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The effects of client centered group counseling and relaxation on the self concept and negative behavior of junior high school students who are disciplinary problems

Gladys Hammond Kaggwa
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KAGBWA, GLADYS HAMMOND
THE EFFECTS OF CLIENT CENTERED GROUP
COUNSELING AND RELAXATION ON THE SELF CONCEPT
AND NEGATIVE BEHAVIOR OF JUVENILE HIGH SCHOOL
STUDENTS WHO ARE DISCIPLINARY PROBLEMS.

THE COLLEGE OF WILLIAM & MARY I VIRGINIA,
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AND RELAXATION ON THE SELF CONCEPT
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HIGH SCHOOL STUDENTS WHO ARE
DISCIPLINARY PROBLEMS

A Dissertation
Presented to the
Faculty of the School of Education
College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
Gladys Hammond Kaggwa
Summer 1979

APPROVAL SHEET

We, the undersigned, do certify that we have read this dissertation and that in our individual opinion, it is acceptable in both scope and quality as a dissertation for the degree of Doctor of Education.

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Chapter 1

Introduction

This study is part of a continuing effort to improve school behavior through improvement of the student's self concept. The problem of disruptive and harmful behavior in schools continues to be uppermost in the minds of school administrators, educators, and counselors. Several special programs and practices have been tried, with varying degrees of success, to deal with disciplinary problems in schools. Duke (1978) reviewed some of the programs that have been used to change school children's antisocial behaviors and listed them as (1) in-service training for teachers, (2) student involvement in developing rules, (3) public display of school rules, (4) behavior modification, (5) student courts, (6) corporal punishment, (7) after school detention, (8) faculty trouble shooting sessions, (9) special counseling programs, (10) crisis teachers to work with students having acute short-lived problems, (11) transfer of students with chronic behavior problems, and (12) parent involvement.

Mussen, Conger, and Kagan (1974), in their review of programs aimed at preventing or treating delinquency concluded that such programs have not yielded encouraging results. They added that "neither psychiatric nor psychological treatment, work-study programs, family casework, the use of street-corner youth workers, foster home placement, recreational programs, or combinations of these or other approaches have had widespread success" (p. 637).

One reason most of these approaches have had such limited success might be because few of them systematically seek to improve the student's self concept as a means to improving his behavior. That a child's behavior is directly related to self concept has been suggested by several scholars. Legrand (1969), for example, in writing on discipline in the schools, argued that the way we think about ourselves is often manifested in our actions. He concluded that influencing a student's self concept should be a major facet in reducing discipline problems in schools. DeBlasie (1978) also reports finding, in his relations with students who have school problems, that one of their characteristics is a poor self concept.

The Tidewater Mental Health Clinic bulletin (The Child's Self Concept: OK or Not OK, 1978) also notes that a poor self concept leads to difficulty in accepting responsibility, fear, apathy, anxiety, defensiveness, and lack of success in school. The bulletin concludes that poor self concept may lead to juvenile delinquency and excessive use of alcohol and drugs.

Despite all these pronouncements that a child's self concept may often be the basis of problem school behavior, the literature reveals a paucity of studies set up to improve the self concept of students who are school disciplinary problems. This study was designed in this spirit. It dealt with junior high school students with disciplinary problems.

Purpose of the Study

The purpose of this study was to examine the effects of group centered counseling and relaxation on the self concept and negative behavior of junior high school students who are disciplinary problems.

Personal discontent and emotional disturbance are some of the motivating factors of school behavior problems, (Friedlander, 1960; Lorand, 1968; Verville, 1967; Riese, 1962; Ferguson, 1976; Robin, 1976). There is no doubt in the minds of educators, parents, and concerned persons that cures for these problems in the junior high schools are needed. Those students who exhibit nonconforming, belligerent, and aggressive behavior are not in the majority, but their actions are disruptive of and harmful to school life. When such students are confronted with anxiety provoking situations or are made to feel defensive, they become a real or potential menace to the school environment. Many of the behavioral problems are present in the normal adolescent as well as in the troubled and the neurotic. What makes the difference is the degree of emotional tension which results in overt behavior deviating from what is looked upon as normal.

Students that are cited for disciplinary problems are usually those whose behavior has been disruptive to orderly classroom procedure. Traditional penalties such as detention and suspension seldom have any effect on the habitual offender. Corrective attempts on the part of parents or authority figures in schools fail because these students have no insight

into their difficulties and no comprehension of what causes the impulsive behavior. Those who may be troubled by fear and guilt resent discussing it. If they are willing to come for remedial treatment, they are characteristically impatient, and demand quick results. Many are intolerant and refuse to cooperate in the remedial setting (Lorand, 1968; Papalia and Olds, 1978).

Verville (1967) suggests that personal attention to the individual, relief from steady academic pressure and broadened confidence will reduce behavior problems. Lorand (1978) suggests that counseling is essential and the goal should be ego strengthening in order to have the young person be able to cope with various "ramifications of and vicissitudes in" adjustment. Driscoll (1972) suggests that training students to relax has a positive outcome on school behavior. Using group counseling methods in the schools was found to have a positive effect on self concept and school behavior, (Stormer, 1967; Gilliland, 1968; Brown and Kingsley, 1975).

Specifically, the purpose of this study was two fold: (1) to improve the self concept of junior high school students who had disciplinary problems, and (2) to reduce the frequency of disciplinary behavior problems of the subjects who participated in the study. To achieve these objectives client centered group counseling and a relaxation procedure were used.

The specific questions this study sought to answer were "would client centered group counseling accompanied by a relaxation method produce greater positive impact on the self

concepts of junior high school students with disciplinary problems than client centered group counseling without relaxation?" "If the self concepts of the subjects of this study are improved, would this improvement lead to a significant reduction in the disruptive or harmful school behavior of these students?"

This study departed from other studies done before in that it dealt specifically with groups of junior high school students, and used a combination of Carl Rogers' (1951) client centered techniques and Benson's (1975) relaxation method. Both techniques have been used independently in work with school children but with limited success. It was expected that simultaneous use of both techniques would produce greater success.

Statement of the Problem

A study conducted by the National Education Association (Violence, 1977) reported that from 1970 to 1974 the number of assaults in schools went up 58 percent; sex offenses up 62 percent; drug related crimes up 81 percent; and robberies up 117 percent. Another study, the National Education Survey of teachers (Parent Apathy, 1977) cited student disruption as one of the major problems confronting high school teachers. In the State of Washington, a task force on student discipline submitted its report on attitudes related to discipline based on a survey of students, teachers, principals, superintendents, boards, parent teacher groups, and the public. All groups agreed that lack of student discipline was one of the most important school problems (Washington State, 1977).

A newspaper article (Smith, 1977) quoted an assistant principal in Norfolk's school system as saying, "There has been a general decline in the language and appearance of today's students. Their whole attitude is towards the gutter more," the assistant principal pointed out.

In the same article, a Virginia Beach teacher said, "Kids have always cursed, and in the past when they saw an adult, they tried to break it off. These kids today will look you right in the eye and don't try to tone it down." She added that she is scared of her students at times. "You don't know what kind of weapons they have."

The article stated that the Norfolk Superintendent of schools summed up the discipline thus: "There are more people

in the schools, therefore more problems. But then the schools are a reflection of the total society. We have experienced a whole social revolution, and all of it is reflected in the schools. We're just going to have to keep looking for options and answers."

This study was designed to test one of the options, namely improving school children's behavior through improvement of their self concept, which might provide an answer to this vexing problem.

Hypotheses

The hypotheses tested were:

- Hypothesis I Students in client centered group counseling with relaxation would score higher (or more positive) on a self concept measure than students in client centered group counseling with no relaxation.
- Hypothesis II Students in client centered group counseling with relaxation would exhibit fewer negative school behaviors than students in client centered group counseling with no relaxation.
- Hypothesis III Students in a control group with no treatment would score lower (or more negative) on a self concept measure and would exhibit more negative school behaviors than those students in relaxation and no relaxation groups.

Definition of Terms

Client Centered Group Counseling. The term client centered group counseling or group centered counseling, used interchangeably, referred to the group counseling procedure based on Carl Rogers' client centered counseling (1951).

Relaxation Technique. The term relaxation technique referred to the procedure developed by Benson (1975).

Disciplinary Problem. The term disciplinary problem referred to any student who had been suspended from school or was under the threat of suspension because of negative school behavior.

Negative School Behavior. The term negative school behavior referred to any behavior considered by school authorities to be detrimental to school life.

Self Concept. The term self concept referred to the way the student perceived his/herself as scored on the subscales of the Tennessee Self Concept Scale.

Theoretical Rationale

Several personality theorists have stated that there is a positive relationship between a person's self concept and his behavior. Rogers (1951), for example, has theorized that most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self (p. 107). Rogers (1954) further theorizes that "any change in behavior is concomittant with or follows a change in the self concept" (p. 345). He views the self concept as a fluid, organized but consistent, conceptual pattern of the characteristics of the "I" or the "me" which are admissable into awareness, together with the values attached to these concepts (p. 55). The self concept develops out of the interaction with the environment and serves as a guide in maintaining a person's adjustment to the external world.

Snygg and Combs (1949) theorize that the self concept is an organization of perceptions and experiences that make up an individual's phenomenal field. "Those factors of the self concept which are effective in determining the way the individual will behave are those which are experienced by the individual at the time of his/her behavior" (p. 12). A phenomenal field of negative perceptions and experiences would result in negative behavior. Snygg and Combs postulate that as the perception of self changes, behavior also changes.

