

THE EFFECT OF GROUP COUNSELING ON VISUAL IMAGERY  
AND SELECTED PERSONALITY FACTORS FOR JUNIOR  
AND SENIOR LEVEL HIGH SCHOOL STUDENTS

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DISSERTATION

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TABLE OF CONTENTS

	page
LIST OF TABLES . . . . .	v
Chapter	
I. INTRODUCTION. . . . .	1
Statement of the Problem	
Purpose of the Study	
Hypotheses	
Background and Significance	
Definition of Terms	
Limitations of the Study	
Basic Assumptions	
II. REVIEW OF THE LITERATURE. . . . .	22
Voluntary Participation in Counseling	
Frequency of Group Counseling Sessions	
Self-Concept	
Group Counseling with Senior High School Students	
III. METHODS AND PROCEDURES. . . . .	50
Subjects	
Qualifications of the Counselors for the Project	
Instruments	
Procedure	
Collection of Data	
Statistical Method	
IV. STATISTICAL ANALYSIS OF THE DATA AND DISCUSSION . . . . .	72
Hypothesis I	
Hypothesis II	
Hypothesis III	
Hypothesis IV	
Hypothesis V	
Hypothesis VI	
Hypothesis VII	
Hypothesis VIII	
Hypothesis IX	
V. NON-STATISTICAL INFORMATION . . . . .	87

Chapter		page
VI.	SUMMARY, RESULTS, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	98
	Summary	
	Results	
	Conclusions	
	Recommendations	
VII.	APPENDIX. . . . .	111
VIII.	BIBLIOGRAPHY. . . . .	120

## LIST OF TABLES

Table	Page
I. Experimental Schema, Number of Subjects, Sex Distribution, and Grade Level . . . . .	52
II. Matching Criterion for Subjects in Group I (Experimental and Control). . . . .	53
III. Matching Criterion for Experimental and Control Subjects in Group II. . . . .	54
IV. Matching Criterion for Experimental and Control Subjects in Group III . . . . .	55
V. Schedule Followed in the Collection of Data for the Study. . . . .	68
VI. Analysis of Covariance of the <u>Visual Images Test of Perception</u> of the Experimental and Control Groups for the Pre- and Post-Tests (N = 50). . . . .	73
VII. Analysis of Covariance of the <u>Tennessee Self-Concept Scale</u> of the Experimental and Control Groups for the Pre- and Post-Tests (N = 50). . . . .	75
VIII. Analysis of Covariance of the <u>Bills' Index of Adjustment and Values</u> of the Experimental and Control Groups for the Pre- and Post-Tests (N = 50) . . . . .	76
IX. Analysis of Covariance of the Sociability Factor on the <u>Guilford-Zimmerman Temperament Survey</u> of the Experimental and Control Groups for the Pre- and Post-Tests (N = 50). . . . .	78
X. Analysis of Covariance of the Ascendance Factor on the <u>Guilford-Zimmerman Temperament Survey</u> of the Experimental and Control Groups for the Pre- and Post-Tests (N = 50). . . . .	79

XI.	Means, Standard Deviations, Value of $r$ , and Level of Significance Between Changes in Perception of Visual Images on the <u>Visual Images Test of Perception</u> and Self-Concept on the <u>Tennessee Self-Concept Scale</u> for Students in Group Counseling (N = 50) . . .	81
XII.	Means, Standard Deviation, Value of $r$ , and Level of Significance Between Changes in Perception of Visual Images on the <u>Visual Images Test of Perception</u> and Self-Concept on the <u>Billis' Index of Adjustment</u> and Values for Students in Group Counseling (N = 50). . . . .	83
XIII.	Means, Standard Deviation, Value of $r$ , and Level of Significance Between Changes in Perception of Visual Images on the <u>Visual Images Test of Perception</u> and Sociability on the <u>Guilford-Zimmerman Temperament Survey</u> for Students in Group Counseling (N = 50). . . . .	84
XIV.	Mean, Standard Deviations, Value of $r$ , and Level of Significance Between Changes in Perception of Visual Images on the <u>Visual Images Test of Perception</u> and Ascendance on the <u>Guilford-Zimmerman Temperament Survey</u> for Those Students in Group Counseling (N = 50) . . . . .	85

## CHAPTER I

### INTRODUCTION

In much of the academic and professional counseling literature, social scientists have emphasized numerous counseling techniques that have been utilized in educational institutional settings. These efforts have resulted from the increasing complexity of our society and an ever increasing number of students in the educational institutional setting. In the past, various types of counseling programs were established in high schools to meet the needs of the student, as perceived by the administration. These programs have not been able to meet the demands of the student, either on a qualitative or quantitative basis.

One approach that has been given minimum consideration for accommodating increased student numbers in a more effective manner has been group counseling. Most of the research on group counseling has been concerned with this procedure in terms of prevention, remediation, and process (41). Counseling has been concerned in the past with remediation of problems, but, while this emphasis continues, group procedures in schools have been increasingly preventive in nature. Counselors have sought to prevent problems from growing beyond the point where the individual requires special help to deal adequately with difficulties in his life sphere. Such procedures attempt to

help students anticipate difficulty, particularly at articulation and decision points, and to prepare them to deal with such problems in an effective manner (41).

Studies on group counseling for the remediation of problems have focused on improvement of academic achievement (8, 10, 31). Other research has been concerned with interpersonal relations (28, 47) and self-understanding (11, 36, 27).

Little attention has been given to enhancing the average students' ability to cope with life. Because of the emphasis on remediation, only the students classified as "problem students" have been referred to the counselor. Even these "problem students" often do not receive in individual counseling the type of attention necessary to resolve their problems.

The group counseling procedure would usually better serve most types of students, as this procedure provides the kinds of ". . . group experiences that help the individual develop new capacities to interact with others more constructively, spontaneously, and wholeheartedly" (33). The group setting provides a testing ground conducive to enhancing personal, social, and interpersonal adjustment. On this subject Zaleska (46, p. 231) states the following:

. . . in problems with multiple-solutions the performance of the group is superior to that of the average individual . . . a single individual may be able to provide a partial solution. . . thus the partial solutions supplied by different individuals permit the group to arrive at the final solution even if none of its members were capable of resolving alone the totality of the problem.

The continuing emphasis in most high school counseling



academic and personal problems. The student must be involved in a severe academic or personal problem before he is ever referred to the counselor. By the time the "problem student" has been referred for counseling, he has already developed basic attitudes that thwart the average counseling procedure and increase the probability that the student will react in some manner inappropriate to the school rules or become a "school dropout." The high school has gotten rid of its problem, but society has gained another individual that feels rejected by both school and society.

High school counseling departments could improve their counseling procedures and increase their effectiveness with students by utilizing a more preventive and client-centered orientation toward meeting the needs of the student. Emphasis should be directed toward the therapeutic prevention of emotional or adjustment problems.

There has been a contradiction in the professional literature as to the discrepancy between the need for group counseling and the actual utilization of group counseling procedures in high school. The need for group counseling has been acknowledged, but actual use of the group counseling procedure has been at a minimum.

The research conducted on group counseling in the high school has been rather limited, and results of a small number of reported studies were significant. Zimpfer's (47) Group Procedures in Guidance: A Bibliography lists thirty-five dissertations and books and thirty-eight periodicals that contain

studies and experiments in the chapter entitled "Counseling-- Junior and Senior High School." Fewer than one-third of these studies were focused on the high school level.

From a review of the available research literature, it appears that an investigation into the use of group counseling to enhance the perceptual processes of high school students would also enhance their individual development. Berryman (6) has performed such an experiment on the junior high school level. He combined the exploration of perception with a test of visual images that he devised and called The Visual Images Test of Perception. He developed this projective test to supplement the numerous paper and pencil tests of perception currently used. Prior to his study, little attention had been directed toward the study of perception of visual images and the influence of group counseling upon perception of visual images and the influence of group counseling upon perception of visual images.

This study was designed to extend the work started by Berryman (6) on the junior high school student to the senior high school student concerning the measurement of the effects of group counseling on visual imagery. Two of the questions that this study was designed to answer follow. Can a group counseling experience change a student's perception of visual images? Will a group counseling experience which effects a change in ascendance, sociability, and self-concept also cause a person to perceive visual images in a different way than he perceived them before counseling?

In recent years, counselors, psychologists, psychiatrists, sociologists, and anthropologists have given considerable attention to the concept of the "self" as an important factor in personality development and adjustment. Horney (25), Adler (1), Rogers (34), and others have related aspects of the individual's self-perception to his emotional and social adjustment. Snygg and Combs (40), Wylie (45), and others have elaborated on the behavioral consequences of the individual's self-concept. Lipton (30), Bills (7), and other self-perceptionists have found evidence that the self-concept of an individual influences his ability to function in a learning situation. Wiley (45), in the introduction to her book The Self Concept, states that the self-concept theorists believe that one cannot understand and predict human behavior without knowledge of the person's conscious perceptions of his environment.

Rogers, in another writing (34, p. 360), stated that ". . . we have observed that appropriate changes in behavior occur when the individual acquires a different view of his world of experience, including himself." Wylie (45) also reported that a positive self-concept change has been effected by a positive counseling experience. This study was designed to determine if the group counseling experience would effect a change in perception of visual images and, if perception changes, would the student's self-concept and behavior change, as indicated by Rogers (34, p. 360) and Snygg and Combs (40).

Further attention was directed toward establishing whether

counseling. Sociability refers to the ability of a student to make friends, seek social contacts, and promote healthy interpersonal relationships in the family and at school. Group counseling provides an adequate atmosphere for enhancing one's social skills and for overcoming reluctance to engage in social activities.

Engagement in leadership roles, self-defense, and speaking in public are positive examples of ascendance behavior. Opportunities to practice these traits would be an advantage that group counseling offers the student. This opportunity for practicing these ascendance traits would benefit the students who needed to develop more positive ascendance behavior.

In limited instances, research has been conducted which centered on the influence that visual objects have upon an individual when those objects possess particular significance or meaning to that person (19, 20). Goryo (23) also explored the effects of past experience upon perception of visual images. Whether or not group counseling might exert any influence upon the perception of visual images has not been thoroughly established. Berryman (6) found that group counseling significantly affected junior high school students' perception of visual images. Junior and senior level high school students were used in this study to attempt to answer the following questions. Can the psychological perceptions one has of visual images and self-concept be changed by group counseling? Can ascendance and sociability be enhanced by group counseling?

### Statement of the Problem

The problem of this study was to measure the effect of group counseling on visual imagery and selected personality factors of junior and senior level secondary school students.

### Purpose of the Study

The purpose of this study was to determine if perception of visual images changed after group counseling. Also investigated was whether a concomital relationship existed among the perception of visual images and the self-concept, ascendance, and sociability.

### Hypotheses

1. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in perception of visual images as determined by the Visual Images Test of Perception than will students in the control group.
2. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in self-concept as measured by the Tennessee Self-Concept Scale than will students in the control group.
3. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in self-concept as measured by the Bills' Index of Adjustment and Values than will students in the control group.
4. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in sociability as measured by the Guilford-Zimmerman Temperament

Survey than will students in the control group.

5. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in ascendance as measured by the Guilford-Zimmerman Temperament Survey than will students in the control group.

6. There will be a significant positive correlation between the change in perception of visual images and the change in self-concept as measured by the Tennessee Self-Concept Scale for those students who receive group counseling.

7. There will be a significant positive correlation between the change in perception of visual images and the change in self-concept as measured by the Bills' Index of Adjustment and Values for those students who receive group counseling.

8. There will be a significant positive correlation between the change in perception of visual images and the change in sociability for those students who receive group counseling.

9. There will be a significant positive correlation between the change in perception of visual images and the change in ascendance for those students who receive group counseling.

#### Background and Significance

"The demands for counseling in the modern school have continued to increase due to complexities of society and too rapidly pupil enrollments. . . . Group counseling appears to be a practical approach for providing a counseling experience to most children in schools" (14, p. 2). Group counseling on the high school level . . .

assisting the individual student in meeting these demanding and changing conditions. The limited amount of research that has been conducted and reported in this area has been directed toward the remediation of problems of academic achievement (3, 10, 31), inter-personal relations (28), and self-understanding (11). Spielberger, Wertz, and Denny (43) and Spielberger and Wertz (42) found that by identifying potential dropouts and providing them with group counseling they could lower the dropout rate and increase grade-point averages significantly, as compared with control groups of similar students. Some of these groups centered their discussion on topics pertinent to academic achievement, while others dealt with personal feelings and anxieties. Both types of groups produced essentially the same positive results from the use of group counseling. On the other hand, the students used in these studies were of college age; therefore, the generalizations of the findings to the high school setting might not be appropriate.

There have been a number of attempts to use group procedures to orient students to a new school situation or to make the school situation more meaningful to them. Arbuckle (3) and Rosenberg and Fuller (37) found that small group discussions with students significantly improved social and emotional adjustment as well as reducing attrition. These same students also achieved better in core-curriculum classes than had previous groups of students.

Reported attempts to facilitate personal adjustment and development through the use of group counseling have been largely positive. Clements (13) found that participation of college-bound seniors in group sessions effectively reduced anxiety about themselves and their role in college. It might be inferred that if college-bound seniors have benefitted from group counseling sessions, group counseling in the junior year of high school might be even more appropriate as regards timing and potential future benefit. Broedel, Ohlsen, and Proff (10) used group counseling to effect positive academic and personality change in gifted underachievers. In a related study, Cohn, Ohlsen, and Proff (15) were able to identify the various roles played by adolescents in both productive and unproductive group counseling sessions.

A number of studies (9, 11, 17, 24, 32) have demonstrated the usefulness of group counseling with junior high and high school students who have disciplinary and social adjustment problems in school. These studies were typically characterized by relatively unstructured sessions where few rules were established. In some cases the leader introduced the content of the discussion, but students were encouraged to express their views and feelings freely. Positive results included better citizenship in school, increased self-acceptance, improved academic achievement and better relations with peers and parents.

Cohn (15) states that the group counseling process has been oriented toward working with individuals whose behavior falls within the normal range of adjustment. The focal point



in group counseling has been the reflection and clarification of feelings with an eye toward the pupils' modification of their attitudes, the emphasis being on growth and adjustment rather than amelioration and cure (15).

The most apparent need to be met by group counseling is of a preventive and developmental nature as concerns the average student. Foley and Bonney (21) found that the most prevalent topics of group counseling sessions were self, group, significant others, and things and ideas. Rogers and Dymond (35) found that "self" and "significant others" were the topics that most counselors believe contain the most potential for therapeutic gain in group counseling. "Grouping, as a social phenomenon, is not an invention but has its roots in nature. Groupings are essential to man's psychological and spiritual life, and man consciously uses groups for personality enhancement" (22, p. 7).

In the opinion of Fullmer and Bernard (22) the importance of group work in counseling cannot be over-estimated. Group work (group counseling) provides educators with an excellent way of determining a student's maturity level, his socio-economic background, his value system, his attitudes and his basic interpersonal behavior. Learning to be a group member can be a major developmental task for the individual (22).

Group counseling sessions provide students with a sheltered and accepting atmosphere which is conducive to experimenting with various personal and inter-personal relationships. Experience is obtained through experiencing. Whether these

are positive or negative experiences, they facilitate learning that has been found necessary for coping with the realities and demands of daily living.

