

The Effect of Training on Group Leadership skills as a Result of Succeeding in Group Counseling Course in Jadara University.

*Basem Al-Dahadha **

ABSTRACT

This study aimed at examining the effect of training on acquiring the leadership skills of group counseling (LSGC) because of succeeding in-group counseling course in Jadara University. The sample of the study consisted of (77) students. They were chosen from two courses: the first one is group-counseling course, (experimental group) which consisted of (43) students who received theoretically and practically training and teaching through the course of group counseling. While the second one (control group) was from out of College of Educational Sciences, which consisted of (34) students who did not study the course now or before. The (LSGC) was applied on both groups before and after teaching period and after guaranteeing the psychometric properties. Results of manova analysis test (2×2) indicated that there were significant differences for the group, gender and interaction in the means of (LSGC) in favor of experimental group, females and interaction between females and experimental group after (12) weeks of teaching and training, discussion and recommendations were made.

Keywords: Leadership Skills, Group Counseling, Teaching, Practicum and Jordan.

1. Introduction

Leadership refers to the dynamic function where members are directed to get satisfaction of the group's objectives and activities. Therefore, leadership is seen as a function of a group than it is a role occupied by a single member. As the needs of the group change, the demands placed upon its members will change. Although the group work supervisor may begin as the leader of the group, supervisees may be called upon periodically as the group's needs demand (Ladany & Bradley, 2011). The leadership skills acts not so much to direct the group as to create a climate in which the group finds its own direction and supervisees can test emerging skills in-group facilitation. Group work supervisors should shift from a more didactic role to a more consultative role as supervisees take on greater leadership as they increase their mastery of group work intervention and conceptualization skills (Ladany & Bradley, 2011; Rubel & Okech, 2006).

As with other groups, leaders of effective counseling

groups need to employ a variety of interpersonal skills. Among the most important of these are: active listening, where leaders are sensitive to the language, tone, and nonverbal gestures surrounding members' messages; linking, where leaders help members recognize their similarities; blocking, where leaders keep unfocused members from disrupting the group by either redirecting them or preventing them from monopolizing conversations; and summarizing, where leaders help members become aware of what has occurred and how the group and its members have changed (Corey & Corey, 2006). Empathy, personal warmth, courage, flexibility, inquiry, encouragement, and the ability to confront are vital skills too. Counseling group leaders must wear many hats in helping their groups make progress. The more skills within the counselors' repertoires the more effective they will ultimately become (Gladding, 1994; McClure, 1990).

Supervisees should be given opportunities to develop skills in leading their supervisory group as preparation for leading other, less receptive groups of their own. Practice in leading their peers will provide supervisees with the opportunity to exert their power and influence under somewhat controlled conditions (Bradley & Ladany,

* Faculty of Education, Mutah University. Received on 8/4/2015 and Accepted for Publication on 5/7/2015.

2010). The supervisees' should exchange their experiences, skills, and feedback efforts, on the other hand, the supervisor should not be judgmental, but he has to evaluate the group process through reviewing the members comments themselves. The group work supervision offers a unique opportunity for integrating theoretical concepts with practical problems likely to arise when leading one's own groups (Bradley & Ladany, 2010; Corey & Corey, 2006).

Counseling psychology students experienced changes in their worldviews after completing a group-counseling course. Students' practicing experience also had implications for their clinical practice in terms of strengthening empathy and awareness of contextual factors relevant to working with diverse clients (Barden & Cashwell, 2014).

A critical component in counselor education training is the practicum experience. Practicum is the first opportunity to assess the student's ability to apply with clients the knowledge and skills obtained from course work. The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 1994) standards require that students enrolled in practicum seminar meet a minimum of 1 1/2 hours per week of group supervision and have their performance evaluated throughout the course (Bradley & Fiorini, 1999). Although these general guidelines regarding supervision during the practicum experience are useful, the development of practicum standards concerning student knowledge and competence have been left primarily to individual counselor education programs (Holloway, 1982).

Group counseling has been cited as a viable counseling intervention in the ASCA National Model (American School Counselor Association, 2005). Group counseling asserts the use of group as an efficient, effective, and positive intervention for addressing youth development, and one that can increase youth insight regarding self and others, foster supportive peer relationships, and help individuals cope with life stressors. Group counseling also have identified as a useful venue for offering culturally relevant services to youth of diverse cultures (Malott, 2010; Steen, Bauman, & Smith, 2007).

