

**THE EFFECTIVENESS OF VARIOUS RESPONSES TO
STUDENTS' EXPRESSED NEED OF COUNSELING ON
MEASURES OF SELF-CONCEPT**

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CURRICULUM STUDIORUM

Sister Mary Janet Klempay was born March 30, 1927, in Pittsburgh, Pennsylvania. She received the Bachelor of Arts degree in Mathematics from Mercyhurst College, Erie, Pennsylvania, in 1955 and a Master of Arts degree in Guidance from John Carroll University, Cleveland, Ohio, in 1959. The title of her thesis was A Descriptive and Analytic Study of College Student Drop-Outs.

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INTRODUCTION

Research and experience in client-centered therapy have led to a self theory which postulates certain relationships in regard to consistency and change in the perception of self, acceptance of self, and acceptance of others. Theoretical foundations posit a therapeutic atmosphere, not necessarily psychotherapy or counseling, as the required climate effecting self-reorganization which leads to changes in these perceptions and relationships.

There is much accumulated evidence to support the belief that persons with severe psychological discomfort as manifested by large discrepancy between perception of self and ideal self, become more understanding and accepting of self and manifest reduction in psychological tension after receiving intensive counseling. The majority of research studies in the area of self-concept changes and counseling deal with marked psychological tension reflected by a rather extreme discrepancy between the subject's self-picture and the picture of the desired self. Much research has led to the verification of the effect of a regular therapeutic atmosphere on the subject's self perceptions when the subject is known to have marked psychological difficulties. There is not such conclusive evidence of the effect of a therapeutic atmosphere on subjects who are less psychologically disturbed,

but who are in a difficult period of adjustment involving changes in perceiving, feeling, thinking, acting.

It is an established fact, following experience and study of this period, that during the time of change from home and secondary school to a college environment, many students report great changes in their ideas about and attitudes toward all of reality--the reality of the material object world, the reality of other persons, the reality of self, and the reality of God. Any or all of these realities may be questioned during this transitional period leading to fuller maturity. Intellectual curiosity finds a new level and quest; interpersonal relations now present a different type of challenge; the question of "who I am" takes on a deeper and, perhaps, more explicit form. And in the realm of the ultimate reality, this is the period of the "falling away from the faith" or, perhaps, the "falling into the faith" in a more explicit manner.

This study does not purport to add to the investigations concerning the behavior or adjustment of individuals during this period. Nor does it attempt to justify its assumption that this period is a critical one in terms of personality development. It simply attempts to answer a fundamental question concerning the nature of the student's reality-testing in the area of self-perception. It examines, in a limited way, the question of how self-perceptions and

attitudes toward self and others and the interrelationships of these perceptions and attitudes change during this period.

Preliminary to investigating the nature of change, is the question of whether or not change takes place; whether or not the interrelationships vary. The extent and direction of change in self-measures may be affected by certain conditions. This study is particularly interested in changes in self-measures concurrent with counseling. It is interested in whether or not students become more understanding and accepting of themselves; in whether or not their self-goals become more realistic; in whether this different and more intense-type of interpersonal relationship away from the present influence of family leads to differences in the understanding and acceptance of others.

Since a basic purpose of research is the evaluation of existing theoretical viewpoints, before any implementation on a practical level, this study aims to relate its findings to the theoretical postulates of self theory. It purports to answer specific theoretical questions of the phenomenologist who views self-constructs as central to personality theory. Its approach is phenomenological, manifesting a current philosophical trend to view the student not only as an object, but also as subject of the investigation.

In attempting to contribute to the understanding of the role of self-concept and the phenomena of change in the

perception of self, acceptance of self, and acceptance of others, there are certain practical implications in the application of self-concept phenomena to the counseling of students.

The theoretical hypotheses of the present study are presented in the first chapter following a review of the literature which gives the theoretical and experimental background of the present investigation. This chapter also includes methodological considerations and limitations inherent in self theory and therapy research.

Formulation of the statistical hypotheses and the techniques for data evaluation are followed by descriptions of the subjects involved in the present investigation and the instrument used to obtain the self-measures. This second chapter presenting the experimental design concludes with a description of the experimental procedure which describes each step taken in the testing of the hypotheses.

Results of the data collected and of the statistical tests employed to test the hypotheses are presented in the third chapter. These results are discussed in chapter four which evaluates the findings in terms of self theory and practical implications.

An appendix contains the items in the instrument used to determine the self-measures and the results of both initial and final administration of this instrument for each individual participating.

CHAPTER I

THEORETICAL AND HISTORICAL PERSPECTIVE

Interest in self theory has been reflected in American psychology from the time of William James' inclusion of this topic in psychological thinking.¹ It has not, however, been an area of serious scientific study until the investigations directed by Carl Rogers in the area of client-centered therapy. Its popularity is increasing, and with the increase of popularity comes the necessity of stabilizing its assertions. As recently as 1961, Wylie, in a comprehensive evaluative work dealing with self theory, reports:

(...)it seems that a crisis situation is at hand with regard to personality theories and research which emphasize the self (...) If the theoretical difficulties cannot be overcome, both the theoretical and empirical efforts might just as well be abandoned, so far as their probable contribution to scientific psychology is concerned.²

More recent investigations are, however, working toward a higher degree of efficiency and productivity in research procedures, especially when considering such constructs as self-acceptance and self-esteem.

1 William James, Principles of Psychology, New York, Holt, 1890, Chapter 10, p. 291-402.

2 Ruth C. Wylie, The Self Concept, Lincoln, Nebraska, University of Nebraska Press, 1961, p. 323.

In order to present the theoretical foundation and the empirical background, this chapter will review self theory and empirical investigations pertinent to the present study which is specifically interested in the consistency of self-measures of students during the transitional period from home and secondary school to a college environment. Therefore, from the broad realm of literature pertaining to self-concept theories, containing as it does, extensive and varied hypotheses, measuring instruments, and research designs, and including a wide variety of theories which accord an important role to the self-concept, emphasis will here be given to those theoretical postulates, investigations and studies which stress the conscious self-concept, the phenomenal self, and in particular, emphasis will be given to the effect of counseling or change of environment on self-concept measures.

The first section of this chapter will consider postulates of self theory which are basic to the hypotheses of the present investigation. The following two sections will deal with related empirical investigations and with the review of methodological considerations essential to phenomenological studies. The final section summarizes and presents the hypotheses of this study.

1. Self Theory Development and Postulates.

Self theory has not always had a prominent place in American psychology. During the period of behaviorist and functionalist domination, expression of self theory and explicit interest in this topic was at a minimum. Even Freud's psychodynamic postulates necessitating a self-referent were denied or ignored by American psychologists.

Certain occurrences in American psychology, as suggested by Wylie,³ have led to marked increase of self theories. Freud's later writings which assigned greater importance to ego development and functioning led the neo-Freudians to stress the self-picture and the ego-ideal. Clinical psychologists searched for conceptual schema to account for their observations, phenomena which the limited behavioristic models could not explain. This search, leading to the possibility of fusing general psychological theories of cognition and motivation with the psychodynamic theories originating in the clinic, has led to major theories of personality of recent years ascribing importance to a phenomenal or nonphenomenal self-concept with cognitive and motivational attributes.

³ Wylie, Op. Cit., p. 2.

The present study, dealing with the development and consistency of self-concept, lies within the theoretical framework of the phenomenological theory of Carl Rogers.

Theory which followed experience and research in client-centered therapy is described by Rogers as basically phenomenological in character, relying heavily upon the concept of the self as an explanatory construct.⁴ Basic to all its propositions is the belief that each individual has the capacity to understand the self, to reorganize himself and his relationship to his environment, and to direct himself toward self-actualization and maturity. The end-point of personality development is pictured as being congruence between the phenomenal field of experience and the conceptual structure of the self. Within this theory, the self-concept is defined as an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities including the perception of the self in relation to others and to the environment. The self-concept includes value qualities associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence. It is, then, the organized picture of

⁴ Carl R. Rogers, Client-Centered Therapy, Its Current Practice, Implications and Theory, Boston, Houghton Mifflin, 1951, p. 532.

attributes, feelings, behavior, as observed subjectively and admitted to awareness, of the self and the self-in-relationship, together with the positive or negative values which are associated with those qualities and relationships.⁵ The ideal-self is defined as the organized conceptual pattern of characteristics and emotional states which the individual consciously holds as desirable or undesirable for himself.⁶

After considering the various types of problems presented at the University of Chicago Counseling Center, Rogers states:

Below the level of the problem situation about which the individual is complaining--behind the trouble with studies, or wife, or employer, or with his own uncontrollable or bizarre behavior, or with his frightening feelings, lies one central search. It seems to me that at bottom each person is asking, 'Who am I, really?' How can I get in touch with this real self? How can I become myself?'⁷

Further development of the theory led to his emphasis on the acceptance of self -- "not a grudging and reluctant acceptance of the inevitable(...)not a bragging or self-assertive liking(...)rather, a quiet pleasure in being one's

5 Rogers, Client-Centered Therapy, Op. Cit., p. 501.

6 John M. Butler and Gerard V. Haigh, "Changes in the Relation between Self-Concept and Ideal Concepts Consequent upon Client-centered Counseling", in Rogers and Dymond, Eds., Psychotherapy and Personality Change, Chicago, University of Chicago Press, 1954, p. 56.

7 Carl R. Rogers, On Becoming a Person: A Therapist's View of Psychotherapy, Boston, Houghton, Mifflin, 1961, p. 108.

self".⁸ Self-acceptance was stated as one of the directions and outcomes of therapy.

Although similar concepts have played dominant roles in other theories,^{9,10} self-acceptance is particularly identified with Rogers' personality theory where it is accorded the status of a major therapeutic goal.

No single definition of self-acceptance would be accepted by all who use the term, however, the phenomenological view of Rogers seems to represent at least a common point of departure. The concept of self-acceptance is derived from the definition of a self-concept construct and an ideal-self construct. Self-acceptance refers, at least operationally, to the extent to which this self-concept is congruent with the individual's description of his ideal-self.

Theoretically, discrepancy between self-concept and concept of the desired or valued self is caused by experiences which indicate to the individual that his self-organization is unsatisfactory. This discrepancy reflects self-dissatisfaction, which motivates the individual to

⁸ Rogers, On Becoming A Person, Op. Cit., p. 87.

⁹ Donald Snygg and Arthur W. Combs, Individual Behavior, New York, Harper, 1949, ix-386 p.

¹⁰ Harry S. Sullivan, The Interpersonal Theory of Psychiatry, New York, Norton, 1953, xviii-393 p.

seek counseling. It is the theoretical expectation that this dissatisfaction is decreased as a result of counseling.

A reduction of discrepancies between self and ideal concepts is theoretically based upon the disorganization and reorganization of these concepts and this occurs under conditions in which the individual can assimilate previously denied experiences into new conceptual patterns. The fundamental experiences of an individual in relationship with a counselor lead to a broader base of available experiences than before. The basic theoretical hypothesis in this area is that increased congruence between self and ideal concepts is a consequence of the self-concept and the ideal-concept coming to rest on this broader base of available experiences.¹¹

According to client-centered theory, the self-concept will change more during counseling than will the ideal-concept. It is theoretically probable that ideal-concepts are largely general societal concepts while self-concepts may be more idiosyncratic; however, the concept of the desired self could also undergo change in an idiosyncratic direction through introjection.

If the self-concept and self-acceptance can be considered to be relatively stable characteristics of a person, situational variables should have only a negligible effect

¹¹ Butler and Haigh, Op. Cit., p. 59.

on measures of self-acceptance. In this case, measures of self-acceptance taken in different social contexts would be highly correlated and measures taken over temporal intervals would likewise be highly stable. Thus, it would be reasonable to construe the self-concept, from which the discrepancy notion of self-acceptance is derived, as a meaningful variable on which there are consistent differences between subjects, and it would be highly appropriate to think of individuals in terms of their characteristic levels of self-acceptance. Crowne and Stephens¹² suggest, however, that to the degree that self-acceptance is a function of variables associated with specific situations or types of situations, it will be more fruitful to investigate self-evaluations per se and its situational determinants.

In regard to the stability of the self-concept, one might reason, as does Lowe,¹³ that some parts of the self-concept are peripheral to the core of the self and are therefore unstable, while other parts are central to the self and are therefore extremely resistant to change.

