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THE TENNESSEE SELF CONCEPT SCALE AS A DIFFERENTIATOR  
OF DELINQUENT FEMALE SUBGROUPS

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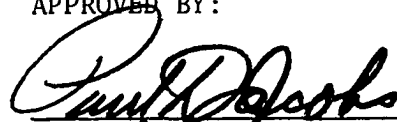


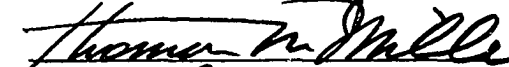

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Norman, Oklahoma

1970

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OF DELINQUENT FEMALE SUBGROUPS

APPROVED BY:

DISSERTATION COMMITTEE

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Manuscript to be Submitted to  
Journal of Consulting Psychology

The Tennessee Self Concept Scale As A Differentiator  
Of Delinquent Female Subgroups<sup>1</sup>

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Summary

Three behaviorally differentiated subgroups of female delinquents (N=15) were established through nominations by staff and delinquent peers. The Tennessee Self Concept Scale was administered to these groups to test hypotheses generated by a previous investigation with males. These were: (a) to determine if comparable female subgroups exist, and (b) if these groups could then be differentiated on the basis of self concept. No differences were found between the three female subgroups. The findings suggest that the nomination categories used were not behaviorally relevant for girls.

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<sup>1</sup>This paper is based on a dissertation submitted to the University of Oklahoma in partial fulfillment of the requirements for the Ph.D. degree. The authors' sincere appreciation is extended to the Oklahoma Department of Public Welfare, and to Dr. O. C. Elsea, supervisor of the Psychological Unit, and to Dr. Eugene Kerfoot, Clinical Director at Tecumseh State School for Girls, for their support and assistance in this research.

### Introduction

Most research on delinquents has concentrated on male **subjects**, and has traditionally viewed the delinquent as a uniform group to be compared with a "norm" group. The findings have frequently been conflicting and equivocal. One of the major difficulties resides in the fact that the term "delinquent" has little or no substantive meaning. At the present time, "delinquent" is an ambiguous label covering any youthful behavior the public and courts regard as deviant. Fitts & Hamner (1969) report that the major difficulty in delinquency research is the defining and sampling of delinquent and non-delinquent populations. They state, "There is always the possibility that the two groups differ on some variable other than that of delinquent behavior and that some uncontrolled variable may account for the difference" ...[p.2]. Kiesler (1966) notes that the assumption of uniformity has hampered rather than clarified crucial variables in delinquency.

A recent study by Kelton (1969) suggests a more fruitful approach. He found that male delinquents can be differentiated on the basis of the self concept into three subgroups labeled, "Maladaptives," "Losers," and "Integrators," each with its own distinctive characteristics. Kelton reported the Maladaptive to be the most disliked of the delinquents by his peer group. This was attributed to his basic lack of identity. The Loser was described as having a strong identification with a "born loser" image, and appeared to gain recognition through displaying the behavior of a

"Loser". The Integrator was found to be relatively satisfied with himself, and his profile on the Tennessee Self Concept Scale looked more like that of the norm group.

Kelton's findings, if supported in future research, will offer valuable therapeutic information that could be utilized in a differential treatment program. His study also raised the question of whether this technique for identifying male subgroups would yield the same results if replicated with female subjects.

Present knowledge of the similarities and differences between male and female delinquents is very sparse and mostly limited to that which emerges from the statistics kept by government agencies. The Children's Bureau (1963) reported that more than half of the offenses committed by girls were for conduct which characterizes juvenile behavior; (truancy, violating curfew, ungovernable behavior) whereas half of the offenses for which boys were referred to courts were for property offenses. Reckless (1967) questions whether these differences indicate a real behavioral differential or merely a differential societal concern. The paucity of research on the female delinquent presently leaves this question unanswered.

While the present study was essentially a replication of Kelton's study, it was designed to explore the self concept as a differentiator of distinct subgroups within a delinquent female population. Although the research was conducted in a different institution, there were similarities in the treatment programs and administrative structures, since both institutions were located in

the same state, supervised and funded by the Department of Welfare, and the adolescent cases were adjudicated by the same courts.

This research then represented an attempt to identify sub-groups of female delinquents in order to determine if there were distinctive characteristic differences in self concept among these groups in any way analogous to Kelton's finding for males.

#### Method

##### Selection of Subjects

Subjects were adjudicated delinquent girls, 13 to 17 years of age, at a State School. Three groups (each N=5) were selected from the total population of 128 girls on the basis of peer group and cottage committee nominations. Two sets of peer group rating forms were administered to all girls in the five cottages. One form was designed to identify girls who were most and least like a theoretical Maladaptive presented in a paragraph about a girl named Linda.

Linda is not liked by most of the girls in the cottage. She does things which make the other girls mad at her. She often calls the other girls names they do not like but cannot take it when they do the same to her. Most of the time she is not able to keep her nose out of other people's business. Sometimes she takes cigarette butts from ash trays and smokes them. When other girls make fun of her, she

usually cries. No one really understands her; and she does not seem to know who she is, what she is doing, or why she is doing it.

The other form was designed to identify girls who were most and least like a theoretical Loser presented in a paragraph about a girl named Mona.

Mona feels like she is a born loser. Nothing good ever happens to her and she feels like the world is against her. Everything she plans turns out bad and she feels that life is unfair to her. She thinks that she is not able to do much about what is going to happen to her and is afraid that no matter what she does, she will get into a lot more trouble with the law.

Below these model paragraphs was a list of names of the girls living in a particular cottage. Instructions for identifying the Maladaptive and Loser were identical for the two paragraphs and required that the subject read the model paragraph, and from the list of names (1) circle the names of the 5 girls who were most like the descriptive paragraph and (2) underline the names of 5 girls who were least like the paragraph. Kelton's (1969) order and time interval of administration were followed. Using the same format, ratings were also obtained from the three members of each cottage committee. All the ratings for each form were obtained simultaneously and in the presence of an examiner. In order for a girl to qualify as a subject three criteria were met:

(1) Each S was among those girls who received the five highest number of votes as being either most or least like the girls described in the model paragraph.

