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PARENT-CHILD RELATIONSHIP AND PERSONALITY CHARACTERISTICS
IN RELATION TO PREFERRED COUNSELING STYLE
IN SOEGIJAPRANATA CATHOLIC UNIVERSITY

STUDENT
A Thesis

Presented to

The Faculty of The College of Education
De La Salle University

In Partial Fulfillment

of the Requirements for the Degree of
Master of Science in Guidance and Counseling

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November, 1994

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ABSTRACT

The purpose of this study was to identify the Soegijapranata Catholic University students' preference for counseling style and to see if there was a correlation between their preference for counseling style and their parent-child relationship background and their personality characteristics.

The descriptive-correlational research design was used, employing the survey method through the use of three questionnaires, namely, Parent-Child Relationship Questionnaire; Sixteen Personality Factors Questionnaire; and 21 Statements of Counselor Role Preference Questionnaire as tools for gathering data. The subjects of the study were 300 students of Soegijapranata Catholic University from the first, second, and third year in the school year 1993-1994. The data were analyzed using descriptive statistics and Pearson r for association between preference for counseling style and the selected variables. Hypotheses were tested at .01 level of significance.

Findings showed that the nondirective counseling style was preferred by majority of the sample. The results also showed that more than half of the sample



have warm relationship with their parent. In terms of personality characteristics, generally the sample had cold, bold, introverted, and independent personality characteristics. Furthermore, computed Pearson r 's showed that there is a significant relationship between preference for counseling style and each of the following variables: (a) parent-child relationship background; (b) personality characteristics.

From the findings it can be concluded that, for the Soegijapranata Catholic University students, preference for counseling style is related to their parent-child relationship background and their personality characteristics.

The preceding findings suggest that students' parent-child relationship and personality characteristics should be considered in counseling style provided by student counselors. Furthermore the student counselors must develop their skills and personal preparedness for nondirective counseling.

Further study should be conducted with a more thorough analysis of social and economic variables in the students' life which can have profound effects on preference for counseling style. Other studies such as determining specific types of nondirective counseling



style that the students prefer can also be useful.



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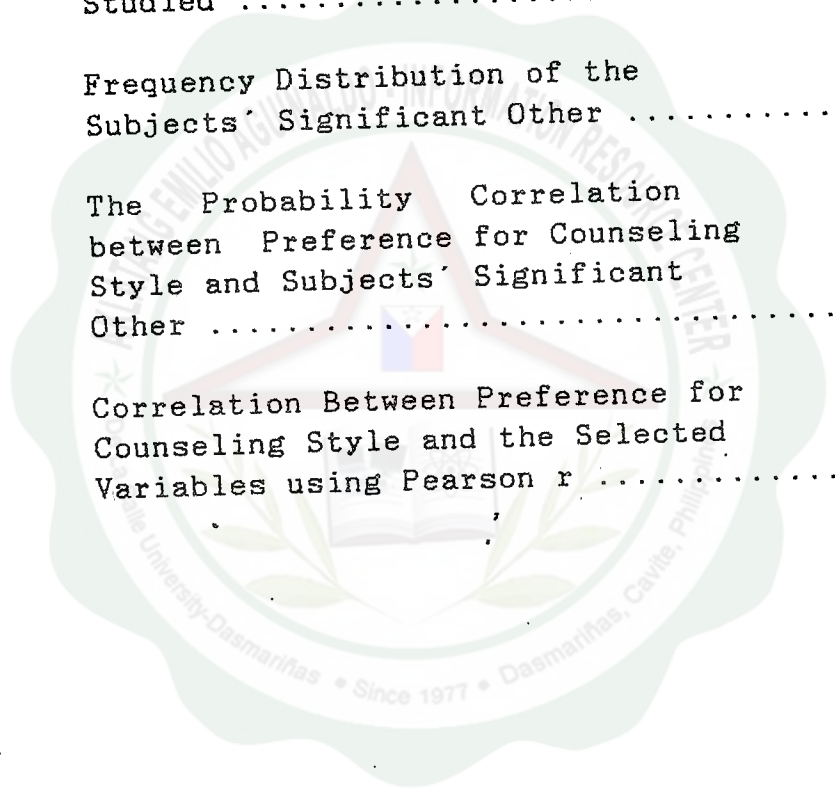
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