

THE EFFECTS OF MARATHON GROUP COUNSELING ON
SELECTED SELF-CONCEPT FACTORS OF
FUTURE TEACHERS

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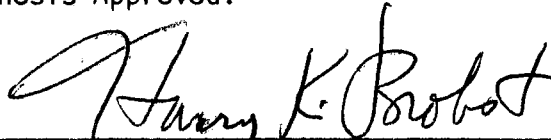
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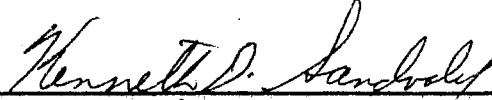
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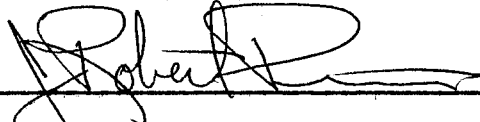
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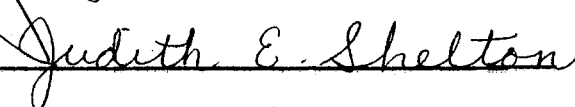
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	1
Need for the Study	2
Purpose	4
Definition of Concepts and Terms	5
Limitations	7
Basic Assumptions	9
Hypotheses	9
II. REVIEW OF THE LITERATURE	10
General Studies	10
Group Counseling	14
Encounter Group	15
Transactional Analysis	16
Group Size	17
Marathon	18
Group Leadership	19
Group Membership	19
California Psychological Inventory	20
Summary	21
III. METHODOLOGY	22
Treatment Procedures	22
Contact and Assignment of Subjects	22
Selection and Assignment of Group Leaders	23
Selection of Testing and Treatment Locations	24
Assignment of Subjects for Specific Testing and Treatment	24
Pretest for Encounter Treatment Group and One-Half of the Control Group	25
Contact with Psychiatric Support	26
Leadership Meeting Prior to Encounter Treatment	26
Encounter Group Treatment	27
Pretest for Transactional Analysis Treatment Group and One-Half of the Control Group	28
Posttest for the Encounter Treatment Group and One-Half of the Control Group	28
Leadership Meeting Prior to Transactional Analysis Treatment	29

Chapter	Page
Transactional Analysis Group Treatment	30
Posttest for the Transactional Analysis Treatment Group and One-Half of the Control Group	30
Preparation of the Data	31
Statistical Procedures	31
Summary	32
IV. FINDINGS	33
Introduction	33
Analysis of Covariance	33
Hypothesis 1	36
Hypothesis 2	37
Test for Individual Differences	38
Summary	39
V. CONCLUSIONS AND RECOMMENDATIONS	41
Introduction	41
Conclusions	42
Personal Reflections	43
Suggestions for Future Research	45
Concluding Statement	46
BIBLIOGRAPHY	47
APPENDIX A - SUBJECT COMMUNICATION FORMS	52
APPENDIX B - VOLUNTEER SUBJECTS	55
PROFILE OF SUBJECTS	56
APPENDIX C - SELF-REPORT	57
SELF-REPORT RESULTS	58

LIST OF TABLES

Table	Page
I. Analysis of Covariance Summary	35
II. Orthogonal Contrast Summary	38
III. Values Between Pre and Posttest Significant at the .15 Level or Better	39

CHAPTER I

INTRODUCTION

For more than fourteen years the author has been engaged in counseling adolescent and post adolescent students. Such counseling has involved both individual and group process techniques. Throughout this period the author has felt that many students suffer from a low self-concept. This might be due to many factors, since persons in this stage of development are struggling to find and define themselves (Erickson, 1956).

The author has observed young adults groping for self-awareness, using one form or another of group process. He has observed growth in young people as a result of their involvement in the group process.

This study was undertaken in order to discover whether scientific evidence can be established to give objective credence to the author's feelings.

Statement of the Problem

This study is intended to investigate whether two selected ten hour marathon group counseling procedures, namely the Encounter Process as outlined by Ohlson (1970) and Transactional Analysis as developed by Harris (1969) can bring about enhancement of a positive self-concept for college students at Oklahoma State University. More specifically the problem is: Will college students view themselves more

positively after taking part in a program of marathon group counseling?

Need for the Study

In his philosophical work I and Thou, Martin Buber (1958) deals with a theoretical position in regard to ways persons relate to each other. He states that a person must develop a positive self-regard before he is able to relate positively to others. He indicates further that a person develops this positive self-regard by being accepted positively by parents and peers. A person sees himself as valuable to the degree that others around him treat him as valuable. Harlow's studies (1966) at the University of Wisconsin using the Rhesus monkey seems to reinforce Buber's theories. Through a series of contrived experiments, Harlow took two groups of monkeys and gave both of them adequate food and shelter. One group was kept in isolation from their mothers at feeding times and the second group was kept in close proximity to their mothers. When put together, these offspring showed marked differences in the way they related to each other. Those who were caressed and cared for by their mothers were happier and socially adjusted while the offspring which were sustained by artificial means only were markedly hostile, withdrawn, and sullen. Although it may not be possible to relate self-concept to members of the animal kingdom, there does seem to be some correlation between socialization and adjustment with warm contact with important others.

Eddy and Lubin (1971) list several factors which they suggest may contribute to the lack of self-concept among many persons within the American society at this time. They say that the fast changing, large, crowded, complex, and impersonal society in which we live tends to

isolate persons and undermine trust in others and in one's own self-concept. They proceed to state that group interaction, because of its emphasis upon the individual, is able to aid persons to grow in this needed self-confidence. Wilhelms (1970) reinforces these notions by stating that the salient problems of our day lie not so much with society as a whole but rather within each individual person.

In a study of students in colleges and universities, Dahms (1971) found this estrangement with self and with others to be present especially among students who find themselves in large universities. He indicated that the student is the singularly most neglected element in the educational community. Dahms found that the present day student does not have a realistic view of himself and his own abilities.

Yamamoto (1970) in a study using peer ratings by students in regard to felt needs showed that students themselves have recognized their need for closer contact with self and with the development of a more positive self-image. The peer ratings indicated that the raters considered those students who possessed a strong positive self-image to be the most mentally and emotionally healthy persons.

Oklahoma State University qualifies as a large university enrolling up to 20,000 undergraduate students. Many of these students come from a more peaceful, structured, rural environment into this large, complex society. The author has counseled many such students who have felt isolated and at a loss as to who they are and how they fit into this new and, to them, impersonal society.

Iannone and Carline (1971) state: "Education must meet the needs of youth." The needs of youth at Oklahoma State University seem to be directed toward the development of a more positive self-concept.

Studies concerning this matter among students should be initiated and researched.

Purpose

The purpose of this study was to determine the effect of two kinds of marathon counseling procedures on selected self-concept factors for students enrolled in courses at Oklahoma State University during the fall term, 1972. The courses were upper division level and were required of all students preparing for the teaching profession.

Theoretical Framework for the Notion of Self-Concept

Self-concept is a deceptively simple term which involves a very complex process (Bucheimer and Balough, 1961). In an effort to shed some light on this complex process, Mathewson and Rochlin (1956) proposed that the self-concept of a person falls into five distinct areas:

Area I: A person's general self-percepts -- how he feels about himself. These percepts are inferred from spontaneous verbalizations about himself. An example of this level of verbalization would be: "I am a moody person."