Visual perceptual change as a result of differences in "learning and experiencing" was used by Berryman (6) as one of the variables to measure perceptual change brought about in group counseling. This change in perception reflects the same kinds of factors that are responsible for individual differences (in visual perception); namely, differences in experience. Berryman's findings and others pointed to the conclusion that, to a substantial extent, we "learn" to perceive.

The early studies by Bagby (4) and Engel (19, 20) are of particular significance in the area of perception of visual images. The effect of past experience was shown by Engel (20). He induced different stimuli simultaneously and found that what one has been accustomed to seeing has dominance over those stimuli which are not ordinarily seen. Goryo (23) found that past experience has a facilitory effect on the dominance in binocular rivalry.

The results of Bagby's (4) investigation of the influence that culture has upon perception of visual objects indicated the existence of a direct relationship between the perception of visual stimuli and culture. In a similar study concerning cultural influences upon visual perception, Segall and Herskovits (38) concluded that differences in visual perception were the result of differences in learning and experience. Their findings were described in the following manner (38, p. 214):

It should be stressed that these differences are not "racial" differences. They are differences produced by the same kinds of factors that are responsible for individual differences (in visual perception), namely, differences in experiences. The findings we have reported and the findings of others we have reviewed, point to the conclusion that to a substantial extent we learn to perceive.

One group of psychologists placed so much emphasis upon perception that they have made it the foundation of their theory.

Because of this central role accorded to conscious perceptions, cognitions and feelings, these theorists have often been labeled "phenomenological" (45, p. 6).

Two of the most noted in this field are Carl Rogers and Arthur Combs. Both of these men believe that behavior is predicated upon perception. Combs says, "The causes of behavior, we have seen, lie in the perceptual field, and the way to change behavior, it follows, must be through changes in perception" (16, p. 126). Rogers makes basically the same statement concerning behavior. "Behavior is caused, and the psychological cause of behavior is a certain perception or way of perceiving. . . .In order for behavior to change, a change in perception must be experienced" (34, pp. 221-222). Rogers and Dymond (35) point out that perceptions regarding "self" and "significant others" are the topics that contain the potential for therapeutic gain in group counseling.

The present study has significance in view of the position assumed by these theorists that a change in perception is responsible for a change in behavior. Group counseling can enhance the important task of learning how one's behavior is

perceived by others. Benson and Blocker (5) suggest that the group could become a situation in which members could get "feedback" about their own behavior. From this it might be asked, is there a relationship between behavior and change in visual perception?

These theorists also state that changes in self-concept are particularly important in changing behavior. Research studies (12, 34) have substantiated the claim that in order for a change in behavior to occur a change in one's perception of self must also take place. This idea seems to assume that there has been a change in all areas of the individual's perception, including his perception of visual images. If it were shown that a change in behavior was effected by simply changing an individual's visual perception, without a change in his self-concept, this finding would have tremendous implications for counseling. It would mean that instead of trying to change one's self-concept, counselors should, instead, concentrate upon changing clients' perceptions of visual images.

This study also has significance because of the impact of experience and learning upon an individual's overall perception. Group counseling can supply the individual with experiences that will result in a change not only in visual perception but also in his perception of self as regards ascendance and sociability. The significance of this study was directed toward answering this question: Is there a concomitant relationship between the increase in perception of positive

visual images, self-concept, increased level of ascendance, and sociability. By combining individuals of comparable age, sex, level of adjustment, development, and social class in a group counseling setting, a situation conducive to change in perception of visual images and behavior would be provided for the group members.

#### Definitions of Terms

1. Ascendance refers to self-defense, leadership, speaking in public versus submissiveness, hesitation, avoiding conspicuousness.

2. Group Counseling is ". . . a dynamic, interpersonal process through which individuals within the normal range of adjustment work within a peer group and with a professionally trained counselor, exploring problems and feelings in an attempt to modify their attitudes so they are better able to deal with developmental problems" (14). The focus of group counseling is on the growth of the individuals within the group rather than on subject matter content.

3. Perception refers to being aware or conscious of stimuli and having direct acquaintance with anything through the senses. It is actually "how" a person feels, acts, or thinks about a stimulus. Behavior is a function of the phenomenal field which includes all levels of the person's awareness.

4. Perception of Visual Images refers to the gaining of awareness of things by seeing them with the eyes.

5. Self-concept refers to a person's view of himself. It is an organized configuration of perceptions of the self that are admissible to the awareness of the individual.

6. Sociability refers to having many friends and seeking social contacts and limelight versus having few friends and exhibiting shyness.

#### Limitations of the Study

This study was limited to those students whose perceptions could be tested by the measuring instruments used. Some perceptions possessed by the individual members of the study cannot be measured by the instruments employed in this study.

The study was limited to junior and senior level high school students who agreed to participate in the study.

This study was limited to the use of two counselors for the three experimental group counseling groups. The experimenter was the counselor for one of the three groups and recognized that in a situation of this type there was a chance of experimenter bias. This possibility was actively controlled by the experimenter's having no knowledge of scores or information concerning the experiment until after the completion of all tests and counseling sessions.

#### Basic Assumptions

The following basic assumptions were evident in this study:

It was assumed that the sample was representative of the total population from which the sample was derived.

It was assumed that the subjects would respond honestly to instruments being used to measure personality and attitudinal and perceptual change. In an attempt to increase the assurance of this assumption, students were told that the test was intended to benefit them individually, that it had nothing to do with their grade, and that it should be answered honestly.

It was assumed that the instruments to be used were valid and reliable in regards to measuring the constructs in question.

It was assumed that any influence which might result from the counselor's personality, skill, or previous experience would affect all of the students and variables being studied to the same degree.

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## CHAPTER II

### REVIEW OF THE LITERATURE

Since this study was concerned with the effect that group counseling was expected to have on visual imagery and selected personality factors of junior and senior level high school students, a review was made of the existing literature that has been reported in the following areas: (1) voluntary participation in counseling, (2) frequency of group counseling sessions, (3) self-concept, and (4) group counseling with senior high school students.

#### Voluntary Participation in Counseling

The general policy followed in school counseling departments is that a counselor should counsel each member of a student population to establish rapport and should assist pupils in clarifying their educational or vocational goals. On the surface this appears commendable since a school counseling program is theoretically designed to "serve all the needs of all the students." To meet these policy standards with the time and number of students assigned to each counselor has not been possible in the case of most counselors. Therefore, to give token service in compliance with administering to the needs of all students, the counselor institutes an assembly-line process of checking students'

class schedules and paying homage to the computer's student accounting system. The typical counselor's annual report still lists an average of one to two "counseling sessions" per student per academic year. While such student registration type of activities is not supported in any of the professional literature or research associated with counseling, school counselors continue to engage in such assembly-line interviewing and strangely define the process as counseling. Continuing to equate the interviewing of a captive client with counseling would cause one to question the rationale for the existence of the school counselor.

Voluntary use of the counseling service by students versus the required interviewing of all members of the student body appears to be the basic issue. If the school counseling department has as its basic purpose meeting the needs of each student, it would appear that the determination regarding whether or not to make use of the counseling service should be left to the discretion of the individual student. If the student feels the need voluntarily to enlist the assistance of the counselor, then his relationship with the counselor will more likely be continued.

Some school administrators and teachers would probably not accept the fact that the students should initiate contact with the counseling department on a voluntary basis. The former would view this as a dilution of the role of a counselor as administrative clerical assistant, and the latter would not appreciate the counselor's not being available for the disciplining of "trouble makers."

Many counselors would be threatened by the fact that students would be allowed to decide on a voluntary basis whether or not to avail themselves of counseling services. This is particularly true of counselors whose only justification of existence is based on counselor-initiated student contact.

The professionally sensitive counselor would encourage voluntary participation on the part of the student. He would feel that if the counseling service were indeed qualitative, then when in need, the student would voluntarily initiate contact with the counseling department.

There is a paucity of evidence regarding students' attitudes toward voluntary versus required counseling. Some concern has been expressed by counselors over the fact that using all the current methods in their counseling departments regulation has not met the needs of a small percentage, much less all the student body. Alternate means and methods have been suggested, but little evidence of their effects has been reported in the recent research literature. Most of the reported studies are of a descriptive nature that attempt to elicit help from any available source. The following reported study was conducted in an attempt to utilize voluntary participation as a positive alternate to required participation in individual and group counseling.

Robinett and Waite (38) initiated a program of regularly scheduled small group counseling sessions for junior high

students who had apparently not responded to individual counseling and were considered potential dropouts. There were thirty subjects who volunteered to participate on a weekly basis, one hour per week. The general finding was that there was a definite improvement and change of attitude on the part of the students towards teachers, peers, and administrators. There was indication that through voluntary participation and encouragement to express one's self, without punitive measures being demonstrated, self-understanding and knowledge regarding the social dynamics of the related issues are more easily accepted. The eagerness of the students themselves to want to continue on a voluntary basis in group counseling sessions is unquestionably a major strength of this type of experience. The Robinette and Waite study makes a strong point for voluntary participation in counseling by the individual student. This type student participation facilitates better motivation and enthusiasm on the part of the student to enhance the self.

A survey concerning students' attitudes toward preference for voluntary versus required counseling was conducted by Pine and Boy (36). Their survey was conducted on 211 ninth-grade students in a high school. The sample population consisted of 110 boys and 101 girls who filled out a questionnaire during their study hall period. The pivotal concerns of the questionnaire were as follows: (1) Given a choice, what kind of program do students prefer--a program in which they are required to see the counselor one or two times per year or a program in which they seek counseling when they feel

they need to? (2) What are the reasons why students would prefer one kind of program over another (36, p. 150)? The survey indicated that 83 per cent of the students clearly indicated a preference for a voluntary over a required counseling program.

Voluntary discussion groups have been proposed to supplement individual counseling and group counseling. Ohlsen (34, p. 323) says that voluntary discussion groups are recommended for adolescents for many of the same reasons that group counseling seems to be effective with pupils of this age.

(1) Pupils can attend sessions with those whose opinions and reactions they value most; (2) they want to have their judgments respected; (3) they have less reason to be suspicious of the leader's motives when they feel that the decision on whether they participate is theirs; and (4) they can participate in those discussions which they believe are most relevant to them.

Ohlsen's four recommendations for voluntary discussion groups contain some of the same points that could be used to advocate a voluntary counseling service. Students must trust and respect the counselor, the symbol of the counseling department, before they can voluntarily seek the services available to them. The way the counseling services are perceived and voluntarily used by the peer group has a marked effect on whether or not the individual student will initiate contact with the counselor on a voluntary basis. Direct referrals can be culminated in a positive manner only if the individual voluntarily agrees to go to the counselor. The initiative is



still based on prior experience and voluntary use of such services by his peer group.

Pine and Boy (36) made reference to a study conducted at a small junior high school over a three-year period that was concerned with the degree to which students made voluntary use of the counseling service available. They found that of the student population of 790, 47 per cent the first year, 71 per cent the second year, and 77 per cent the third year voluntarily availed themselves of the counseling service. This seems to be in agreement with other studies and observations made concerning voluntary use of counseling services. The implication is that as the students increased their positive regard for the counseling service and the quality of the service increased, there was a proportionate increase in the number of students who voluntarily made use of the counseling services available to them.

That voluntary use of the counseling service is the only approach to be used by the student would be unwarranted. However, the clinical counselor would also hold that between the extremes of "required" and "voluntary" counseling, there is room for involuntary counseling. This view is exemplified by Williamson's statement:

But always to sit in one's office and wait for the counselor to knock on the door and initiate a request for assistance seems irresponsible. In every school surely there are many, many situations in which a little inventiveness in working out a round about way of persuading people to want to do what they ought (or need) to do, would produce effective results and would be of great use to teachers (36, p. 39).

This middle position supports the use of a "forced" relationship, in which the counselor can operate effectively, although not necessarily optimally. It is easier to counsel a student in an "involuntary counseling relationship" than to counsel a student who has asked for help three or four years too late. Except in exceptional cases, the preponderance of evidence, based on number of students, counselor time, and results obtained from counseling, favors students making voluntary use of counseling services.

Advocates of required counseling are usually principals, teachers, and counselors who structure counseling services primarily to fit into the administrative hierarchy and secondarily to meet the needs of the students as perceived by the administration. Little time and consideration is given to the needs of the individual student, and even less thought is given to revising the counseling services to meet the needs of the changing student in a changing world.

The controversy continues over making counseling required or voluntary as regards the individual student's participation in the counseling services offered by the counseling department. There does seem to be a trend in the limited literature toward encouraging voluntary student participation in counseling services. This statement is predicated on surveys and expressed opinions of students in need of counseling services. Conclusions drawn from these student sources were as follows:

(1) Students have a marked preference for a counseling program which allows them the right to voluntarily make use of the counseling service.

(2) An increasing percentage of students will voluntarily make use of a counseling service in proportion to the degree that students hold it in positive regard and the degree to which the counseling service is qualitative (36).

If we could assume that students who voluntarily seek counseling services are motivated toward optimum use of these services, then it would follow that the best use of counselor time and talents would be through a counseling program based on voluntary participation by the individual student at the time he experiences a need for counseling services available to him.

#### Frequency of Group Counseling Sessions

Different frequency arrangements of group counseling sessions have become a focus of interest for group counselors. Questions have been raised about whether it is more effective to have group sessions grouped together on weekends, week-long institutes, or separated sessions in the traditional once or twice a week arrangements. While there has been little research on the effectiveness of variations in the frequency of group counseling sessions, the theoretical evidence points in the direction of spaced learning. Psychological research on learning would support sessions being spaced over a period of several months, rather than more frequent meetings over a period of two weeks or less.

In a review of the pertinent clinical research on intensity and duration of treatment, Lorr (29) concluded that duration of treatment was a more influential parameter than the number of treatments and that change would appear to require the passage of time. Insight gained in therapy must be put into practice in daily living. The ways of reacting and interacting learned in therapy must be tested and retested before what has been learned can attain significance to the individual's daily life style. The process of growth and change appears to be based on trial and error testing.

Group psychotherapy has traditionally remained a relatively unexplored sphere of endeavor which psychotics in state mental hospitals, although group techniques were first used with psychotic patients by Dr. E. W. Lazell in 1919 (29). Working with more chronic clients has usually been avoided for many reasons such as the lack of qualified personnel in group techniques and the low percentage of chronic psychotics cured using group techniques. The general points considered by Standish and Semrad (45) in determining frequency of group psychotherapy sessions with psychotics were these: How many sessions best serve the interest of the group? How much can the group take? How much can the therapist take? They have found that one-hour sessions two or three times per week have worked out to good advantage. Group sessions of this duration and frequency permit arrival at a subject of common appeal and interest, as well as time for discussion, without

undue fatigue on the part of either the counselor or the clients from the emotional tensions associated with the discussions. These points used to determine both frequency and duration of group sessions take into consideration the total situation surrounding both the regulations of the hospital and the perceived needs of the clients and counselor.

In the successful Essexfields, New Jersey, program with delinquents, reported by Pilnik, Elias, and Clapp (35), the members met every weekday evening after a full day of work. In another study by Spieler and Biancovisco (43), young adults with sporadic work histories were enrolled in an occupational training center where a daily period was set aside for group counseling. This program was successful as the group counseling sessions provided a great deal of help for the young people who had experienced considerable disillusionment and who, as a result, always wanted to quit before failure struck again. Daily group counseling sessions assisted these young people in adjusting to pertinent vocational and personal problems on a daily basis.