Groups also provide a safe place for emotional

release. In a group setting, counselees can learn that others face similar problems, and this can help to lessen anxiety or fears that they may have, especially in social situations. Groups are also a great place to practice social building skills in an environment that approximates genuine social settings, and a place where they can develop a social network (Livneh, Wilson, & Pullo, 2004; Stephens, Jain, & Kim, 2009).

Literature review

Previous research dealing with training on leadership skills, as a result of succeeding in group counseling course is limited at the global level and not conducted yet in the Arab region, some of these studies were for the following authors who were arranged due to the date of publishing:

Recently, Aladag (2013) try to describe counseling skills pre-practicum training at guidance and counseling undergraduate programs in Turkey. The results showed that undergraduate programs mostly aimed to teach therapeutic conditions and reflection of content/feeling skills in the course, they did not use a counseling skills training program as a base and mostly used instruction method to teach counseling skills and implemented paper-pencil tests to assess counseling skills. Teaching basic counseling skills and developing professional identity and self-efficacy were mostly emphasized as an importance of course for counselor education.

In other recent study conducted by Hong, Lin, Wang, Chen, and Yu (2012). They investigated the effects of functional group counseling on inspiring low achievers' self-worth and self-efficacy in Taiwan. Forty-three 10th grade low-achieving students volunteered as the experimental group to join a 24-week intervention, experimental group students had significantly higher scores on self-efficacy and self-worth than both comparison group I and group II students and functional group counseling was shown to significantly affect the low-achieving students.

While Bakkar (2012) attempted to answer the question: Are there significant differences in the mastery level of communication skills among Omani career counselors due to group (experimental, control), gender (male, female), and the interaction (gender x group)? Participants of this study were 60 Omani career

counselors. A communication skills mastery scale was constructed to assess the extent to which career counselors demonstrate mastery in using a variety of communication skills. A 60-hour counseling micro skills course was taught to the individuals in the experimental group for 4 hours per week. Results revealed that there were significant differences in the mastery level of communication skills due to group, while there were no significant differences due to gender or interaction between group and gender.

Chapman, Baker, McMillan & Gerler (2011) used an intensive single-subject quantitative design to examine cybersupervision of counseling practicum students in a university setting. Five female supervisees volunteered to receive their required weekly supervision online during a 14-week, semester-long counseling practicum. Following a face-to-face orientation meeting, all remaining interactions among the supervisees and with the supervisor occurred electronically. Data were collected about the utility of the synchronous and asynchronous modalities, changes in supervisee competence and confidence during the practicum, and supervisee attitudes about the cybersupervision approach. The findings offered evidence that the web-based modality could be used in similar settings.

On the other hand, Boldt and Paul (2011) offer a framework for practitioners interested in building their own creative-arts therapy groups. Creative-arts therapy groups offer university students powerful ways to address intrapersonal and interpersonal concerns. These groups combine the strengths of a traditional process group with the benefits of participation in the expressive arts. The creative process draws students in, invites insight and introspection, and facilitates outward sharing as they build intentionally meaningful relationships. Students can share their experiences and insights with each other as they explore their identities, shaping and molding themselves along with their art. While some students express reluctance about traditional group therapy, a creative-arts therapy group may offer a compelling alternative with similar benefits.

In another study conducted by Stephens and others (2009) they found that group counseling is a very effective way of addressing a variety of social skills problems that can be displayed by very differing

populations within the school setting. The implications of this research for the school counselor are included, as well as some cautions to consider before applying group counseling to students in the schools.

While, Knight (2009) tried to enhance student's learning about group work in the field practicum, one undergraduate program provided a continuing education workshop to field instructors in which core group work content was identified as were suggestions for how they could provide appropriate learning opportunities for their students. Results suggest that such training may positively affect students' opportunities to practice group work. The findings also are consistent with previous research that has demonstrated that social work students often have only limited opportunities to practice group work in the field.

