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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# THE EFFECTS OF SMALL GROUP COUNSELING ON THE SELF CONCEPT OF DISADVANTAGED STUDENTS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

JAMES D. CARUTHERS

Norman, Oklahoma

1975

THE EFFECTS OF SMALL GROUP COUNSELING

ON THE SELF CONCEPT OF DISADVANTAGED STUDENTS

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J. D. C.

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# CHAPTER I

## NATURE OF PROBLEM

### Introduction

Economically disadvantaged individuals have been the focus of much attention and research in recent years. While various terms have been applied, including "culturally deprived," "culturally disadvantaged" and "socially disadvantaged," the common denominator of disadvantaged persons is poverty. The characteristics generally related to disadvantagement are limited income, low value and sub-standard housing, high population density per dwelling, dependency of family on public services such as welfare and public housing, limited educational background of parents and limited school achievement of older siblings.

Federal legislation has authorized the U.S. Office of Education to develop programs to improve the disadvantaged student's opportunities for educational, cultural and social development. The "Trio" programs of Educational Talent Search, Upward Bound, and Special Services for Disadvantaged Students, were established to provide educational opportunities

to approximately 326,000 disadvantaged students.[1] Examples of other federal programs that are designed to assist disadvantaged students with job training skills and employment are Neighborhood Youth Corps, Job Skills Training Centers and Manpower Programs.

The justification for the initiation of such support programs rested in the belief that our traditional methods of orienting and motivating the disadvantaged to recognize, explore and accept the opportunities available to him have been unsuccessful. Therefore, by mandate, these programs were to be innovative, experimental, and focused upon the specific needs and characteristics of the disadvantaged.

## Background and Need for the Study

Combs and Snygg viewed the self as the individual's basic frame of reference, the central core, around which the remainder of the perceptual field is organized, and in a sense, the self concept is both product of the individual's experience and producer of whatever he is capable of. On this assumption, it may be stated that if a child does not

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[1] Walter Mason, Report to Southwest Association of Student Assistance Programs, Regional Conference, San Antonio, Texas, November 1973. At this time Mr. Mason was the Senior Program Officer for the Trio Programs in the Region VI, HEW/OE Office in Dallas, Texas.

see himself as succeeding academically he probably will not make the effort that is required.[1]

"A number of researchers . . . have explored the conditions under which success and failure affect a person's evaluations of himself. There is general agreement among researchers with the common-sense view that students who underachieve scholastically, or who fail to live up to their own academic expectations, suffer significant losses of self-esteem," states Purkey.[2]

Conclusions of a significant positive relationship between high self concept and school achievement and/or self concept of ability and school achievement have been reported by Coopersmith, Brookover and Others, and Caplan.[3]

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[1]A. W. Combs and D. Snygg, Individual Behavior: A Perceptual Approach to Behavior, (New York: Harper and Row Publishers, 1959), p. 146.

[2]W. S. Purkey, Self Concept and School Achievement, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 25.

[3]S. A. Coopersmith, "A Method for Determining Types of Self-Esteem. Journal of Educational Psychology 59 (1959): 87-94; W. L. Brookover, E. L. Erickson; and L. M. Joiner, Self-Concept of School Ability and School Achievement, III. Educational Research Series, No. 36, U.S. Dept. HEW/OE, Coop. Research Project No. 2831 (East Lansing, Michigan State Univ., February 1967).; M. D. Caplin, "The Relationship Between Self Concept and Academic Achievement and Between Level of Aspiration and Academic Achievement." Cited in W. W. Purkey, Self Concept and School Achievement, (Englewood Clifts, N.J.: Prentice-Hall, Inc., 1970), p. 25.

In 1960, Shaw reported that male achievers feel more positive about themselves than do male underachievers.[1] In 1964, Combs reported almost the same conclusion but said it in a different way. He stated that, "Underachieving academically capable high school boys were found to have more negative perceptions of self and of others and were less emotionally stable than achievers."[2]

With contrasting conclusions, Soares and Soares sought to determine the self concept level, expectancy of success in school subjects, and actual achievement in those subjects of disadvantaged youths in high school in comparison to advantaged males. Their study showed higher course-grade predictions, more positive self concepts, and lower achievement for disadvantaged youth.[3]

The data provided by Thompson in his compilation of research regarding the self concepts of disadvantaged junior

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[1]M. D. Shaw, L. Edson, and H. Bell, "The Self-Concept of Bright Underachieving High School Students as Revealed by an Adjective Check List." Personnel and Guidance Journal 39 (November 1960): 193-96.

[2]C. F. Combs, "Perception of Self and Scholastic Underachievement in the Academically Capable. "Personnel and Guidance Journal 45 (September 1964): 47-51.

[3]A. T. Soares and L. M. Soares, Expectancy, Achievement, and Self Concept Correlates in Disadvantaged Youths. (Bethesda, Md.: ERIC Document Resume, ED 056 134), p. 210.

high students, high school students and young adults, disclosed that each of these groups have below average Total Positive (P) scores when measured by the Tennessee Self Concept Scale (TSCS).[1] Three of the studies were conducted on Neighborhood Youth Corps participants and one of the studies involved students in an Upward Bound Program. In summation Thompson stated that:

> It is logical to assume that disadvantagement will ultimately affect self concept and that this effect increases as the disadvantaged person grows older. However, the self concept scores of an adult are likelier to be an index of the effectiveness with which he has dealt with his disadvantagement than the actual degree of disadvantagement itself. Some studies . . . help to clarify the situation by reporting data for non-disadvantaged control groups, but much more research must be done before the effects of disadvantagement can be clearly understood.[2]

One of the conclusions drawn by Moses was that various aspects of the self concept are significantly changed in the desired direction by a series of small group sessions. No difference in the improvement of grades was found between counseled and non-counseled groups of low achieving students.[3]

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[1]Warren Thompson, Correlates of the Self Concept, (Nashville: DEDE Wallace Center) Monograph VI (June 1972): 42-49.

[2]Ibid., p. 53.

[3]Katie Jeanne Moses, "The Effect of Group Counseling on Probationary Students at Brigham Young University," Unpublished Master's Thesis, (Provo, Utah: Brigham Young University, August 1967).

An analysis of the expression of feeling in group counseling was conducted by Zimfer. His analysis indicated that change in affective interaction is more strongly correlated with degree of peer acceptance than with self-evaluation.[1] In a related study, Gazda and Ohlsen found that two of three groups of parents who participated in short-term group counseling sessions significantly increased in acceptance of themselves and others.[2]

Robertson concluded that individual counseling and group counseling can be successfully used as a means of aiding the physically handicapped college student in raising his feelings of positive self-acceptance and self-esteem. In Robertson's study group counseling showed greater success.[3] Findings similar to Robertons's were reported by Bryan in an investigation of handicapped workers.[4]

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[1]David G. Zimpfer, "Expression of Feelings in Group Counseling," Personnel and Guidance Journal (March 1967): 703-708.

[2]G. M. Gazda and M. M. Ohlsen, "Group Counseling - A Means of Parent Education," Adult Leadership 14 (1966): 231ff.

[3]Lyndall M. Robertson, "The Effects of Individual and Group Counseling on the Self Concept of Physically Handicapped College Students." (Doctoral Dissertation, Okla. Univ., Norman, Oklahoma, July 1974), p. 70.

[4]Willie V. Bryan, "The Effects of Short Term Individual and Group Counseling on the Self Concept of Handicapped Workers in a Sheltered Workshop Setting." (Doctoral Dissertation, Okla. University, Norman, Oklahoma, May 1974), p. 63.

The majority of investigations reviewed by this investigator, of which sample selections are presented in Chapters I and II, indicated that disadvantaged students have less positive self concepts than do other students. It was also generally concluded that a significant positive relationship exists between high positive self concepts and school achievement. It seemed logical that one way of helping the disadvantaged to succeed would be to find ways to increase his positive feelings toward himself and improve his self concept.

The review of literature disclosed studies that reported comparative levels of self concept of disadvantaged students. Also, studies were reported that attempted to enhance the self concepts of both individuals and groups but no investigations were found which attempted to change the self concepts of disadvantaged students.

The most effective methods reported which contributed to self concept change in other than disadvantaged persons were those using individual and group counseling processes. Fitts stated that, "although studies have been reported using group guidance, group counseling, group therapy and other group methods, the whole area of self concept change and what facilitates it, warrants intensive analysis.[1]

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[1] W. H. Fitts, The Self Concept: A Vantage Point for Viewing the Human State. (Nashville: Dede Wallace Center, DWC Papers No. 1, 1973), p. 6.

Therefore, the void in research methods for self concept change in disadvantaged students and the national concern for assisting the disadvantaged person in developing his academic and productive potential were evidences of need for this study.

## The Purpose of the Study

The purpose of this study was to investigate the effects of using group counseling processes as the environment for changing the self concepts of disadvantaged students.

## Statement of the Problem

The problem investigated in the present study was to determine the effects of group counseling on the self concepts of disadvantaged students. More specifically, the study was to determine the effects of group counseling on the nine (9) self concept scores (as measured by the Tennessee Self Concept Scale, TSCS) of the disadvantaged students participating in the Upward Bound Program at East Central University during the Summer of 1973.

Research questions to which answers were sought were:

1. Did the self concept of disadvantaged students change significantly when group counseling processes were used as the environment for change?

2. Did the group counseling treatment have differing effects on specific areas of the self concept as measured by the TSCS?

## Hypotheses

The following hypotheses were tested to carry out the investigation of the problem:

$Ho_1$ There are no statistically significant differences between the means of pretest-posttest self concept change scores (taken from the Tennessee Self Concept Scale) of those disadvantaged students who attended group counseling sessions and the means of pretest-posttest self concept change scores (taken from the Tennessee Self Concept Scale) of those disadvantaged students who did not attend group counseling sessions.

$Ho_2$ There are no statistically significant differences between the means of pretest self concept scores (taken from the Tennessee Self Concept Scale) of the disadvantaged students who attended group counseling sessions and the means of posttest self concept scores (taken from the Tennessee Self Concept Scale) of the same participants.

$Ho_3$ There are no statistically significant differences between the means of pretest self concept scores (taken from the Tennessee Self Concept Scale) of the disadvantaged students who did not attend group counseling sessions and the means of posttest self concept scores (taken from the Tennessee Self Concept Scale) of the same participants.

The problem investigated necessitated the comparison of pretest-posttest self concept change scores of two groups of

disadvantaged students; (1) students who participated in group counseling sessions; and (2) students who did not receive group counseling or meet as a "group" except for administration of the pretests and posttests of the TSCS. The primary purpose of these comparisons was to determine whether counseling in groups of disadvantaged students would have greater pretest-posttest changes than the pretest-posttest self concept changes experienced by the non-counseled disadvantaged students. Comparisons were made on the two groups' pretest-posttest change scores on the nine (9) dimensions of the TSCS.

## Definition of Terms

To assist in the interpretation of this study, the following operational definitions and explanations are presented:

1. Disadvantaged students: Those students who were selected to participate in the Upward Bound Program at East Central University. They met the U.S. Office of Education's criteria (1973-74) of disadvantaged, which was primarily economic but included documentation in one or more areas of academically, culturally or socially deprived.

2. Upward Bound Program: A program charged with the identification, recruitment, remediation, and placement of disadvantaged students.

3. Group Counseling: The organization of groups of five to eight students for counseling in a process of interaction with peers and counselors in a helping each other relationship.

4. Control Groups: Those students who did not attend or participate in any organized or structured group for counseling.

5. Self Concept Score(s): Subtest and/or total scores taken from the Tennessee Self Concept Scale (TSCS).

6. Pretest Score(s): Scores taken from the first administration of the Tennessee Self Concept Scale.

7. Posttest Score(s): Scores taken from the second administration of the Tennessee Self Concept Scale.

8. Pretest-Posttest Change Score(s): The arithmetic differences between pretest scores and posttest scores.

9. Significance Level: $p=.05$, two-tailed.

## Limitations of the Study

Certain limitations were considered in the present study. The most important of these limitations were as follows:

(1) The population of disadvantaged students was limited to students identified and recruited for participation in the Upward Bound Program at East Central University, Ada, Oklahoma during the summer of 1973.

(2) The self concept data collected were limited to the nine (9) self concept dimensions as measured by the Tennessee Self-Concept Scale.

## Organization of the Study

This study is organized into five chapters. Chapter I is designed to present the nature of the problem and covered the introduction of the topic, background and need for the study, purpose of the study, problem statement, hypotheses, definitions of terms, delimitations, and organization of the study.

Chapter II is devoted to a review of research and literature related to the study.

Chapter III deals with the design and methodology of the study.

Chapter IV contains the analysis of the data.

Chapter V presents the summary, finding, conclusions and recommendations.

# CHAPTER II

# REVIEW OF LITERATURE

## Introduction

The purpose of this chapter is to present the relevant theoretical literature and studies related to the development of self concept. A brief review of some of the most accepted theories of self concept development are presented followed with selected research related to self concept of behavior and achievement, the self concept of the disadvantaged, and methods for the development of a more positive self.

