, the



researcher collected them in closed envelopes on her next visit to the school. If it was more preferable for the counselors to not meet at all, the researcher would send all the documents by mail with links to Limesurvey (which is AUB's main platform for online surveys) for more confidentiality. The emails of potential participants were secured by asking the school administrative assistant to forward the invitation to potential participants with the consent forms and scripts.

Concerning counselors who do not work in schools and clinical psychologists, a permission was taken from the Lebanese Psychological Association (LPA) to post a recruitment flyer for volunteers on their Facebook page and official website. The interested counselors and clinical psychologists applied by pressing on the links for the online consent forms and online survey provided in the recruitment flyer. All the forms and surveys were present on Limesurvey to insure confidentiality and anonymity.

## **Instruments and Data Collection Procedures**

### ***Demographics Questionnaire***

The demographics questionnaire included questions about the age, gender, specialty (whether counseling or clinical), and years of experience. (Appendix B).

### ***Counsellor Theoretical Position Scale (CTPS)***

The Counsellor Theoretical Position Scale (CTPS) (Appendix C) consists of 40 items related to views about therapy to help measure the theoretical orientation of participants. It includes a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7). The CTPS provides a score on two dimensions of therapeutic practice: Rational-Intuitive (R-I) and Objective-Subjective (O-S). The R-I dimension describes a preferred way of obtaining information through either rational judgment or intuitive processes. In contrast, the O-S

dimension denotes the preference for obtaining data through observable, objective measurements or one more based on subjective measurements (Buckman & Barker, 2010). The internal consistencies of the two 20-item sub-scales of the CTPS were acceptable: Objective-Subjective,  $\alpha = 0.81$ ; Rational-Intuitive,  $\alpha = 0.87$  (Poznanski & McLennan, 1998). Content validity of the CTPS was reviewed and examined by two specialists in the field of counseling and clinical psychology in Lebanon. The instrument and its items were found appropriate for the study participants in Lebanon.

### ***Big Five Inventory-2 (BFI-2)***

The Big Five Inventory (BFI-2) (Appendix D) is a self-report instrument to measure personality characteristics. It is a 60-item inventory that measures an individual on the Big Five Factors (dimensions) of personality. The Big Five dimensions of personality are Extraversion vs introversion, Agreeableness vs antagonism, Conscientiousness vs lack of direction, Neuroticism (changed to Negative Emotionality in BFI-2) vs emotional stability, and Openness vs closeness to experience. The items are measured by a 5-point Likert scale (1=strongly disagree; 5=strongly agree). The internal reliability of the aspects of the BFI-2 were .88, .83, .88, .90, and .84 for Extraversion, Agreeableness, Conscientiousness, Neuroticism (Negative Emotionality), and Openness, respectively (Soto & John, 2016).

The BFI is adapted to the Lebanese context since it has been used several times by many Master's students in several universities in Lebanon. In one of the studies that was done in Lebanon employing the BFI (Krikorian, 2017), the Cronbach's alpha for the whole BFI was .799. The Cronbach's alphas were .670, .727, .657, .813, and .622 for Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness, respectively (Krikorian, 2017). In most cases the BFI was used as is in Lebanon, Krikorian (2017) removed item 41 (Has few

artistic interests) under the subscale of Openness to Experience since it showed low reliability ( $r=0.553$ ). After removing it, the reliability became ( $r=0.622$ ) which was acceptable in her study. No result for the use of the BFI-2 in Lebanon was found, but since it is the advanced version of the BFI and was tested to be so after the advancement on it; then it would be more acceptable to use it (BFI-2) rather than the BFI. In addition to that, BFI-2 was examined by two specialists in the field of counseling and clinical psychology in Lebanon. Cronbach alpha of both tools was calculated, for the BFI-2 it was .614, and for the CTPS it was .786.

The CTPS and the BFI-2 were both administered in English, therefore our participants should all understand English. So the target schools and working places of counselors and clinical psychologists were English-speaking work places. The researchers preferred not to translate the instruments into French, since there are many technical and scientific terminology, especially in the CTPS, that the investigators feared not to be translated in a proper manner.

### **Research Ethics**

School principal/director permission letters and participant consent forms (whether for counselors or clinical psychologists) were all filled out before starting with the instruments. The hard copy forms and the soft copy forms all included details on the purpose, recruitment procedure, duration of the study, as well as a section on risks and benefits. It was guaranteed for the school principals/directors and the participants that the participation in this study does not involve any physical risk or emotional risk beyond the risks encountered by the participants in their daily lives. They all had the right to withdraw their assent/consent at any time for any reason, and this decision did not involve any penalty or loss of benefits to which they were entitled. In addition, refusal to participate in the study did not involve any penalties of any kind or affected the schools' or the participants' relationship with AUB. However, none of the

participants received any direct benefit from participating in this research. To secure the confidentiality of the participants' responses, their names and other identifying information were never requested on any section of the questionnaire. All data were kept in sealed envelopes and on a password protected computer that was kept secure by the researchers; data access was limited to the researchers working directly on this project. After the conclusion of the study, the principal investigator would retain all original study data in a secure location for at least three years to meet institutional archiving requirements. After this period, data will be responsibly destroyed through shredding. The participants' privacy was promised to be maintained in all published and written data resulting from this study. Their names or other identifying information were never requested, and accordingly no names were available to be listed in our reports or published papers.

Towards the end of these forms, the contact information of the principal investigator and the co-investigator was provided (address at AUB, e-mails, and phone numbers). To add on, the contact information of the IRB at AUB (address, e-mail, phone numbers, fax, PO Box) was provided if any wished to discuss their study-related concerns with those who are not part of the research team. The participants' rights were often highlighted; it was communicated that participation was voluntary and they were free to leave the study at any time without penalty. At the end, there was a section for signing the form on behalf of the co-investigator and each person receiving the convenient form.

Moreover, an e-mail was sent to the researchers who have constructed the Counsellor Theoretical Position Scale to obtain their permission to utilize their scale in this study. Their responses to the e-mail were quick, affirmative, and encouraging. Likewise, IRB had previewed

this study's proposal as well as its tools and have granted approval for the researchers to conduct it.

### **Data Collection Procedures**

The counselors selected for this study were working in private English speaking schools located in Beirut. The participants were counselors from various grade levels (Elementary, Middle and High levels) and English-speaking clinical psychologists. The participants received two instruments, in addition to one demographic questionnaire, to complete them in the school in a private setting with the administration's permission. The researcher picked them up in a closed envelope on her next visit to the school. If the counselor preferred not to meet with the researcher, the school administrative assistant forwarded the invitation and forms to potential participants. Each instrument takes about 10 to 15 minutes. After the school's principal, counselor's, and clinical psychologist's consents would be obtained, time and date would be arranged for those who were willing to participate in the study (if they preferred to meet personally). The procedure for recruiting school counselors involved the following: 30 counselors and 30 clinical psychologists were asked to participate in this study. The researcher got school lists from CERD in greater Beirut area. Then, the investigator checked which schools had counselors and their main language of instruction was English. For the counselors working in private schools in Beirut with English as their language: First, the school principal was contacted by the co-investigator via telephone or email to set a date for receiving the consent forms by hand. On the specified day, the researcher introduced herself and explained the purpose of the study, the ethical procedures and the IRB regulations. The researcher presented the principal with the School Principal consent form. The researcher gave the principal 2 days to make his/her decision on whether he/she would like to participate in the study. A reminder was

sent after 48 hours if no reply was sent from the principal. The co-investigator waited one week to send another reminder if the school principal did not reply after the first reminder. Only two reminders were sent with a week apart. When the permission was obtained from school principal regarding the participation of the counselors, the co-investigator met the counselors, if the counselors preferred to meet, explained the purpose of the study and then passed out the consent forms. Counselors were also given 2 days to make their decision regarding participation in that study. A reminder was sent after 48 hours if no reply was sent from the counselor. The co-investigator waited one week to send another reminder if the school counselor did not reply after the first reminder. Only two reminders were sent with a week apart. Counselors who wished to participate had to sign the hard copy of the consent form that was be given to them. Counselors who did not prefer to meet the researcher had the school administrative assistant forward to them the invitation with links to the online consent form and instruments via links to Limesurvey.

Concerning counselors who did not work in schools and clinical psychologists, a permission was taken from the Lebanese Psychological Association (LPA) to post a recruitment flyer for volunteers on their Facebook page and official website. The interested counselors and clinical psychologists followed the links on the flyer and filled out the consent forms and instruments via Limesurvey.

## **Data Analysis Procedures**

### **Quantitative Analysis**

This study is a correlational quantitative one. Therefore, in order to answer the first question (Is there a relationship between personality traits and theoretical orientation preferences among counselors and clinical psychologists?), Pearson correlation was used to check if there was an association between theoretical orientations and personality traits of counselors and

clinical psychologists. The two domains of the CTPS (R-I and O-S) were used to represent the theoretical orientations since they represent continuous variables. To answer the second question (What are the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits?) one-way ANOVA was used. This type of analysis was used since the researchers wanted to differentiate between the four theoretical orientations (CBT, EX, PD, and FS) separately on each of the five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience), so five one-way ANOVAs were done.

To answer the third research question: Are there significant differences between counselors and clinical psychologists in their theoretical orientation preferences? 2x4 Chi-square test was done to examine if there are significant differences between school counselors and clinical psychologists in their theoretical orientation preferences (CBT, EX, PD, and FS).

## CHAPTER 4

### RESULTS

#### Introduction

This chapter presents the obtained results after carrying out the required statistical tests. The chapter is divided into two sections, the first section represents the sample description, and the second section includes the results of the three research questions.

#### Sample Description

As mentioned earlier, our sample includes 60 participants of whom 30 (50%) are counselors and 30 (50%) are clinical psychologists. Of these 60 participants, 57 (95%) are females and 3 (5%) are males. With respect to the age categories (see Table 4.1), 28 participants are between 20-30, 19 are between 31-40, 9 are between 41-50, 4 are between 51-60.

Table 4.1

*Distribution of Participants by Age Groups*

Age Category	Frequency	Percentage %
20-30	28	46.7
31-40	19	31.7
41-50	9	15
51-60	4	6.6
Total	60	100

Participants were asked about their years of experience, and they came as follows: 31 participants had 1-5 years' experience, 17 participants had 6-10 years' experience, 6 participants had 11-15 years' experience, 2 participants had 16-20 years' experience, and 4 participants had >20 years' experience (see Table 4.2).



Table 4.2  
*Distribution of Participants by Years of Experience*

Years of Experience	Frequency	Percentage %
1-5	31	51.7
6-10	17	28.3
11-15	6	10
16-20	2	3.3
>20	4	6.7
Total	60	100

As mentioned before, the instruments were either completed online or as hard copies. All the clinical psychologists completed the instruments online since they were recruited by online means, such as the recruitment flyer posted on the LPA’s Facebook page and website. On the other hand, most counselors completed the instruments online but some completed them as hard copies, since they worked in schools. The overall count of online surveys was 50 out of 60 (83.3%), and the hard copies were only 10 out of 60 (16.7%), 9 of them were school counselors and one of them was a counselor who worked in a center. Three schools preferred that their counselors do the surveys online, so the links were provided to the school administrators after receiving approval from the school directors.

Additionally, means, standard deviations, ranges, and minimum and maximum scores of the BFI-2 and the CTPS are shown in table 4.3.

Table 4.3

*Descriptive Statistic of the BFI-2 and the CTPS*

Measure	Number of Items	N	<i>M</i>	<i>SD</i>	Range	Minimum	Maximum
BFI-2	60	60	3.22	13.67	3.29	1.61	4.9
CTPS	40	60	4.94	20.69	3.18	3.18	6.37

**Relationship between Personality Traits and the Theoretical Orientations for All  
Participants**

The first research question in this study was “Is there a relationship between personality traits and theoretical orientation preferences among counselors and clinical psychologists?”.

Pearson coefficient correlation ( $r$ ) was conducted to investigate the association between personality traits and theoretical orientation preferences. Five Pearson correlations were done one to each personality trait. The variables were the theoretical orientations, represented by the R-I and the O-S domains, and the personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience). The descriptive statistics for the variables for all participants (Table 4.4), and for the two samples (Table 4.5) are reported below.