(2) Each S was among those girls who received a minimum of two of the possible three nominations from her cottage committee as being either most or least like the girls described in the model paragraph.

(3) Of the girls meeting the first two criteria, the five girls found to have the highest per cent of peer nominations, regardless of cottage, as being most like a particular paragraph were selected as Maladaptives or Losers.

The five girls found to have the highest per cent of peer nominations, regardless of cottage, as being least like the two paragraphs were selected as Integrators.

Kelton's fourth criterion requiring that all S's have a sixth grade reading level was not feasible since a large proportion of the girls had reading problems. Consequently the Tennessee Self Concept Scale (T.S.C.S.) was tape-recorded and administered auditorially to all groups.

#### Groups

Staff and peers had high agreement on nominations to the Maladaptive (N=14) and Integrator (N=12) groups. However, the staff and girls experienced difficulty reaching agreement on the Loser group (N =9). Four of these girls were also nominated as Maladaptives, leaving only 5 S's eligible for the Loser category.

Testing Procedure

All 3 groups were given the Tennessee Self Concept Scale: Clinical and Research Form (Fitts, 1965). S's were tested in groups of 5 and were randomized so the order of testing S's did not follow the nomination pattern. The following verbal instructions were given:

The statements you will hear are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Listen to each statement carefully; then select one of the following five responses:

Completely False	Mostly False	Partly True and Partly False	Mostly True	Completely True
1	2	3	4	5

Do not omit any item! On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want. Remember, put a circle around the response number you have chosen for each statement. When the recorder is turned on you will hear each item repeated two times, with time allowed for your choice before the next item is heard. Are there any questions concerning the response choices?

### Experimental Design

Twenty of the twenty-nine variables on the Tennessee Self Concept Scale were selected for study in the present research. The Tennessee Self Concept scores for the three groups were transformed to T-scores (Fitts, 1965) and these data were analyzed in a split-plot factorial design with non-repeated measures on one variable (groups) and repeated measures on the other variable (Scales; Kirk, 1968).

### Results

Initial test of homogeneity of error terms indicated that the assumption of homogeneity was upheld for Subj:W/Groups ( $F_{\max} = 6.04$ ,  $df = 3/4$ ,  $p > .05$ ). Since the other error term, B x subj. w/groups ( $F_{\max} = 1.86$ ,  $df = 3/76$ ,  $p < .05$ ) revealed lack of homogeneity, data were analyzed in original form using conservative F tests where there was a lack of homogeneity (Kirk, 1968). These conservative tests symbolized as  $F_c$  are indicated as discussed.

An analysis of the data indicates that none of Kelton's findings were supported for delinquent girls. There were no differences among the means of the three groups ( $F = 1.5$ ,  $df = 2/3$ ,  $p > .05$ ): no mean score differences among the Scales of the Tennessee Self Concept Scale ( $F_c = 3.11$ ,  $df = 1/12$ ,  $p > .05$ ); and no interaction among the means of the groups and scales of the T. S. C. S. ( $F_c < 1.00$ ).

### Discussion

Delinquent girls nominated to Kelton's behaviorally descriptive categories could not be differentiated on the basis of their self concept. Further, the nominations of four girls, by both staff and delinquents, to both the Loser and Maladaptive categories suggest that Kelton's descriptive categories may not be relevant for delinquent girls. Since Kelton's Loser is described as "rating" with his peers and the Maladaptive is described as "not liked" it would seem that these would be mutually exclusive categories. However, this was not the case for female delinquents and obtaining "pure" subjects became a problem.

One explanation may be that the male delinquent is frequently accorded prestige and status for his aggressive, daring, antisocial acts. However, there does not appear to be any commensurate reward for the female who more typically engages in sexual delinquency. In addition, the cultural reluctance to prosecute adolescent females appears to result in the adjudicated female delinquent feeling overwhelmingly negative about herself. Thus, most adjudicated females feel themselves to be "losers" and differentiation on this basis becomes very difficult for both the girls and the staff.

The existence of an integrated female delinquent was not found in this study. The profiles of the delinquents nominated to the Integrator group were indistinguishable from the other two subgroups. Again, the explanation may be that reluctance to adjudicate the female adolescent results in only the most deviant of the

female delinquents being placed in institutions. This would then be reflected in a more uniformly negative self concept than would be found in comparable male populations.

Findings suggest (1) that further exploration of female delinquent subgroups will require categories that are behaviorally relevant to females; and (2) that the self concept of delinquent females may be uniformly more negative due to lack of cultural support for female delinquency.

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## APPENDIX I

Prospectus: The Tennessee Self Concept Scale As a  
Differentiator of Delinquent Female Subgroups

# THE TENNESSEE SELF CONCEPT SCALE AS A DIFFERENTIATOR OF DELINQUENT FEMALE SUBGROUPS

## INTRODUCTION

The psychologist interested in reviewing the literature on delinquency in order to effectively plan for the treatment and control of children in correctional institutions can find an abundance of literature in the area. However, there is little or no agreement among or within the various behavioral sciences as to etiology, prevention, or treatment of the delinquent.

There are a number of problems which make comparison of even current research in delinquency difficult. Several authors of current texts in Sociology and Criminology (Bloch and Geis, 1962; Cressey and Ward, 1969; Reckless, 1967; Wolfgang, Savitz, and Johnson, 1962) have noted the disparity among the states concerning upper and lower age limits, differential adjudication for types of offenses, and the differences in kinds of behavior that result in the adjudication of male and female children.

