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## Self-Concept Change in Group Counseling

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SELF-CONCEPT CHANGE IN  
GROUP COUNSELING

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A Thesis  
Presented to  
The Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Don E. Whitcraft  
July 1969

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## ACKNOWLEDGMENTS

A special thanks to Jackson B. Frost, an administrator who helped; and to eighty kids who weren't frightened by what they saw.

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# I

## INTRODUCTION

There seems to be a rise in the popularity of phenomenological psychology in the past few years. Works by Rogers (1951) and Combs and Snygg (1959) have helped to underscore the importance of the phenomenological aspects of man's behavior. In this approach the subjective and affective aspects of experience are emphasized. The concept that an individual has of his experience and of his own part in the experience becomes of critical importance. This concept is important to his understanding of himself and to others who wish to understand him. Perhaps it is for this reason that self-concept has also had a rise in popularity. Self-concept has recently been referred to as a "phenomenological picture" (Ashcraft and Fitts, 1964). Fitts (1965) has developed a scale which is designed to measure the phenomenological self-concept. Fitts' scale is used to assess self-concept in this study.

Also drawing heavily on the phenomenological approach to man's behavior is the process of interaction called group counseling. In this chapter will be found a more complete description of group counseling and self-concept. The study which follows is an attempt to investigate the effect of group counseling on the self-concept. This study

was conducted within the junior high school level of a public school system. The results would appear to have meaning for teachers, administrators and guidance counselors, particularly those of the junior and senior high school levels.

### Definition of Terms

Group Counseling. A process of group interaction which is essentially therapeutic in nature. It produces a therapeutic effect by (a) the alleviation of emotional tensions through sharing experiences; a process involving catharsis, (b) the reliving of old experiences and increasing self-awareness, (c) exhibition of direct interest and attack on personal problems in order to foster attitudinal modifications, and (d) the permissive and supportive role of the counselor (Ohlsen, 1955, pp. 295-296).

Self-Concept. In this study the term "self-concept" refers to how a person sees himself; his awareness of himself, especially in relation to his physical, moral-ethical, personal, family, and social context. Reference to measured self-concept or change in self-concept will be in terms of scores attained on the Tennessee Self Concept Scale (TSCS).

### The Problem

It is the purpose of this study to investigate the effect of group counseling on the self-concept of junior

high school students. Self-concept will be measured by the Tennessee Self Concept Scale (TSCS).

Increased demands on counselor time in the public schools have made it more important than ever for counselors to seek effective and more efficient ways of making pupil contact. Group counseling is one such means of broadening contact with large numbers of pupils. This is one reason it seems that more research in group counseling should be undertaken. The analysis of the outcome of group counseling is made more meaningful by the development of a large body of theory and research in the last decade or so on the self-concept as a factor in personality development and as a measurable variable in counseling. Gilbert Wrenn (1958, p. 104) says " . . . the self-concept of the client is emerging as a significant factor in the counseling process and as an important variable in the evaluation of counseling." In the conclusion of his survey on the use of the self-concept in counseling practice, Wrenn has this to say (1958, p. 108): "Some very significant uses for the self-concept in counseling practice as well as in counseling evaluation have been demonstrated." In the introduction to her review of literature on self-concept, Ruth Wylie (1961) indicates the considerable and growing importance of the self-concept to research.

Results of some investigations have supported the sensitive and yet critical nature of the self-concept to individuals. Stock (1949) made a study of the inter-relationships between the self-concept and feelings toward others. After analyzing recorded interviews on a five point scale which rated each statement in terms of referent and affect from "strong positive" through "objective" to "strong negative" Stock found significant correlation between the way an individual feels about himself and the way he feels about others. In a rather well known study Benjamins (1950) indicated how sensitive the self-concept is within individuals. After falsely reporting on I. Q. test results to high school students, the students' performance on a second test changed significantly in the direction of the false report. Mary Engels (1959) conducted a study in which she investigated the stability of the self-concept in adolescence. She found a correlation of .53 between Q sorts obtained two years apart from 172 eighth and tenth graders. She found that negative self-concepts tended to be less stable than positive self-concepts. Persistently negative self-concepts correlated highly with maladjustment indications on the MMPI. Shifts up or down in regard for self on the Q sort shifted correspondingly on adjustment indications on the MMPI.

The foregoing indications of the part that the self-concept plays in personal development and in counseling

practice tend to illustrate the importance of performing research that sheds light on the condition or status of the self-concept in controlled situations. The controlled situation of this study is to be a period of group counseling with junior high school students.

### Review of Literature and Related Research

This review of literature is divided into three parts. The first part deals with what can be theoretically expected to happen to the self-concept in counseling situations. The second part will attempt to clarify the counseling approach used in this study. One of the reasons for this clarification is to improve understanding of the experimental variable. Another reason is to illustrate the relationship of counseling in this study to other studies cited in the review of literature. The third part of this review deals with what the literature contains in the form of demonstrated outcomes of counseling which illustrate the efficacy of counseling in bringing about change in different variables such as self-concept, attitudes, interpersonal relationships, and academic achievement. When the word "significant" is applied to results in this review, it means that statistical significance was achieved for at least the .05 level of probability.

Theoretical statement of counseling effect on self-concept. In an article on the organization of personality, Rogers (1947, p. 361) states that "Given certain psychological conditions, the individual has the capacity to reorganize his field of perception, including the way he perceives himself, and that a concomitant or resultant of this perceptual reorganization is an appropriate alteration of behavior." It is upon the strength of this assertion that this study is based. It is believed that group counseling of adolescents can prove to be a significant enough "psychological condition" to result in the perceptual reorganization Rogers speaks of. It is further believed that this reorganization will be demonstrably evident in changed scores on the TSCS.

Statement of counseling approach to be used in this study. Group counseling is a complex process which is very difficult to control in experimental research. One thing that can be done to make group counseling more subject to research is to establish as clearly as possible an operational definition of the process which is commensurate with the underlying theory and practice of the counselor who will act as group counselor. The following attempt is made to clearly delineate the role of the counselor in the process of group counseling--a description of what will be done with the experimental subjects in this study. The points are taken from Ohlsen (1955, pp. 310-311) and expanded upon here.