Table 4.4

*Descriptive Statistics of Variables for All Participants (N=60)*

Variable	<i>M</i>	<i>SD</i>
Extraversion	3.74	.59
Agreeableness	4.11	.51
Conscientiousness	3.96	.59
Neuroticism	2.68	.76
Open-Mindedness	3.92	.56
R-I	3.18	.63
O-S	4.85	.79

Table 4.5

*Descriptive Statistics of Variables for the Two Samples (Clinical Psychologists and Counselors)*

Group	Variable	<i>M</i>	<i>SD</i>
Clinical Psychology (N=30)	Extraversion	3.71	.62
	Agreeableness	4.18	.49
	Conscientiousness	3.98	.67
	Neuroticism	2.72	.82
	Open-Mindedness	3.96	.59
	R-I	3.32	.65
	O-S	4.87	.79
Counseling (N=30)	Extraversion	3.77	.58
	Agreeableness	4.04	.53
	Conscientiousness	3.94	.51
	Neuroticism	2.64	.71
	Open-Mindedness	3.88	.53
	R-I	3.03	.57
	O-S	4.83	.80

The results for the correlations between the R-I and O-S domains and the five personality for all participants were reported in Table 4.6, and for the two groups (clinical psychologists and counselors) in Tables 4.7 and 4.8. For all participants, the results showed that there is no

significant correlation between the five personality traits and the R-I and O-S domains except for Conscientiousness trait with the R-I domain. Pearson's coefficient  $r$  showed that there is a negative correlation between Conscientiousness and the R-I domain ( $r=-.294, p=.023$ ).

Table 4.6

*Correlations between Theoretical Orientation and Big Five Personality Traits for All Participants (N=60)*

Big Five Personality Traits		Rational-Intuitive	Objective-Subjective
		Subscale	Subscale
Extraversion	Pearson Correlation	-.047	.131
	Sig. (2-tailed)	.725	.323
Agreeableness	Pearson Correlation	-.005	-.071
	Sig. (2-tailed)	.969	.590
Conscientiousness	Pearson Correlation	<b>-.294*</b>	-.069
	Sig. (2-tailed)	.023	.599
Neuroticism	Pearson Correlation	-.156	-.157
	Sig. (2-tailed)	.234	.230
Open-Mindedness	Pearson Correlation	-.035	-.001
	Sig. (2-tailed)	.790	.993

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In regards to clinical psychologists, the results showed that there are negative correlations between Agreeableness ( $r=-.383, p=.037$ ) and Conscientiousness ( $r=-.472, p=.008$ ) with the R-I

domain. In addition, there is a negative correlation between Neuroticism and the O-S domain ( $r=-.379, p=.039$ ). In regards to counselors, the results showed that there is a negative correlation between Neuroticism and the R-I domain ( $r=-.417, p=.022$ ).

Table 4.7

*Correlations between Theoretical Orientation and Big Five Personality Traits for Clinical Psychology Participants*

Big Five Personality Traits		Rational-Intuitive	Objective-Subjective
		Subscale	Subscale
Extraversion	Pearson Correlation	.016	.299
	Sig. (2-tailed)	.932	.108
Agreeableness	Pearson Correlation	<b>-.383*</b>	.024
	Sig. (2-tailed)	.037	.900
Conscientiousness	Pearson Correlation	<b>-.472**</b>	-.162
	Sig. (2-tailed)	.008	.393
Neuroticism	Pearson Correlation	.015	<b>-.379*</b>
	Sig. (2-tailed)	.937	.039
Open-Mindedness	Pearson Correlation	-.078	.124
	Sig. (2-tailed)	.682	.512
N		30	30

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 4.8

*Correlations between Theoretical Orientation and Big Five Personality Traits for Counseling Participants*

Big Five Personality Traits		Rational-Intuitive	Objective-Subjective
		Subscale	Subscale
Extraversion	Pearson Correlation	-.102	-.045
	Sig. (2-tailed)	.600	.817
Agreeableness	Pearson Correlation	.322	-.166
	Sig. (2-tailed)	.083	.381
Conscientiousness	Pearson Correlation	-.073	.045
	Sig. (2-tailed)	.703	.812
Neuroticism	Pearson Correlation	<b>-.417*</b>	.089
	Sig. (2-tailed)	.022	.642
Open-Mindedness	Pearson Correlation	-.025	-.141
	Sig. (2-tailed)	.896	.457
N		30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## **Differences between the Theoretical Orientations of Counselors and Clinical Psychologists in Relation to their Personality Traits**

The second research question in this study was “What are the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits?”. One-way ANOVA was conducted to examine the differences between the personality traits of school counselors and clinical psychologists in relation to their theoretical orientations. Five one-way ANOVAs were done one to each personality trait on each degree separately. The independent variables were the personality traits, and the dependent variables were the theoretical orientations, but they were grouped into two groups (counseling alone and clinical psychology alone). The results showed that for Extraversion:  $F(17, 12) = 1.56, p = .218$  for clinical psychology group, and  $F(18, 10) = .73, p = .731$  for counseling group. Agreeableness:  $F(14, 15) = 0.4, p = .953$  for clinical psychology group, and  $F(18, 11) = 1.46, p = .263$  for counseling group. Conscientiousness:  $F(19, 10) = 0.72, p = .744$  for clinical psychology group, and  $F(18, 11) = 0.58, p = .855$  for counseling group. Neuroticism:  $F(17, 12) = 0.57, p = .859$  for clinical psychology group, and  $F(16, 13) = 1.31, p = .313$  for counseling group. Finally, Openness to experience:  $F(19, 10) = 0.74, p = .724$  for clinical psychology group, and  $F(17, 12) = 1.18, p = .394$  for counseling group. None has  $p < .01$ , therefore, there is no significant difference in theoretical orientation preferences between counselors and clinical psychologists in relation to their personality traits.

## **Differences between Counselors and Clinical Psychologists in Their Theoretical Orientations**

The third research question in this study was “Are there significant differences between school counselors and clinical psychologists in their theoretical orientation preferences?” 2x4



Chi-square was used to examine if there are any significant differences between school counselors and clinical psychologists in their theoretical orientation preferences (see Table 4.9). The Chi-square results showed that there are no significant differences between the theoretical orientations of school counselors and clinical psychologists ( $X^2 = 4.11$ ,  $df=3$ ,  $p = .25$ ).

Table 4.9

*Distribution of Theoretical Orientations between the Two Different Degrees*

	CBT	PD	EX	FS	Total
Clinical Psychology	11 (18.3%)	3 (5%)	10 (16.7%)	6 (10%)	30 (50%)
School Counseling	7 (11.7%)	9 (15%)	8 (13.3%)	6 (10%)	30 (50%)
Total	18 (30%)	12 (20%)	18 (30%)	12 (20%)	60 (100%)

*Note. CBT: Cognitive Behavioral Theory, PD: Psychodynamic Theory, EX: Existential Theory, and FS: Family Systems Theory.*

## CHAPTER 5

### DISCUSSION

This chapter presents a summary of key findings, which will be later discussed in relation with previous findings. The conclusion, implications, recommendations for research and practice, and research limitations are also presented and discussed.

#### **Summary of Key Findings**

This study used a quantitative research design to collect and analyze the relationship between personal traits and theoretical orientation preferences of counselors and clinical psychologists in Lebanon. The present study aimed to examine: (a) the relationship between personality traits of counselors and clinical psychologists and their theoretical orientations, (b) the differences between theoretical orientations of counselors and clinical psychologists in relation to their personality traits, and (c) the differences between counselors and clinical psychologists in their choice of theoretical orientations. To meet the purpose of the study, the researcher analyzed the findings, which are briefly summarized as shown in the below three main sections.

#### **Is there a Relationship between Personality Traits and Theoretical Orientation Preferences Among Counselors and Clinical Psychologists?**

As previously mentioned, the results of the first research question showed that there was a negative correlation between Conscientiousness and the R-I domain of the CTPS for all the participants. First, both counselors and clinical psychologists were considered as one group. After that, results were also computed for each group alone (counselors and clinical psychologists). For clinical psychologists, the results showed that there was a negative correlation between Agreeableness and Conscientiousness and the R-I domain of the CTPS, and

between Neuroticism and the O-S domain of the CTPS. For counselors, results showed that there was a negative correlation between Neuroticism and the R-I domain of the CTPS.

### **What are the Differences between Theoretical Orientations of Counselors and Clinical Psychologists in Relation to their Personality Traits?**

This second research question aims to differentiate between the two groups, the counselors and the clinical psychologists. The differentiation here comes in the form of answering if the groups differ in their theoretical orientation preferences in relation to their personality traits. Results showed that there are no significant differences between the theoretical orientations of the two degrees on their personality traits.

### **Are There Significant Differences Between School Counselors and Clinical Psychologists in Their Theoretical Orientation Preferences?**

The third research question aims to differentiate between school counselors and clinical psychologists based in their theoretical orientations. The results showed that there are no significant differences between counselors and clinical psychologists in their theoretical orientation preferences.

## **Discussion**

### **Relationship between Therapists' Personality Traits and Theoretical Orientations**

The results concerning the relationship between counselors' and clinical psychologists', or therapists' in general; personality traits and their theoretical orientation preferences showed that there is a relation between them in some personality traits in Lebanon. To answer the question about whether there was a relation between therapists' personality traits and their preferred theoretical orientations in our study, the results of two instruments from 30 counselors and 30 clinical psychologists in Lebanon were analyzed. CTPS and BFI-2 were seen as the most

valid tools to be used in our investigation. The participants were all personnel who started their careers (since we asked about the years of experience in the demographic questionnaire). The findings showed that Conscientiousness is negatively correlated with the R-I domain of the CTPS for all participants. According to Poznanski & McLennan, 1998; 1999, the highest scores on the R-I domain are typically associated with CBT (then with FS), since practitioners of the CBT are considered the most rationale therapists. In contrast, Buckman (2006) and Ogunfowora (2006) study findings revealed that CBT was positively associated with Conscientiousness and negatively associated with Openness to Experience.

Correlation coefficients for clinical psychologists' participants revealed that Agreeableness and Conscientiousness are negatively correlated with R-I domain of the CTPS, whereas Neuroticism is negatively correlated with the O-S domain of the CTPS. In previous studies, CBT practitioners scored higher on Agreeableness and Conscientiousness than PD and EX practitioners (Ogunfowora, 2006). According to literature, highest scores of the O-S domains are associated with CBT, since therapists who adhere to CBT were found to be the most objective and empirical (Poznanski & McLennan, 1998; 1999). This result is consistent with Buckman (2006) study's findings that Neuroticism score is higher in PD therapists than CBT therapists. However, their results were considered for all therapists and not just clinical psychologists. Counselors' results revealed that Neuroticism is negatively correlated with the R-I domain of the CTPS. This is consistent with the Buckman (2006) whose results showed that PD therapists scored more on Neuroticism than CBT therapists, since CBT therapists are more positive and look at the bright side of situations. In addition, these results were common for all practitioners and not counselors alone. Therefore, the differences between the present study and

previous studies should be investigated to examine what might have caused the differences in the results.

One of the aspects that make our study different from other studies is the part concerning the self-ascription of theoretical orientations. In the present study, we did not favor the aspect of participants to just selecting their theoretical preferences. Instead, we derived their preferences from their answers on the CTPS, and with the guidance of the authors of the tool. Each participant was entitled to be categorized as preferring the CBT, PD, EX, or FS theories according to their R-I and O-S median scores. The median score of the R-I domain was 3.18 and of the O-S domain was 4.85. The self-ascription of the theoretical orientation in many of the studies is quiet subjective. For example, Erickson (1993) requested from 23 counselors to rank in order seven major counseling theories. The first ranked orientation was considered the preferred one of the participant. In addition, Scragg, Bor, and Watts (1999) depended on one item to assign a theoretical orientation for each participant, which was included in the demographic questionnaire: 'If there were no work or course pressure to read a particular approach, which theoretical model would you most choose to do your reading on?' The same subjective ascription was used in Varlami and Bayne (2007) where a short demographic questionnaire, which also asked open-ended questions about chosen orientation, was the key to assigning the preferred orientation for the participants. Freeman, Hayes, Kuch, and Taub (2007) also intended to have their participants rank their first, second, and least favored theoretical orientation. Then they chose the first ranked orientation to be the preferred one. In other recent researches for example, as in Maruniakova, Rihacek, and Roubal (2017), the researchers targeted one specific orientation in their exploration. They chose their participants to be all adhering to the experiential (Gestalt) orientation, and they were all training in a special Gestalt therapy training institute. The results

led to the conceptualization of two ideas that both relate to the choice of theoretical orientation: The Personal Core (personality) and the Professional Extension (new experiences). Furthermore, other researchers, such as Petko, Kendrick, and Young (2016), were not interested in the specific type of theoretical orientations rather what their participants feel mostly relates to their choice of any orientation used. They were interested in the following theoretical orientations: (1) I like this theory because my personal values align with the theory, (2) I like the theory because it makes logical sense to me, (3) My supervisor or teacher subscribes to the theory, (4) I see the theory as easy to use and practical, (5) The theory seems best for populations I have worked with in the past, (6) To me, the theory is clear and understandable, (7) I like the techniques associated with this theory, (8) I agree with the overall philosophy of the theory, and (9) The theory fits with my religious or spiritual beliefs, when answering interview questions about what affects their choice more. The response themes of the participants included such themes as: (1) counseling theory is similar to my personal value system, (2) the theory makes sense logically, and (3) I like the techniques this theory uses (Petko et al., 2016). Their aim was to detect the factors that relates to the choice of any orientation rather than one specific orientation. We decided not to let the participants choose their preferred theoretical orientation because when people are asked to self-categorize themselves into a particular theoretical orientation, it may be that these groupings are often confused and affected by individualistic interpretations and attitudes (Johnson & Brems, 1991). Due to subjective understandings of what constitutes a particular theoretical approach, it becomes hard to interpret findings associated with individuals' self-identified theoretical orientations. Due to this struggle, significant findings might be lost, misinterpreted due to the inconsistency in how others perceive various theoretical assumptions. Because in recent years many clinicians have acknowledged themselves as "eclectic" (Johnson & Brems, 1991,

Poznanski & McLennan, 1998), self-classification poses an additional problem since asking clinicians to identify with a particular theoretical orientation is unlikely to reveal a clear picture of their preference for particular theoretical orientations (Poznanski & McLennan, 1998; Ogunfowora & Drapeau, 2008). It seems that many others believe this is true, and did the same as in the present study. For example, Poznanski and McLennan (2003) employed the Theoretical Orientation Measure (TOM) to determine psychologists' relative strength of beliefs about theoretical issues. While in Ogunfowora (2006) and in Demir and Gazioglu (2016) studies the theoretical orientation preferences were measured objectively using a modified version of the Theoretical Orientation Profile Scale- Revised (TOPS-R). Finally, Freeman (2003) also used the Counseling Theory Survey (CTS), which categorized orientations into one of three primary theoretical orientation domains: Affective, Behavioral, or Cognitive approaches.