Bloch and Geis (1962) call attention to the historical and ethnic differences from community to community that influence not only which acts are to be labeled delinquent but even the method for dealing with the offender. Axelrod (1952) noted the middle-class delinquent seldom finds himself adjudicated or placed in an

institution. Goldfarb (1969) reported that our correctional institutions have become repositories for the poor and noted the dilemma of the delinquent poor who are institutionalized for "their own good," while the middle class delinquent children are released for "their own good." He noted also that

...the 1957 President's Crime Commission reported that 90 per cent of the youth in America have done something for which they could be committed by a juvenile court. Yet, only five per cent of the children in institutions for juvenile delinquency (that would be 20,000 out of 400,000 children in detention at the time of the last national crime commission survey) came from families in comfortable circumstances. [p.17]

Once recognition is given to the fact that most studies utilizing institutionalized delinquents have tapped subjects from the lower socioeconomic group, one may ask why some definitive statements limited to this group of delinquents can not be made. Unfortunately, until quite recently, institutions for the control and treatment of the delinquent have been filled with neglected and dependent children whose only "crime" lay in being born into a family where responsibility for its offspring was abdicated to an extreme degree. This fact was recognized by the Council on Crime and Delinquency in its recent formulation of a Standard Children's Court Act. Rubin (1961) noted that the Standard Children's Court Act was designed to serve as a model for the states and it recommends that commitment to training schools be administered only to those children who have violated the law. Thus, much of the research on institutional delinquents (drawn mostly from poor families) may also be seriously confounded by a mixture of neglected and dependent children.

Assumption of Uniformity Among Delinquents

Many studies (Boynton and Walsworth, 1943; Brown, 1964; Deitche, 1959; Epstein, 1962; Hoover, 1967) published over the past decades have compared a delinquent group with a group of non-delinquents in an attempt to understand the etiology and plan for treatment and prevention. Frequently, the findings have been conflicting and equivocal. There are several difficulties inherent in this comparison approach. One of the major difficulties may reside in the fact that the term "delinquent" has little or no substantive meaning. At the present time, "delinquent" is an ambiguous label covering any youthful behavior the public and courts regard as deviant.

A recent survey by the Children's Bureau (1963) revealed that most of the behavioral acts adjudicated by the courts as delinquent fell into thirty-four categories, and that the majority of these acts could be viewed as normal excesses of adolescence. Thus a child labeled as an adjudicated delinquent may have committed an offense ranging from the more frequent truancy from school, or run-away from home, to car theft, and, even less frequently, murder.

This assumption of uniformity in the delinquent population has its analogy in research involving schizophrenic populations.

Kiesler (1966) reports that

This patient uniformity assumption hampered research in the area of schizophrenia for years. The assumption was that patients diagnosed as schizophrenic are more alike than different. Subsequent data showed very clearly that some schizophrenics were quite different from others, in fact

more like normals than they were like other schizophrenics.... [p.111]

Fitts and Hamner (1969) also question research comparing the delinquent to his non-delinquent counter part. They note that the major difficulty is in the defining and sampling of delinquent and non-delinquent populations.

#### Attempts To Identify Delinquent Types

A number of investigators have felt that a more fruitful approach to the study of delinquency would be an exploration of differences within the delinquency group itself. Perhaps the best known typological work in delinquency has been that of Jenkins and his collaborators (Jenkins and Hewitt; 1944; Jenkins and Glickman, 1947; Jenkins, 1955). This work was a direct result of Jenkins' clinical experience. He cautioned that his typological scheme should not be treated as a reality but should be used as an aid in understanding the individual case. The work was based on Freudian concepts and led Jenkins to suggest differential treatment approaches for his three subtypes. Jenkins work was more theoretical than empirical and not all theorists agreed with his concept of "an adaptive delinquent" who is adjusted to his delinquent subculture. Redl (1967) expressed the view of many workers in the field when he stated:

In work with children I find we still try to smuggle in the obsolete concept of the 'clearly sociological delinquent' whose only difference from everybody else is that he has absorbed a delinquent value system as a

legacy from his environment. Unfortunately,  
I haven't yet found such a kid. [p.11]

Recent research (Kelton, 1969; Spiva, 1968) supports Jenkins' view of an "adaptive" or integrated delinquent subtype. However, discussion and controversy will probably continue until definitive, empirical research is accumulated on the "integrated" person. A number of conceptual papers (Jahoda, 1958; Seeman, 1959; Shoben, 1957; Smith, 1959) have appeared in the literature recently exploring the topic, but there is no general agreement on an operational definition of an "integrated person". Therefore, it appears that one future task will be to determine whether the term "integrated" as applied to the delinquent subculture is in anyway isomorphic with the integrated adolescent in our culture at large.

#### Comparisons of Male and Female Delinquents

Most research on delinquents has been restricted to male subjects. A review of the literature reveals that present knowledge of the similarities and differences between male and female delinquents is very sparse and mostly limited to that which emerges from the statistics kept by government agencies. Although the behavioral acts that lead to the adjudication of male and female delinquents are strikingly different, little empirical data exists of an explanatory nature. Recently the Children's Bureau (1963) reported that

...more than half of the offenses committed by girls were for conduct which characterizes juvenile behavior, truancy, violating curfew, ungovernable behavior. About a fifth of the

boys were involved in offenses of this nature. On the other hand, almost half of the offenses for which boys were referred to large city courts were for offenses against property; about a sixth of the girls were involved in such cases. [p.3]

Morris (1965) reported that boys are five to ten times as likely as girls to become delinquent. She attributes this to the "relative absence of sub-cultural and cultural support for female delinquency." Although other investigators would not disagree with these statistics, they do disagree with the conclusions. Pollak (1950), an American sociologist, contends that the anti-social behavior of the female is "readily and naturally masked behind conventional female roles." He also points out that homosexuality and exhibitionism are seldom prosecuted when committed by women. Barker and Adams (1962) in a comparative study of male and female delinquents report that the girls were involved in more waywardness, while the boys in their study gravitated more toward property offenses. They found delinquent boys were more "status oriented" than delinquent girls, while the girls appeared to express more "need gratification" in their delinquent behavior. Morris (1964) also reports that obstacles to maintaining effective social relationships will lead girls more often than boys to delinquency.