Area II: A person's perceptions of others and how they relate to him. An example would be: "My wife is the most important person in my life."

Area III: A person's views of how others perceive him. An example of this would be: "My father doesn't trust me."

Area IV: A person's goals and directions. This area is expressed

by such statements as: "I want to be a doctor."

Area V: A person's values and beliefs. Such statements as: "you have to work hard in order to succeed" are characteristic of this area.

In each of these five areas there are three levels of awareness of self which a person might have.

Level I: The person deals with each area in isolation from the others, failing completely to see internal connections.

Level II: The person vaguely sees and dimly accepts relationships between the five areas.

Level III: The person fully recognizes and synthesizes all of the elements within and between the five areas of self-acceptance. Such a person develops a dynamic balance which Cannon (1939) calls homeostasis and which Erickson (1956) calls Ego Identity.

The above paradigm suggests what has been postulated by Raimy (1948), Rogers (1951), and Snygg and Combs (1959); that to a large extent the outer world communicates to a person whether he is good or bad, adequate or inadequate, valuable or without value.

These theoretical foundations formed the basis for the notion of self-concept as it was considered in this study. They are that self-concept is a complex notion, that it is based upon not only a person's view of self in isolation but also the fact of all of his external relationships and that man can grow and can develop his own self-concept.

Definition of Concepts and Terms

The following are definitions of concepts and terms as they are used

in this study.

1. Self-concept--Assigned by scales from the California Psychological Inventory.

A. Social Presence (S_p):

To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction. High scores: clever, enthusiastic, imaginative, quick, informal, spontaneous, active, and vigorous; having an expressive and ebullient nature. Low scores: deliberate, moderate, patient, self-restrained, and simple; vacillating, and uncertain in decision; literal, and unoriginal in thinking and judging (Gough, 1956).

B. Self-Acceptance (S_a):

To assess factors such as a sense of personal worth, self-acceptance, and capacity for independent thinking and action. High scores: intelligent, outspoken, cool, versatile, witty, aggressive, and self-confidence, and self-assurance. Low scores: methodical, conservative, dependable, conventional, easygoing, and quiet; self-abasing, and given to feelings of guilt and self-blame; passive in action and narrow in interests (Gough, 1956).

C. Socialization (S_o):

To indicate the degree of social maturity, probity, and rectitude which an individual has attained. High scores: honest, industrious, obliging, sincere, modest, steady, conscientious, and responsible; self-denying and conforming. Low scores: defensive, demanding, opinionated, resentful, headstrong, rebellious, and undependable; guileful and deceitful; given to excess, ostentation and exhibition in behavior (Gough, 1956).

2. Group Counseling: A form of counseling process in which a group of from five to ten persons meet with a leader and a co-leader in a specified place for a specified period of time for the purpose of interacting with each other on a feeling level.
3. Encounter Process: A type of group counseling in which both the leaders and members function without the aid of any externally imposed structures and make an effort to express present feeling

in relation to self and those present.

4. Transactional Analysis: A type of group counseling in which the leadership and members using the structural analysis format of Parent-Adult-Child ego states (Harris, 1969) make an effort to express feelings and analyze transactions which occur (Harris, 1969).
5. Marathon: A period of ten hours in which a group of subjects aided by a leader and co-leader engage in interpersonal interaction using a type of group counseling procedure.
6. Group Leadership: Four volunteer doctoral candidates from the College of Education (Department of Applied Behavioral Studies) at Oklahoma State University enrolled in the Fall term, 1972. For the purpose of this paper they will be referred to as facilitators and co-facilitators.
7. Subjects: A group of 47 upper division undergraduate volunteer students enrolled in three Educational Psychology courses at Oklahoma State University during the Fall term, 1972. The three courses were entitled: Psychological Foundations of Childhood, Psychology of Adolescence, and Human Learning in Educational Psychology.

Limitations

The following were designated as limitations of this study.

1. The measuring instrument which was used was the California Psychological Inventory (Gough, 1956). Three scales of this instrument were singled out to measure the notion of self-concept. Because of the complexity of the notion of self-concept, the validity of the measuring scales may have been limited.

2. As the subject sample was relatively small, limited to only upper division undergraduate students volunteering from three Educational Psychology courses, a substantial part of the college student population was not represented. Therefore, generalizations to the entire student population of Oklahoma State University or to other institutions must take into account possible differences in environment and interest determinants.
3. The basis for the selection of the sample subjects was founded upon the fact that they volunteered and although they were sub-grouped carefully on the basis of the theory of randomization, the possibilities of bias must be taken into consideration.
4. The treatment variables which were used in this study were the ten-hour marathon of Encounter Process and Transactional Analysis. Although both of these group counseling processes are well documented and thoroughly tried, they are only two types among a great number of group counseling techniques. Other group counseling procedures might have been used with equal or greater success.
5. The group leadership consisted of doctoral graduate students in the Department of Applied Behavioral Studies within the College of Education at Oklahoma State University. The degree of success of this study rested to a great extent upon their expertise.
6. Treatment was extended over a period of ten uninterrupted hours. Other divisions of time or treatment over a longer period of time might have been chosen with equal or greater plausibility for success.

Basic Assumptions

The following assumptions are basic to this study:

1. The outside world communicates to a person whether he is good or bad, adequate or inadequate, valuable or without value (Raimy, 1948), (Rogers, 1951), (Snygg and Combs, 1959).
2. Man, like other animals, finds his entity through association with others of his species (Buber, 1958), (Harlow, 1966).
3. Estrangement and isolations among members of our society is a contributing factor of the lack of a positive self-concept in individuals (Lubin, 1971).

Hypotheses

The null hypotheses for this study are as follows:

- Ho₁--There are no statistically significant differences as measured by Social Presence (S_p), Self-Awareness (S_a), and Socialization (S_o) in the CPI between the groups who participated in the treatment of the ten-hour marathon Encounter Process and ten-hour marathon Transactional Analysis and those who did not participate.
- Ho₂--There are no statistically significant differences as measured by Social Presence (S_p), Self-Awareness (S_a), Socialization (S_o) in the CPI between the members of the ten-hour marathon Encounter Process and the group undergoing Transactional Analysis ten-hour marathon.

CHAPTER II

REVIEW OF THE LITERATURE

General Studies

Group counseling as a specific tool for the development of a positive self-concept of participants has only a thirty year history in the United States. Although this is the case, much research has already been undertaken to determine the value of group counseling for individuals and society. Much research and theory was germinated by such institutions as the National Training Laboratories (NTL, 1970).

The most recent and according to the authors the first well-controlled experiment with encounter groups of all types was reported in March, 1973 (Lieberman, Yalom and Miles). The study was initiated in the fall of 1968. Two hundred and six students at Stanford University who volunteered to participate in various forms of group counseling procedures were recruited and assigned to 17 different forms of group counseling procedures, each group being facilitated by experienced professionals.

Using a rating scale immediately after the close of the group experience and a six month follow-up rating scale, the following general conclusions were made. In regard to the subjects self-rating scales, 65% of those participating felt that some positive change had taken place and most of them felt that this change would endure.

However, using statistical measures to determine change, it was found that change differences, either positive or negative, between participants and non-participants were not significantly different. For almost 80% of the participants and controls, specific positive changes were noted by their significant others.

Specifically, the members of the Encounter Process group . . .

saw encounter groups as more dangerous than they did before their group experience. Inner values concerned them less and the world out there concerned them more. They placed more importance on their relationships with others and on intimacy. They saw others as more complex, and saw less opportunity for open communication with their peers.