¹² Douglas P. Crowne and Mark W. Stephens, "Self-acceptance and Self-evaluative Behavior: A Critique of Methodology", Psychological Bulletin, Vol. 58, No. 2, March 1961, p. 117.

¹³ C. Marshall Lowe, "The Self-concept: Fact or Artifact?", Psychological Bulletin, Vol. 58, No. 4, July 1961, p. 331.

Certain theoretical possibilities must be recognized. It is possible that the course of change within the counseling process may be nonlinear or irregular and that congruence between self and ideal may become less before it becomes greater. Another possibility is that increased congruence may not always reflect the hypothesized fundamental change but may indicate defensiveness. It is possible for the individual to picture himself as being like the ideal-self because he is motivated by defensive needs, when, at a deeper level, he feels that he does not resemble his ideal-self. It is less likely that discrepancy is noted where none exists.¹⁴

One of the theoretical propositions Rogers¹⁵ presents in an explication of his theory is that an individual who accepts himself will be more understanding of others and more accepting of others. Theoretically, the well adjusted person will describe his ideal as somewhat higher than his self-concept and higher than his concept of the ordinary person. Some variation between concept of self and concept of the ordinary person is expected. Great differences among any of these concepts within the same individual would seem to reflect psychological discomfort.

14 Butler and Haigh, Op. Cit., p. 59.

15 Rogers, Client-centered Therapy, Op. Cit., p. 520-521.

Certain postulates of this theory which are supported by clinical experience and research are of particular interest to the present study. It is hypothesized that in the proper psychological atmosphere, an acceptant, understanding, nonthreatening environment, the individual will reorganize himself both consciously and at deeper levels of his personality, and that this reorganization will permit the individual to cope with life more constructively, more intelligently, and in a more socialized and satisfying way. More specifically, it is hypothesized that there will be changes in perception of self; the individual will become more understanding of self and of others, more accepting of self and of others, more mature in his behavior. It is further hypothesized that the therapeutic relationship is only one instance of interpersonal relationships which effect this result. Relationships such as parent-child, teacher-student, administrator-organization, with the proper climate produce similar results.¹⁶

2. Empirical Investigations of Self-Measure Changes.

Extensive psychological research conducted at the University of Chicago Counseling Center under the direction

¹⁶ Carl R. Rogers and Rosalind F. Dymond, Eds., Psychotherapy and Personality Change, Chicago, University of Chicago Press, 1954, p. 4-5.

of Carl Rogers provides scientific evidence that self-changes do occur in individuals who have been counseled. This impressive group of studies which used and developed new methods of scientific investigation in this field was a pioneer venture in the objective analysis of phenomenological data. Instruments included a wide variety of psychological tests, some developed for this purpose, some special techniques such as the Q-technique.

Description of the first four years of this research, edited by Rogers and Dymond,¹⁷ presents results of studies which investigate different hypotheses concerning change in thirty clients, men and women, from ages twenty-one to forty, students and non-students, from the lower-lower to the upper-middle socioeconomic levels. The presenting problems of the clients ranged from lack of positive goals, job or school failure, difficulties in making decisions, feelings of social inadequacy, to near-psychotic behavior. Part of the therapy group acted as its own-control group during a period of sixty days while they were waiting for counseling in order to control change occurring through motivation for therapy. An equivalent control group was used in order to permit consideration of passage of time or repetition of test as possible factors of change. These

17 Rogers and Dymond, Op. Cit., x-447 p.

individuals, not in therapy, were "roughly equivalent" in age, sex, student-nonstudent status and socioeconomic status.

Each of the thirteen studies reported by Rogers and Dymond investigates a different hypothesis concerning change in clients. In every instance, change during therapy is greater than change during the control period and significantly greater than the changes occurring in the control group.

Within this group of studies, Butler and Haigh¹⁸ found that the characteristic person who enters therapy has a self-picture unlike, or even negatively correlated with, the concept of the person he would like to be. A significantly greater congruence of self and ideal perceptions followed therapy.

Dymond¹⁹ demonstrated significant increase in self-concept adjustment scores concurrent with counseling. The group of individuals requesting therapy produced less well adjusted self descriptions as measured against a standard set up by expert clinicians than the group that did not request therapy. After the counseling period, there was a

18 Butler and Haigh, Op. Cit., p. 55-75.

19 Rosalind F. Dymond, "Adjustment Changes over Therapy from Self Sorts", in Rogers and Dymond, Eds., Psychotherapy and Personality Change, Op. Cit., p. 76-84.

significant improvement as expressed through an increase of score in those who were counseled which did not occur in the control group, and although still somewhat less adjusted in their self descriptions than are the controls, this was no longer a significant difference as determined by the t test for uncorrelated means.

In support of this, a further study²⁰ dealing with the use of the Thematic Apperception Test as a criterion measure of changes in therapy produced the same pattern. According to a blind rating of pre and post counseling TAT protocols, clients were found to be less well adjusted before therapy than at the conclusion of therapy.

Techniques to enable quantification of self-constructs which were developed by Butler and Haigh and modified by Dymond in the studies just mentioned will be described in chapter two of the present investigation.

In agreement with the preceding findings, Rudikoff's study²¹ of comparative changes in perception of self, ideal-self, and ordinary person of eight of the thirty clients who had shown significant change in self-measures concurrent with counseling, indicates a tendency for all three concepts

²⁰ Rosalind F. Dymond, "Adjustment Changes over Therapy from Thematic Apperception Test Ratings", in Rogers and Dymond, Eds., Psychotherapy and Personality Change, Op. Cit., p. 109-120.

²¹ Esselyn C. Rudikoff, "A Comparative Study of the Change in the Concepts of the Self, the Ordinary Person, and the Ideal in Eight Cases", in Rogers and Dymond, Ibid., p. 85-98.

to become more congruent as a result of counseling, and this increased congruence was maintained over a six-month follow-up. The concept of the self changes more than the concept of the ideal-self or of the ordinary person. The concept of the ideal-self becomes less perfect, more realistic, a more achievable goal. The ordinary person is seen more like the individual's self and perception of the ordinary person maintains a low positive relationship to the ideal-self.

In an intensive study of one of these clients, Rogers²² reports that the changes in the perceived self are gradual and directional, moving toward greater congruence with the self-ideal.

According to theoretical expectations, it was noted that client-centered therapy would produce change toward others in the direction of greater acceptance of and respect for others. Although there is a tendency for counseled clients who have been judged as showing the greatest therapeutic change to become more acceptant of others, there is no conclusive evidence concerning changes in acceptance of others.²³

22 Carl R. Rogers, "The Case of Mrs. Oaks: A Research Analysis", in Rogers and Dymond, Eds., Psychotherapy and Personality Change, Op. Cit., p. 259-348.

23 Thomas Gordon and Desmond S. Cartwright, "The Effect of Psychotherapy upon Certain Attitudes toward Others", in Rogers and Dymond, Ibid., p. 167-195.

Certain variables were considered by the investigators at the University of Chicago as factors which may limit change in self-concept measures concurrent with counseling. Seeman²⁴ concluded that neither age nor status of initial adjustment show relationship to change and shows that there is considerable assurance of change with more than twenty interviews, and that results are more variable with fewer interviews. He also points out that women clients make significantly more progress than men. It is difficult to conclude whether women are significantly different from men in their ability to change ("therapeutic readiness") or whether the significant factor is a heterosexual therapeutic relationship, since of the sixteen counselors engaged in this research, fifteen were men.

Investigators considered the possibility that motivation for counseling, the desire to change, is a significant factor. Grummon²⁵ tested and rejected the hypothesis that motivation for therapy brings about positive change as a function of time alone. Over a sixty day waiting period, clients show no change in their adjustment pictures,

24 Julius Seeman, "Counselor Judgments of Therapeutic Process and Outcome" in Rogers and Dymond, Eds., Psychotherapy and Personality Change, Op. Cit., p. 105-107.

25 Donald L. Grummon, "Personality Changes as a Function of Time in Persons Motivated for Therapy", in Rogers and Dymond, Eds., Ibid., p. 238-255.

implying that desire for help and personal reorganization does not, by itself, bring change. The study suggests that motivation by itself is not an important force in spontaneous changes. Motivation for change may be important as it interacts with other forces.

Continuing research in client-centered therapy at the University of Chicago since this first comprehensive report in 1954 is evidenced by a list of 174 Counseling Center Discussion Papers from July 1955 to July 1964.²⁶ Research in this area has understandably extended beyond the confines of its original locale and its strict client-centered framework. Wrenn, in 1958, stated that "These (research studies) present exciting new vistas for study and for application of the self-concept phenomenon to counseling."²⁷

Supporting the finding that counseling leads to greater congruence between self-concept and ideal-concept is to be found in investigations made by Choderkoff²⁸ and by

²⁶ University of Chicago Counseling Center, Counseling Center Discussion Papers, list received through personal correspondence, July 15, 1964, from Rita DuPart, Research Secretary, University of Chicago Counseling Center.

²⁷ C. Gilbert Wrenn, "The Self-concept in Counseling", in Journal of Counseling Psychology, Vol. 5, No. 2, 1958, p. 108.

²⁸ Bernard Choderkoff, "Adjustment and the Discrepancy between the Perceived and the Ideal Self", in Journal of Clinical Psychology, Vol. 10, No. 3, 1954, p. 266-268.

Caplan.²⁹ Using a Q-sort of 125 short self-descriptive items constructed in cooperation with four clinicians, Chodorkoff found the perceived self to gradually approach the self-ideal during the course of counseling thirty college students. Fifty self-referent phrases selected from student autobiographies sorted for self and ideal were used by Caplan to show significant increases in self-ideal congruence among seventeen problem boys who had received group counseling as compared with seventeen noncounseled, matched controls.

In an effort to determine nonphenomenological correlates of self-acceptance, it has been studied in relation to a variety of adjustment measures with results generally indicating that self-acceptance is a correlate of good adjustment. Using the general methodology of Butler and Haigh, Turner and Vanderlippe³⁰ studied college students characterized by high self-acceptance, that is, by high congruence of self and ideal-self, in comparison with students who were characterized by low self-acceptance. The composite picture of a college student high in self-acceptance is a

29 Stanley W. Caplan, "The Effect of Group Counseling on Junior High School Boys' Concepts of Themselves in School", in Journal of Counseling Psychology, Vol. 4, No. 2, 1957, p. 124-128.

30 Ralph H. Turner and Richard H. Vanderlippe, "Self-ideal Congruence as an Index of Adjustment", in Journal of Abnormal and Social Psychology, Vol. 57, No. 2, 1958, p. 202-206.

student who is more involved in extra-curricular activities, has a higher school average, is given higher sociometric rating by his fellow-students, receives higher adjustment ratings on both Dymond's adjustment score and traits measured by the Guilford-Zimmerman Temperament Survey.

It was shown previously in this section that in the original research directed by Rogers, an increase in acceptance of others as a function of counseling was not clearly seen, although the theoretical expectation was that such would occur. Further studies^{31,32} in this area verify the empirical results of this research. These findings do not support theoretical expectations. An increase in acceptance of others may be seen, but it is neither consistent nor significant.

The work of Rogers and his coworkers provides valuable evidence regarding the effects of personal-adjustment counseling in self-perceptions, however, little attention has been given to the study of such variables in educational-vocational counseling. Investigating changes in concepts of self, ideal-self, ordinary-person as a function of brief

31 Stanley Rosenman, "Changes in the Representation of Self, Others, and Interrelationships in Client-Centered Therapy", in Journal of Counseling Psychology, Vol. 2, No. 4, 1955, p. 271-277.

32 John E. Williams, "Changes in Self and Other Perceptions Following Brief Educational-Vocational Counseling", in Journal of Counseling Psychology, Vol. 9, No. 1, 1962, p. 18-28.

educational-vocational counseling of college students, Williams³³ found changes to be significant. Brier educational-vocational counseling consisting of an initial interview, testing, and one or more follow-up interviews resulted in the perception of self as better adjusted and also resulted in greater congruence among concepts of self, ideal-self and ordinary-person. The effects persisted over a four to five month period and were similar to those reported in the University of Chicago studies of intensive personal-adjustment counseling.

The importance of a nonclient control group was clearly brought out by the findings of Williams' study. Although results, which were similar to those found by Taylor³⁴ seem to indicate that motivation for counseling is, in itself, sufficient to bring about change in self-measures, it must be noted that there were similar findings for the nonclient controls. Unfortunately, as Wylie's review demonstrates,³⁵ such controls have been used only rarely in studies of self-concept and counseling.