Coopersmith (1967) in his theoretical work on the antecedents of self concept development argued that individuals who differ in self concept behave in markedly different

fashions. He further contended that "self concept appears to have ramifying consequences that vitally affect the manner in which an individual responds to himself and the outside world" (p. 71). Coopersmith concluded from his research that "persons low in self esteem are more destructive, more anxious, and more prone to manifest psychosomatic symptoms than are persons medium or high in self esteem" (p. 138).

Kaplan (1975) also theorized that deviant patterns of behavior in children are manifestations of the individual child's self esteem. He adds that a child who has negative self attitudes will seek to maintain these attitudes by becoming a member of a deviant group in which deviant behavior is not looked on negatively. Kaplan's position seems to suggest that changing a child's self attitudes from negative to positive would lead that child to avoid deviant groups and instead seek membership in those groups which reinforce positive behavior.

Such major consistency theorists as Festinger (1957) and Brehm and Cohen (1964) have also contended that a person will behave in a manner which is consistent with his self concept or suffer the unpleasant state of psychological dissonance. These theorists argue that a person who believes that he is intelligent will behave according to his knowledge of how intelligent people are expected to behave. Similarly, a person who believes that he is a social failure will behave in such a manner as he thinks society expects those who are social failures to behave.

Aronson (1969) in his work on consistency theory found that "All other things being equal, people tend to behave in a manner which is consistent with their self esteem. Thus, if a person is made to feel that he is a decent worthwhile person and is subsequently placed in a moral dilemma, he is more likely to behave morally than if he were made to feel that he is worthless as a person. The cognition "I am a decent person is consistent with decent behavior and inconsistent with immoral behavior. The cognition I am a worthless person is consistent with immoral behavior and inconsistent with decent behavior" (p. 342). Results of his research suggest that people who have a high opinion of themselves are less prone to perform any activities which are generally dissonant with their opinion and that it is easier for a person with a low self concept to commit acts of a criminal nature.

Researchers in self theory have found that some of the symptoms exhibited by adolescents having a low self concept are anger, depression, anxiety, frustration, and psychosomatic symptoms (Conger, Miller, and Walsmith, 1965; Coopersmith, 1967; Kaplan, 1975; Rosenberg, 1965). Relaxation training and practice have been found to have some success in alleviating such symptoms (Benson, 1975; Wolpe, 1969).

On the basis of these theories we may expect those students with negative self concepts to exhibit behaviors which are consistent with their negative self image. And as the students self images change through counseling and

relaxation, we should expect corresponding changes in their behavior. This study was designed to test these propositions.

Plan of Presentation

The presentation of the investigation has been organized into five sequential parts which have been designated as chapters. The present chapter has served to identify the problem and provide an overview of one option and answer for improving the behavior of students who are school disciplinary problems. It has also served to establish the theoretical framework for the study, to define terms, and to state the hypotheses and purpose.

Chapter 2 presents a review of the relevant research on self concept and relaxation. Chapter 3 details the research methodology employed. Chapter 4 provides for examination of the collected data and an analysis of the data in terms appropriate for the study. Chapter 5 contains a discussion of the results, limitations of the study, and the conclusions and recommendations drawn from the research.

Chapter 2

A Review of Related Literature

This chapter is a review of the pertinent literature concerning the interaction of the self concept and behavior, group counseling and self concept, relaxation and self concept, relaxation and school related problems, group counseling and relaxation, and problems in self concept measurement. Each area is reported under a separate heading.

Self Concept and Behavior

After extensive research on self concept and performance, Fitts (1971) suggests that the kind of self concept a person takes into any situation affects the way he deals with that situation. The importance of self concept as a factor in student academic behavior has been studied by many investigators. For example, researchers have consistently found that positive self concept is related to good academic achievement in early elementary pupils (Wattenburg & Clifford, 1964), in intermediate elementary pupils (Williams & Cole, 1968), and in high school pupils (Shaw & Alves, 1963). The relationship has also been found in black and white populations (Caplin, 1969).

Fitts (1972) based on his research, concluded that if a student has an optimal self concept, he/she is apt to use his/her intellectual resources more efficiently. He sees this as a possible critical factor in achievement if the student's intellectual and educational background are borderline.

Simon and Simon (1975) in a study of lower socioeconomic fifth graders found self concept to be significantly related to academic achievement. Shaw and Alves (1963) reported that bright underachievers had more negative self concepts than achievers. Stenner and Katzenmeyer (1976) found a strong relationship between self concept and achievement at the junior and senior high levels which was stronger than found at primary and intermediate levels.

Brown and Kingsley (1975) and Shaum (1978) report finding that persons with good self concepts are characterized by better adjustment, less anxiety, and higher school achievement.

In research with children and adolescents, Stanyik and Felker (1971) found that six factors of self concept, namely behavior, anxiety, intellectual or school status, appearance, happiness, and satisfaction, dramatically affect adolescent. They concluded that during this period, there is a need for reorganization of the self concept.

Coopersmith (1967) concluded from his studies that the more positive the self concept, the happier the person and the more effective the person will be in meeting environmental demands.

Fitts and Hammer (1969) and Fredrickson (1972) report finding young people who exhibit delinquent school behavior to have negative or confused self concepts.

In their research with boys who were and those who were

not school disciplinary problems, Dinitz, Scarpitti, and Reckless (1962) concluded that the components of the self strength, such as favorable concept of self, acts as an inner buffer on inner containment against deviancy, distraction, lure, and pressures.

Schwartz and Tangri (1965) reported findings indicating a significant association between delinquency proneness and self derogatory attitudes in their research with black inner city sixth grade boys.

Dentler and Monroe (1961) conducted a study with seventh and eight grade junior high school students from a middle class suburb, a rural farm town, and a rural non-farm community. Their findings gave support to their hypothesis that antecedent self derogation increases the probability of subsequent delinquent behavior.

Kaplan (1975) concluded from his review of pertinent research that the adoption of drug abuse patterns is influenced by antecedent negative self attitudes. In his review of literature dealing with aggressive behavior (Kaplan, 1970) concluded that the reported findings do suggest that persons who are characterized by negative self attitudes are predisposed to adopt deviant aggressive response patterns.

Minor (1978) in research on assertive action of the black population found that blacks may use aggressive responses as a way of managing self esteem threats.

Baron, Bass & Vietze (1970) found in their research on behavior and self esteem in black adolescents that lower class black

adolescents with high self esteem behaved in ways that increased their probability of success while black adolescents with low self esteem behaved in ways that made it difficult for them to achieve success.

Wolk and Brandon (1977) investigated the relationship between runaway behavior in adolescence and an adolescent's self concept. They found that runaways hold a less favorable self concept specifically on the dimensions of anxiety, self doubt, poor interpersonal relationships, and defensiveness.

Group Counseling and Self Concept

Self concept, when viewed as a determinant of behavior, leads to the conclusion that one way to produce changes in behavior is to effect alterations in the self concept. Because people's self concepts are presumed to be formed through interaction with others (DeBlazzie, 1978; Medinnus, 1965; Rosenberg, 1965; Brookover, 1964), group counseling should provide an effective means of accomplishing desired changes in students' self concepts.

Washington (1977) reported positive results in his investigation of the effect of group counseling on adolescents participating in a program for disadvantaged urban youth. He used a strength oriented group counseling approach to raise their self concepts.

Collins (1972) used the group approach to raise the self concept of 30 adolescent delinquent girls by having them learn self improvement skills. The experimental group showed statistically significant improvement on the four Tennessee

Self Concept Scale Subscales of Identity, Self Satisfaction, Physical Self, and Moral Ethical Self. Two control groups in his study showed statistical significant change on only one of the subscales.

Describing the benefits of group counseling in schools, Cohn, Coombs, Gibian & Sniffen (1963) said that, "The pupil has an opportunity to experiment in his own way with reality situations without fear of external punitive action. The experience in the counseling group frequently is the only one within the school setting where the individual can feel accepted for what he is and be sure he belongs." Franklin (1977) cited the advantages of group counseling in alternative schools as "enabling the student to discover that his or her problems are not all idiosyncratic and can become more aware of the coping strategies implemented by others when confronted with life problems."

Cohn and Carroll (1976) reported success with adolescents in the schools using group counseling based on a self concept enhancing mode. Caplan (1957) reported significant positive differences in the self concepts of junior high school boys after they were involved in group counseling.

Finney and Van Dalsem (1969) investigated the effect of group counseling on the school behavior and personality change of gifted underachieving high school students. They concluded that the results of their study demonstrated that group counseling can produce some desirable changes in gifted underachieving high school students.

On the other hand, Shaw (1962) investigated the effect of group counseling on 14 groups of underachieving high school students and found that at the end of the eight week group counseling sessions, the students showed no significant differences from the control subjects on changes in self concept, grade point average, or behavior.

Meese (1961) used group counseling with adolescent Negro males. He, too, reported that at the end of the six months counseling sessions, the experimental group showed no significant difference in self concept, attitude change, or reading level.

Client centered counseling was originated and developed by Carl Rogers (1951) as a means of changing the perception of self, becoming more understanding of self and others, more accepting of self and others, more creative, more adaptive, more self directing and autonomous, more mature in behavior, less defensive, and more tolerant of frustrations. "Group centered counseling" has developed alongside of client centered counseling for the same purpose, (Rogers, 1954).

Group centered counseling has been used with some degree of success in attempting to deal with school behavior problems through changing the clients' perceptions of self. Goodman (1976) for example, was successful in promoting positive behavior change in 9 seventh grade students by using a group centered approach. Krivatsy-Ohara, Reed, & Davenport (1978) using the group centered approach as the delivery system of support for potential high school dropouts,

reported that many of the students selected for participation benefited from the program.