The theoretical orientations included in the present study were considered the most studied and used orientations in Lebanon. Therefore, there was no intention to use any more than these four orientations: cognitive-behavioral theory, psychodynamic theory, the existential theory, and the family systems theory, nor to group them in any manner. Grouping them in any sort of way might give us a distorted image about their relation with personality traits, since one might find minute differences. Although this might be the case, many of the investigations in the literature used the categorization or grouping of different theories under broad approaches. For instance, Erickson (1993) requested from 23 counselors to rank in order seven major counseling theories which then were divided into two categories: The Affective (Person-Centered, Gestalt and Psychoanalytic) and the Cognitive (Adlerian, Behavioral and Rational Emotive). Erickson suggested that personality style, as measured by the Thinking–Feeling scale on the Myers-Briggs Type Indicator (MBTI), relates to the preferred choice of counseling theory and thereby the type

of techniques used with a client. Erickson stated that the Feeling types had the tendency to choose the affective theories, while the Thinking types preferred the cognitive theories. These were very broad results, which masked which theory is the most related to the personality trait. Also, in two studies having different results concerning the relation of personality traits on theoretical orientation, Scragg et al. (1999) and Sumari, Al Sayed Mohamad, and Ping (2009), the theoretical orientations were grouped into a Directive category (including Cognitive-Behavioral, Gestalt, Rational-Emotive and Cognitive-Analytic approaches) or a Non-Directive category (including Psychodynamic, Person-Centered, Existential and Transactional Analysis approaches). The researchers interpreted that they did so because very small frequencies were found in some theoretical orientations. In these studies, the theories were grouped into only two categories when a more detailed analysis of personality traits in relation to specific orientations seems worthwhile (Varlami & Bayne, 2007). The only research with the exact same theoretical orientations as ours was Poznanski and McLennan (2003).

In the present study, our target sample were two populations having different educational backgrounds (counseling and clinical), but in which both populations have finished their training and education, and started working in Lebanon. We chose our population to be different from students for a couple of reasons. First of all, since one of our instruments used dealt with the measurement of theoretical orientation, our sample must have the knowledge to answer the questions which some had scientific terminology used in psychology courses. Our target participants should have the complete education and finished practice to complete the tool in a credible manner. Second, we wanted to limit the influence of external factors that might also relate to the choice of theoretical orientation by our participants. One of these factors would have been the influence of training or participants' personal mentors on their preferences of theoretical



orientations. Despite that some fresh graduates might still be influenced by their training or mentors, we added a question about years of experience to check if it relates to the adherence of a specific theoretical orientation later on. Most of the investigations in the literature had their samples of only university students in different years of their education. Ogunfowora (2006) had in his study both practitioners and students, and his results indicated that practitioners do differ from students in their theoretical orientations; therefore, he compared each group alone on the relation between personality traits and theoretical orientations. While Arthur (2000) and Poznanski and McLennan (2003) included, as our study, only practitioners and not trainees or students.

In addition, the differences in the tools employed might have played a major role in the differences in the results in some aspects. In our investigation, we used the CTPS for measuring theoretical orientations, and the BFI-2 for measuring the Big Five personality traits. Buckman (2006) and Poznanski and McLennan (1998;1999) also used the CTPS, but Buckman employed the TOES for theoretical orientation and the NEO-FFI for measuring the five personality traits. Ogunfowora (2006) employed the TOPS-R for measuring the theoretical orientation and the HEXACO-PI for measuring the personality traits.

Finally, the present investigation is done in an Arab country, Lebanon. Lebanon, although has many similarities with Western cultures, is not perceived as a country with a full Western culture. And this was the first time such a study is done in Lebanon. All of the previous investigations on the same topic in the literature were conducted in Western countries except for two. One of which was Demir and Gazioglu (2016) that was done in Turkey and the other is by Sumari, Al Sayed Mohamad, and Ping (2009) that was done in Malaysia. Interestingly, these two studies that were done in non-Western countries yielded no significant association between

personality traits and theoretical orientation. The other studies were conducted in the UK, like Scragg et al. (1999), Arthur (2000), and Varlami and Bayne (2007); or Australia, like Poznanski and McLennan (2003); or in Canada, like Ogunfowora (20006); or in the USA, like Freeman (2003) and Freeman et al. (2007). The Turkish study showed that in Turkey theoretical preference is largely associated with the institution, training emphasis, and counselor self-efficacy (Demir & Gazioglu, 2016). The only theoretical orientation that showed significant, yet relatively weak, association with personality variables was humanistic approach. Therefore, in Turkey, the professional variables have the larger relation on the choice of theoretical orientations of trainees. Moreover, the Malaysian study indicated that there are no significant differences between directive and non-directive counselors in term of their personality types (Sumari, Al Sayed Mohamad, & Ping, 2009). These results raise the question of whether culture affects the differences in the relation of personality traits on the choice of theoretical orientation. It also might raise another question of the impact of Western theories on the Eastern practitioners, and to what extent these practitioners adhere to specific Western theories in their work. This might be the reason why in the non-Western cultures similar results of insignificance were yielded.

Clearly, many articles published aimed for studying the association between personality traits and theoretical orientation of their therapists. As seen, most of the articles targeted students, trainees and not professional personnel with experience as in our study in Lebanon. All were done outside Lebanon, and mostly in Western countries where many cultural and ethnic factors might relates to the personalities of the participants and even their choice of theoretical orientation. Most of the investigations targeted a certain type of degree, mostly counseling, and there was no comparison between discrete degrees, as in our exploration. Therefore, it appears

that in this type of research, comparison is not that easy due to many differences in the constructs, contexts, variables, instruments used, and participant.

### **Differences in the Theoretical Orientations of Counselors and Clinical Psychologists in Relation to their Personality Traits**

As mention previously, one of the goals of the present study was to explore whether there are differences in the theoretical orientations of counselors on one hand, and of clinical psychologists on the other in relation to their personality traits. After one-way ANOVA was done for each of the Big Five personality traits separately in relation to the theoretical orientations, while comparing between the two programs, the results showed that there are no significant differences between the two training programs based on their personality traits' relation to the theoretical orientation preferences in Lebanon. That is, there are no differences in personality traits of practitioners of both disciplines that relates to the choice of their theoretical orientations significantly. These results came different of what previous investigations showed. This is because none of the previous studies done before examined the difference between both disciplines with respect to the relation of personality traits to theoretical orientations. All the previous investigations examined the differences between the theoretical orientation preferences only. For example, Boswell et al. (2009) discovered in their study that there are significant differences between personality traits of participants and their theoretical orientation preferences, and in another step in the study they found that there are differences in the theoretical orientation preferences of the two disciplines (counseling and clinical). The difference between our study and theirs is that they investigated the correlations separately, personality traits with orientation, and theoretical orientations with discipline, and not as in our study together. Their aim was to answer these two questions: Do personality factors help predict self-identified orientation(s)?

Does program of study (counseling versus. clinical) relate to different theoretical orientation profiles? Whereas one of our aims was to examine the differences in the between the choice of theoretical orientations of counselors on one hand, and clinical psychologists on the other in relation to their personality traits.

It was surprising that we did not find a study that studies the relation between personality and theoretical orientation of participants in relation to their disciplines. This might be because most of the literature we went through did not deal with different disciplines. Most of the studies that were done on theoretical orientation preferences and their relation to personality traits were conducted on participants of the same training backgrounds. Moreover, even if the training backgrounds were diverse, the aim of the investigations was not to compare between disciplines as we did. Their aim was just to find if there was a relation or not. This lead us to the last section of our study which is the difference between school counselors and clinical psychologists in their theoretical orientation preferences.

### **Theoretical Orientation Preferences in School Counselors and Clinical Psychologists**

The aim of our third research question was to examine the differences between school counselors and clinical psychologists in their theoretical orientation preferences. After analyzing the results using Chi-square, there was no significant differences between the choice of theoretical orientations between counselors and clinical psychologists. These results were also unanticipated and shocking because in all the investigations that were previously done, there were significant differences in the theoretical orientations between the two training programs. For instance, Johnson and Brems (1991) aimed to check the differences between counselors and clinical psychologists on their theoretical differences, but they studied the differences according to the way these therapists view clients rather than specifically labeled orientations as in our

study. Therefore, Johnson and Brems (1991) found that counseling and clinical psychologists differ with regard to endorsement of biological and environmental factors. An interpretation of these differences suggests that clinical psychologists are more likely to view biology and within-person issues as determinants of mental health, whereas counseling psychologists look more toward the social environment for explanations. Further, counseling psychologists are more likely to emphasize on parts or select aspects of a client or theory, whereas clinical psychologists are likely to take a more holistic view.

In another study where specific theoretical orientations were labeled as in the present study, Ogunfowora and Drapeau (2008), found that counseling psychology practitioners indicated use of the feminist and multicultural orientations significantly more than clinical psychology practitioners. In contrast, clinical practitioners indicated use of the cognitive-behavioral orientation significantly more than counseling practitioners. In the present study, clinical psychology and counseling psychology practitioners differed significantly on their use of certain theoretical orientations. Further, clinical psychology practitioners were, on average, older, had more clinical experience, and were more likely to possess doctorate degrees. However, only clinical experience showed a significant relation on the observed differences in the use of theoretical orientations between the two groups.

Therefore, it could be possible that many other factors, other than the differences in the training programs, might relate to the differences in the theoretical orientation preferences between counseling and clinical psychology. This might also mean that cultural differences between Lebanon, where our study was conducted, and the other Western countries, where most of these investigations were conducted affect the results. The degree to which counseling

courses differ from clinical courses in universities in Lebanon compared to other universities in other countries might play a role in the diverse results too.

### **Conclusion**

Results of the present study show similarities and differences with other previous studies. In the current study, there was some significant relationship between certain personality traits and the theoretical orientation preferences of school counselors and clinical psychologists in general, the Big Five personality traits had no relation in the differentiation between the theoretical orientations of counselors on one side, and of clinical psychologists on the other side, and finally there were no significant differences between counselors and clinical psychologists in their theoretical orientation preferences. This investigation also revealed how hard it is to compare and to generalize results since many factors correlate with the adherence to specific theoretical orientations by therapists. In addition to personality traits, age, experience, specific training program, mentors, personal therapy, epistemological views, cultural background, and many other factors shape the theoretical affiliations of practitioners.

Therefore, it is extremely hard to assign one or two factors that primarily correlates to the choice of theoretical orientations of therapists. Therapists adherence to certain theories may correlate with a mixture of factors. In addition, each of these factors might have a different degree of correlations on each person by themselves. That might be a reason why some of these correlations were not consistent with the literature. For example, in a participant, personality might have the most relation to his theoretical orientation, while the training program might have the major relation on another participant. In addition, a very important concept must be noted. Personally, I always thought that our culture plays a major role in my adherence to the theory that I think it is the most useful in Lebanon. Lebanon is a stratified society that has been

categorized as a “Middle Eastern” or collectivist culture (Hofstede, 1993) as cited in Dirani (2013). Over the last 30 years, the Lebanese society has been progressively adopting a Western style in both family and work values (Dirani, 2006) as cited in Dirani (2013). Others, as in Baytiyeh (2019), believe that Lebanon is a pluralistic society, where the people in it believe all kinds of different things and tolerate each other's beliefs even when they don't match their own. Each community has its own cultural system, values and beliefs, exerting broader religious and political influence. Therefore, although in the Middle East, Lebanon is not considered nowadays a clear-cut collectivist culture, but one aspect that is still considered strong in the Lebanese society is the role of the family in an individual’s life. Thus, I had to start in my therapy by the family of the client. Hence, I always prioritized the Family Systems theory in my investigation to the best means of treatment. Other counselors or clinical psychologists might find other factors relating to their choice of treatment more than culture, for example.