33 Williams, Op. Cit., p. 18-28.

34 Donald M. Taylor, "Changes in the Self-concept without Psychotherapy", in Journal of Consulting Psychology, Vol. 19, No. 3, June 1955, p. 205-209.

35 Wylie, Op. Cit., p. 164.

Results of a replication of Williams' study³⁶ suggest that the post-test interview appears to be a critical phase of the overall counseling process in regard to changes in self-perceptions and that these changes do not occur at gradual rate over the total counseling period as was noted by Rogers.

In the replication study, statistical analysis provided no evidence of intercounselor differences. Results indicated that Williams' earlier findings have some intercounselor generality and were not due to an idiosyncratic factor in the handling of cases by the first counselor.

The self-concept theory appears to be a useful framework for research concerning personality patterns and behavior of college-age population. Torrance,³⁷ who studied self-evaluation in connection with freshman orientation programs, claims that self evaluations obtained from students entering college may contribute significantly to counseling and adjustment of college freshmen.

Many students who are considered by admissions procedure as good prospects for college education, find themselves in sufficient trouble once on campus to turn to counseling services for help. In addition to adjusting to

³⁶ John E. Williams and David A. Hills, "More on Brief Educational-Vocational Counseling", in Journal of Counseling Psychology, Vol. 9, No. 4, 1962, p. 366-368.

³⁷ E. Paul Torrance, "Some Practical Uses of a Knowledge of Self-concepts in Counseling and Guidance", in Educational and Psychological Measurement, Vol. 14, No. 1, 1954, p. 120-127.

demands for academic achievement under conditions of increased complexity of subject matter and heightened competition from peers, the beginning student is also frequently confronted with the task of establishing a new set of social relationships in a strange environment.

Ruling out lack of intellectual ability, Cartwright³⁸ attempted to illuminate some of the non-intellectual factors involved in successful or unsuccessful adjustment to college in terms of the view of himself the student brings to the situation and the changes brought about in his self-image by change of environment. Help-seeking, on this particular campus, seemed related to poor adjustment and self-conception carried over from high school or to good adjustment and a conception of self difficult to keep in the new culture.

Research findings are fairly convincing in showing that with counseling, individuals increase in adjustment scores involving comparison of self description with external criterion of adjustment and they become more accepting of self. It is not so conclusively demonstrated that acceptance of others is increased through counseling. Data of the

³⁸ Rosalind D. Cartwright, "Self-conception Patterns of College Students and Adjustment to College Life", in Journal of Counseling Psychology, Vol. 10, No. 1, 1963, p. 47-52.

better-controlled studies of the effect of counseling on self-measures are not contradictory to self theory and offer support to it.

3. Methodological Considerations and Limitations.

Results of various studies have been presented in the previous section and these generally support self theory. Interpretation of these results without a consideration of methodological limitations does not, however, permit adequate evaluation of the degree to which these studies have succeeded in verifying postulates from self-concept theory.

The most comprehensive, critical evaluation of research with personality theories which emphasize self-constructs is that of Wylie³⁹ who organized investigations previous to 1961, including the work done in client-centered therapy research. This evaluative work emphasizes that the worth of such research depends heavily on characteristics of the instrument used. This section will briefly consider methodological limitations including problems of measurement.

³⁹ Wylie, Op. Cit., xiii-390 p.

Raimy⁴⁰ is credited for being the first to develop a methodology for measuring self-reference changes during psychotherapy. This quantified content analysis of therapy interviews which showed changes in self-concept references is considered a classic study which marked the beginning of phenomenological research.

A wide variety of instruments including the Q-sort, questionnaire, rating scales, check lists, has been used since that time to measure various aspects of the phenomenal self, most of them having been used in only one study. One of the most commonly used ipsative techniques for assessing phenomenological self-concept is the Q-sort or modifications of the Q-sort which allow for quantitative expression of the findings of clinical observation.

Dangers of using instruments in further research without consideration of adequacy of construction have been clearly pointed out in recent critiques.^{41,42} Although most of the instruments have been used only for research and are

40 Victor C. Raimy, "Self-reference in Counseling Interviews", in Journal of Consulting Psychology, Vol. 12, No. 3, 1948, p. 158-163.

41 Douglas P. Crowne and Mark W. Stephens, "Self-acceptance and Self-evaluative Behavior: A Critique of Methodology", in Psychological Bulletin, Vol. 58, No. 2, March 1961, p. 104-121.

42 Ronald C. Winkler and Roger A. Myers, "Some Concomitants of Self-Ideal Discrepancy Measures of Self-Acceptance", in Journal of Counseling Psychology, Vol. 10, No. 1, 1963, p. 83-86.

not commonly used in clinics where inadequacies could cause disservice to clients, dependable and unambiguous research results require rigorous test construction.

Evaluation of self-concept research emphasizes the limitations of the measuring instrument. Investigators have attempted to cope with the difficult measurement problem, but have not adequately handled certain difficulties. The appropriate estimate of reliability when testing hypotheses which assume a relationship over time is the coefficient of stability, however, self-concept theorists have seldom discussed such considerations as they are applicable to self-concept measures. Reliability estimates which are given are mostly of the split-half or interjudge variety, giving no indication of stability on retest.

In this type of research the problem of any kind of validity is generally bypassed completely. Construct validity is substituted for by assumptions of face validity, or reliance on the reader to infer that he will from whatever statement of operation is given. Sometimes theoretically irrelevant or inconsistent validity criteria are offered. To be strictly phenomenological, the self-concept researcher's complicated task precludes the independent checking or obtaining agreement of other observers which is possible to the perception researcher in the experimental study of perception.

In an attempt to discover the degree of construct validity that has been established in self-measures, certain irrelevant variables have been considered. Social desirability of the response has been considered one possible irrelevant contaminating variable. In examining studies^{43,44} dealing with the influence of the social desirability factor on self-measures, one must conclude that the problem of the influence of this factor on validity of self-measures remains unsettled. The fact that a self-response can be fairly reliably predicted on the basis of its social desirability value does not necessarily disprove its validity as an indicator of conscious self-concept.

In considering other variables as possible response determiners in self-concept measurement, the influence of the effects of various forms or aspects of forms of the instruments upon validity has not been explicitly demonstrated. The influence of the anonymity factor on validity of self-measures has not been established, nor has anyone specifically

43 Emory L. Cowen and Phoebus N. Tournas, "The Social Desirability of Trait Descriptive Terms: Application to a Self-concept Inventory", in Journal of Consulting Psychology, Vol. 23, No. 4, August 1959, p. 361-365.

44 Morton Wiener, Albert Blumberg, et al., "Judgment of Adjustment by Psychologists, Psychiatric Social Workers, and College Students, and Its Relationship to Social Desirability", in Journal of Abnormal and Social Psychology, Vol. 59, No. 3, November 1959, p. 315-321.

demonstrated the influence of lack of rapport or counselor-client relationship.⁴⁵

A factor-analytic study⁴⁶ of Dymond's instrument to arrive at adjustment score based on the Butler-Haigh Instrument, Bells' Index of Adjustment and Values, and Worchel's Self-Activity Inventory identified the perceived self as the only variable measured in common by all these tests. Strong and Feder's study⁴⁷ examined the varieties of techniques used to evaluate self-concept. Although the techniques leave much to be desired in many respects, what is promising is the tendency to approach personality adjustment in terms of a totality of responses and there is indication that measurements of self-concept are highly promising as diagnostic devices because of the apparently reliable objectification of what previously has been considered subject only to interview appraisal.

Questions have been raised concerning the construct validity of an instrument such as the Q-sort which is scored to mirror "organization" within the self-concept. There has

45 Wylie, Op. Cit., p. 31-32.

46 Donald J. Strong, "A Factor Analytic Study of Several Measures of Self-Concept", in Journal of Counseling Psychology, Vol. 9, No. 1, 1962, p. 64-70.

47 Donald J. Strong and Daniel D. Feder, "Measurement of the Self-concept: A Critique of the Literature", in Journal of Counseling Psychology, Vol. 8, No. 2, 1961, p. 170-178.

been considerable controversy as to whether the distribution of items should be forced or unforced and what specific frequency should be employed in a forced type of sort. Forced sorting restricts to some extent the range of individual differences in general self which can be obtained from the self-sort alone. Livson and Nichols⁴⁸ recommend rectangular distribution. Jones⁴⁹ concluded that forced distribution procedures commonly used result in a significant loss of information and found that a U-shaped distribution is produced when subjects are not required to produce quasi-normal distributions, empirically showing that forced sort prevents subjects from getting as extreme self scores as they would if sorting was unforced. Wylie⁵⁰ questions the adequacy of an index of "organization" and concludes that a single score based on the subject's sort tells us nothing about the patterning over and above the general degree to which desirable items tend to be "like me" and undesirable items tend to be "unlike me".

The evidence most frequently utilized by investigators to defend the construct of validity of their

48 Norman H. Livson and Thomas F. Nichols, "Discrimination and Reliability in Q-sort Personality Descriptions", in Journal of Abnormal and Social Psychology, Vol. 52, No. 2, March 1956, p. 159-165.

49 Austin Jones, "Distributions of Traits in Current Q-sort Methodology", in Journal of Abnormal and Social Psychology, Vol. 53, No. 1, July 1956, p. 90-95.

50 Wylie, Op. Cit., p. 52.

self-construct measure is that which can be implied by Cronbach and Meehl.⁵¹ Cronbach and Meehl suggest that in the absence of suitable external validating criteria, positive results in a study concerned with theoretical predictions which assumes construct validity of the instrument provide support simultaneously to the construct validity of the instrument as well as to the theory behind the study. Positive findings of previous studies which used the Butler-Haigh Q-sort or Dymond's modification of this instrument relating alleged self-concept measures to some variable in a manner predicted by self theory can be considered to support the construct validity of these self-measures.

Consideration of methodological limitations must include limitations which come from within self-concept theory itself. Predictions and directions of change as found in theory are not as straightforward as they appear to be. Theorists recognize that persons who terminate therapy prematurely may show increase in reported self-ideal congruence or reported self-acceptance. Such trends have been taken as indicative of increased defensiveness against recognizing unwanted impulses and characteristics. Although it is usually assumed that the course of change in regard

⁵¹ Lee J. Cronbach and Paul E. Meehl, "Construct Validity in Psychological Tests", in Psychological Bulletin, Vol. 52, No. 4, July 1955, p. 281-302.

to any of these aspects of the self-concept may be nonlinear, or even irregular, perhaps showing temporary reversals at times as ultimately successful therapy progresses, theory does not make definite predictions concerning these details. This makes it understandable that studies have bypassed these complications by utilizing either pre- and post-tests, crude divisions of the therapy process, or estimates of trends. Regardless of the details of the course of therapy, the predicted long-run trend is toward the stated changes. Confirmation of such trends would be congruent with self theory. Negative findings would be uninterpretable partly because they might result from some of these within-therapy irregularities.

Other limitations to consider are those inherent in any therapy research.⁵² Experimental procedure could require the investigator to isolate and manipulate factors in a manner incompatible with ethical or practical requirements. The nature of the therapeutic relationship may interfere with a well-controlled experiment. Frequently it is difficult for highly individualistic therapists to remain confined within a research design which endeavors to obtain comparable data on each and every research client. These limitations inherent in therapy lead to lack of a "neatness" in therapy research.

52 Wylie, Op. Cit., p. 163.

Frequently limitations to the interpretation of studies which have been reviewed are necessary because of situations which could have been avoided. Fairly common in counseling research, the investigator used no control groups, or failed to arrange or treat their groups so as to take care of important factors, which could be controlled within the inherent limitations of therapy. It is unusual to find independent pre, post, follow-up measures as well as use of equivalent treatment and nontreatment control groups all in the same study. The present writer agrees with Bergin⁵³ who questions the efficiency of the own-control group and the comparison of normals and neurotics in the University of Chicago studies which have been considered the epitome of good research design in this area. Subjects used as their own controls during a wait period do not determine what would happen to the self-concept if the subjects were not expecting to get therapy.

The minimum requirements for adequate control indicate that a control group should be used to provide base-line information on test-retest reliability of measuring instruments, including changes to be expected over comparable time periods and the effects of repeated testing upon the subject's

⁵³ Allen E. Bergin, "The Effects of Psychotherapy: Negative results Revisited", in Journal of Counseling Psychology, Vol. 10, No. 3, 1963, p. 244-250.

responses to the instruments. Relevant variables should be considered in the selection of the control group.