Bouchillon (1970) investigated the effect of the group centered approach on college students for one semester. At the end of the semester the experimental group was compared with a control group on eight subscales of the Tennessee Self Concept Scale. The experimental group showed positive changes on all eight subscales, but only two were statistically significant.

Kuntz (1966) reported positive changes in the self concepts of ninth grade students who had school behavior problems after two weeks of group counseling. He found eleven significant subscale changes on post test administration of the Tennessee Self Concept Scale.

Kaggwa (1976) used group centered counseling as one of the methods to enhance the self concept of 84 black secondary school students from low socioeconomic backgrounds. The Tennessee Self Concept Scale was administered to the students before and after the six weeks program. They showed a significantly greater positive change in self concept on twelve of the Tennessee Self Concept Scale variables.

Pizzini (1976) used a group centered approach as one of the methods of delivery for enhancing the self concept of 44 college sophomores. The Tennessee Self Concept Scale was administered on a pretest-posttest basis at the beginning of the fall and at the end of the spring semesters to both experimental and control groups. The control group showed

significant positive change on one variable, Family Self. The experimental group showed significant positive change on ten of the twelve variables concerning self concept for the participants.

Gilliland (1972) used group centered counseling with Negro adolescents in a public high school to determine its effect on several academic school measures, one of which was self concept. He reported significant differences between the experimental group and control group on measures of scholastic achievement but not on the self concept measure used.

Relaxation and Self Concept

The results of Hjelle's (1974) research substantially supported the hypothesis that subjects practicing relaxation scored higher than those not practicing relaxation on measures regarded as indicative of psychological health. Hjelle suggested that his findings have implications for counseling applications for students experiencing vocational, social, or personal problems.

Benson (1975) also found that persons using self relaxation reported experiencing positive personality change and less anxiety. Ferguson (1972), in a review of the literature on transcendental meditation, one form of relaxation, cited five research investigations showing increased self concept as a result of meditation. In a later study, Ferguson and Gowen (1976) found that subjects in regular relaxation or meditation practice had lower anxiety levels,

neurotic levels and depression, and increased self actualization. They concluded that regular relaxation or meditation practice may have positive psychological benefits.

Shapiro (1978) concluded from his research on zen meditation that there were educational and therapeutic implications of zen relaxation techniques worthy of further investigation. He suggested that the techniques can be useful as rehabilitative and preventive strategies in moving toward the goal of fulfilling human potential.

Relaxation and School Related Problems

Francis Driscoll, a New York school superintendent (1972) found transcendental meditation to be of direct and positive help to students in secondary schools who had begun to meditate. Students, parents, and teachers report similar findings. Scholastic grades improve, relationships with family, teachers, and peers are better, and very significantly, drug abuse disappears or does not begin. Benson (1975) found a significant decrease in drug intake among high school students after they practiced relaxation.

McCullough et al (1977) reported success with a 16 year old male in having him gain self control of aggressive school behavior through the use of a relaxation technique. Denney and Rupert (1977) reported success of self control in test anxious college students after having them practice a relaxation technique. Zenmore (1975) successfully used relaxation as a method of teaching college students a general anxiety reducing skill. Russell and Wise (1976) reported

support for the efficacy of both systematic desensitization and cue controlled relaxation in producing significant reductions in self reported speech anxiety.

Relaxation techniques used with individuals and groups have shown positive results in students with reading problems (Word and Rozytko, 1974; Ferguson, 1976); as a training procedure in self control for test anxious students (Chang-Liang and Denney, 1976); and in the treatment of highly anxious college freshman (Paul and Shannon, 1966).

Other studies which suggest the potency of relaxation techniques in modifying human behavior include Schneider and Donick's research (1976) in which they found that the rate of aggressive behavior exhibited by emotionally disturbed elementary school children in the classroom decreased after teaching them self control through a group relaxation procedure. Elitzur (1976) reported that teaching self relaxation to groups of acting out adolescents living in a court residential facility enabled them to be more calm and relaxed during the day, sleep better at night, have less physical discomforts, fewer nightmares, and be more energetic. Staff observation indicated that children who participated in the relaxation program adjusted better and faster to the shelter in comparison to children who did not participate. Bergland and Chal (1972) concluded from their study that there is evidence that the use of relaxation procedures may help students who have been suffering from drug problems to cope with day to day school situations. They state that learning

to relax oneself without the aid of crutches such as drugs may provide the student with the feeling of positive self control that he needs in order to successfully deal with problems.

Fagen et al (1975) in writing on preventing emotional and learning problems in the schools, stated that, "A child equipped with usable techniques for physical and mental relaxation is not likely to spill over with diffuse poorly regulated behavior outbursts."

Group Counseling and Relaxation

A search for studies comparing the effectiveness of group counseling treatments used alone and treatments used in combination revealed several studies focusing on personality change through the reduction of anxiety among college students. However, only one study was found dealing with improvement of self esteem and behavior with a non college population in a group situation.

In their work with college students with public speaking anxiety, Marshall et al (1977) compared the effectiveness of four treatment procedures in reducing speaking anxiety. They (randomly) assigned their subjects into a relaxation alone group, a skills training group alone, a relaxation and skills training combined group, and a no treatment control group. They found the relaxation and skills training combined treatment to be significantly more effective at the .02 level than any treatments used alone and the no treatment.

Goldfried and Trier (1974) tested the effectiveness in reducing public speaking anxiety of a relaxation method alone, a group relaxation method and informal discussion combined, and a discussion method alone. They, too, used college students as their subjects. They reported consistently superior results with the relaxation and informal discussion combined method over the relaxation alone and the informal discussion method alone.

Meichenbaum et al (1971), however, report finding a combination of two treatments to be less effective than using one treatment alone in reducing speech anxiety. They administered a group insight treatment, a group relaxation treatment, and a combination of group insight and group relaxation to undergraduate college students. They found the treatments to be equally effective when used alone but not when used in combination.

Weinstein (1969) attempted to reduce the test anxiety of college students who were characterized as extroverts. She devised a group procedure called structured group interaction which included teaching the students to relax as well as be active in the group. She concluded that although results in general were not statistically significant, in comparison to test anxious students who did not receive this counseling, the structured group interaction procedures were effective in reducing test taking anxiety.

Thorenson and Neuman (1972) compared a relaxation group with an insight counseling group in relation to reducing

examination anxiety among college students. The researchers found that anxiety was significantly lowered in both groups when compared to a control group and that anxiety was significantly lowered in the relaxation group when compared to the insight counseling group.

Katahn, Strenger, and Cherry (1966) used two treatment groups to assess the effect of relaxation only and relaxation combined with group discussion to lower the anxiety scores of highly anxious college students. Anxiety was shown to decrease significantly in both groups. However, a survey given to the subjects in the combined group indicated that the subjects unanimously felt that it was the informal discussion rather than the relaxation procedures which was responsible for the results. Paul and Shannon (1966) reported decreased anxiety measures for highly anxious college students after being treated in a relaxation group that combined informal discussion.

Jones (1969) used relaxation group counseling to improve the study behavior of college students. Statistical data was not available, but the author reports that "many (students) reported experiencing meaningful changes in behavior during the course of the weekly sessions."

O'Brien and Borkovec (1977) in their work with socially anxious undergraduate females, compared the effectiveness of two relaxation methods. Their experimental groups included therapeutic counseling plus relaxation. They also tested for therapist effect. The researchers found no statistical

difference in improvement between the relaxation methods, or therapist effect. However, one of their conclusions was that four weekly group therapy sessions were not sufficient training to effect significant change.

Gumaer and Leone (1978) worked with elementary school children. They used multi-counseling techniques including group counseling and relaxation in order to effect a positive change in the shy behavior and self esteem of the children. The researchers reported success in effecting both changes.

Problems in Self Concept Measurement

Self concept theory is based on the premise that man's behavior is always meaningful and that an understanding of each person's behavior is possible if his phenomenal world could be assessed. Measurement of an individual's phenomenal world or self concept, however, poses many problems. Combs and Syngg (1959) maintain that the self concept cannot be measured at all but only inferred indirectly from people's behavior. They advocate that conventional self concept measures be termed self reports.

Fitts (1971) cites some of the difficulties inherent in self concept measurement. He sees the greatest difficulty as the fact that too many researchers devise instruments of their own without regard to psychometric characteristics. Related to this is the difficulty in variations in the ways self concept is conceptualized and the kinds of variables investigators have sought to measure. Another difficulty in measurement of the concept by a standardized instrument is the fact that self

concept is a unique and different entity for each person. Fitts states that it is impossible to devise an instrument that would cover all the unique and specific features of every person. He adds that other difficulties associated with standardized instruments, are the level of items, the level of instruments, and the mechanics of the answer sheet, (p. 39). In an effort to deal with the foregoing problems, Fitts (1965) developed an instrument, the Tennessee Self Concept Scale, to be used for self concept research. Development of the scale was based on the premise that carefully designed self report measures provide the best way for assessing self concept, especially in a group.

Coopersmith, (1967) cites a problem inherent in self concept measurement as being whether a subject distorts his responses to present an acceptable facade, or whether it is a genuine statement of his views. He states "spurious self evaluations may express conscious or unconscious distortions from the true evaluation." In his research with children aged eight to ten years, Coopersmith employed a procedure comparing subjective, behavioral, and projective indications of self esteem to control for distortion. He concluded that "the great majority of respondents are non defensive in their evaluative behaviors," (p. 25).

Rosenberg (1965) concurs with other researchers on the difficulty inherent in self concept measurement. In his self concept research with adolescents, he dealt with the difficulty

by viewing self concept as an attitude toward self. The resulting self image would include facts, opinions, and values with regard to the self as well as a favorable or unfavorable orientation toward the self.