## Self Concept Development

The origins of the theoretical ideas about the attitudes of an individual toward self can be traced to the sociologists Charles H. Cooley and George Herbert Mead. In 1902, Cooley set forth his now famous concept of the "Looking-glass self" which he described as a "self-idea which seems to have three principal elements: The imagination of our appearance to the other person; the imagination of his judgement of that appearance; and some sort of self-feeling, such as mortification or

pride."[1] In his theory of the development of the self-image, Cooley emphasized that the self-image is developed in social interaction. He felt that we do not react to ourselves (perceived self) but to our imagination of how others see and judge us (attributed self). He said that we develop the ability to imagine how we appear to another person and thus develop our self-estimates through interaction with him.

Mead distinguished between the "I"--the functioning, spontaneous part of the self and the "me"--the part of the self that reflects upon, judges, and evaluates the person. According the Mead, "the unity of self-attitudes which make up the self, and the personality . . . can only come as the child takes the attitudes of the generalized other (the community or social group) toward himself and thus becomes conscious of himself as an object or individual."[2] Not only do both Cooley and Mead distinguish between different selves, perceived and attributed, but McGrath interprets them as being "the very heart of the individual's personality, his self-image, which develops through time by the process of social

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[1]C. H. Cooley, Human Nature and Social Order (New York: Charles Scribner's Sons, 1902), p. 152.

[2]G. H. Mead, Mind, Self and Society, (Chicago: University of Chicago Press, 1934), p. 154.

interaction with other people."[1] This was the same view as expressed by Cooley on the development of the self-image.

Raimy expressed the belief that the attitudes toward self is a perceptual object derived from self observations or experiences with the self in the phenomenal field. He stated "The self concept is a map which each person consults in order to understand himself, especially during moments of crisis or choice."[2] Thus, according to Raimy, the self concept is used as a frame of reference against which sensory data are organized. He also believes behavior is to a large extent regulated by the self concept. His statement, "Yet as always, we behave in accordance with our perception . . . our general behavior . . . is to a large extent regulated and organized by what we perceive ourselves to be."[3]

Rogers expressed self concept in perceptual terms. He indicated that it includes perceptions of "one's characteristics and abilities; the perceptions and concepts of the self in relation to others and the environment; the value qualities which are perceived and associated with experiences and objects;

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[1]Joseph E. McGrath, Social Psychology; A Brief Introduction (New York: Holt, Rinehart and Winston, 1963), p. 50.

[2]V. C. Raimy, "Self-References in Counseling Interviews," Journal of Consulting Psychology 12 (1948): 154.

[3]Ibid.

and goals and ideals which are perceived as having positive or negative valence."[1]

Rogers' statement that adjustment involves a concept of self which is congruent with the experiences of the person, indicated that he perceived a large portion of the self-view as learned in social interaction. In Rogers' responses concerning the self concept as the regulator of behavior, he states; "Most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self."[2] To Rogers, the crux of therapy was to provide the patient with a consistently warm and accepting social environment, thus providing a proper climate for him to re-orient his self concept.

Snygg and Combs contended that the self concept originates in and is part of the person's phenomenal field. They state; "The self concept includes those parts of the phenomenal field which the individual has differentiated as definite and fairly stable characteristics of himself."[3] They also saw the self concept as both determining and limiting

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[1]C. R. Rogers, Client-Centered Therapy, (Boston: Houghton Mifflin Co., 1951), pp. 136

[2]Ibid., p. 507.

[3]Donald Snygg and A. W. Combs, Individual Behavior (New York: Harper Brothers, 1949), p. 112.

behavior, pointing out that the individual whose concept of himself causes him to see certain things as impossible for him, does not try them, regardless of his actual ability.

In discussing the development of the phenomenal self, Snyggs and Combs noted that the child learns to perceive himself in terms of the way he is treated by those around him, and then to describe himself and to act in accordance with the labels that have been applied to him--good or bad, bright or dull. They reported that the self concept tends to be defended whether the particular aspect of self concept is positive or negative.

Statts and Statts, discussing various approaches to self theory, state: " . . . self statements were considered (by some authors) as behavior that is acquired and functions according to the principles of learning."[1] The paradigm was that of an S-R relationship, with the self-statements constituting the R and other stimuli the independent variables. In these terms one's self-statements, or the self, could be considered to be an independent variable that would control one's own behavior and the behavior of others. As they continue their discussion of self-statements in relationship to

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[1]A. W. Statts and Carolyn K. Statts, Complex Human Behavior (New York: Holt, Rinehart and Winston, 1964), p. 265.

behavior, they conclude that a distorted set of self-statements may mean that the individual behaves in accord with the statement.

Kinch, discussing a formalized theory of the self concept, stated that: "The individual's conception of himself emerges from social interaction and, in turn, guides or influences the behavior of that individual." Five basic postulates were formalized by Kinch. These were: (1) The individual's self concept is based on his perception of the way others are responding to him; (2) The individual's self concept functions to direct his behavior; (3) The individual's perception of the responses of others toward him reflects the actual responses of others toward him; (4) The actual responses of others to the individual will determine the way he sees himself; and (5) The actual responses of others toward the individual will effect the behavior of the individual.[1]

## Relationship of Self Concept to Behavior and Achievement

Psychologists and educators are becoming increasingly aware of the fact that a person's idea of himself or his self

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[1]John W. Kinch, "A Formalized Theory of the Self-Concept (Research Note), American Journal of Sociology 68 (January 1963): 481-482.

concept, is closely related to the way he behaves and learns. Hamachek made the following statement about academic performance relative to the disadvantaged student:

> Increasing evidence indicates that low performances in basic school subjects, as well as misdirected motivation and lack of academic involvement characteristic of the under-achiever, the dropout, the culturally disadvantaged, and the failure, may be due in part to negative perceptions of the self.[1]

Riessman stressed that schools must recognize that the socially deprived youngster has a different way of learning, and different style of thinking. He expressed concern that schools are not attuned to these differences.[2]

According to Summerskill, only one-third of college dropouts are due to poor grades and academic failure. Thus, it would seem that the majority of students who leave college do so for non-academic reasons. These reasons could involve the student's failure to meet the psychological, sociological, or economic demands of the college environment rather than the academic requirements.[3]

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[1]Don E. Hamachek, Encounters With The Self, (New York: Holt, Rinehart and Winston, Inc., 1971), p. 174.

[2]Frank Riessman, "Low Income Culture, The adolescent and the School," The Bulletin (NASSP) 49 (April 1964): 45-49.

[3]John Summerskill, "Dropouts From College," The American College, edited by Nevitt Sanford (New York: John Wiley and Sons, 1962), p. 637.

Fuchs pointed to the significant influence of affective factors on academic achievement among minority students.[1] Rogers seemed to concur when he stated; "Not only must cognitive skills be emphasized but equal efforts to strengthen self-acceptance and self-esteem must be made. These factors are regulators of a person's behavior."[2]

According to Maltz, "The self-image is the key to human personality and human behavior. Change the self-image and you change the personality and the behavior. The self-image is changed, for better or worse, not by intellect alone, nor intellectual knowledge alone, but by experiencing."[3]

In Hurlock's discussion of the effects of self concept and behavior, she states:

> The adolescent who sees himself as liked, wanted, and fundamentally worthy; who plays his role and derives satisfaction from it; and who sees himself accurately and realistically will be able to accept himself. His self-acceptance will lead to behavior that is regarded as well-adjusted.[4]

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[1]Estelle Fuchs, Pickets At The Gates, (New York: The Macmillen Co., 1966), p. 157.

[2]Carl Rogers, Psychotherapy and Personality Change, (Chicago: The University of Chicago Press, 1954), p. 74.

[3]Maxwell Maltz, Psycho-Cybernetics, (New York: Pocket Books, 1970), p. ix.

[4]Elizabeth B. Hurlock, Adolescent Development (New York: McGraw-Hill Book Co., 1955), p. 340.

Rogers' contended that if a person is fully accepted, and in this acceptance there is no judgement, only compassion and sympathy, the individual is able to come to grips with himself, to develop the courage to give up his defenses and face his true self.[1]

In his discussion of the development of a positive self, Combs stated:

> People develop feelings that they are liked, wanted, acceptable and able from having been liked, wanted, accepted and from having been successful. One learns that he is these things, not from telling, but from experience. To produce a positive self, it is necessary to provide experiences that teach individuals they are positive people . . . people learn that they are able, not from failure but from success.[2]

Dinkmeyer suggested that since the individual forms impressions of himself as the result of perceptual feedback from others, one way of helping the disadvantaged student to succeed would be to find ways to increase his positive feelings toward himself and improve his self concept. His findings were reflected in his statement that:

> Poor self-concepts, with the accompanying lack of confidence in mastery of the environment, usually accompany deficiency in the child's school performances. A

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[1]Carl Rogers, Client-Centered Therapy. (Boston: Houghton Mifflin Company, 1951), p. 508.

[2]A. W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior. (New York: Harper and Row Publishers, 1959), p. 61.

> considerable body of evidence indicates that a child with a poor self concept tends to be more anxious and less adjusted, less effective in groups and in the tasks of life, whether they be work, social or sexual, than a child with a more adequate self concept.[1]

The views of Hamachek, Purkey and Combs are in general agreement that the self concept is developed from experience, not telling, and to produce or enhance the positive self, it is necessary to provide experiences that teach individuals they are positive people. The self is built almost entirely, if not entirely, in relationship to others. By having enhancing relationships with others, one can break down some of the barriers which seperate him from others.[2]

Fitt's contended that if we accept the position that one's self concept does influence his behavior, then most of our major social enterprises--education, mental health, religion, corrections, welfare, law and order, and the human potential movement--can be translated into efforts to accomplish self concept change.[3] Acceptance of this assumption

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[1]Don C. Dinkmeyer, Child Development-The Emerging Self (Englewood Cliffs, N.J.; Prentice-Hall, Inc., 1965), p. 212.

[2]Don E. Hamachek, Encounters With The Self. (N.Y.: Holt, Rinehart and Winston, Inc., 1971), p. 244; William W. Purkey, Self Concept and School Achievement, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 28; and Arthur W. Combs, Perceiving, Behaving, Becoming, ed. ASCD Yearbook Committee (National Education Association, 1962), p. 15.

[3]Fitts, William H., "The Self Concept: A Vantage Point for Viewing the Human State," (Nashville, Tenn.: Dede Wallace Center, DWC Papers No. 1, 1973), p. 6.

seemed to broaden the importance of self concept change beyond the individual to social enterprises.

## Self Concept and the Disadvantaged

Thompson compiled reports which investigated the self concepts of disadvantaged persons. His conclusion drawn from the four studies on Disadvantaged Junior High School Students was that the disadvantaged samples closely resembled those of normal adolescent samples. The findings also suggested that for the junior high school populations, age is more significant determinant of self concept than is socioeconomic level.

From the data provided by the five studies on disadvantaged highschool students, certain conclusions regarding the self concepts of disadvantaged high school students and young adults were drawn. When using the Clinical Research Form of the Tennessee Self Concept Scale, the individuals reported P scores which are below the TSCS norms; in addition, several Empirical Scale Scores, namely GM, Psy, PD and NDS, are elevated and PI scores are relatively low. Most profiles are characterized with marked elevations in T/F Ratio and the conflict scores.

Results of the studies on college students indicated that the self concepts of disadvantaged college students are much better than those of other disadvantaged samples. It

seems likely that selection factors are operating in this sample so that those disadvantaged individuals who attend college are the ones who are more highly motivated, are more intelligent, and have more self-esteem.

The results of the disadvantaged adult studies indicated that the P Scores for this group are generally below average. Although some samples earn P Scores which are within normal limits, these scores are considered to be artifically inflated by defensiveness.[1]

In an investigation attempting to explore the relationship of socioeconomic status (SES) of children from 8 to 14 years of age, Trowbridge reported that low SES youngsters scored higher on all subscales except home-parents, of Coopersmith's "Self Esteem Inventory," than middle SES youngsters. This was conclusive among all ages, both sexes, among blacks as well as whites and in rural areas as well as urban. The sample included 3789 children in central United States.[2]

Valenzuela hypothesized that: (1) controlling for intelligence quotient (IQ) and Socioeconomic status (SES),

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[1]Warren Thompson, Correlates of the Self Concept, (Nashville: Dede Wallace Center, Monograph VI, June 1972), pp. 42-49.

[2]Norma Trowbridge, Relationship Between Self Concept, School Performance, and Divergent Thinking, Final Report (Bethesda, Md.: ERIC Document Resume, ED 059 516, Nov. 1971), p. 21.