There were two Transactional Analysis groups. The members of group eight showed:

the greatest overall amount of change, but they valued change less after their group experience. They placed less importance on inner values. Their confidence in their ability to deal with others increased, and they were less apt to use defensive and negative ways of handling problems. Their self-images improved and so did their images of others. They saw more opportunity for open communication, but less opportunity for expressing anger.

Group nine was also a Transactional Analysis group.

The members of this group saw it as more dangerous, less socially beneficial, and more phony than they did before their group experience. They became less concerned with experience for its own sake. In direct contrast to the other Transactional Analysis group, these members suffered decreased confidence in their ability to deal with others and they saw fewer opportunities for open communication.

There was one Rogerian marathon group.

The members of this group needed less affection after their group experiences. They saw others as less complex and they spent less time with friends who had not been in the group.

Lieberman, Yalom and Miles (1973) conclude their report with two observations. They say that . . .

while not all groups are successful at people-changing they excel in creating instant brief and intense interpersonal experiences . . . Encounter groups present a clear and evident danger if they are used for radical surgery to produce a new man. The danger is even greater when the leader and the participant share this misperception. If we no longer expect groups to produce magical, lasting change, and if we stop seeing them as panaceas, we can regard them as useful, socially sanctioned opportunities for human beings to explore and express themselves. Then we can begin to work on ways to improve them so that they may make a meaningful contribution toward solving human problems.

J. D. Smith (1971) compared the effects of short term individual counseling, sensitivity training, and group counseling on the self-concept of male college students. Using the Edwards Personal Preference Scale and the Group Semantic Differential to test self-concept, Smith pretested and posttested male subjects and randomly assigned them to one of four groups: individual counseling, group counseling, sensitivity training, and control. The subjects participated in six sessions of one and a half hours per week of individual counseling and group counseling, and a single one hour week-end session of sensitivity training. The results indicated a greater improvement of self-concept by those participating in the group counseling and sensitivity training treatments than by those males participating in individual counseling treatment. Smith stated that the test instruments which he used were not sensitive enough to establish this improvement with statistical clarity. Smith recommended that additional research on the effects of various kinds of group process on self-concept be undertaken using a more sensitive instrument in order to find statistical significance.

LaSalle (1971) studied the effects of participation in two standardized group processes and their effects upon self-concept. Using the Tennessee Self-Concept Scale he pretested and posttested 75 volunteers. The treatment consisted of a course in group process which extended over six weeks. His study failed to support the hypothesis that a significant increase in self-concept would be found after the treatment. LaSalle indicated that the cause of this failure might be in the lack of sensitivity in the test instrument used or the relative impersonality of the treatment.

One study reported by Provost (1971) was undertaken to determine if there were any significant differences in attitudes toward self, toward others, and toward teaching between a group of new teachers who had been exposed to group treatment and a group who had not been exposed. The experimental group of 41 teachers and the control group of 50 teachers were divided into subgroups in the following manner: secondary teachers and primary teachers. The subgroups of secondary teachers and primary teachers were further subdivided by racial background into white, black, and Mexican-American. Using a pretest, posttest control group design the subjects were given four test instruments: The Teaching Evaluation Record, Minnesota Teacher Attitude Inventory, and the Philosophies of Human Nature Scale.

The results of Provost's study indicated that the treatment groups were significantly better in attitudes toward self, toward others, and toward teaching than the control.

Sweeny (1969) in a study sought to assess the effect of group treatment on teacher attitudes. Twenty-five elementary and secondary school teachers were given the Minnesota Teacher Attitude Test both

before and after a ten week group treatment program. A control group of 16 teachers was used. Results showed that the control group's test scores remained the same or decreased slightly while the scores of the experimental group increased significantly.

Other studies by Khanna (1970), Dahms (1971), and Nelson showed the value of programs which use group treatment to improve attitudes toward self and others.

Group Counseling

Group counseling is a generic term which covers an entire continuum ranging from a group of 20 to 30 persons gathered together in order to be given information (Kirby, 1971) through a group of five to ten persons who are placed in a group by a psychiatrist or psychologist because he judges that such an environment will assist the participants in an in-depth search for causes and solutions for pathologies which presently disrupt behavior (Gordon and Lieberman, 1971).

Somewhere toward the middle of this continuum stand various forms of group process which using the term coined by Thomas Gordon (1955) can be referred to as "Growth Centered Groups."

Group counseling as it was used as a treatment variable in this study can be identified as falling within that middle group. Charles Mahler (1971) defined such a group in this manner:

A process of using group interaction to facilitate deeper self-understanding and self-acceptance. There is a need for a climate of mutual respect and acceptance so that individuals can loosen their defenses sufficiently to explore the meaning of behavior. The concerns and problems encountered are centered in the developmental tasks of each member rather than on pathological blocks and distortions of reality.

Glanz and Hayes (1967) isolated the variables which constitute the makeup of group counseling. They are 1. the group must be constructed in such a way that there is much opportunity for face-to-face contact; 2. there must be interaction among the members of the group; and 3. the group must be characterized by the fact that the goals are commonly determined by the members of the group.

The result of such a group experience can be indicated by the fact that many people feel positively changed after participation in such a program (Rogers, 1969). Even months later persons improve in self-awareness as a result of their participation in group counseling (Geisler and Gillingham, 1971).

Encounter Group

Encounter is one of the many types of group counseling defined encounter:

A group of people who meet for various periods of time under the guidance of a skilled behavioral scientist so that each person can become more sensitive and aware of his real self and can learn to understand interpersonal relationships and communicate with his fellow man. (Dorr, 1970)

An encounter group is relatively unstructured. As the participants work to support one another's learning within the society of the encounter group, each individual can learn about his own motives, feelings, and strategies in dealing with others (Ohlsen, 1970).

Gordon (1970) defined encounter groups as:

. . . an intensive small group experience in which the emphasis is upon personal growth through expanded awareness, exploration of intrapsychic as well as interpersonal issues and release of disfunctional inhibitions. . .

The group is structured entirely from within by the membership. the exact internal structure of an encounter group depends upon the personalities of the participants, their goals, and their expectations (Ohlsen, 1970).

Research on the use of encounter groups with teachers by Lange (1970) indicated that there were measurable positive results in increased effectiveness of teachers as a result of participation in an encounter group. This was true especially in the areas of inclusion, control, and affection.

Transactional Analysis

The second type of group counseling which was chosen for treatment in this study was transactional analysis. According to T. A. every human being has at his disposal a repertoire of three ego states. 1. Parental ego states are borrowed from parental figures and reproduce the attitudes, behavior, and behaviors of those figures. In T.A. terms this collection of ego responses is termed the Parent and is the judgment maker in the personality. 2. Adult ego states are concerned with the autonomous collection and processing of data and the dealing with data as a bases for action. 3. Child ego states are relics from the individual's childhood, and reproduce his feelings at a particular moment of his development. Within a person these three ego states interact. External behavior can be identified as proceeding predominantly from one of these three (Berne, 1970). Interaction occurs also between the various ego states between two or more persons. Such interaction is referred to in T. A. terms as a transaction. Considering the quality and nature of the transactions occurring either within

one person or between persons, T. A. speaks of such differences as positive stroking, negative stroking, script analysis, life positions, and games (Berne, 1970).