1. The counselor is conscious of all members, but he concentrates on the speaker.

2. He gives full attention to helping individuals express themselves and understand the total subjective effect of that expression on others as well as on themselves. This means that the counselor too is a reacting individual, but in his reaction the counselor takes care to show the relationship of his perception or understanding of an experience with the overt (or covert) response that follows. This does not mean that the counselor's reactions to other members and to their experiences are the only valid ones. It means that he must be alert and sensitive to the reactions of all members whether verbally expressed or vaguely hinted at by overt behavior.

3. He attempts to correctly perceive and understand the speaker's feelings toward himself, other members, and the ideas being expressed and, in so doing, help the speaker share these feelings and their personal meaning with the group.

4. He observes the reactions of the members to one another and by seeking clarification and understanding of these responses he helps members to become more actively involved and interested members of the group. The honesty of expression is thought of as expression which has meaning to the person expressing himself and to other members of the

group. For example, an expression like "I don't like myself!" may surprisingly lack meaning to the person making the statement as well as to those who hear it. Clarification and greater understanding of such a statement can be sought by a simple response which says, "I don't know what you mean! Can you tell me more about that?" This kind of response can be made to non-verbal expressions also, such as inability to remain seated, nail biting, or other salient behavior.

5. By avoiding arbitrarily punitive and judgmental statements and by honestly expressing his concern for the group members he gradually communicated to each and every one in the group his warmth, understanding and acceptance. To do this the counselor must first be truly concerned with the essential question of "Yes, but what about you?" The question to be asked is, basically, one which says "Where do you come in?" or "What effect does this have on you?" Warmth can be shown by a spontaneous inquiry into the personal well being of the individual such as "Were you hurt?" or even "How does saying this make you feel?" This does not mean that the counselor should condone clearly illegal behavior which is related by a member, but that he should attempt to understand the meaning it has to the person who experiences it. The concern expressed here is not for the rectification of wrongs, but for the meaning that specific acts have for individuals.



6. The counselor tries to accept each person as he is. He does this by letting each person set and express his own goals without the threat of his being judged as good or bad as a result of them.

7. As the counselor refrains from making value judgments on the character of group members he helps them gain the impression that they do not have to see things as the counselor does to be accepted.

It is believed that persons who undergo the process explained above will feel more free to honestly and non-defensively perceive themselves than will persons who have not undergone the experience of group counseling. Logically, this means that self-concept scores are liable to depreciate as well as rise in the case of a person who may have defensively scored himself high on pretesting. Rogers (1947, p. 364) puts it this way: "When the individual permits all his perceptions of himself to be organized into one pattern, the picture is sometimes more flattering than he has held in the past, sometimes less flattering. It is always more comfortable."

In discussing the effects of counseling on the self-concept, Ruth Wylie (1961, p. 163) points out that a common limitation of past research is that it has had little to say about normal self-concept development and structure because the studies typically employ samples of disturbed persons. It is hoped that this limitation can be somewhat overcome

by the fact that this study utilizes a sample chosen as typical of a ninth grade population of a junior high school. That a student is or is not judged as disturbed has no bearing on his choice for the sample. This study also attempts to overcome another fairly common shortcoming pointed out by Wylie (1961, p. 163). Wylie has found that counseling and psychotherapy studies involving self-concept often fail to provide control groups. This study includes a comparable and numerically equal control group.

Some demonstrated outcomes of counseling--group counseling. Of specific importance to this study are group counseling studies utilizing secondary students. Such studies are surprisingly difficult to find in the literature. Of those that do exist, different areas of interest have been focused on; some investigating self-concept, some not. Not all of the studies mentioned here deal specifically with self-concept, but those that do not are intended to illustrate that counseling itself is an effective variable.

Caplan (1957) used group counseling on "problem boys" in a junior high school. He found that counseled subjects showed more integrated self and ideal structure on Q sorts than controls. The experimental group also showed a decline in frequency of discipline reports by teachers that differentiated them from controls. Even academic grades showed improvement, but differences between experimental and control groups in this area were harder to distinguish.

Mezzano (1967) has helped to clarify the effects of group counseling on GPA. He reports that his counseled subjects (male high school students) indicated a significant and positive change in GPA when compared to controls. Mezzano points out an interesting sidelight to his study, however; namely, that results are not immediate. It seems that effects of group counseling as defined in his study are dependent on a period of incubation before newly gained insights are translated into action. Academic achievement and other factors in group counseling have been investigated by Whittaker (1967) with less favorable results. As measured, Whittaker found no significant effects of group counseling on GPA, attitudes toward study, and need for personal achievement. He did, however, find that feelings of personal adequacy measured by a scale of 50 self-reference statements was affected "in a positive way."

In another study using junior high school students, Ward (1966) found "trends" of significant improvement of counseled over non-counseled subjects on (a) decreased dogmatism, (b) perceptiveness of environment, and (c) positive interpersonal relations.

In order to answer the criticism of lack of follow-up studies in counseling, Bridge (1966) assessed the real, ideal and self-concepts of 53 secondary school students using the Q-sort technique. This assessment was made 12 months after the last of 12 sessions of group counseling.

Bridge found that shifts toward more positive self-perceptions which may be attributable to group counseling, may occur after counselees have had time to integrate new learning about the self, and possible to modify behavior.

The vast majority of studies found in the literature provide favorable and encouraging results, but positive results of group counseling are marred by reports of unsuccessful yet similar studies. One such study by Felz (1967) found that with 42 female prospective elementary teachers 90 minutes of group processes per week for ten weeks produced no statistically significant results on (a) perceptual flexibility, (b) self-concept, or (c) personality orientation. Whether or not conflicting results in counseling studies are valid or can be attributed to design of specific studies is a matter largely of speculation. These conflicts, themselves, demonstrate a need for research in design and in theoretical approaches in counseling.

Some demonstrated outcomes of counseling--client-centered counseling. The following report of studies does not bear on the specific subject of group counseling. These are studies which do, however, relate to the client-centered approach which underlies this study.

In an investigation of the nature of non-directive psychotherapy, Snyder (1945) reports that individuals

undergo a predictable process of change in therapy. This process seems indicative of the general nature of change in client-centered counseling. It is outlined as follows:

(a) release of negative feelings is followed by expression of positive attitudes, (b) expression of problem statements is followed by emergence of insight, and (c) toward the end of therapy the client increases his planning activity.

Snyder's outline of the therapeutic directions of the counseling process seem to be supported by another study (Curran, 1945). In one intensive case study Curran reports that as therapy progresses, the individual gains a coordinated picture of his various problems, their interrelationships and main causes.