Spanish American Children have a significantly lower self-concept than Anglo children; (2) Controlling for IQ and SES, Spanish American Children have a significantly lower grade point average (GPA) than Anglo children; (3) Self concept is related in a positive and significant way with IQ and SES; and (4) Self concept is positively and significantly correlated with GPA.[1]

None of the four hypotheses in Valenzuela's study was adequately sustained to conclude that any of them held. Self Concept was measured by the Tennessee Self Concept Scale.

Ford and Muse reported research findings based upon survey data obtained from over 3,300 students from Dade County, Florida. The sample included 930 graduating junior college students and 2,453 high school students. The results indicated that, excepting from some minority group students, the self concept of high school seniors and junior college graduates was positively associated with their parents' socioeconomic status (as measured by income). It was also found that the more positive a student's self-image, the more likely he is to have "long-range" educational plans. The authors concluded

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[1]Alvara Miguel Valenzuela, The Relationship Between Self-Concept Intelligence, Socio-Economic Status and School Achievement Among Spanish-American Children in Omaha. (Bethesda, Md.: ERIC Document Resumes, ED 056 785, 1971), p. 75.

that research could be profitably undertaken to further examine the relationship between the self concept of high-school-age students and their educational plans and careers.[1]

In an investigation of college freshmen before school began and after the first semester, Centi reported that students who received poor grades suffered losses of self-esteem. They began to rationalize their performance and began to show hostility and dissatisfaction first with the course and then with teachers and finally with school classmates. They ultimately avoided study and devoted time to other activities, causing further decline in academic achievement.[2]

Wilson investigated self concept changes in college students also. He reported that there was very little consistant change in the self concept of 35 students throughout their four years at Vanderbilt University.[3]

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[1]W. S. Ford and Donald Muse, Self-Concept and Students' Future Educational Plans. (Bethesda, Md.: ERIC Document Resumes, ED 064 624, April 1972), p. 18.

[2]P. Centi, "Self-Perceptions of Students and Motivation," Catholic Educ. Rev. 63:307-19. Cited in William W. Purkey, Self Concept and School Achievement. (Englewood Cliffs, N.J.: Prentice Hall Inc., 1970), p. 26.

[3]Johns A. Wilson, Sara Jo Liles and W. H. Fitts, Self Concept Change in Students During Four Years at Vanderbilt University. (Nashville: Dede Wallace Center, DWC Papers No. 9, August 1973), p. 2.

## Enhancing The Self Concept

Rogers conducted a controlled design research study to determine if constructive personality change could be brought about by psychotherapy. It was concluded that profound changes occur in the perceived self of the client during and after therapy; that there is constructive change in the client's personality characteristics and personality structure, changes which bring him closer to the personality of the well functioning person; that there is change in directions defined as personal integration and adjustment; that there are changes in the maturity of the clients' behavior as observed by friends.[1] These observations seemed to be reinforced by the study conducted by Butler and Haigh. Their study concluded that self-perception is altered in a direction which makes the self more highly valued because of client-centered therapy.[2]

The use of sensitivity training plus a year together

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[1]C. R. Rogers and R. Dymond, Psychology and Personality Change (Chicago: University of Chicago Press, 1954), p. 231.

[2]J. M. Butler and G. V. Haigh, "Changes in the Relations of Self-Concepts and Ideal Concepts Consequent Upon Client-Centered Counseling." Reported by Rogers and Dymond in Psychology and Personality Change, (Chicago: University of Chicago Press, 1954), p. 55-75.

revealed to Fitts that the self concept change scores for a school faculty were not very marked or dramatic. Seven of the fifty-two scores employed showed a change significant at the .05 level.[1]

Davidson and Lang expressed the view that it is essential that teachers communicate positive feelings to their students. This will not only strengthen the student's positive self appraisals but stimulate their growth, academically as well as interpersonally.[2]

Dye reported that group counseling provides the context for assisting students with situational and developmental needs and concerns, some of which cannot be considered in a one-to-one relationship. The circumstances are at once more dynamic, the social interpersonal dimension is broadened and extended, allowing each student to participate both as a recipient and contributor.[3]

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[1]W. H. Fitts, The Effects of Sensitivity Training Plus a Significant Year Together Upon the Self Concepts of a School Faculty. (Nashville: Dede Wallace Center, DWC Paper No. 2, June 1973), p. 5.

[2]H. H. Davidson and G. Lang, "Children's perceptions of their teachers' feelings toward them related to self-perception, school achievement and behavior." Journal of Experimental Education, 29 (December 1960): 107-118.

[3]Allan H. Dye, "Fundamental Group Procedures for School Counselors," Guidance Monograph Series, Series II Counseling (Boston: Houghton Mifflin Co., 1968), pp. 10-11.

Gilbreath used group counseling techniques with 48 male underachievers. He found no significant difference in the grade point averages of counseled students and students who received no counseling.[1]

Lieb used group counseling and lecture method in an attempt to raise grade point averages and increase self actualization among underachieving college students. Results showed that both groups increased their grade point averages and there was no significant difference between the groups on self actualization.[2]

Results which conflicted with Lieb were reported by Winborn. They concluded that short term counseling had a negative effect on the grade point averages of those treated.[3]

Brookover involved the training of parents in an effort to improve their children's self concept. The parents were trained to give positive communication to the children

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[1]S. H. Gilbreath, "Group Counseling with Male Underachieving College Volunteers." Personnel and Guidance Journal 45 (1967): 469-475.

[2]J. W. Lieb and W. W. Snyder, "Effects of Group Discussion on Underachievement and Self Actualization." Journal of Counseling Psychology 14 (1967): 282-285.

[3]B. Winborn and L. G. Schmidy, "The Effectiveness of Short-Term Group Counseling upon the Academic Achievement of Potentially Superior but Underachieving College Freshmen." Journal of Educational Research 55 (1962): 169-173.

concerning the child's ability. The child's self concept improved and also his grade-point average; however, this improvement did not carry over into the next academic year. Similar positive communication from experts and counselors did not have a significant effect on the self concept or achievement for these same children. It was Brookover's conclusion that it is more efficacious to work through established significant others such as parents than to attempt to develop new significant others as a basis of influence.[1]

When Wylie compiled a review of literature on self concept in 1961, she found only four studies that had compared the self concepts of counseled versus non-counseled subjects. Three of these studies showed significant improvement of those who received group counseling and one showed no significant changes.[2]

## Summary

This chapter presented a review of research and literature related to the study. The first section reviewed the

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[1] W. B. Brookover, et al., Self-Concept of ability and school achievement II: Improving academic achievement through students self concept enhancement. U.S. Office of Education, Cooperative Research Project No. 2831, East Lansing: Office of Research and Publications, Michigan State University.

[2] R. C. Wylie, The Self-Concept (Lincoln: University of Nebraska Press, 1961).

development of self concept theories. It seemed to be a general assumption that the individual's conception of himself emerges from social interaction and, in turn, guides or influences the behavior of that individual.

The second section cited literature and investigations concerning the relationship of self concept to behavior and achievement. The evidence seemed to indicate that low performances in basic school subjects, as well as misdirected motivation and lack of academic involvement characteristic of the underachiever, the dropout, the culturally disadvantaged, and the failure, may be due in part to negative perceptions of the self.

The third section contained information related to the self concept of disadvantaged persons. The findings generally concluded that disadvantaged persons have lower self concepts than do non-disadvantaged persons. However, there were studies which reported results leading to conflicting conclusions. It was found that the more positive a student's self-image, the more likely he is to have long range educational plans.

The fourth section presented studies involving attempts to enhance the self concept. The methods employed which were considered successful were; (1) psychotherapy, (2) individual counseling, (3) group counseling, (4) sensitivity training and (5) parental training.

# CHAPTER III

# DESIGN AND METHODOLOGY

## Introduction

The objective of this investigation was to determine the effects of group counseling on the self concept of disadvantaged student. The design selected provided for an experimental (treatment) group and a control (no treatment) group with the extraneous variables controlled for through randomization. The instrument used for measurement of self concept change was the Tennessee Self Concept Scale (TSCS) and it was given both as a pre and post measurement.

## Methods and Procedures

The methods and procedures used in the study can be classified into three time orientations or phases. These phases were as follows: (1) the Pre-Experimental Procedure, (2) the Experimental Procedures, and (3) the Data-Analysis Procedures. Each of these phases is discussed in the following sections of this chapter.

## Pre-Experimental Procedures

The pre-experimental procedures consisted of all those

tasks which the researcher completed before initiating the collection of data. The most important of these tasks are described in the following sections.

Choice of Research Design

The first pre-experimental procedure was to choose the proper research design for the study. The words "research design" are intended to mean the plan, structure, and strategy or investigation conceived to obtain answers to research questions and to control external sources of variations.

Three true experimental designs were recommended in the methodological literature. They were described by Campbell and Stanley as being the most strongly recommended designs.[1] The most used of the three designs was the one selected for this investigation.

Kerlinger outlined the basic criteria of the true experiment as one requiring at least two groups, one receiving an experimental treatment and one not receiving the treatment or receiving it in a different form.[2] The true experiment requires the manipulation of at least one independent variable,

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[1]D. T. Campbell and J. C. Stanley, Experimental and Quasi-experimental Designs for Research (N.Y.: Rand McNally and Co., 1963), p. 314.

[2]Fred Kerlinger, Foundations of Behavioral Research (N.Y.: Holt, Rinehart and Winston, Inc., 1964), p. 310.

the random assignment of subjects to groups and the random assignment of treatments to groups. These criteria were met in this investigation.

The research design chosen for this study was a two sample true experimental design preceded by the sampling of students from two (2) finite populations. A paradigm of this research design is presented in Figure 1.

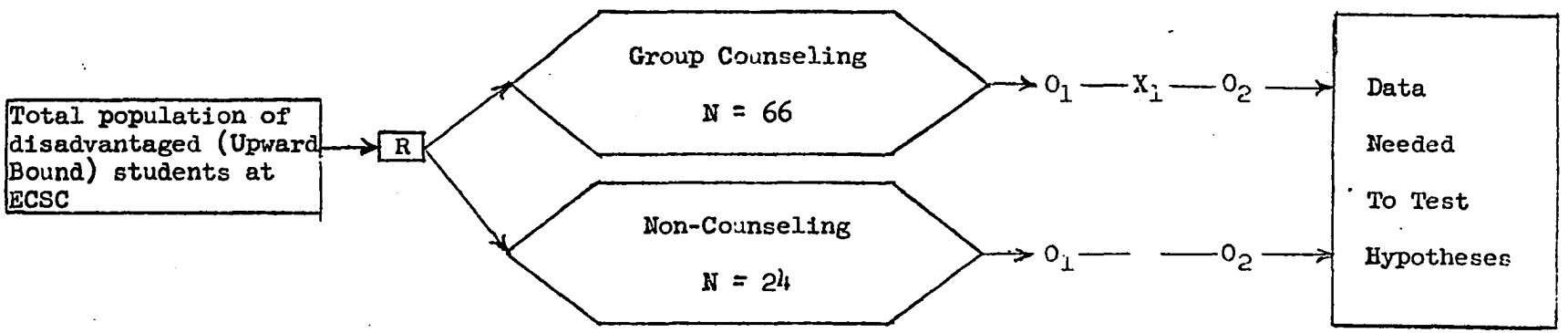
## Selection and Assignment of Study Participants

The next step in the pre-experimental procedures was the selection of the study participants. The population of Upward Bound students chosen to participate were from thirty four (34) highschools located in South Central Oklahoma. The size of the highschools ranged from class "C" to "AAA." All Ss were in the summer following the completion of their 10th and/or 11th grades. The population was composed of males and females of which 41 participants were white, 32 were Indian and 17 were Black. Figure 2 presents the breakdown of the race and sex of the participants.

Of the ninety four (94) students recruited for participation, ninety (90) were on campus. Therefore, that number was available for the pre-test administration of the TSCS and the beginning of the group counseling activities.

FIGURE 1

RESEARCH DESIGN USED IN THE EXPERIMENT




Explanation of Symbols:

| | | |
|---|---|---|
| R | = | Random Selection or assignment |
| $O_1$ | = | Pretest administration of the Tennessee Self-Concept Scale |
| $O_2$ | = | Posttest administration of the Tennessee Self-Concept Scale |
| $X_1$ | = | Group Counseling sessions conducted |

Figure 2

Race and Sex Characteristics of Study Participants

| Participants | Males | | | Females | | | Totals |
|---|---|---|---|---|---|---|---|
| | White | Negro | Indian | White | Negro | Indian | |
| Expected | 17 | 5 | 12 | 25 | 13 | 22 | 94 |
| Available | 17 | 4 | 11 | 24 | 13 | 21 | 90 |

A stratified randomization was utilized to control for the variables of race and sex. Each participant was assigned a number. The numbers of all white males were placed into one hat, the numbers of black males placed into another hat, and the numbers of Indian males placed into a third hat. The same procedure was followed for the females. A draw from each hat randomly assigned six (6) subjects to a small group. Another draw assigned six (6) subjects to a second small group. This procedure was followed until all were randomly assigned to a small group. This procedure provided for race and sex conformity in all small groups.