The problems of measurement of self constructs and the limitations inherent in self theory and in therapy research as presented in this section, are the concern of the investigator in the area of self theory and counseling in order to prevent overgeneralization in interpretation.

4. Summary and Basic Hypotheses.

Following the presentation of the self theory within whose framework the present study falls, research findings were presented to substantiate theoretical postulates. Taking the limiting factors into consideration, certain hypotheses of client-centered therapy have been supported by positive findings and general trends of research findings. It is out of these specific hypotheses of client-centered theory that the present study has evolved.

The present investigation is concerned with the self-concept, self-acceptance, acceptance of others during the transition period from high school and home to college environment, a critical period of adjustment when students encounter a new environment which could involve the changing of previously established psychological patterns of thinking, feeling, perceiving, acting. It attempts to study and evaluate self-concept theory as it is related to consistency

and change in the perception of self, acceptance of self, and acceptance of others during this critical period of adjustment for the college student. It will further investigate the effect of post-test interviews and counseling on the self-measures of college students during a critical period of adjustment.

Translated into research questions, this investigation will attempt to answer the following questions:

1. Do college students change in self-perception, self-acceptance, acceptance of others during this period of adjustment?
2. Is counseling a factor in any change that takes place?
3. Is the one interview including test interpretation the significant aspect of the counseling process that accounts for change that might take place in the students?
4. Does motivation for counseling in itself lead to changes in self-measures of college students?
5. Do counseled students differ from those students not receiving counseling?

The rationale and formulation of hypotheses of the study are derived from the body of self theory as proposed by Rogers. The basic assumption is that the students under investigation have the capacity to understand and make judgments about self, the ideal-self, and others. It further assumes that students are able to reorganize the self and its relationships to environment and to direct self to self-actualization and maturity.

According to theory, discrepancy between the perception of self and ideal-self indicates tension and dissatisfaction which leads to motivation for counseling. The reduction of this discrepancy, as expressed by increased congruence between self and ideal, is based theoretically on the reorganization of self structures which takes place when the individual can relax his defenses and assimilate experiences into new conceptual patterns. It is the hypothesis of this study that this discrepancy is reduced through counseling. It is hypothesized that in a therapeutic atmosphere, students will be able to more realistically perceive the ideal-self so that discrepancies between self and ideal will decrease. It is hypothesized that increased congruence between self and ideal will be reflected in increased congruence between self perception and an external criterion of a well-adjusted self. It is hypothesized that with increased self understanding and acceptance, the students will become more understanding and accepting of others.

If this therapeutic atmosphere results in more improvement in psychological well-being than do other experiences in general, then it is part of the theoretical expectation that counseled students will show a greater degree of change than students not receiving counseling.

These theoretical hypotheses will be elaborated in more specific and operational terms and stated as statistical hypotheses in the following chapter.

CHAPTER II

EXPERIMENTAL DESIGN

Having presented the general rationale behind the design of this study and the statement of the theoretical hypotheses, an enumeration of the various steps in the collection of data will follow the operational elaboration of the general hypotheses.

Although it is generally conceded, not only by critics and opponents of the phenomenological theorist, but also by the phenomenological researcher himself, that practical difficulties in designing and executing appropriate, rigorous research design are greater for the phenomenological theorist than for the experimental psychologist, in principle, statements of phenomenological theory involve the same class of variables and do not imply fundamentally different research design from those required by any psychological theory. Wylie's analysis¹ demonstrates that no fundamentally new methodological problems for the phenomenologist seem to be implied. The theoretical construct or inferred variable of the phenomenological personality theorist fulfills the same role as any other sort of theoretical construct which is

¹ Ruth Wylie, The Self Concept, Lincoln, Nebraska, University of Nebraska Press, 1961, p. 6-22.

introduced to help explain behavior. Although the phenomenologist assigns greater importance to his inferred constructs, the methodological requirements are the same for phenomenological theory as for any other.

This study is based on the assumption that the scientific method can be fruitfully used to test hypotheses based on phenomenological theory.

The first section of this chapter contains a statement of the experimental hypotheses and methods of data evaluation. Section two describes the sample population and the criteria for inclusion of the subjects. The third section contains a description of the Butler and Haigh Q-sort and of Dymond's technique to obtain adjustment score. It also describes the modification of this technique as used by Williams from which the instrument used in this study was devised. The fourth section describes the procedure, including testing conditions, initial interview, and counseling sessions.

1. Experimental Hypotheses and Methods of Data Evaluation.

The main experimental hypothesis is concerned with changes which occur in self-measures of students during the transitional period from high school and home to college environment. It is particularly concerned with changes occurring concurrent with counseling during this period.

It further considers the initial interview as a significant aspect of the counseling process in regard to self changes.

This first hypothesis may be stated in the null form in general terms: There are no significant differences between the means of initial and final self-measures of any group. This is concerned with comparing the adjustment index, self-acceptance index, and acceptance-of-others index as measured by scores of the self-evaluation instrument utilized. This instrument will be described in the third section of this chapter and will provide operational definitions of the self-measures used.

Specifically stated, the experimental hypotheses to be investigated are:

1. There is no significant difference between the initial mean adjustment index and the final mean adjustment index of:
 - a) Group A: students who request and receive counseling;
 - b) Group B: students who request counseling and receive one interview;
 - c) Group C: students who request but do not receive counseling;
 - d) Group D: students who neither request nor receive counseling.
2. There is no significant difference between the initial mean self-acceptance index and final mean self-acceptance index of: a) Group A; b) Group B; c) Group C; d) Group D.
3. There is no significant difference between the initial mean acceptance-of-others index and the final mean acceptance-of-others index of: a) Group A; b) Group B; c) Group C; d) Group D.

Data from the pre-counseling and post-counseling self-measure scores provide the evidence concerning changes in the criterion measures. The significance of change between the initial and final self-measures is determined by the t test for correlated means. In the consideration of the number of individuals showing positive changes, the nonparametric sign test is employed to assess the significance of direction of changes.

The second experimental hypothesis expressed in general terms is that there are no significant differences between the means of any two groups on the final measures. This is concerned with comparing the groups at the end of the experimental period to determine if there are significant differences between groups. Specifically stated, the experimental hypotheses are:

1. There is no significant difference between the final self-measure means of Group A and Group B.
2. There is no significant difference between the final self-measure means of Group A and Group C.
3. There is no significant difference between the final self-measure means of Group A and Group D.
4. There is no significant difference between the final self-measure means of Group B and Group C.
5. There is no significant difference between the final self-measure means of Group B and Group D.
6. There is no significant difference between the final self-measure means of Group C and Group D.

Data from the final administration of the self-measures are used to provide evidence concerning group differences. The t test for uncorrelated means is used to determine the significance of differences between groups.

Because this second hypothesis assumes that initially, the groups do not differ significantly, it is necessary to show that only chance differences exist between any two groups at the time of the beginning of the study. A mean score for the initial self-measures of each group was computed and the significance of difference between group means was determined for each of the three scores: adjustment index, self-acceptance index, acceptance-of-others index. A t test for uncorrelated means was used to determine the significance of difference in order to establish equivalence among groups.

Although the theoretical basis for prediction in this type of research allows for a one-tailed test, final conclusions of the present study will be determined by a two-tailed test for the following reasons. The particular period of adjustment under present study has not been investigated in regard to influence on self-concept which might be affected by the new challenge of increased academic and social adjustment represented by the new environment. It could be hypothesized that a reverse effect could occur. The threat of this new challenge could counteract the

influence of an acceptant, nonthreatening atmosphere. The present investigator is also heeding Edward's warning² that even though a sample may be drawn from a moderately skewed population and a two-tailed test of significance of difference between the means is made, there is reason to believe that the probability given in the table of *t* will not be seriously in error. The one-tailed test, however, is much more likely to be influenced by departures from normality, such as skewness, than the two-tailed test.

2. The Samples.

The samples consist of four randomly selected groups of students who were beginning their first year of study at a liberal arts college for women. Each student who participated in this study had satisfactorily met the regular admission requirements of the college. Each, therefore, had successfully completed an academic course at the secondary level. Entrance tests showed them to be intellectually able and academically prepared to adequately complete the studies of a liberal arts curriculum leading to a bachelor of arts degree.

A typical subject of any group of this study could be described as a recent high school graduate, eighteen or

² Allen L. Edwards, Experimental Design in Psychological Research, New York, Rinehart, 1950, p. 166-167.

nineteen years of age, belonging to the middle or upper-middle class, above average in intelligence, recently changing from home and secondary school environment to a college environment.

Along with regular college registration, students were made acquainted with the ordinary procedure to request counseling if they desired it. The counseling program was presented as a voluntary service for the students. Group A (N = 23) and Group B (N = 22), the experimental groups, were randomly selected from among those students who did request counseling. Group C (N = 21), the client-control group, was also randomly selected from among these students who requested counseling. Group D (N = 23), the nonclient control group, was randomly selected from among the students who had not requested counseling.

The randomization and group arrangement of subjects was conducted by a Social Research class directed by a sociologist competent in methods of sampling techniques in social research. Randomization was done by means of a table of random numbers.

In determining control groups, previous research had emphasized the need for both types of controls in order to consider such factors as motivation for counseling and passage of time. Group C is included to provide evidence as to whether motivation for counseling is, in itself,

sufficient to bring about change. The inclusion of Group D permits consideration of whether passage of time alone can account for change and provides normative reference for this study.

In addition, previous research recommended consideration of the variables of age, sex, social class status, environmental influences. In this study, both experimental and control groups are from the same population insofar as age, sex, social class status. They are, in addition to this, similar in intellectual ability and educational background. Environmental influences were controlled to the point that all participating were in an environment new to them, living under similar conditions.

The students of the first three groups were seeking counseling for a variety of reasons: academic, social, personal, vocational. Although superficial observation showed them to be making at least minimal satisfactory adjustment, they described themselves, in the interview situation, as experiencing anxiety, social and intellectual inadequacy, and vocational indecision, which were causing considerable tension.

One student from Group C who did not take the final test and two students, one from Group B and one from Group C, who dropped out of school early in the semester, were eliminated.

3. The Instrument Used to Determine Self-measures.

The self-referent items of the Q-sort as developed and used by Butler and Haigh³ in client-centered therapy research have been the foundation of instruments most extensively used in studies to measure the self-concept. Items used in this instrument are one hundred statements, obtained from remarks made spontaneously in nondirective therapy. These statements refer to attributes of importance to the self-concept and are assumed to sample significant dimensions of the phenomenal self. They are, for the most part, general assumptions, such as: I am a submissive person. I don't trust my emotions. I feel relaxed and nothing ever bothers me.

The items are sorted by the subject into a forced normal distribution of nine piles arranged on a continuum from "least like" to "most like" the subject. A second sort to describe the ideal person, a description of the person the subject would like to be, can also be made. Some studies used a third sort in which the subject arranges the cards to describe the manner in which he perceives the ordinary

³ John M. Butler and Gerard V. Haigh, "Changes in the Relation between Self-concept and Ideal Concepts Consequent upon Client-centered Counseling", in Carl R. Rogers and Rosalind F. Dymond, Eds., Psychotherapy and Personality Change, Chicago, University of Chicago Press, 1954, p. 55-75.

other person. The three sorts yield measures of the present self-concept, concept of the ideal-self, and concept of others. Butler and Haigh consider the relationship between self sort and ideal sort to be a measure of self-acceptance.

This forced sort utilized the Q-technique as developed by Stephenson.⁴ This ipsative measure facilitates communication allowing quantitative expression of clinical observations.

Both distributions of self sort and ideal sort, being quasi-normal distributions, a Pearson r is used and is considered a score, referred to as self-acceptance, self-regard, or self-esteem at various times in the literature.

Butler and Haigh give no published information concerning reliability measures on their instrument. Wylie,⁵ in an attempt to determine stability across time of the subject rank order with respect to self-ideal correlation, obtained a value of $+0.78$ for the test-retest ρ for the self-ideal correlations of the subjects who participated in studies conducted in client-centered research reported in Rogers and Dymond. Data suggest that ideal sorts have greater consistency than do self sorts.