Butler and Haigh (1954) have demonstrated the effectiveness of client-centered counseling in improving self-concept. After comparing 25 counseled subjects with 25 non-counseled subjects, they found that clients rated as definitely improved showed "marked change" on integration of Q sorts while no change occurred in controls. The authors concluded that client-centered counseling results in rise in level of self-esteem and adjustment.

In another study comparing "more improved" with "less improved" subjects treated by client-centered methods, Blau (1953) found favorable results on a "multiple criterion." In an analysis of counseling protocols with these criteria, he found the improved group showed significantly

more Relief from Symptoms responses and Discrimination of Problems responses. Such results are indications of the efficacy of client-centered methods. Blau goes on to report that as therapy progressed the improved group continued to increase significantly in Relief from Symptoms, Understanding and Insight, and Discrimination of Problems responses. Seeman (1949) reported results similar to Blau in a study of ten cases. Seeman indicated that as therapy progressed the clients gained insight and understanding. Positive attitudes became conceptualized and increasingly expressed in the present tense. Negative attitudes tended to be expressed in the past tense as therapy progressed. These results are indications of the beneficial effects of client-centered methods on some specific factors of personality adjustment. As self-concept is believed to play an integral part in personality adjustment (Fitts, 1965; Wrenn, 1958; Wylie, 1961) it seems likely that these beneficial results would carry over into the specific area of the self-concept as well.

The consistency and the integration of the self-concept has been a popular area of interest to research in counseling. Several studies which analyze various aspects of the self-concept have already been mentioned (Butler and Haigh, 1954; Bridge, 1966; Stock, 1949; Whittaker, 1967).

More studies concerned with self-concept follow. Cartwright (1957) found that cases judged "successful" in therapy showed increases in the consistency of Q-sort ratings of themselves as they felt they were seen by three people of their choice. The introduction of difficult variables in such studies is made when the concept of "successful" cases is introduced. This identification is usually made by teams of clinical psychologists, and sometimes by the counselors involved in the study, as in a study by Vargas (1954). In an analysis of protocols of ten clients judged "successful" by their counselors, Vargas showed a significant correlation of success with self-awareness increases.

In a complex, but rather ingenious evaluation of self-rating changes in counseling, Ewing (1954) found that clients estimated to be "most improved" tended to (a) change their self-figure on Q sorts toward their ratings of ideal and counselor figures, and (b) change their ideal and counselor figures toward the second rating of self. The conclusion seems to be that, in counseling, individuals tend to change Q sorts of self, ideal and selected others toward one another without holding any one concept rigid or inflexible. This is of interest to self-concept theorists who have asked if increased congruence of self and ideal ratings after therapy results from changes in the real or the ideal sorts. An integration of outlook seems to take place based upon a convergence of all ratings.

After investigating changes in Q-sort representations of self, others and interrelationships in client-centered therapy, Rosenman (1955) found that clients clinically judged "successful" increased positive evaluations and actions toward self. Rosenman also found decreased positive evaluations of others. This could be seen as a tendency toward ego-centricity in client-centered therapy, but this is not likely in view of evidence that acceptance of others is also a product of therapy. Evidence of acceptance of others is reported by Sheerer (1949). On a "reliable five point rating scale" Sheerer found marked and regular increases in acceptance of and respect for not only the self in counseling, but others as well. Along with Sheerer's, Rosenman's study remains important as further evidence of the positive effect of client-centered therapy on self-concept.

Along with this increased acceptance of the self in client-centered counseling, individuals seem more capable of trusting their own judgment in situations involving decisions. In an investigation of the locus of evaluation in psychotherapy, Raskin (1952) found support for the prediction that in therapy clients tend to shift from use of others as a source of evaluation toward use of self as a source of evaluation. Similar conclusions were made by Raimy (1948) when he found that cases clinically judged "successful" showed a predicted shift toward self-approving



balance on measures of positive, negative, and ambiguous self-references. Cases judged "unsuccessful" did not show these shifts.

One desired outcome of counseling with public school students is improved attitudes toward school and studies which may be reflected in improved grades and conduct. Some studies addressing themselves to this problem have been mentioned (Caplan, 1957; Mezzano, 1967; Whittaker, 1967). Lodato and Kosky (1967) used some different approaches to group counseling in an attempt to modify attitudes of slow learners toward school. Using a multi-leader approach with elementary and junior high subjects they successfully modified attitudes of slow learners toward studies and school in general. In another study of under-achievers Laxer, Kennedy, Quarter and Isnor (1966) found no significant differences between paired groups on Q sorts of self, ideal, and ratings of members of their peer group. In this study 260 underachievers in grades 4-11 were counseled for a combined total of 600 hours.

The dearth of studies in the literature has made it necessary to generalize from the results of studies not dealing with the specific subject of adolescent self-concept in group counseling. The following summary will express the conclusions of the review.

Summary. This review of literature has reported and discussed some theoretical expectations and some demonstrated outcomes of the counseling process. Most of these reports have indicated favorable if not significant outcomes of counseling in the several areas of (a) attitude, (b) GPA, (c) interpersonal relationships, and (d) self-concept. None of the reviewed investigations, however, have dealt with the specific subject of the self-concept of junior high school students who were selected as "normal" in terms of GPA, behavior, and adjustment, rather than as underachievers or behavior problems of some sort. Ruth Wylie (1961) has reviewed the literature on self-concept and has concluded that there is a need for further research in self-concept dealing with the normal population.

Perhaps some notes of warning are fitting at this point on the subject of research in counseling and the self-concept. Taylor (1955) has warned that changes in self-concept do take place without psychotherapy. He found that by repeatedly administering the Q sort to 26 non-counseled subjects the same general trends were found that have been reported for successful counseling; namely, that the self-concept tends to become more positive, more consistent, and its relationship to the self-ideal becomes more positive. In all cases, however, these changes are of smaller magnitude than those reported in counseling. Taylor does not conclude that counseling is, therefore,

ineffective. He logically points out that care must be used in studies which use Q sort or other self-description techniques as criterion measures. With the same kind of caution, Pinchas (1967) warns that there is a natural resistance to change even after insight is increased. He suggests that there are resistances against application and exploitation of insight which must be given attention. This seems to suggest that other measures, perhaps of the behavioral type, should be used to supplement scales which indicate modifications of insight. Suffice it to say that the need for research has been heeded in this study along with the attendant cautions that this entails.