Merritt (1961) found that the reported and recorded involvement of girls and boys in delinquency, apart from the expected differences in waywardness and property offenses, was much closer than heretofore expected. She found little difference between the

girls and boys in the amount of self-reported misconduct, in the extent of involvement with companions in the deed, in the age of the first reported delinquency, and even in the tendency to become delinquent. If Merritt's findings are substantiated in other studies, perhaps Pollak's theory of the "masked behavior" of girls will find increasing support and also raise additional questions about the culture's unwillingness to report and prosecute female children.

A reading of early literature (Fernald, Hayes, Dawley, 1920; Thomas, 1923) on female delinquency, as well as the more recent work of Konopka (1966) reveals graphically, not only the sentimentality that surrounds the delinquent female, but the quite different behavioral expectations for the two sexes. Reckless (1967) questions "whether this difference in the delinquency of boys indicates a real behavioral differential or merely a differential in society's concern." (p. 160) The paucity of research on the female delinquent leaves this question presently unanswered.

#### Self Concept As Explanatory Variable

Reckless and his associates (Reckless, Dinitz and Murray, 1956; Reckless, Dinitz and Kay, 1957; Lively, Dinitz and Reckless, 1962) gave serious attention to the question of why some youngsters in the same neighborhood or even in the same family become delinquent while other do not. They have reported that young adolescents who saw themselves as "good boys" appeared to be insulated against delinquency even though they resided in a high-delinquency neighborhood.

Conversely boys with an unfavorable self concept are without this insulation and more vulnerable to delinquent behavior.

Following the findings reported by Reckless, a number of studies explored the self concept of the delinquent and his non-delinquent counterpart (Brown, 1964; Epstein, 1962; Hoover, 1967; Motoori, 1963; Fannin & Clinard, 1965). Again it is very difficult to compare these findings and conclusions because virtually every study employed a different instrument for measuring the self concept. However, all studies appear to assume a quite similar theoretical framework; that is, the way in which an individual views himself will influence or be a determiner of how he perceives and organizes his behavior toward others. For example, Epstein (1962) noted that

... Those aspects of the individual referring to the "I" or "me", that core of perception which provides unity for the personality, has its ideational expression in many psychological systems. It has been designated as the "self" by William James, is subsumed under the "ego" by Freud, and is termed the "self system" by Sullivan. Social theorists have long maintained that one's self conception is a determinant of behavior and that to understand behavior is to understand how one perceives his "self"  
... [p.221]

Fitts and Hamner (1969) reported on the findings of a number of recent studies exploring the self concept of the delinquent versus the non-delinquent. Most of these studies utilized a common instrument developed by Fitts (1965) called the Tennessee Self Concept Scale. This instrument has been well standardized for both research

and clinical use, and the test is simple, interesting, and easily comprehended by adolescents. In summarizing these findings, Fitts and Hamner report that the delinquent has a relatively negative self concept and openly dislikes himself. He is not defensive and makes little effort to conceal his self dislike. He finds it much easier to affirm what he is (mostly bad) than what he is not, and he reveals much conflict, variability, and uncertainty in his self perception.

Kelton (1969) also utilized the Tennessee Self Concept Scale but he noted that all of the studies reported to date by Fitts and Hamner, as well as most of the other investigators, approached the delinquent as an "aggregate" group to be compared to the "norm" group. From clinical observations he felt that delinquents are actually a composite of sub-groups which differ from each other. Because Kelton's study has relevance for this research his findings will be described in more detail.

Three delinquent sub-groups labeled, Loser, Maladaptive, and Integrator were delineated by Kelton, who arrived at these categories by submitting to the institution's staff and delinquents a descriptive paragraph of what he considered the salient characteristics of a Loser named Pete, and another descriptive paragraph of a Maladaptive named Tony. Their task was to nominate boys who were most and least like those described. Kelton found high agreement between the staff and boys as to who was nominated as Maladaptive and Loser. Those boys with the highest number of nominations for being least like the Loser

or Maladaptive became a third category called Integrator. The Tennessee Self Concept Scale was then administered to these three categories.

Kelton subsequently characterized "each of the sub-groups by relating their self concept patterns to their observed behavior." He noted that "the most salient characteristic of the Maladaptive appeared to be his emotional disturbance." His peers frequently saw him as crazy and his behavior as self destructive, his self concept extremely negative, and he appeared unable to identify with the goals of his group. The Maladaptive was the most disliked of the delinquents by his peer group. Kelton attributed his behavior to a basic lack of identity. Kelton's description of the Maladaptive is very similar to Jenkins' (1955) "maladaptive" delinquent.

Kelton described the Loser as having a strong identification with a "born loser" image. Unlike the Maladaptive, the Loser was liked by his peers and appeared to gain recognition through displaying the behavior of a Loser. Although his self concept was also negative in every area, it was not constant across the various areas of self-perception. For example, the Loser saw his Physical Self and Social Self as less negative than his Moral-Ethical Self and Family Self. Although the Loser ranked high in comparison to General Maladjustment and Personality Disorder groups on the T.S.C.S. he was not found to be like the Psychotic group.

The Integrator was relatively satisfied with himself and viewed his physical appearance, skills, and sexuality as being adequate and

had a moderate sense of personal worth. However, he was likely to view himself negatively when using his behavior and Moral-Ethical Self as a frame of reference. He looks more like the norm group than any of the pathological groups measured by the T.S.C.S., and he scored near the mean of the norm group on the Personality Integration Scale. Therefore, there is evidence to suggest that the Integrator is an adaptive person who not only sees himself as being adequate but is viewed by others as being adequate.

Kelton's findings, if supported in future research will offer valuable therapeutic information that could be utilized through a differential treatment program. The study certainly suggests that a molecular approach to the study of delinquency is needed. It also raises the question of whether this technique for identifying the different subgroups would yield the same results if replicated with female subjects.

Kelton's paradigm avoids many of the problems that make comparisons of delinquency research either difficult or invalid. He avoids the "assumption of uniformity" and he utilizes an instrument that allows for easy replication with females. Of greater importance is the fact that the design has its roots in self theory and allows for conceptualizing the self concept as an explanatory principle in delinquency.