The term "Transactional Analysis" is used to describe the system as a whole. However, more specifically . . .

"Transactional Analysis" consists of determining which ego state is active at a given moment in the exhibition of a transactional stimulus by the agent, and which ego state is active in the response given by the respondent.

When transactional analysis format is included in group counseling, it offers an easily learned framework for clarification in interpersonal interactions (Berne, 1966) and can be used and understood by nonprofessionals with relative ease (Harris, 1969).

Group Size

Counseling groups can vary greatly in size depending upon their purpose and format. Groups which have as their purpose the passing on of information from above can be very large (Kirby, 1971). These latter are sometimes referred to as group counseling but they do not qualify according to the definition of group counseling (Glanz and Hayes, 1967). Because of the need for face-to-face contact, much interpersonal interaction and the need for group determined goals, a counseling group is much more limited in size (Glanz and Hayes, 1967).

In relation to encounter groups, Gordon (1971) indicated that from five to ten members constitute a counseling group. Mahler (1971) in speaking of encounter groups says that no less than two nor more than ten members constitute the membership of such a group. Harris (1970) speaking in reference to transactional analysis groups agrees

with Mahler that the size of a T. A. group should be from two to ten members.

Marathon

The members of a counseling group usually meet for a period of from eight to twelve hours. Many counseling groups meet once a week for one and one half hours over a period of six to eight weeks (Mahler, 1971). However, a marathon counseling group meets for one session which extends from eight to twenty-four hours (Solomon and Berzon, 1972). Solomon and Berzon (1972) define a marathon group as:

. . . a continuous prolonged group session set aside from the usual routine, in which a significant movement in terms of perception and behavior on the part of group members is anticipated and which is designed to stand as an experience by itself regardless of the arrangements various group members have for additional growth programs.

Coulson (1971) reported on an experiment using a sixteen hour marathon involving eight members and two leaders. He concluded that the time spent was sufficient for the development of interpersonal relationships among the members.

In a follow-up study, Foulds and Wright (1970) showed that after a period of six months, fifteen college students who had experienced a twenty-four hour marathon still manifested high positive self-regard. This was manifested especially in increased awareness of and contact with their own inner feelings.

A marathon may extend for a period of time much less than sixteen hours. Coulson (1970) and Lang (1970) both agree that any period of time exceeding eight hours is sufficient to accomplish results.

Group Leadership

All of the research stated clearly the need for trained competent leaders for group counseling. Dorr (1970) stated that:

. . . group counseling should be under the guidance of a skilled behavioral scientist, psychologist, psychiatrist, or a person carefully trained in the behavioral sciences.

Ohlsen (1970), Mahler (1971), Glanz and Hayes (1967) and others verified the need for leadership competence.

The group leadership should be shared by two competent persons (NTL, 1970). Also, a sexually heterogeneous group should be led by a pair of leaders who are themselves of the opposite sexes (Mahler, 1971) (Ohlsen, 1971).

Group Membership

Participants in group counseling should not be incumbered by some incapacitating pathology (Mahler, 1971). These members of a counseling group should be relatively free from problems and be highly motivated (Ohlsen, 1970), (Sherif and Sherif, 1964). This implies that members of a counseling group, while they are concerned with some internal problem solving, are present within the group primarily to grow in the skills of interpersonal interaction. These include listening skills, empathy, acceptance, and confrontation without conflict (Ohlsen, 1970), (NTL, 1971).

Erving and Gilbert's study (1967) concluded that those who volunteer for counseling are more apt to profit from it than those who are forced. Johnson (1963) and Richard (1965) both stressed the necessity of the members who take part in group counseling be

volunteers so that they may be motivated toward change even before the group meets. Ohlsen (1970) stated that all participants in group counseling should be volunteers, both members and leaders.

California Psychological Inventory

The instrument which was chosen as the criteria for this study was the California Psychological Inventory (CPI). The CPI is a 480 item true-false questionnaire with 18 standard scales designed to measure personality characteristics significant in the daily living and social interaction of normal persons (Buros, 1965). The CPI has been administered to over 1,000,000 persons ranging in age from 12 to 70. Mean sample norms have been established for the CPI for the college population ($N = 1,113$) (Gough, 1956). Because of its college norms and its emphasis on normal persons, the Inventory finds wide use in evaluation and counseling in schools and colleges (Gough, 1956).

Kelly (Buros, 1965) in his review of the CPI indicated that "all in all the CPI is one of the best if not the best available instruments of its kind." Anastasi (1968) stated that the CPI is overall one of the best personality inventories currently available. She stated that the normative sample of 6,000 males and 7,000 females widely distributed in age, socioeconomic level, and geographic areas provides a broad normative base. Means and SD's of scores on each scale are given for many special groups including college students (Anastasi, 1968).

The intercorrelation matrix of scales within the CPI Manual (Gough, 1956) indicates the following intercorrelations involving the three scales of Social Presence (S_p), Self-Acceptance (S_a), and Socialization

(S_o) which were used as criteria for defining self-concept in this study:

$$S_p \quad S_a = .48$$

$$S_p \quad S_a = .06$$

$$S_p \quad S_a = .03$$

The retest reliability of this test within time intervals of one to three weeks, using the same form, and involving adult subjects yielded a median coefficient of .80 (Anastasi, 1968).

Summary

Considering the review presented above, it could be inferred that self-concept might be able to be measured using certain scales of the CPI. Self-concept was able to be improved using the group counseling techniques as encounter and transactional analysis. Complete personality change cannot be expected but some growing self-awareness may be gained. For this growth to occur, the leadership had to be competent. The group members should have been normal, highly motivated volunteers. The optimum internal structure consisted of two leaders and no less than two nor more than ten members. A marathon format was shown to be a valuable time-space structure in which group counseling program could function. Studies using this kind of treatment were mixed in their result. With tightly controlled leadership, membership variables, and the use of a sensitive test instrument it was possible to determine some positive results.

CHAPTER III

METHODOLOGY

Treatment Procedures

The following is the chronological progression which was employed in order to gather and process the data involved in this study. The chronological progression of steps is divided topically.

Contact and Assignment of Subjects

Over a period of two days, eleven sections of upper division students ($N = 287$) enrolled in courses in Educational Psychology in the Fall term at Oklahoma State University were contacted. The author gave a short presentation in each section. In this presentation the author explained that the purpose of this study was to evaluate growth in self-concept. Those interested were asked to volunteer. For each volunteer, the time given would consist of a total of no more than fourteen hours over a three day period (ten hours in a group setting on a Sunday from 8:00 a.m. to 6:00 p.m., and two hours to take a pre-test with another two hours set aside to complete the posttest). The students were informed that two competent leaders would be assigned as facilitators for each group. The students were told that they might expect to gain some personal insights and grow in some communication skills as a result of participation in this experiment.

At the close of the presentation volunteer forms (Appendix B, p. 55) were distributed to those manifesting interest. Time was allotted for the interested parties to fill out these forms. The forms were then collected. From the 287 students contacted, 60 volunteered. Of this group of volunteers, 47 were females and 13 were males.

These subjects were randomly assigned to treatment and control groups. Randomizations were accomplished by employing a table of random numbers in Blommers and Lindquist (1960). The 60 subjects were randomly assigned to three groups: encounter treatment group (20 subjects), transactional analysis treatment group (20 subjects) and control (20 subjects). All three of these groups were further subgrouped by random into two ten-hour marathon encounter treatment groups of ten members each, two ten-hour marathon transactional analysis treatment groups of ten members each, and two groups of control with ten members each.