In the typical high school counseling program, the duration of both individual and group counseling sessions has been structured to comply with the fifty-five to sixty-minute class period established by school regulations. Since the length of time per period has been established, the other alternative consists of extending the weekly or monthly frequency of group counseling sessions. The situation in the high schools that requires a coordination of academic, extra-

curricular, and group counseling activities creates a difficult task. The proper emphasis on academics has come into competition with increased involvement by students in increasing numbers of extra-curricular activities. This latter involvement has reduced the time and frequency of time available for group counseling. The counselor, in addition to having difficulty with establishing a workable frequency of group counseling sessions, has continued to have to combat the traditional precedent set by counselors of seeing each student one or two times per year for counseling. This increases the difficulty that a counselor has in designing and implementing a group counseling program with even one session per week, bi-weekly sessions, or in some instance, one session per month.

Bates (2) used high school students who were counseled in groups, designed around either a "traditional" or an "accelerated interaction" format, to compare the effects of varying the frequency of group sessions. Weekly sessions held during a regular class period were used with the "traditional" group over a period of thirteen weeks. The "accelerated interaction" group spent the same amount of time in group counseling, but the sessions were continuous and were completed within two school days. There were control groups for both experimental groups. At the conclusion of the experiment, pre-test, post-test gain scores indicated that the traditional group counseling session frequency of one session

per week assisted the group members in maintaining their grade-point averages, while the accelerated interaction group members and their controls and the traditional model controls all suffered a loss in their grade-point average. Positive behavioral change was also measured, and Bates (2) stated that only the traditionally counseled groups demonstrated a statistically significant improvement.

While most of the limited research on variations in frequency and duration of groups points in the direction of spaced learning, most counselors who conduct group counseling sessions in high schools continue to have difficulty competing for available time with the academic and extra-curricular activities. One of the most recent studies on frequency and duration of group counseling sessions was reported by Landreth. He stated the following:

The results of this study can be interpreted as supporting twice a week and everyday group counseling sessions on an equal basis with once a week sessions (27, p. 88).

This study suggests that if the counselor variable is held constant, comparable results could be attained with a variety of frequencies of group counseling sessions.

Probably the frequency and duration of group counseling sessions most used by high school group counselors are still one hour or one class period per week. However, there is a developing tendency to have a wide variety in both the frequency and duration of group meetings. Primarily, this trend seems stimulated by the advent of marathon group

counseling which may last for many hours per day or many consecutive days. High school students who have been involved in group counseling have expressed an interest in increasing the frequency of the sessions in order to extend the benefits that they feel they have accrued. In reporting their experience of demonstrating group counseling methods with high school youth, Mahler and Caldwell reported the following:

. . . sufficient needs and concerns can be mentioned in a single period of small group discussion to keep a group going for months, provided of course that the counselor has learned how to take cues from statements of individual students and turn them to the development of group discussion (30, p. 54).

Structuring the frequency of group sessions to meet the perceived needs of the most clients has been reported most often in settings where group counseling has been utilized.

In general, once a week has been found to be a good average for group counseling sessions. Counselors can then increase or decrease the frequency of sessions, depending on the urgency and purpose of the group effort, as well as on unavoidable circumstances surrounding the scheduling of meetings (30, p. 98).

### Self-Concept

Many years passed after the concept of self was introduced before any serious interest was expressed in this area of personality study. William James was probably the first to use the concept of self when he introduced it as early as 1890 in his Principles of Psychotherapy (25). Sigmund Freud in his later writings (17) developed his concept of the ego. Despite the possibilities that the concept of self might



have had for further investigation, as suggested by these men, little interest was taken in the concept of self until about the last two decades. During the first forty years of the twentieth century, constructs concerning the self did not receive much attention from the behaviorists and functionalists psychologies, which were dominating the American psychological scene. The attitude toward study of the concept of self has changed considerably since the mid-1940's. There has been within the past two decades a renewed interest in the study of the self. A survey of the literature of the past twenty years reveals an abundance of writings and imperical investigations in this area. In psychological discussions and in related literature the word "self" has been used in many different ways; however, two chief meanings emerge: the self as subject or agent, and the self as the individual who is known to himself (16). The term "self-concept" has come to be the term used to designate the self who is known to the individual person. This is the meaning given to the concept being investigated here.

Wylie (50) who reviewed 493 publications on the self-concept and its related aspects in her book, The Self-Concept, stated that the self-concept theorists believe that one cannot understand and predict human behavior without knowledge of the person's conscious perceptions of his environment. She said,

Because of this central role accorded to conscious perceptions, cognitions, and feelings, these theorists have often been labeled "phenomenological" (50, p. 6).

The two categories of research concerned with the self are usually labeled the phenomenal (or conscious) self and the non-phenomenal (unconscious) self. This review of literature has been restricted to consideration of the conscious self. Combs (12, p. 54), in his review of Wylie's book, said that phenomenologists do not deal only with the conscious aspects of perception. The perceptual view holds, however, that behavior is a function of the phenomenal field which includes all levels of the person's awareness.

Raimy (37) first defined self-concept as follows:

The self-concept is the more or less organized perceptual object resulting from present and past self observation. . . it is what a person believes about himself. The self-concept is the map which each person consults in order to understand himself, especially during moments of crisis or choice.

He showed how the self-concept serves as an executive in that it represents a way to make a variety of decisions for the individual, with some consistency. Margaret Mead (31) considers the self as a social structure deriving from a social experience. For her, the individual child experiences himself from the reflected views of the group. Ausubel (1) indicated that development of the ego comes from the continual interaction of social experience and the already existent personality structure, mediated by perceptual responses.

The phenomenal theorists are in general agreement concerning the definition of the self concept. The following is Roger's definition:

. . . an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; and the precepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experience and objects; and goals and ideals which are perceived as having positive or negative valences (40, p. 136).

The organization of all the ways an individual has of seeing himself Combs and Snygg refer to as the perceived self or phenomenal self. They define it as follows:

By the phenomenal self is meant the individual's own unique organization of ways of regarding self; it is the Gestalt of his concept of self. It is the individual as he seems from his own vantage point. . . We call this organization the self-concept (11, p. 126).

Combs and Snygg (11) and Rogers (40) have provided a theoretical basis for the assumption that self-concept is of great importance in motivating and guiding behavior. Wrenn (49) has reviewed the research conducted concerning the self-concept of the client that has emerged as a significant factor in the counseling process and as an important variable in the evaluation of counseling. He found that some excellent and serious research on the self-concept has been consummated. Some of the studies most quoted in the literature on self-acceptance and self-concept were conducted by Broedel (5), Caplan (6), Cohn (10), Garwood (20), Lodato (28), and Duncan (14). The subjects for these studies were public school students who were in elementary or junior high school. Fewer studies have been reported concerning self-concept using students from the three grade levels of high

school. Since this study was concerned with typical junior and senior level high school students, the major emphasis in reviewing the literature on self-concept change initiated through group counseling was directed toward studies made in public high school with junior and senior level academic classifications.

Earlier studies using individual counseling methods indicated changes in perception of self and of others following brief educational-vocational counseling. Catron (8) in his study showed that similar changes were possible through the use of educational-vocational group counseling. He selected a group of 110 normal high school students and divided them into thirteen small groups that met for fourteen educational-vocational group counseling sessions. The evaluation instrument, administered on a pre-test and post-test basis, was a modification of the Butler and Haigh S-I-O (Self, Ideal Person, Ordinary Person) Q sort. Analysis revealed that perception of Self (S) changed significantly in the direction of "good" adjustment, whereas no significant change occurred in the perception of Ideal Person (I) and Ordinary Persons (O). Congruence between Q sorts and S, I, and O did not differentiate between counseled and non-counseled groups.

Clements (9) evaluated the effects of a series of group counseling sessions on college-bound high school seniors prior to and following enrollment in college. An experimental group of sixty seniors was subdivided into six ten-student groups. The control group of sixty students did not receive

group counseling but were administered the criterion measures. One fifty-minute group counseling session per week was provided for the experimental group for six weeks. Counseling was also provided for the experimental group on a volunteer basis during the following Fall semester. The major finding of this study indicated that the experimental group exhibited less anxiety about self prior to college entrance and less anxiety concerning self after college entrance.

To study the effectiveness of group counseling with high school girls, Whitlock (48) selected twenty-six high school girls who suffered from adjustment problems which interfered with learning. The results of his study indicated that the experimental group showed significantly greater growth on self-understanding and self-concept than the control group.

Multiple counseling and individual counseling were contrasted by Froehlich (18), using forty-two high school seniors as subjects. Seventeen seniors received individual counseling, and twenty-five seniors received individual and group counseling. By means of a criterion of increase of self-ratings, he found that multiple counseling produced significant increases, whereas individual counseling failed to indicate increases in self-rating.

A longitudinal study of changes in the structure of the self-image conducted by Carlson (7) included forty-nine students who were studied in the sixth grade and as high school seniors. These students were administered parallel forms

(Pre-adolescent and adolescent) of a questionnaire designed to obtain a self and ideal-self description of each subject at each grade level. A comparison of self-esteem between male and female students indicated that self-esteem was a relative, stable dimension of the self, independent of sex role.

The rather limited literature on self-concept related to junior and senior level high school students indicates that self-concept is not an isolated phenomenon. The student's self-concept affects all spheres of his life. His school adjustment has been found to be enhanced in direct proportion to the attaining of a positive self-concept. Social and family adjustment has been associated with the perception of his own self-concept and the evaluation that significant others make of him. Group counseling has been found to be productive in decreasing the discrepancy between the student's self-concept and ideal-self.

#### Group Counseling with Senior High School Students

One of the earliest appearances in the literature in the United States of the term "group counseling" was in 1931 in an article by Allen (22), entitled "A Group Guidance Curriculum in the Senior High School." Group counseling in educational institutions has a long history for the same reasons that it has been used in other settings and for the additional reason of attempting to assist the student who does not do well academically in school.

The significance of all group work has been summarized by Fullmer and Bernard in the following statement:

The importance of group work in counseling cannot be overestimated. Group work provides educators with an excellent way of determining a student's maturity level, his socio-economic background, his value system, his attitudes, and his basic interpersonal behavior. Learning to be an adequate group member can be considered a major developmental task for the individual (19, p. 183).

Shaw and Wursten (42) reported in their review of the literature on group counseling that research reported between 1953 and 1963 was typically concerned with this procedure in terms of prevention, remediation, and process. The emphasis since 1963 in research studies reported on group counseling with senior high school students has focused on improvement of academic achievement (3, 28, 33), interpersonal and personal relations (46, 24, 4), self understanding (8, 9, 48), and comparison between individual and group counseling (52, 26, 13, 47).

The emphasis in Shaffer's study (41) in working with problem high school boys was as follows: first, to keep the young people in school until they graduated; second, to keep them out of trouble if possible. Group counseling sessions were held on a weekly basis over a two-year period. After two years in the program, ten or fourteen seniors received diplomas. The next year all eight who were seniors graduated. The objective to keep the boys in school until graduation was achieved, but attempts to keep them out of trouble were only partially successful. Shaffer stated that she was

satisfied with the fact that after participating in group counseling sessions, the air around our "bad kids" was less polluted with their anger and with the anger of the school staff (41).

Group counseling was used by Metcalf (32) to assist students in their junior year to answer many questions pertaining to their future. A complete battery of vocational, interest, and personality tests was administered to all junior students. Group sessions gave the students the benefit of group interaction and brought more questions to a personal and vocational nature into focus. The group technique was found to be successful in assisting many students another step along the way toward a final choice of their life work (32, p. 405).

The unhappy, withdrawn student, as well as the aggressive, outgoing senior high school girl, was the type of student selected to attend "group therapy" sessions in a study conducted by Robinson (39). Referrals were made and interviews were used to select eighteen senior high school girls for the group. Each girl was told that "psychology" was going to be offered and she had been chosen by her teachers to attend the class, but was to participate on a strictly voluntary basis. Each girl was excused from her regularly scheduled class to attend the psychology class one hour a week. Robinson's finding suggested that "group therapy" helped the girls evaluate their personalities in a more objective way



the same way as they do.

A variety of techniques has been used (creative drama), and names (psychology class) have been given to group counseling sessions. However, the intent has not been directed toward deceiving the student as to his *raison d'etre* in group counseling. Standing (44) used "creative drama" as a group counseling technique for senior high school students with emotional problems and a need for success experiences. The group counseling sessions were supplemental to individual counseling sessions. The students' life adjustment patterns improved and remained stable for five years after treatment.

Gilliland (23) used small group counseling with Negro high school students to determine the effect group counseling might have on verbal skill achievement, vocational aspiration, self-concept, school attendance, and personal feelings. The ages of the students ranged between fourteen and nineteen years. There were two experimental groups--one group of seven boys and another group of seven girls. The same sex distribution was represented in the two control groups. The two experimental groups received group counseling in addition to their normal school experiences; the two control groups did not receive group counseling. The groups met one hour per week for one academic year. Experimental students showed significant gains in verbal skill achievement, vocational aspiration, and vocational improvement. The decline for the experimental group in self-concept approached significance, but there was an increase in self-involvement in the group process.

The review of literature on group counseling with high school students has indicated that current research leaves essentially unanswered many of the elementary questions related to the use of group counseling in schools. In addition, it is difficult to accept the reported results of many studies due to inadequate control, inadequate statistical procedures, and inadequate outcome criteria. In spite of these weaknesses in research design, most studies reported "successful" results. Some studies have reported only that subjects have given subjective opinions as to improvement initiated by group counseling. Even if one doubts the success reported in some research, group counseling appears to offer the high school counselor at least a partial solution to increasing both his effectiveness and the size of the school population that he can provide with counseling services. The research reported on group counseling has been encouraging enough to justify more rigorous attempts to provide additional evidence of the value of group counseling in the senior high school.

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## CHAPTER III

### METHODS AND PROCEDURES

This experiment utilized a pre-test and post-test design with a simple experimental-control group schema. The principle criterion scores were experimental and control group differences in pre- to post-test gains. Thirty experimental subjects participated in twenty bi-weekly group counseling sessions, whereas thirty control group subjects continued to attend regularly scheduled study hall.

#### Subjects

The subjects were junior and senior level high school students, ages 16-18, and were enrolled in Denton High School, Denton, Texas, during the 1969-1970 academic year. Sixty subjects from a student body of 1312 were selected for the study. During the first week of the second semester of the school year, the school counselors assigned to the junior and senior level students supplied the writer with a class roll of students currently enrolled in study hall during the first three periods of the school day. The investigator, accompanied by the counselors for the junior and senior level students, went to each study hall and talked with the students collectively and individually as to their interest in participating, on a voluntary basis, in this group counseling



study. From the total number of students who expressed an interest in participating, seventy-eight students with normal vision were selected. Each student was given the Keystone Visual Survey Test in order to determine any defect in vision. Only those who possessed normal vision or corrected to normal vision were selected for the study. This screening procedure for vision was carried on until seventy-eight subjects who met these criterion were obtained. When this number of subjects had been selected, all the names were divided into four separate boxes according to the two grade levels and sexes. Certain steps were taken to attempt to control extraneous variables. Research indicates that sex ratio is an important variable in group dynamics. Therefore, an attempt was made to equate this factor with grade level, by having the same proportion of boys and girls and juniors and seniors in each experimental group. Thirty students were randomly assigned to the three experimental groups of ten students each as outlined in the following table.