On the other hand, Ozyurek (2009) investigate practicum-training schemes currently being used among Turkish psychological counseling and guidance programs. About one-fifth of the students reported that the practicum students were not divided into groups in lessons; each instructor had to worked with 10 to 15 students; only around half of the instructors had PhD degrees; and almost 30% of the students participated in weekly group supervision sessions which took approximately 2 hours and less than a quarter of the students received individual supervision. The students frequently stated that they received feedback from their peers and the counselors at their practicum schools rather than their instructors.

At the same time, Rowell & Benshoff (2008) examine the relationship between personal growth group (PGG) experiences in multicultural counseling courses and counseling student's ethnic identity development. Differences in ethnic identity development were compared between counseling students who participated in a PGG experience as part of a multicultural counseling course and those who did not. Group session impact were also examined. Results indicated that counseling students who participated in PGGs as a part of multicultural counseling course experienced significantly greater ethnic identity development than did counseling students participating in such groups.

As such subject, Zyrek, Cam and Atici (2007) cover the characteristics that are supposed to be present in the

practicum of school-based counseling in Turkey. In the light of the related literature, 11 characteristics are determined. These are the place of practicum, the importance of official permission for the school, the characteristics of practicum schools and its school counselors, supervisory meetings and supervisors, the time of the applications and the institutions that the practicum will take place, developing a counseling program, the administration of self-report techniques, group and classroom guidance activities, career guidance, consultation and assessing the counseling program.

Finally, Smaby, Maddux, Rivera, & Zimmick, (1999) present the skilled group counseling training model (SGCTM). In this study, 68 counselors-in-training who completed systematic group skills training based on the SGCTM demonstrated significant gains in skill acquisition and performed significantly higher than 15 counselors-in-training from a conventional group-counseling class. The 36-hour skills-based SGCTM can be incorporated into conventional group-counseling classes for helping counselors-in-training to learn basic and advanced counseling skills. Findings from this study indicate that higher-level group counseling skills can be efficiently taught prior to practice and internships. Thus, if counselors-in-training gain higher level group skills prior to internships, counselor educators can focus on intuitive, responsive, and conceptualization processes during clinical supervision.

Depending on the previous outcomes of different studies, we can say that most of these results supported the effectiveness of group training programs and practicum experiences to enhance the basic counseling skills and developing professional counselors (Aladag, 2013; Bakkar, 2012; Smaby, et al., 1999). Others, found that the participants received positive feedback from their peers and the counselors at their practicum schools rather than their instructors (Knight, 2009)

Problem Statement

The personal and professional characteristics of group leader are the corner stone of group counseling, they are the most dimensions and skills that determined the results and outcomes of group counseling process, it is not enough to be a good counselor to lead the groups, but also you have to have a positive and effective leadership.

Through the counseling session, counselees can learn, practice and acquired the leadership skills, which refer to behavior attendance, active listening, questioning, reflection, empathy, blocking, confronting, clarification, summarizing and termination.

Leader of group counseling session must recognize when and how to functioning the counseling skills, it is not necessary to apply all these skills at the same time, but he has to understand the situation and the context of the dialogues, then choosing the fit and suitable skill due to the content of the communication. This is a role of the supervisor to train the practicum students on. Therefore, the problem statement of this research came because of not all practicum students can execute the essential and professional group counseling skills. In this research, we will try to investigate the effect of training on leadership skills as a result of succeeding in group counseling course in Jadara University, it is one of the most important outcomes of bachelor degree in counseling. Therefore, the major research hypothesis we tried to test in this study: Is there a significant effect of training on acquiring the (LSGC) between the experimental group and the control group, gender and the interaction between group and gender, at the pre testing post testing because of succeeding in-group counseling course in Jadara University?

Significance of the Study and objectives

This study aims at examining the effect of training on acquiring the leadership skills of group counseling (LSGC) because of succeeding in-group counseling course in Jadara University. The training on leadership skills for university students is important for the students themselves, teachers, school students and counselors in Jordan's schools. The training on the (LSGC) will enable educators, counselors, and trainees to introduce a professional group counseling sessions, which allow them to go on and continue the succeeding and developing of group-counseling program for the end, because they will feel satisfied and qualified to lead the groups effectively.

Trainees may benefit from the results of this study by helping themselves to identify and diagnosing their shortages and deficits as well as discovering their competences in the group counseling skills. Moreover,

the results of this study may be used to guide professional university counselors to attain better lectures, courses and counseling skills.