Selection and Assignment of Group Leaders

Seven doctoral candidates on the staff of the Applied Behavioral Studies Department in the College of Education at Oklahoma State University who were within one year of receipt of a Doctoral in Education volunteered to co-facilitate the treatment groups. All seven were competent in theory and practice in the use of both encounter and transactional analysis. From these seven, four were selected at random; two men and two women. One man and woman were husband and wife. A judgment was made that these two leaders would function better as co-facilitators if they were not together. Therefore, the four leaders were subdivided into two leadership teams in accord with this judgment.

Each leadership team was assigned to two ten-hour marathon treatment groups: one encounter and one transactional analysis.

Selection of Testing and Treatment Locations

A properly lighted, adequately furnished, and conveniently situated classroom in a building on the Oklahoma State University campus was reserved for testing. This facility was set aside to be used for testing on four evenings from 7:00 p.m. to 9:00 p.m.

Two faculty-staff lounges were made available for treatment. They were both properly lighted and were suitably private. They were equipped with comfortable furnishings and a coffee pot. Both were conveniently located on the campus of Oklahoma State University. These lounges were reserved to be used for two successive Sundays from 8:00 a.m. until 6:00 p.m.

Assignment of Subjects for Specific

Testing and Treatment

By random it was determined that those who would receive the ten-hour marathon encounter treatment would be the first group who would receive treatment. In this group there were 20 subjects subgrouped into two groups of ten each. For purposes of testing only the control group of 20 subjects was subdivided into two groups of ten subjects each. One section of the control group took the testing with the ten-hour marathon encounter treatment group and the other groups of ten control subjects took the testing with the ten-hour marathon transactional analysis treatment group.

A schedule for treatment and testing was devised and established in this manner:

Monday, Sept. 11--pretest for the ten-hour marathon encounter treatment groups (20 subjects) and for control (10 subjects).

Sunday, Sept. 17--treatment for the ten-hour marathon encounter groups.

Wednesday, Sept. 20--posttest for the ten-hour marathon treatment groups and for ten control subjects.

Monday, Sept. 18--pretest for the ten-hour marathon transactional analysis treatment groups (20 subjects) and for the remaining ten control subjects.

Sunday, Sept. 24--treatment for the ten-hour marathon transactional analysis groups.

Wednesday, Sept. 27--posttest for the ten-hour marathon transactional analysis treatment groups and for the other ten control subjects.

According to this schedule, a period of ten days elapsed between pretest and posttest for all the subjects. Those in treatment groups engaged in treatment on the seventh day after the pretest and on the third day before the posttest.

Pretest for Encounter Treatment Group and One-Half of the Control Group

One week before they were to appear for the pretest, the ten-hour marathon encounter treatment and control subjects (30 subjects) were contacted by mail. They were sent form #1 (Appendix A, p. 52) and requested to appear for the pretest. A number of subjects contacted declined to participate. Of the group of 30 subjects, 23 appeared for the pretest. On Monday, September 11, at 7:00 p.m., those who were to take part in the ten-hour marathon encounter treatment on the following Sunday together with one-half of the control subjects

appeared to take the CPI as pretest. All the subjects were instructed to read the test booklet, answer the questions at their own speed, and return the material to a designated place in the room.

Prior to this pretesting, notice #2 (Appendix A, p. 52) and notice #3 (Appendix A, p. 52) were prepared in accord with the subject random designation to encounter treatment groups and control group. The encounter treatment subjects received form #2 (Appendix A, p. 52) informing them about time and place for treatment. The control subjects were given form #3 (Appendix A, p. 52) which indicated time and place for the posttest.

During the pretesting, the author stationed himself outside the testing room. As each subject finished the pretest and left the testing room, he was asked his name and given the form which designated where and how he was to participate.

Contact with Psychiatric Support

The psychiatrist on the campus of Oklahoma State University was contacted and informed of the nature of the study. This was done as a precautionary measure. The psychiatrist was informed of the time, place, and general format of the study. He agreed to be available if his professional services were needed.

Leadership Meeting Prior to Encounter Treatment

On the Saturday evening prior to the Sunday ten-hour marathon encounter group treatment, the four volunteer leaders met with the author to standardize the encounter treatment structure. The following procedures were discussed and agreed upon by the two leadership teams.

- A. A brief introductory statement would be prepared by the author so that it could be distributed by the leaders to the subjects as the ten-hour marathon began. Also it was agreed that a small concluding statement be supplied with an indication of place and time for the posttest. These were composed and constitute forms #4 and #5, respectively, of Appendix A.
- B. It was agreed that no other reference would be made concerning the study beyond these two forms.
- C. Nothing other than a simple interpersonal introduction would be used to commence the marathon.
- D. All internal structures or procedures were to be divided by the group members.
- E. For reasons of confidentiality the author would not ask for nor would he be given any specific information as to what transpired during the ten-hour marathon session.
- F. The leaders would assume the client-centered model (Rogers, 1951) throughout the marathon session.
- G. Each leadership team was given the phone number of the psychiatrist to be used in case of an emergency.

The leadership teams were assigned to the treatment areas; one male and one female to treatment area #1 (Thatcher Lounge) and one male and one female to treatment area #2 (Gundersen Lounge). Each leadership team was supplied with the names of subjects who were to participate in their group (treatment area #1, five subjects and treatment #2, eight subjects).

Encounter Group Treatment

On Sunday, September 17, the author appeared at the two treatment locations, supplied forms #4 and #5 to the leaders, made sure the doors were open, and that coffee was available for the participants. In order to insure privacy, a sign was placed on the door of each treatment room stating that a group treatment was in progress. All this was done prior to the appearance of any of the subjects.

All the subjects appeared at the two designated treatment locations prior to 8:00 a.m. Form #4 was given to each subject. They were engaged in the encounter group marathon treatment until 6:00 p.m.

At the close of the treatment each subject was given form #5 (Appendix A, p. 52). They were also thanked for their participation by the leaders.

Pretest for Transactional Analysis Treatment

Group and One-Half of Control Group

Those who were to take part in the ten-hour marathon transactional analysis group treatment (20 subjects) together with one-half of the control group (ten subjects) were contacted by mail informing them of the time and place of the pretest. Form #1 (Appendix A, p. 52) was used for this contact. On Monday, September 18, 24 of the 30 subjects contacted appeared to take the pretest. The pretest followed the same procedure which was followed in pretesting the encounter group treatment subjects.

Posttest for the Encounter Treatment Group

and One-Half of Control Group

On Wednesday, September 20, those who had participated in the ten-hour marathon encounter group counseling treatment together with one-half of the control group appeared in order to take the posttest. The materials and procedures were followed as had been done in the pretest.

A form was supplied to each subject who had participated in the treatment after they handed in their posttest. The following is the

content of that form:

Please respond to the following two statements as honestly as you can. You need not sign your name.

1. I think that a program of group counseling such as the one in which I participated (should, should not) be officially incorporated into College or University Teacher Education Programs. (Please state reasons for your answer.)
2. I (liked, did not like) the group counseling experience in which I participated. (Please state reasons for your answer.)

(form found in Appendix C, p. 57)

These forms were completed and collected before the treatment subjects left the posttest facility. Each subject was personally thanked for his participation in the study.