This study is made to help overcome a lack of research on the specific subject of group counseling effect on adolescent self-concept. The preponderance of favorable results of group counseling and client-centered approaches in several areas of adjustment, including self-concept, inspires questions regarding the self-concept of a normalized sample of adolescents. These questions are dealt with in the next section.

### Hypotheses Tested

Of obvious importance to a study comparing counseled with non-counseled groups is the question of their comparability before introduction of the experimental variable. Will there be significant differences on the scores of the

TSCS before group counseling? Statistical tests will be made of the difference between groups on the following self-concept scores of the TSCS: (a) Total, (b) Physical, (c) Moral-Ethical, (d) Personal, (e) Family, and (f) Social.

How will the groups compare on difference of scores (D score) between precounseling and postcounseling tests on the TSCS? Will D scores on the six scales of the TSCS be significantly greater for the counseled group than for the non-counseled group?

The last consideration of this study will be a comparison of the D scores within groups. Will the non-counseled group show a significant difference between TSCS scores earned in the pre- and postcounseling period of the study? Conversely, will the counseled group show a significant difference between their precounseling and post-counseling scores on the TSCS?

To supplement the TSCS in comparing groups in this study the Adapted California Q-Set will be administered to both groups after counseling. The question being investigated here is whether or not the counseled group will show a greater congruence of real and ideal sorts than the non-counseled group.

These are the questions investigated in this study. The manner in which this investigation was carried out will be explained in the next section.

## II

### METHOD

#### Design

In this study comparable control and experimental groups were tested for precounseling and postcounseling scores on self-concept. The independent variable was 16 hours of group counseling for the experimental group. It was expected that the experimental group would show greater gain than the control group between pre- and posttests. It was further expected that counseled subjects would exceed non-counseled subjects in congruence of real and ideal Q sorts after group counseling.

#### Subjects

The subjects for this study were drawn from the ninth grade class of Tahoma Junior High School in Maple Valley, Washington. This school system is located in a semi-rural area within close commuting distance of two urban industrial areas. The population of this school is composed primarily of children whose parents are directly connected with industries. The sample used consisted of eight matched groups of ten subjects each. All groups were matched as nearly as possible in terms of the following variables:

1. Sex.
2. Achievement, as measured by the previous year's performance on the Iowa Tests of Basic Skills.
3. Academic aptitude, stated in the form of IQ scores on the Lorge-Thorndike Intelligence Tests administered in the seventh grade year.
4. Age. At one grade level age differences should not be great, but extremes in either direction were avoided.
5. Father's occupation, as determined by screening of cumulative records.

#### Sampling

The distribution of ability and achievement scores within the sample of 80 subjects was made to replicate as nearly as possible the distribution of those same scores within the total ninth grade class from which they were drawn. For example, it was found that the distribution of IQ scores on the Lorge-Thorndike Intelligence Test in the following ranges within the class was as follows: 89 and below, 10%; 90-99, 20%; 100-109, 40%; 110-119, 20%; 120 and above, 10%. This distribution was maintained in the sample of 80 subjects. The same procedure of duplicating the distribution was followed for achievement scores.

The age range of the sample was no greater than one year and nine months. No subjects were discarded on the basis of extremity of chronological age.

In terms of father's occupation, no more than two subjects in each group of ten had a father in a professional occupation such as medicine, engineering or education; but at least one of these occupations was represented in each group. The remainder of each group was composed of children whose fathers were members of skilled trades such as machinists, electricians, accountants and clerks.

There was an equal distribution in terms of sex. Five boys and five girls were in each group of ten.

### Instruments

The TSCS (Fitts, 1965) was used to measure self-concept on precounseling and postcounseling tests. This scale offers more than just a global view of the self-concept, but a multi-faceted score reflecting the self as a physical, moral, personal, family, and social entity. The scale has been standardized on a broad sample of 626 people. The sample included people from various parts of the country, ranging in age from 12 to 68. The scale consists of 100 self-descriptive statements which the subject uses to portray his own picture of himself. Subjects respond to the statements on a five-point scale from completely false (1) to completely true (5). The items consisted of 45 positive statements, 45 negative statements and 10 self-criticizing statements. The scale is appropriate for

individuals of age 12 or higher who have at least a sixth grade reading level. The scale can be administered individually or in groups.

The Adapted California Q-set (Naumann, 1964) was used to measure real and ideal self ratings of individuals in both groups after group counseling. The Adapted California Q-set is derived from the California Q-set, Form III which is described in detail by Block (1961). Naumann has devised a Q set composed of fifty items which he maintains is an optimum number for the interests and abilities of unsophisticated sorters. The fifty items consist of "high" and "low" items in terms of mental health concepts. A few items on the adapted Q set have been edited by Naumann to make them less technical. Test-retest checks of the reliability of the Adapted California Q-set have produced Pearsonian  $r$ 's ranging from .78 to .96 with a mean correlation of .85. The adapted Q set has been used with "several scores" of young and middle aged adults, with college students, and with military personnel in group counseling situations.

The Q set consists of fifty adjectives which can be applied to personality traits. Subjects were asked to classify the items on a ten point scale from "least like me" (1), to "most like me" (10). A forced-choice procedure was followed in that the subject was required to assign a rank to each of the fifty items, placing neither fewer nor



more than five items in each rank. Subjects first rated their real selves and then made another complete rating of their ideal selves.

### Procedure

After identifying the eight groups of ten, four of the groups were randomly selected to represent the control group. The remaining four groups represented the experimental group.

The subjects met for pretesting on the TSCS in their selected groups of ten. Pretesting was carried out in the same conference room for all groups and was accomplished over a period of eight days.

The four experimental groups met for group counseling in sessions of two hours every fourth school day until a total of 16 hours of group counseling had been experienced by each group.

The four control groups were not seen or dealt with as distinct groups in any way during the period of group counseling. The experimenter was the group counselor for all sessions with the experimental group.

At the end of the sessions all eight groups again completed the TSCS. Following this posttesting on the TSCS, forty-nine of the subjects were present for a meeting at which the Adapted California Q-set was administered to

provide additional information with which to compare the experimental and control groups. Of these forty-nine, twenty-six were from the experimental group, and twenty-three were from the control group.