This study also revealed that the personality traits, which were found to be correlated with one of the domains of the CTPS, were correlated with the R-I domain rather than the O-S domain. We might conclude that Lebanese therapists’ personality traits tend to relate to the “mode of knowing”, which is represented by the R-I domain, rather than the “ideal style of knowing”, which is represented by the O-S domain.

Additionally, there were no significant differences between clinical psychologists and counselors in the choice of their theoretical orientations. This is in contrast to previous studies that have reported the popularity of humanistic/existential approaches amongst counseling psychologists, and the psychodynamic approach amongst clinical psychologists (Brems and Johnson,1997). Thus, it is possible that the two fields are converging and in the present day clinical psychology and counseling professionals tend to use similar theoretical orientations.

Such similarities may support the idea that counseling and clinical psychology should be combined into a broader human services discipline. However, the decision to integrate the disciplines is a complex one that should include more than considerations of similarities on theoretical orientations. Such a decision should also take into account other factors, such as training, curricula, and the degree of psychopathology of clients treated.

It was also seen in the results that more personality traits correlated with the CTPS domains in the clinical psychologists group than the counselors group. This might mean that clinical psychologists' personality traits has more relation to the choice of their theoretical orientations than counselors.

Many of the training programs and therapists nowadays lean towards the concept of eclecticism or integrating many theories in their work with clients. Consequently, the devotion to a certain theory might be declining throughout the years. Therefore, this might be one of the justifications of why our study did not come up with major correlations or significant differences in the theoretical orientations of participants, since many might have started their journey with combining many different theories in their work. Moreover, this was also noticed in the evolution of the type of investigations done. For example, most of the researches done between 10 to 30 years ago, aimed to explore what specific personality traits of therapists relate to the choice of certain theoretical orientations. Whereas, the more recent studies, less than 10 years ago, targeted more the concept of the relationship between personality traits and the choice of any theoretical orientation, and mostly the integrative or combined orientations. For instance, Rihacek, Danelova, and Cermak (2012) aimed to discover how therapists develop their integrative perspective in theory and the factors that relate to this integration. They interviewed seven experienced therapists who were qualified in multiple approaches (theories). Embracing of



an integrative perspective was found to be an unintentional consequence of the development towards an autonomous personal therapeutic approach. This development is directed by two autonomous criteria (congruence and perceived efficacy) and results in intuitive integration (Rihacek et al., 2012). Accordingly, most of the more modern or recent studies explored integration rather than different theoretical orientations.

### **Implications and Recommendations**

#### **To Research**

Extensive research is very much needed in Lebanon and other Arab countries. This study might be replicated in any other Arab country in the same manner, in order to compare the results. This might help us explore if the culture played the most important role in the differences between our results and the results of Western cultures, or if there are any other factors relating to the results. In addition, research comparing students with practitioners might also be done to check if factors like the influence of mentors and training programs relate to the choice of theoretical orientations more in their stage of their careers. Research with the same samples and research questions, but using different instruments to measure theoretical orientation and personality traits might also be conducted to explore if the tools played a role in yielding diverse results. Additionally, research on participants having Conscientiousness, Agreeableness, and Neuroticism as personality traits could be further done. They could use self-ascription and the CTPS, as in Poznanski and McLennan's studies, to investigate if these traits correlate with the specified theoretical orientations and not just with the domains. In this manner, we could study the correlation of each personality trait with a theory.

Future research might also deal with the degree to which Eastern students adhere to Western theories as in psychology. Are these Western theories enough to use in collectivist

cultures were psychological problems might differ or even originate differently due to different circumstances? In addition, a further cultural validity of the instruments used in this study could be done. In addition to that, a research might be conducted on students of the same training programs in the same universities, as in to control the training program, to check if personality in this manner might relate to the choice of theory more. Since the diverse training programs of counseling and clinical psychology of different universities might have affected the results too.

### **To Practice**

One of the major recommendations to practice is for psychology educators to stress more on the training of each theory on its own. The major problem in universities in Lebanon is that they do not give adequate training to each theory separately. In this way, trainees of counseling and clinical psychology graduate with general knowledge of most of the theories instead of more specific knowledge of each theory. This might cause the use of integration of theories rather than one, therefore no significant differences between the adherence to certain theories would be observed, which is important later in their career but not at the first stages of their work.

In addition, counseling and clinical psychology courses much shift from being mostly related to lecturing and preaching inside classes to being more related to clients' cases and hands-on trainings in different institutions. This is crucial since the origin of the psychological disturbances in Lebanon might be very different from the origin, or the cause of psychological disturbances in other countries where psychology books are written and published. Therefore, more stress on cultural differences should be taken into consideration when dealing with clients in Lebanon.

Additionally, since some personality traits had correlations with the CTPS domains, this means that some personality traits do relate to the choice of theoretical orientation. Therefore,

assessments could be done to students to examine whether their personality traits resonate with specific theories that they can adhere to, at least in the first stages of their careers.

Similarly, differences between the two disciplines, counseling and clinical psychology, must be clearly highlighted in well-written syllabi. There is a problem in the clear definition of what a counselor does in comparison to what a clinician does. This might lead to distortion of results of investigations comparing between these two. Therefore, educators must have clear guidelines differentiating between the two disciplines in Lebanon.

Finally, it is important for educators to inform students that gaining mastery of a certain theoretical orientation is a long process that takes place throughout the therapist's entire career. This knowledge would help decrease trainees' anxiety and relieve the pressure of selecting a theoretical orientation at the beginning of the training. Therefore, it might be more important to train the students on which theory or techniques work with whom and under what conditions.

### **Limitations**

Research results should always be considered within the limitations of the study. First, the specificity of the sample sets limits to the generalizability of the results. These results could not be comprehensive for participants holding other degrees in the psychology field. In addition to that, they might not be the same for samples other than practitioners, as in students and trainees. The size of our sample might be considered a limitation in comparison to studies done in other countries, but is not a limitation with respect to the population in Lebanon and limited number of counselors and clinical psychologists. Second, the study employed the BFI-2 to measure the personality traits of the participants. The BFI-2 is considered a subjective tool, since the participants assign how they deal with situations and how they view themselves by answering on the Likert scale of the tool. Although it might seem objective, but it all goes down to how the

person sees himself, and not as how others view him, which might be biased. Another limitation could be the presence of hard and soft copies filled out by the participants. This might lead to some biases in the results, since participants who completed the tools online might have more time to think thoroughly about their responses and were more comfortable while filling them out.

Additionally, these results might not be generalized to samples that adhere to different theoretical orientations than the four orientations studied in this exploration. Similarly, the feasibility of generalizing this study to individualist cultures that do not have the same degree of collectivism as in Lebanon might also be a limitation. Especially that most of the studies similar to ours done in these cultures yielded very different results than ours. Moreover, a big limitation of our investigation is the study of the effect of “Arab” personality traits on Western theories in Lebanon. This alone might lead to results that might not be very correct, since many suggest that culture plays a major role in affecting the personalities of people.

Finally, the assignment of the four theoretical orientations should have been used based on a more scientific criterion, and not just based on the literature studied. This is because practiced theories in Lebanon might be somehow different from what other countries assign as the most used. This might be also true since the training programs in universities in Lebanon is dissimilar to programs in other universities in other countries.

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## IRB Approval



Institutional Review Board | لجنة الأخلاقيات

www.aub.edu.lb

### APPROVAL OF RESEARCH

November 28, 2018

Anies Al Hroub, PhD  
American University of Beirut  
01-350000 ext.: 3064  
[aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

Cc:  
Rima Karami Akkary, PhD  
American University of Beirut  
01-350000 ext.: 3058  
[ra10@aub.edu.lb](mailto:ra10@aub.edu.lb)

Dear Dr. Al Hroub,

On November 28, 2018, the IRB reviewed the following protocol:

Type of Review:	Initial, Expedited
Project Title:	The Relationship Between Personality Traits and the Theoretical Orientation Preferences of Counselors and Clinical Psychologists in Lebanon
Investigator:	Anies Al Hroub
IRB ID:	SBS-2018-0416
Funding Agency:	None
Documents reviewed:	Received November 2, 2018: <ul style="list-style-type: none"><li>• Proposal</li><li>• The Big Five Inventory-2 (BFI-2) (English version)</li><li>• Counsellor Theoretical Position Scale (English version)</li><li>• Demographic questionnaire (English version)</li></ul> Received November 26, 2018: <ul style="list-style-type: none"><li>• IRB application</li><li>• Counselor consent form (English version)</li><li>• Online consent form (English version)</li><li>• Invitation script (English version)</li><li>• Flyer (English version)</li></ul>



The IRB granted you approval to conduct the study in from November 28, 2018 to November 27, 2019 inclusive. Before September 27, 2019 or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM: Continuing Review Progress Report" and required attachments to request continuing approval or study closure.

If continuing review approval is not granted before the expiration date of November 28, 2019 approval of this research expires on that date.

Please find attached the stamped approved documents:

- Proposal (received November 2,2018),
- The Big Five Inventory-2 (BFI-2) (English version, received November 2,2018),

- Counsellor Theoretical Position Scale (English version, received November 2,2018),
- Demographic questionnaire (English version, received November 2,2018),
  - Counselor consent form (English version, received November 26,2018),
  - Online consent form (English version, received November 26,2018),
  - Invitation script (English version, received November 26,2018),
  - Flyer (English version, received November 26, 2018).

Only these IRB approved consent forms and documents can be used for this research study.

The IRB noted that Dr. Karami was appointed as an interim PI on your study during your absence.

Thank you.

*The American University of Beirut and its Institutional Review Board, under the Institution's Federal Wide Assurance with OHRP, comply with the Department of Health and Human Services (DHHS) Code of Federal Regulations for the Protection of Human Subjects ("The Common Rule") 45CFR46, subparts A, B, C, and D, with 21CFR56; and operate in a manner consistent with the Belmont report, FDA guidance, Good Clinical Practices under the ICH guidelines, and applicable national/local regulations.*

Sincerely,



Lina El-Onsi Daouk, MSc  
Senior Regulatory Analyst/ IRB Co-administrator  
Social & Behavioral Sciences

Cc: Michael Clinton, PhD  
Co-Chairperson IRB Social & Behavioral Sciences

Fuad Ziyadeh, MD, FACP, FRCP  
Professor of Medicine and Biochemistry  
Chairperson of the IRB

Ali K. Abu-Alfa, MD, FASN, FASH  
Professor of Medicine  
Director, Human Research Protection Program  
Director for Research Affairs (AUBMC)



## **AUB Social & Behavioral Sciences INVITATION SCRIPT**

### **Invitation to Participate in a Research Study**

**This notice is for an AUB-IRB Approved Research Study  
for Dr. \_Anies Al Hroub\_ at AUB.**

(Phone: 01-350000 Ext. 3060/3064 -Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb))

**\*It is not an Official Message from AUB\***

I am inviting you to participate in a research study about “The Relationship Between Personality Traits and the Theoretical Orientation Preferences of Counselors and Clinical Psychologists in Lebanon”. The purpose of this study is threefold: (a) examine the relationship between the personality types of school counselors and clinical psychologists and their theoretical orientations, (b) examine if the Big Five personality traits (Extraversion vs introversion, Agreeableness vs antagonism, Conscientiousness vs lack of direction, Neuroticism vs emotional stability, and Openness vs closeness to experience) of school counselors and clinical psychologists are predictors of certain theoretical orientations; and (c) examine the difference between school counseling and clinical psychology in their choice of theoretical orientation.

You will be asked to complete two short questionnaires, in addition to demographic information.

You are invited because we are targeting counselors and clinical psychologists. You are eligible for this study if you are:

#### **Counselors**

- Either work in schools or other non-school based jobs.

- Main language is English.

If you are a school counselor, then the school should be:

- In Beirut area.
- Main language of instruction is English.
- Having at least one school counselor of any grade level.

### **Clinical Psychologists**

- Main language is English.

The estimated time to complete each questionnaire is approximately 10-15 minutes.

The research is conducted online and is hosted on AUB server (Limesurvey).

Please read the consent form and consider whether you want to be involved in the study.

If you have any question about this study, you may contact the research team: Dr. Anies Al Hroub at 01-350000 3060/3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs. Hind Sinno at 70-846667 or by email: [his11@mail.aub.edu](mailto:his11@mail.aub.edu).