Leadership Meeting Prior to Transactional

Analysis Treatment

On the Saturday evening prior to the Sunday morning treatment using the ten-hour marathon transactional analysis group counseling treatment, the two teams of leaders met with the author in order to standardize the transactional analysis treatment structure.

1. The same team of leaders would operate in the same treatment locations as they did for the encounter group counseling treatment the week before.
2. The same forms (#4 and #5, Appendix A, p. 52) would be prepared and given to the participants as was done previously.
3. The same guidelines for confidentiality would be followed.
4. The leaders were reminded that a psychiatrist was available if necessary.
5. The transactional analysis structure would be introduced.
 - A. The first half-hour would be used for this introduction.
 - B. The amount of terms and structures which would be introduced would be those which are found in the first eight pages of McCormick and Campos (1970). This material

includes a simple explanation of the three ego states of Parent, Adult, and Child, transactions with others, stroking, and the four life positions (McCormick and Campos, 1970).

- C. It would be the responsibility of the leader to aid the subjects to interpret their interactions according to the T. A. structures through the remainder of the T. A. marathon.

Transactional Analysis Group Treatment

On Sunday, September 24, the author appeared at the two treatment locations, supplied forms #4 and #5 (Appendix A, p. 52). The T. A. terms and structures were introduced to the subjects by the leadership teams. The guidelines for this introduction were determined at the leadership meeting prior to the transactional analysis treatment. The treatment proceeded until 6:00 p.m.

At the close of the marathon the subjects were given form #5 (Appendix A, p. 52) which informed them about time and place for posttesting.

Posttest for the Transactional Analysis Treatment

Group and One-Half of the Control Group

On Wednesday, September 27, those who had participated in the transactional analysis group treatment marathon, together with one-half of the control subjects appeared for the posttest. The same procedure as was followed in posttesting the encounter treatment group was repeated. The subjects took the CPI, the treatment subjects were asked to respond to the same two statements to which the first group responded (Appendix C, p. 57) and all were personally thanked for their participation.

Preparation of the Data

One week after the final posttest, the CPI pretest and posttest for each subject was scored by hand using the individual scale correcting keys supplied by the Consulting Psychologists Press, Inc. for the California Psychological Inventory (Gough, 1956). A profile sheet (Gough, 1956) was prepared for each subject. The pretest and posttest results for each subject were graphed on one profile sheet so that individual differences in pretest and posttest results could be visually distinguished. The male norm profile sheets were used for the 13 male subjects and the female norm profile sheets were used for the 34 female subjects.

The subject information found on the completed volunteer forms (Appendix B, p. 55) were computed to identify a personal profile of the volunteer subjects. The results of this compilation can be found in Appendix B, p. 55. The subject feedback forms were evaluated. A summary of this evaluation can be found in Appendix C, p. 57.

Statistical Procedures

For the purpose of evaluating the pretest and posttest data collected in order to determine significance in relation to the test hypothesis, the following statistical procedures were followed:

1. An analysis of covariance was run using the mean scores for the three self-concept scales of Social Presence, Self-Acceptance, and Socialization of the CPI in order to determine any significance between any of the five groups involved in the study.

2. Orthogonal contrasting was accomplished in order to test H_{01} and H_{02} .
3. In order to determine significance between pretest and post-test scores of individual subjects, a t test of significance of individual scores was computed using the .15 level of significance (Davis, 1964).

Summary

This chapter described the procedures used in data collection. It also described the statistical procedures which were followed in this study. Chapter IV presents the findings of the study.

CHAPTER IV

FINDINGS

Introduction

This chapter presents the statistical findings concerning the data collected within the study. The findings resulting from an analysis of covariance which was used to test the overall significance between each of the five separate groups of subjects will be discussed. The two null hypotheses will then be discussed in relation to the findings. Each null hypothesis will be stated, the statistical test used in relation to each will be presented, and the findings in relation to each hypothesis will be stated. This will be followed by a presentation of statistical procedures which were designed to test the significance of individual scores of each subject involved in the study. The chapter will close with a summary of the findings.

Analysis of Covariance

Statistical Test for Overall Significance

The BMD04V computer program with multiple covariates and unequal N within groups, developed by the Health Science Computing Facility of the University of California, Los Angeles, was used to analyze the data. This program was applied to the data in order to discover whether there was any significance at the .05 level in relation to any of the five

groups of subjects involved in the study.

Findings

The analysis of covariance procedure was applied to the 47 pretest and posttest scores of the subjects. These 47 subjects were dealt with according to the four treatment and one control groupings in which they had been originally randomized. Groups one (8 subjects) and two (5 subjects) were those to whom the encounter treatment was applied. Groups three (7 subjects) and four (7 subjects) were those who participated in the transactional analysis treatment. Group five (20 subjects) constituted the control.

The computer was directed to separate the three scores of Social Presence (S_p), Self-Acceptance (S_a), and Socialization (S_o) for each subject from their pretest and posttest scores. The mean for each of the five groups for pretest and for posttest was established. With the pretest mean score of each group as the covariate and the posttest mean score for each group as the dependent variable. The analysis of covariance procedure was applied to the data. Table 1 (p. 35) presents the findings from the application of the analysis of covariance procedure.

Using the formula:

$$F = \frac{M.S. (\text{adjusted treatment means})}{M.S. (\text{error within})}$$

the following F quantity was obtained:

$$F = \frac{6.1270}{21.8886} = 0.280$$

In order to find a significant F ratio at the .05 level of significance with four degrees of freedom for treatment between groups

TABLE I
ANALYSIS OF COVARIANCE SUMMARY

Source	DF	YY	Sum-Squares (Due)	Sum-Squares (About)	DF	Mean-Square
Treatment (Between)	4	179.5625				
Error (Within)	42	5245.6875	4348.2539	897.4336	41	21.8886
Treatment + Error (Total)	46	5425.2500	4503.3086	921.9414	45	
Difference for Testing Adjusted Treatment Means . . .				24.5078	4	6.1270

and forty-one degrees of freedom for error within groups, the F ratio would have had to have been 2.61. The analysis of covariance procedure supported the proposition that there was no significant difference between pretest and posttest among the five groups of subjects. Therefore, the findings which adjusted the covariates indicated no significance at the .05 level of significance.

Hypothesis 1

Null Ho₁. There will be no statistically significant differences in self-concept as measured by the scales of Social Presence (S_p), Self-Acceptance (S_a), and Socialization (S_o) in the California Psychological Inventory between the groups who participated in the ten-hour marathon group counseling treatments of encounter and transactional analysis and those who did not participate.

Statistical Test for Ho₁. The following orthogonal contrast (#1) was used in order to test null hypothesis 1 at the .05 level of significance:

$$C_1 = \begin{matrix} E_1 & E_2 & T_1 & T_2 & C \\ +1 & +1 & +1 & +1 & -4 \end{matrix}$$

Findings. By fitting the appropriate means within C₁ above, the following F ratio was computed.

$$SS_{C1} = \frac{(C_1 T_1 + C_2 T_2 + \dots + C_r T_r)^2}{N(C_1^2 + C_2^2 + \dots + C_r^2)}$$

$$SS_{C1} = \frac{(95.14 + 97 + 97.58 + 96.18 - 385.48)^2}{(8 + 5 + 7 + 7 + 320)}$$

$$SS_{C1} = \frac{.1764}{347} = .0005$$

$$F = \frac{MS_{C1}}{MS_{error}} = \frac{.0005}{21.89} = .000022$$

Table II (p. 38) summarizes these findings.