The control group was formed by randomly assigning four (4) of the small groups to a composite group that did not receive the group counseling treatment. This provided for a control group of N=24 which was large enough to use parametic

statistics for greater power in determining significance.

The small groups for group counseling collectively comprised the experimental group for statistical purposes. Each person received group counseling in the small group to which he was randomly assigned. The experimental group collectively totaled N=66.

At the first meeting of the groups, the Tennessee Self Concept Scale was administered as a pretest. The non-counseled group (control group) did not meet again as a group until the end of the experiment (eight weeks) for the posttest administration of the TSCS. The counseled groups met for one hour sessions twice a week. The sampling paradigm used in this study is shown in Figure 3.

## Selection of an Instrument for Measuring Self Concept

The final step of the pre-experimental procedures was the selection of a standardized instrument for measuring the disadvantaged students self concept. The one chosen for this study was the Tennessee Self Concept Scale. The Tennessee Self Concept Scale (TSCS) is an instrument designed to record a standardized measure of the respondents self concept in the following areas:[1]

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[1] W. H. Fitts, Tennessee Self Concept Scale, (Nashville: Counselor Recording and Tests, 1965).

FIGURE 3

SAMPLING DESIGN OF THE STUDY

| The Groups of Disadvantaged Students Involved In The Study | Group-Counseling Group | Non-Counseling Group | TOTAL Numbers Of All Groups |
|---|---|---|---|
| | (N-66) | (N-24) | (N-90) |

(1) Self Identity - (What I am)

(2) Self Satisfaction - (Feelings about the self he perceives)

(3) Behavioral Self - (What I do)

(4) Physical Self - (Individual's view of his body)

(5) Moral and Ethical Self - (Describes self as being good or bad)

(6) Personal Self - (Individual's sense of personal worth)

(7) Family Self - (Feelings of adequacy in the family)

(8) Social Self - (Relationship to others)

(9) Total Positive Self - (Composite score of all subscales)

Development of TSCS

The original pool of items was derived from a number of other self concept measures and from written self descriptions of patients and non-patients. Of the 100 items, the final 90 items utilized in the scale were those where there was perfect agreement by a panel of judges.

The norms were developed from an N=626. The sample included people from various parts of the country, with approximately equal numbers of both sexes, both Black and white subjects, and members of various social and educational groupings, varying in age from 12 to 68.

Reliability of TSCS

The test-retest reliability coefficients of all scores

used in the study which established the norms ranged from .80 to .92. The test manual (TSCS) cites as other evidence of reliability the remarkable similarity of profile patterns found through repeated measures of the same individuals over long periods of time.[1]

Validity of TSCS

Validition procedures were of four kinds: (1) content validity (2) discrimination between groups, (3) correlation with other personality measures, and (4) personality changes under particular conditions.

(1) Content Validity. According to Fitts, the purpose of determining content validity was to insure that the classification system used for Row Scores and Column Scores was dependable. As noted before, an item was retained in the scale only if there was unanimous agreement by the panel of expert judges that the item was calssified correctly.

(2) Discrimination between groups. Considerable evidence to show the instrument's ability to discriminate between groups was produced by Fitts. "Personality theory and research suggests that groups which differ on certain psychological dimensions should also differ in self concept. A study undertaken by Fitts which compared a group of psychiatric

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[1]W. H. Fitts, Manual, Tennessee Self Concept Scale, (Nashville: Counselor Recordings and Tests, 1965), p. 15.

patients (N=369) and the non-patient norm group (N=626), "demonstrated highly significant (mostly at the .001 level) differences between patients and non-patients for almost every score utilized on this scale." Other evidence was cited in which the instrument discriminated between (1) delinquent and non-delinquent groups, (2) personality intergration group and normal group, and (3) various patient groups.[1]

(3) Correlations with other measures. The instrument has been correlated with numerous other measures and these have been included in the TSCS Manual. Correlations with the Minnesota Multiphasic Personality Inventory reveal ". . . that most of the scores correlated with the M.M.P.I. scores in ways one would expect.[2] Also, a comparison with other personality measures show expected correlations.

## Experimental Procedures

The second phase of the method and procedures which were performed in the conduct of the study are termed the experimental procedures. These procedures included all those tasks which were performed from the pretest administration of that same instrument eight weeks later.

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[1]W. H. Fitts, Manual, Tennessee Self Concept Scale (Nashville: Counselor Recordings and Tests, 1965), pp. 17-27.

[2]Ibid., p. 24.

## Description of Experimental Treatment

The experimental treatment used in this study was designed to test the effectiveness of group counseling on changing the self concept of disadvantaged high school students. The treatment was based upon the evidence and assumptions expressed by Bennett, Dye and Luft, in addition to the theories and studies already presented in Chapters 1 and 2.[1]

The experimental small groups met twice per week for one hour each session. Each group met a total of twelve sessions.

The small group leaders were certified and experienced counselors. Activities designed to facilitate group interaction and cohesiveness were developed by the counselors in weekly feedback and planning sessions. These planning sessions with frequent monitoring by this investigator attempted to insure conformity to the experimental process.

The counseling techniques chosen were considered by the counselors to be germane to evaluating one's self concept. The counselors felt that sufficient time was allowed for the

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[1]Margaret E. Bennett, Guidance and Counseling in Groups (N.Y.: McGraw-Hill, 1963, 2nd Ed.), Allen H. Dye, Fundamental Group Procedures for School Counselors, (Boston, Houghton Mifflin, 1968); and J. Luft, Group Processes: An Introduction to Group Dynamics, (Polo Alto: National Press, 1963).

subjects to express their attitudes and opinions regarding their perception of self and others.

A series of games, tasks and exercises were planned and developed by the investigator and the counselors. The games, tasks, and exercises utilized by the counselors to facilitate each individual's participation in the groups are described briefly in appendix B.

The four small groups, which collectively comprised the control group, met only twice as groups for the purpose of administering the measurement instrument (TSCS) pre and post. Changes in the self concept scores of the two composite groups, experimental and control, were compared in an effort to determine the effects of the group counseling sessions on the self concept scores of disadvantaged students.

## Data-Analysis Procedures

The data analysis procedures included all those tasks which were performed after the data were collected. These tasks included the preliminary coding and scoring of the Tennessee Self Concept Scale answer sheets, entry of the participants self concept scores on IBM cards, calculation of descriptive and inferential statistics, and testing the hypotheses stated in chapter 1.

The preliminary coding and scoring of the TSCS answer sheets were done by hand by the investigator. The entry of the data on IBM cards was accomplished by employing a data processor in the University of Oklahoma's computer department. The computer program for the statistical calculations was prepared by Robert Conkright, graduate assistant in the area of Research and Educational Statistics at the University of Oklahoma. The University of Oklahoma's computer services were used to calculate the descriptive and inferential statistics.

The next step of the data-analysis procedures was the calculation of descriptive statistics on TSCS scores. The primary statistics calculated were the Mean ($\bar{X}$), standard deviation (SD), and the variance ($S^2$) of the change scores for the comparison between the experimental and control groups.

The next step was the calculation of the inferential statistics needed to test the hypotheses. The three null hypotheses tested are presented in Figure 4 along with the statistics used to test each hypotheses.

## The Testing Statistic

The statistic chosen for testing the hypotheses was the t-test. This testing statistic was chosen for three reasons: (1) publishers of the Tennessee Self Concept Scale suggested that the sub-scale scores be statistically compared

FIGURE 4

INFERRENTIAL STATISTICS NEEDED TO TEST THE NULL HYPOTHESES

| Null Hypotheses Being Tested | Testing Statistic(s) | Data Involved In The Calculations |
|---|---|---|
| $Ho_1$ There are no statistically significant differences between the means of the pretest-posttest self concept change scores (taken from the Tennessee Self Concept Scale) of those disadvantaged students who attend group counseling sessions AND the pretest-posttest self concept change scores (taken from the Tennessee Self Concept Scale) of those disadvantaged students who do not attend group counseling sessions. | Multiple t-tests between the two groups' self-concept change scores. | 1. Group-counseling group's nine (9) self-concept scores.<br>2. Non-counceling group's nine (9) self-concept scores. |
| $Ho_2$ There are no statistically significant differences between the means of the pretest self concept change scores (taken from the Tennessee Self Concept Scale) of those disadvantaged students who attend group counseling sessions AND the posttest self concept change scores (taken from the Tennessee Self Concept Scale) of the same participants. | Multiple t-tests between pretest and posttest scores. | Group-counseling group's nine (9) self-concept scores from the pretest and posttest TSCS. |
| $Ho_3$ There are no statistically significant differences between the means of the pretest self concept change scores (taken from the Tennessee Self Concept Scale) of the disadvantaged students who did not attend group counseling sessions AND the posttest change scores (taken from the Tennessee Self Concept Scale) of the same participants. | Multiple t-tests between pretest and posttest scores. | No-counseling groups nine (9) self-concept scores from the pre-test and posttest TSCS. |

with either the t-test or an analysis of variance technique,[1] (2) research criteria outlined by Siegel, showed the t-test to be the most appropriate statistic for the research design chosen for study,[2] and (3) the statement by Campbell and Stanley that, "The most widely used acceptable test is to compute a t between experimental and control groups on these gain scores."[3]

Boneau has shown that if the N's are unequal and variances are unequal the t-test will become either extremely liberal or extremely conservative depending upon the relationship between the N's and the variances.[4] Hays stated that the best way to guard against the test becoming either too liberal or too conservative, when N's are unequal, is to use the Aspin-Welsh solution which corrects for the degrees of freedom and enables the researcher to obtain accurate results when using

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[1]W. H. Fitts, Manual, Tennessee Self Concept Scale, (Nashville: Counselors Recordings and Tests, 1965), p. 30.

[2]Sidney Siegel, Nonparametic Statistics for the Behavioral Sciences, (N.Y.: McGraw-Hill Book Co., 1956), p. 19.

[3]D. T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research, (Chicago: Rand McNally and Co., 1963), p. 23.

[4]C. A. Boneau, "The effects of violations of assumptions underlying the t-test." Psychological Bulletin 57 (1960): 49-64

the multiple t-test.[1] Since the N's of the groups were unequal the Aspin-Welsh formula was used to assure accurate statistical results.

## Summary

A total of three hypotheses were developed from the problem of the study. An experimental design was chosen which provided for two groups consisting of an experimental group and a control group. The extraneous variables were controlled through randomization of subjects to groups and groups to treatment.

The measurement instrument selected was the Tennessee Self Concept Scale. The testing statistics chosen were the t-test and the one-way analysis of variance. Significance was set at the .05 level.

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[1] W. T. Hays, Statistics for the Social Sciences, (N.Y.: Holt, Rinehart and Winston, Inc., 1973), pp. 389-431.

# CHAPTER IV

# PRESENTATION AND ANALYSIS OF DATA

## Introduction

The purpose of this chapter is to present the results of the statistical analysis of the data. The .05 level of probability was used to determine the significance of all statistical tests. Kerlinger considers the .05 level as a good gamble because it is neither two high nor too low for most social scientific research.[1] The hypotheses were non-directive, therefore two-tailed tests were employed in determining significance.

The purpose of this study was to investigate the effect of using group counseling as the process for changing the self concept of disadvantaged students. The participants selected for the study were the ninety (N=90) disadvantaged high school students who were attending East Central State University's Upward Bound Program during the summer of 1973.

The Tennessee Self Concept Scale was administered to all participants at the beginning of the study as a pretest

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[1]Fred N. Kerlinger, Foundations of Behavioral Research, (N.Y.: Holt, Rinehart and Winston, Inc., 1964), p. 154.

and was administered again as a posttest at the conclusion of the investigation eight weeks later. Posttest scores were not obtainable on sixteen students who did not complete the eight weeks program. Therefore, the pretest scores of these sixteen students were discarded. An incompleted posttest caused another participant's scores to be discarded. The scores of thirteen participants in the counseled group were discarded and four were discarded in the non-counseled group. This resulted in complete and accurate statistics for computation available on the counseled group of N=53 and the non-counseled group of N=20.

Multiple t-tests were used to make the statistical comparisons to test the three null hypotheses as stated in Chapter 1. These statistics also provided answers to the research questions which were asked.

In presenting the statistical results, a pattern was followed so that each hypothesis tested is stated. Following each hypothesis is a statement of the statistical procedures used to test the hypothesis. Tables containing the statistical results obtained from the calculations are presented followed by explanations of the statistics.

## Results of Testing Null Hypothesis Number One ($Ho_1$)

The exact form of the null proposition tested in hypothesis number one was as follows:

> $Ho_1$ There are no statistically significant differences between the means of the pretest-posttest self concept change scores (taken from the Tennessee Self Concept Scale) of those disadvantaged students who attended group counseling sessions and the means of the pretest-posttest self concept change scores (taken from the Tennessee Self Concept Scale) of those students who did not attend group counseling sessions.