### III

#### RESULTS

The dependent variable was the scores made on the TSCS before and after group counseling, and the scores made on the Adapted California Q-set administered after posttesting on the TSCS.

Comparison of mean scores was made by use of a t test of the differences between two means (Blommers and Lindquist, 1960, p. 348). The criterion of significance was set at ( $p < .05$ ) on all scores.

A comparison of TSCS scores between the control and experimental groups before counseling was made to determine if significant differences existed between groups prior to introduction of the experimental variable. The results indicate that there was no significant difference between the groups on the total or any of the subtest scores of the TSCS. Table 1 summarizes the statistical results of this phase of the investigation.

A comparison of the difference scores of the control and experimental groups was made to determine if one group changed significantly greater than the other and to determine the direction of the change. The results indicate that, in both groups, all but one score on the TSCS changed

TABLE 1  
 COMPARISON OF PRETEST SCORES OF CONTROL AND  
 EXPERIMENTAL GROUPS ON THE TENNESSEE  
 SELF-CONCEPT SCALE

Test	Control Mean	Experimental Mean	$\bar{X}_1 - \bar{X}_2$	df	$t^*$
Total	320.52	306.32	14.20	78	1.60
Physical	68.07	66.75	1.32	78	.71
Moral-Ethical	62.35	61.67	.68	78	.33
Personal	60.92	58.90	2.02	78	1.02
Family	64.57	60.70	3.87	78	1.85
Social	64.10	61.92	2.18	78	1.23

\*.05 $t$  = 1.99

in a positive direction. The sole exception was the Physical Self-Concept Score of the control group, which was lower on posttesting. The experimental group made greater gains than the control group on all factors of the TSCS except the Social Self-Concept Score. Of the five scores which reflected greater gains for the experimental group, two (Total Self-Concept and Physical Self-Concept) reached significance ( $p < .05$ ). Table 2 summarizes the statistical results of this phase of the investigation.

A comparison of the difference between pre- and post-counseling period scores on the TSCS was made to determine if significant change was made within the control group. The results indicate that on neither the total nor on any subscores of the TSCS did the noncounseled subjects make significant change. Table 3 summarizes the statistical results of this phase of the investigation.

A comparison of the difference between pre- and post-counseling scores on the TSCS was made to determine if significant change was made within the experimental group. The results indicate that counseled subjects made significant ( $p < .05$ ) and positive change on all scores of the TSCS except the Social Self-Concept and the Moral-Ethical scores. Table 4 summarizes the statistical results of this phase of the investigation.

TABLE 2  
 COMPARISON OF DIFFERENCE SCORES OF CONTROL AND EXPERIMENTAL  
 GROUPS ON THE TENNESSEE SELF-CONCEPT  
 SCALE (POSTSCORE MINUS PRESORE)

Test	Control D Score	Experimental D Score	df	<u>t</u> *
Total	1.85	12.57	78	1.98**
Physical	- .47	2.50	78	2.27**
Moral-Ethical	.10	1.87	78	1.15
Personal	1.42	2.37	78	.73
Family	.65	2.75	78	1.37
Social	.72	.25	78	- .25

\*.05t = 1.67

\*\*p < .05

TABLE 3  
 COMPARISON OF THE DIFFERENCE BETWEEN PREScores AND  
 POSTScores OF THE CONTROL GROUP ON THE  
 TENNESSEE SELF-CONCEPT SCALE

Test	Mean Prescore	Mean Postscore	D Score	df	<u>t*</u>
Total	320.52	322.37	+ 1.85	78	.60
Physical	68.07	67.60	- .47	78	-.53
Moral-Ethical	62.35	62.45	+ .10	78	.11
Personal	60.92	62.35	+ 1.42	78	1.59
Family	64.57	65.22	+ .65	78	.67
Social	64.10	64.82	+ .72	78	.71

\*.05t = 1.67

TABLE 4  
 COMPARISON OF THE DIFFERENCE BETWEEN PRESCORES AND  
 POSTSCORES OF THE EXPERIMENTAL GROUP ON THE  
 TENNESSEE SELF-CONCEPT SCALE

Test	Mean Prescore	Mean Postscore	D Score	df	<u>t</u> *
Total	306.32	318.90	+ 12.57	78	2.80***
Physical	66.75	69.25	+ 2.50	78	2.60***
Moral-Ethical	61.67	63.55	+ 1.87	78	1.46
Personal	58.90	61.27	+ 2.37	78	2.51***
Family	60.70	63.45	+ 2.75	78	2.30**
Social	61.92	62.17	+ .25	78	.15

\*.05t = 1.67, .01t = 2.39

\*\*p < .05

\*\*\*p < .01



Results of the administration of the Adapted California Q-set revealed no significant difference between counseled and non-counseled groups on congruence of real and ideal self ratings following group counseling. The t test value was .283 with 40 df, where a t test value of 1.68 was needed for significance at the .05 level of probability.

#### IV DISCUSSION

The principal concern of this study was to investigate the effect of group counseling on the self-concept of adolescents. Seven factors of the self-concept were investigated and some appeared to be significantly affected by group counseling while some did not. A separate discussion of each of the factors may be important for the purpose of better understanding the effect of group counseling on self-concept.

Before going on to a discussion of separate factors, however, there is one indication of a general nature that seems worthy of note. This is that test results on the TSCS revealed scores uniformly lower than those reported in the normative sample by Fitts (1965). It may be that there are characteristics of the self-concept in adolescence that have not been properly normalized on a national or representative basis. In any case, without demonstrably valid norms on self-concept scores of this or any other instrument, it will always be difficult to evaluate the quality of reported change in self-concept. Fitts deals with this problem by use of the construction of the TSCS around items clinically judged as "positive" or "negative" in terms of mental

health. Fitts interprets increased scores on his scale as positive change, but there is always the danger of defensively high scores being reported.

#### Total Self-Concept Score on the TSCS

The total self-concept score may be useful as a general indication of self-concept change because it is a mathematical summation of the other self-concept factors of the scale. The counseled group did make significant changes ( $p < .01$ ) whereas the noncounseled group did not produce any changes which reached significance at the .05 level of confidence. It should be noted that both groups did change in a positive direction on this score, but the difference between groups, in terms of gain, significantly favored the experimental group at the .05 level of confidence.

Fitts (1965, p.3) calls this score "the most important single score on the Counseling Form." He goes on to say,

It reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and they have little faith or confidence in themselves.