Therefore, the orthogonal contrast indicated no significance at the .05 level. Hence, Null H_{01} was supported and no significant difference was established between treatment and control in the study.

Hypothesis 2

Null H_{02} . There will be no statistically significant differences in self-concept as measured by the scales of Social Presence (S_p), Self-Acceptance (S_a), and Socialization (S_o) in the California Psychological Inventory between the groups of subjects who took part in the ten-hour marathon encounter treatment and the ten hour marathon transactional analysis treatment groups.

Statistical Test for H_{02} . The following orthogonal contrast (#2) was used in order to test null hypothesis 2 at the .05 level of significance:

$$C_2 = \begin{matrix} E_1 & E_2 & T_1 & T_2 & C \\ +1 & +1 & -1 & -1 & 0 \end{matrix}$$

Findings. By incorporating the appropriate means within C_2 above, the following F ratio was computed:

$$SSC_2 = \frac{[(95.14 + 97) - (97.58 + 96.18)]^2}{8 + 5 + 7 + 7}$$

$$SSC_2 = \frac{1.62}{72} = .06$$

$$F = \frac{MSC_2}{MS_{error}} = \frac{.06}{21.89} = .0027$$

Table II (p. 38) summarizes these findings.

TABLE II
ORTHOGONAL CONTRAST SUMMARY

	d.f	SS	MS	F
Cont 1	1	.0005	.0005	.000022
Cont 2	1	.06	.06	.0027
Within	41	897.43	21.89	.280

Test for Individual Differences

It is important that the differences between the group means of pre and posttest performance be examined in order to get an indication of the effectiveness of the group as a whole of the particular methods employed in the investigation. However, since counselors are interested in the performance of the individual, it is valuable also to have some concept of the magnitude of difference between pre and posttesting for each person within the different treatment conditions. The .05 level of significance was adopted in testing the difference between group means; the .15 level of significance was utilized for testing the difference between the pre and posttest scores for each individual (Davis, 1964). Table III (p. 39) gives a summary of the values between pre and posttest, significant at the .15 level or better.

Findings. In comparing the values in Table III with the difference in the pre and posttest scores for individual treatment subjects on the three scales of S_p , S_a , and S_o it was found that four treatment subjects showed significance in one or another score in individual scales. This indicates that the percentage of significant improvement for individual subjects was 14.8%. Such a percentage

Indicates that this improvement in scores for individuals could have occurred by chance.

TABLE III
VALUES BETWEEN PRE AND POSTTEST SIGNIFICANT
AT THE .15 LEVEL OR BETTER

	Encounter 1	Encounter 2	Trans. Anal. 1	Trans. Anal. 2	Control
Social Presence	4.26	12.26	5.68	4.26	2.44
Self-Acceptance	2.84	3.57	2.51	2.09	1.67
Socialization	4.72	8.10	5.64	3.57	1.87

Summary

The findings that resulted from the analysis of data were as follows:

1. Using the analysis of covariance as the testing procedure to determine overall significance, no significant differences at the .05 level of significance were found across any of the five groups involved in this study.
2. No significant difference at the .05 level existed between treatment and control.
3. No significant difference at the .05 level was discovered between the two treatments of encounter and transactional analysis.
4. The test of individual test scores using .15 as a level of significance indicated that the small number of subjects did show improvement in one or another of the scales of

measurement employed in the study. These appear to represent chance outcomes.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter will begin with a brief statement of the purpose and results of the study. Various conclusions which could be drawn from the findings will be discussed. The chapter and the study will conclude with recommendations for further research. The purpose of the study was to find out if statistical evidence would support the contention that a group counseling marathon of ten-hour duration would improve the self-concept of college students enrolled in upper division sections in Educational Psychology. Two forms of group counseling was used, encounter and transactional analysis. Self-concept was defined as measured by the scales of Social Presence (S_p), Self-Acceptance (S_a), and Socialization (S_o), in the California Psychological Inventory.

The specific hypotheses which were tested could not be rejected. Because the two hypotheses could not be rejected at the .05 level of significance, there exists the possibility of a type II error (accepting a null hypothesis which is actually false). Much effort was put into protecting the study against this type of error. The .05 level of significance was chosen, randomization was carried out, and other variables were controlled or weighted.

Conclusions

There are two conclusions which could be formulated from the findings of this study.

Conclusion I

The first and most obvious conclusion from the present research is that a ten-hour marathon involving either of the group counseling procedures of encounter or transactional analysis, using the subjects selected for this study and as measured by the instrument employed in this research, had little or no effect upon self-concept as defined in this study. Although the test for individual differences did indicate some improvement for individual subjects at the .15 level in some of the scales, no real pattern of change was discovered.

Conclusion II

The second conclusion is that if limitations within this particular study were removed or decreased in effect, the statistical significance of a ten-hour marathon using the procedures of encounter or transactional analysis upon self-concept of subjects similar to those chosen for this study might be able to be shown.

The sample size of 47 subjects was very small. If the subject sample was greatly increased, the F ratio would have been greatly decreased and this might have improved the possibilities for statistical significance (Blommers and Lindquist, 1960).

The subject sample consisted of volunteers. At the time that the study was designed, the investigator felt that it was important that

the subjects freely choose to participate. Ohlsen (1970) indicated that persons who volunteer to participate in group counseling might be more internally motivated toward change. However, Blommers and Lindquist (1960), and Campbell and Stanley (1963) pointed out that when a subject sample consists of volunteers only they represent a special group within a population and because of this, the study might have a tendency to be biased.

The test instrument which was used was the California Psychological Inventory. Anastasi (1968) and others said that it was the most sensitive instrument of its type available. The three specific scales of Social Presence (S_p), Self-Acceptance (S_a), and Socialization (S_o) which were used to define self-concept in this study had strong negative intercorrelations. However, the possibility still existed that the CPI as it was used in this study might not have been sensitive enough to measure slight changes in self-concept which might have occurred.

Personal Reflections

In this section the investigator proposes to give some personal and subjective observations concerning the results and implications of this study.

As a result of fourteen years of experience in using group process with persons of various ages, social background, and emotional development, the investigator has felt that real positive results have come from participation in various forms of group counseling. The investigator agrees with Lieberman, Yalom, and Miles (1973) that while counselor groups are not successful in bringing about deep personal

change, groups do an excellent job at creating instant, brief, and intense interpersonal experiences (Lieberman, Yalom, and Miles, 1973). These experiences might give a participant an opportunity to evaluate himself and his relationship with others. Hence, the group counseling experience may not be the instrument of change but rather one strong experience which might motivate a person toward change if he sees this as necessary and important. This has been the experience of the investigator. However, the present study was not statistically significant. In order to deal with this apparent contradiction, the investigator's thoughts turn first to the subjects of the study because it was for them and their predecessors that the study was undertaken. Because they were college juniors who have been evaluated in many ways before they had reached this point in their lives, it is possible to surmise that at least most of them could be considered as persons without serious pathologies and with a normally healthy self-image. Hence, the influence which a group counseling experience might have upon such persons might not be radical but may be no less important. The investigator is not convinced that the CPI, as it was employed in this study, was sensitive enough to measure possible small changes which might have occurred.