## School Director Consent Letter

**American University of Beirut**

**Department of Education**

**School Director Permission Letter**

**Study Title:** The Relationship Between Personality Traits and the Theoretical Orientation

Preferences of Counselors and Clinical Psychologists in Lebanon.

**Researchers:** Dr. Anies AlHroub and Mrs. Hind Sinno

Dear Principal,

We are requesting your approval to participate in a research study under the Institutional Review Board (IRB) for human rights and regulations. We are asking permission to distribute three questionnaires to the counselors. Participation is completely voluntary. Please read the information below and feel free to ask any questions you may have. We will contact the school principals and counselors in person, using the direct approach.

### **A. Project Description**

This research is being conducted with the goal of completing a Masters' thesis in Educational Psychology and possibly presentation at academic conferences. The purpose of this study is to: (a) examine the relationship between the personality types of school counselors and clinical psychologists and their theoretical orientations, (b) examine if the Big Five personality traits (Extraversion vs introversion, Agreeableness vs antagonism, Conscientiousness vs lack of direction, Neuroticism vs emotional stability, and Openness vs closeness to experience) of school counselors and clinical psychologists are predictors of certain theoretical orientations; and (c) examine the difference between school counseling and clinical psychology in their choice of theoretical orientation.

If the principal consent is obtained, the researcher will distribute a demographic questionnaire, the Counsellor Theoretical Position Scale (CTPS), and the Big Five Inventory-2 (BFI-2) to the counselor. The duration for completing each tool is approximately 10 to 15 minutes. The questionnaires will be left with the counselor for 48 hours. The expected number of participants is up to twenty-five counselors in the area of Beirut.

### **B. Risks and Benefits**

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty

or loss of benefits to which you are entitled. Discontinuing participation in no way affects your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the counselor’s relationship with AUB or the school.

The school receives no direct benefits from participating in this research. However, participants will be taking part in a research done for the first time in Lebanon. This will help in adding to the research-based information about counselors and clinical psychologists in Lebanon. The research will give information whether theoretical orientation is affected by the personality traits of counselors and clinical psychologists in Lebanon.

**C. Confidentiality**

If you agree for your counselor to participate, all information will be kept confidential. To secure the confidentiality of your counselor’s responses, their names and other identifying information will never be attached to their answers. Data provided by the counselor will not be shared by any other counselor or the school principal. All codes and data are kept in a locked drawer in a locker room or in a password protected computer that is kept secure. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly after the termination of the study. Your counselor’s privacy will be maintained in all published and written data resulting from this study. Their names or other identifying information will not be used in our reports or published papers.

**D.Contact Information**

If you have any questions or concerns about the research you may contact Dr. Anies Al Hroub at 01-350000 3060/3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs. Hind Sinno at 70-846667 or by email: [his11@mail.aub.edu](mailto:his11@mail.aub.edu). If I feel that my questions have not been answered, I can contact the Institutional Review Board for human rights at 01-374374, ext: 5445 or by email: [irb@aub.edu.lb](mailto:irb@aub.edu.lb).

**E.Participant rights**

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate does not influence your relationship with AUB. A copy of this consent will be given to you.

**F. Signing the Consent From**

**If you agree to grant us approval to administer the research at your school, please sign below:**

Principal’s name: \_\_\_\_\_

Consent of the principal: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**If you agree to grant us approval to distribute the questionnaires to the counselors, please sign below:**

Principal's name: \_\_\_\_\_

Consent of the principal: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub

**Address:** American University of Beirut

Department of Education

**Department Chair**

Associate Professor

Educational Psychology & Special Education

Phone (00961-350000-3060/3064 )

Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

**Co-Investigator:** Mrs. Hind Sinno

**Address:** American University of Beirut

Department of Education

Beirut, Lebanon

Phone: 70846667

Email: [his11@mail.aub.edu](mailto:his11@mail.aub.edu)

Recruitment Flyer



**THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND THE THEORETICAL ORIENTATION PREFERENCES OF COUNSELORS AND CLINICAL PSYCHOLOGISTS IN LEBANON**

➤ **The purpose of this research is to:**

- 1- Examine the relationship between the personality types of school counselors and clinical psychologists and their theoretical orientations.
- 2- Examine if the Big Five personality traits (Extraversion vs introversion, Agreeableness vs antagonism, Conscientiousness vs lack of direction, Neuroticism vs emotional stability, and Openness vs closeness to experience) of school counselors and clinical psychologists are predictors of certain theoretical orientations.
- 3- Examine the difference between school counseling and clinical psychology in their choice of theoretical orientation.

**For counselors and clinical psychologists of the Lebanese Psychological Association.**

- **ARE YOU A COUNSELOR OR A CLINICAL PSYCHOLOGIST?**
- **ARE YOU READY TO FILL SURVEYS ABOUT YOUR PERSONALITY TRAITS AND YOUR THEORETICAL ORIENTATION PREFERENCES?**

There are 2 surveys and a demographic questionnaire. Each will take about 10-15 minutes.


Location: Limesurvey (hosted on AUB server).

Please follow this link to fill out the consent form and instruments:

<http://survey.aub.edu.lb/index.php/184155?lang=en>

- ✚ Counselors' and clinical psychologists' participation in this study does not involve any physical risk or emotional risk to them beyond the risks of their daily life.



 **Participant counselors and clinical psychologists have the right to withdraw your consent or discontinue participation at any time for any reason.**

## Clinical Psychologist Consent Form

**American University of Beirut**

**Department of Education**

**Clinical Psychologist Consent Form**

**Direct Approaching**

Dear clinical psychologist,

We are requesting your approval to participate in a research study under the Institutional Review Board (IRB) for human rights regulations. Participation is completely voluntary. Please read the information below and feel free to ask any questions you may have.

### **A. Project Description**

This research is being conducted with the goal of completing a Masters' thesis in Educational Psychology and possibly presentation at academic conferences.

The purpose of this study is threefold: (a) examine the relationship between the personality types of school counselors and clinical psychologists and their theoretical orientations, (b) examine if the Big Five personality traits (Extraversion vs introversion, Agreeableness vs antagonism, Conscientiousness vs lack of direction, Neuroticism vs emotional stability, and Openness vs closeness to experience) of school counselors and clinical psychologists are predictors of certain theoretical orientations; and (c) examine the difference between school counseling and clinical psychology in their choice of theoretical orientation.

This consent form will be sent to all clinical psychologists who replied to the recruitment flyer posted on the Lebanese Psychological Association's Facebook page and official website to voluntarily take part in this research. The expected number of participants is up to twenty-five clinical psychologists. The surveys include a demographic questionnaire, the Counsellor Theoretical Position Scale (CTPS) that measures each participant's theoretical orientation, and the Big Five Inventor-2 (BFI-2) which measures the personality domain of each participant. Each tool needs about 10 to 15 minutes to be completed. All the tools will be submitted via email, or in hand (if preferred by the participant). The questionnaires will be left with the participants for 48 hours to complete. The estimated time for the completion of this study is 6 months.

### **B. Risks and Benefits**

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at

any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in no way affects your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the counselor's relationship with AUB or the school.

The participant receives no direct benefits from participating in this research. However, the participants will be taking part in a research done for the first time in Lebanon. This will help in adding to the research-based information about counselors and clinical psychologists in Lebanon. The research will give information whether theoretical orientation is affected by the personality traits of counselors and clinical psychologists in Lebanon.

### **C. Confidentiality**

If you agree to participate, all information will be kept confidential. To secure the confidentiality of your responses, your name and other identifying information will never be attached to your answers. Data provided by the counselor will not be shared by any other counselor or the school principal. All codes and data are kept in a locked drawer in a locker room or in a password protected computer that is kept secure. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly directly after finishing the research. Your privacy will be maintained in all published and written data resulting from this study. Your name or other identifying information will not be used in our reports or published papers.

### **D. Contact Information**

If you have any questions or concerns about the research you may contact Dr. Anies Al Hroub at 01-350000 3060/3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs Hind Sinno at 70-846667 or by email: [his11@mail.aub.edu](mailto:his11@mail.aub.edu). If I feel that y questions have not been answered, I can contact the Institutional Review Board for human rights at 01-374374, ext: 5445 or by email: [irb@aub.edu.lb](mailto:irb@aub.edu.lb).

### **E. Participant rights**

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate does not influence your relationship with AUB. A copy of this consent will be given to you.

### **Signing the Consent Form**

**I have read and understood the above information. I agree to participate in the research study:**

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Time: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub

**Address:** American University of Beirut

Department of Education

**Department Chair**

Associate Professor

Educational Psychology & Special Education

**Co-Investigator:** Mrs. Hind Sinno

**Address:** American University of Beirut

Department of Education

Beirut, Lebanon

Phone: 70846667

Email: his11@mail.aub.edu

## Counselor Consent Form

**American University of Beirut**

**Department of Education**

**Counselor Consent Form**

**Direct Approaching**

Dear counselor,

We are requesting your approval to participate in a research study under the Institutional Review Board (IRB) for human rights regulations. Participation is completely voluntary. Please read the information below and feel free to ask any questions you may have.

### **A. Project Description**

This research is being conducted with the goal of completing a Masters' thesis in Educational Psychology and possibly presentation at academic conferences.

The purpose of this study is threefold: (a) examine the relationship between the personality types of school counselors and clinical psychologists and their theoretical orientations, (b) examine if the Big Five personality traits (Extraversion vs introversion, Agreeableness vs antagonism, Conscientiousness vs lack of direction, Neuroticism vs emotional stability, and Openness vs closeness to experience) of school counselors and clinical psychologists are predictors of certain theoretical orientations; and (c) examine the difference between school counseling and clinical psychology in their choice of theoretical orientation.

If the counselor works in a school, the principal consent is obtained, the researcher will use surveys with school counselors in private schools in Beirut, or counselors working in other settings. If the counselor does not work in a school, this consent form will be sent. The expected number of participants is up to twenty-five counselors. The surveys include a demographic questionnaire, the Counsellor Theoretical Position Scale (CTPS) that measures each participant's theoretical orientation, and the Big Five Inventory-2 (BFI-2) which measures the personality domain of each participant. Each tool needs about 10 to 15 minutes to be completed. Handing the tools will take place either in the counselor's office, after school as preferred by the counselor, or via email if preferred by the counselor. The questionnaire will be left with the counselor for 48 hours to complete. The estimated time for the completion of this study is 6 months.

### **B. Risks and Benefits**

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in no way affects your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the counselor's relationship with AUB or the school.

The school receives no direct benefits from participating in this research. However, the participants will be taking part in a research done for the first time in Lebanon. This will help in adding to the research-based information about counselors and clinical psychologists in Lebanon. The research will give information whether theoretical orientation is affected by the personality traits of counselors and clinical psychologists in Lebanon.

### **C. Confidentiality**

If you agree to participate, all information will be kept confidential. To secure the confidentiality of your responses, your name and other identifying information will never be attached to your answers. Data provided by the counselor will not be shared by any other counselor or the school principal. All codes and data are kept in a locked drawer in a locker room or in a password protected computer that is kept secure. Data access is limited to the Principal Investigator and researchers working directly on this project. Data will be monitored and may be audited by the IRB while assuring confidentiality. All data will be destroyed responsibly directly after finishing the research. Your privacy will be maintained in all published and written data resulting from this study. Your name or other identifying information will not be used in our reports or published papers.

### **D. Contact Information**

If you have any questions or concerns about the research you may contact Dr. Anies Al Hroub at 01-350000 3060/3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs. Hind Sinno at 70-846667 or by email: [his11@mail.aub.edu](mailto:his11@mail.aub.edu). If you feel that your questions have not been answered, you can contact the Institutional Review Board for human rights at 01-374374, ext: 5445 or by email: [irb@aub.edu.lb](mailto:irb@aub.edu.lb).

### **E. Participant rights**

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate does not influence your relationship with AUB. A copy of this consent will be given to you.

### **Signing the Consent Form**

**I have read and understood the above information. I agree to participate in the research study:**

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Time: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub

**Address:** American University of Beirut

Department of Education

**Department Chair**

Associate Professor

Educational Psychology & Special Education

**Co-Investigator:** Mrs. Hind Sinno

**Address:** American University of Beirut

Department of Education

Beirut, Lebanon

Phone: 70846667

Email: his11@mail.aub.edu

## Permission to Use CTPS

Dear Hind Sinno,

Permission is freely given to use the Counsellor Theoretical Position Scale for the purposes described.

I wish you well in your research endeavours.

Sincerely,

Jim McLennan (PhD)

*Bushfire Safety Researcher*  
Adjunct Professor  
School of Psychology and Public Health  
La Trobe University  
Kingsbury Drive  
Bundoora VIC 3086 AUSTRALIA

George Singer Building, Room 464  
Phone + 61 3 9479 5363  
mobile: 0438 096 548



Dear Dr Sinno

Please feel free to use the CTPS for your research purposes.