The justification behind this study is to increase students' knowledge, awareness and skills about the importance of leadership skills in the group counseling session, and to provide a guidelines and feedback for those students who studying the bachelor program in counseling in Jadara University. Therefore, The purpose of a group counseling has been described to increase people's knowledge of themselves and others, help them clarify the changes they most want to make in their lives, and give them some of the necessary tools to make these changes. Therefore, we can say that the importance of this research was presented through the theoretical importance, which refers to the up to date subject at the level of Arab region, if you access into the national and the international databases you will not find the same title, procedures or results. Additionally, the research was classified as an experimental research, which will enhance the abilities and skills of group counseling leadership among the targeted sample as well as for all students who are studying counseling at the level of bachelor degree and for the graduate students.

Study Limitations

In spite of significates and benefits, the following are some of the limitations of this study

1- These results should be interpreted with caution in view of missing information on the LSCG questionnaire.

2- Since this study concerned only Jadara University students, results cannot be generalized to all students in Jordan.

3. The results of this study also determined by the effectiveness of the course syllabus-training program prepared for this purpose and by the validity of achievement exams to succeed the course requirements.

4- The present study was limited to the fall semester of the academic year 2014/2015.

Methodology and Procedures

Participants

Participants for this study were (77) students (39 females and 38 males) they were distributed into (43) students for the experimental group (18 males and 25

females) and (34) students for the control group (20 males and 14 females). The participants of experimental group were registered in the group-counseling course in the college of educational sciences for the fall semester 2015 at Jadara University, those students considered as an experimental group. The control group participants were selected randomly from the college of Arts at Jadara University in order to insure that they did not study this course. The average age for the entire sample was (21) years (ranging from 19 to 33 years). The participants group comprised (72) Jordanian and (5) expatriates.

Instrument and course syllabus

Instrument

The researcher developed the questionnaire of (LSGC) in proportion to the culture of the study sample after reviewing the theoretical literature on the subject of the study, and look at the number of questionnaires that are looking at this issue as it has been to take advantage of these research tools and selection of items (Chakrabarty, 2013; Chapman, et al., 2011; Demask, O'Mara, & Walker, 2009; Malott, 2010). The questionnaire included in its final form on (38) items consist of two parts: The first part includes personal data, while the second part comprising the items of the questionnaire, which consists of the following factors: 1: emotional skills, item numbers: (1-9), 2: behavioral skills, item numbers: (10-25), and 3: cognitive skills, item numbers: (26-38).

To each question there are five alternative answers (Likert scale-5 points) depending on the degree of the acquiring the skill; 1=/none, 2=/a little, 3=/some, 4=/much, 5=/most. Participants responded on a scale indicating how deeply they recognized and experienced specific skills of (LSGC). The (LSGC) was used in this study to assess participants at pretesting, posttesting times. It is worth mentioning that Likert scale-5 points would eliminate the random choice centrist tendency that often tends to some participants. In addition, all items have the positive direction and the total score of (LSGC) ranged between (38-190).

Instrument psychometric properties

Content validity for the (LSGC) was established by asking twelve expert raters to evaluate candidate items on

quality (clarity, lack of bias, lack of offensiveness), and goodness of fit with the intended (LSGC). On a scale from one (poor) to four (excellent), the average quality rating was 3.55, and the average goodness of fit rating was 3.51. More than 80 % of the expert reviewers agreed to omit three items, because they were repeated and not belonging to the factors of (LSGC).

For further confirmation of the validity, the questionnaire has been tested by doing construct validity. The correlation coefficients between the items and the total score of the questioner has been ranged between (42-79). While the correlation coefficients between items and the factor to which they belong has been ranged between (49-85). Finally, the correlation coefficients between factors and the total score of the questionnaire has been ranged between (49-85). For the purposes of this study, the cut point of 40 correlation coefficient score and above has been adopted to accept the construct validity.

Finally, test-retest reliability was applied and accounted on a sample out of study participants, N=63 students. In this study the (LSGC) questionnaire has demonstrated good test-retest reliability ($r = .93$ for the total; $r = .84$ for the emotional skills factors; $r = .78$ for the behavioral skills factor, and $r = .91$ for the cognitive skills factor).