Raimy (1971) reports that although he hasn't found an adequate method for exploring the self concept, "certain significant aspects of the self concept can be subjected to quantitative analysis," (p. 9). He concluded that the best method for measuring the self concept was verbal self reports. In his research with maladjusted individuals who were motivated for therapy, he used the clients' positive and negative statements about self that were made during therapy as the self concept measure.

Rogers (1954) views the difficulty in self concept measurement as "involving the use of an intangible notion in an objective fashion," (p. 55). In his research on measuring self concept change, Rogers based his measurement on two assumptions. One was that the individual could order single self perceptions along a subjective self scale continuum from "unlike me" to "like me." The second assumption was that values are attached to the self concept and would be evident through the ordering of self perceptions along an ideal self continuum of value from "what I would most like to be" to "what I would most least like to be." He believed that the discrepancy between placements of certain characteristics on the self scale and ideal scale would show an indication of the individual's self esteem, (p. 56).

Summary

The studies reviewed in the section above indicate that although there is strong evidence in support of greater effectiveness of two treatments combined than one treatment in changing self concept and behavior, the evidence is nevertheless inconclusive in view of the negative findings of Meichenbaum et al (1977) and O'Brien and Borkovec (1977). These findings suggest more research is necessary to determine conclusively whether a combination of two or more treatments approach is more effective than one treatment approach in producing behavioral and self concept change.

This study is designed to further this inquiry. It, however, differs from the other studies reviewed in the above section in that it will deal with junior high school students who are disciplinary problems rather than elementary school students or college students with anxiety problems.

The study is also an extension of Gumaer and Leone's (1978) interest in investigating the use of two or more counseling procedures to obtain more effective adjustment of young people's self concept and behavior. At the core of the study is Hugh Gunnison's (1976) thesis that a relaxation technique "does not make up the whole counseling process; it is only a subset within the larger process. Its value is in helping clients learn to cope with highly specific situations in living that block their movement toward growth in the larger sense. The technique nullifies anxiety and helps change behavior, but it does not get into the etiology

of the behavior, and it may be faulted for this."

Chapter 3

Methodology

This study was designed to test one option schools might use to reduce problem behavior. Specifically the study sought to examine the effects of group centered counseling and relaxation on the self concept and negative behavior of Junior High School students with school disciplinary problems.

Chapter three presents the research procedures and methods used in the study.

The Population and Procedures

The subjects for this study were 36 Junior High School students who were participants in an after school federally funded program, Human Renewal Resources, set up to assist students with school related academic and behavioral problems. The program was based in Norfolk, Virginia, and served students from all of the public Junior High Schools in Norfolk. Students were referred to the Human Renewal Resources Program by school counselors, parents, probation officers, or any interested persons. The program provided the students with individual counseling, academic tutoring, and monthly field trips. The students were serviced at two centers. Their assignment to a center was based on their residence.

All 36 students enrolled in the program were black and were from lower socioeconomic backgrounds. Eleven were female, and 25 were male. They ranged in age from 13 to 15 years. The grade range was 7th through 9th. They represented seven of the Junior High Schools in Norfolk.

Permission was received from all parents for student participation in the study. (See Appendix A and B). A group conference was held for parents to explain the study, but only five parents attended. Another group conference was held for the staff at the centers to explain the study. A conference was also held with the head counselor at each participating school to explain the study. The Tennessee Self Concept Scale was administered to all subjects as a pretest.

The subjects were divided into three groups--two experimental groups and one control group. One experimental group received a group centered counseling plus relaxation treatment; the second experimental group received a group centered counseling treatment only; the control group received no treatment at all.

Random assignment of the students into one of three groups could not be accomplished because of the distance between the two centers of Human Renewal Resources, but one experimental group was assigned randomly to each center. At each center the students were randomly assigned to an experimental group or the control group. Five girls and seven boys were assigned to the experimental group consisting of counseling plus relaxation; three girls and nine boys to the experimental group consisting of counseling only; three girls and nine boys to the control group. All subjects in the experimental groups attended at least 12 group sessions.

The experimental groups met four times a week for four

weeks. Each session lasted one hour and 15 minutes. The same counselor conducted both experimental groups. (See Appendix C and D for group stages and procedures). The experimental schedule was set up to coincide with the after school schedule of Human Renewal Resources. The students met for that program from 3:00 to 6:00 p.m. Monday through Thursday.

The counseling sessions were based on the belief that the individual has a vast store of untapped potential for positive, constructive, intelligent and mature behavior. Gordon (1955) states that "If the group centered leader is successful in facilitating the release of the person's potential, he is confident that what is released will be positive, social, forward moving, and creative." The goal of group centered counseling in this study was to tap the potential for a more positive self concept and less negative behavior in school.

The group which received relaxation spent the second half hour of each session in relaxation training (see Appendix C for full group content). The relaxation method used was Benson's Relaxation Response (see Appendix E for relaxation instructions). This method of relaxation was used because it was developed as a self relaxation technique; instructions are simple; there is no educational requirement or aptitude necessary; and it can be practiced almost any place and in almost any situation. After the student learned to relax, he/she was instructed to use self relaxation whenever he/she

found him/herself in a situation that elicited negative behavior.

Immediately following completion of treatment, all subjects were administered a Tennessee Self Concept Scale. A follow-up posttest with the TSCS was also administered to all subjects four weeks after completion of treatment.

Frequency records of negative behavior by the subjects in the schools, immediately following treatment and four weeks after treatment were compared to frequency of negative behavior prior to treatment.

During the course of the experimental study, six subjects became ineligible. Two girls in the control group discontinued participation in the federal program; two boys were expelled from school for possession of marijuana; one girl and one boy were not included in computing results because of the infrequency of their attendance and their failure to take the posttest.

Thirty students were used in computing and analyzing the results. Each group was left with ten subjects.

Research Design

This study used a before and after control group-comparison design as recommended by Kerlinger (1973). He argues that designs with two groups and its variants are probably the best designs for many experimental purposes in education and psychology, (p. 331). He further states that whenever there is more than one experimental group and any two groups are given different treatments, control is present

in the sense of comparison, (p. 333). This adds to the internal validity of the research. The use of control and comparison groups in this study reduced the contamination of the effects of history and maturation.

The Instruments

The Tennessee Self Concept Scale was used as the instrument for measuring the subjects self concepts. It was administered to all subjects in the experimental and control groups as a pretest, a posttest and in a four week follow-up.

The TSCS (Tennessee Self Concept Scale) was chosen because of its simplicity of directions and administration, brevity of completion time, and its favorable use with Junior High School students, (Jones, 1978; O'Donnel, 1976; Kuntz, 1966).

The TSCS is a 100 item scale with a median completion time of 13 minutes. The scale has been shown to distinguish levels of personal effectiveness within normal range as well as in deviancy. Each item in the scale has five possible responses and the respondent is instructed to mark only one response, (Pitts, 1965).

A computer program at the Counselor Recordings and Tests Center in Nashville, Tennessee provided a profile of 29 variables, group means, and standard deviations for each variable. The key variables of interest in this study were (1) a measure of overall self esteem, (2) self concept measures in the areas of physical self, moral ethical self, personal self, family self, and social self, and (3) a measure of the

level of self appraisal, self acceptance, and evaluation of one's behavior. The descriptions are those of the scale's author (Fitts, 1965, p. 2-3).

Total Positive Score. This is the most important single score, reflecting the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves.

Physical Self. Here the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality.

Moral Ethical Self. This score describes the self from a moral-ethical frame of reference--moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.

Personal Self. This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.

Family Self. This score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.

Social Self. This is another "self as perceived in

relation to others" category but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

Identity. These are the "what I am" items. Here the individual is describing his basic identity--what he is as he sees himself.

Self Satisfaction. This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance.

Behavior. This score comes from those items that say "this is what I do, or this is the way I act." Thus, this score measures the individual's perception of his own behavior or the way he functions.

For the nine subscales used, Fitts (1965) reports reliability data based on test-retest with college students over a two week period as .92, .87, .80, .85, .89, .90, .91, .88, .88, respectively, TSCS's overall reliability is reported to be in the .80s (Buros, 1972). Construct and concurrent validity of the TSCS are not reported in the manual. However, in later publications Fitts and others do indicate that it is present, (Thompson, 1972; Fitts, 1972, Fitts et al, 1971). Bentler, as reported in Buros (1972) reported that concurrent and content validity of the TSCS was satisfactory. Suinn, as reported in Buros (1972), reported that studies in the research literature using the TSCS have supported the construct

validity of the Scale. Content validity, as reported in the manual (1965) was established by interjudge agreement for item selection, discrimination between groups, correlation with other personality measures, and personality change under conditions in which it might be expected.

Behavior Recording

Forms for recording negative student behavior were distributed to teachers of the subjects during the first week of counseling, the first week following counseling, and four weeks following counseling. The times of distribution coincided with the nine week phase programs in the Norfolk Junior High Schools. This enabled the same teachers to do the recordings on the same students throughout the study. The forms used for teachers to record behavior were the same forms used by the Junior High School counselors. This was decided on the advice of several head counselors so that an extra burden of unfamiliarity would not be placed on the teachers. Over 100 teachers participated in the evaluations. The forms were set up to provide information on academic, behavioral, and attendance problems. Recordings were unstructured. (See Appendix F for the behavior recording form used; see Appendix G for a listing of negative behaviors used in computing results).