The first null hypothesis was tested by performing multiple t-tests between the means of the pretest-posttest change scores computed for the two groups being compared. The Aspin-Welsh formula for correcting the degrees of freedom when computing multiple t-tests with unequal N's was utilized to provide greater accuracy.

The information in Table I shows the nine dimensions of the measurement instrument and the statistical results of the comparison of the means of the change scores of the two groups. The level of significance is also shown to demonstrate the varying effects on each of the TSCS dimensions.

The calculation on the dimension of the Total positive self, which is a composite score of the other eight dimensions, yielded a t-score of .961. With the df of 71, the result was not significant at the p=.05 level.

TABLE I

$Ho_1$ Statistical Results

COMPARISON OF CHANGE SCORES BETWEEN EXPERIMENTAL AND CONTROL GROUPS

| TSCS Dimensions | t-score | Level of Significance |
|---|---|---|
| Total Positive Self | .961 | p = .658 |
| Row 1 (Self identity) | .394 | p = .697 |
| Row 2 (Self satisfaction) | .002 | p = .993 |
| Row 3 (Behavioral self) | .354 | p = .725 |
| Col.A (Physical self) | .865 | p = .606 |
| Col.B (Moral&Ethical self) | 1.558 | p = .120 |
| Col.C (Personal self) | 1.815 | p = .07 |
| Col.D (Family self) | .231 | p = .220 |
| Col.E (Social self) | .357 | p = .123 |

The calculations of the eight sub-scale scores yielded t-scores ranging from .002 to 1.815 and levels of significance from .07 to .993. These scores indicated that there were varying effects of the group counseling treatment upon the tested dimensions of the Tennessee Self Concept Scale, but none of the dimensions showed changes which were significant at the .05 level.

The greatest effect of the group counseling process was on the dimension of Personal Self (Col.C). The effect on the dimension of Personal Self approached significance (.07).

The statistical results as shown in Table 1 indicated that no significant difference existed between the counseled group and the non-counseled group. There were varying effects on the dimensions of the Tennessee Self Concept Scale.

The profile illustrated in Figure 5 shows the comparison of the means of the change scores between the experimental group and the control group. An analysis of this profile revealed that the experimental group had higher scores on the dimensions of Total Positive, Row 3 (Behavior, how he acts), Column A (Physical self), Column D (Family self) and Column E (Social self). Although there were changes in each of these dimensions, they were not great enough to be significant at the .05 level.

These results directed the researcher to accept the null hypothesis as stated. It was concluded that the disadvantaged students who participated in group counseling did not make a significant change in their self concepts when compared to the non-counseled group.

Results of Testing Null Hypothesis Number Two ($Ho_2$)

The exact form of the null proposition tested in hypothesis number two was as follows:

$Ho_2$ There are no statistically significant differences between the means of the pretest self concept scores (taken from the Tennessee Self

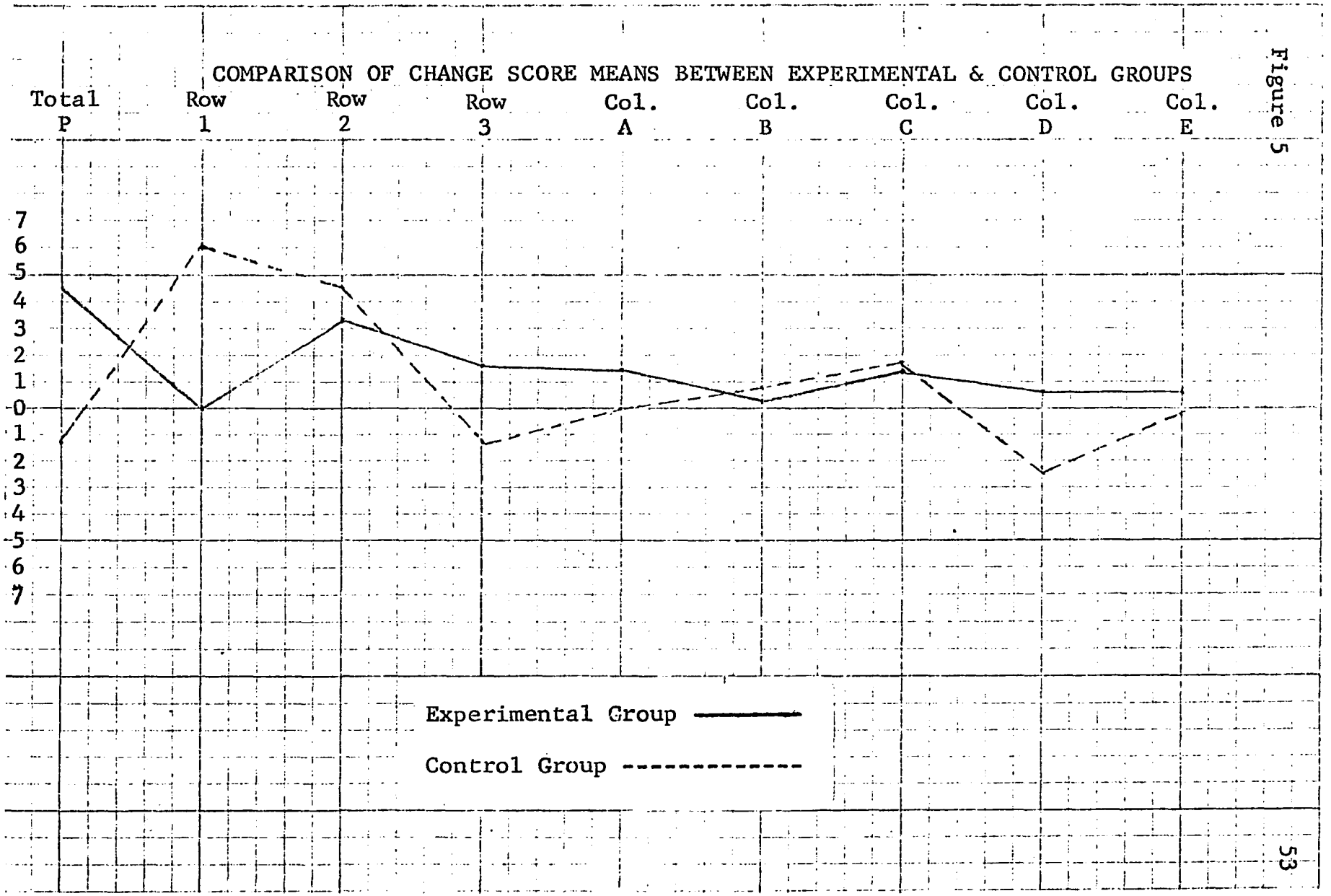

COMPARISON OF CHANGE SCORE MEANS BETWEEN EXPERIMENTAL & CONTROL GROUPS
Total P
Row 1
Row 2
Row 3
Col. A
Col. B
Col. C
Col. D
Col. E
7
6
5
4
3
2
1
0
1
2
3
4
5
6
7
Experimental Group
Control Group

Figure 5

Concept Scale) of the disadvantaged students who attended group counseling sessions and the means of the posttest self concept scores (taken from the Tennessee Self Concept Scale) of the same participants.

The second null hypothesis was tested by using multiple t-tests, with the Aspin-Welsh correction formula, between the means of the pretest and posttest scores of the disadvantaged students who participated in the group counseling. This hypothesis was presented and tested so that a determination could be made as to the amount of change that actually occurred within the counseled group. If a significance between the two groups as tested in hypothesis number one had been determined, it could have been because the non-counseled group scores had decreased on the posttest. This would have meant that there was actually no change in scores of the counseled group but a retention of the same self concept level.

The information in Table II shows the statistical results of the comparison of the experimental group's pretest-posttest change scores. None of the dimensions showed changes great enough for significance at the .05 level.

The Total Positive Score dimension yielded a t-score of .386 resulting in a level of significance of $p=.7$. This was higher than the .05 level needed to show significant changes. The dimension of Personal Self at $p=.16$ approached

TABLE II

$Ho_2$ Statistical Results

COMPARISON OF EXPERIMENTAL GROUP'S PRETEST-POSTTEST CHANGE SCORES

| TSCS Dimensions | t-score | Level of Significance |
|---|---|---|
| Total Positive Scores | .386 | P = .70 |
| Row 1 (Self Identity) | .347 | P = .73 |
| Row 2 (Self Satisfaction) | 1.264 | P = .207 |
| Row 3 (Behavioral Self) | .703 | P = .509 |
| Col.A (Physical Self) | .252 | P = .797 |
| Col.B (Moral&Ethical Self) | .099 | P = .918 |
| Col.C (Personal Self) | -1.381 | P = .167 |
| Col.D (Family Self) | -0.396 | P = .695 |
| Col.E (Social Self) | -0.116 | P = .904 |

the .05 level of significance. This dimension was cited as approaching the significant level in the null hypothesis number one, calculations.

Figure 6 shows a comparison of the means of the experimental group's (N=53) pretest-posttest scores. The profile shows that an increase in the means, even though statistically not significant, was obtained on all dimensions of the TSCS except Row 1 (Identity, Who he is). The means of change scores on the other dimensions showed no great fluctuations. The range in change score means for the experimental group was from 0 to 4.8.

Tennessee Self Concept Scale

PROFILE SHEET

Counseling Form

Figure 6

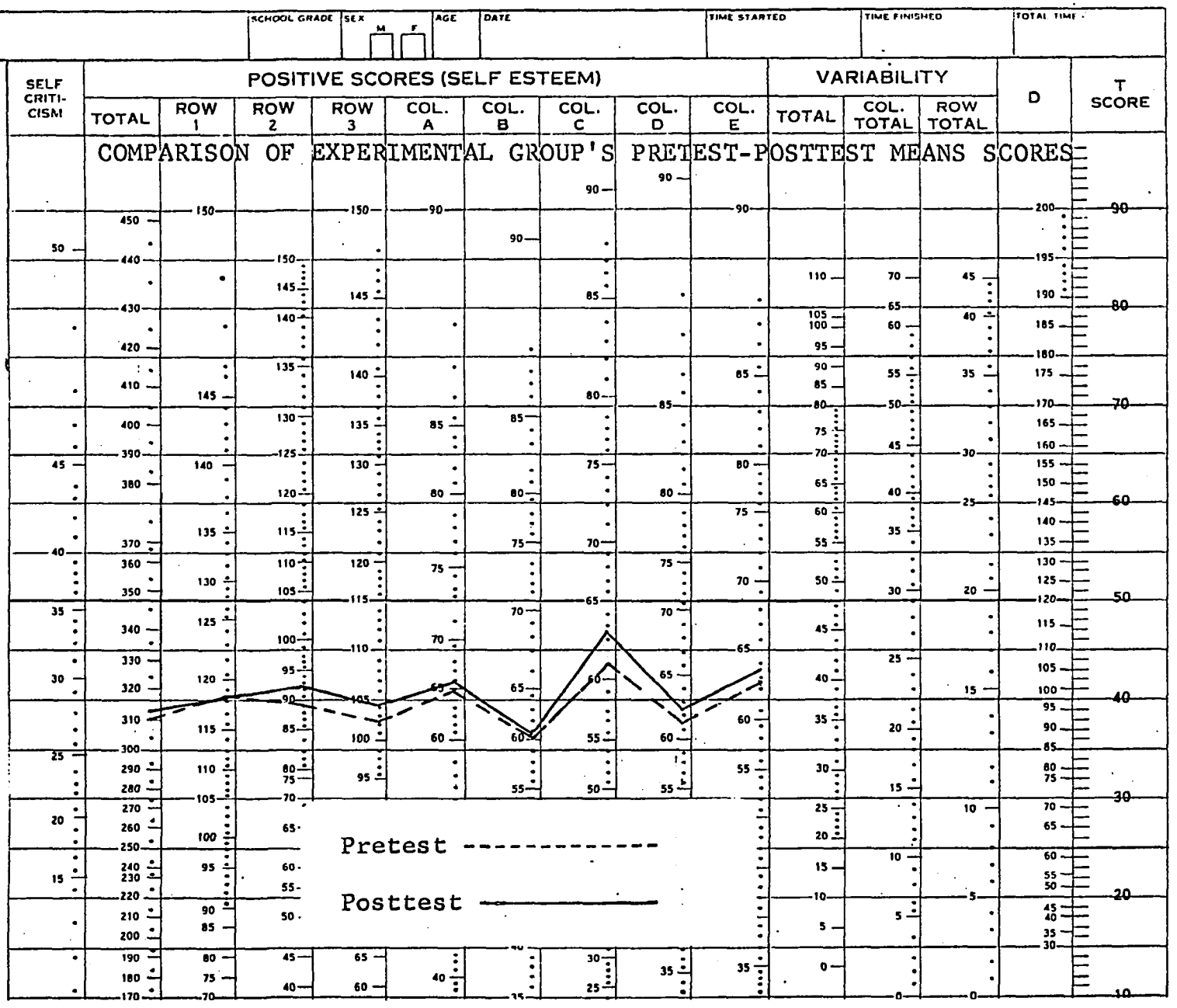



Figure 6

These results allowed the researcher to accept the null hypothesis as stated. It was concluded that the disadvantaged students who received the group counseling treatment did not show a significant change when their pretest-posttest change scores were compared.