TABLE I  
 EXPERIMENTAL SCHEMA, NUMBER OF SUBJECTS,  
 SEX DISTRIBUTION AND GRADE LEVEL

Group	Grade	Sex	
		Male	Female
Group I	Juniors	2	3
	Seniors	2	3
Group II	Juniors	3	2
	Seniors	2	3
Group III	Juniors	2	3
	Seniors	3	2

The control group consisted of thirty students of the seventy-eight students who were not randomly selected for the experimental groups. These thirty students were matched with the thirty students in the three experimental groups on the four variables of age, sex, grade, and percentile rank on the Iowa Test of Educational Development. The following tables outline the four variables used to match the thirty control group subjects with the randomly assigned thirty experimental and control groups consisted of thirty students in each group and were treated collectively for statistical purposes. There were sixteen females and fourteen males in each group. The remaining students of the original seventy-eight selected were dropped from further consideration in this study.

TABLE II

MATCHING CRITERION FOR SUBJECTS IN GROUP I  
(EXPERIMENTAL AND CONTROL)

Group	Subject Number		Age		I.F.E.D. Composite		Sex		Grade		Absences Ex. Only
	Ex.	Con.	Ex.	Con.	Ex.	Con.	Ex.	Con.	Ex.	Con.	
E-1 C-1	01-01	02-09	17	16	36	41	M	M	11	11	0
E-1 C-1	01-02	02-10	16	17	83	73	M	M	11	11	1
E-1 C-1	01-03	02-11	16	16	58	99	F	F	11	11	4
E-1 C-1	01-04	02-12	16	16	99	53	F	F	11	11	1
E-1 C-1	01-05	02-13	16	16	73	73	F	F	11	11	1
E-1 C-1	D*	D*	17	17	74	29	M	M	12	12	
E-1 C-1	01-06	02-14	17	17	74	94	M	M	12	12	2
E-1 C-1	D*	D*	19	19	09	19	F	F	12	12	
E-1 C-1	01-07	02-15	17	17	63	58	F	F	12	12	0
E-1 C-1	01-08	02-16	17	17	95	83	F	F	12	12	1
Means		N = 10	16	16	66.4	62.2					
		N = 8	16	16	72.6	71.8					

\*D = Dropped from study.

TABLE III  
MATCHING CRITERION FOR EXPERIMENTAL AND  
CONTROL SUBJECTS IN GROUP II

Group	Subject Number		Age		I.T.E.D. Composite		Sex		Grade		Absences Ex. Only	
	Ex.	Con.	Ex.	Con.	Ex.	Con.	Ex.	Con.	Ex.	Con.		
E-2	C-2	03-17	04-26	18	18	58	58	M	M	11	11	0
E-2	C-2	03-18	04-26	17	17	53	60	M	M	11	11	2
E-2	C-2	D*	D*	16	17	46	12	M	M	11	11	
E-2	C-2	03-19	04-28	16	16	06	18	F	F	11	11	2
E-2	C-2	03-20	04-29	17	17	41	30	F	F	11	11	10
E-2	C-2	03-21	04-30	18	17	99	89	M	M	12	12	0
E-2	C-2	03-22	04-31	18	18	92	41	M	M	12	12	2
E-2	C-2	03-23	04-32	17	17	69	69	F	F	12	12	5
E-2	C-2	03-24	04-33	17	18	83	77	F	F	12	12	2
E-2	C-2	03-25	04-34	17	17	35	43	F	F	12	12	5
Means		N = 10		17	17	58.2	49.7					
		N = 9		17	17	59.55	53.88					

\*D = Dropped from study.

TABLE IV  
 MATCHING CRITERION FOR EXPERIMENTAL AND  
 CONTROL SUBJECTS IN GROUP III

Group	Subject Number		Age		I.T.E.D. Composite		Sex		Grade		Absences Ex. Only
	Ex.	Con.	Ex.	Con.	Ex.	Con.	Ex.	Con.	Ex.	Con.	
E-3 C-3	05-35	06-43	17	16	58	63	M	M	11	11	1
E-3 C-3	05-36	06-44	17	17	73	30	M	M	11	11	1
E-3 C-3	05-37	06-45	16	16	68	77	F	F	11	11	2
E-3 C-3	05-38	06-46	16	16	73	77	F	F	11	11	1
E-3 C-3	D*	D*	16	16	21	25	F	F	11	11	
E-3 C-3	05-39	06-47	17	17	74	53	M	M	12	12	2
E-3 C-3	05-40	06-48	18	18	53	99	M	M	12	12	3
E-3 C-3	05-41	06-49	18	17	63	63	M	M	12	12	1
E-3 C-3	05-42	06-50	17	17	79	74	F	F	12	12	3
E-3 C-3	D*	D*	17	18	12	19	F	F	12	12	
Means	N = 10		16	16	57.4	58.0					
	N = 8		17	16.9	67.62	67.0					

\*D = Dropped from study.

### Qualifications of the Counselors for the Project

The researcher served as counselor for one of the groups which contained a total of ten students. He was qualified in training and experience, having had five years of counseling experience and having completed the requirements for a Ph. D. in Counseling at North Texas State University, with the exception of the dissertation. He has had course work in group counseling techniques and has been a participant in group sessions. He has had a supervised internship as counselor for groups of children, adolescents, and adults.

The other counselor worked with two groups which contained a total of twenty students. She also had completed the requirements for the Ph. D. in Counseling at North Texas State University, with the exception of the dissertation. She has had course work in group counseling procedures, has been a participant in group counseling sessions, has had counseling experience at the Pupil Appraisal Center, North Texas State University, and has had several years experience as a teacher and public school counselor. This person has also had group-counseling experience with children, adolescents, and adults.

### Instruments

For pre- and post-testing four different instruments were used to measure the selected personality and visual image changes that might occur as a result of group counseling.

Measuring instruments adopted for the study and the variables which they measure are listed and described below.

The Tennessee Self-Concept Scale consists of 100 likert-type self descriptive statements which the subject uses to portray his own picture of himself (8). It provides a comprehensive measure of self-concept, which has been found to be a determining factor in the way that a person acts or reacts. "In the past, theorists (Lundholm, 1940; Snygg and Combs, 1949; Rogers, 1951; Sarbin, 1952) have viewed the self-concept as central to understanding and predicting man's behavior" (13, p. 478). The importance of an adequate self-concept has even more importance to the individual in this decade. Levy (12) has found that self-concept is not an isolated phenomenon but that it spreads out to all phases of life, i.e., the individual may view his town, church, school, etc., in much the same way he construes himself.

The Tennessee Self-Concept Scale was chosen for four reasons. First, the normative data were most impressive when considered in conjunction with other measures of self-concept. Second, the counseling form of the scale is economical in administration, scoring and interpretation. Third, the instrument yields a quantitative composite score which is definitive of a broad self-concept. Fourth, this scale was assumed to be sensitive enough to measure the positive self-concept change that has been found to accompany successful counseling. The test is self administering. can be used with

subjects who are twelve or older, and has a sixth-grade reading level. In responding to the 100 statements, the subject puts a circle around one of the five possible responses which describes himself as he sees himself. The responses, in conjunction with each statement, are designated on a five point scale into categories labeled completely false, mostly false, partly false and partly true, true, mostly true, and completely true.

Crites (7) states that the Tennessee Self-Concept Scale is applicable to the whole range of psychological adjustment, from healthy well-adjusted individuals to psychotic patients. The Counseling Form of this scale was used for this study, and the score used was the Total Positive Score, which is a multi-dimensional view of the individual's self-concept. The Total P Score is a composite of several aspects of the self-concept: (1) Self-Identity; (2) Self-Satisfaction; (3) Behavior; (4) Physical Self; (5) Moral-Ethical Self; (6) Personal Self; (7) Family Self and Social Self. Reliability on the Total P Score is reported by Fitts at .92 (8, p. 14). Fitts has conducted several studies which give additional evidence of the validity of the scale.

Crites also says in his review of the scale that the initial data on the scale's psychometric attributes indicate that it "measures up" by traditional criteria rather well, although he does indicate that Fitts does not show it to be better than other self-concept measures. Gazda (9), who has worked intensively in group counseling, indicated that it is



difficult to get at self-concept. He also indicated that the Tennessee Self-Concept Scale seems to be the best validated test, but that it is difficult to get significance on its scale. Research has demonstrated that it can measure change that occurs through group counseling (2).

Bills' Index of Adjustment and Values (IAV), is not a printed test and is not reviewed in the publications which discuss the research uses and backgrounds of tests in print. However, Bills, in the test manual, reports on research conducted using this test and discusses the reliability and validity of the test (6).

The reliability of the test was established using the split-half and test-retest technique over a six-week and sixteen-week period with a minimum N of 100 students. Correlations, corrected by the Spearman-Brown formula, indicate that all coefficients were significantly different at less than the .01 level of confidence.

Validity is discussed under the headings of concurrent and construct validity since the IAV has not been validated as a predictive instrument. Concurrent validity was measured through the technique of correlating the results of the IAV with those of other tests. "Although the coefficients are small, statistically significant relationships appeared on self-measure of the IAV and both the Phillips self score and the total score on the California Test of Personality" (6, p. 64).

Construct validity is discussed in greater detail with a larger number of criteria as measures. The criteria were the following: group study of acceptance of self, psychosomatic symptoms, blame for unhappiness, an experimental validation study using the self ratings of the index as indices of emotionality, changes during student-centered teaching, schizophrenics, and language characteristics. In studies using these criteria, the IAV was shown to give meaningful scores. Construct validity could then be assured in those areas measured by the IAV.

Bills' Index of Adjustment and Values consists of forty-nine trait words on which the subject is asked to score himself six times. The first three of these scorings are done with a self-orientation; the second three with a peer or other-orientation. The three self questions are listed: (1) "How often are you this sort of person?" (2) "How do you feel about being this way?" (3) "How much of the time would you like this trait to be characteristic of you?" The peer- or other - questions are answered in the same order except that the subject is told to answer as he thinks the average member of his peer group would answer it for him. The "self" ratings are to be completed before the "other" ratings.

The subject rates each of the forty-nine trait words on a scale from one to five, according to the following key:

1. Seldom is this like me (him).

2. Occasionally, this is like me (him).
3. About half the time, this is like me (him).
4. A good deal of the time, this is like me (him).
5. Most of the time, this is like me (him).

Scoring is done by summing each of the three columns. A discrepancy score (D) can be found by summing the differences between Column I (Self-Concept) and Column III (Ideal Self Ratings). A high discrepancy score (D) indicated a divergence between self-concept and self ideal. A low D score indicates more positive adjustment.

The Guilford-Zimmerman Temperament Survey was chosen to measure changes that might occur in ascendance and sociability. A premium has been placed on individuals who have developed a high degree of ascendance. People with this trait could be expected to make better grades in school, be involved in more community activities, and be more ambitious. High ascendance scores indicate confidence in personal contacts with others and a desire for the leadership role. Low ascendance scores suggest lack of confidence in social situations, lack of aggressiveness, or even fear of others. The bipolar factor of ascendance is from the negative of timid, to the positive of self-assured. Those persons with a high level of sociability could be expected to feel more at ease with other people, seek social contacts, and make friends easily. High sociability scores indicate a liking for face-to-face personal contacts with others. Low sociability scores suggest a lack

of social confidence, lack of interest in social contacts, and probable preference for being alone. The bipolar factor of sociability is from the negative of solitary to the positive of sociable. A positive combination of these two traits usually indicates a healthy adjustment in most spheres of the individual's life.

The Guilford-Zimmerman Temperament Survey is a self-inventory device that was developed after long study of factors of temperament. Each trait was conceived as a bi-polar factor; the individual's score falls somewhere on a scale between positive and negative extremes. His "profile" of high and low scores on the nine dimensions measured can be helpful in predicting his probable success in various situations. Only the ascendance and sociability factors were used for the purposes of this study to measure the effects that group counseling had on these two factors.

Split half reliabilities of separate factor scores range from .75 to .85 (1). Although the scores used to establish the norms for the survey were obtained from college students, a group of seniors in a southern California high school and their parents (10) also were included in establishing the norms for this test. Since it was found that there were no significant differences in mean scores of parents and their high school offspring, they were combined for norm purposes. Beamer (4), who has worked extensively with this test, indicated that the Guilford-Zimmerman Temperament Survey is equally accurate in the measurement of the ascendance and

sociability factors for college and high school students.

The Visual Survey Telebinocular is an instrument in which a subject observes two fields of vision at one time. Telebinocular is the registered trade name for the Keystone stereoscopic vision testing and vision training device used in this study. If the corresponding neural parts of the eyes are stimulated simultaneously with similar pictures viewed through the telebinocular, there is no visual conflict. This is the stereoscopic principle on which the telebinocular operates. If each eye is stimulated simultaneously with different pictures, a visual conflict does occur. This conflict is called binocular rivalry. When this phenomenon occurs, either one picture will dominate what is "seen" or one picture will be seen and then the other will alternate, taking its place.

Berryman's (5) Visual Images Test of Perception was developed to attempt to measure changes in perception of visual images as a result of group counseling. Since the Visual Images Test of Perception is not a printed test, it is not reviewed in the publications which discuss the research uses and background of tests in print. The only research that has been conducted using this test was the study by Berryman (5). He used eighth and ninth grade junior high students in a group counseling experiment to determine the effect of group counseling on perception of visual image. Significant change at the .01 level of confidence was reported between the pre- and post-test for both the experimental and control groups.

However, the experimental group changed in the hypothesized positive direction and the control group changed in a negative direction.

The Visual Images Test of Perception (Appendix A) consists of twenty 4 $\frac{3}{8}$ " X 6  $\frac{7}{8}$ " cards with two different black and white images printed on the same side of each card. The first ten cards have the same twenty images as the last ten cards. The only difference is that the last ten cards have the images in the opposite order from the position first observed by the subject. The change in sequence and the reverse position of images were calculated to insure a valid response of visual perception and control for eye dominance.

The validity that the selected images had for adolescent boys and girls was established by authorities in the field of adolescent development and counseling. Four professors from the Department of Counseling and Psychology at North Texas State University served as judges to assign a positive or negative value to each image. Negative images were assigned a value of 1, positive images a value of 3, and a value of 2 was provided if neither image dominates the subject's visual perception. "These pictures were given numerical values in order to determine a level of significant change that might occur between the pre- and post-test" (5, p. 24).

The Visual Images Test of Perception was administered on an individual basis. Each student was allowed to look at each card for thirty seconds and was asked, "What do you see?"

The manner in which he answered was used to determine the dominant image. If a student had difficulty determining a dominant image or reported that he saw both images, he was asked, "Which image or group do you see most of the time?" The responses were recorded on the answer sheet (Appendix B) under the appropriate value for each of the twenty responses. A value of three was assigned for a positive response, two for a response in which neither image dominated, and one was assigned for a negative response. In Berryman's (5, p. 29) study a value of two (neither image dominated the subject's visual perception) was reported only thirty times out of a possible 2400 responses.

#### Procedure

Following the assignment of subjects to the control and experimental groups, the thirty members of the experimental group were randomly divided into three groups of ten subjects each. Each group met with a counselor two times per week for ten weeks. The group counseling sessions were held on Monday and Wednesday for fifty-five minutes during the regularly scheduled study hall period. Group I met during the first period. Group II met during the second period, and Group III during the third period of the regularly scheduled school day. The experimenter of this study was the counselor for Group I, and another counselor conducted the group counseling sessions for Groups II and III.

All testing and group counseling sessions were held in a small room selected for its privacy, availability, and convenience. For the group counseling sessions, eleven chairs were arranged in a small circle to encourage individual participation. Each counselor attempted to stimulate an open, understanding, client-centered, non-threatening relationship with each group. No rules were established as to the language used or topics discussed during the sessions.