Although the difference between group means on this score was not significant at the outset of the experiment, it was the experimental group which scored markedly lower. It may be assumed that the effect of group counseling on

this score was beneficial in that the mean score for the experimental group rose significantly (average gain equal to 12.57 raw score points), considerably narrowing the discrepancy between groups from 14.20 to 3.47 average raw score points.

#### Physical Self-Concept Score on the TSCS

It is commonly assumed that physical appearance is of special importance to adolescents, and observations made in the process of this study seem to support this. Numerous references were made by the students, while in group counseling, about the appearance of others. Sometimes these remarks were directed at students present in the group and sometimes they were directed at students or teachers who were not involved in group counseling at all. Considerable embarrassment seemed to be experienced by one boy when he was very bluntly and very seriously told by a girl that he was so good looking that she was afraid he would be "stuck up." Not all these remarks about appearance were flattering, however. Girls, for example, were fairly often heard to exclaim something like, "Ooh, she looks creepy!" whereas boys might more typically make a disparaging remark such as, "He looks like a queer!" This kind of evident concern for physical appearance expressed within the sessions may help to account for the fact that this was the only subtest on the TSCS on which the D scores

were significantly different ( $p < .05$ ) between groups. The significant increase of score within the counseled subjects seems to indicate a beneficial effect of group counseling.

#### Moral-Ethical Self-Concept Score on the TSCS

The Moral-Ethical score proved to be one of the most resistant to change on the TSCS. Fitts (1965, p. 3) describes the meaning of the score in this way: "This score describes the self from a moral-ethical frame of reference--moral worth, relationship to God, feelings of being a 'good' or 'bad' person, and satisfaction with one's religion or lack of it." As defined, this factor was the least often dealt with in counseling compared to the other factors of the scale. Two students asked what the word "moral" meant while they were taking the TSCS. On another occasion, a student looked up from his TSCS test booklet and asked, rather incredulously, "What's this about my relationship with God?" Concerning this subject, there seemed to be a lack of seriousness or willingness to deal with it on the part of the students. Statistical results of the study support these observations. The Moral-Ethical score changed the least in the control group and next to least in the experimental group. Both groups changed in the positive direction and the counseled subjects changed in greater degree than the noncounseled subjects.

### Personal Self-Concept Score on the TSCS

Fitts (1965, p. 3) says, "This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others." It can be said with some assurance that this was a popular matter of discussion in the group sessions. The similarity in the change of score between groups may indicate that it is a matter of some special concern to adolescents whether they are exposed to group counseling or not. The experimental variable of group counseling seemed to have less differentiating effect on the personal self-concept score than upon any others of the TSCS. Both groups changed markedly in a positive direction, but the counseled group changed significantly ( $p < .01$ ) while the noncounseled group did not.

### Family Self-Concept Score on the TSCS

Observations within the group counseling sessions tend to support the commonly held belief that adolescents do express a critical attitude toward parental authority and family restrictions. This attitude, however, is not always negative. One girl seemed pleased to point out that her older brother was so protective toward her that he would " . . . kill me if he knew the kind of boys I was

going out with." When asked what this meant to her, she replied, "I guess he doesn't want me to get hurt."

The subjective observation was made that the students in the experimental group seemed to be tolerant and even protective of their parents' images. When one made a critical remark about his parents, he would often preface it with a statement such as "My folks are really nice people, but . . . ."

There was a significant ( $p < .01$ ) degree of positive change in the Family Self-Concept score within the experimental group, but it was not significantly greater than the change made in the control group. Counseling seems to have been beneficial in regard to this score.

#### Social Self-Concept Score on the TSCS

From the point of view of both the counseled and the noncounseled groups combined this score was the most resistant to change of all the tests on the TSCS. This resistance to change is more difficult to explain on the part of Social Self-Concept than it was in the case of the Moral-Ethical score. In the latter case, the concept, as defined by Fitts, was rarely discussed in the group sessions, but Social Self-Concept was observed to be a matter of concern on a number of occasions. A student's sense of social adequacy was presumably the matter of concern when he was told by a disapproving peer "You make me sick! All you do

is act like a baby!" Fitts (1965, p. 3) describes the Social Self-Concept as ". . . another 'self as perceived in relation to others' category but pertains to 'others' in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general." Feedback that the students received in the counseling sessions was not always negative. "I really think you're nice." was heard more often in the counseling sessions than "You make me sick."

Paradoxically, the counseling atmosphere of increased honesty regarding oneself, and regarding the expressions made toward others, may have a debilitating effect on one's rating of his "social adequacy." This eventuality would add meaning to the statement of Carl Rogers (1947, p. 364) that, "When the individual permits all his perceptions of himself to be organized into one pattern, the picture is sometimes more flattering than he has held in the past, sometimes less flattering. It is always more comfortable." Change of Social Self-Concept Score was "positive" for both groups, but the relative resistance to change of this score was evident and, for the most part, unexplainable.

#### Real and Ideal Self Ratings on the Adapted California Q-set

A number of factors combine to cast some doubt on the validity of the results of this test as used in this study. Notably, the sample was about half the size of the original



sample used with the TSCS. The reason for this was that the Q sort was administered in the last week of school at a time when final academic examinations were the order of the day. There seemed to be a natural reluctance toward taking any further tests. Comments such as "I don't feel like it today." and "Not another test!" were common among the students in the sample. Conflicts in class and testing schedules precluded the release of many of the subjects for the Q-sort test. Although the sample for this phase of the study was smaller than the original sample, the comparability between groups was maintained on the same basis as explained in the sampling procedure.

Another factor which was probably important to the results of the Q sort was that, although the Q sort used was an adapted form meant to apply to "unsophisticated" sorters, it was noted that many of the junior high school students had difficulty comprehending the meaning of some of the adjectives on the list. Notable among these difficult words were "aloof," "dependent," and "discreet."

#### Implications for Research

Separating factors of the self-concept for individual analysis seems to be a productive approach to research in counseling. The relative stability of the social, and moral-ethical self-concepts among the other four factors on the TSCS provides questions deserving of further research.

Are these variables less subject to change than other factors? Can the subject of the Moral-Ethical self be properly dealt with in the public schools or does public controversy over separation of school and religious matters make students less willing, able, or even less inclined, to deal with the matter in the school setting.