Results of Testing Null Hypothesis Number Three ($Ho_3$)

The exact form of the null proposition tested in hypothesis number three was as follows:

> $Ho_3$ There are no statistically significant differences between the means of the pretest self concept scores (taken from the Tennessee Self Concept Scale) of the disadvantaged students who did not attend group counseling sessions and the means of the posttest self concept scores (taken from the Tennessee Self Concept Scale) of the same participants.

The null hypothesis number three was tested by performing multiple t-tests and using the Aspin-Welsh correction formula, between the means of the pretest and posttest scores on the nine dimensions of the TSCS on the disadvantaged students who did not participate in the group counseling process. The purpose of this hypothesis was to determine if a significant change occurred in the self concept of the disadvantaged students who did not participate in the group counseling process.

The analysis of the data computed for testing hypothesis number three and presented in Table III revealed that

TABLE III

$Ho_3$ Statistical Results

COMPARISON OF EXPERIMENTAL GROUP'S PRETEST-POSTTEST CHANGE SCORES

| TSCS Dimensions | t-score | Level of Significance |
|---|---|---|
| Total Positive Self | .022 | p = .980 |
| Row 1 (Self Identity) | 1.875 | p = .065 |
| Row 2 (Self satisfaction) | .533 | p = .603 |
| Row 3 (Behavioral self) | .255 | p = .796 |
| Col.A (Physical self) | .079 | p = .936 |
| Col.B (Moral&Ethical self) | .315 | p = .753 |
| Col.C (Personal self) | .373 | p = .713 |
| Col.D (Family self) | .770 | p = .548 |
| Col.E (Social self) | .101 | p = .917 |

none of the dimensions of the measurement instrument yielded t-scores which resulted in a level of significance at p=.05. The change in Row 1 (Self Identity) reached a level of p=.06 which approached significance. The Column C (Personal Self) which showed the greatest change in the counseled group did not show any appreciable change over the other dimensions in the non-counseled group's pretest-posttest comparisons.

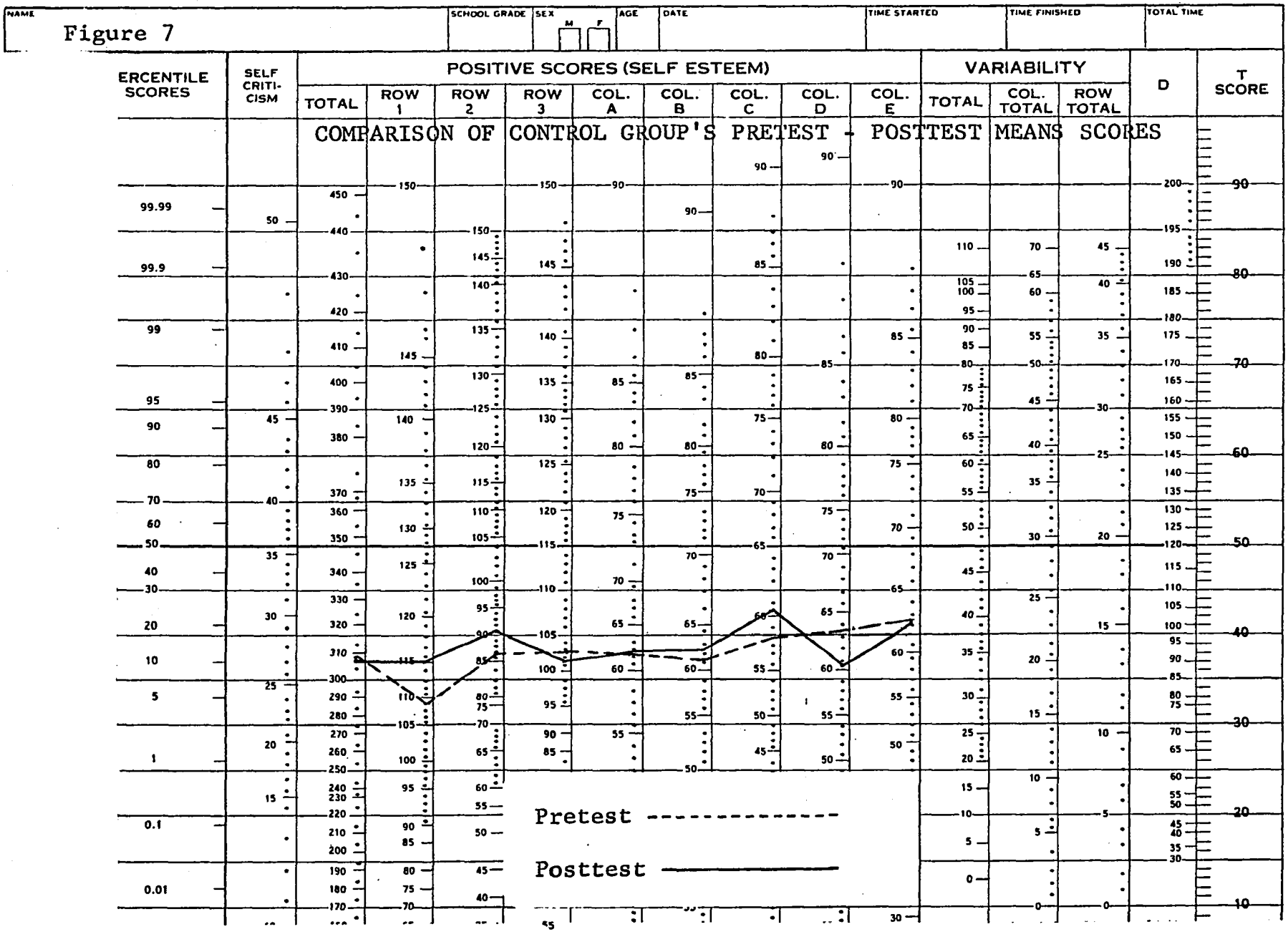
The information in Figure 7 shows the changes in the means of the pretest and posttest scores for the control group (N=20). The pretest means, shown by the dash line, indicated higher scores at the beginning of the experiment on the

Tennessee Self Concept Scale

PROFILE SHEET

Counseling Form

Figure 7



dimensions of Total Positive Scores, Row 3 (Behavior, how he acts), Column D (Family Self) and Column E (Social Self). This analysis showed that the control group (non-counseled) decreased in the posttest scores on the dimensions of Total Positive, Row 3, Column D and Column E, while increasing in Row 1 (Identity, who he is), Row 2 (Satisfaction, how he accepts himself), Column A (Physical self), Column B (Moral-Ethical Self) and Column C (Personal Self).

Based upon the data analysis, null hypothesis number three ($Ho_3$) cannot be rejected. It must be concluded that a significant change did not occur in the self concepts of the non-counseled group between the administration of the pre-test and posttest of the TSCS.

The information in Table IV shows the statistical comparison of the levels of significance reached on all TSCS dimensions for all hypotheses. The levels of significance designated by boxes represents the dimensions which approached the significant value of $p=.05$. Because $Ho_1$ and $Ho_2$ included those students who received group counseling, it may be important to note that the dimensions, Col. C (Personal Self) includes two of the boxes.

TABLE IV

RESULTS OF TESTING THE THREE NULL HYPOTHESES

| TSCS Dimensions | Levels of Significance obtained $Ho_1$ | $Ho_2$ | $Ho_3$ |
|---|---|---|---|
| Total Positive Self | .658 | .70 | .98 |
| Row 1 (Self Identity) | .697 | .73 | /.065/ |
| Row 2 (Self satisfaction | .993 | .207 | .603 |
| Row 3 (Behavioral Self) | .725 | .509 | .796 |
| Col.A (Physical Self) | .606 | .797 | .936 |
| Col.B (Moral&Ethical Self) | .120 | .918 | .753 |
| Col.C (Personal self) | /.07/ | /.167/ | .713 |
| Col.D (Family self) | .22 | .695 | .548 |
| Col.E (Social self) | .723 | .904 | .917 |

## Results of Additional Analyses

Additional statistical calculations were used to determine if there was a significant difference between counseled groups which might infer that the counselors made a difference in the levels of changes that occurred. Four counselors were used to lead the experimental small groups.

The one-way analysis of variance with unequal ends was the statistic chosen to provide the statistical computation necessary to compare the changes occurring among the counselor's groups. An F-score of 8.6 was required for significance at the .05 level. The data contained in Table V were used to determine if any counselor's groups made significant changes over other groups.

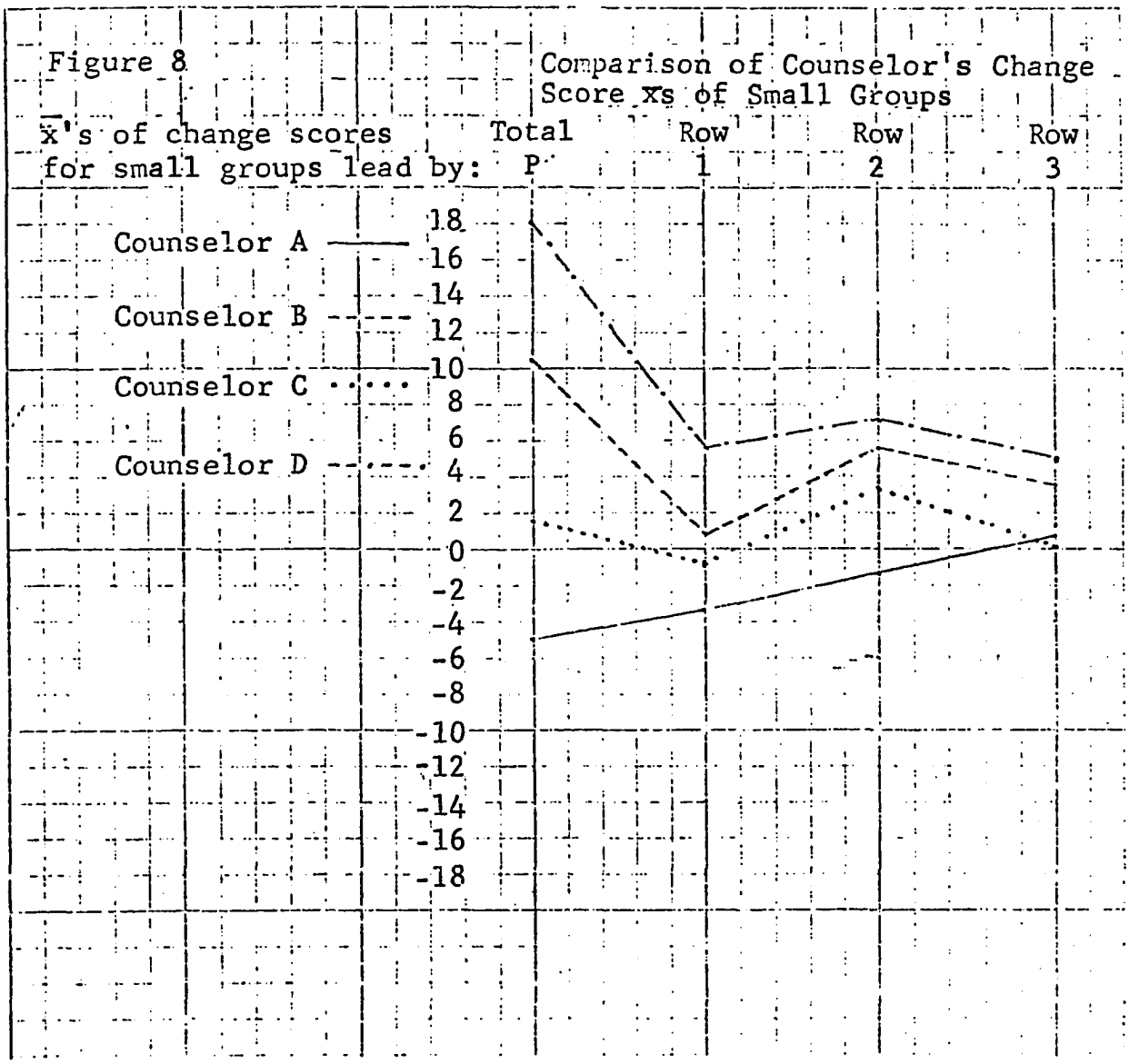
TABLE V

COMPARISONS AMONG THE COUNSELOR'S SMALL GROUPS

| TSCS Dimension | F-score | Significant |
|---|---|---|
| Total Positive Self | 2.34 | no |
| Row 1 (Self Identity) | 1.875 | no |
| Row 2 (Self satisfaction) | 1.938 | no |
| Row 3 (Behavioral self) | 1.306 | no |
| Col.A (Physical self) | 2.322 | no |
| Col.B (Moral&Ethical self) | 5.102 | no |
| Col.C (Personal self) | 1.251 | no |
| Col.D (Family self) | 3.469 | no |
| Col.E (Social self) | 1.552 | no |

Since an F-score of 8.6 was necessary for significance, the statistical calculations show that there were no significant differences on any of the dimensions of the TSCS. Therefore, it can be stated that there were no significant differences among the groups who received counseling because of the use of different counselors.