The investigator is presuming that something positive did occur in this study. Appendix C (p. 57) gives an objective report of subject feedback concerning their group counseling experience. Twenty-six out of twenty-seven participants responded that for them in some way their experience was seen to be beneficial (96%). Lieberman, Yalom, and Miles (1973) indicated that in their study the

self-reports were generally positive but proved to be somewhat ephemeral.

Immediately after the encounter groups, the ratio of persons who rated the experience highly to those who rated it as poor (that is, not personally useful, not worth the effort) was 4.75 to 1. The comparable ratio six months later was 2.33 to 1.

Although the ratio dropped greatly after six months, it still held at a 2 to 1 ratio. This might indicate that for some persons at least a certain degree of permanence remained in their view of the usefulness of their experience.

Positive self-rating might be explained by the Hawthorn effect. The Hawthorn effect indicated that a person will try harder to work on his problems because others have taken an interest in him and have shown concern (Blum, 1956).

It is the contention of the investigator that one of the important motivating forces toward self-evaluation within a group is this interest and concern shown by others. This interest and concern shown by group members toward each other is not so much a limitation of the group process but rather an important asset.

None of the observations stated above were presented to prove that group counseling does improve self-concept as was tested in this study. They were stated only to suggest some possible reasons for the apparent contradiction between the results of this study and the experience of the investigator.

Suggestions for Future Research

1. This study should be replicated with a larger subject sample.

2. More thought and research should be undertaken in order to clarify, verify, and extend if necessary a definition of self-concept which might be able to be used in research projects.
3. Studies should be undertaken to determine whether the CPI as a research instrument is sensitive enough to measure small changes in the personality characteristics measured by the scales of the instrument.
4. Studies should be undertaken to determine the long-range effect of the marathon procedure upon the personality factors of participants.
5. Research should be undertaken to discern the difference between the response to treatment made by volunteer subjects as compared to non-volunteer subjects.
6. This study should be replicated using subjects who have expressed specific needs for participation in a marathon group process.

Concluding Statement

This study did contribute to the understanding of the influences of marathon group counseling upon college students enrolled in courses preparing them for the teaching profession. This study also has opened up some areas for future significant research into the notion of the growth of self-concept.

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APPENDIX A

Subject Communication Forms

Group Experiment #1 J. S. Bailey

_____, would you please plan to come to Classroom Building 303 on Monday, September ____ at 7:00 p.m., in order to take the California Psychological Inventory Test. You need not bring anything with you. The test will take no more than two hours to complete.

If for some reason you are not able to be present, please contact me at 372-6237 at your earliest convenience.

Thank you for your cooperation.

James S. Bailey

Group Experiment #2 J. S. Bailey

_____, you have been assigned by random to the group which meets in _____ on September _____. The group will begin at exactly 8:00 a.m. and close at 6:00 p.m.

You are asked to bring your own lunch. Dress casually. Thank you. If you have any questions or difficulty, please contact me at 372-6237.

James S. Bailey

Group Experiment #3
J. S. Bailey

_____, you have been randomly assigned to control for the group experiment. Your position is most important for the success of this study. You are asked to come to 303 Classroom Building at 7:00 p.m. on September ____ to take the posttest.

Thank you.

James S. Bailey

Group Experiment #4
J. S. Bailey

You are about to begin a ten-hour group experience. I sincerely hope you enjoy this time.

I would like to remind you that such an experience can give a person the opportunity to gain some personal insights and to develop some communication skills.

Thank you.

James S. Bailey

Group Experiment #5
J. S. Bailey

I hope you have enjoyed your group experience. You are reminded to come to Room 303 Classroom Building on September ____ at 7:00 p.m. for the posttest. This is extremely important for the completion of the study.

If you have any questions or difficulty, please contact me at 372-6237.

Thank you.

James S. Bailey

VOLUNTEER SUBJECTS

NAME: _____
Last First

[illegible]

POLITICAL	L	C	M
SOCIAL	L	C	M
MORAL	L	C	M

Profile of Subjects

By mathematically computing the information found on the Subject Volunteer Form, certain implications can be made concerning the profile of the typical subject of this study.

Each statement concerning the typical subject is followed by a percentage figure. This figure indicates the percentage of the 47 students who were determined as typical in that particular fact. This profile follows:

The subject resided in Stillwater, Oklahoma at the time of the study (100%). The subject was an average age of 21 and female (72.34%). She had no previous group involvement (61.7%). She was single (74.46%). Her high school graduating class numbered from 100 to 200 students (54%) and at the time of the study she was starting her third year of college (84.2%). Without the aid of clarification or definition of the terms presented, she characterized herself as a political moderate (51.06%), a social moderate (46.8%), and a moral moderate (51.06%).

Further, it is interesting to note that of the 60 who volunteered, 47 participated in the study. This gave the study a mortality of 23.34%. Those who volunteered and later did not take part for one reason or another were all male.

SELF-REPORT

1. I think that a program of group counseling such as the one in which I participated (should, should not) be officially incorporated into college or university teacher education programs. (Please state reasons for your answer).

- 57

Self-Report Results

Each of the 27 subjects who participated in the treatment portion of this study were given the form on page 57 to complete after they concluded the posttest of this study. The following is a representative sample of their self-respect:

Statement #1

I think that a program of group counseling such as the one in which I participated (should, should not) be officially incorporated into college or university teacher education programs. (Please state reasons for your answer).

Favorable Responses (26 subjects):

"It improved communication."

"It helps us understand others."

"It can help a teacher empathize with her students."

"You can appreciate the people around you as human beings."

"It helps a teacher test his or her immediate impression of others."

Unfavorable Response (1 subject):

"Such things are too dangerous and people could get hurt."

Statement #2

I (liked, did not like) the group counseling experience in which I participated. (Please state reasons for your answer).

Favorable Responses (26 subjects):

"I realize I'm not the only one with problems."

"It gave me a chance to really look at myself."

"The experience opened up a new mode of communication for me."

Unfavorable Response (1 subject):

"I don't feel like I gained from the experience. I never really got to the point of communication. If perhaps it had lasted over a longer period (2 or 3 days) and there was a moderator present that could properly direct the experience, it might work."

VITA

James Spencer Bailey

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECTS OF MARATHON GROUP COUNSELING ON SELECTED SELF-
CONCEPT FACTORS OF FUTURE TEACHERS

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Milwaukee, Wisconsin, August 2, 1932, son
of James and Ruth Bailey.

Education: Attended St. Luke's Grade School and graduated from
Cretin High School in 1950; received the Bachelor of Arts
degree from St. John's College, Little Rock, Arkansas, with
a major in Philosophy and a minor in History in 1954;
received a Masters of Science degree from the University of
Wisconsin, Oshkosh, with a major in Counseling and Guidance
in 1971; attended Oklahoma State University from the fall
of 1971 to the summer of 1973; completed the requirements
for the Doctor of Education degree at Oklahoma State
University in July, 1973.

Professional Experience: Was ordained a Catholic Priest in June
of 1958 and functioned in that capacity in West Central
Wisconsin until June of 1968. Acted as an installment
loan counselor in a bank in San Jose, California from
June of 1968 to June of 1969. Was employed by the Two Rivers
Public School System, Two Rivers, Wisconsin as a Counselor
and teacher of Latin from August, 1969 to June, 1971.

Organizations: American Personnel and Guidance Association,
Association of Counselor Educators and Supervisors, and
Phi Delta Kappa.