⁴ William Stephenson, The Study of Behavior: Q-Technique and Its Methodology, Chicago, University of Chicago Press, 1953, ix-376 p.

⁵ Wylie, Op. Cit., p. 50.

Dymond introduced an external criterion of self-adjustment against which the distributions of the Butler and Haigh items could be scored.⁶ This type of measure can be used to assess the adjustment status of the person before and after therapy and makes possible comparison of groups used in research.

Clinical psychologists not associated with the client-centered research were asked to give criterion sortings with which the self perception of any subject could be compared. Judges agreed that twenty-six of the one hundred statements were not discriminating and the remaining seventy-four items were divided into two groups of thirty-seven items "like" and thirty-seven items "unlike" the well-adjusted person. A second group of judges showed close agreement among sortings with a disagreement of four items being the largest discrepancy between any two sortings. This final adjustment criterion sort contained thirty-seven positive indicators and thirty-seven negative indicators. A person's adjustment index is determined by the agreement of his self sort with this criterion sort. Perfect agreement would give a score of 74, that is, thirty-seven statements which have been judged to be positive indicators are placed

⁶ Rosalind F. Dymond, "Adjustment Changes over Therapy from Self Sorts", in Rogers and Dymond, Eds., Psychotherapy and Personality Change, Op. Cit., p. 76-84.

on the "like me" side and the thirty-seven items which have been judged to be negative indicators are placed on the "unlike me" side. The possible score range is from 0 to 74.

The reliability of the control group as estimated by test-retest method over a period of six months to one year was found by Dymond to be $+ .86$.

The rank-order of correlation of this measure with self-ideal correlations of therapy subjects was found to be $+ .83$ at pre-therapy and $+ .92$ at post-therapy. The relationship of high and low post-therapy adjustment score to high and low success of therapy ratings by counselors was found by Dymond to be significant at better than the five per cent level.

A modified version of Butler and Haigh's procedure and of Dymond's adjustment score was used by Williams⁷ in his study of self-concept changes. The subject divided Dymond's seventy-four adjustment related items into two groups depending on whether the items were "more like" or "less like" the subject's current perception of himself. In addition to this description of the currently perceived self, two other sorts were obtained. The subject sorted the cards according to his conception of the ideal-self and for

⁷ John E. Williams, "Changes in Self and Other Perceptions Following Brief Educational-Vocational Counseling", in Journal of Counseling Psychology, Vol. 9, No. 1, 1962, p. 18-28.

the third sort, according to his conception of the ordinary other person. These three sorts are referred to as self sort, ideal sort, and others sort.

This leads to two types of measures: a) an adjustment index, which is based on the congruence of the self sort and Dymond's judged items; and b) congruence scores comparing self sort to ideal sort, self sort to others sort, and ideal sort to others sort. Congruence between the self sort and the ideal sort yields the self-acceptance index. Congruence between the ideal sort and the others sort yields the acceptance-of-others index. Congruence between the self sort and the others sort yields an index of individuality.

The present study used Williams' modification and utilized the sorting of the seventy-four items to determine the adjustment index, self-acceptance index, and acceptance-of-others index. A list of statements comprising the items will be found in the appendix.

As has been previously indicated, scoring procedures demand a determination of the amount of congruence between two card sorts. In the case of the adjustment index, the congruence score representing the amount of similarity between the subject's self and an external criterion sort was found for each student. The self-acceptance index representing the congruence between the self sort and the ideal sort and the acceptance-of-others index representing congruence between ideal sort and others sort were found for each

student. Scoring procedures yield a possible range of scores from 0 to 74. Dymond's scores, with exclusion of items in the central position of her nine-point scale, according to Williams' estimate,⁸ would run approximately 9.5 points below the scores obtained by his procedures and those of the current study.

Results of the test-retest reliability study for determining the coefficient of stability as determined by the present writer will be given in chapter three.

4. The Experimental Procedure.

Initial administration of the instrument to determine the adjustment index, self-acceptance index, and acceptance-of-others index was made during the days of orientation which regularly precede the beginning of the regular school term. A battery of tests involving intellectual ability and aptitude (Otis Self-administering Test of Mental Maturity and School and College Ability Test), interest (Kuder), and personality (Heston Personal Adjustment Inventory), are given during this period to all new students. These tests are given for class-sectioning and guidance purposes. For purposes of this investigation, the self-measure instrument was included as a regular part of this program.

⁸ Williams, Op. Cit., p. 21 and 26.

A self sort, ideal sort, others sort were obtained from each student. The self sort was to determine how the student presently perceives herself, her own attitudes, feelings, behavior, as observed subjectively and admitted to awareness. The ideal sort was to determine the attributes, feelings, behavior the student would admittedly like to possess. The others sort was to determine the student's recognized perception of the attributes, feelings, behavior of people in general.

All who participated in this study, including the controls, were tested in groups of approximately fifteen students. Three sets of the seventy-four cards were given to each student. The self-referent statements are printed on cards 2" x 4" and arranged in identical order of seventy-four cards for each set.

Directions were given by the same administrator in each testing session. Students completed the self sort before directions for the ideal sort were given. Directions for the others sort followed completion of the ideal sort. Directions were as follows:

You have been given three sets of cards. Each set contains 74 cards with a different statement on each card. Take the first set and divide the cards into two piles. One pile should contain the cards with statements which you feel are more like you; the second pile should contain cards with statements which you feel are less like you.

Divide the second set of cards to describe the way you would like to be. In one pile place cards containing statements which are more like the way you would like to be. In the other pile place cards containing statements which are less like the way you would like to be.

Divide the third set of cards to describe the way you feel most other people are. In one pile place cards containing statements which are more like the way you feel most other people are. In the other pile place cards containing statements which are less like the way you feel most other people are.

This type of direction followed a pilot study with students not involved in this research. The purpose of the pilot study was to arrive at effective administration techniques, efficient tabulation and scoring procedures.

Approximately thirty minutes were required for the average student to complete the three sorts.

Following the administration of the self-measure instrument, members of Group A and Group B were scheduled for the initial interview. This first interview gave the student an opportunity to discuss the presenting problem and allowed for an evaluation by counselor and student of background factors. This interview included interpretation and discussion of the results of pre-college admission and orientation tests.

At no time during the counseling was the counselor aware of the self measure scores made by particular students.

These initial interviews were completed for the forty-six members of the first two groups within seventeen days.

Students in the second group were not scheduled for subsequent interviews. Those who inquired about returning were told that they would be notified. They were not contacted until after the second administration of the self-measure, approximately a twelve week period.

Regular counseling of the first group began during the third week of the regular school term. Students were scheduled to have counseling interviews at regular times once each week. Those who had been selected for regular counseling were encouraged to attend counseling sessions and to commit themselves for a minimum of twelve weeks of regular counseling. They were encouraged to do this since past experience of the counselor has shown that mounting pressure from academic work and the possibility of arousal of anxiety in early sessions could cause withdrawal from counseling.

The content of the counseling sessions followed the student's desire to explore some problem in personal, social, educational, or vocational area. Although there was no systematic attempt to standardize the counseling, this factor was somewhat controlled by the fact that all counseling interviews were with the same counselor. This counselor had six years of experience counseling college students. The counselor's behavior varied slightly from student to student depending upon the type of person and the type of

problem. The counselor's general orientation can be described as moderately nondirective.

The extent of the experimental period was planned so that the terminal date of counseling and the date of readministration of the self-measure instrument would not coincide with any period of exceptional tension, such as examination time, for the students. The fact that the termination date preceded a long vacation period which possibly would interject varying environmental influences was also considered.

The total of 219 counseling sessions with 23 students extended over a period of 13 weeks. With a limit of sixty minutes set for the counseling session, the usual length of a session was 45 minutes with one interview of 20 minutes as the shortest session counted as a regular counseling session.

At the end of the experimental period, there was readministration of the self-measure instrument. The procedure was the same as that for the initial administration.

Table I shows a general time schedule for various steps in the experimental procedure as they have been presented in this chapter.

Table I.-
Time Schedule for Experimental Procedure.

	September	October	November	December
Group A^a (N - 23)	Administration of Self-measure Instrument and Initial Interview	Counseling (App. 10 sessions)		Readministration of Self-measure Instrument
Group B^a (N - 22)	Administration of Self-measure Instrument and Initial Interview			Readministration of Self-measure Instrument
Group C^a (N - 21)	Administration of Self-measure Instrument			Readministration of Self-measure Instrument
Group D^b (N - 23)	Administration of Self-measure Instrument			Readministration of Self-measure Instrument

a Composed of students who requested counseling.

b Composed of students who did not request counseling.

CHAPTER III

PRESENTATION OF RESULTS

This chapter presents the results of the experiment described in the previous chapter. The first section deals with the reliability of the instrument. Results of data evaluation pertinent to the first experimental hypothesis dealing with changes in measures during the period under study is given in section two. Section three presents the results of data evaluation pertinent to the second experimental hypothesis concerned with group differences on self-measures.

As has been previously indicated, references to Group A will apply to that group of students who requested counseling and received regular counseling. Group B will refer to students whose request for counseling was answered with one counseling interview. Group C, the client control group, refers to students who requested but did not receive counseling. Group D, the nonclient control group, refers to a group of students who neither requested nor received counseling.

1. Reliability of the Instrument.

Reliability of the self-measure instrument was estimated by the test-retest method. It is based on the initial

and final scores of Group D over the experimental period of approximately three and one-half months.

The reliability coefficients were found to be $+ .66$ for the adjustment index, $+ .61$ for the self-acceptance index, and $+ .28$ for the acceptance-of-others index.

While there is no reason to believe that the instrument itself is not reliable, there are reasons to believe that changes have occurred in the subjects in regard to the trait measured. Theoretically, the nonclient controls were not expected to change to the same degree as were the experimental groups, however, students who acted as controls were also in a period of adjustment to the same new environment as the experimental subjects and were subjected to the same recent change of environment. The correlations found to exist could be as indicative of lack of stability in the perception of self and of others as it is lack of consistency or stability in the instrument itself. Dymond's reliability of $+ .86$ for the adjustment index was determined with an older age group and under stable, familiar environmental conditions.

The relatively small N may account in part for the fact that the coefficients of correlation presented are not impressive. The relatively short time limits may also play a part in the reliability coefficients found.

2. Differences between Initial and Final Measures.

With a few exceptions, positive increase is seen in the comparison of the initial and final measures of all four groups. In the first two groups, that is, in the group receiving regular counseling (Group A) and the group receiving one counseling interview (Group B), there is positive change in the means and medians of every measure. Group C, the client control group, shows a slight increase in measures except the median adjustment index which remains the same, and both mean and median of the acceptance-of-others index which decrease slightly. Group D shows slight decrease in the median adjustment index and the mean acceptance-of-others index.

To present this general, overall picture of group tendencies, the medians, means, and standard deviations of the adjustment index, self-acceptance index, and acceptance-of-others index for the initial and final measures are presented in Table II. Additional information concerning individual score changes will be found in the appendix where individual initial and final scores of adjustment, self-acceptance, and acceptance-of-others are listed for members of each group.

The mean adjustment index of the counseled students increased from an initial 53.04 to a final 56.13, a positive increment of 3.09, and this represents significant change in

Table II.-

Medians, Means, Standard Deviations of Self-measure Indices
of Four Groups on Initial and Final Administrations.

Group Indices	Median		Mean		σ	
	Initial	Final	Initial	Final	Initial	Final
A: N=23						
Adjustment	53.60	56.55	53.04	56.13	10.21	7.02
Self-acc.	53.50	58.40	52.91	57.65	10.21	9.00
Acc.-of-others	57.35	58.00	53.22	55.26	13.13	14.91
B: N=22						
Adjustment	55.50	57.15	54.00	57.00	10.26	10.86
Self-acc.	54.25	58.50	54.09	56.91	10.18	10.72
Acc.-of-others	55.50	57.16	53.09	56.00	11.92	10.02
C: N=21						
Adjustment	55.00	55.00	53.24	54.43	8.36	10.29
Self-acc.	56.00	56.75	53.81	54.86	8.36	10.53
Acc.-of-others	56.33	55.40	50.91	50.33	16.02	17.68
D: N=23						
Adjustment	61.00	59.85	56.83	57.74	11.60	8.72
Self-acc.	58.00	61.30	56.00	58.96	12.20	11.64
Acc.-of-others	54.00	55.80	54.91	53.00	9.52	11.80

the adjustment index ($p < .05$). The relatively large positive change from a mean of 54.00 to 57.00 noted in Group B does not represent a significant change according to the t test. Changes in the adjustment index occurring in the two control groups are slight and insignificant changes of 1.19 in Group C and .91 in Group D.