There were differences, however, in the small groups who received counseling. Figure 8 provides information indicating the change score means ($\bar{X}$s) between the pretest-posttest scores on four (4) of the nine (9) dimensions of the TSCS for each counselor's small groups. The dimension Total P is the composite score of all dimensions. The dimensions




of Row 1, Row 2, and Row 3 cross all five column dimensions (see profile sheet appendix C) and, therefore, are combinations of all column dimensions representing the specific answers to the questions about identity (Row 1); self-satisfaction (Row 2) and Behavior (Row 3).

The graph shows a range in the Total P change score means ($\bar{X}$s) of the groups of each counselor from a negative

5.1 to a Postive 18. This change was not statistically significant at p=.05. The groups led by counselor A show a decline from pretest to posttest in three of these four dimensions.

The groups led by counselor C showed a decline on the Row 1 dimension and no gain on the Row 3 dimension. A slight gain was obtained on Total P and the Row 2 dimension.

The groups led by counselors B and D showed gains on all four dimensions. The greatest gains are indicated on the Total P dimension.

When examining the crests and valleys on the graph, except for the groups led by Counselor A, there seems to be a distinct trend in the change scores on the four dimensions represented for counselors B, C, and D. To be specific, it can be noted that the increases and decreases on the dimensions follow a general pattern for these counselor's groups.

A survey of the individual pretests scores indicated that ten students of the seventy-three, for whom complete statistics were tabulated, showed a Total Positive score on or above the TSCS norm. This means that 86% of the study participants were below the norm at the beginning of the study. The data in Figure 9 shows the TSCS profile of the means ($\bar{X}$s) of the pretest scores on all study participants.

Tennessee Self Concept Scale

PROFILE SHEET

Counseling Form

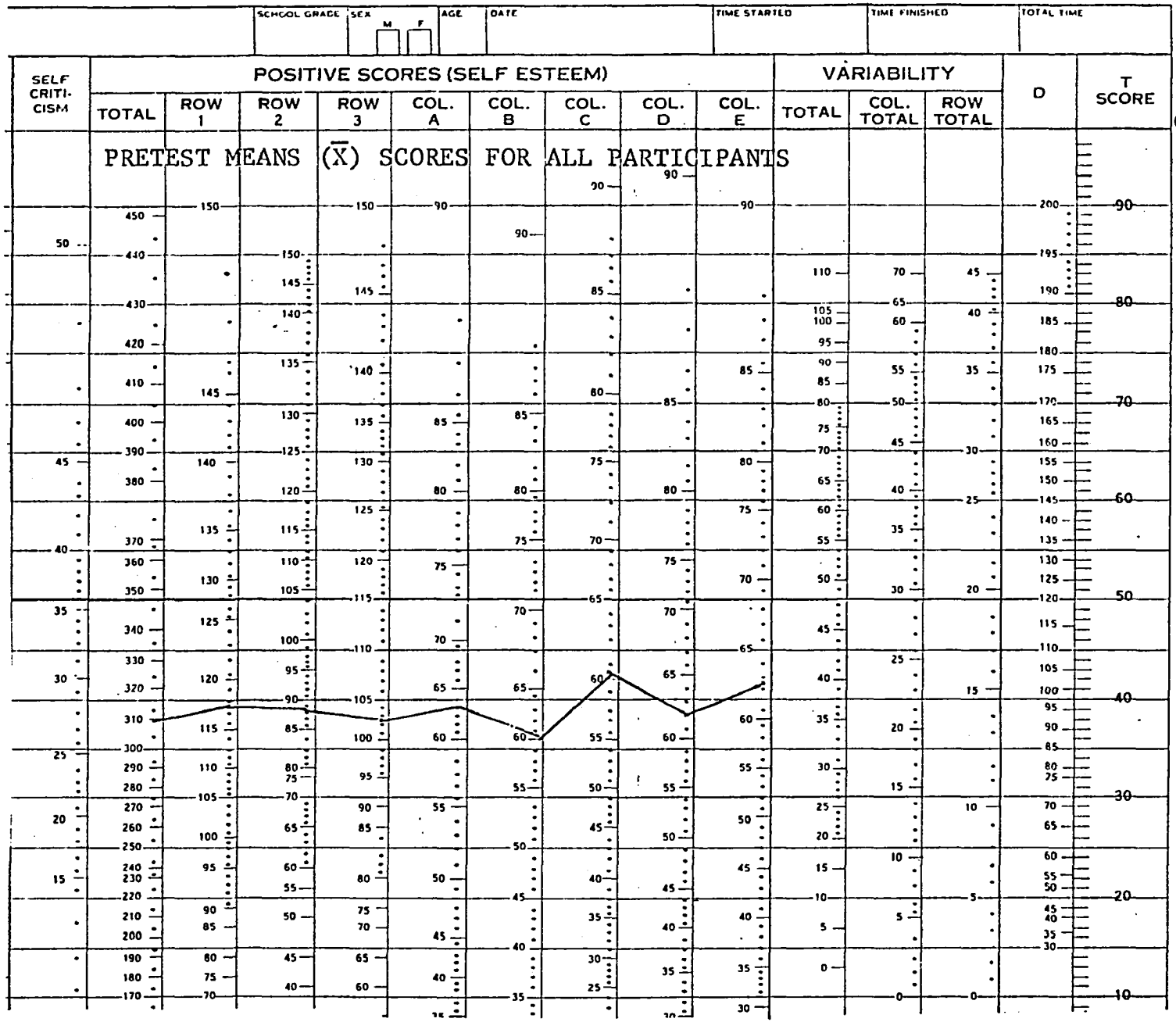



Figure 9

The TSCS norm is indicated by the heavy solid line at percentile 50. The means of the study participants showed a range from percentile 36 to percentile 43. These computations show that as a group the sample of disadvantaged students used in this investigation were below the TSCS norms on all dimensions.

A review of the individual posttests scores revealed that at the conclusion of the study fifteen students had reached the TSCS norm. This was a reduction in the percentage of students who were below the norm from 86% to 79%. Conversely this was an increase of 7% in students who reached, or exceeded, the norm of the TSCS at the conclusion of the study.

## Summary

This chapter described the methods of obtaining the research data. In the course of this investigation statistical tests were made of the three major hypotheses. Additional analyses of the data were also presented.

The data upon which the statistical tests were made were from a total of 73 disadvantaged high school students participating in the Upward Bound Program at East Central State University during the summer of 1973. The .05 level of probability was used to determine the significance of all tests.

Analysis comparing the experimental group (counseled) with the control group (non-counseled) in hypothesis number one ($Ho_1$) disclosed the fact that no statistically significant difference existed between the groups at the conclusion of the study. Statistical comparison of the changes between the pre-test and posttest scores of the experimental group of N=53 disclosed increases on all tested dimensions of the TSCS except Row 1 (Identity, who he is), but no dimension recorded changes great enough for statistical significance at p=.05.

The data analysis comparing the means of the pretest-posttest change scores for the control group of N=20 disclosed that no significant differences occurred. The dimension, Column C (Personal self), showed the greatest change and yielded a level of significance of p=.06.

Additional analysis of the data showed that there were no significant difference in the change scores of the small groups who received counseling when using four counselors.

The TSCS pretest score means of the study participants showed a range in percentiles from 36 to 43. The TSCS norm was defined as percentile 50. Therefore, the means of the disadvantaged study sample were below the TSCS norms on all dimensions at the beginning of the study. At the conclusion of the study fifteen students had reached or exceeded the TSCS norm.

# CHAPTER V

# SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The purpose of this study was to investigate the effects of using small group counseling as the process for changing the self concepts of disadvantaged students. The last decade has shown an increase in the development of federally funded programs designed to assist the disadvantaged students in an exploration of educational opportunities and in preparation for the admissions to postsecondary training. It was hoped that the results of this study might contribute to the research concerning this important human resources group, labeled as disadvantaged students.

The ninety students in the Upward Bound Program at East Central State University during the summer of 1973 constituted the population for this study. A stratified random assignment of students to small groups was employed which controlled for the variables of race and sex in each small group. A randon assignment was made of the small groups to form the control group (N=24) and the experimental group (N=66).

The investigator and four counselors cooperatively planned and conducted the activities for the experimental small groups. These students met for group counseling for one hour sessions twice per week. Weekly meetings of the counselors were held to assess the effectiveness of the methods and activities utilized and make modifications when considered necessary. The experiment spanned an eight week period with twelve group sessions recorded.

The small groups randomly assigned to the control group did not meet as a group. They met together only for the administration of the pre and post measurement instrument, the Tennessee Self Concept Scale.

The review of the research and related literature showed a general acceptance of a positive correlation of self concept to academic achievement and personality development. Successful studies, as well as unsuccessful studies, attempting self concept enhancement were reported. No study was found which attempted to change the self concept of disadvantaged highschool students. The majority of studies reviewed indicated that the self concepts of disadvantaged students were lower than other groups of students. This held true in this study.

Three major hypotheses were designed to provide answers to the research questions arising from the problem of the study. The questions to which answers were sought were:

1. Were the self concepts of disadvantaged students changed significantly when using group counseling processes as the environment for change?

2. Did the treatment have varying effects on specific areas of the self concept as measured by the Tennessee Self Concept Scale?

The statistical tests used to determine significance included the t-test and the one-way analysis of variance. The Aspin-Welsh formula to correct the degrees of freedom when using unequal Ns was used with the Student t. Significance level was set at p=.05.

## Findings

An analysis of the data produced the following findings:

1. There were no significant differences between the experimental and control groups when comparing the means of the pretest-posttest change scores on any of the nine dimensions of the TSCS. The dimension of Personal Self at p=.06 approached the significant level.

2. The treatment produced varying effects on the specific dimensions of the TSCS. Varying increases in the change scores were recorded on eight of the nine dimensions tested for the experimental group. The other dimension showed no change. The control group showed increases in four dimensions, decreases in four dimensions and no change in one dimension.

3. There were no statistically significant differences obtained when the means of the pretest scores were compared with the means of the posttest scores for the experimental group. Neither were there significant differences obtained when the pretest-posttest change scores of the control group were compared.

4. There were no statistically significant differences among the self concept change scores obtained in the experimental small groups when using four counselors to provide the group counseling treatment.

5. As a group the study sample of disadvantaged students scored below the norm on all self concept dimensions as measured by the TSCS. The pretest showed that seven individuals were on or above the TSCS norm. At the conclusion of the study, fifteen participants had reached or exceeded the norm.

## Conclusions

The evidence resulting from the analysis of data appears to be supportive of these conclusions:

1. Disadvantaged highschool students as a group have lower self concepts than other persons as defined by the established norm of the TSCS.

2. Small group counseling processes as used in this study were not effective in obtaining significant changes in the self concepts of disadvantaged highschool students in twelve one-hour sessions spanning an eight week period.

3. The counseling processes as used had varying effects on the self concept of disadvantaged students.

4. Variances in total changes and dimensional changes may result from the use of different counselors.

## Recommendations

The findings and conclusions of this study support the following recommendations:

1. A replication of this study should be made which spans a longer time period or provides for a greater number of sessions per week. Several sessions are necessary to establish group identity, cohesiveness and trust among group members. These characteristics, according to the literature, are needed

before a group can interrelate effectively enough to provide the environment for positive self concept change.

2. A follow-up study to assess the participants self concept levels twelve to eighteen months or longer after the conclusion of the study should be made to determine the long-range effects of the group counseling even though there were no significant changes in their self concepts at the conclusion of the eight weeks of twelve sessions. The design selected should control for the intervening variables.

3. Comparative studies of other Upward Bound students on other campuses could offer additional valuable data.

4. A follow-up study on the academic achievement of the study participants could be made to determine if the effects of the counseling treatment correlated with subsequent academic achievement.

5. When using more than one counselor to conduct the group counseling sessions, an intensive training workshop should precede the study. The selected counselors must have had group experience and have the philosophy and enthusiasm that positive changes can occur in small groups.

6. A different set of activities designed to facilitate small group interaction might improve the effectiveness of the group counseling process and increase the probability for significant changes in the self concept of disadvantaged students.

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# APPENDICES

# TENNESSEE SELF CONCEPT SCALE

William H. Fitts, PhD.

## Instructions

One the top line of the separate answer sheet, fill in your name and theother information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do no put any marks in this booklet.