Course syllabus

This course is designed as an introduction to the groups and counseling practice (Corey & Corey, 2006). The main purpose is to help students become more effective group leaders, whether leading a therapy or a training group, and to be able to influence the process of groups in which they are members. To this end, students will participate on several levels of involvement: (1) Principles, theories, concepts, and techniques of group leadership had been investigated; (2) Group dynamics had been discussed and observed in external groups and in the class interaction; (3) Students have taught to lead an in-class group session with a co-leader; (4) Students have been participated as a group members and has been asked to self-disclosure and give honest feed-back to

other group members in as facilitative a manner as possible (Corey & Corey, 2006).

Group skills cannot be learned simply as abstract theory and technique alone, but must be acquired as experiential and intuitive knowledge as well. Active involvement in this course is a requirement.

Procedures

The study consisted of the following steps and procedures in chronological order:

- 1- At the beginning of the fall semester 2014/2015 the researcher started conducting the procedures of the research by preparing and accrediting the instrument and course syllabus.
- 2- The students who registered in the course of group counseling were named as experimental group, while the control group was chosen randomly from the outside of the educational sciences college, this procedure came in purpose to fix the pollution factors that may effect on the internal validity.
- 3- The questionnaire was applied on both groups as a pretesting measurement.
- 4- The experimental group was taught and trained on the leadership skills of group counseling, while the control group did not receive any kind of training, especially on group counseling skills.
- 5- At the end of semester, the post testing was applied on the both groups.
- 6- The study consists of the following two independent variables:
 - a- Group (experimental group and control group).
 - b- Gender (males and females). The dependent variable was (LSGC)

To test the study hypothesis we used the two-way mancova test (2×2).

Results and discussion

To answer the study hypotheses, the adjusted means and standards errors were calculated on the leadership skills of group counseling for each of two groups, gender and interaction between group and gender. See table (1).

Table (1)
the adjusted means and standards deviations on the leadership skills of group counseling for each of two groups, gender and the interaction between group and gender.

variables	Mean	Std. Error
Experimental Group	99.745a	4.867
Control Group	49.369a	5.489
Males	65.677a	5.116
Females	83.438a	5.256
Males ×Experimental	81.440a	7.446
Males ×Control	49.914a	7.051
Females ×Experimental	118.050a	6.321
Females ×Control	48.825a	8.449

a. Covariates appearing in the model are evaluated at the following values: Pretesting = 47.9481

Results in the table (1) revealed that there were apparent differences between the means of the two groups, gender and the interaction at the adjusted post-testing means values. This result means that there is a primary improvement of (LSGC) among the experimental group and females students. To examine the significance

of these differences, the (2×2) MANCOVA test was administered to answer the hypothesis that said: whether there is a significant effect of training on acquiring the (LSGC) between the experimental group and the control group, gender and the interaction between group and gender, at the pre testing post testing because of succeeding in-group counseling course in Jadara University? The results are shown in table (2).

Table (2)
results of MANCOVA test between the experimental group and control group, gender, and the interaction between group and gender at the pre testing, post testing measurement on (LSGC).

Source	Sum of Squares	df	Mean Square	F	Sig.	Effect Size
pre	993.86	1	993.86	1.002	.320	.014
Gender	5815.35	1	5815.35	5.866	.018*	.075
Group	46760.23	1	46760.23	47.164	.000**	.396
Gender * Group	6393.49	1	6393.49	6.449	.013*	.082
Error	71383.77	72	991.44			
Total	624593.00	77				

*Significant at the level of P <.05

**Significant at the level of P <.0001

A 2 by 2 between-groups analysis of covariance was conducted to assess the effectiveness of two groups in enhancing the level of (LSGC) for males and females participants. The independent variables were the group and the gender. The dependent variable scores on the (LSGC) were administered following completion of the course end (post testing). Scores on the preliminary checks were conducted to ensure that there was no

violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate $F(2,304)=31.7, p<.122$. This value seems to be greater than .05. In this case, we have not violated the assumption because the significant value is .122, which is much larger than our cut-off of .05.

After adjusting the pre testing and post testing scores,

the results reveal that there was a significant effect for the group, $F(47.164)=.000$, $p<.0001$, with a large effect size ($\eta^2=.396$). (Cohen, 1988).