Absences were never a problem in either the experimental or control groups (see table 2, 3, 4). Attendance was controlled by the regulations of the high school since the group counseling sessions were held during a regularly scheduled study hall period in the school day.

The total number of students in the experiment at the beginning of the ten-week experiment was sixty students. There were ten students in each of three experimental group counseling groups and ten students in each of the three corresponding control groups. The students in the three experimental and three control groups were combined into one experimental group and one control group of thirty students each for purposes of treating the data statistically on all variables. During the course of the experiment there were five students who withdrew from both the experimental and control groups. Neither the students in the experimental nor in the control groups who withdrew from the groups and/or school were replaced, and no attempt was made to have those who dropped toward the end of the ten bi-weekly sessions take the tests



before leaving either the groups or school. At its best such a post-test would have been inconclusive, since it would have been an attempt to measure change brought by an incompleting experiment.

#### Collection of Data

After selecting the subjects for the study, the writer administered the Tennessee Self-Concept Scale, Guilford-Zimmerman Temperament Survey, Bills' Index of Adjustment and Values, and the Visual Images Test of Perception. All of the tests were administered on an individual basis before the ten-week group counseling sessions began.

TABLE V  
 SCHEDULE FOLLOWED IN THE COLLECTION  
 OF DATA FOR THE STUDY

Instrument Used	Group	Administration Date	
		Pre-Test	Post-Test
Guilford-Zimmerman	Experimental	Feb. 11, 1970	April 28, 1970
	Control	Feb. 11, 1970	April 28, 1970
Tennessee Self- Concept Scale	Experimental	Feb. 10, 1970	April 27, 1970
	Control	Feb. 10, 1970	April 27, 1970
Bills' Index of Adjustment and Values	Experimental	Feb. 9, 1970	April 24, 1970
	Control	Feb. 9, 1970	April 24, 1970
Keystone Visual Survey	Experimental	Feb. 6, 1970	
	Control	Feb. 6, 1970	
Visual Images Test of Perception	Experimental	Feb. 12, 1970	April 29, 1970
	Control	Feb. 12, 1970	April 29, 1970
*Iowa Test of Edu- cational Devel- opment	Experimental	Nov. 1968 Nov. 1969	
	Control	Nov. 1968 Nov. 1969	

\*Administered by the High School Counseling Department as a standard test administered to each student. Juniors were tested in 1969 and seniors in 1968. These data were obtained from individual cumulative records.

At the conclusion of the ten-week group counseling sessions, the same tests were again administered on an

individual basis to each of the experimental and control group subjects. All tests were administered in the same room as was used for the group counseling sessions.

#### Statistical Method

The nine research hypotheses were converted to null hypotheses for statistical treatment. The significance level of  $P = .05$  was required for rejection of the null hypotheses for all computations.

The tenability of the hypotheses of this study was determined in the following manner. To test Hypotheses I, II, III, IV, and V, analysis of covariance was used to test the significance of differences between the adjusted means obtained from each group. The pre-test and post-test were used as covariants in the analysis of covariance.

Hypotheses VI, VII, VIII, and IX were tested using the Pearson's Product Moment Test of Correlation. Mean gains were correlated and indicated the corrected mean gains (residual gains) between the pre-test and post-test. A two tailed test was used to determine the level of significance.

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## CHAPTER IV

### STATISTICAL ANALYSIS OF THE DATA AND DISCUSSION

The purpose of this chapter is to present and analyze the statistical results from the data collected in this study. The data analyzed were the mean gains between the experimental and control groups on the criterion measures. The statistical method used to analyze the data was analysis of covariance for mean gains to determine significant changes between the experimental and control groups on the first five hypotheses. The Pearson Product Moment Coefficient of Correlation was used in Hypotheses VI through IX to test whether or not a significant correlation exists between visual perception and the other variables tested.

The formulas used in the computation of Analysis of Covariance and Pearson Product Moment Coefficient of Correlation ( $r$ ) were the standard formulas used at North Texas State University Computer Center. The data were punched on IBM cards and all statistical analyses were computed at the Computer Center.

The research hypotheses were restated in the null form for statistical treatment. The .05 level of significance was arbitrarily established as the level at which the null hypotheses would be rejected.

## Hypothesis I

Research Hypothesis I was restated in the null: Students who have had a minimum of twenty bi-weekly group counseling sessions will not score significantly higher in perception of visual image as determined by the Visual Images Test of Perception than will students who receive no group counseling. Included in Table VI is the statistical equation of the experimental and control groups on the Visual Images Test of Perception by analysis of covariance.

TABLE VI

ANALYSIS OF COVARIANCE OF THE VISUAL IMAGES TEST OF PERCEPTION OF THE EXPERIMENTAL AND CONTROL GROUPS FOR THE PRE- AND POST-TESTS  
(N = 50)

Source of Variation	Residuals			F Ratio	Level of Significance
	Degrees of Freedom	Sum of Squares	Mean Square		
Total	49	1063.4409			
Within	48	1059.3120	22.5385	0.183	NS*
Difference	1	4.1289	4.1289		

\*Not significant at the .05 level.

The adjusted means obtained by analysis of covariance for the experimental and control groups for the pre- and post-test scores were 46.2871 and 45.7129 respectively.

In the comparison of the adjusted means for the experimental and control groups, an F ratio of 4.04 is required for significance using one and forty-seven degrees of freedom.

The F value obtained, 0.183, fell below the level of significance; therefore, the null hypothesis of no significant difference in adjusted means between groups was not rejected. This seems to indicate that group counseling did not bring about a significant increase in perception of visual images; thus the research hypothesis, that the experimental group would make a significantly greater mean gain in perception of visual images than the control group was rejected.

#### Hypothesis II

Research Hypothesis II was restated in the null: Students who have had a minimum of twenty bi-weekly group counseling sessions will not score significantly higher in self-concept as measured by the Tennessee Self-Concept Scale, than will students who receive no group counseling. Included in Table VII is the statistical equation of the experimental and control groups on the Tennessee Self-Concept Scale by analysis of covariance.



TABLE VII

ANALYSIS OF COVARIANCE OF THE TENNESSEE SELF-CONCEPT  
SCALE OF THE EXPERIMENTAL AND CONTROL  
GROUPS FOR THE PRE- AND POST-TESTS  
(N = 50)

Source of Variation	Residuals			F Ratio	Level of Significance
	Degrees of Freedom	Sum of Squares	Mean Square		
Total	49	25931.4687			
Within	48	24030.1406	511.2795	3.719	NS*
Difference	1	1901.3281	1901.3281		

\*Significance approaches the .05 level.

The adjusted means obtained by analysis of covariance for the experimental and control groups for the pre- and post-test scores were 331.9661 and 319.6333 respectively.

An F value of 4.04, using one and forty-seven degrees of freedom, was needed to reach significance at the .05 level of significance in the comparison of the adjusted means for the experimental and control groups on the Tennessee Self-Concept Scale. The F value of 3.719 that was obtained does not indicate a significant difference in adjusted means between the two groups; therefore, the null hypothesis of no significant differences in mean gains between groups was retained. Thus, the research hypothesis that the experimental group would make a significantly greater mean gain in self-concept than the control was rejected.

## Hypothesis III

Research Hypothesis III was restated in the null: Students who have had a minimum of twenty bi-weekly group counseling sessions will not score significantly higher in self-concept as measured by the Bills' Index of Adjustment and Values than will students who receive no group counseling. Included in Table VIII is the statistical equation of the experimental and control groups on the Bills' Index of Adjustment and Values by analysis of covariance.

TABLE VIII

ANALYSIS OF COVARIANCE OF THE BILLS' INDEX OF ADJUSTMENT AND VALUES OF THE EXPERIMENTAL AND CONTROL GROUPS FOR THE PRE- AND POST-TESTS  
(N = 50)

Source of Variation	Residuals			F Ratio	Level of Significance
	Degrees of Freedom	Sum of Squares	Mean Square		
Total	49	9577.7773			
Within	48	9186.5898	195.4594	2.001	NS*
Difference	1	391.1875	391.1875		

\*Not significant at the .05 level.

The adjusted means obtained by analysis of covariance for the experimental and control groups for the pre- and post-test scores were 190.0832 and 184.3965 respectively.

An F value of 4.04, using one and forty-seven degrees of freedom, was needed to reach significance at the .05 level of

significance in the comparison of the adjusted means for the experimental and control groups on the Bills' Index of Adjustment and Values. The F value of 2.001 that was obtained does not indicate a significant mean gain between the two groups; therefore, the null hypothesis of no significant differences in adjusted means between groups was retained. This lack of difference seems to indicate that group counseling did not result in a significant increase in self-concept; thus, the research hypothesis that the experimental group would make a significantly greater mean gain in self-concept than the control group was rejected.

#### Hypothesis IV

Research Hypothesis IV was restated in the null: Students who have had a minimum of twenty bi-weekly group counseling sessions will not score significantly higher in sociability as measured by the Guilford-Zimmerman Temperament Survey than will students who receive no group counseling. Included in Table IX is the statistical equation of the experimental and control groups on the sociability factor as measured by the Guilford-Zimmerman Temperament Survey by analysis of covariance.

TABLE IX

ANALYSIS OF COVARIANCE OF THE SOCIABILITY FACTOR  
 ON THE GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY  
 OF THE EXPERIMENTAL AND CONTROL GROUPS  
 FOR THE PRE- AND POST-TESTS  
 (N = 50)

Source of Variation	Residuals			F Ratio	Level of Significance
	Degrees of Freedom	Sum of Squares	Mean Square		
Total	49	815.1223			
Within	48	795.2615	16.9205	1.174	NS*
Difference	1	19.8608	19.8608		

\*Not significant at .05 level.

The adjusted means obtained by analysis of covariance for the experimental and control groups for the pre- and post-test scores were 18.0904 and 16.8295 respectively.

In the comparison of the adjusted means for the experimental and control groups, an F value of 4.04 is required for significance using one and forty-seven degrees of freedom. The F value obtained, 1.174, fell below the level of significance; therefore, the null hypothesis of no significant difference in adjusted means between groups was not rejected.

This finding seems to indicate that group counseling did not bring about a significant increase in sociability; thus, the research hypothesis that the experimental group would make a significantly greater gain in sociability than would the control group was rejected.

## Hypothesis V

Research Hypothesis V was restated in the null: Students who have had a minimum of twenty bi-weekly group counseling sessions will not score significantly higher in ascendance as measured by the Guilford-Zimmerman Temperament Survey than will students who receive no group counseling. Included in Table X is the statistical equation of the experimental and control groups on the ascendance factor on the Guilford-Zimmerman Temperament Survey by analysis of covariance.

TABLE X

ANALYSIS OF COVARIANCE OF THE ASCENDANCE FACTOR ON  
THE GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY OF  
THE EXPERIMENTAL AND CONTROL GROUPS  
FOR THE PRE- AND POST-TESTS  
(N = 50)

Source of Variation	Residuals			F Ratio	Level of Significance
	Degrees of Freedom	Sum of Squares	Mean Square		
Total	49	579.3777			
Within	48	463.2771	9.8570	11.779	.01*
Difference	1	116.1006	116.1006		

\*Significant at greater than .01 level.

The adjusted means obtained by analysis of covariance for the experimental and control groups for the pre- and post-test scores were 16.6641 and 13.6159 respectively.

An F value of 4.04, using one and forty-seven degrees of freedom was needed to reach significance at the .05 level of significance in the comparison of the adjusted means for the experimental and control groups on the ascendance factor on the Guilford-Zimmerman Temperament Survey. The F value of 11.779 that was obtained indicates a significant difference in adjusted means between the two groups; therefore, the null hypothesis of no significant difference in mean gains between groups was rejected. This finding seems to indicate that group counseling did bring about a significant increase in ascendance. This F value is significant at greater than the .01 (F = 7.20) level of confidence. Thus the research hypothesis that the experimental group would make a significantly greater mean gain in ascendance than the control group was retained. These results indicate that the experimental subjects did improve in ascendance by being more assertive, exhibiting more leadership habits, speaking with individuals, speaking in public and in general were more outgoing and self-assertive.

#### Hypothesis VI

Research Hypothesis VI was restated in the null: There will not be a significant positive correlation between the change in perception of visual images and the change in self-concept as measured by the Tennessee Self-Concept Scale for those students who received group counseling.

The means, standard deviations, value of  $r$ , and level of significance between the change in perception of visual images as measured by the Visual Images Test of Perception and change in self-concept as measured by the Tennessee Self-Concept Scale are presented in Table XI.

Hypothesis VI was tested utilizing forty-eight degrees of freedom. The two-tailed test was used, and the  $r$  value must have reached .279 for rejection of the null hypothesis. Fifty students were included in the computation of the comparison between the change in perception of visual images and self-concept relative to Hypothesis VI.

TABLE XI

MEANS, STANDARD DEVIATIONS, VALUE OF  $r$ , AND LEVEL OF SIGNIFICANCE BETWEEN CHANGES IN PERCEPTION OF VISUAL IMAGES ON THE VISUAL IMAGES TEST OF PERCEPTION AND SELF-CONCEPT ON THE TENNESSEE SELF-CONCEPT SCALE FOR STUDENTS IN GROUP COUNSELING  
(N = 50)

Visual Image Test of Perception		Tennessee Self-Concept Scale		Value of $r$	Level of Significance
Mean**	SD	Mean**	SD		
1.5000	5.2621	4.9400	23.8171	.30	.05*

\*Significant at greater than the .05 level.

\*\*Mean difference between pre- and post-test.

An examination of Table XI indicates that there was a significant positive relationship between perception of visual images and self-concept of those students who received group

counseling. Therefore, the research hypothesis was retained at greater than the .05 level of significance.

#### Hypothesis VII

Research Hypothesis VII was restated in the null: There will not be a significant positive correlation between the change in perception of visual images and the change in self-concept as measured by Bills' Index of Adjustment and Values for those students who receive group counseling.

The means, standard deviations, value of  $r$ , and level of significance between the change in perception of visual images as measured by the Visual Images Test of Perception and change in self-concept as measured by Bills' Index of Adjustment and Values are presented in Table XII.

Hypothesis VII was tested utilizing forty-eight degrees of freedom. The two-tailed test was used, and the  $r$  value must have reached .279 for acceptance of the research hypothesis. Fifty students were included in the computation of the comparison between the change in perception of visual images and self-concept relative to Hypothesis VII.



TABLE XII

MEANS, STANDARD DEVIATION, VALUE OF  $r$ , AND LEVEL OF SIGNIFICANCE BETWEEN CHANGES IN PERCEPTION OF VISUAL IMAGES ON THE VISUAL IMAGES TEST OF PERCEPTION AND SELF-CONCEPT ON THE BILLS' INDEX OF ADJUSTMENT AND VALUES FOR STUDENTS IN GROUP COUNSELING  
(N = 50)

Visual Image Test of Perception		Bills' Index of Adjustment and Values		Value of $r$	Level of Significance
Mean**	SD	Mean**	SD		
1.5000	5.2621	3.5000	14.7976	0.03	NS*

\*Not significant at .05 level.

\*\*Mean difference between pre- and post-test.

An analysis of Table XII indicates that there was no significant relationship between perception of visual images and self-concept of those students who received group counseling. Therefore, the null hypothesis was not rejected.

#### Hypothesis VIII

Research Hypothesis VIII was restated in the null: There will not be a significant positive correlation between the change in perception of visual images and the change in sociability for those students who receive group counseling.