### Statement of Problem

Most research on delinquents has concentrated on male subjects, and has traditionally viewed the delinquent as a uniform group to be compared with a "norm" group. However, recent research suggests that male delinquents can be differentiated on the basis of the self concept into three subgroups, each with its own distinctive characteristics.

While the present study is essentially a replication of Kelton's research, it is designed to explore differences in the self concept of female delinquents, who have been differentiated on the basis of their behaviors into subgroups.

This research, then is an attempt to determine if the self concept differences that existed among delinquent, males, also exists in comparable female delinquent subgroups. The Tennessee Self Concept Scale will be the instrument used to analyze the self concepts of the three groups.

The following research hypothesis of Kelton's were adopted:

Hypothesis I. There will be differences among the means of the groups in scores on the Tennessee Self Concept Scale.

Hypothesis II. There will be mean score differences among the groups on the Self Criticism Scale.

Hypothesis III. There will be mean score differences among the groups on the True-False Ratio (T/F) Scale.

Hypothesis IV. There will be mean score differences among the groups on the Total Conflict Scale.

Hypothesis V. There will be mean score differences among the groups on the Total Positive Scale.

Hypothesis VI. There will be mean score differences among the groups on the Identity (Row 1) Scale.

Hypothesis VII. There will be mean score differences among the groups on the Self Satisfaction (Row 2) Scale.

Hypothesis VIII. There will be mean score differences among the groups on the Behavior (Row 3) Scale.

Hypothesis IX. There will be mean Score differences among the groups on the Physical Self (Column A) Scale.

Hypothesis X. There will be mean score differences among the groups on the Moral-Ethical Self (Column B) Scale.

Hypothesis XI. There will be mean score differences among the groups on the Personal Self (Column C) Scale.

Hypothesis XII. There will be mean score differences among the groups on the Family Self (Column D) Scale.

Hypothesis XIII. There will be mean score differences among the groups on the Social Self (Column E) Scale.

Hypothesis XIV. There will be mean score differences among the groups on the Total Variability Score.

Hypothesis XV. There will be mean score differences among the groups on the Defensive Positive (DP) Scale.

Hypothesis XVI. There will be mean score differences among the groups on the General Maladjustment (GM) Scale.

Hypothesis XVII. There will be mean score differences among the groups on the Psychosis (Psy) Scale.

Hypothesis XVIII. There will be mean score differences among the groups on the Personality Disorder (PD) Scale.

Hypothesis XIX. There will be mean score differences among the groups on the Neurosis (N) Scale.

Hypothesis XX. There will be mean score differences among the groups on the Personality Integration (PI) Scale.

Hypothesis XXI. There will be mean score differences among the groups on the Number of Deviant Signs (NDS) Scale.

Hypothesis XXII. There will be mean score differences among the Scales of the Tennessee Self Concept Test.

Hypothesis XXIII. There will be mean score differences among the scales of the Maladaptive Group.

Hypothesis XXIV. There will be mean score differences among the scales of the Loser Group.

Hypothesis XXV. There will be mean score differences among the scales of the Integrator Group.

Hypothesis XXVI. There will be interactions among the means of the groups and scales of the Tennessee Self Concept Scale.

The .05 level of significance will be the minimum required to reject the null form of the research hypothesis.

## METHOD

### Setting Of the Study

The present study will be conducted at Tecumseh State School for girls. Although a girl may have been declared delinquent for offenses ranging from truancy, or waywardness, to shoplifting, or occasionally even murder, most of the girls at the institution are committed for "being out of control." This term is usually a euphemism for sexual acting out. The average number of girls in the school varies throughout the year but the census is usually around 128. The girls are housed in five cottages which are administered by a cottage committee consisting of a co-ordinator, social worker, and a chief houseparent, who are collectively responsible for the girl's daily routine. Each member of this committee interacts regularly with the girls on an individual and a group basis, and, therefore, know these girls very well. The therapeutic program is carried out by this committee and interdisciplinary staff comprised of psychologists, social workers and teachers. All staff members work in conjunction with the superintendent in carrying out the rehabilitative and therapeutic programs.

### Selection of Subjects

Three groups of girls will be selected as subjects on the basis of (1) peer group and (2) cottage committee nominations. Two sets of peer group rating forms will be administered to all the girls in the five cottages. One rating form is designed to identify those girls who are most like and those who are least like a theoretical Maladaptive presented in a paragraph about a girl named Linda. The other rating form is designed to identify girls who are most like and those least like a theoretical Loser presented in a paragraph about a girl named Mona. With the exception of a change of names the peer group rating forms are constructed to make the description congruent with the conception of the Maladaptive and Loser utilized by Kelton in his study. Below the model paragraph will be a list of names of the girls living in the rater's particular cottage. Therefore, the format will be the same for all rating forms but a particular girl will rate only peers living in her own cottage.

Instructions for identifying the Maladaptive and Loser will be identical for the two paragraphs. Instructions for the Maladaptive form require that the subject first read the model paragraph and from the list of names (1) circle the names of the five girls who were most like Linda and (2) underline the names of the five girls who were least like Linda. For the Loser form the instructions require that the subject first read the model paragraph and from the list of names (1) circle the names of the five girls who

are most like Mona and (2) underline the names of the five girls who are least like Mona.

The Loser paragraph will be administered first and the Maladaptive paragraph administered the following day. Each of the girls will work individually in the cottage area, and will be monitored to avoid discussion of the paragraphs during the rating. Using the same format, ratings will be obtained from the three members of each cottage committee. All the ratings for each form will be obtained simultaneously. Therefore, neither the girls nor the cottage committee can discuss their ratings with another person.