This result means that the experimental group showed a more substantial increase in the (LSGC) after completion the group counseling course syllabus. On the other hand, the experimental group appeared to benefit more from the syllabus of group counseling course, which reflect the effectiveness of the group counseling course syllabus. The students were taught on how to lead the groups parallel on the practice and process of group counseling principles; actually, they receive training on the group structure, dynamics, obstacles, stages, types, and leading skills of group counseling. Furthermore, the practitioners of the experimental group students practiced these skills as a real situation in around session out of the lecture times and they document these sessions by video in order to get the feedback from the tutor.

In addition, there was a significant effect for the gender, $F(5.866) = 018$, $p<.05$, with a medium effect size ($\eta^2=.075$). These results suggest that males and females respond differently to the two types of interventions. Females showed a more substantial increase in the (LSGC) after completion the group counseling course syllabus than males. On the other hand, females appeared to benefit more from the group-counseling course. Depending on this result, it seems clearly that the female students acquired the leadership skills of group counseling better than the males students.

Emotional intelligence is often associated with specific abilities, traits, or competencies. For instance, empathy is often associated with emotional intelligence. Other abilities associated with emotional intelligence include self-regulation, motivation, self-awareness, and relationship building. Leadership individuals are able to use these abilities to skill fully handle relationships with peers, co-workers, family members, leaders, and followers. Often, emotional intelligence is deemed a skill required for effective leadership. Emotionally intelligent leaders are often more effective than leaders with low emotional intelligence; more easily maneuvering the social facet of organizations and organizational members (Goleman, 1998; Morton, 2012).

Actually, females are more accepted to the counseling specialization than males, because of their physiological

and psychological traits, they learn the skills of counseling in general in purpose to apply and practice it in their different life situations, especially in their family context, with their friends or in their work. The females students have an advanced emotional quotient comparing with the males, they can feel more comfortable and they practice and present the counseling skills more effectively than the males students. For that, these reasons and explanations came to be agree with the result of this study.

Finally, there was a significant interaction effect between the group and gender, in favor of females and experimental group, $F(6.449) = 013$, $p<.05$, with a medium effect size ($\eta^2=.082$). It seems logically getting this result, the interaction appears between the females and the experimental group, we can say that females benefit more than males, because they involved in the experimental group. Of course, the interpretation of this result are highly synergistic with the results of group and gender explanations. The result of this study coincides with the study results of (Aladag, 2013; Chapman, et al., 2011; Hong, et al., 2013; Knight, 2009; Ozyurek, 2009; Smaby, et al., 1999).

Group counseling is more important than individual counseling, because we can involve many students or counsees at the same time, we can say that more than mind alternates more than solution. In Jordan as like as most of Arab countries there are deep shortages in the counseling services in many sectors and institutions, therefore, it is a good idea to accomplish this deficits by spreading and applying the group counseling services in every were, especially in the educational institutions.

Group counseling gives an opportunity to receive genuine support, honest feedback, and useful alternatives from peers. It also enables members to experiment and work toward improved attitudes and ways of coping with stress. A group may also help individuals with relationship concerns and general difficulties in dealing with other people.

There is no doubt that the results of this study will improve the capabilities, skills and knowledge among the students of study sample as well as for all students of counseling specialization who are already studying in the bachelors and higher education levels. On the other hand, leadership skills is not restricted for students in

counseling programs circles but also benefit, applicable and essential for all peoples in every were and place. For example, parents, teachers, students and employees practice the leadership skills and techniques through different ways, consciously or unconsciously, but not all of them execute or doing the skills perfectly or due to the standardized and acceptable levels.

Therefore, leadership skills was born, developed and presented in the social context, it is not exist while the man living alone; we believe that the person who can lead the others effectively he can also control and administrate himself effectively. Finally, the personal mental health, the positive relationships between the family members, the employees and students depend on the level of how much we acquired and practice of leadership skills in the social context and different life situations and places.

Recommendations

As a result of this class experience, I recommended tutors and students to benefit from this study through applying the following suggestions and outcomes:

1- Group leadership skills are the core of group counseling; the effectiveness results of this study direct and advise us to support student's abilities through training and teaching them on these skills theoretically and practically.