The largest positive increments and the greatest degree of change are seen in the measure of self-acceptance. Significant increase ($p < .01$) occurs in this congruence score in students who were counseled. The mean of the self-acceptance index of these students increased from an initial mean of 52.91 to a post-counseling mean of 57.65, a positive increment of 4.74. Significant positive change is seen to a lesser degree ($p < .05$) in the students who received one counseling interview (Group B).

The control groups do not show significant change in the measure of self-acceptance. Students who requested but did not receive counseling (Group C) show a positive mean change of 1.05 as compared with Group A change of 4.74 and Group B change of 2.82. This change in Group C is not a significant change as determined by the t test. The increase of 2.96 in the final mean of the nonclient control group is not significant.

Differences between the means of initial and final acceptance-of-others indices in any of the four groups

exhibit only random change. Although there are positive increases of 2.04 in Group A and 2.91 in Group B on this measure, these changes do not represent significant increases. There are slight, insignificant decreases of .58 and 1.91 in the final means of the acceptance-of-others indices of Group C and Group D respectively.

The initial and final group means of the adjustment index, self-acceptance index and acceptance-of-others index, and the significance of difference between initial and final means as expressed by t ratios are presented in Table III.

In addition to having higher quantitative mean score changes and showing greater significance of change, Group A and Group B produce greater numbers of individuals who changed positively than do the control groups. Of the twenty-three students who were counseled regularly (Group A), fourteen showed positive change and eight showed negative change on the adjustment index. One student remained the same. Positive changes ranged from a score change of +1 to +24. Negative changes ranged from -1 to -6. Thirteen of the Group B students showed positive changes in the adjustment index ranging from +1 to +14; seven of this group show score decreases ranging from -1 to -9. Eleven positive and nine negative changes are seen in Group C and eight positive and fourteen negative changes took place in scores of students in the nonclient control group.

Table III.-

Comparison of Initial and Final Means of Adjustment Indices,
Self-acceptance Indices, Acceptance-of-others Indices
Obtained by the Four Groups and the Significance of
Difference as Expressed by t Ratios.

Indices Ad- ministration	Groups							
	A		B		C		D	
	Mean	t	Mean	t	Mean	t	Mean	t
Adjustment								
Initial	53.04		54.00		53.24		56.83	
Final	56.13	2.13 ^a	57.00	2.05	54.43	.54	57.74	.49
Self-acc.								
Initial	52.91		54.09		53.81		56.00	
Final	57.65	3.07 ^b	56.91	2.46 ^a	54.86	.42	58.96	.58
Acc.-of-others								
Initial	53.22		53.09		50.91		54.91	
Final	55.26	.85	56.00	1.61	50.33	.24	53.00	.69

a $p < .05$.

b $p < .01$.

When the consideration is the number of individuals who show positive change, the self-acceptance index of Group A again manifests the greatest significance of change. Results of the nonparametric sign test¹ employed to assess the significance of the directions of changes, show that the sixteen positive and five negative changes among the counseled students represent a comparatively high degree of significance ($p < .210$) on a two-tailed test. This same degree of significance is not found in students who received only one interview where directions of change are more random ($p < .238$). The direction of score changes of students in both control groups are those which might be expected when the changes are completely random.

Results of the sign test indicate that Group B shows the highest degree of significance level in regard to the number of changes in the positive direction ($p < .210$) in the measure of acceptance-of-others. Changes of direction in the other groups are of a random nature. This is the only measure where any group produces an average change in the negative direction. Negative changes occurred in both control groups on this measure. In Group C, nine students changed in a positive direction with score changes

¹ Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, New York, McGraw Hill, 1956, p. 68-75.

ranging from +1 to +18 and eleven students showed negative changes ranging from -2 to -30. In the nonclient control group, nine students changed in a positive direction with score changes ranging from +2 to +20 and eleven students show negative changes with scores decreasing from -1 to -34 points.

The direction and average value of score change, the number and range of positive and negative score changes, and the results of the sign test to determine significance of the directions of change are presented in Table IV.

3. Differences between Groups.

Before presenting the results of data to evaluate the findings in reference to the second hypothesis, evidence indicating the initial equivalence of the four groups will be presented.

Comparing the means of the initial self measures of each group with the corresponding mean of every other group reveals a similarity between groups. The t test between independent pairs of means reveals that at the first administration only chance differences exist between any two groups on any of the measures examined, permitting the conclusion that the groups were equivalent with regard to the first scores of the adjustment index, the self-acceptance index, and the acceptance-of-others index.

Table IV.-

Direction and Average Value of Change of Adjustment Index, Self-acceptance index and Acceptance-of-others Index;
 Number and Range of Changes in Each Direction;
 and Significance of Directions of
 Change According to the Sign Test.

Index Group	Average Change	Positive Number	Positive Range	Negative Number	Negative Range	No Change Number	P Value ^a
Adjustment							
A:N=23	3.09	14	1-24	8	1- 6	1	.286
B:N=22	3.00	13	1-14	7	1- 9	2	.264
C:N=21	1.19	11	1-24	9	1-10	1	.824
D:N=23	.91	8	1-29	14	1-10	1	.286
Self-acc.							
A:N=23	4.74	16	2-28	5	1- 9	2	.210
B:N=22	2.82	12	1-14	6	1- 7	4	.238
C:N=21	1.05	10	2-28	11	1-24	0	1.000
D:N=23	2.96	10	1-32	9	1-17	4	1.000
Acc.-of-others							
A:N=23	2.04	13	1-24	10	2-19	0	.678
B:N=22	2.91	16	1-13	5	1-11	1	.210
C:N=21	-.58	9	1-18	11	2-30	1	.824
D:N=23	-1.91	9	2-20	11	1-34	3	.824

^a P values determined by nonparametric sign test are based upon two-tailed tests.

The initial group means of adjustment index, self-acceptance index and acceptance-of-others index and the results of the t tests are presented in Table V.

Results of the t tests to determine the significance of the difference between groups on the final measures indicate that differences between the means of any two groups are within the limits of chance possibility. Groups A and B are seen to be more consistently similar than any other two groups and the greatest degree of difference on the final measures is seen when comparing Group C with every other group, especially with Group D.

The t ratios indicate that the most consistent and the highest degrees of similarity are between Groups A and B as indicated by the negligible mean score differences of .87 for the adjustment index, .74 for the self-acceptance index, .74 for the acceptance-of-others index, and the comparatively low t ratios. The t ratios for the difference between means of the adjustment indices is .3136; for the self-acceptance index $t = .2458$; and for the acceptance-of-others index, $t = .1903$.

Comparison of mean scores of Group C and Group A students reveals that Group A's scores are higher by 1.70, 2.79, and 4.93 points on the final means of adjustment index, self-acceptance index, and acceptance-of-others index respectively. The differences between the final means of

Table V.-

Comparison of Initial Means of Adjustment Index, Self-acceptance Index,
and Acceptance-of-others Index for Four Groups of Students as
Expressed by the t Ratios.

	Adjustment			Self-acc.			Acc.-of-others		
	A	B	C	A	B	C	A	B	C
	53.04	54.00	53.24	53.91	54.09	53.81	53.22	53.09	50.91
Adjustment									
D:56.83	1.1519 ^a	.8465	1.1440 ^a						
C:53.24	.0694	.2602							
B:54.00	.3076								
Self-acc.									
D:56.00				.9139	.5564	.6742			
C:53.81				.3117	.0963				
B:54.09				.3506					
Acc.-of-others									
D:54.91							.4900	.5546	.9957
C:50.91							.5139	.4973	
B:53.09							.0339		

^a $P < .15$ on a one-tailed test.

Group C and Group B are seen to be 2.57 for the adjustment index, 2.05 for the self-acceptance index, and 5.67 for the acceptance-of-others index. The t ratios determine that none of these differences are significant.

Comparison of Group C students who requested counseling and did not receive it and the nonclient control group shows that these two groups exhibit more difference than any other two groups. A t ratio of 1.1309 is found when testing the significance of the 3.31 score difference which exists between the final means of Group C and Group D adjustment indices. A t ratio of 1.1965 is found when testing the significance of 4.10 which exists between final means of the self-acceptance indices for these two groups. Both of these t values represent a comparatively higher level of significance than comparisons between any other two groups.

Data pertaining to the second experimental hypothesis concerning the group differences on final measures is given in Table VI which presents the means of final adjustment indices, self-acceptance indices, and acceptance-of-others indices, and the results of the t tests to determine the significance of difference between the groups.

Table VI.-

Comparison of Final Means of Adjustment Index, Self-acceptance Index,
and Acceptance-of-others Index for Four Groups of Students as
Expressed by the t Ratios.

	Adjustment			Self-acc.			Acc.-of-others		
	A	B	C	A	B	C	A	B	C
	56.13	57.00	54.43	57.65	56.91	54.86	55.26	56.00	50.33
Adjustment									
D:57.74	.6768	.2471	1.1309 ^a						
C:54.43	.6319	.7800							
B:57.00	.3136								
Self-acc.									
D:58.96				.4189	.6006	1.1965 ^a			
C:54.86				.9281	.6199				
B:56.91				.2458					
Acc.-of-others									
D:53.00							.5592	.8976	.5818
C:50.33							.9822	1.2750 ^a	
B:56.00							.1903		

a P .15 on a one-tailed test.

CHAPTER IV

DISCUSSION OF RESULTS

This chapter will discuss the results given in the previous chapter in relation to the experimental hypotheses, to self theory, and to previous research findings. The first section deals with changes in self-measures and considers implications of the results in regard to the first statistical hypothesis and to the theoretical expectations of self theory. Section two discusses the results of the analysis of data pertaining to group differences. The final section deals with implications of findings from the control groups.

1. Changes in Self-measures.

A consideration of the findings relevant to the first experimental hypothesis is divided, as is the hypothesis, into three sections dealing with group changes in the adjustment index, self-acceptance index, and acceptance-of-others index.

Since results of this study show significant increase in the adjustment index of the students who received counseling and found no significant changes in this measure for the other three groups, it is permissible to reject that section of the first experimental hypothesis predicting no change in

the adjustment index of the counseled students from the pre-counseling to the post-counseling measure. It may be said that the significant changes were found in these students in regard to their perception of self as compared with an external criterion of a well-adjusted self. There is not sufficient evidence according to the statistical criterion employed to reject those sections of the hypothesis predicting no changes in the other three groups.

These results correspond with the findings of Dymond and Rudikoff who studied such changes as a function of intensive client-centered therapy with personal-adjustment problems and with the findings of Williams who found changes in adjustment scores as a function of educational-vocational counseling. Data from the present study indicate, however, that the subjects here involved do not exhibit the same degree of discrepancy between the perception of self and the externally judged sort of well-adjusted person as do the personal-adjustment clients in the University of Chicago studies. Subjects here are more comparable to those of Williams' study. In the present study the mean pre-counseling adjustment score of Group A is 53.04 and the mean post-counseling adjustment score is 56.13. Comparable scores from Williams' study are 50.03 and 58.76. Comparable scores from the Dymond study corrected for the difference in procedure as described in chapter two, section three, of this study are 38.30 and 49.30. It would appear that the adjustment level

of Dymond's clients following counseling is approximately that of the current study before counseling.

The significant increase in the adjustment index as a function of counseling found in this study suggests that the classification of college counseling cases into an educational-vocational and personal-adjustment dichotomy may create confusion regarding the basic nature of problems faced by many college students. Subjects of this present study had requested counseling for academic, social, personal, vocational, reasons. Since these students had been carefully screened in regard to intellectual ability and academic aptitude, it should not be surprising that the majority of problems presented as educational-vocational were intimately associated with personal, social, or emotional factors. Results here found, together with Williams' findings, would seem to indicate that personal-adjustment status is involved in both types of problems.

The most definite findings of this study pertain to the second section of the first experimental hypothesis which deals with changes in self-acceptance index. This measure, expressed as congruence between self-concept and ideal-self, is seen to increase concurrently with counseling. Statistical examination shows that significant change occurs in the self-acceptance index in Group A. Discrepancies between self and ideal-self concepts have been reduced to

the point where congruence shows significant change ($p < .01$). The mean self-acceptance index of students who received one counseling interview also shows significant increase ($p < .05$) but not to the same degree as the students receiving regular counseling. This significance of score change was not seen in the control group of students who had requested counseling (Group C) nor in the control group of students who had not requested counseling (Group D). Theoretically, this indicates a reduction in tension and self dissatisfaction in these students receiving counseling.