Perhaps of special importance to research is the finding that the means of the different TSCS scores used in this study fell considerably short of the means published in the TSCS manual (Fitts, 1965). Is this a valid indication of lower self-esteem in adolescents than in the total population? Or does it mean that special instruments for self-concept measurement in adolescents must be devised?

More research on the norms of instruments purporting to measure adolescent self-concept is strongly recommended. There is a distinct need for more research in the area of specific effects of group counseling on the development of the self-concept of adolescents.

## SUMMARY

This study investigated the effects of group counseling on the self-concept of 40 junior high school students representative of a ninth grade class in one school district. A comparable control group was used. Self-concept was measured by the Tennessee Self Concept Scale. The scale was administered to all subjects before and after 16 hours of group counseling had been experienced by the experimental group. Congruence of real and ideal self-ratings after counseling, was tested on an Adapted California Q-set.

The counseled group made significant gains in total Self-Concept Score, but these were not significantly greater than gains made by the noncounseled group. Comparison of groups on congruence of real and ideal self-ratings after counseling revealed no significant difference.

A separate investigation of six self-concept factors on the TSCS was made which revealed a relative tendency to resist change in the Moral-Ethical and Social Self-Concept factors. The experimental group made significant gains in Total, Physical, Family, and Personal self-concept scores.

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APPENDIX



APPENDIX A

RAW DATA: EXPERIMENTAL GROUP

## EXPERIMENTAL GROUP TEST RESULTS

Tennessee Self Concept Scale								Adapted Q sort
		Total	Physical	Moral- Ethical	Personal	Family	Social	$\Sigma X^2$
S-1	Pre	328	72	61	66	59	70	537
	Post	314	68	59	65	59	63	
S-2	Pre	328	68	69	62	70	59	---
	Post	351	71	70	68	73	69	
S-3	Pre	286	56	67	53	56	54	752
	Post	299	63	62	61	54	59	
S-4	Pre	264	56	62	48	40	58	---
	Post	293	64	59	52	54	54	
S-5	Pre	341	62	68	67	69	75	---
	Post	272	48	64	61	44	55	
S-6	Pre	320	68	57	67	62	66	---
	Post	316	66	55	66	62	67	
S-7	Pre	335	69	67	66	72	61	---
	Post	376	79	76	72	78	71	
S-8	Pre	367	75	68	73	69	82	202
	Post	396	76	81	86	81	82	
S-9	Pre	296	78	51	54	53	60	---
	Post	299	72	55	55	59	57	
S-10	Pre	265	50	48	49	54	64	---
	Post	272	51	43	51	63	64	
S-11	Pre	294	67	58	55	50	64	359
	Post	299	66	61	55	54	63	
S-12	Pre	316	60	61	61	68	66	---
	Post	326	75	65	57	64	65	
S-13	Pre	350	77	66	66	75	66	460
	Post	376	79	77	69	79	72	
S-14	Pre	316	69	66	61	61	59	655
	Post	300	68	56	64	55	57	

## Tennessee Self Concept Scale

Adapted  
Q sort

	Total	Physical	Moral- Ethical	Personal	Family	Social	$\Sigma X^2$
S-15 Pre	354	75	71	66	78	64	477
Post	381	77	77	73	78	76	
S-16 Pre	291	70	49	55	54	63	---
Post	276	65	50	61	46	54	
S-17 Pre	310	64	63	59	61	63	374
Post	315	63	59	65	61	67	
S-18 Pre	280	64	66	57	44	49	---
Post	273	69	54	57	44	49	
S-19 Pre	350	72	70	65	68	75	587
Post	368	75	72	68	82	71	
S-20 Pre	318	75	66	56	57	64	566
Post	317	72	56	53	66	70	
S-21 Pre	258	60	54	45	59	40	---
Post	269	69	55	42	54	49	
S-22 Pre	347	76	68	72	68	63	709
Post	340	73	64	72	64	67	
S-23 Pre	318	66	58	54	75	65	851
Post	347	74	67	60	76	70	
S-24 Pre	288	58	51	48	62	69	554
Post	298	56	58	51	59	64	
S-25 Pre	383	77	76	77	78	75	494
Post	378	81	74	73	73	77	
S-26 Pre	275	56	59	47	57	56	346
Post	291	56	57	51	63	64	
S-27 Pre	296	71	57	57	51	60	684
Post	299	68	68	50	51	62	
S-28 Pre	238	59	44	37	45	53	---
Post	279	67	60	46	47	59	
S-29 Pre	310	74	63	61	55	57	654
Post	313	74	61	57	58	63	

Tennessee Self Concept Scale							Adapted Q sort
	Total	Physical	Moral- Ethical	Personal	Family	Social	$\Sigma X^2$
S-30	Pre 341 Post 378	76 78	70 73	64 79	69 76	62 72	---
S-31	Pre 295 Post 306	58 63	65 62	53 60	54 62	65 59	---
S-32	Pre 261 Post 305	68 70	42 61	46 60	58 58	47 56	---
S-33	Pre 340 Post 336	71 64	73 77	65 74	61 63	70 58	---
S-34	Pre 330 Post 326	73 72	58 59	66 64	70 69	63 62	233
S-35	Pre 296 Post 267	61 56	66 57	49 49	64 56	53 49	---
S-36	Pre 358 Post 360	70 82	74 71	69 55	78 81	67 71	458
S-37	Pre 324 Post 331	80 76	62 63	63 65	62 66	57 61	386
S-38	Pre 316 Post 303	60 66	61 53	67 63	59 56	69 65	---
S-39	Pre 271 Post 336	60 69	53 79	53 57	51 67	54 64	---
S-40	Pre 316 Post 258	63 59	63 59	63 57	57 52	70 58	654
Mean	Pre 306.32 Post 318.90	66.75 69.25	61.67 63.55	58.90 61.27	60.70 63.45	61.92 62.17	523.61
S.D.	Pre 43.88 Post 36.63	8.07 6.98	8.03 8.86	8.70 9.43	9.82 10.40	7.98 11.72	169.88
Var.	Pre 1925.55 Post 1342.03	65.21 48.80	64.58 78.51	75.83 89.07	96.47 108.25	63.71 137.37	28859.42