2- Group counseling has two faces: the first one is the process, which refers to the psychological concepts and mechanisms; while the second one is the practice face, which refers to the practices, applications, exercises and counseling strategies. We advise students and tutors to recognize the theoretical aspects very well before practicing the model or real sessions of group counseling.

3- Males are less competent in practicing the leadership skills of group counseling due to the results of this study; therefore, tutors have to support the males student through arising or discovering the advantages of the competent participants skills and presenting the feedback for both of males and females.

4- Tutors and students should learn about groups dynamics and leadership demands, including: process components, the developmental stages of a group, group roles and boundaries, and how a group affects personal change, these benefits may be introduced by workshops and training programs.

5- Develop an understanding of group leadership facilitation styles as well as understanding theories of group counseling.

6- Developing methods and techniques related to the leadership skills in the context of group counseling and how to select, monitor and success in these techniques.

REFERENCES

- Aladag, M. (2013). Counseling Skills Pre-Practicum Training at Guidance and Counseling Undergraduate Programs: A Qualitative Investigation. *Educational Sciences: Theory & Practice*, 13(1), 72-79.
- American School Counselor Association (ASCA) (2005). *National Standards for Students*. Alexandria, VA: Author.
- Bakkar, B. (2012). The Effect of a Counseling Microskills Course on the Mastery Level of Communication Skills among Omani Career Counselors. *Philippine Journal of Counseling Psychology*, 14, (1), 44-56.
- Barden, S. M., & Cashwell, C. S. (2014). International immersion in counselor education: consensual qualitative research investigation. *Journal of Multicultural Counseling and Development*, 42, 42-60. doi:10.1002/j.2161-1912.2014.00043x.
- Boldt, R. & Paul, S. (2011) Building a Creative-Arts Therapy Group at a University Counseling Center. *Journal of College Student Psychotherapy*, 25:39-52.
- DOI: 10.1080/87568225.2011.532472.
- Bradley, C., Fiorini, J. (1999). Evaluation of counseling practicum: National study of programs accredited by CACREP. *Counselor Education & Supervision*, 39 (2), 345-394.
- Bradley, L. & Ladany, N. (2010). *Counselor Supervision*, New York Taylor and Francis Group.
- Chapman, R., Baker, S., McMillan, N., & Gerler, E. (2011). Cybersupervision: Further Examination of Synchronous and Asynchronous Modalities in Counseling Practicum Supervision. *Counselor Education & Supervision*, 50, 290-313.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Corey, M. S. & Corey, G. (2006). *Groups: Process and practice* (seventh edition). Belmont, CA: Thompson Higher Education.
- Council for Accreditation of Counseling and Related Educational Programs. (1994). *Accreditation standards and procedures manual*. Alexandria, VA: American