Yours kindly,

Joseph Poznanski, PhD  
Counselling Psychologist  
Member of the APS College of Counselling Psychologists  
Liberty Avenue Psychology Services Pty Ltd  
[0411 495 920](tel:0411495920)  
[joseph.poznanski@bigpond.com](mailto:joseph.poznanski@bigpond.com)  
[www.josephpoznanskipsychology.com](http://www.josephpoznanskipsychology.com)



## Email of the Author of CTPS



Dear Hind,

Congratulations on your progress in your studies.

The concept of what theory a counsellor follows is indeed complex. Without wanting to make things more complicated for you, have a read (if not done already!) of our two 1995 Journal of Counseling Psychology papers (attached) especially the “Afterthoughts” paper.

Now, to answer your question: I think you may have (quite understandably!) misinterpreted the nature of Counsellor Theoretical Position Scale (CTPS). It does not measure precisely the four self-ascribed counsellor theoretical orientations traditionally described: Cognitive-behavioural (CRB), Psychodynamic (PD), Existential (EX), Family Systems (FS). Rather, it measures two broader theoretical dimensions (or Positions) which we argue underly the four self-ascribed theoretical orientations (these four are often described as “Theoretical School” affiliations). However, the four orientations ARE related to our two Position measures (Rational-Intuitive and Objective-Subjective), but NOT exactly,—see our 1998 paper attached—as follows:

CB: Higher on Rational-Intuitive and Higher on Objective-Subjective.

PD: Lower on Rational-Intuitive and Higher on Objective-Subjective.

EX: Lower on Rational-Intuitive and Lower on Objective-Subjective

FS: Higher on Rational-Intuitive and Lower on Objective-Subjective.

How do you decide on Higher or Lower? My suggestion is to find the median score for your counsellors on the Rational-Intuitive measure and the median score on the Objective-Subjective measure. Then assign each of your counsellors to the four quadrants of a two-dimensional ‘plot’. So:

Above the R-I median and above the O-S median: probably CB.

Below the R-I median and above the O-S median: probably PD.

Below the R-I median and below the O-S median: probably EX.

Above the R-I median and below the O-S median: probably FS.

The 'mapping' will not be exact, but will give your four groups, you can then see the relative percentages of your Counsellors and your Clinical Psychologists in each of the four groups and could use a Chi-Square test to compare them: 2 (Counsellors, Clinical Psychologists) X 4 (CB, PD, EX, FS).

I hope this helps you!

With best wishes,

Jim

-----

Jim McLennan (PhD)

*Bushfire Safety Researcher*  
Adjunct Professor  
School of Psychology and Public Health  
La Trobe University  
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Bundoora VIC 3086 AUSTRALIA

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## Appendix A

### List of Private Schools in Beirut

رقم المدرسة		إسم المدرسة		التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الأولى								
العثات الأجنبية	معلم	إداري	المجموع	ثانوي	ثلاثي	ثلاثي	ثلاثي	ثلاثي	ثلاثي	عدد الشعب	الدراس	إسم المالك	العنوان	إسم المالك
7001	الفرنسية	97	26	1337	364	267	424	282	2	44	قبل الظهر	قلب الأوكس - القزير	الجزيرة - شارع عورو	زهنة نقود المدارس المسيحية
	الأجنبية	63	17	46	13	10	13	8			مختلطة	01- 445600		
	الفرنسية	17	2	296	26	47	136	87	1	15	قبل الظهر	إباء مار يوسف	كورنيش النهر - الندي - شارع الرنجل	
	الأجنبية	4	1	16	4	3	6	3			مختلطة	01- 561363	اند الله فقه	
7003	الفرنسية	85	53	849	246	176	298	129		35	قبل الظهر	الحكمة الشرقية	الحكمة	
	الأجنبية	44	24	35	9	8	12	6			مختلطة	01- 561990	الحكمة	
7004	الفرنسية	71	29	756	70	130	355	201	36		قبل الظهر	الشارع الأرثوذكسية	الشارع يوسف - طريق - لقاء مستشفى الروم	
	الأجنبية	32	22	36	7	5	15	9			مختلطة	01- 566850	مطارية بيروت للروم الأرثوذكس	
7005	الفرنسية	16	5	237		86	67	84		9	قبل الظهر	العمى بالشمس	الروم - شارع مستشفى الروم	
	الأجنبية	15	3	9		3	3	3			مختلطة	01- 449210	جمعية راهبات المحبة	
7006	الفرنسية	35	12	317	59	47	130	81	18		قبل الظهر	الأرضية الأجنبية المركزية الثالثة	الروم - شارع جواردة	
	الأجنبية	21	6	18	6	3	6	3			مختلطة	01- 442594	اتحاد القديس الأرمينية الأجنبية	
7008	الفرنسية	75	18	1065		214	574	277		35	قبل الظهر	القديس غريغوريوس	المعجيات - شارع مستشفى الروم	
	الأجنبية	67	9	35		8	18	9			مختلطة	01- 488321	الوحدات التوسعاتي الشرق	
7011	الفرنسية	135	14	1556	233	297	705	321		59	قبل الظهر	سيدة الناصرة	الناصرة - شارع نور الناصرة	
	الأجنبية	85	8	59	11	12	24	12			مختلطة	01- 327150	نور الناصرة	
7012	الفرنسية	14	4	176		176				6	قبل الظهر	سان شارل راهبات المحبة	الناصرة - شارع الرمان	
	الأجنبية	10	3	6		6					مختلطة	01- 201812	جمعية راهبات المحبة	

التعليم : خاص غير مجاني											دليل المدارس لعام 2015-2016	
المنطقة التربوية : بيروت الأولى											رقم المدرسة	إسم المدرسة
اللغات الأجنبية	معلم	إيراني	المجموع	ثانوي	حقة 3	حقة 2	روضة	عدد الشعب		التعليم	إسم المالك	
								عربي	فرنسي			
الأجنبية	ملاك	ملاك	تأجير	تأجير	تأجير	تأجير	تأجير	تأجير	تأجير	تأجير	الجنس	العنوان
	تأجير + تأجير	تأجير + تأجير	شعب	شعب	شعب	شعب	شعب	شعب	شعب	شعب	الوقت	إسم المالك
الانكليزية	29	4	281	159	122				13		قبل الظهر	ثانوية علي بن ابي طالب الشرفية
	18	4		7	6						محافظة	الناصرية - شارع بضمير
	11	0	13								01- 325371	جمعية التضامن العربية الإسلامية
الانكليزية	32	6	355	81	59	137	78	18			قبل الظهر	الثانوية الانجليزية لبيروت الكبرى
	18	4		6	3	6	3				محافظة	السويدي - شارع العرابية
	14	6	18								01- 423589	مجلس ابناءالبحريةالتفانك الانجليزية
الفرنسية	77	21	1127	272	234	417	204	1	44		قبل الظهر	الثانوية لرايات السنية
الانكليزية	69	7		10	9	17	9				محافظة	السويدي - الشرفية - شارع ساسين
	8	14	45								01- 339928	جمعية رايات السنية
الفرنسية	22	10	161	18	23	68	52		18		قبل الظهر	الثالثة لشار الشرفية
	12	10		6	3	6	3				محافظة	الشرفية - العكابي - شارع العكابي
	10	0	18								01- 561280	مطرية بيروت للزوم الانكليزي
الفرنسية	82	18	1111	159	208	521	223		45		قبل الظهر	زهرة الاحسان
	53	12		7	8	20	10				محافظة	مارسفر - شارع زهرة الاحسان
	29	6	45								01- 200238	مطرية بيروت للزوم الانكليزي - بيروت
الفرنسية	226	70	3484	743	711	1350	680		119		قبل الظهر	التيه الفرنسية للبنات الكبرى
	154	53		23	24	48	24				محافظة	اوتيل نيو - شارع لسحق بن حنين
	72	17	119								01- 420700	الغزوة الفرنسية
الفرنسية	140	60	1888	277	386	830	395		61		قبل الظهر	ثانوية القديس يوسف لرايات القديس
	109	35		10	12	26	13				محافظة	السويدي - شارع السويدي
	31	25	61								01- 200655	رهبنة القديس القديس
الفرنسية	4	2	36				36		3		قبل الظهر	حديقة الاطفال - كلر معصم
	4	2									محافظة	الحجازة - عمرو - شارع عمرو
	0	0	3								01- 564198	وقف الزوم الانكليزي
الانكليزية	10	0	54		8	35	11	12			قبل الظهر	الثانوية العامة للبنات المعروف باسم صومع الخلدن
	6	0			3	6	3				محافظة	الانكليزية - النديي - شارع اسطفان
	4	0	12								01- 443471	الطران التجاري
الانكليزية	81	27	551	70	57	255	169	29			قبل الظهر	واستريغ اوبيلج كوسمونياني
	22	3		3	4	14	8				محافظة	بيروت (م) - المنعف
	59	24	29								01- 423444	كوسية سوزان كاتوليكة

التعليم : خاص غير مجاني											دليل المدارس لعام 2015-2016	
المنطقة التربوية : بيروت الأولى											رقم المدرسة	إسم المدرسة
اللغات الأجنبية	معلم	إيراني	المجموع	ثانوي	حقة 3	حقة 2	روضة	عدد الشعب		التعليم	إسم المالك	
								عربي	فرنسي			
الأجنبية	ملاك	ملاك	تأجير	تأجير	تأجير	تأجير	تأجير	تأجير	تأجير	الجنس	العنوان	
	تأجير + تأجير	تأجير + تأجير	شعب	شعب	شعب	شعب	شعب	شعب	شعب	شعب	الوقت	إسم المالك
الفرنسية	2	0	17				17		2		قبل الظهر	عهد القديس يوحنا الرسول
	1	0									محافظة	الانكليزية - شارع هولان - الصبلي
	1	0	2								01- 327402	الرهبنة البينديتية الخلية
الانكليزية	1	0	177			120	57	9			قبل الظهر	مدرسة علي العالقي لتربية والاصلاح
						6	3				محافظة	عازمازون - طريق الجديدة - شارع بوسهل
	1	0	9								01- 825009	اسامة ولحن العالقي

المناطق التربوية : بيروت الثانية										التعليم : خاص غير مجاني		سنة 2015-2016		
رقم المدرسة	اسم المدرسة	النوع	الجنس	عدد الشعب	رومية	حقة 2	حقة 3	تكميلي	المجموع	تكميلي	تكميلي	معلم	العمالة	الأجنبية
7016	المعاص الثانية بيروت البارك - بارو - المشرف مطابقية الروم الكاثوليك - بيروت	مختلطة	مختلطة	4	88	186	84	358	7	22	22	13	9	الفرنسية الانكليزية
7026	ثانوية ابن سينا البحر - شارع الاسفلت كمان سموي	مختلطة	مختلطة	13	3	6	21	84	0	22	4	8	3	الانكليزية
7028	دار الحنان زقاق الطباط - شارع طنارة برية بوعنان	مختلطة	مختلطة	3	3			88	0	3	7	4	3	الانكليزية
7030	الاهلية باب الزيب وادي نو حليل مجلس ابناء المدرسة الاهلية	مختلطة	مختلطة	1	65	126	86	398	10	25	44	17	27	الفرنسية الانكليزية
7031	القدسية حقه لراهبات الزوسون سبنا الصنن - شارع باب فريس راهبات الزوسون (مملوكة)	مختلطة	مختلطة	31	200	254	106	705	13	31	66	49	17	الفرنسية
7033	ثانوية العبري الثانية الطريكية - شارع عبد القادر مؤسسة العبري	مختلطة	مختلطة	43	194	424	209	999	34	43	92	79	13	الانكليزية
7034	الاعاء الوطنية الطريكية - شارع العمارة السيد محمد الصافي والسيد نجح عتاني	مختلطة	مختلطة	27	6	12	131	603	13	27	49	35	14	الانكليزية
7035	راهبات مار يوسف الطهور زقاق الطباط - الطريكية - شارع عبد القادر راهبات مار يوسف الطهور	مختلطة	مختلطة	33	259	292	142	783	13	33	59	32	9	الفرنسية
7036	السعيدة الطريكية - شارع مار الياس السيدة الملائكة القديسة	مختلطة	مختلطة	31	140	297	119	631	9	31	34	28	6	الانكليزية
7037	الطريكية الطريكية مطابقية الروم الكاثوليك وسائر المشرقي	مختلطة	مختلطة	16	92	201	101	447	5	28	39	14	25	الفرنسية الانكليزية