Negative school behaviors exhibited by the subjects in this study were observed in the natural classroom and school setting. The behavior was judged negative and recorded by the classroom teachers in the classroom. Other school

personnel judged the behavior outside of the classroom. Kleinmuntz (1977) points out that an advantage of this naturalistic observation method is that it yields first hand data, and therefore a picture of what an individual does, not what he says, is produced. Since the individual is unaware of being observed, he/she is less likely to falsify his/her behavior. A disadvantage of the naturalistic method however, is that it violates one of the basic tenets of good psychological test situations which is the standardization of conditions, materials, and procedures. This was a problem in this study since over 100 judges (teachers and school personnel) were used to classify and record the behavior. As Kleinmuntz (1977, p. 102) points out, some observers are more successful than others in noting certain behaviors.

This procedure produced a collection of unstructured behavioral data which were coded in terms of relative frequencies. One of the assumptions made in this study was that the relative frequency of observed negative behavior would decrease for those subjects in the experimental groups while remaining unchanged or increase for the subjects in the control groups.

Statistical Analysis

In terms of computer programming this analysis involved the Statistical Package for the Social Sciences (SPSS), Version 6. The data were processed and analyzed by Norfolk State University Computer Center on an IBM 370/145 digital computer. The IBM cards were punched at Counselor Recordings

and Tests, Nashville Tennessee.

Hypothesis 1. To test Hypothesis 1 the dependent variable indicator was scores on the Tennessee Self Concept Scale. The independent variable indicator was the two experimental groups. An analysis of variance was used to test for significance between the groups on the pretest and posttest scales.

Hypothesis 2. To test Hypothesis 2, the dependent variable indicator was the number of times subjects in the experimental groups exhibited a certain type of negative school behavior over a four week period. The independent variable indicator was the two experimental groups.

A chi square test was used to test for significance of observed frequencies of negative behavior before and after treatment among the groups.

Hypothesis 3. To test Hypothesis 3 the dependent variable indicators were scores on the TSCS and the number of times subjects in the three groups exhibited a certain type of negative school behavior over a four week period. The independent variable indicators were the three groups.

An analysis of variance was used to test for significance between the three groups. A chi square test was used to test for significance of observed frequencies of negative behavior before and after treatment among the three groups.

All hypotheses were tested using an .05 level of confidence to determine statistical significance.

Chapter 4

Results

The results reported in this chapter are divided into three major sections on the basis of the three general hypotheses stated in Chapter One. In the first section, findings comparing the effectiveness of group centered counseling with relaxation against the effectiveness of group centered counseling alone in improving self concept measures (Hypothesis 1) are presented. In the second section, findings concerning the effects of group centered counseling alone on the negative school behaviors of subjects (Hypothesis 2) are reported. The third section reports the data comparing subjects who received no treatment at all against those who received counseling alone (Hypothesis 3).

Hypothesis 1. Hypothesis 1 states that students in client centered group counseling with relaxation would score higher (or more positive) on a self concept measure than students in client centered group counseling with no relaxation. For the purpose of testing this hypothesis nine different sub-hypotheses were tested, each involving subscales 6 through 14 of the Tennessee Self Concept Scale. The scores of the subscales were subjected to an analysis of variance using the SPSS ANOVA program to determine significance of differences at the 0.05 level of confidence of the posttest group means reported in Table 1. The nine subhypotheses and their corresponding F ratios are shown in Table 2. Only one

Table 1
 Group Mean Subscale Scores of the Tennessee Self Concept
 Scale Norm Group and Pretest and Posttest Mean
 Subscale Scores of Experimental Groups 1 and 2

Variable	Norm Mean	Group 1		Group 2	
		Counseling and Relaxation Pretest Mean	Posttest Mean	Counseling Only Pretest Mean	Posttest Mean
Total Positive	345.57	347.50	338.50	331.30	314.20
Physical Self	71.78	77.10	75.00	72.40	70.60
Moral Ethical Self	70.33	65.10	59.20	61.00	58.10
Personal Self	64.55	68.10	67.60	65.00	63.20
Family Self	70.83	70.00	69.00	67.30	62.10
Social Self	68.14	67.20	67.70	65.50	60.20
Identity	127.10	129.00	127.80	122.80	114.20
Self Satis- faction	103.67	107.80	102.90	102.30	97.70
Behavior	115.01	109.80	107.80	106.20	102.30

of the subscale scores showed a significant difference between the two experimental groups. The subscale Family Self produced an F ratio of 4.197 which is significant at the 0.05 level.

Experimental Group 1 was expected to be significantly higher on concept gains on all TSCS subscales than Group 2. The data in Table 2, however, shows that only one of the TSCS subscale scores indicates a significant difference between the two experimental groups. Hypothesis 1 was therefore only partially supported.

Examination of the mean scores reported in Table 1 provides further evidence for partial support of Hypothesis 1. The Table shows the experimental groups' posttest and pretest nine subscale mean scores on the self concept variables Total Positive, Physical Self, Moral Ethical Self, Personal Self, Family Self, Social Self, Identity, Self Satisfaction, and Behavior. The variable mean scores show a difference between the means of the two experimental groups on all variables, with Group 1 scoring higher (or more positive than Group 2 on the subscales of the Tennessee Self Concept Scale, as expected.)

Experimental Group 1, counseling with relaxation, showed four of the subscale mean scores moving in the direction of the norm following treatment. The subscale variables were Physical Self, Personal Self, Social Self, and Identity. Experimental Group 2, counseling only, showed none of the subscale mean scores moving in the direction of the norm

Table 2

Variance Accounted For in Post Counseling Scores, N=20

Criterion (TSCS Posttest)	Total Variance in Posttest Scores of Experimental Groups	Variance Accounted For in Posttest Scores of Experimental Groups	d.f.	F Ratio	Probability Less Than
Total Positive	21224.535	2952.450	1,19	2.908	.105
Physical Self	2373.198	96.800	1,19	.765	.393
Moral Ethical Self	634.550	6.050	1,19	.173	.682
Personal Self	1050.799	96.800	1,19	1.826	.193
Family Self	1258.949	238.050	1,19	4.197	.055
Social Self	1650.949	281.250	1,19	3.696	.071
Identity	7439.995	924.800	1,19	2.555	.127
Self Satisfaction	2446.198	135.200	1,19	1.053	.318
Behavior	2048.949	151.250	1,19	1.435	.247

following treatment.

The subscale Family Self showed that scores for both groups on this variable moved in a negative direction, away from the norm, with Group 2 showing a significant negative difference when compared with Group 1.

Hypothesis 2. Hypothesis 2 states that students in client centered group counseling with relaxation would exhibit fewer negative school behaviors than students in client centered group counseling with no relaxation.

To test the above hypothesis the recorded frequency of negative school behavior exhibited by the experimental groups following treatment was subjected to a chi square test of significance. Table 3 shows the computation of the chi square test for the two experimental groups. The table shows that the difference between the groups was not significant at the 0.05 level of confidence. Hypothesis 2 was rejected.

Table 4 shows the frequency of negative school behavior exhibited by experimental group 1, before treatment (counseling and relaxation), after treatment and after a four week follow up. Table 5 shows the same information for group 2 (counseling only). Examination of behavioral frequencies reveals that in both groups negative behavior was reduced following treatment.

Table 6 and Table 7 give the computation of the chi square test of significance between the frequencies of negative behavior before treatment and after treatment of each experimental group.

Examination of Table 6 reveals that Group 1 showed a

Table 3

Chi Square Test of Significance
of the Differences
Between Experimental Groups

Groups	Frequency Obtained	Frequency Expected	Fo-Fe	(Fo-Fe) ²	$\frac{(Fo-Fe)^2}{Fe}$
Group 1 (Counseling with Relaxation)	57	67	-10	100	1.49
Group 2 (Counseling only)	77	67	10	100	1.49
TOTAL	134	134	0		2.98

$$x^2 = \frac{(Fo-Fe)^2}{Fe}$$

$x^2=2.98$ with 1 degree of freedom

Significance of F statistic = .12

Table 4

Frequency of Negative School Behaviors Exhibited
by Subjects in Experimental Group I,
Counseling Plus Relaxation

Subject 1	Before Treatment*	After Treatment*	Four Week Follow Up
1	6	5	4
2	10	2	5
3	21	13	3
4	12	11	14
5	8	6	4
6	6	4	2
7	4	3	5
8	1	0	2
9	15	11	5
10	5	2	5
TOTAL	88	57	50

*Actual recording was done the week before treatment began and the week immediately following treatment.

Table 5
 Frequency of Negative School Behaviors Exhibited
 by Subjects in Experimental Group II,
 Counseling Only

Subject 1	Before Treatment*	After Treatment*	Four Week Follow Up
1	5	4	2
2	18	5	4
3	6	6	7
4	10	9	8
5	6	5	4
6	22	20	12
7	7	7	7
8	11	11	12
9	4	4	4
10	6	6	6
TOTAL	95	77	66

*Actual recording was done the week before treatment began and the week immediately following treatment.

Table 6
 Chi Square Test of Significance Between
 Differences in the Frequency of
 Negative Behaviors Before Treatment
 and After Treatment of Group 1

Group 1	Frequency Obtained	Frequency Expected	Fo-Fe	(Fo-Fe) 2	$\frac{(Fo-Fe)^2}{Fe}$
Before Treatment	88	72.5	15.5	240.25	2.73
After Treatment	57	72.5	-15.5	240.25	2.73
TOTAL	145	145			5.46

$x^2 = \frac{(Fo-Fe)^2}{Fe}$ $x^2 = 5.46$ with 1 degree of freedom

Significance of F statistic = 0.05

Table 7

Chi Square Test of Significance Between Differences in the Frequency of Negative Behaviors Before Treatment and After Treatment of Group 2

Group 2	Frequency Obtained	Frequency Expected	Fo-Fe	(Fo-Fe) 2	$\frac{(Fo-Fe)^2}{Fe}$
Before Treatment	95	86	9	81	0.94
After Treatment	77	86	-9	81	0.94
TOTAL	172	172	0		1.88

$$x^2 = \frac{(Fo-Fe)^2}{Fe}$$

$x^2=1.88$ with 1 degree of freedom

Significance of F statistic = .33

significant positive change at the 0.05 level of confidence in the frequency of negative behavior after treatment indicating that counseling with relaxation significantly improved the subjects' school behavior.