- Counseling Association.
- Chakrabarty, S. (2013). Leadership: Validation of Self-Report Scale: Comment on Dussault, Frenette, and Fernet. *Psychological Reports: Employment Psychology & Marketing*, 115 (2), 415- 418.
- Demask, M., O'Mara, E., M., Walker, C. (2009). Validity and Reliability of the Group Leadership Effectiveness Scale Assessing Group Leader Skills. *Journal of Teaching in the Addictions*, 8 (1/2), 3-9.
- Gladding, S.T. (1994). *Effective group counseling*. Greensboro, NC: ERIC/CASS.
- Goleman, D. (1998). *Emotional intelligence*. New York: Bantam Books.
- Holloway, E. L. (1982). Characteristics of the field practicum: A national survey. *Counselor Education and Supervision*, 22, 75-80.
- Hong, Z., Lin, H., Wang, H., Chen, H., and Yu, T. (2012). The effects of functional group counseling on inspiring low-achieving students' self-worth and self-efficacy in Taiwan. *International Journal of Psychology*, 47 (3), 179-191.
- Knight, C. (2009). The Use of a Workshop on Group Work for Field Instructors to Enhance Students' Experience with Group Work in the Field Practicum. *Social Work with Groups*. 32(3), 230-242.
- Ladany, N. and Bradley, L. (2011). *Counselor Supervision*. New York, Routledge Taylor & Francis Group.
- Livneh, H., Wilson, L. M., & Pullo, R. E. (2004). Group counseling for people with Physical Disabilities. *Focus on Exceptional Children*, 36 (6), 1-18.
- Malott, K. (2010). Use of Group Counseling to Address Ethnic Identity Development: Application with Adolescents of Mexican Descent. *Professional School Counseling*, 13 (5), 257-267.
- McClure, B.A. (1990). The group mind: Generative and regressive groups. *Journal for Specialists in Group Work*, 15, 159-170.
- Morton, W. (2012). *Everything You Need to Know About Emotional Intelligence & Leadership*. New York: Brain Mass Inc. Retrieved from EBSCOe Books: [http://support.epnet.com/knowledge base/detail.php?id=6147](http://support.epnet.com/knowledge_base/detail.php?id=6147). 30-4-2015, 10:30.AM.
- Ozyurek, R. (2009). The Supervision Opportunities for Practicum Students of School Counseling Provided to Trainees in Turkish Universities: a National Survey. *Turkish Psychological Counseling and Guidance Journal*, 4 (32), 54-63.
- Rowell, P. & Benschhoff, J. (2008). Using Personal Growth Groups in Multicultural Counseling Courses to Foster Students' Ethnic Identity Development. *Counselor Education & Supervision*, 48, 2-15.
- Rubel, D., & Okech, J. E. A. (2006). The supervision of group work model: Adapting the discrimination model for supervision of group workers. *Journal for Specialists in Group Work*, 31, 113-134.
- Smaby, H., Maddux, C., rivera, E. & Zimmick, R. (1999). A study of the effects of a skills-based versus a conventional group counseling training program. *The Journal for Specialists in Group Work*, 24 (2), 152-163.
- Steen, S., Bauman, S., & Smith, J. (2007). Professional school counselors and the practice of group work. *Professional School Counseling*, 2, 72-80.
- Stephens, D., Jain, S., & Kim, K. (2009). Group Counseling: Techniques for Teaching Social Skills to Students with Special Needs. *Education*, 130 (3), 509-512.
- Zyrek, R., Cam, S., & Atici, M. (2007). The Suggested Characteristics of School-based Counseling Practicum in Counselor Education. *Educational Sciences: Theory & Practice*, 7 (1), 580-588.

أثر التدريب على مهارات قيادة المجموعات نتيجة النجاح في مقرر الإرشاد الجمعي في جامعة جدارا

باسم محمد الدحادحة *

ملخص

هدفت هذه الدراسة استكشاف فعالية التدريب على مهارات القيادة في الإرشاد الجمعي نتيجة النجاح في مقرر الإرشاد الجمعي في جامعة جدارا، وقد تكونت عينة الدراسة من (77) طالباً وطالبة، تم اختيارهم من مقررين دراسيين مختلفين هما: مقرر الإرشاد الجمعي، تم تسميتهم بالمجموعة التجريبية، وكان عددهم (43) طالباً وطالبة، وقد تلقوا تدريباً وتعليماً على أساسيات الإرشاد الجمعي العملية والنظرية، أما المقرر الآخر فهو من خارج مقررات كلية العلوم التربوية، إذ تم اعتبارهم مجموعة ضابطة، وكان عددهم (34) طالباً وطالبة ولم يدرسوا مقرر الإرشاد الجمعي سواء أكان بالحاضر أو بالماضي. لقد تم تطبيق مقياس مهارات القيادة في الإرشاد الجمعي بعد ضمان خصائص الصدق والثبات على أفراد المجموعتين قبل بدء الفصل الدراسي وعند انتهائه. أظهرت نتائج اختبار تحليل التباين المصاحب (2×2) أن هناك تحسناً في متوسط درجات مهارات القيادة في الإرشاد الجمعي بعد مرور (12) أسبوعاً من التدريس والتدريب، وذلك لصالح كل من المجموعة التجريبية والإناث والتفاعل ما بين المجموعة التجريبية والإناث، وقد تم مناقشة النتائج وتقديم التوصيات.

الكلمات الدالة: مهارات القيادة، الإرشاد الجمعي، التدريس، التدريب، الأردن.

* قسم الإرشاد والصحة النفسية، كلية العلوم التربوية، جامعة مؤتة. تاريخ استلام البحث 2015/4/8، وتاريخ قبوله 2015/7/5.