The rating forms from the girls and cottage committee were tabulated in terms of the number of votes each girl received as being most and least like the theoretical girl described. In order for a girl to qualify as a subject in the study three criteria will be met. These criteria are:

- (1) Each subject will be among those girls who received the five highest number of votes as being either most or least like the girls described in the model paragraph.
- (2) Each subject will be among those girls who received a minimum of two of the possible three nominations from her cottage committee as being either most or least like the girls described in the model paragraph. In other words, both the girls and the cottage committee will have to be in high agreement as to who is most or least like a particular paragraph.
- (3) Of the girls meeting the first two criteria, the five girls found to have the highest percentage of peer nominations, regardless of cottage, and being most like a particular paragraph will be selected as the Maladaptives or Losers.

The five girls found to have the highest percentage of peer nominations, regardless of cottage, as being least like the two paragraphs will be selected as Integrators. Nominations for the M-Integrator, L-Integrator, and ML-Integrator groups will be combined into one group in this study. This decision was based on Kelton's findings of a high degree of similarity among groups of the T.S.C.S.

Kelton's fourth criterion requiring that all subjects have a sixth grade reading level is not feasible at Girl's Town. A large proportion of the girls have reading difficulties. Consequently, the Tennessee Self Concept Scale will be tape recorded and administered auditorially to all three groups.

#### Testing of Subjects

The subjects in all three groups will be given the Tennessee Self Concept Scale: Clinical and Research Form (Pitts, 1965). This scale presents one hundred self concept statements which the subject may respond to by putting a circle around one of the five numbers which indicate the statement is (1) completely false (2) mostly false (3) partly false and partly true (4) mostly true (5) completely true of himself. They will be tested in groups of five so that each subject can be given individual attention and assistance as necessary. The subjects in these groups will be randomized so the order of testing will not follow a regular pattern in terms of how they were nominated. The testing room is quiet and well equipped for working. The following instructions will be given verbally.

The statements you will hear are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item!

Listen to each statement carefully; then  
select one of the following five responses:

Responses:	Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
	1	2	3	4	5

Do not omit any item. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want. Remember, put a circle around the response number you have chosen for each statement. When the recorder is turned on you will hear each item repeated 2 times, with time allowed for your choice before the next item is heard. Are there any questions concerning the response choices?

Time will be allowed for all subjects to indicate if they understood the instructions and to reread the response choices until they thoroughly understood them.

#### Experimental Design

Twenty of the twenty-nine variables on the Tennessee Self Concept Scale were selected for study in the present research. This data will be analyzed in a split-plot factorial design with non-repeated measurements on one variable and repeated measures on the other variable (Kirk, 1968).

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## APPENDIX II

### Tables of Raw Data

Table 1.

## Group Means and Variances

Group n=5	Self Criticism		T/F		Total Conflict		Total Positive	
	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.
Maladaptives	51.4	11.44	53.8	210.16	51.6	106.64	34.0	88.4
Integrators	54.2	107.76	70	271.6	58.8	98.16	37.6	64.64
Losers	53.6	31.04	63.8	167.36	64.8	86.96	30.6	15.44

Group	Row 1		Row 2		Row 3		Col. A	
	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.
Maladaptives	37.6	209.84	32	36.8	35.8	103.86	44.6	262.64
Integrators	34.6	76.24	42.2	132.16	35.8	25.36	44.2	137.36
Losers	32.2	40.96	32.8	8.56	30.8	73.36	41.0	76.00

Group	Col. B		Col. C		Col. D		Col. E	
	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.
Maladaptives	26.8	62.96	35.8	[284.96]	37	36.8	35	28.4
Integrators	31.6	37.84	42	136.80	35.2	94.16	44.4	109.44
Losers	26.6	64.24	32.6	33.84	32.2	30.96	34.2	58.96

Group	Total Variability		DP		GM		Psy	
	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.
Maladaptives	61.2	77.76	36.4	27.04	67.2	12.56	63	112
Integrators	49.6	154.64	37.6	48.24	67.6	46.64	59.4	157.04
Losers	64.2	13.36	43.8	38.16	72	53.6	66.4	111.44

Group	PD		N		PI		NDs	
	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.	$\bar{x}$	var.
Maladaptive	74.4	40.24	61.2	211.76	34.6	19.04	72	56
Integrators	68.2	45.76	59.2	86.96	42.2	[138.96]	70.4	34.64
Losers	73.8	34.56	65.4	26.64	29.2	60.16	72.8	94.96

Table 2.

## RAW DATA OF LOSER GROUP

(T-Score Units)

Subject	Self Criticism	T/F	Total Conflict	Total Positive	Row 1	Row 2	Row 3
1	55	81	68	34	32	38	34
2	62	57	79	27	27	33	22
3	55	43	50	32	42	32	31
4	45	67	63	35	36	32	45
5	51	71	64	25	24	29	22

(Con't.)

Subject	Col A	Col B	Col C	Col D	Col E	Total Variability
1	44	22	32	40	42	57
2	26	26	35	32	25	65
3	42	17	32	35	44	66
4	53	41	41	31	27	67
5	40	27	23	23	33	66

(Con't.)

Subject	DP	GM	PSY	PD	N	PI	NDS
1	46	68	75	75	63	36	79
2	40	71	74	83	68	17	87
3	39	73	48	71	59	39	70
4	55	63	74	65	63	27	70
5	39	85	61	75	74	27	58

Table 3.  
RAW DATA OF INTEGRATOR GROUP  
(T-Score Units)

Subject	Self Criticism	T/F	Total Conflict	Total Positive	Row 1	Row 2	Row 3
1	66	68	68	38	34	46	37
2	45	81	57	31	31	32	30
3	41	46	41	53	47	62	44
4	66	61	60	33	41	30	37
5	53	94	68	33	21	41	31

(Con't.)

Subject	Col A	Col B	Col C	Col D	Col E	Total Variability
1	41	32	46	34	51	43
2	36	28	31	36	33	53
3	61	39	63	53	60	44
4	54	22	33	26	45	72
5	29	37	37	27	33	36

(Con't.)

Subject	DP	GM	PSY	PD	N	PI	NDS
1	44	68	55	70	56	59	67
2	49	72	77	72	60	44	69
3	58	57	53	56	45	47	62
4	37	64	42	76	61	23	76
5	50	77	70	67	74	38	78

Table 4.