Examination of Table 7 reveals that Group 2 also showed a positive change in the frequency of negative behavior after treatment, but the change was not significant.

Taken together Tables 6 and 7 suggest that both counseling with relaxation and counseling alone improve school behavior, but that counseling with relaxation might be superior to counseling alone.

Hypothesis 3. Hypothesis 3 states that students in a control group with no treatment would score lower (or more negative) on a self concept measure and would exhibit more negative school behavior than those students in the relaxation and the no relaxation groups.

In order to test this hypothesis, the posttest criterion variable scores of the Tennessee Self Concept Scale of the three groups were subjected to an analysis of variance to determine the differences among the group means. The frequencies of negative school behaviors exhibited by each of the three Groups after treatment were also subjected to a chi square test of significance to determine whether the frequencies among groups showed a statistically significant difference.

Table 8 shows the pretest and posttest self concept scores of the control group along with the TSCS norm group mean scores. The mean scores shown indicate that the control group's scores

Table 8
 Group Mean Scores of the TSCS Norm Group and the Before and After
 Group Mean Scores of the Control Group
 on the Self Concept Criterion Variables

Criterion Variable	TSCS Norm Group	Control Group Before	Control Group After
Total Positive	345.57	338.70	341.60
Physical Self	71.78	76.40	74.50
Moral Ethical Self	70.33	62.40	64.90
Personal Self	64.55	67.70	65.70
Family Self	70.83	68.00	60.40
Social Self	68.14	64.20	67.10
Identity	127.10	126.20	126.70
Self Satisfaction	103.67	109.40	112.10
Positive Behavior	115.01	103.10	102.80

on eight of the nine variables moved in a positive direction (toward the mean or within one standard deviation) from pre-testing to posttesting. The only variable that showed negative movement for this group was Family Self.

Table 9 shows a comparison of the TSCS norm group mean scores, with the scores of the two experimental groups and the control group's scores on the criterion variables after treatment. Examination of Table 9 reveals that experimental Group 1 (counseling plus relaxation) made more positive gains on three of the nine criterion variables that did the control group. The variables were Personal Self, Identity, and Positive Behavior. The control group showed greater positive gain in comparison to Group 1 on the three variables of Total positive, Moral Ethical Self, and Self Satisfaction. The variable scores for Physical Self, Family Self, and Social Self showed less than one point difference between the two groups after treatment. A comparison of experimental Group 2 scores and control group scores on Table 9 shows that the control group made more positive gains on eight of the criterion variables, Total Positive, Physical Self, Moral Ethical Self, Personal Self, Family Self, Social Self, Identity, and Self Satisfaction from pretesting to posttesting. The scores for both groups on Positive Behavior had less than a one point difference between them.

Differences in mean scores between the experimental groups versus the control group were significant in only one instance. Table 10 shows the total variance between the three

Table 9

Group Mean Scores of the TSCS Norm Group and the After Treatment Group
 Mean Scores of the Experimental and Control Groups

Criterion Variables	TSCS Norm Group	Experimental Group 1	Experimental Group 2	Control Group
Total Positive	345.57	338.500	314.20	341.60
Positive Physical Self	71.78	75.00	70.60	74.50
Moral Ethical Self	70.33	59.20	58.10	64.90
Personal Self	64.55	67.60	63.20	65.70
Family Self	70.83	69.00	62.10	69.40
Social Self	68.14	67.70	60.20	67.10
Identity	127.10	127.80	114.20	126.70
Self Satisfaction	103.67	102.90	97.70	112.10
Positive Behavior	115.01	107.80	102.30	102.80

Table 10

Variance Accounted For in Post Counseling Scores of the Three Groups, N=30

Criterion (TSCS Variables)	Total Variance in Posttest Scores of Experimental Groups and Control Group	Variance Accounted For in Posttest Scores of Experimental Groups and Control Group	d.f.	F Ratio	Probability Less Than
Total Positive	34689.336	4502.866	2,29	2.014	.153
Physical Self	3520.962	116.067	2,29	.460	.636
Moral Ethical Self	1851.865	266.467	2,29	2.269	.123
Personal Self	1451.498	97.400	2,29	.971	.392
Family Self	1918.164	336.867	2,29	2.876	.074
Social Self	2203.997	347.400	2,29	2.526	.099
Identity	9568.684	1141.400	2,29	1.828	.180
Self Satisfaction	4873.361	1063.467	2,29	3.768	.036
Positive Behavior	3726.296	185.000	2,29	.705	.503

groups, the variance accounted for in posttest scores of the groups, degrees of freedom, F ratio and the probability of significance between the three groups. The criterion variable Self Satisfaction shows a significant difference 0.036 between the experimental groups versus the control group.

Table 11 lists the frequency of negative school behaviors of the control group before treatment, after treatment, and a four week follow up. Examination of the table reveals that the frequency of negative school behavior exhibited by the control group increased from pretest recording to posttest recording.

Table 12 lists a comparison frequency of negative behaviors exhibited by the three groups immediately following treatment. Examination of the table reveals that the frequency of negative school behaviors exhibited by subjects in the control group was greater than the frequency of negative behaviors exhibited by either experimental group.

Table 13 shows the computation of the chi square test of significance between negative behavioral frequencies of experimental Group 1 (counseling plus relaxation) and the control group. Examination of the table reveals that Group 1 exhibited significantly fewer negative behaviors than did the control group. The F statistic was significant at the 0.005 level of confidence.

Table 14 shows the computation of the chi square test of significance between negative behavioral frequencies of experimental Group 2 (counseling only) and the control group.

Table 11

Frequency of Negative School Behaviors Exhibited
by Subjects in Group 3, Control

Subject	Before Treatment*	After Treatment*	Four Week Follow Up
1	1	3	1
2	4	7	7
3	26	30	31
4	10	16	15
5	12	12	8
6	14	8	8
7	4	2	5
8	13	16	19
9	8	9	8
10	4	4	5
TOTAL	96	107	107

*Actual recording was done the week before treatment began and the week immediately following treatment.

Table 12
 Frequency of Negative School Behaviors Exhibited
 by Subjects in Experimental Groups 1 and 2
 and the Control Group After Treatment

Subject	Group 1*	Group 2*	Control Group*
1	5	4	3
2	2	5	7
3	13	6	30
4	11	9	16
5	6	5	12
6	4	20	8
7	3	7	2
8	0	11	16
9	11	4	9
10	2	6	4
TOTAL	57	77	107

*Actual recording was done the week after treatment.

Table 13

Chi Square Test of Significance Between Differences in the
 Frequency of Negative Behaviors After Treatment for
 Experimental Group 1, and the Control Group

Group	Frequency Obtained	Frequency Expected	Fo-Fe	(Fo-Fe) ²	$\frac{(Fo-Fe)^2}{Fe}$
Experimental Group 1	57	82	-25	625	7.62
Control Group	107	82	25	625	7.62
TOTAL	164	164	0		15.24

$$x^2 = \frac{(Fo-Fe)^2}{Fe}$$

x = 7.62 with 1 degree of freedom

Significance of F statistic = .005

Table 14

Chi Square Test of Significance Between Differences in the
 Frequency of Negative Behaviors After Treatment for
 Experimental Group 2, and the Control Group

Group	Frequency Obtained	Frequency Expected	Po-Fe	(Po-Fe) ²	$\frac{(Po-Fe)^2}{Fe}$
Experimental Group 1	77	92	-15	225	2.44
Control Group	107	92	15	225	2.44
TOTAL	184	184	0		4.88

$$x^2 = \frac{(Po-Fe)^2}{Fe}$$

$$x^2 = 4.88 \text{ with 1 degree of freedom}$$

Significance of F statistic = .05

Subjects in Group 2 exhibited significantly fewer negative behaviors than did the control group. The F statistic was significant at the 0.05 level of confidence.

Hypothesis 3 was partially substantiated. Students within the control group with no treatment did not score significantly lower (or more negative) on a self concept measure than students in group counseling with relaxation or students in group counseling only. However, students in a control group with no treatment did exhibit significantly more negative school behaviors than students in the experimental counseling groups.

Summary. The three hypothesis guiding this study were partially supported. Results may be summarized as follows:

1. The analysis of variance pertaining to self concept change of the two experimental groups showed that Group 1, which received counseling plus relaxation treatment, showed positive gains on five of the self concept criterion variables. Group 2, which received counseling only treatment, showed no gains on the self concept criterion variables. Comparison of the two groups' mean scores showed that after treatment, the groups differed significantly on only one criterion variable, Family Self. The difference was significant at the .05 level of confidence.
2. The chi square test of significance pertaining to frequency of negative school behavior exhibited by the experimental groups showed that both groups

had fewer negative behaviors after treatment but the difference between the frequencies was not significant. Counseling and relaxation, however, produced significantly less negative school behavior after treatment. The change was significant at the .05 level of confidence. Hypothesis 2 was only partially supported.