APPENDIX B

RAW DATA: CONTROL GROUP

## CONTROL GROUP TEST RESULTS

Tennessee Self Concept Scale								Adapted Q sort
		Total	Physical	Moral- Ethical	Personal	Family	Social	$\Sigma X^2$
S-1	Pre	330	73	64	60	64	69	---
	Post	328	71	64	60	65	68	
S-2	Pre	374	75	71	73	83	72	---
	Post	383	79	73	74	81	76	
S-3	Pre	342	65	70	67	65	75	366
	Post	352	72	66	67	74	73	
S-4	Pre	351	76	74	68	66	67	321
	Post	354	74	72	72	68	68	
S-5	Pre	292	66	52	58	62	54	651
	Post	290	69	47	57	55	62	
S-6	Pre	297	54	60	44	51	68	---
	Post	290	69	47	57	55	62	
S-7	Pre	331	74	57	62	77	61	476
	Post	350	76	72	53	72	77	
S-8	Pre	298	63	63	53	61	58	---
	Post	293	60	58	55	62	58	
S-9	Pre	335	70	63	70	61	71	707
	Post	331	71	68	67	53	72	
S-10	Pre	289	58	57	55	63	56	---
	Post	280	55	55	58	58	54	
S-11	Pre	347	71	76	60	77	63	274
	Post	378	75	77	73	79	74	
S-12	Pre	292	64	53	56	60	59	---
	Post	293	55	53	59	66	60	
S-13	Pre	363	76	71	78	64	74	---
	Post	350	74	68	73	66	69	
S-14	Pre	342	67	66	73	74	62	---
	Post	329	66	65	72	70	56	

Tennessee Self Concept Scale							Adapted Q sort	
		Total	Physical	Moral- Ethical	Personal	Family	Social	$\Sigma X^2$
S-15	Pre	346	73	72	63	70	68	418
	Post	342	73	73	64	69	63	
S-16	Pre	379	78	81	69	71	80	---
	Post	402	85	84	78	73	82	
S-17	Pre	333	66	76	60	66	65	558
	Post	333	69	73	58	68	65	
S-18	Pre	346	73	62	68	76	67	983
	Post	338	74	63	67	72	66	
S-19	Pre	280	55	55	58	58	54	---
	Post	258	47	42	49	65	55	
S-20	Pre	285	59	59	55	57	55	---
	Post	283	55	60	53	55	59	
S-21	Pre	311	62	60	53	68	68	511
	Post	298	58	57	56	65	62	
S-22	Pre	318	64	57	55	71	71	306
	Post	335	61	59	62	82	71	
S-23	Pre	385	87	76	76	71	73	---
	Post	405	89	78	79	81	78	
S-24	Pre	308	70	68	62	50	58	---
	Post	328	68	76	62	58	64	
S-25	Pre	311	72	62	65	60	52	598
	Post	320	70	61	67	65	57	
S-26	Pre	338	77	55	69	72	65	---
	Post	331	71	56	68	76	60	
S-27	Pre	276	70	53	54	47	52	---
	Post	296	69	54	57	51	65	
S-28	Pre	342	63	73	66	68	72	555
	Post	342	68	65	66	76	67	
S-29	Pre	299	65	46	60	59	69	---
	Post	323	70	52	69	60	72	
S-30	Pre	341	80	63	61	76	61	---
	Post	351	81	62	69	67	72	

## Tennessee Self Concept Scale

Adapted  
Q sort

		Total	Physical	Moral- Ethical	Personal	Family	Social	$\Sigma X^2$
S-31	Pre	238	56	41	41	49	51	
	Post	244	58	43	48	50	45	472
S-32	Pre	287	62	53	56	59	57	
	Post	280	57	53	58	54	58	379
S-33	Pre	297	69	56	51	65	56	
	Post	293	60	58	55	62	58	450
S-34	Pre	364	72	76	73	69	74	
	Post	380	74	83	69	78	76	---
S-35	Pre	302	69	73	66	48	66	
	Post	319	69	74	62	47	67	---
S-36	Pre	258	47	42	49	65	55	
	Post	286	53	46	60	70	57	792
S-37	Pre	355	77	58	65	67	68	
	Post	278	64	57	55	50	52	683
S-38	Pre	277	54	60	44	51	68	
	Post	302	62	70	50	59	61	728
S-39	Pre	297	69	56	51	65	56	
	Post	288	60	48	54	60	66	812
S-40	Pre	367	82	64	70	77	74	
	Post	339	73	66	62	72	66	292
Mean	Pre	320.52	68.07	62.35	60.92	64.57	64.10	
	Post	322.37	67.60	62.45	62.35	65.22	64.82	539.61
S.D.	Pre	34.85	8.49	9.65	8.96	8.86	7.70	
	Post	37.76	9.01	10.93	7.98	9.50	7.99	194.59
Var.	Pre	1215.12	72.17	93.25	80.43	78.50	59.42	
	Post	1425.87	81.22	119.53	63.77	90.38	63.99	37868.45



APPENDIX C

THE ADAPTED CALIFORNIA Q-SET

THE ADAPTED CALIFORNIA Q-SET

Description of \_\_\_\_\_ Rater: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Under each one of the ten possible ratings weights check five of the fifty adjectives, using each adjective only once. The adjectives refer to personality traits and are to be rated, as requested, according to their occurrence, presence, or importance.

Trait	Rating of Trait										Weight
	Least									Most	
	1	2	3	4	5	6	7	8	9	10	
1. Daring											
2. Cautious											
3. Aloof											
4. Adventurous											
5. Secretive											
6. Farsighted											
7. Witty											
8. Shrewd											
9. Imaginative											
10. Original											
11. Resourceful											
12. Clever											
13. Clear-thinking											
14. Responsible											
15. Dependable											
16. Self-controlled											
17. Moderate											
18. Persevering											
19. Jealous											
20. High-strung											
21. Nervous											
22. Suspicious											

	1	2	3	4	5	6	7	8	9	10	Weight
23. Immature											
24. Aggressive											
25. Forceful											
26. Independent											
27. Stubborn											
28. Dominant											
29. Outspoken											
30. Submissive											
31. Dependent											
32. Quick											
33. Hasty											
34. Hurried											
35. Talkative											
36. Active											
37. Warm-hearted											
38. Soft-hearted											
39. Gentle											
40. Appreciative											
41. Discreet											
42. Unselfish											
43. Insensitive											
44. Sensitive											
45. Sarcastic											
46. Easy-going											
47. Calm											
48. Worrying											
49. Emotional											
50. Excitable											
No. of check marks:	5	5	5	5	5	5	5	5	5	5	