The theoretical expectations of this study are involved mainly with increase of self-ideal congruence of the counseled students. Statistical investigation has demonstrated that this congruence score increased significantly with counseling both in the case of students receiving regular counseling and in the case of those receiving one counseling interview. The same increase is not seen in students who received no formal counseling.

From these results it seems doubtful that the number of increases in self-ideal congruence from pre-counseling to post-counseling and the amount of such increase are based on random change. Rather, it appears that directional changes of a significant sort are evident and that these provide confirmation of the theoretical hypothesis that the discrepancy between self and ideal will be reduced

through counseling. Thus, the sections of the first experimental hypothesis dealing with changes in the measure of self-acceptance may be rejected for Groups A and B.

The fact that significant positive increases were found in both the adjustment index which utilizes an external criterion of adjustment and in the self-acceptance index based entirely on the subject's own frame of reference further supports the theory that with an increase in acceptance and understanding of self, students will not only be more comfortable with themselves, but are "better adjusted" in terms of standards determined by psychologist judges.

Theoretically, interpretation of the statistical findings of increased adjustment and self-acceptance in the counseled students, and a comparatively high increase in adjustment in addition to significant increase in self-acceptance in Group B students, indicates reduced psychological discomfort in these students.

Congruence between ideal sort and others sort representing acceptance-of-others is the concern of the third section of the first experimental hypothesis.

While the mean score of this index increases in the experimental groups, the positive change is not sufficient to be considered a significant change. There is slight but insignificant negative change in both control groups.

Although suggestive trends emerge, findings do not permit the rejection of the statistical hypothesis of no change in acceptance-of-others, nor do results conclusively support the theoretical expectation that in counseled students, acceptance-of-others will increase along with increase in self-understanding and self-acceptance.

Results here found are, however, in accord with past researches concerning acceptance of others, which most frequently found positive, but not significant, changes. That acceptance-of-others as reflected in the congruence between concepts of the ideal-self and concept of others increases over counseling is not easily interpreted since the general research findings on this point are somewhat confusing. The findings in this present study do little to clarify the confusion. Data suggest that acceptance-of-others increases concurrently with counseling, but not to the same degree as self-acceptance. Data also indicate that the normal relationship of these two variables is for self-acceptance to be greater than acceptance-of-others.

Examination of changes and directions of changes on this measure of acceptance-of-others leads to speculation concerning perception of the ordinary other person. Although the present investigation does not investigate the possibility, it could be hypothesized that the concept of the other person becomes more like the self-concept

during this time of challenge for students in regard to their acceptance by others. It may have been more appropriate to examine the congruence between self and others rather than congruence between the ideal-self and others as was done in this study. Congruence between self and others has been considered as an index of individuality and this may be a more significant aspect of self change at this particular adjustment period than is an index of acceptance-of-others.

Thus far it has been demonstrated that the first experimental hypothesis must be rejected in three of its sections. Significant changes found in Group A on the self-measures of adjustment and self-acceptance, and in Group B on self-acceptance, permit rejection of sections of the hypothesis statistically predicting no change for these groups on the stated measures. As was expected, changes on the self-measures of control groups C and D were statistically determined to be of a random nature.

Since these results based on a two-tailed test correspond with the findings of previous researches which utilized a one-tailed test of significance of change, application of a one-tailed test to the present data would further strengthen the support given to earlier findings since the significance of change here found in the experimental groups would increase in degree when examined by a

directional test. The position of the control groups would not be changed, since a one-tailed test is not appropriate to determine the significance of change in those groups not receiving counseling.

2. Group Differences on Self-measures.

As evidence of initial equivalence of groups, the presented results reveal no significance of difference between the means of any two groups on the initial measures of adjustment index, self-acceptance index, acceptance-of-others index.

There is not sufficient statistical evidence to reject the second experimental hypothesis dealing with differences between groups on final measures. Analysis of the data according to the evaluation criteria of this study does not reveal significance of difference between any two groups, although trends can be seen in the expected directions.

A question only indirectly related to this hypothesis is concerned with the comparison of students who requested counseling and those who did not seek help. On every measure at the initial administration, the means of students who did not request counseling are higher than the means of students who requested counseling.

Comparison of one group of students requesting and receiving counseling (Group A) and a group of students not requesting and not receiving counseling (Group D) shows that the difference between means of these two groups approaches closely to a significant difference on the initial administration.

If, as has been done in previous research studies, a one-tailed test of significance is applied, Groups A and D show a comparatively high degree of significance of difference ($p < .15$) on the initial adjustment index. This indicates that at the first administration the students seeking help were lower in adjustment than those not seeking help. This difference is not found in the final administration where more similarity is seen between the students in Group A and the students in Group D. In accord with theory and past findings, counseling appears to have reduced the discrepancies between perception of the self and the ideal to the point where the previous significant difference between Group A and Group D no longer exists.

In the initial comparisons of Group C and Group D, again one group requesting and one not requesting counseling, a one-tailed test reveals the significance of difference to be at the same level as that seen initially between Group A and Group D. Students in Group C do not receive the counseling they requested and comparison of final

measures reveals that the difference between means of Group C and Group D remain at this level of difference. In contrast to the counseled students of Group A whose scores became more like those of Group D students who had not requested counseling, the scores of students requesting but not receiving counseling (Group C) remained at the same level of difference compared with scores of students not seeking help (Group D).

In addition to this difference in the adjustment index, the test of a directional hypothesis reveals a comparatively high level of significance of difference ($p < .15$) between Groups C and D on final self-acceptance index which was not seen in comparison of the initial measure.

These students (Group C) have not, as have the counseled students, reached an adjustment status similar to the students not seeking counseling. They have, in addition to this, become more significantly different from the students not seeking counseling in regard to their degree of self-acceptance.

It would be appropriate to consider a directional type test of significance between the difference of counseled groups (Groups A and B) and noncounseled client control group (Group C) on final measures. Although differences do not reach the level of significance required to reject the

null hypothesis, a comparatively high degree of difference is found in comparing students who requested and received counseling with those who requested and did not receive counseling.

While there are no statistically significant differences found to exist between any two groups on final measures, findings are suggestive of greater difference between students who asked for counseling and did not receive it and students who did not request help. Greatest similarity is found between the two experimental groups and between the nonclient controls and each of the experimental groups.

3. Considerations of Limitations to Interpretation.

A realistic interpretation of the results includes consideration of the possibility of an explanation other than counseling to account for changes seen in measures of adjustment and self-acceptance in Group A. It further considers the possibility of explanations other than the one interview to account for changes in the adjustment index found in Group B.

Control group findings eliminate certain of the possible influencing factors. The client control group of students described themselves on the initial administration as being comparatively lower on the adjustment index and the

self-acceptance index than the students not requesting counseling. The mean adjustment and self-acceptance scores of neither group change significantly over the experimental period and they remain comparatively different at the end of the experiment.

Lack of significance in changes between initial and final self-measures of the client control group indicates that motivation for counseling does not account for significance of change in the counseled students. It is possible, however, that in Group B the combination of motivation and the one counseling interview with the possibility of future counseling may have been a significant combination of factors since this group showed significance of change in self-acceptance index with only one interview. It is difficult to determine whether the demonstrated change is in relation to the one interview, or rather, the combination of the one interview and motivation with the possibility of future counseling.

The fact that the nonclient control group means show no significant changes on any of the measures seems to indicate that neither repetition of the test nor passage of time nor the influence of random variables has any appreciable effect on these scores.

Comparison of findings of the client and nonclient control groups on the adjustment and self-acceptance indices

leads to certain speculation. Although Group C scores are seen to be consistently, and to a comparatively high degree of significance, lower than are the scores of students in Group D, positive changes are seen to have occurred. In addition to the positive increments as seen in group trends, examination of individual scores shows relatively large positive increases in the case of individual scores.

It could be postulated that these changes are a function of change of environment from family to college life, which emphasizes the necessity of having this type of control group in order to conclude anything about the effects of counseling on the self-concept changes.

Findings of changes in a negative direction which occurred only in the measure of acceptance-of-others in the control groups suggests that during this particular adjustment period, students perceive others as potentially threatening. Experiences with others may be viewed defensively as potential threats and this need to defend self prevents acceptance of others.

Another consideration in this regard is the environmental control. Although environmental factors and opportunities had an exceptional degree of similarity for each subject, even here, it cannot be assumed that environmental effects are randomized across the experimental and control groups. Students seek counsel and advice from a variety of

sources including friends, teachers, chaplain, or in other ways informally seek out resources for promoting change. This informal type of help-seeking was equally available for all subjects. Even though Rogers assumed environmental influences other than therapy to be randomly distributed between experimental and control groups, there can be no assurance that the effects of such informal therapeutic contacts are randomized across the experimental and control groups of students in this study, for it is less likely that persons already in a counseling relationship will be strongly motivated to seek additional help from other sources. Perhaps changes occurring in the control groups can be attributed to this informal help-seeking.

Further consideration in the interpretation of results is the fact that the scores are based on self descriptions. In the attempt to investigate relationships between perception of the present self, the ideal self, and others, and in determining whether these relationships alter under varying conditions, it is irrelevant whether the self is actually as it is perceived, or whether the ordinary person actually has the characteristics perceived by the subject. The possibility of varying relationships within the phenomenal field is the consideration. The aim is to obtain the student's perception, not accuracy of description.

The subject may be influenced in the description by certain needs, which, consciously or unconsciously, affect the sortings of items. It is recognized that nonphenomenal constructs such as unconscious motivation and drives of which the subject is unaware may be affecting the self report. The theoretical question of the influence of nonphenomenal determinants is not the consideration of the present study.

However, one obvious point to consider is that the student's post-counseling description may reflect a need or desire to please the counselor. It may reflect an attempt to prove that counseling has been beneficial. In an attempt to counteract this possible influence, the final evaluation followed the same procedure as the initial administration. There was no connection made between the testing and the counseling. Students simply participated in the testing as a member of the first year class of students. All students, whether included or not included in the present study, were retested as part of a regular testing program. The counseled students had no direct way of connecting this particular testing experience with their counseling sessions.

In discussing the results, the final section of this chapter has considered certain factors and conditions which possibly explain score changes. The control group findings, insofar as they eliminate certain of these

possible influences, support the theoretical hypothesis. In addition, these findings provide a certain limited amount of information concerning self measure changes during this transition period and lead to speculation concerning utilization of environmental opportunities.

SUMMARY AND CONCLUSIONS

Examination of the perceptions and interrelationships of the self, ideal-self, and others of college students during a definite period of adjustment and the analysis of the findings in terms of self-concept theory was the particular purpose of this study. It was hypothesized that self-measures of counseled students would manifest positive change concurrent with counseling and this would be to a greater degree than students who did not receive counseling. The experimental design was developed to examine the conjecture of previous research that the one interview involving test interpretation was a significant factor in the changes which occur with counseling.

An analysis of the data presents objective evidence that certain measurable and significant changes did occur, and that certain other hypothesized changes failed to occur. Significant positive changes are seen in the counseled students on measures of adjustment index and self-acceptance index. Since comparable changes do not occur in the control groups, it appears reasonable to conclude that counseling as the theoretically required "therapeutic atmosphere" is the effective agent of change.

Significant positive changes are seen in the students receiving only one counseling interview on the

self-acceptance index but not to the same degree of significance as that seen in the counseled students. More conclusive evidence in regard to the effect of this one interview involving test interpretation would have implications of interest and value to college guidance and counseling departments.

The first statistical hypothesis as stated in null terms, that there are no significant differences between the means of initial measures and the corresponding means of final measures of any group, may be rejected in three of its specific sections on the basis of statistical findings. It may be rejected: a) when it predicts no change in the adjustment index of the counseled students; b) when it predicts no change in the self-acceptance index of the counseled students; c) when it predicts no change in the self-acceptance index of the students receiving one counseling interview.

There is not sufficient statistical evidence to reject the second experimental hypothesis that there are no significant differences between any two groups on the means of the final self-measures.