The means, standard deviations, value of  $r$ , and level of significance between the change in perception of visual images as measured by the Visual Image Test of Perception and change in sociability as measured by the Guilford-Zimmerman Temperament Survey are presented in Table XIII.

Hypothesis VIII was tested utilizing forty-eight degrees of freedom. The two-tailed test was used, and the  $r$  value must have reached .279 for rejection of the null hypothesis. Fifty students were included in the computation of the comparison between the change in perception of visual images and sociability relative to Hypothesis VIII.

TABLE XIII

MEANS, STANDARD DEVIATION, VALUE OF  $r$ , AND LEVEL OF SIGNIFICANCE BETWEEN CHANGES IN PERCEPTION OF VISUAL IMAGES ON THE VISUAL IMAGES TEST OF PERCEPTION AND SOCIABILITY ON THE GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY FOR STUDENTS IN GROUP COUNSELING  
(N = 50)

Visual Images Test of Perception		Guilford-Zimmerman Temperament Survey (sociability)		Value of $r$	Level of Significance
Mean**	SD	Mean**	SD		
1.5000	5.2621	1.1200	4.2504	.1028	NS*

\*Not significant at .05 level.

\*\*Mean difference between pre- and post-test.

An examination of Table XIII indicates that there was no significant relationship between perception of visual images and sociability of those students who received group counseling. Therefore, the null hypothesis was retained.

#### Hypothesis IX

Research Hypothesis IX was restated in the null: There will not be a significant positive correlation between the

change in perception of visual images and the change in ascendance for those students who received group counseling.

The means, standard deviations, value of  $r$ , and level of significance between the change in perception of visual images as measured by the Visual Images Test of Perception and change in ascendance as measured by the Guilford-Zimmerman Temperament Survey are presented in Table XIV.

Hypothesis IX was tested utilizing forty-eight degrees of freedom. The two-tailed test was used, and the  $r$  value must have reached .279 for rejection of the null hypothesis. Fifty students were included in the computation of the comparison between the change in perception of visual images and ascendance relative to Hypothesis IX.

TABLE XIV

MEAN, STANDARD DEVIATIONS, VALUE OF  $r$ , AND LEVEL OF SIGNIFICANCE BETWEEN CHANGES IN PERCEPTION OF VISUAL IMAGES ON THE VISUAL IMAGES TEST OF PERCEPTION AND ASCENDANCE ON THE GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY FOR THOSE STUDENTS IN GROUP COUNSELING  
(N = 50)

Visual Images Test of Perception		Guilford-Zimmerman Temperament Survey (ascendance)		Value of $r$	Level of Significance
Mean**	SD	Mean**	SD		
1.5000	5.2621	1.2400	3.4092	.27	NS*

\*Not significant at .05 level, but approaches significance.

\*\*Mean difference between pre- and post-test.

An analysis of Table XIV indicates that there was no significant relationship between perception of visual images and ascendance. The value of  $r$  lacked .009 of being significant at the .05 level; therefore, the null hypothesis was retained.

## CHAPTER V

### NON-STATISTICAL INFORMATION

The subjects in the group counseling study were given an opportunity to give a personal account of the changes in personality and attitudes that they felt had occurred as a result of the twenty bi-weekly group counseling sessions. This personal account was in addition to the objective personality, self-concept, and visual images tests that were administered earlier. This subjective account by the student provided information about their own personality and attitude changes and about the changes that had taken place in their feelings and attitudes toward others. Although the instruments selected for this study indicated few statistically significant changes, it is interesting to note that the students did feel that there were positive changes in their own personality and attitudes.

The students in the group counseling study were asked to respond to a four item questionnaire that was presented to them on April 22, 1970, the day after the twenty bi-weekly group counseling sessions were completed. The four questions that they were asked to respond to were, "How do YOU feel about our group?", "Have YOU changed in any way as a result of the group?" "If YOU were going to be in a group again,

would YOU change anything about the group?", and "Would YOU recommend group counseling to your friends?". These four questions were entitled "My Feelings About The Group" in order to elicit the most subjective account of the individual student's feelings, thoughts, and attitudes about the group and group counseling sessions. All twenty-five students who were involved in the group counseling sessions answered the four questions.

In response to the first question, "How do you feel about our group?", the group counseling students generally felt that the group had given them an opportunity to become more aware of their individual self, feelings of others, understanding of others, and increased self-confidence. They also felt that their ability was increased to communicate, to respond deeper, and begin to feel more at ease with social contacts and with strangers. The following responses are typical of those received:

I loved being in the group. It gave me a chance to voice my opinions and to absorb the feelings and opinions of others. I became more aware of others. The group helped all my future relationships.

Group was very good. I really learned a lot from the members. They gave me a lot to look forward to in the future.

I have changed as I get along better with people, understand them better, and have increased my self-confidence.

The group was truthful in everything. I knew most of the people a little, but now I know them a bunch better.

I really enjoyed our group. It has given me a chance to get to know some new people and learn how they feel about things.

I feel the group gave people a chance to communicate, to respond deeper, and begin to understand people in general better. It has helped me to feel more at ease among social contacts and with strangers.

Other students in the groups reported that they enjoyed the group because it was possible to engage in free, open, truthful, and interesting discussions about any topic of interest. This group setting also afforded the students an opportunity to meet new people, establish social contacts, and in general get to know and enjoy relationships with other people.

The students' responses to the second question, "Have YOU changed in any way as a result of our group?", indicated that the group counseling students felt that they were more capable of expressing their feelings, could express anger better, were more aware of self, more able to make decisions, less shy, and more talkative.

Typical responses given by different students were:

In my opinion I have changed some in the way I talk to others. I express my feelings more.

Yes, I think I have changed. I am able to express my anger in a tactful manner now, I used to hold it inside me.

I think I have learned more about people and myself. I am more aware of myself and why I act and think as I do.

I found out some of my bad qualities and I have tried to correct them. I look at myself more now as everyone else sees me.

I feel like I have gained some confidence as a result of this group. I was really surprised when we talked about our first impressions of others, I couldn't believe what they said about me.

I didn't really change a lot, but I did become able to make many decisions of which I had been unsure. I began to interpret myself and others better.

I think I have become less shy than I used to be, a little more talkative and able to voice my opinion more freely.

Other students expressed changes that the group counseling sessions had brought about in their become better adjusted to relationships that they encounter in their dating, family, and daily living.

Some of these comments were:

Before I attended the group, I was shy and now I am not. I used to be too shy to ask a girl for a date, but now I am not shy.

It has helped me with my family and it has made me be more thoughtful in my relationships with my mother and father.

This group has helped me understand other people's points of view on many different subjects. It has helped me to understand people better.

I have learned not to judge people so quickly or by my first impression. Most people are very likable if I would give them a chance. I think this has been a realization on my part. I have found myself better able to control my moods.

I am more sure of myself. My problems are a reality. I can face up to them now and take on responsibility for myself in society.

The third question, "If YOU were going to be in the group again, would YOU change anything about the group?", resulted in statements that most of the students would not make any basic changes such as make-up of the group, counselor, meeting place, or subject content for discussions. Some of the typical responses by the students were:



No, I would not change the group. We were able to talk freely together and we came to understand each other. That was important to each of us and the results of the group were impressive to me.

I would not change anything. I would even want the same people. We got along great. I think our group was handled just right.

Other students expressed concern over such things as one or two students dominating the discussion of the group, students being late and absent, students "playing games," and need for some to be more open and broad-minded. Typical responses to these areas of concern were:

Sometimes one person tended to talk all the time and did not give another person a chance to talk about one of the subjects.

I noticed that one person can hold the whole group from progressing. I can't figure any way to overcome this, but it was a problem.

I think everyone should be on time and come to every group counseling session, just like any other class so we could get things done.

I think we should spend less time "playing games" (defense for avoiding deep involvement in the group.)

I think the group was well constructed except that some students needed to be more open and broad-minded, but nothing can be done about this.

Although these responses tended to indicate areas of concern about the make-up and functioning of the group, they were not viewed as negative comments. These same types of comments are found in most of the research literature on group counseling. Therefore, they were viewed as being indicative of the positive level of awareness and insight developed by these students as a result of participation in group counseling

sessions. This was an indication of not only concern for improving the next group that they might attend, but the ability of the students to suggest positive means of enhancing the make-up and functioning of a group.

"Would YOU recommend Group Counseling to your friends?", was the fourth question that was responded to by the students. It was answered in a positive manner by all of the students. Reasons were given by most as to both the present and future benefits of attending and becoming a part of a group in a group counseling situation. These responses were mainly directed toward the gains that the students felt their friends could make, such as insight into other people's feelings, learn about self and others, become more open-minded, and also because of the open and free group atmosphere one could say anything he wanted in exchanging views with other students. Some of the typical responses given for recommending group counseling to their friends are listed:

Many of my friends need group counseling in order to gain insight into other people's feelings. Also some are very confused and need to get things straight.

I feel that everyone can benefit from group counseling. Even if they cannot see it in themselves at first it may affect their lives later on.

Yes, I think it helped me learn a lot about myself that I did not know. I think it would help my friends also.

Yes, it helps you find out more about yourself. You can understand other people's personalities better.

Yes, it helps you to meet other people and learn about their personalities.

Yes, because it helps you see other people more open-mindedly.

Yes, because from the group they can benefit from seeing themselves through the eyes of others.

Yes, because I think it could help everyone be more broad-minded.

Yes, it gives you a chance to say anything you want and also review the ideas of others.

Yes, it helps people. Gives them an opportunity to "talk out" if they have something on their mind. This makes them feel better and feel more at ease with people.

Some additional responses to question four dealt with the benefits of group counseling for their friends in problem-solving, societal adjustment, acquiring social skills, and the pure pleasures of being in a group. Examples of these responses are as follows:

It is a great help to teenagers because many at this age are undecided and are trying to find something to identify with; the group helps this need.

Group would give them an opportunity to be exposed to the kind of people they live with every day. This would make them understand why people are different.

Yes, because group helped me. I used to be shy, but now I am not.

Yes, so they would understand people better and be better adapted to society.

Yes, group is fun and you learn to get along with other people. You learn how they think.

In addition to the stated answers to the four questions, the students made comments concerning the length of time spent in each session, the duration of the group counseling study, the desirability of making group counseling a part of the school

curriculum, and voluntary participation in the group counseling sessions.

Most of the comments concerning the time spent in the individual sessions were elicited in connection with question One, "How do YOU feel about the group?". Some typical responses were the following:

I would like longer sessions and not have a time limit on each session. This would give us a chance to really get into some of the problems we needed to solve.

If we had longer sessions the group would not have been affected as much by some of the students who "played games" longer than some of the others.

In addition to the length of the individual sessions, students expressed a felt need that the number of group counseling sessions be increased. Some comments made were as follows:

It was interesting, but not very long. It should have been longer. There was not enough time to brush the surface of things.

I wish that group counseling would be available throughout the year.

I liked group and wish it could continue the rest of the year.

These comments indicate that most of the students were satisfied with the frequency of the sessions, which met bi-weekly, but would prefer longer individual sessions and an increased number of sessions to meet their perceived needs.

There were a few positive suggestions given for meeting the perceived needs of the students. Most of these comments made a plea for making group counseling a vital part of the school curriculum. These comments suggested making group counseling an activity that would be open to everyone. Others

suggested that group counseling be made a required course.

Some typical comments were as follows:

I like the group. Everybody was very nice. We had some really good talks which is very hard to have in any high school. Because teachers are so interested in learning us something they forget our personal attitudes and our problems. I think we all have a deeper understanding of each other and can understand other people better. I'll always remember the few weeks we had together as a group.

I found the group very interesting. I enjoyed it very much. I liked to discuss problems and views that were brought up during the sessions. I hope that in the future the school might start a class under the same idea.

I feel that group counseling should be required in school. It would do more good than any subject the school could offer. Until the school realizes this and the pressing need for group counseling, I think everyone should keep pushing for it. It would help a lot of people.

Views in support of making group counseling an activity of the school also suggested the desirability of having voluntary participation in group counseling. The advantages of this type participation were expressed in the following comments:

We volunteered to participate in group counseling. This made us, as a group, more involved and receptive to participation in any discussion stimulated by the group. It was nice to sit around and talk without being "griped out" by some teacher if you expressed a new idea or view different from everyone else.

We volunteered and had we been made to do it I don't think it would have been a success. We had to want to discuss things before anything would come of the discussion.

Trust, confidentiality, truthfulness, and caring were mentioned in comments by some of the students. The group counseling setting provided an atmosphere that was conducive

to establishing and expressing these aforementioned conditions. The students responded in a positive and appreciative manner to their being able to enjoy these conditions. One student stated: "Being able to have a really good talk in any high school is very hard." Another student expressed his appreciation of the confidentiality of the group by stating:

I don't think I would change the group at all. I have enjoyed finding things out about people that most people do not know. It has helped me learn about myself and what kind of a person I am.

"Everyone has learned to care about everyone in the group," was a comment made concerning the feeling of caring expressed in the group by the members of the group for each other. This awareness of experiencing this feeling for the first time was frequently expressed by the students.

Two female students expressed renewed interest in continuing their education toward preparation necessary for becoming a school counselor. One comment was the following:

I learned not only much about individual people but also people in general. There was also an opening to me for the interest I feel toward counseling as a profession.

The general feeling of the group counseling students was appreciation of the over-all experience that the group counseling sessions afforded them. Most of the students felt that they had gained positive experience and direction during the group counseling study. Some of the comments made regarding termination of the study were as follows:

The group counseling sessions were good. I wish we could have them again. I wish a similar activity was available throughout the entire year.

It was exciting. We shared thoughts and I am sure that everyone thought about themselves. They might not have said it out loud, but I am sure everyone learned more about themselves.

I feel that every person has gained from the experience. We all enjoyed it, and are sad because it is over.

In summary, the responses of the students in group counseling seemed to indicate that they could see some personality and attitude changes in themselves and in the other members of the group counseling study. The students did report that there were no basic changes in the total personality structure as a result of the group counseling study. Improved facility for interaction with other people and rules for forming impressions and opinions with others were evidenced by most of the students. A major finding reported by most of the students involved in the group counseling study was that group counseling was a positive experience. It enhanced their lives and was an experience that most would recommend to their friends. They also felt that group counseling could facilitate positive change and adjustment that could change the lives of individuals.

## CHAPTER VI

### SUMMARY, RESULTS, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study was an investigation of the effect of group counseling on visual imagery and selected personality factors for junior and senior level high school students at Denton High School, Denton, Texas. The problem was to determine if students' perception of visual images would change as a result of participating in group counseling sessions. The effect group counseling had on other aspects of the students' behavior and the relationship of these changes were also investigated. The specific purposes for the investigation were as follows:

1. To determine the effect of group counseling upon perception of visual images
2. To determine the effect of group counseling upon self-concept, ascendance, and sociability
3. To determine if a relationship exists between the changes that occur in perception of visual images and self-concept, ascendance, and sociability as a result of group counseling.

In seeking a solution to these problems, the study was designed to test the following hypotheses:



1. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in perception of visual images as determined by the Visual Images Test of Perception than will students in the control group.

2. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in self-concept as measured by the Tennessee Self-Concept Scale than will students in the control group.

3. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in self-concept as measured by the Bills' Index of Adjustment and Values than will students in the control group.

4. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in sociability as measured by the Guilford-Zimmerman Temperament Survey than will students in the control group.