المحافظة التربوية :بيروت الثانية										التعليم : خاص غير مجاني		دليل المدارس لعام 2015-2016			
رقم المدرسة	إسم المدرسة	العنوان	إسم الشارع	عدد الشعب	روضة	حديقة 1	حديقة 2	حديقة 3	الذكور	المجموع	إداري	معلم	الأخصائية	الطلاب	
														ذكور	إناث
7038	لجان الأخضر	راقق البلاط - شارع حمادة	د. حسين علي بقم	6		90	6			90	5	13	الانكليزية	4	9
7039	ثانوية بيروت العربية	راقق البلاط - شارع حمادة	د.حسن علي بقم وروثوت	6		59	3	69	6	128	5	17	الفرنسية	17	الانكليزية
7040	النادية العامة الأولى	الطريق - شارع حائل موكس (الحدادي)	النادية العامة الأولى	9		67	3	32		99	2	14	الفرنسية	2	12
7042	المعدنية الاكاديمية	السيطة - شارع المطرف	إسماعيل الشوق المرحومة	56	314	515	14	246	9	1276	24	130	الانكليزية	77	53
7043	ثانوية مار جوزيف	السيطة - شارع المطرف	وقف الطائفة النزارية الارثوذكسية	15	50	13	3	46	4	164	1	23	الانكليزية	9	14
7044	ابنت	السيطة - شارع رشيد مطيع	الشيخ احمد يوسف حمود	19	53	144	3	98	7	450	9	53	الفرنسية	21	32
7049	روضة العلوم	السيطة - شارع ابو بكر الصديق	عبدالله نائف	12	35	68	3	29		132	0	14	الانكليزية	3	11
7050	سنة الصبيطة البارونية	وطني الصبيطة - شارع المنصفي	منظارية بيروت البارونية	17	37	91	3	70	5	280	5	24	الفرنسية	8	16
7051	مار الياس بطيحا الثانية	مار الياس - شارع البستاني	مؤلف مار الياس بطيحا	20	52	130	3	86	6	385	15	50	الفرنسية	32	18
7053	القيمه نابودال	مار الياس - شارع نقولانرسوق	معاذ علي معصن	9	378	421	15			799	18	58	الفرنسية	42	16

دليل المدارس لعام 2015-2016										التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثانية			
رقم المدرسة	اسم المدرسة العنوان اسم المالك	النوع	الجنس الذكوري الانثوي	روضة تعداد	حديقة 1 تعداد	حديقة 2 تعداد	حديقة 3 تعداد	تاليف تعداد	المصروف تعداد	إيراق تعداد	معلم تعداد	لغات الأجنبية	عدد التعداد		
													ذكوري	انثوي	
7054	الاعدادية اللبنانية ماراليس - منطقة رقم 47 - شارع ماراليس رقم 93 شفي صايغ وريما خلف	فيل الطوير مخالطة 01- 841187		17	17	2	34	24	56	131	3	44	الانكليزية	26	3
7056	لازاتين برج أبي حيدر - شارع احمد طياره عميد الشكور احمد انيل	فيل الطوير مخالطة 01- 641929		12		3	119	54	219	3	17	الفرنسية	17	3	
7057	لاكوتين برج أبي حيدر - شارع عبد الغني العربي زاهر طهي حسن	فيل الطوير مخالطة 01- 314199		10	10	5	36	84	148	0	10	الفرنسية الانكليزية	10	0	
7058	روضة الاكبال المنطقة القوفا - شارع سدي حسن ورثة درويش طيل	فيل الطوير مخالطة 01- 656034		3	9	3	70	80	150	1	11	الفرنسية الانكليزية	5	1	
7059	الرسالة العربية المنطقة الحدا - المنطقة - شارع الازاهي عبد البراق زاهر	فيل الطوير مخالطة 01- 657543		11	11	3	28	109	150	0	8	الانكليزية	8	0	
7060	ثانوية الرسالة العربية المسائية المنطقة الحدا - المنطقة - شارع الازاهي عبد البراق زاهر	سائي مخالطة 01- 657543		4	8				137	238	0	الفرنسية الانكليزية	10	0	
7061	ثانوية امير الثقافة الحديثة برج أبي حيدر - المعلمين - شارع ابن خلدون احسان الشوات	فيل الطوير مخالطة 01- 305941		16	16	2	5	51	56	145	0	الانكليزية	15	0	
7062	الجمعية الوطنية المزرعة - شارع المزرعة ورثة توفيق زاهر وورثة الثالث مراد	فيل الطوير مخالطة 01- 654432		1	12	3	32	36	101	2	15	الفرنسية الانكليزية	6	2	
7063	بانسقال المزرعة - شارع صليبا ورثة الشكور جورج حبيب	فيل الطوير مخالطة 01- 654406		12	12	3	41	62	153	6	15	الفرنسية	8	6	
7064	روضة الراحم برج أبي حيدر - شارع المعري ورثة محمود مرشقي	فيل الطوير مخالطة 01- 653615		9	9	3	53	41	94	2	10	الانكليزية	5	1	



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رقم المدرسة	اسم المدرسة	العنوان	اسم المالك	عدد الشعب	روضة	حلقة أول	حلقة 3	ثانوي	الجموع	إدري	معلم	لغات الأجنبية	
												عربي	إنكليزية
				عربي	عربي	عربي	عربي	عربي	عربي	عربي	عربي	عربي	عربي
7065	روضة التوابع المتوسطة	برج أبي حيدر - 0 - شارع 0	ورثة محمود مرشدي	2			14		14	2	7	عربي	إنكليزية
7066	الحياة الحديثة	شارع أبو شاكور	محمد ياسين	8	55	96	51		202	1	22	عربي	إنكليزية
7068	ثانوية عمر بن الخطاب	العرش - شارع المظن حسن حاك	جمعية المصنفات الخيرية الإسلامية في بيروت	15			163	136	299	10	31	عربي	إنكليزية
7070	ثانوية الثقافة الإسلامية	طريق الجديدة - شارع حسن حاك	جمعية المشاريع الخيرية الإسلامية	57	268	549	222	240	1279	19	81	عربي	إنكليزية
7074	مناجى سماح	طريق الجديدة - السيل - شارع خديجة الكبرى	مريد نظور	12	26	32	15		73	1	6	عربي	إنكليزية
7075	بهدية الأطفال	العرش - شارع القاضي	ربطة المصنفات الخيرية الإسلامية	19	144	229			373	11	21	عربي	إنكليزية
7079	الابتدائية الحديثة	راس النبع - شارع عبد الكريم الخليل	ورثة الأمير محمد خير شهاب	12	60	145	64		269	0	13	عربي	إنكليزية
7081	الروضة الحديثة القصية	راس البوع - شارع محمد الجويت	محمد بيال العرب	7	5	4		2	11	0	3	عربي	إنكليزية
7082	ابن رشد	راس النبع - شارع حسن فرغان	مستشفى الغوري حمادة والسيدة عفاف مازيني	2	3		10		10	1	6	عربي	إنكليزية
7083	ثانوية ابن رشد	راس النبع - شارع فرغان	شركة الغوري حمادة وعفاف مازيني	5	6		54	83	117	2	13	عربي	إنكليزية



رقم المدرسة		اسم المدرسة	العنوان	اسم المالك	الدرام	عدد التبع	روضة	حديقة 2	حديقة 3	ثانوي	المصروف	اداري	معلم	اللغات الأجنبية
					الجنس	الفرسي	التفري	تأليد	تأليد	تأليد	تأليد	تأليد	حالك	حالك
					الوقت	الوقت	تبع	تبع	تبع	تبع	تبع	تبع	تبع	تبع
7087	التربية العلمية	العالمية - شارع عمر بن الخطاب	الجمعية الخيرية الإسلامية العالمية	01- 632044	01- 632044	10	9	10	91	171	262	6	41	الفرنسية الانكليزية
7088	الرياضة العلمية للتعلم للجمعية الخيرية الإسلامية العالمية	العالمية - شارع عمر بن الخطاب	الجمعية الخيرية الإسلامية العالمية	01- 632799	01- 632799	8	8	172	6	172	172	3	17	الانكليزية
7089	القدس الاندلسي العالمي	العالمية - شارع عمر بن الخطاب	الجمعية الخيرية الإسلامية العالمية	01- 632007	01- 632007	6	6	104	6	104	104	1	14	الفرنسية
7090	مكتبة البسات العلمية	البيضة الفوقا - شارع المصفاي	الجمعية الخيرية العالمية	01- 632270	01- 632270	4	4	98	6	15	113	2	21	الفرنسية الانكليزية
7091	الروضة الموهبة العلمية	العالمية - شارع عمر بن الخطاب	الجمعية الخيرية الإسلامية العالمية	01- 632333	01- 632333	4	4	182	12	182	182	2	17	الفرنسية الانكليزية
7092	أسية الملطف	الدارك - شارع الجيش	شركة التونسية	01- 380488	01- 380488	19	3	63	7	88	367	4	25	الفرنسية
7093	سيدة الملائكة حارو	الدارك - شارع بنوا بركات	نادي سيدة الملائكة	01- 388041	01- 388041	30	5	123	12	119	670	7	55	الفرنسية
7094	برجيت ماري راهبات القديسكان	الدارك - شارع الملطف	السلطان التونسية	01- 380330	01- 380330	19	19	526	19	526	526	10	47	الفرنسية
7095	لبنانية بيت الأطفال	الحرس - شارع الأزاعي	جمعية التضامن الخيرية الإسلامية	01- 647478	01- 647478	7	9	26	24	401	556	12	67	الفرنسية الانكليزية
7097	ثانوية حاك بن الوليد	الحرس - شارع الأزاعي	جمعية التضامن الخيرية الإسلامية	01- 647478	01- 647478	9	9	20	12	141	247	10	67	الفرنسية الانكليزية

رقم المدرسة		اسم المدرسة	العنوان	اسم المالك	الدرام	عدد التبع	روضة	حديقة 2	حديقة 3	ثانوي	المصروف	اداري	معلم	اللغات الأجنبية
					الجنس	الفرسي	التفري	تأليد	تأليد	تأليد	تأليد	تأليد	حالك	حالك
					الوقت	الوقت	تبع	تبع	تبع	تبع	تبع	تبع	تبع	تبع
8049	لوزقلمان	الدارك - شارع المستنق العسكري	شركة التونسية	01- 385281	01- 385281	27	2	27	173	291	464	36	86	الفرنسية الانكليزية
8051	مدرسة الميربي الثالثة	طريق الصنيد - شارع امين حلو	مؤسسة الميربي	01- 855575	01- 855575	13	9	26	18	64	925	31	85	الفرنسية الانكليزية
8126	ثانوية بيروت	رامن القيع - شارع عمر بن الخطاب	الجمعية الخيرية لرواية لطفال السلس	01- 652294	01- 652294	15	3	15	6	22	307	2	19	الانكليزية
8254	سلي التراسبول سكول	زقاق الباطل - شارع حسن جبر	الجمعية الخيرية العالمية للتعليم	01- 369500	01- 369500	2	5	30	9	168	805	25	145	الفرنسية الانكليزية
8543	مدرسة و روضة الأطفال الامانيان التوليدان	الجمعة - الدارة - شارع بلن	مدرسة	01- 740523	01- 740523	1	4	15	12	268	352	5	12	الفرنسية الانكليزية
8549	مدرسة اهل البيت المتوسطة	زقاق الباطل - شارع يوسف الاسو	جمعية الامداد الخيرية الإسلامية	01- 361073	01- 361073	3	3	3	3	55	55	1	6	الانكليزية

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رقم المدرسة	إسم المدرسة	الجنس	عدد الشعب	روضة	حديقة 2	حديقة 3	ثانوي	المجموع	ثانوي	ثانوي	معلم	العمالة الأجنبية
	إسم المالك	الشارع	الحي	شعب	شعب	شعب	شعب	شعب	شعب	شعب	معلم	العمالة الأجنبية
7099	الجمالية الأمريكية الجامعة الأمريكية - شارع باريس مدرسة الجمالية الأمريكية في بيروت	الجمالية	60	211	439	222	226	1098	24	24	149	79 70
7101	انترناشونال كوندو رأس بيروت - شارع بلبل مجلس قضاء القربانوسال كوندو	الجمالية	55	462	967	526	582	2537	47	19	265	159 106
7104	الزيمية الأجنبية العالية القطاري - شارع المكيد جمعية مسيحية	الجمالية	15	25	49	25	24	123	7	3	31	13 18
7105	القديس منصور لراحمات السيدة القطاري - شارع كليمسو جمعية راهبات السيدة	الجمالية	32	132	330	186	162	810	17	14	65	45 20
7106	السيدة فرح مازراس - شارع كليمسو القطاري - شارع كليمسو مطالبة بيروت المارونية	الجمالية	17	97	182	97	97	370	16	11	30	21 9
7107	البنائية العلمية القطاري - شارع جوستيان اتحج خله ال ثان	الجمالية	5	49	20	20	69	2	2	4	1 3	
7108	القديس فرانسيس لثاء الكونيين الجمراء - شارع القاهية الآباء الكونيين	الجمالية	20	44	121	78	118	361	10	5	32	20 12
7111	التربية الاجتماعية الوطنية القطاري - شارع عماد وزارة الاقتصاد لكلية الأنشطة الوطنية في بيروت	الجمالية	39	172	308	112	93	685	8	5	69	50 19
7112	ثانوية السيدة الأثوذكسية رأس بيروت - الجمراء - شارع الشكول وقف مطرانية بيروت الأثوذكس	الجمالية	54	305	580	267	201	1353	108	75	103	56 47
7114	الهدى الجمراء - شارع السادات عائل الشيخ	الجمالية	16	15	28	27	42	112	1	1	15	7 8