## RAW DATA OF MALADAPTIVE GROUP

(T-Score Units)

Subject	Self Criticism	T/F	Total Conflict	Total Positive	Row 1	Row 2	Row 3
1	53	49	66	26	26	25	30
2	52	32	43	27	20	29	30
3	45	57	46	52	61	43	56
4	52	56	41	33	36	33	33
5	55	76	62	32	45	30	30

(Con't.)

Subject	Col A	Col B	Col C	Col D	Col E	Total Variability
1	22	26	18	35	39	62
2	33	19	31	26	28	48
3	69	39	68	42	43	66
4	46	32	30	40	32	56
5	53	18	32	42	32	74

(Con't.)

Subject	DP	GM	PSY	PD	N	PI	NDS
1	33	71	80	82	73	28	78
2	35	72	64	73	74	32	76
3	46	64	66	64	34	36	64
4	37	65	57	73	65	41	62
5	31	64	48	80	60	36	80

TABLE 5.  
ANALYSIS OF VARIANCE SUMMARY TABLE

Source of Variation	SS	df	MS	F	P*
1. Between Subj:	2270	14			
2. A (Groups)	313	2	256.5 $\begin{bmatrix} 2 \\ 3 \end{bmatrix}$	1.51	>.05
3. Subj: W/Groups	1957	12	163		
4. Within Subj.	89955	285	315.63		
5. B (Scales)	62133	19	327.01 $\begin{bmatrix} 1 \\ 12 \end{bmatrix}$	3.11	>.05
6. AB	3904	38	102.71 $\begin{bmatrix} 1 \\ 12 \end{bmatrix}$	.98	>.05
7. BX Subj: W/Groups	23919	228	104.90 $\begin{bmatrix} 1 \\ 12 \end{bmatrix}$		
8. TCTAL	92225	299			

Critical Values

F.05 (2,12) = 3.89

F.01 (2,12) = 6.93

F.05 (1,12) = 4.75)

F.01 (1,12) = 9.33)

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\*P = Two Tailed Test

### APPENDIX III

Description of the Tennessee Self Concept Scale:

Clinical and Research Form

### Description of the Tennessee Self Concept Scale

The Tennessee Self Concept Scale has been well standardized and is multi-dimensional in its description of the self concept. Because of its complexity and relevance to the present study some explanation of the scores and data will be helpful. For a more complete description of the instrument the reader is referred to Fitts (1965).

The Tennessee Self Concept Scale, Clinical and Research Form, provides a profile sheet with twenty-nine variables. Twenty of these scales were used in this study and a description of them will follow.

The Self Criticism Score (SC). This scale is composed of mildly derogatory statements that most people admit as being true of them. Individuals who deny most of these statements are considered as being defensive and making a deliberate effort to present a favorable picture of themselves. High scores generally indicate a normal, healthy openness and a capacity for self criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. Low scores indicate defensiveness and suggest that the Positive Scores are artificially elevated by this defensiveness (Fitts, 1965).

The Positive Scores (P). The overall self concept "... is reflected in the Total Positive Score which indicates the person's general level of self-esteem. This, in turn, is partitioned into a 3 x 5 matrix of subscores. The three rows are concerned with how the individual describes himself" (Hamner, 1968, p. 3). Row 1 represents

the individual's Basic Identity or "what he is" as he perceives himself at the most basic level. Row 2 gives a measure of Self Satisfaction with his basic identity or how the individual accepts himself. Row 3 deals with the individual's concept of himself as reflected in his own Behavior. "The three rows then may be seen as focusing on (1) 'what he is' (2) 'How he feels about it' and (3) 'What he does.'" (Hamner, 1968, p. 4).

The five columns relate to the frames of reference the individual uses to describe himself.

Column A: Physical Self

Column B: Moral-Ethical Self

Column C: Personal Self (Personal self-worth, psychological traits and characteristics)

Column D: Family Self (self in relation to the primary social group, family and close friends)

Column E: Social Self (Self in relation to the secondary social group)

Total Variability Score. The total Variability score provides a simple measure of the amount of variability, or inconsistency, from one area of self perception to another. It represents the total amount of variability for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. "High scoring persons tend to compartmentalize certain areas of self and view these areas quite apart from the remainder of self. Well integrated people generally score below the mean on these scores but above the first percentile" (Fitts, 1965, p. 3).

The True-False Ratio (T/F). This is a measure of response set or response bias. It is "... an indication of whether the subject's approach to the task involves any strong tendency to agree or disagree regardless of item content" (Fitts, 1965, p. 3). Considered from the framework of self theory

... high T/F Scores indicate the individual is achieving self definition or self description by focusing on what he is and is relatively unable to accomplish the same thing by eliminating or rejecting what he is not. Low T/F Scores would mean the exact opposite, and scores in the middle ranges would indicate that the subject achieves self definition by a more balanced employment of both tendencies-- affirming what is self and eliminating what is not self (Fitts, 1965, p. 4).

The Total Conflict Score. Statements about the self may be presented in either positive or negative terms.

Thus, it is one thing to say 'I consider myself a sloppy person,' and quite another to say, 'I like to look nice and neat all the time.' The subject who tends to describe himself by affirming his positive attributes but finds difficulty in denying negative qualities might answer "Mostly true" to both items. On the other hand, the person who tends to deny negative traits but sees little positive about himself might answer "Mostly false" to both. In either case there is a conflict between his responses to positive and negative items.... In order to give an absolute measure of amount of such conflict without regard to direction the positive-negative differences are summed non-algebraically. This yields a Total Conflict Score (Hammer, 1968, p. 5).

In giving an interpretation of the Total Conflict Score Fitts (1965) states,

High scores indicate confusion, contradiction, and general conflict in self perception. Low scores have the opposite interpretation, but extremely low scores (below the red line on the Profile Sheet) have a different meaning. The person with such low scores is presenting such an extremely tight and rigid self description that it becomes suspect as an artificial defensive stereotype rather than his true self image [p. 4].