3. The analysis of variance pertaining to the self concept change of the three groups showed that (a) when compared with the control group, on the scores of the nine criterion variables, Group 1, counseling plus relaxation, made more positive gain on three variables, less positive gain than the control group on three variables, and no difference in gain on three variables, (b) when compared with the control group on the scores of the nine criterion variables, Group 2, counseling only, showed more negative scores on eight of the variables and no difference in scores on one variable. The chi square test of significance pertaining to frequency of negative school behavior exhibited by the three groups showed that (1) frequency of negative school behavior from pretest to posttest recording increased for the control group and decreased for the experimental groups, (2) the difference in frequency of negative school behavior between experimental Group 1 and the

the control group was significant at the 0.005 level of confidence, (3) the difference in frequency of negative school behavior between experimental Group 2 and the control group was significant at the 0.05 level of confidence. Hypothesis 3 was partially supported.

Chapter 5

Summary, Discussion, Conclusions, Limitations, and, Recommendations

Chapter 5 provides an examination of the results of this investigation by summarizing the study, discussing the results, presenting some conclusions, and discussing certain limitations and recommendations that seem appropriate.

Summary

The present study was undertaken to examine the effects of group centered counseling and relaxation on the self concept and negative behavior of junior high school students who were disciplinary problems. Two instruments were used in the collection of data: (1) an unstructured form for recording the frequency of negative school behavior and (2) a self concept measure, The Tennessee Self Concept Scale. Frequency of negative behavior was recorded by teachers and other school personnel. The Tennessee Self Concept Scale was administered by the counselor as a pretest, posttest, and follow up. Thirty subjects participated in the study. They were students who were school disciplinary problems. At the time of this study 30 participants were black male and female junior high school students from low socioeconomic backgrounds. Subjects were assigned to one of three groups two experimental, one control group. One experimental group received group centered counseling and relaxation treatment, one experimental group received a treatment of group centered counseling only, the control group received no

treatment. The experimental groups met 16 times. An analysis of variance was used to test for significant changes in the three groups following treatment. A chi square test was used to test for significance of observed frequencies of negative behavior before and after treatment among the three groups. The confidence level was .05.

Results showed that following treatment, the experimental groups showed a negative movement on the criterion variable self concept scores. The control group showed positive movement on the criterion variable self concept scores. These findings were contrary to expectation. However, the experimental groups exhibited fewer frequencies of negative school behavior following treatment than did the control group. There was a statistically significant difference between frequency of negative behavior before and after treatment, for both groups. The control group increased in frequency of negative behavior. These findings were in accordance with expectation.

Discussion

Three hypotheses guided this study. Hypothesis 1 stated that students in client centered group counseling with relaxation would score higher (or be more positive) on a self concept measure than students in client centered group counseling with no relaxation. An analysis of variance reported in Chapter 4 did not find significant differences between the two experimental groups, except on the family self scale.

However, analysis of the experimental groups' pretest

scores on the TSCS and comparison of the groups' posttest mean scores with the TSCS norm mean scores on each criterion variable revealed some interesting results. To begin with, contrary to the expectation that the subjects of this study would show negative pretest self concept scores, the scores indicated normal self concept functioning for all three groups on the TSCS. The groups' pretest scores on all nine criterion variables were within one standard deviation of the norm mean. One possible explanation for this is that the subjects consciously or unconsciously inflated their scores due to "defensive distortion," Pitts (1972). This is a problem which has been pointed out by previous researchers who have investigated the problems of measuring self concept. If the subjects distorted their self concept scores, and if counseling reduces defensiveness, we should expect a reduction of defensiveness scores in the posttest scores.

Table 15 shows the mean scores for the experimental groups on the variables Self Criticism and Defensive Positive. Following treatment, Group I (counseling plus relaxation) increased the Self Criticism mean score; Group II (counseling only) decreased the Self Criticism mean score. In both cases, the movement was towards the TSCS norm mean. Both groups reduced the Defensive Positive scores. The decrease in scores suggests positive movement in Defensive scoring, that is reduction in defensiveness. However, a T-Test did not show the change to be statistically significant.

Analysis of the posttest scores also showed lower self

Table 15

TSCS Self Criticism and Defensive Positive Group Mean Scores,

Pretest, Posttest, Experimental, and Control Group

Variable	Experimental Group 1 (Counseling plus Relaxation)		Experimental Group 2 (Counseling Only)		Control Group	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Self Criticism	31.50	34.60	36.80	35.80	34.30	35.60
Defensive Positive	68.20	63.50	59.70	56.90	65.60	62.70

Norm Mean Score Standard Deviation

SC 35.54 6.70

DP 54.40 12.38

concept scores for both experimental groups. This was contrary to expectation. One implication of this finding might be that an initial reduction in self concept scores following counseling is sometimes a prerequisite for improvement of the self concept. This explanation is supported by Fitts' (1972) and Rogers' (1974) studies. Rogers reports a significant negative correlation between defensiveness and therapy, (p. 146); while Fitts reports that hospital patients who had shown positive but defensive self concepts showed a reduction in defensiveness, a reduction in self concept scores, and improved ward behavior following therapy, (p. 19).

In relation to hypothesis 2, it was anticipated that students in client centered group counseling with relaxation would exhibit fewer negative school behaviors than students in client centered group counseling with no relaxation. A Chi Square analysis showed no significant differences between the two groups. However, the analysis of frequencies of negative behavior before and after treatment showed the subjects in both groups exhibiting statistically significant fewer frequencies of negative school behavior after treatment than they did before treatment. The implication of this finding is that while both treatments were effective in significantly reducing negative school behavior, neither was superior to the other. This suggests that, at least for the subjects in this study, counseling without relaxation was just as effective in reducing negative school behavior as counseling with relaxation.

The finding that the subjects of this study showed significant improvement in their school behavior without a corresponding improvement in their self concept raises one conceptual issue, namely, the relationship between self concept and behavior. The basic assumption which guided this study was that there is a relationship between a person's self concept and his/her behavior. On the basis of consistency theories, it was expected that negative school behavior was a reflection of negative self concept. It was therefore expected that improvement in school behavior would follow improvement in self concept. This study contains evidence that it is possible to improve school behavior without necessarily improving self concept. Another possibility suggested by this study is that instead of starting with improving self concept as a means to improving school behavior, scholars should start with improving school behavior as a means to improving self concept. This strategy of starting with behavioral improvement as a means to improving self concept appears to have merit since people's behavior seems to be easier to change than their self concept, especially if self concept is conceptualized as a relatively stable organization of one's personality.

In hypothesis 3, it was expected that students in the control group with no treatment at all, would score lower (be more negative) on the TSCS and would exhibit more negative school behavior than those students in the counseling with relaxation and the counseling with no relaxation groups.

Contrary to expectation, the control group scored more positive on the posttest self concept measures than either experimental group. Since this group received no counseling at all, the high scores of subjects in this group could be a reflection of defensive distortion. The high scores could simply have been an indication of artificially inflated defensiveness on the part of subjects in the control group; while the low scores in the treatment groups reflect a reduction in defensiveness as a result of counseling effectiveness.

As expected, the control group subjects exhibited more negative school behavior than those in the treatment groups. Furthermore, the control group's negative behavior increased from pretest to posttest, giving some evidence for the effectiveness of counseling in reducing negative behavior.

The results of a four-week follow up on the nine criterion variable mean scores are reported in Table 1, Chapter 4. Group 3 showed negative movement on all the criterion variables under study from posttesting to follow up testing. This suggests a worsening in the self concept of the subjects of this group, as expected. As to the experimental groups, both showed movement in both directions on the criterion variables. That is, there were improvements on some variables and worsening on others. One implication of this might be that different dimensions of the self concept change at different rates. Those which showed improvement in this study might be the ones easiest to change; while those which got worse might

be the hardest to change. This would further suggest that it is possible to change self concept piecemeal.

The four-week follow up measurement of the frequency of negative school behavior exhibited by the three groups showed that the frequency of both experimental groups continued to decrease while the frequency of negative behavior for the control group continued to increase. These results suggest that the effects of counseling, at least on the subjects of this study, are relatively permanent. Tables 4, 5, and 11, in Chapter 4 show the actual frequencies for each group.

Conclusion

Although the hypotheses guiding this study were only partially supported, the results are indicative of a positive effect on the self concept of the subjects participating in the study. The reported reduction in positive self concept scores following treatment are suggestive of a positive preliminary step in the reorganization of the self concept of the subjects. Rogers' (1951) report on research results on client centered therapy reinforces this conclusion. He states that two characteristics of an altered personality are "less defensiveness and acceptance of previously denied aspects of self." The experimental groups' more negative self concept scores following treatment suggest that the subjects were better able to perceive, examine, assimilate and include experiences in their self structure which has previously been threatening.

The results of this study also seem to justify the following conceptual conclusion. Instead of conceptualizing behavior as changing to keep pace with changes in the organization of the self, it might be more appropriate to conceptualize the self as changing to keep pace with changes in behavior. Both experimental groups in this study exhibited significant reduction in negative school behavior before exhibiting any improvement in self concept.

The results further lead to the conclusion that change in behavior as a result of counseling is relatively permanent. Both experimental groups continued to exhibit less negative school behavior even four weeks after termination of treatments.

Limitations

The following limitations were considered in the interpretation of the results of this study: (1) The subjects of the study were not a random sample of junior high school students who were disciplinary problems. As such, the findings were interpreted more as being suggestive rather than definitive. (2) All subjects were from the Norfolk Junior High School systems. The results are therefore not generalizable to other school systems.

Recommendations

Because of the inconclusiveness of the results of this study, the following recommendations for further study seem appropriate:

1. Additional research is necessary to test the notion that improvement in self concept is preceded by disintegration of the existing self concept or decline in self concept measures.
2. Further investigation seems also to be necessary into the relative effectiveness of different kinds of counseling plus relaxation in improving people's self concept.
3. Additional research seems also to be necessary to test the notion that different dimensions of the self concept change at different rates.