5. Students who have had a minimum of twenty bi-weekly group counseling sessions will score significantly higher in ascendance as measured by the Guilford-Zimmerman Temperament Survey than will students in the control group.

6. There will be a significant positive correlation between the change in perception of visual images and the change in self-concept as measured by the Tennessee Self-Concept Scale for those students who receive group counseling.

7. There will be a significant positive correlation between the change in perception of visual images and the change in self-concept as measured by the Bills' Index of Adjustment and Values, for those students who receive group counseling.

8. There will be a significant positive correlation between the change in perception of visual images and the change in sociability for those students who receive group counseling.

9. There will be a significant positive correlation between the change in perception of visual images and the change in ascendance for those students who receive group counseling.

The school counselors for grades eleven and twelve of a large senior high school were asked by the investigator to submit a randomly selected list of students who were available in the first three study hall periods of the school day. From these lists, sixty subjects with normal vision as determined by the Keystone Visual Survey Test and with average mental ability as determined by the Iowa Test of Educational Development were randomly selected. The Guilford-Zimmerman Temperament Survey, Bills' Index of Adjustment and Values, Tennessee Self-Concept Scale, and Visual Images Test of Perception were administered to each student. Thirty students were randomly assigned to an experimental group while the other thirty students were assigned to the control

group. The groups were matched on age, sex, grade, and composite scores on the Iowa Test of Educational Development. The experimental group was divided into three smaller groups of ten students and each group received twenty bi-weekly, one-hour group counseling sessions. Two counselors were utilized in the investigation; one counselor met with two groups and the investigator met with one group. At the end of twenty hours of group counseling, both the students who received the group counseling and those who did not receive group counseling were re-administered the measuring instruments.

To test the hypotheses, the investigator used analysis of covariance to test the significance of difference between the mean gains obtained on the pre- and post-tests of each group for Hypotheses I, II, III, IV, and V. Hypotheses VI, VII, VIII, and IX were tested using the Pearson Product Moment Test of Correlation. A significance level of .05 was required for the rejection of the hypotheses which had been restated in the null form. A two-tailed test was used to determine the significance level.

### Results

The hypothesis that students who had received a minimum of twenty bi-weekly group counseling sessions would score significantly higher in perception of visual images than would students who had not received group counseling was rejected.

The hypothesis that students who had received a minimum of twenty bi-weekly group counseling sessions would make a significantly greater mean gain in self-concept as measured by the Tennessee Self-Concept Scale and Bills' Index of Adjustment and Values than would students who were not involved in group counseling were rejected. Both the experimental and control subjects scored near the mean on self-concept as measured by the Tennessee Self-Concept Scale and Bills' Index of Adjustment and Values on pre-test. Scores near the mean on pre-test of these instruments would make it quite difficult for there to be any significant improvement in self-concept scores. The changes that did occur were in a positive direction for the experimental group and in a negative direction for the control group. This variation in change indicates that group counseling produced positive but not statistically significant change in self-concept.

The hypothesis that the students who participated in group counseling sessions would score significantly higher in sociability as measured by the Guilford-Zimmerman Temperament Survey than would students who did not receive group counseling was rejected.

The hypothesis that participants in the group counseling sessions would score significantly higher in ascendance as measured by the Guilford-Zimmerman Temperament Survey than would the comparison group was accepted at greater than the .01 level of significance. This conclusion indicates that group counseling did bring about a significant increase in

ascendance and that experimental subjects did improve in ascendance. Improvement was evidenced in that the experimental students were more assertive, exhibited more leadership qualities, spoke more with other individuals and in public, and in general were more out-going and self-assertive.

The hypothesis that there would be a positive correlation between the change in perception of visual images and the change in self-concept, as measured by the Tennessee Self-Concept Scale for those students who received group counseling was accepted at the .05 level of significance. Although this relationship was statistically significant, this finding indicates a very slight positive relationship between these variables. A correlation of .30 as shown in Table IX is of no value in either individual or group predictions.

The hypothesis that there would be a positive correlation between the change in perception of visual images and self-concept as measured by the Bills' Index of Adjustment and Values for those students who received group counseling was rejected.

The hypothesis that there would be a significant positive correlation between the change in perception of visual images and the change in sociability for those students who received group counseling was rejected.

The hypothesis that there would be a significant positive correlation between the change in perception of visual images

and the change in ascendance for those students who received group counseling was rejected. The value of  $r$  lacked .009 to be significant at the .05 level of significance. This finding indicates that the relationship between these two variables when correlated approaches statistical significance. When the variables of change in perception of visual images and ascendance were considered separately, the former was not found to be changed significantly by participation in group counseling sessions, but the latter was positively affected by group counseling at greater than the .01 level of significance.

### Conclusions

This study was conducted to determine whether group counseling could have an effect in changing the perception of visual images, self-concept, ascendance and sociability of junior and senior level high school students.

The statistical results obtained from this study indicate that group counseling did not have a significant effect on participants perception of visual images. The particular criterion of visual images used in this study might not be vivid enough to stimulate students to change their perceptions of these images. The discrepancy between the positive and negative image might not be great enough to produce statistically significant change in perception of visual images.

The lack of more positive findings in change of self-concept on both the Tennessee Self-Concept Scale and the Bills'

Index of Adjustment and Values could be the result of using randomly selected typical junior and senior level high school students. Authorities on self-concept say that the measurement of self-concept and of change in self-concept has been found to be extremely difficult. Both the experimental and control groups scored near the mean on self-concept on the pre-test. The experimental group changed in a positive direction and the control group changed in a negative direction on the post-test, but the change was not significant.

Group counseling did not produce a positive change in sociability as measured on the Guilford-Zimmerman Temperament Survey. This factor as measured by this test is a very general type of sociability. Since the students used in this study were typical students, it might be concluded that even prior to this study these students had attained a general level of sociability and felt no particular need to increase their level of sociability.

Changes in ascendance as measured by the Guilford-Zimmerman Temperament Survey were found to be significant at greater than the .01 level of confidence for those students who participated in the group counseling sessions. The group sessions provided the students with a permissive, non-threatening atmosphere, conducive to developing the ability to become more assertive, exhibit more leadership habits, communicate with other individuals and speak in public. In general, the sessions stimulated the students toward a preference for more out-going and self-assertive activities. The development

of more self-assertive behavior in the group counseling sessions met an immediate need of the students. The student's need to improve his ascendance behavior has not been encouraged in most high schools. A highly developed level of ascendance behavior would be manifested in a student who would be capable of assuming roles of leadership and responsibility for himself and for others. A counselor's report to the school principal that group counseling has been found to increase students' ascendance behavior would not be accepted by most principals as justification for initiating a group counseling program. The counselor should point out the positive influence that increased ascendance behavior would have for improved school and student relationships. Discipline problems, truancy, tardiness, student demonstrations, and teacher-student relationships are critical school situations that would benefit the most from the students being more positive in their ascendance behavior. Students who have learned to be positive in their ascendance behavior have established a positive behavior expectancy. Positive ascendance behavior creates for the student success experiences that further encourage continued responsibility not only to himself but stimulates the student toward responsible behavior to peers, family, and school.

The non-statistical data indicate that group counseling did bring about changes in the feelings and attitudes of students who were participants in the group counseling sessions, although they did not feel there had been any basic personality



changes. These participants felt that group counseling had given them an opportunity to become more aware of their individual selves, feelings of others, understanding of others, and had increased their self-confidence. Individual opinions of changes reported most often indicated that group counseling participants felt that they were more capable of expressing their feelings, such as anger, were more aware of self, were more able to make decisions, and were less shy and more talkative after participating in the group counseling sessions. Group members were positive that group counseling works. The change in attitude and behavior that individual members had observed in themselves and other group members as a result of group counseling was the reason given for group members stating that they would recommend group counseling to their friends.

There seemed to be some discrepancy between some of the statistical results and some of the non-statistical results, particularly in the area of self-concept. The group counseling students indicated that they had become more aware of their individual selves, feelings of others, understanding of others, and increased self-confidence. However, there was no statistically significant change in self-concept as measured on the Tennessee Self-Concept Scale as a result of group counseling participation. The Bills' Index of Adjustment and Values was also used to measure self-concept with similar non-significant findings. The individual non-statistical findings and feelings concerning self-concept reported by the individual

group members were positive but apparently not the same kinds of changes that the self-concept tests used in this study were designed to measure. The student's report of the positive change that he experienced is significant only for him. The fact that the student feels that he has made a positive change in his self-concept or in other areas of his personality has a positive influence on him at that time. Statistically significant findings should not be the only rule for accepting or rejecting a finding or method of group counseling. Individual clients have improved through the use of individual counseling although the statistical treatment of the change was not calculated in most cases. The same lack of statistical significance in small group counseling could be attributed to the small number of subjects and to inadequate measuring instruments. The emphasis on statistically significant findings in all research has resulted in a de-emphasis of the human and feeling aspects of counseling human beings. The individual student's account of the change that has occurred in his behavior should be incorporated with the statistical treatment of the data to arrive at a more thorough and human evaluation of a research study.

Positive changes in social contacts and activities with members of the opposite sex, family, peers, and teachers were reported by group counseling participants. Sociability as measured by the Guilford-Zimmerman Temperament Survey did not produce statistically significant results. The general level

of sociability that the typical student in this study had developed was probably adequate for interacting with peers, teachers, and family. The changes reported by most students were in specific social areas such as dating and going to parties. The precounseling social interest level of these students was high. This initially high social interest, therefore, made significant change in sociability more difficult, but the ascendance behavior increased significantly with these same students. The implications of the relationship between these two personality factors were that a high level of sociability was maintained and that significant change in positive ascendance behavior made it possible for the students to participate in social activities that they had only thought and dreamed about prior to attending the group counseling sessions.

The statistical findings of the effect of group counseling on perception of visual images were not significant. The group members indicated that they had changed their perception of ideas, ideals, situations, relationships, and individuals as a result of positive experiences gained from group counseling. The subjective responses of group members that positive changes in perception of visual images resulted from group counseling was not proved statistically. The positive accounts of changes in behavior made by individuals may indicate a need for the test to be improved and expanded for high school students. This improvement of the test might

make it statistically possible to verify some of the positive changes reported by the individual students.

#### Recommendations

On the basis of the findings of this investigation, the following recommendations are offered:

1. That high school counselors working with students be aware that group counseling can facilitate positive change in ascendance behavior
2. That a follow-up study be conducted to determine whether self-concept, ascendance, and sociability changes reported by the students has lasting qualities
3. That the students request for bi-weekly group counseling sessions on a semester basis be considered
4. That group counseling be incorporated into the high school counseling program.
5. That the images on the Visual Images Test of Perception be improved and expanded for high school students, and
6. That high school counselors consider using group counseling with typical students on a voluntary basis.

APPENDIX

APPENDIX A

VISUAL IMAGES TEST OF PERCEPTION

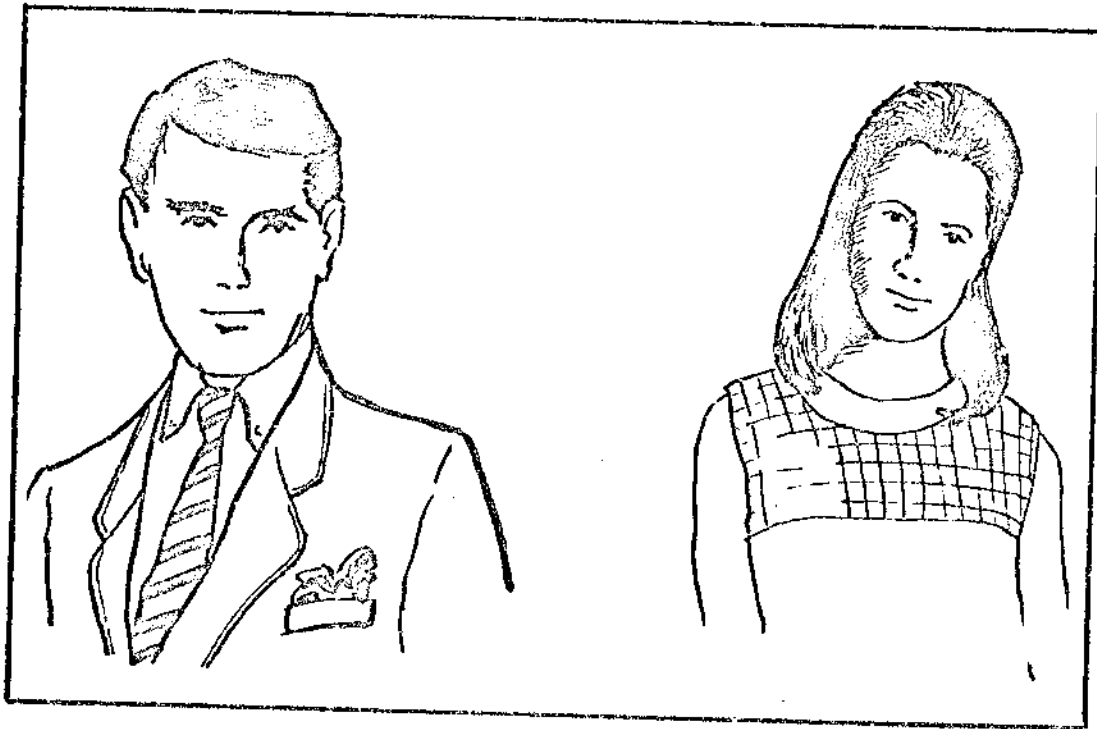


Fig. 1--Adult male--adult female

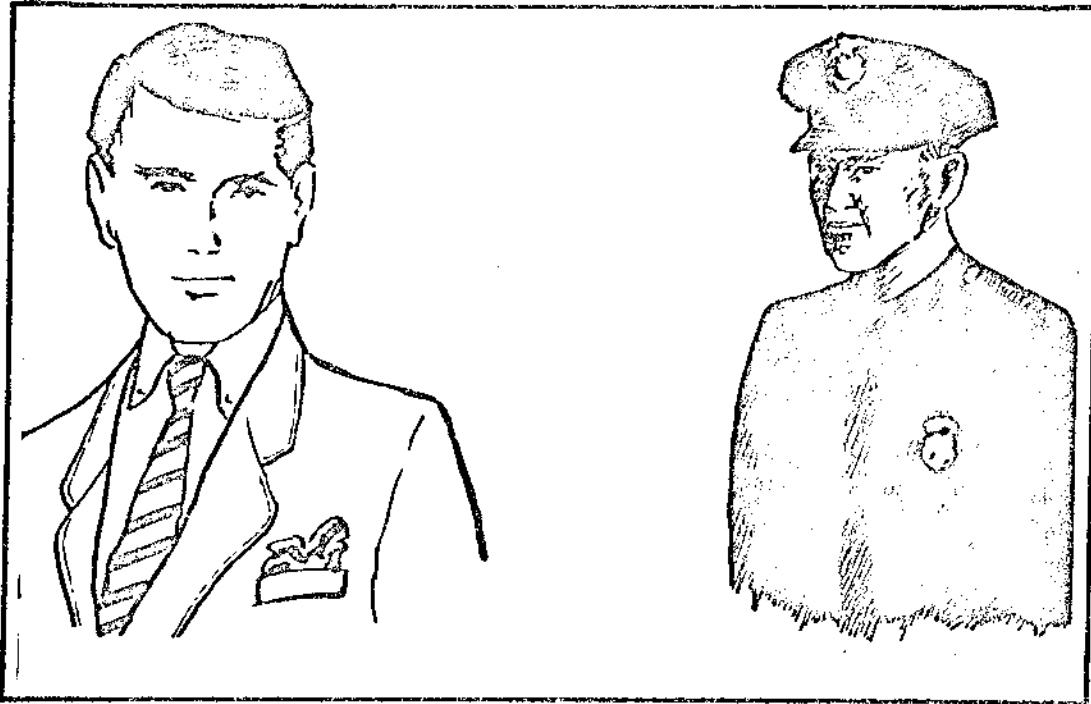


Fig. 2--Adult male--policeman

Six Week Period	Fall			Spring		
	1	2	3	1	2	3
<b>AREAS OF LIVING</b>						
Social Studies	A	A	A	A	A	A
Science	A	A	A	A	A	A
Art	A	A	A	A	A	A
Music: Vocal	A	A	A	A	A	A
Instrumental						
<b>SKILLS OF COMMUNICATION</b>						
<b>I. Language Arts</b>						
Reading	A	A	A	A	A	A
Spelling	A	A	A	A	A	A
English	A	A	A	A	A	A
Speaking	A	A	A	A	A	A
Handwriting	A	A	A	A	A	A
<b>II. Arithmetic</b>	A	A	A	A	A	A
<b>PHYSICAL EDUCATION</b>						
A	A	A	A	A	A	A
<b>INTERPRETATION OF LETTER GRADES</b>						
A--very good progress						
B--good progress						
C--acceptable progress						
D--very poor, but passing						
F--failure, insufficient progress						
<b>ATTENDANCE</b>						
Present						
Absent						
Tardy						