Data concerned with changes in the acceptance-of-others leads to speculation that congruence between the self and others may be a more significant aspect of the present period than congruence between ideal and others. Perhaps

counseling has an effect on the perception of certain others but when the attitudes are toward generalized others, results do not show any definite change. It would be of value for counselors to know if group therapy would have a more demonstrable effect on the measure of acceptance-of-others than does personal counseling.

In view of the difficulties of measurement and the limitations inherent in self-theory and therapy research, research in the realm of consistency and change of self-measures both of a theoretical and practical nature continues to be needed. In regard to measurement, interpretation of results of the present study would be enhanced by a self-measure instrument whose items were gleaned from typical problems of college students. In regard to limitations of theory, the fact that phenomenological material may have a negative meaning in the defensive individual points to the need for continued research in the area of measure of defensiveness. The present study has attempted to overcome those limitations inherent in therapy research in regard to controls, but in so doing has imposed time limits in order not to withhold counseling from those students in the control group who requested counseling.

The study demonstrated that the experience of counseling was not the same for all students. Students utilized counseling with varying degrees of effectiveness.

A question arises in this area concerning factors which block therapeutic changes and whether or not there are personality factors associated with the facility or the lack of facility in regard to changes during the course of counseling college students.

While this investigation did not concern itself with the behavioral aspects concurrent with changes in self-measures or with counseling, throughout the course of the experiment certain questions arose concerning corresponding behavioral correlates. In an academic community as was the locus of this investigation, it would be of interest and of value to examine the relationship between counseling, self-concept changes, and academic performance. With the reduction of intrapersonal tension, and the reasonable expectation of more flexible rather than more rigid perception, there are implications in the area of learning theory.

Significant findings and positive trends of this study support self-theory in its postulate that a therapeutic atmosphere permits self-reorganization which leads to changes in self-perception and self-acceptance. To a lesser degree it supports the assertion that with increased self-acceptance comes increased acceptance-of-others.

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APPENDIX 1

SELF-REFERENT STATEMENTS COMPRISING THE SELF-MEASURE INSTRUMENT

APPENDIX 1

SELF-REFERENT STATEMENTS COMPRISING THE SELF-MEASURE INSTRUMENT

Table VII.-

Order of Presentation of the Seventy-Four Statements^a Comprising
the Instrument to Determine Self-measures and
Indication of Contribution to Adjustment
Index.

Item No.	Adj. Index ^b	Statement
1	N	I often put on a false front.
2	P	I make strong demands on myself.
3	P	I often kick myself for the things I do.
4	N	I often feel humiliated.
5	N	I doubt my sexual powers.
6	P	I have a warm emotional relationship with others.
7	P	I am responsible for my troubles.
8	P	I am a responsible person.
9	N	I have a feeling of hopelessness
10	P	I can accept most social values and standards.
11	N	I have a few values and standards of my own.
12	N	It is difficult to control my aggression
13	P	Self-control is no problem to me.
14	P	I usually like people.
15	P	I express my emotions freely.
16	N	I want to give up trying to cope with the world.
17	P	I can usually live comfortably with people around me.
18	P	My hardest battles are with myself.
19	N	I tend to be on my guard with people who are some- what more friendly than I had expected.

^a Rosalind F. Dymond, "Adjustment Changes over Therapy from Self Sorts", in Carl Rogers and Rosalind F. Dymond, Eds., Psychotherapy and Personality Change, Chicago, University of Chicago Press, 1954, p. 79.

^b Positive (P): Contribute to adjustment index if statement is placed in the "like me" pile. Negative (N): Contribute to adjustment index if statement is placed in the "unlike me" pile.

Table VII.- (Cont'd.)

Order of Presentation of the Seventy-Four Statements Comprising
the Instrument to Determine Self-measures and
Indication of Contribution to Adjustment
Index.

Item No.	Adj. Index	Statement
20	P	I am optimistic.
21	N	I usually feel driven.
22	P	I am liked by most people who know me.
23	P	I am sexually attractive.
24	N	I feel helpless.
25	P	I can usually make up my mind and stick to it.
26	N	My decisions are not my own.
27	N	I am a hostile person.
28	P	I am contented.
29	N	I am disorganized.
30	N	I feel apathetic.
31	P	I am poised.
32	P	I am impulsive.
33	N	I don't trust my emotions.
34	N	It is pretty tough to be me.
35	P	I am a rational person.
36	N	I have the feeling that I am just not facing things.
37	P	I am tolerant.
38	N	I try not to think about my problems.
39	P	I have an attractive personality.
40	N	I am shy.
41	N	I am no one. Nothing seems to be me.
42	P	I am ambitious.
43	N	I despise myself.
44	P	I have initiative.
45	N	I shrink from facing a crisis or a difficulty.
46	N	I just don't respect myself.
47	P	I take a positive attitude toward myself.
48	P	I am assertive.
49	N	I am afraid of a full-fledged disagreement with a person.
50	N	I can't seem to make up my mind one way or another.
51	N	I am confused.
52	P	I am satisfied with myself.
53	N	I am a failure.
54	P	I am likeable.

Table VII.- (Cont'd.)

Order of Presentation of the Seventy-Four Statements Comprising
the Instrument to Determine Self-measures and
Indication of Contribution to Adjustment
Index.

Item No.	Adj. Index	Statement
55	P	My personality is attractive to the opposite sex.
56	N	I am afraid of sex.
57	N	I have a horror of failing in anything I want to accomplish.
58	P	I am relaxed and nothing really bothers me.
59	P	I am a hard worker.
60	P	I feel emotionally mature.
61	N	I really am disturbed.
62	N	All you have to do is just insist with me and I give in.
63	N	I feel insecure within myself.
64	N	I have to protect myself with excuses, with rationalizing.
65	P	I am intelligent.
66	N	I feel hopeless.
67	P	I am self-reliant.
68	P	I am different from others.
69	N	I am unreliable.
70	P	I understand myself.
71	P	I am a good mixer.
72	P	I feel adequate.
73	N	I am worthless.
74	N	I dislike my own sexuality.

APPENDIX 2

INITIAL AND FINAL RAW SCORES FOR SUBJECTS OF
THE FOUR GROUPS

APPENDIX 2

INITIAL AND FINAL RAW SCORES FOR SUBJECTS OF THE FOUR GROUPS

Table VIII.-

Individual Adjustment Indices, Self-acceptance Indices, and
Acceptance-of-others Indices for Subjects of the Four
Groups on the Initial and Final Administration.

Client	Indices					
	Adj.		Self-acc.		Acc.-of-others	
	Initial	Final	Initial	Final	Initial	Final
Group A:						
AG	69	67	66	71	64	72
HX	62	67	53	62	57	49
BS	66	65	70	67	58	68
CL	62	56	56	55	55	47
BC	64	59	61	63	68	70
CG	61	62	65	69	62	69
BT	64	58	64	74	50	58
BF	54	55	57	62	31	26
CH	63	63	68	68	29	13
AA	56	57	54	62	60	69
CC	55	54	57	56	62	60
AL	55	60	54	60	64	54
V	53	54	51	55	67	62
ED	35	45	35	49	26	41
CN	35	59	31	59	50	68
CD	37	41	37	42	37	61
L	41	54	46	56	54	35
J	48	46	53	44	67	54
AC	43	49	46	46	45	55
CS	44	54	42	50	61	57
AB	46	45	46	41	58	69
Y	47	58	48	56	67	68
BH	60	63	59	59	32	46
Group B:						
BK	68	68	69	69	62	66
CQ	52	62	50	60	32	36
CJ	61	60	60	59	62	65
B	54	66	55	65	50	63
CR	52	58	49	61	39	41

Table VIII.- (Cont'd.)

Individual Adjustment Indices, Self-acceptance Indices, and
Acceptance-of-others Indices for Subjects of the Four
Groups on the Initial and Final Administration.

Client	Indices					
	Adj.		Self-acc.		Acc.-of-others	
	Initial	Final	Initial	Final	Initial	Final
AJ	44	55	47	53	47	52
BV	60	74	57	62	42	48
BB	63	64	65	65	66	60
BG	51	55	54	54	58	57
C	37	41	38	37	65	67
BO	58	55	59	59	59	66
AK	57	48	55	53	49	50
CP	63	68	62	66	68	68
T	51	61	57	60	59	61
AF	63	55	63	67	66	65
AV	53	50	51	50	65	54
K	64	64	61	62	47	53
AO	45	56	44	58	49	53
OM	61	54	62	55	45	55
AI	43	52	43	51	52	60
ND	24	21	24	20	22	30
W	64	67	65	66	64	62
Group C:						
AZ	64	64	62	68	55	25
CA	63	65	64	69	60	60
BQ	61	69	57	63	60	54
AM	61	67	61	67	62	59
P	60	67	61	60	66	58
AE	60	61	57	59	63	61
BV	60	54	60	52	35	48
S	58	52	60	53	66	71
EY	56	54	54	53	65	54
BZ	53	55	59	56	64	55
AX	52	30	52	28	26	14
A	52	56	63	57	60	67
D	51	50	50	47	61	67
C	48	64	45	57	44	56
U	46	59	37	53	55	73
BM	43	41	51	42	13	10
CD	41	49	45	43	63	57
AH	38	62	37	65	18	28

Table VIII.- (Cont'd.)

Individual Adjustment Indices, Self-acceptance Indices, and
Acceptance-of-others Indices for Subjects of the Four
Groups on the Initial and Final Administration.

Client	Indices					
	Adj.		Self-acc.		Acc.-of-others	
	Initial	Final	Initial	Final	Initial	Final
BW	36	28	42	36	34	29
AR	63	53	63	65	54	55
CI	52	43	50	59	45	56
Group D:						
AY	72	70	71	69	71	64
EW	67	68	67	68	60	26
AW	57	61	59	59	44	59
H	66	64	68	68	62	57
AN	66	60	63	60	50	57
BA	66	64	67	72	71	71
BL	66	65	70	70	71	53
AP	61	55	55	58	51	48
N	64	65	66	71	58	57
AT	61	54	65	59	55	57
O	61	60	61	60	51	51
BI	60	60	63	68	45	52
M	55	60	53	62	50	48
I	54	67	41	65	45	65
BJ	53	43	48	44	52	60
AS	53	43	52	41	57	58
AQ	52	49	53	53	33	44
BE	44	43	47	44	43	25
R	42	50	44	27	60	30
Q	33	62	33	65	56	60
AV	23	40	23	41	65	65
Z	65	64	52	66	62	52
CB	66	61	67	66	51	62

APPENDIX 3

ABSTRACT OF

The Effectiveness of Various Responses
to Students' Expressed Need of Counseling
on Measures of Self-concept

APPENDIX 3

ABSTRACT OF

The Effectiveness of Various Responses to Student's Expressed Need of Counseling on Measures of Self-concept¹

Client-centered therapy research has led to a self theory which postulates certain relationships in regard to changes in perception of self, acceptance of self, and acceptance of others. Within the framework of this theory, this study investigated changes in these constructs during the transition period from home and high school to college environment. Of particular interest were self-measure changes concurrent with counseling and the importance of the first interview within the counseling process.

The subjects were first year students of a liberal arts college for women, randomly assigned into four groups allowing for two experimental groups, a client control group, and a nonclient control group. All subjects were from the same population in regard to relevant variables.

Descriptions of self, ideal-self, and others were obtained by using the items of Dymond's modification of Butler and Haigh Q-sort, and led to an adjustment index, self-acceptance

¹ Sister Mary Janet Klempay, doctoral thesis presented to the School of Psychology and Education of the University of Ottawa, Ontario, 1964, ix-102 p.

index, acceptance-of-others index. Self-measures were obtained previous and subsequent to the initial interview of the first two groups and the counseling sessions with the first group.

Results present objective evidence that certain measurable and significant changes did occur in the counseled students on measures of self perception and self-acceptance and in the students who had received one interview on self-acceptance index. Directional changes of a significant sort provide confirmation of the theoretical hypothesis that discrepancy between perception of self and ideal is reduced through counseling and that the self perception of these students more closely resembles the standards of good judgment. The significant change seen in self-acceptance of students receiving one interview indicated that this interview is a significant aspect of the counseling process.

Findings are not conclusive, but trends in group differences are suggestive of greater degree of difference between students who requested and did not receive counseling and every other group of students.

These significant findings and strong positive trends support the postulates of self theory in regard to changes in perception of self. Findings are less conclusive in regard to acceptance of others.