Appendix A
Permission Slip

HUMAN RENEWAL RESOURCES PROJECT

I am granting permission for _____
(son's/daughter's name)
to participate in a special group counseling project conducted
by Mrs. Gladys Kaggwa. The project is one part of her grad-
uate school work.

I am also giving permission for my son/daughter to be
administered the Tennessee Self Concept Scale as needed for
determining the results of the group counseling.

Signature of parent/guardian

Appendix B
Permission Slip

HUMAN RENEWAL RESOURCES PROJECT

SPONSOR

700 EAST BERKLEY AVENUE

W. D. Tyree, Jr., Director

DATE: April 19, 1979

RE: RELEASE OF INFORMATION

TO: (Name of School) ADDRESS (Address of School)

FROM: Gladys Kagawa POSITION: Temporary
Group Counselor

RE: (Student's Name) BIRTHDAY: _____

This is to authorize the release of any information
your agency has concerning my child/ward to Human Renewal
Resources Project.

SIGNED: _____
Parent/Guardian

Appendix C

OUTLINE OF GROUP CENTERED COUNSELING WITH RELAXATION

Stage I - Involvement

<u>First Session:</u>	<u>Time in Minutes</u>
1. Introduction of group facilitator and group members	15
2. Explanation of the purpose of the group	15
3. Discussion of relaxation and its benefits	15
4. Training in relaxation	20
5. End--structuring on length of sessions, number of times we would meet, confidentiality, etc.	5
<u>Second Session:</u>	
1. Relaxation training	30
2. Repeat purpose of the group--then facilitate communication that would allow group members to think about their needs in relation to reaching the goal of becoming a successful student (to facilitate, leader self-disclosed some of her own negative school experiences as an adolescent and was open to comments and opinions on why they happened and how they were resolved)	20
3. Encouraged expression of members' school problems and feelings.	20
4. End--have positive comment on each group member concerning some aspect of his/her group performance. (Purpose was to allow each member to leave the session with a feeling of confidence	5

and accomplishment)

Stage II - Cohesiveness and Work

<u>Third Session:</u>	<u>Time in Minutes</u>
1. Facilitated communication toward the group goal by encouraging discussion of the school day's events with emphasis on problems encountered, reasons why and acceptable solutions. Also facilitated communication toward the subject of relaxation as a solution to school problems. ((Purpose was to view relaxation as a coping tool, to gain insight that would result in self acceptance and behavior change)	20
2. Relaxation Training.	30
3. Encouraged expression of members' feelings to other members' problems with "relaxation as a coping tool" in mind.	20
4. End (same as session two)	5

Fourth to Fourteenth Sessions:

Same as session three, but at this time the group leader made a conscious effort not to selectively reinforce any member's responses. Leader responses now were in ways that promote group cohesiveness.

Stage III - Closing

Fifteenth Session:

This session was similar to the preceding ones except that members were reminded (following relaxation) that there was only one more session. Approximately 15 minutes

were spent in discussion on feelings about the group experience.

Sixteenth Session:

Content consisted of working through feelings of separation anxiety, abandonment, and/or rejection caused by termination.

Appendix D
OUTLINE OF GROUP CENTERED
COUNSELING SESSIONS WITHOUT RELAXATION

Stage I - Involvement

First Session:

1. Introduction of group facilitator
2. Explanation of purpose of the group
3. Introduction of group members
4. Used "go around" by having each member tell the group about his/her family, friends, schools, pets, hobbies, etc. (Purpose is to establish feelings of individual uniqueness and importance)
5. End--structuring on length of sessions, number of times we would meet, confidentiality. Answered questions.

Second Session:

1. Informal discussion (10-15 minutes). This time was used by the group leader as an opportunity to compliment and support group members when warranted for appearance, actions, and presence in group. (Purpose was to relay to members that they were accepted, valued, and seen as competent and lovable)
2. Repeated purpose of the group--then facilitated communication which allowed group members to think about their needs in relation to reaching the goal of becoming a successful student. (to facilitate, leader

related some of her own negative school experiences as an adolescent and was open to comments and opinions on why they happened and how they were resolved)

3. Encouraged expression of members' school problems and feelings.
4. Closed session (10 minutes before time) - gave positive comment on each group member concerning some aspect of his/her group performance. (Purpose is to allow each member to leave the session with a feeling of confidence and accomplishment.

Stage II - Cohesiveness and Work

Third Session

1. Informal discussion (same as session two)
2. Facilitated communication toward group goal by encouraging discussion of the school day's events with emphasis on problems encountered, reasons why and acceptable solutions. (Purpose was insight that would result in self acceptance and behavior change)
3. Encouraged expression of members' feelings to other members' problems.
4. Closed session. (Same as session two)

Fourth to fourteenth Sessions:

Group format was the same as session three, but at this point the group leader made a conscious effort not to selectively reinforce any member's responses. Leader responses now were in ways that promoted group cohesiveness.

Stage III - Closing

Fifteenth Session:

This session was similar to the proceeding ones except that members were reminded (following informal discussion) that there was only one more session. Approximately 15 minutes was spent in discussion on feelings about the group experience.

Sixteenth Session:

Content consisted of working through feelings of separation anxiety, abandonment, and/or rejection caused by termination.

Appendix E

Instructions to be used in teaching relaxation:

1. Sit quietly in a comfortable position.
2. Close your eyes.
3. Deeply relax all your muscles, beginning at your feet and progressing up to your face. Keep them relaxed.
4. Breathe through your nose. Become aware of your breathing. As you breathe out, say the word, "one," silently to yourself. For example, breath in..out, "one;" in..out, "one," etc. Breathe easily and naturally.
5. Continue for 10 to 20 minutes. You may open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for several minutes, at first with your eyes closed and later with your eyes opened. Do not stand up for a few minutes.
6. Do not worry about whether you are successful in achieving a deep level of relaxation. Maintain a passive attitude and permit relaxation to occur at its own pace. When distracting thoughts occur, try to ignore them by not dwelling upon them and return to repeating "one." With practice, the response should come with little effort. Practice the technique once or twice daily, but not within two hours after any meal, since the digestive processes seem to interfere with the elicitation of the Relaxation Response.

Appendix F

STUDENT PROGRESS REPORT

Name _____

Period _____

Teacher _____

Date _____

Please make a brief comment as to the student's behavior and scholastic level in your class up to this time. (This student is participating in a special counseling program. Please be specific in your comments.)

BEHAVIOR _____

SCHOLASTIC _____

ATTENDANCE _____

Please return to _____ by noon on _____

Thank you,

School Counselor

Appendix G

Problem School Behaviors Used in Computing Chi Square Results

Academic Problems

Does not pay attention
Does not show effort
Does not show interest
Does not complete class assignments
Does not turn in homework
Does not follow directions
Refuses to participate in class work
Cheating on exams

Behavioral Problems

Talking too much in class
Playing and joking in class
Sleeping in class
Singing in class
Eating in class
Making loud verbal noises in class
Making loud non verbal noises in class
(beating on the desk, stomping on the floor)
Throwing paper and/or articles in the classroom
Getting out of seat without permission
Walking around in the classroom during class activities
Showing disrespect to the teacher
(arguing, sassing, using profanity)
Showing disrespect to other students
(using profanity, threatening)

Leaving class without permission

Staying out of class too long if given permission to go out

Stealing

Fighting

Smoking

In school halls or restroom without permission

Leaving school without permission

Resisting authority

Coming to school while on suspension

Attendance Problems

Unexcused tardiness (more than once)

Class cutting

Truancy

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Abstract

The present study was undertaken to test one of the options for reducing problem behavior in the Norfolk junior high schools by examining the effects of group centered counseling with relaxation and group centered counseling alone on the self concept and negative behavior of a group of junior high school students who were classified as having school disciplinary problems. Three hypotheses were tested: (1) that students in group centered counseling with relaxation would score higher on a self concept measure than students in group centered counseling with no relaxation, (2) that students in group centered counseling with relaxation would exhibit fewer negative school behaviors than students in group centered counseling with no relaxation, and (3) students in the control group would score lower on a self concept measure and exhibit more negative school behavior than those students in the two experimental groups.

A major assumption underlying the study was that problem behavior in schools might be a reflection of negative self concept and that by improving the students' self concept through group counseling, negative school behavior would be reduced. Relaxation was conceptualized as a tool the students could use to cope with circumstances that might elicit problem school behavior.

The subjects were thirty junior high school male and female students in the Norfolk public school system who were participating in an after school program for students with school related problems. All were black and from low socioeconomic backgrounds.

The Tennessee Self Concept Scale was used to collect the self concept data; negative school behaviors were recorded by teachers and other school personnel.

Two analytical procedures were used to analyze the data. An analysis of variance was used to test differences between group scores on the TSCS, using both F-Ratios and T-Tests to determine the significance of the differences. A Chi-square analysis was performed on the frequency of negative behaviors exhibited by the subjects.

From the data analyses, the following conclusions were drawn:

(1) Students in the counseling with relaxation group did not differ significantly in the self concept scores from the students in the counseling alone group as expected in Hypothesis 1. This was interpreted to mean that neither of the two counseling procedures has advantage over the other.

(2) Subjects in the two treatment groups scored worse on the TSCS scale after treatment than they did before treatment. This unexpected regression was explained in terms of the operation of the "defensive distortion" mechanism being reflected in the pretest scores and a reduction in

defensiveness as a result of counseling being reflected in the post-test scores.

(3) Both counseling with relaxation and counseling alone might be effective methods of reducing defensive distortion as a prelude to improving self concept.

(4) Both counseling with relaxation and counseling alone are equally effective in reducing negative school behavior.

(5) The effects of group counseling on negative behavior are relatively permanent; that is, they can be observed as late as four weeks after treatment.