The statements in this booklet 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! Read each statement carefully; then select one of the five responses listed below. 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 bu put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

| | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| Responses: | 1 | 2 | 3 | 4 | 5 |

You will find these response numbers repeated at the bottom of each page to help you remember them.

| | Item No. |
|---|---|
| 1. I have a healthy body | 1 |
| 3. I am an attractive person | 3 |
| 5. I consider myself a sloppy person | 5 |
| 19. I am a decent sort of person | 19 |
| 21. I am an honest person | 21 |
| 23. I am a bad person | 23 |
| 37. I am a cheerful person | 37 |
| 39. I am a calm and easy going person | 39 |
| 41. I am a nobody | 41 |
| 55. I have a family that would always help me in any kind of trouble | 55 |
| 57. I am a member of a happy family | 57 |
| 59. My friends have no confidence in me | 59 |
| 73. I am a friendly person | 73 |
| 75. I am popular with men | 75 |
| 77. I am not interested in what other people do | 77 |
| 91. I do not always tell the truth | 91 |
| 93. I get angry sometimes | 93 |

| Responses- | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

| | Item No. |
|---|---|
| 2. I like to look nice and neat all the time | 2 |
| 4. I am full of aches and pains | 4 |
| 6. I am a sick person | 6 |
| 20. I am a religious person | 20 |
| 22. I am a moral failure | 22 |
| 24. I am a morally weak person | 24 |
| 38. I have a lot of self-control | 36 |
| 40. I am a hateful person | 40 |
| 42. I am losing my mind | 42 |
| 56. I am an important person to my friends and family | 56 |
| 58. I am not loved by my family | 58 |
| 60. I feel that my family doesn't trust me | 60 |
| 74. I am popular with women | 74 |
| 76. I am mad at the whole world | 76 |
| 78. I am hard to be friendly with | 78 |
| 92. Once in a while I think of things too bad to talk about | 92 |
| 94. Sometimes, when I am not feeling well, I am cross | 94 |

| Responses- | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

| | Item No. |
|---|---|
| 7. I am neither too fat nor too thin | 7 |
| 9. I like my looks just the way they are | 9 |
| 11. I would like to change some parts of my body | 11 |
| 25. I am satisfied with my moral behavior | 25 |
| 27. I am satisfied with my relationship to God | 27 |
| 29. I ought to go to church more | 29 |
| 43. I am satisfied to be just what I am | 43 |
| 45. I am just as nice as I should be | 45 |
| 47. I despise myself | 47 |
| 61. I am satisfied with my family relationships | 61 |
| 63. I understand my family as well as I should | 63 |
| 65. I should trust my family more | 65 |
| 79. I am as sociable as I want to be | 79 |
| 81. I try to please others, but I don't overdo it | 81 |
| 83. I am no good at all from a social standpoint | 83 |
| 95. I do not like everyone I know | 95 |
| 97. Once in a while, I laugh at a dirty joke | 97 |

| Responses- | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

Item No.

8. I am neither too tall nor too short ..... [ ]

10. I don't feel as well as I should ..... [10]

12. I should have more sex appeal ..... [12]

26. I am as religious as I want to be ..... [26]

28. I wish I could be more trustworthy ..... [28]

30. I shouldn't tell so many lies ..... [30]

44. I am as smart as I want to be ..... [44]

46. I am not the person I would like to be ..... [46]

48. I wish I didn't give up as easily as I do ..... [48]

62. I treat my parents as well as I should (Use past tense if parents are not living) [62]

64. I am too sensitive to things my family say ..... [64]

66. I should love my family more ..... [66]

80. I am satisfied with the way I treat other people ..... [80]

82. I should be more polite to others ..... [82]

84. I ought to get along better with other people ..... [84]

96. I gossip a little at times ..... [96]

98. At times I feel like swearing ..... [98]

| Responses - | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

| | | Item No. |
|---|---|---|
| 13. | I take good care of myself physically..... | 13 |
| 15. | I try to be careful about my appearance..... | 15 |
| 17. | I often act like I am "all thumbs"..... | 17 |
| 31. | I am true to my religion in my everyday life..... | 31 |
| 33. | I try to change when I know I'm doing things that are wrong..... | 33 |
| 35. | I sometimes do very bad things..... | 35 |
| 49. | I can always take care of myself in any situation..... | 49 |
| 51. | I take the blame for things without getting mad..... | 51 |
| 53. | I do things without thinking about them first..... | 53 |
| 67. | I try to play fair with my friends and family..... | 67 |
| 69. | I take a real interest in my family..... | 69 |
| 71. | I give in to my parents. (Use past tense if parents are not living)..... | 71 |
| 85. | I try to understand the other fellow's point of view..... | 85 |
| 87. | I get along well with other people..... | 87 |
| 89. | I do not forgive others easily..... | 89 |
| 99. | I would rather win than lose in a game..... | 99 |

| Responses - | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

Item No.

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 .....

| Responses- | Completely false | Mostly false | Partly false and partly true | Mostly true | Completely true |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

## APPENDIX B

### Description of Activities for Small Groups

Session I.

A. Administer Tennessee Self Concept Scale.

1. Follow directions verbatum in Manual.
2. Collect test booklets and answer sheet. (time: 12 to 20 minutes).

B. Get acquainted (Procedure commonly called "going around").

1. Arrange seating in a circle.
2. Introduce self and school you attend. Everyone in circle attempts to repeat the names of those who were introduced before him. Eye contact is to be made with each person as his name is repeated.

C. Play Ha-Ha game (Fun and tension release)

1. Any group member begins the game by laughing ha-ha! The person next to him laughs ha-ha-ha and the next ha-ha-ha-ha. This proceudre is repeated, adding a ha each time, until all members have participated.

Note: Leader should check with participants to make sure that the next meeting time and place is clear.

Session II

A. Each member greets other members by "going around." This develops an awareness of each individual member and sets stage for group belongingness.

B. Trust Circle

1. Group stands in a close circle, one member volunteers to be in center of circle with eyes closed and allows the others to turn him until

volunteer is not sure who is in back of him. He then falls backward trusting that the members of the group will not let him fall. This is repeated until all members who will have participated.

C. Trust walk

1. Mill around the group and select another member you feel that you would trust.
2. One member closes his eyes or uses a blindfold and allows his selected friend to walk him around the room and through the chairs sometimes fast, sometimes slow. Exchange partners and repeat.

D. Lay Ground Rules for Group

1. Do not discuss or reveal things of a personal nature to others outside the group.
   a. discuss confidentiality
2. Keep feelings in the "Here and Now."
3. Recognize each person as a valuable part of the group.
4. Listen - help others - give honest feedback.

E. Discussion of individual feelings concludes group session.

Session III.

A. Friendship Exercise (Written exercise and discussion).

1. The exercise is based upon Johari's Window. The objectives of the exercise are to examine your and the group's receptivity to feedback, willingness to self-disclose, and willingness to take risks in relations with friends. Each person should complete the "Friendship Relations Survey." Score the final results of the survey for yourself and the group. Discuss the results in the group as a whole.

B. Conclude by having each member say something to each of the other members by looking at him and calling his name.

Session IV.

A. Out in the Cold

1. Each member takes turns leaving the circle to look about the room or sit alone for about two minutes. He must ask to return to the group and replace someone else. After everyone experiences "out" discuss feelings of "being out" and "being in" the group.

B. Identify Oranges as your friend

1. Each member is given an orange with the instructions to identify the orange as a friend and be able to introduce and discuss the characteristics of your friend to the group. After discussions all oranges are placed on the floor and mixed. Each member is ask to find his friend.

C. Discussion of individual feelings and progress concludes group session.

Session V.

A. Puzzle Exercise

1. Requires five participants. Non-participants may be utilized as observers of the total process for later synthesizing discussion. This is a non-verbal exercise requiring teamwork interaction with emphasis on sensitivity to others needs.
2. The exercise can only be completed by the exchange of puzzle parts between members. No one can ask for a puzzle part. The part must be offered and never taken unless offered. The exercise is over when each member has completed a 6"x6" square with the puzzle parts.

B. Discussions of feelings and progress evaluation. Group session concludes with a "going around" of so long and/or bye for now from each member to each other member.

Session VI.

A. Non-structured - Free expressions.

Session VII.

A. Role Playing

1. Trade places in circle and assume the behavior of that person as you perceive him to be in the group.
2. Group selects subject to role play. Exchange roles.

Session VIII.

A. Continue role playing

B. Free discussions

Session IX.

A. Interpret TSCS scores to each member individually.

1. Each member came at 10 minute intervals. Extra time was mutually agreed upon for those who wished more individual discussion.

Session X.

A. "Who I Am"

1. A non-verbal exercise by which each member expresses "Who I Am" by drawing or painting.
2. After completion, each member presents his drawing to the group for interpretation.

Session XI.

A. Free discussions

Session XII.

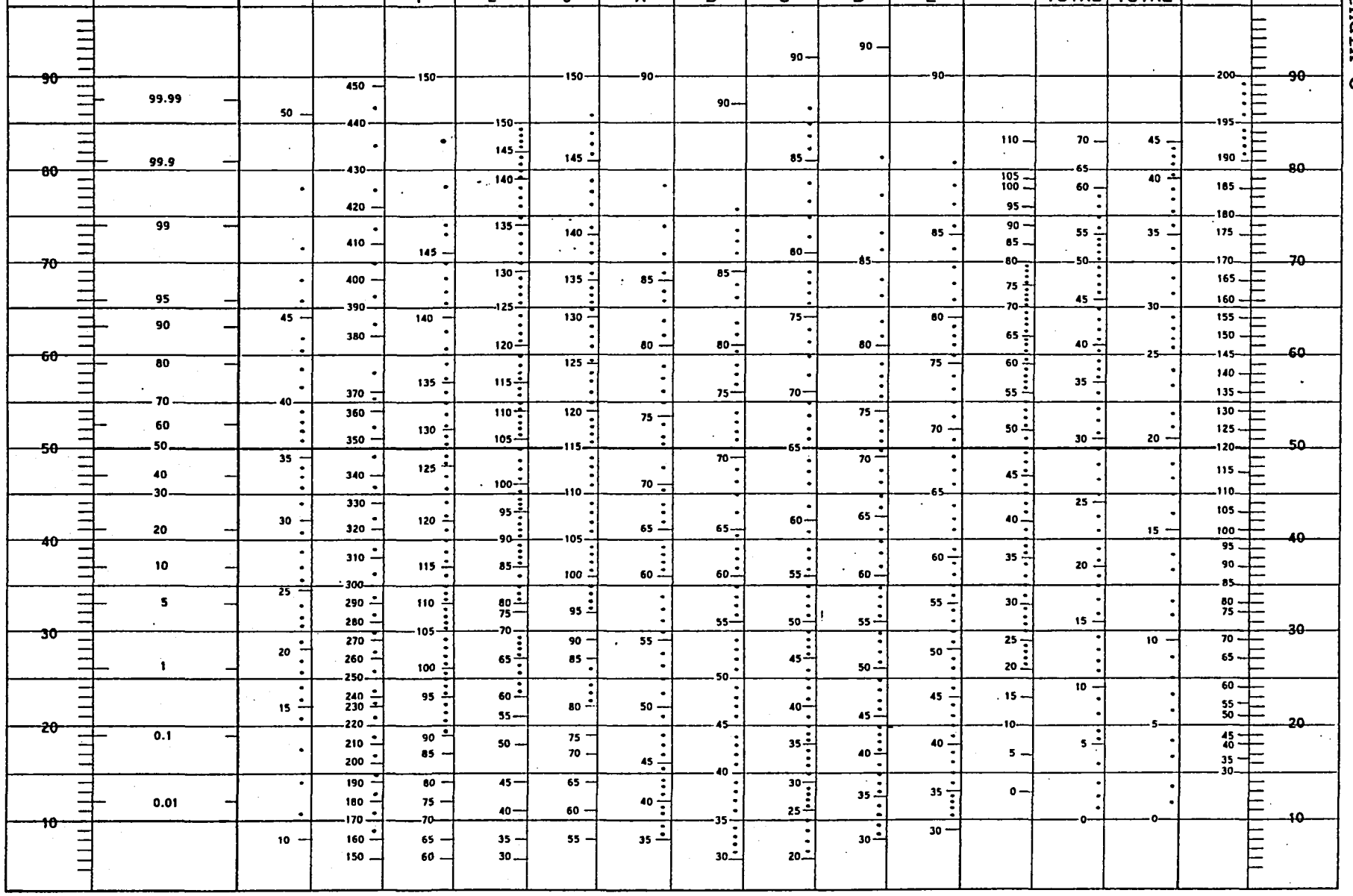
A. Administer TSCS to all members.

Tennessee Self Concept Scale

PROFILE SHEET

Counseling Form

| NAME | SCHOOL GRADE | SEX M F | AGE | DATE | TIME STARTED | TIME FINISHED | TOTAL TIME |
|---|---|---|---|---|---|---|---|
| Appendix C | | | | | | | |

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