دليل المدارس لعام 2015-2016										التعليم : خاص غير مجاني			المنطقة التربوية : بيروت الثالثة						
رقم المدرسة	اسم المدرسة	العنوان	اسم المالك	النوع	عدد التلميذ	روضة	حضانة 2	حضانة 3	ابتدائي	المجموع	ابتدائي	متوسط	الاعداد	الاعداد					
														متوسط	متوسط	متوسط			
7119	الثانوية التجريبية الفرنسية	فرطيم - شارع مدام كوري	الوجود البروتستانتي الفرنسي في لبنان	فلسفة	60								125	38	1652	308	324	683	337
7120	لديه عدالتار مؤسسة العربي	الطريق - شارع عبد الحادي	مؤسسة العربي	فلسفة	68								133	38	1892	305	373	788	426
7121	امويكاس للتأسيس وفد بيروت (سابقة الثانوية الفرنسية العربية)	الطريق - كركول القوي - شارع محمد الهادي	هيك نظرس وبتريكتا	فلسفة	19								30	3	169	61	29	58	21
7122	الوفاد	الطريق - شارع فارس نمر	سحر حلي	فلسفة	38								70	17	785	62	106	388	229
7123	ثانوية الامان للتعليمية	الطريق - شارع منعم باندا	جمعية التربية الاسلامية	فلسفة	48								54	22	1042	199	209	517	117
7125	ثانوية خديجة الكبرى	ثانوية القوي - شارع ابن رشد	جمعية المقاعد الخيرية الاسلامية	فلسفة	12								34	6	241	117	124		
7126	التيه الفرنسية البدائية - فودان	عن الشقة - شارع فودان	التربية الفرنسية	فلسفة	88								157	45	2320	405	489	972	454
7127	الثانوية الدولية الحديثة	عن الشقة - ساحة الجوز - شارع برون	مدرسة العالم للثقافة الاسلامية	فلسفة	4								10	2	107	16	17	43	31
7130	الزهره - فل الطهر	دار القوي - شارع عائشة بكتر ابن رشد	الحاج عبد الطيف حماده	فلسفة	1								18	2	200		50	109	41
7132	ثانوية الانجستانت التبيلية	دار القوي - شارع ماز قاس	مطلة الانجستانت المسلمين	فلسفة	31								61	8	664	99	134	302	129

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رقم المدرسة	اسم المدرسة	العنوان	اسم المالك	النوع	عدد التلميذ	روضة	حضانة 2	حضانة 3	ابتدائي	المجموع	ابتدائي	متوسط	الاعداد						
													متوسط	متوسط	متوسط				
7133	ابهر لبنان	دار القوي - شارع ابن رشد	وقف العلماء على الصورية	فلسفة	4								7	1	49	30	19		
8202	ابو بكر الصديق	القطاري - شارع ميتال نيمدا	جمعية المقاعد الخيرية الاسلامية في بيروت	فلسفة	9								16	3	98		60	38	
8592	دار الحمرا الحديثة	الجامعة الاميركية - شارع الحمراء	ميج وقاروق الشعار	فلسفة	9								8	2	269		148	121	

Appendix B

Demographics Questionnaire

1) Gender:

\_\_\_\_\_ Female    \_\_\_\_\_ Male

2) Age:

\_\_\_\_\_

3) Degree in:

\_\_\_\_\_ Counseling    \_\_\_\_\_ Clinical Psychology

4) How long have you been working for?

\_\_\_ 1-5 years    \_\_\_ 5-10 years    \_\_\_ 10-15 years    \_\_\_ 15-20 years    \_\_\_ >20 years

## Appendix C

### Counsellor Theoretical Position Scale

The following statements represent a range of theoretical and procedural views expressed by psychological therapists. Please indicate the extent of your agreement or disagreement with each statement by circling one of the following numbers for each statement:

1 2 3 4 5 6 7

Strongly disagree (1), moderately disagree (2), somewhat disagree (3), neither (4), somewhat agree (5), moderately agree (6), or strongly agree (7).

1) Unconscious motives should be considered as essential aspects of psychological theory.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

2) Unconscious motivation is a very important aspect of human behaviour.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

3) The emotional process in psychological therapy is a vital agent of change.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

4) Interpretation of symbolic meaning enables illumination of the depth of human experience.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

5) The concept of unconscious processes is of limited therapeutic value.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

6) I generally prefer to practice a goal-directed approach to psychological therapy.

strongly disagree 1 2 3 4 5 6 7 strongly agree

7) Understanding a client's childhood is crucial to therapeutic change.

strongly disagree 1 2 3 4 5 6 7 strongly agree

8) Psychological therapy should focus on “here-and-now” experiences: there is no need to focus on the client’s past.

strongly disagree 1 2 3 4 5 6 7 strongly agree

9) Human beings need to know meanings rather than simply factual information.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

10) It is essential to focus on feeling and meaning as communicated by the client.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

11) People can learn effective coping skills without necessarily having to go into the depths of their private experience.

strongly disagree 1 2 3 4 5 6 7 strongly agree

12) Introspective and intuitive methods in psychological therapy are more useful than explanations which do not go beyond observable behaviour.

strongly disagree 1 2 3 4 5 6 7 strongly agree

13) Self-knowledge deepens our understanding of life.

strongly disagree 1 2 3 4 5 6 7 strongly agree

14) An effective clinical psychologist demonstrates sensitivity and personal involvement towards the client.

strongly disagree 1 2 3 4 5 6 7 strongly agree

15) Careful re-examination by a client of his/ her personal history can alter the client’s present emotional life.

strongly disagree 1 2 3 4 5 6 7 strongly agree

16) It is important for a clinical psychologist to feel strong personal and emotional involvement with a client.

strongly disagree 1 2 3 4 5 6 7 strongly agree

17) Search for meaning and wholeness in life is the essence of human existence.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

18) Establishing a client's awareness of his/her own emotions and desires is a beneficial therapeutic outcome in itself.

strongly disagree 1 2 3 4 5 6 7 strongly agree

19) Clinical psychology is much more an art than a science.

Strongly disagree 1 2 3 4 5 6 7 strongly agree

20) Clinical psychologists usually take on an active role in structuring the interview.

strongly disagree 1 2 3 4 5 6 7 strongly agree

21) Emotional stability is a product of one's logical and consistent thinking behaviour.

strongly disagree 1 2 3 4 5 6 7 strongly agree

22) Cognition is the most powerful factor in determining experience.

strongly disagree 1 2 3 4 5 6 7 strongly agree

23) An understanding of the reasons for one's behaviour is crucial to behavioural change.

strongly disagree 1 2 3 4 5 6 7 strongly agree

24) Knowledge is valid only if it is based on logic and/ or reason.

strongly disagree 1 2 3 4 5 6 7 strongly agree

25) Irrationality is the fundamental cause of psychological dysfunction.

strongly disagree 1 2 3 4 5 6 7 strongly agree

26) Clients need to be guided and given information in order to achieve their therapeutic goals.

strongly disagree 1 2 3 4 5 6 7 strongly agree

27) Improving the client's level of social adjustment ought to be the main therapeutic aim.

strongly disagree 1 2 3 4 5 6 7 strongly agree

28) Clinical psychologists should maintain a detached and objective approach during psychological therapy interviews.

strongly disagree 1 2 3 4 5 6 7 strongly agree

29) It is unwise for a clinical psychologist to respond to a client in a spontaneous, not thought-through manner.

strongly disagree 1 2 3 4 5 6 7 strongly agree

30) Any claimed mental process can be translated into a statement describing observable behaviour.

strongly disagree 1 2 3 4 5 6 7 strongly agree

31) Valid information comes only from empirical research.

strongly disagree 1 2 3 4 5 6 7 strongly agree

32) Nothing is true if it is illogical.

strongly disagree 1 2 3 4 5 6 7 strongly agree

33) The brain is the prime mover in human social development.

strongly disagree 1 2 3 4 5 6 7 strongly agree

34) Logical analysis and synthesis of information is crucial to one's survival.

strongly disagree 1 2 3 4 5 6 7 strongly agree



35) Emotional involvement by a therapist defeats the purpose of therapy.

strongly disagree 1 2 3 4 5 6 7 strongly agree

36) Intense negative emotions are manifestations of unrealistic and non-logical cognitions.

strongly disagree 1 2 3 4 5 6 7 strongly agree

37) It is preferable that a clinical psychologist remains personally uninvolved in the therapeutic relationship.

strongly disagree 1 2 3 4 5 6 7 strongly agree

38) Specific training in psychological therapy techniques is vital to therapeutic outcome.

strongly disagree 1 2 3 4 5 6 7 strongly agree

39) Perceptions define human experience.

strongly disagree 1 2 3 4 5 6 7 strongly agree

40) Higher intellectual processes over-ride more primitive functions of feeling and behaviour.

strongly disagree 1 2 3 4 5 6 7 strongly agree

## Appendix D

### Big Five Inventory-2 (BFI-2)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1	2	3	4	5
Disagree Strongly	Disagree a little	Neutral, no opinion	Agree a little	Agree Strongly

***I am someone who...***

1. \_\_\_ Is outgoing, sociable.
2. \_\_\_ Is compassionate, has a soft heart.
3. \_\_\_ Tends to be disorganized.
4. \_\_\_ Is relaxed, handles stress well.
5. \_\_\_ Has few artistic interests.
6. \_\_\_ Has an assertive personality.
7. \_\_\_ Is respectful, treats others with respect.
8. \_\_\_ Tends to be lazy.
9. \_\_\_ Stays optimistic after experiencing a setback.
10. \_\_\_ Is curious about many different things.
11. \_\_\_ Rarely feels excited or eager.
12. \_\_\_ Tends to find fault with others.
13. \_\_\_ Is dependable, steady.
14. \_\_\_ Is moody, has up and down mood swings.
15. \_\_\_ Is inventive, finds clever ways to do things.
16. \_\_\_ Tends to be quiet.

17. \_\_\_\_Feels little sympathy for others.
18. \_\_\_\_Is systematic, likes to keep things in order.
19. \_\_\_\_ Can be tense.
20. \_\_\_\_Is fascinated by art, music, or literature.
21. \_\_\_\_Is dominant, acts as a leader.
22. \_\_\_\_Starts arguments with others.
23. \_\_\_\_Has difficulty getting started on tasks.
24. \_\_\_\_Feels secure, comfortable with self.
25. \_\_\_\_Avoids intellectual, philosophical discussions.
26. \_\_\_\_Is less active than other people.
27. \_\_\_\_Has a forgiving nature.
28. \_\_\_\_Can be somewhat careless.
29. \_\_\_\_Is emotionally stable, not easily upset.
30. \_\_\_\_Has little creativity.
31. \_\_\_\_Is sometimes shy, introverted.
32. \_\_\_\_Is helpful and unselfish with others.
33. \_\_\_\_Keeps things neat and tidy.
34. \_\_\_\_Worries a lot.
35. \_\_\_\_Values art and beauty.
36. \_\_\_\_Finds it hard to influence people.
37. \_\_\_\_Is sometimes rude to others.
38. \_\_\_\_Is efficient, gets things done.
39. \_\_\_\_Often feels sad.
40. \_\_\_\_Is complex, a deep thinker.
41. \_\_\_\_Is full of energy.

42. \_\_\_\_ Is suspicious of others' intentions.
43. \_\_\_\_ Is reliable, can always be counted on.
44. \_\_\_\_ Keeps their emotions under control.
45. \_\_\_\_ Has difficulty imagining things.
46. \_\_\_\_ Is talkative.
47. \_\_\_\_ Can be cold and uncaring.
48. \_\_\_\_ Leaves a mess, doesn't clean up.
49. \_\_\_\_ Rarely feels anxious or afraid.
50. \_\_\_\_ Thinks poetry and plays are boring.
51. \_\_\_\_ Prefers to have others take charge.
52. \_\_\_\_ Is polite, courteous to others.
53. \_\_\_\_ Is persistent, works until the task is finished.
54. \_\_\_\_ Tends to feel depressed, blue.
55. \_\_\_\_ Has little interest in abstract ideas.
56. \_\_\_\_ Shows a lot of enthusiasm.
57. \_\_\_\_ Assumes the best about people.
58. \_\_\_\_ Sometimes behaves irresponsibly.
59. \_\_\_\_ Is temperamental, gets emotional easily.
60. \_\_\_\_ Is original, comes up with new ideas.