The Total Conflict Score is a reflection of conflicting responses to positive and negative items within the same area of self perception. This score should not be confused with the Total Variability Score which reflects fluctuations from one area of self perception to another.

The Empirical Scales. Six of the scales on the Tennessee Self Concept Scale have been empirically derived. These six scales, in order of their appearance on the Profile Sheet, are as follows: The Defensive Positive Scale (DP), the General Maladjustment Scale (GM), the Psychosis Scale (PSY), the Personality Disorder Scale (PD), the Neurosis Scale (N), and the Personality Integration Scale (PI). Hamner (1968) reports, "The Psy, N, and PD Scales successfully differentiate normals from psychotics, neurotics, and sociopaths, respectively and differentiate these groups from each other" [p. 6].

The Number of Deviant Signs (NDS) Score. The general principle in scoring the NDS is to count one deviant sign for each score that

deviates beyond its specified normal limits and to add an additional deviant sign for each standard deviation by which any score exceeds its limits. Fitts states "the NDS Score is the Scale's best index of psychological disturbance" (Fitts, 1965, p. 5).

**APPENDIX IV**

**SELF CONCEPT STATEMENTS FROM TENNESSEE SELF CONCEPT SCALE:**

**CLINICAL AND RESEARCH FORM**

1. I have a healthy body . . . . .
3. I am an attractive person . . . . .
5. I consider myself a sloppy person . . . . .
19. I am a decent sort of person. . . . .
21. I am an honest person . . . . .
23. I am a bad person . . . . .
37. I am a cheerful person. . . . .
39. I am a calm and easy going person . . . . .
41. I am a nobody . . . . .
55. I have a family that would always help me in any kind  
of trouble. . . . .
57. I am a member of a happy family . . . . .
59. My friends have no confidence in me . . . . .
73. I am a friendly person. . . . .
75. I am popular with men . . . . .
77. I am not interested in what other people do . . . . .
91. I do not always tell the truth. . . . .
93. I get angry sometimes . . . . .
2. I like to look nice and neat all the time . . . . .
4. I am full of aches and pains. . . . .
6. I am a sick person. . . . .
20. I am a religious person . . . . .
22. I am a moral failure. . . . .
24. I am a morally weak person. . . . .
38. I have a lot of self-control. . . . .

- 40. I am a hateful person . . . . .
- 42. I am losing my mind . . . . .
- 56. I am an important person to my friends and family . . . . .
- 58. I am not loved by my family . . . . .
- 60. I feel that my family doesn't trust me. . . . .
- 74. I am popular with women . . . . .
- 76. I am mad at the whole world . . . . .
- 78. I am hard to be friendly with . . . . .
- 92. Once in a while I think of things too bad to talk about . . .
- 94. Sometimes, when I am not feeling well, I am cross . . . . .
- 7. I am neither too fat nor too thin . . . . .
- 9. I like my looks just the way they are . . . . .
- 11. I would like to change some parts of my body. . . . .
- 25. I am satisfied with my moral behavior . . . . .
- 27. I am satisfied with my relationship to God. . . . .
- 29. I ought to go to church more. . . . .
- 43. I am satisfied to be just what I am . . . . .
- 45. I am just as nice as I should be. . . . .
- 47. I despise myself. . . . .
- 61. I am satisfied with my family relationships . . . . .
- 63. I understand my family as well as I should. . . . .
- 65. I should trust my family more . . . . .
- 79. I am as sociable as I want to be. . . . .
- 81. I try to please others, but I don't overdo it . . . . .
- 83. I am no good at all from a social standpoint. . . . .

95. I do not like everyone I know . . . . .
97. Once in a while, I laugh at a dirty joke. . . . .
8. I am neither too tall nor too short . . . . .
10. I don't feel as well as I should. . . . .
12. I should have more sex appeal . . . . .
26. I am as religious as I want to be . . . . .
28. I wish I could be more trustworthy. . . . .
30. I shouldn't tell so many lies . . . . .
44. I am as smart as I want to be . . . . .
46. I am not the person I would like to be. . . . .
48. I wish I didn't give up as easily as I do . . . . .
62. I treat my parents as well as I should (Use past tense if  
parents are not living) . . . . .
64. I am too sensitive to things my family say. . . . .
66. I should love my family more. . . . .
80. I am satisfied with the way I treat other people. . . . .
82. I should be more polite to others . . . . .
84. I ought to get along better with other people . . . . .
96. I gossip a little at times. . . . .
98. At times I feel like swearing . . . . .
13. I take good care of myself physically . . . . .
15. I try to be careful about my appearance . . . . .
17. I often act like I am "all thumbs". . . . .
31. I am true to my religion in my everyday life. . . . .
33. I try to change when I know I'm doing things that are  
wrong . . . . .

35. I sometimes do very bad things. . . . .
49. I can always take care of myself in any situation . . . . .
51. I take the blame for things without getting mad . . . . .
53. I do things without thinking about them first . . . . .
67. I try to play fair with my friends and family . . . . .
69. I take a real interest in my family . . . . .
71. I give in to my parents. (Use past tense if parents are  
not living) . . . . .
85. I try to understand the other fellow's point of view. . . . .
87. I get along well with other people. . . . .
89. I do not forgive others easily. . . . .
99. I would rather win than lose in a game. . . . .
14. I feel good most of the time. . . . .
16. I do poorly in sports and games . . . . .
18. I am a poor sleeper . . . . .
32. I do what is right most of the time . . . . .
34. I sometimes use unfair means to get ahead . . . . .
36. I have trouble doing the things that are right. . . . .
50. I solve my problems quite easily. . . . .
52. I change my mind a lot. . . . .
54. I try to run away from my problems. . . . .
68. I do my share of work at home . . . . .
70. I quarrel with my family. . . . .
72. I do not act like my family thinks I should . . . . .
86. I see good points in all the people I meet. . . . .

88. I do not feel at ease with other people . . . . .
90. I find it hard to talk with strangers . . . . .
100. Once in a while I put off until tomorrow what I ought  
to do today . . . . .