Six Week Period	Fall			Spring		
	1	2	3	1	2	3
<b>AREAS OF LIVING</b>						
Social Studies	F	F	F	F	F	F
Science	F	F	F	F	F	F
Art	F	F	F	F	F	F
Music: Vocal	F	F	F	F	F	F
Instrumental						
<b>SKILLS OF COMMUNICATION</b>						
<b>I. Language Arts</b>						
Reading	F	F	F	F	F	F
Spelling	F	F	F	F	F	F
English	F	F	F	F	F	F
Speaking	F	F	F	F	F	F
Handwriting	F	F	F	F	F	F
<b>II. Arithmetic</b>	F	F	F	F	F	F
<b>PHYSICAL EDUCATION</b>						
F	F	F	F	F	F	F
<b>INTERPRETATION OF LETTER GRADES</b>						
A--very good progress						
B--good progress						
C--acceptable progress						
D--very poor, but passing						
F--failure, insufficient progress						
<b>ATTENDANCE</b>						
Present						
Absent						
Tardy						

Fig. 3--Report card with all "A's"--report card with all "F's"

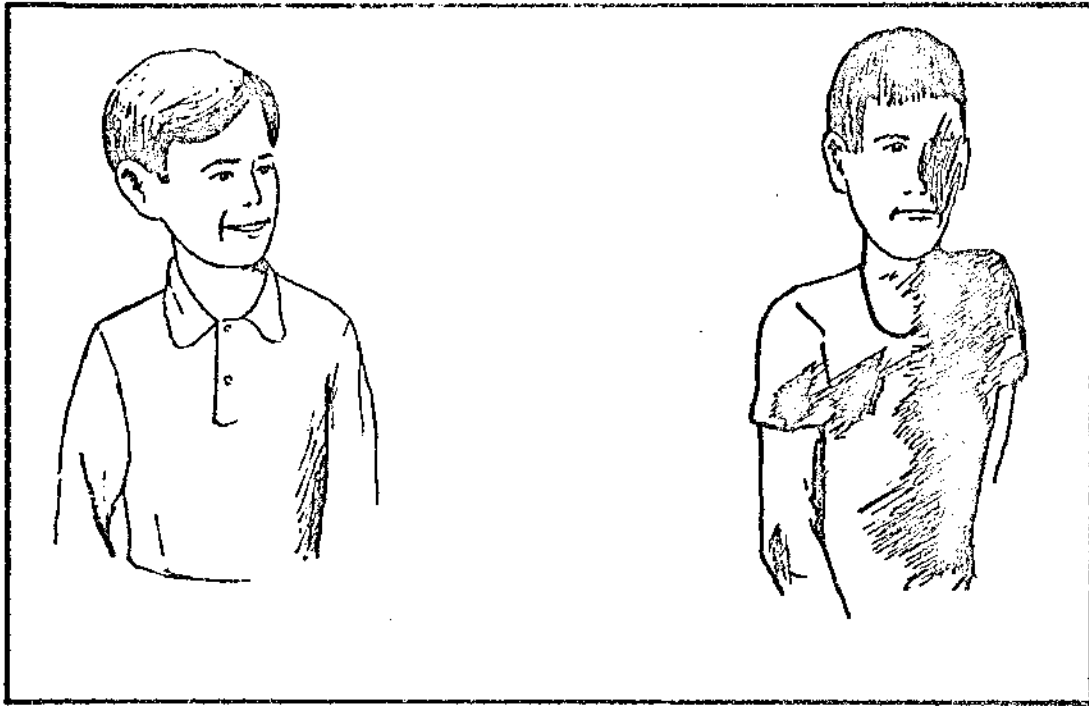


Fig. 4--Neat, clean boy--dirty, neglected boy

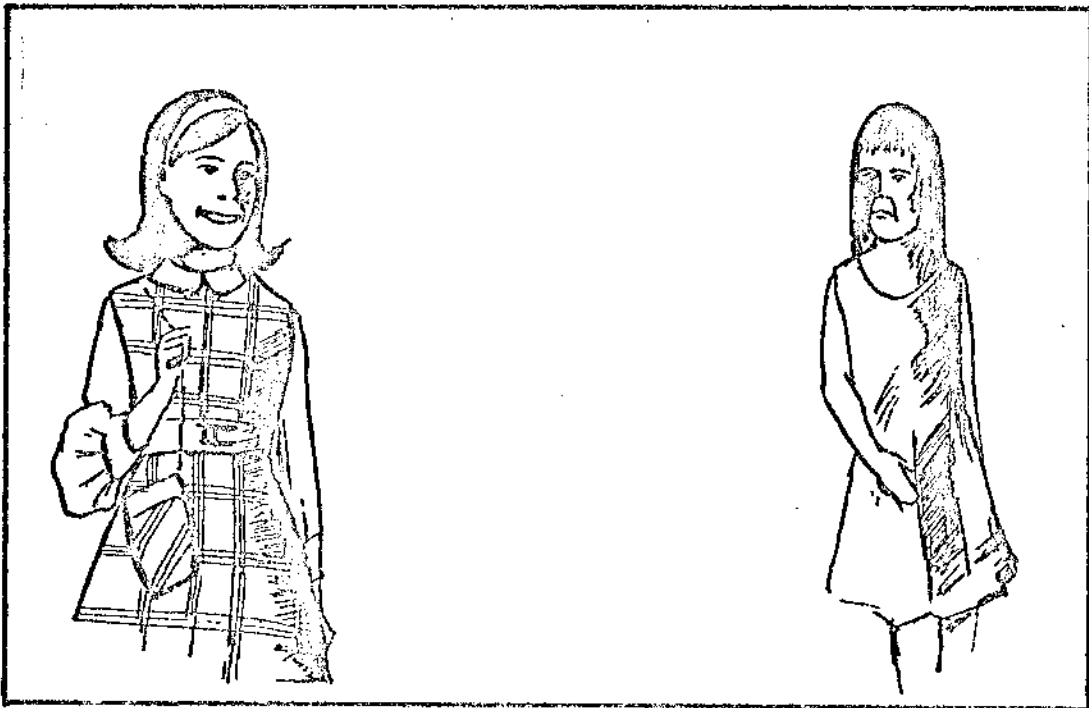


Fig. 5--Neat, clean girl--dirty, neglected girl



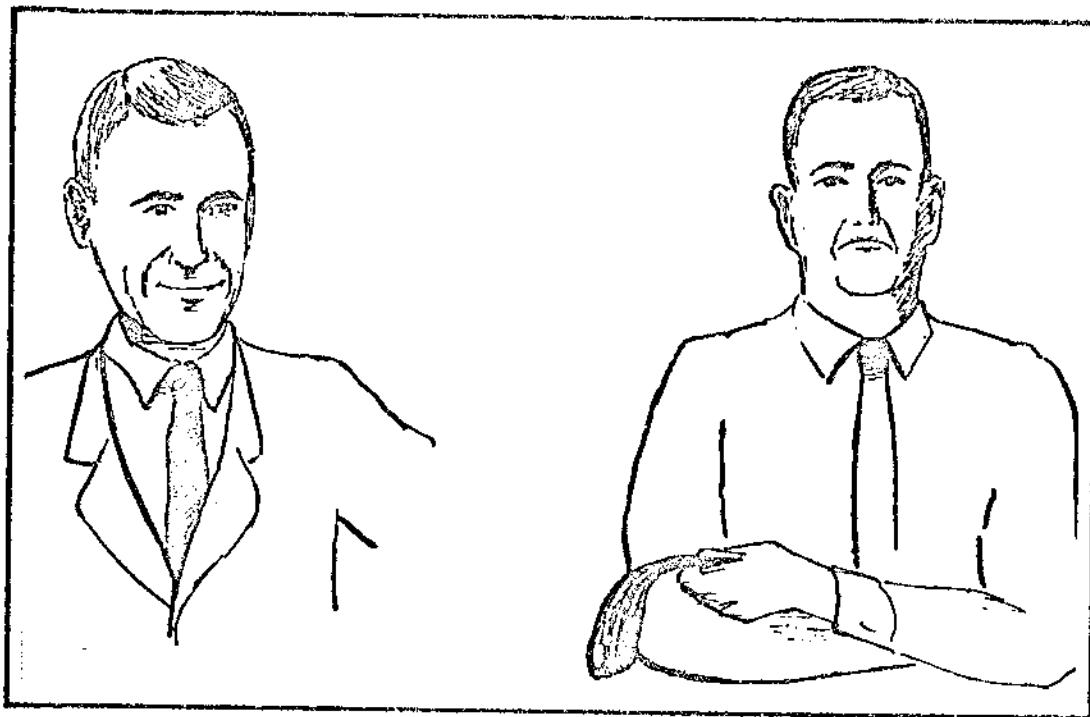


Fig. 6--Accepting male adult--rejecting male adult

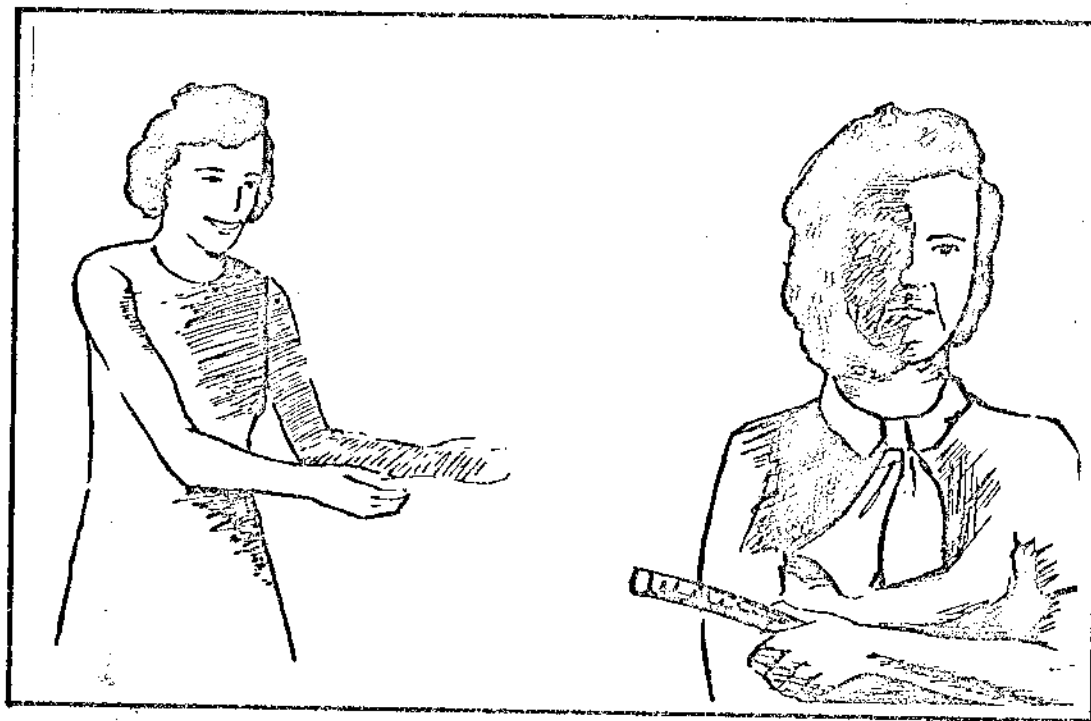


Fig. 7--Accepting female adult--rejecting female adult

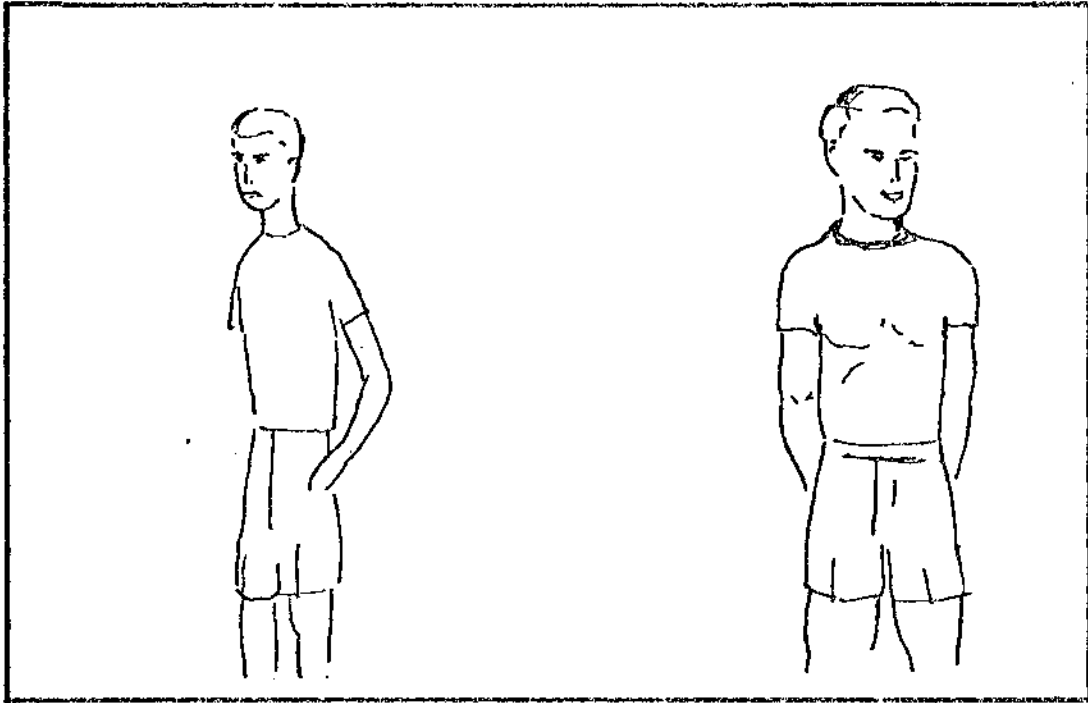


Fig. 8--Scrawny, effeminate boy--healthy, athletic, masculine boy

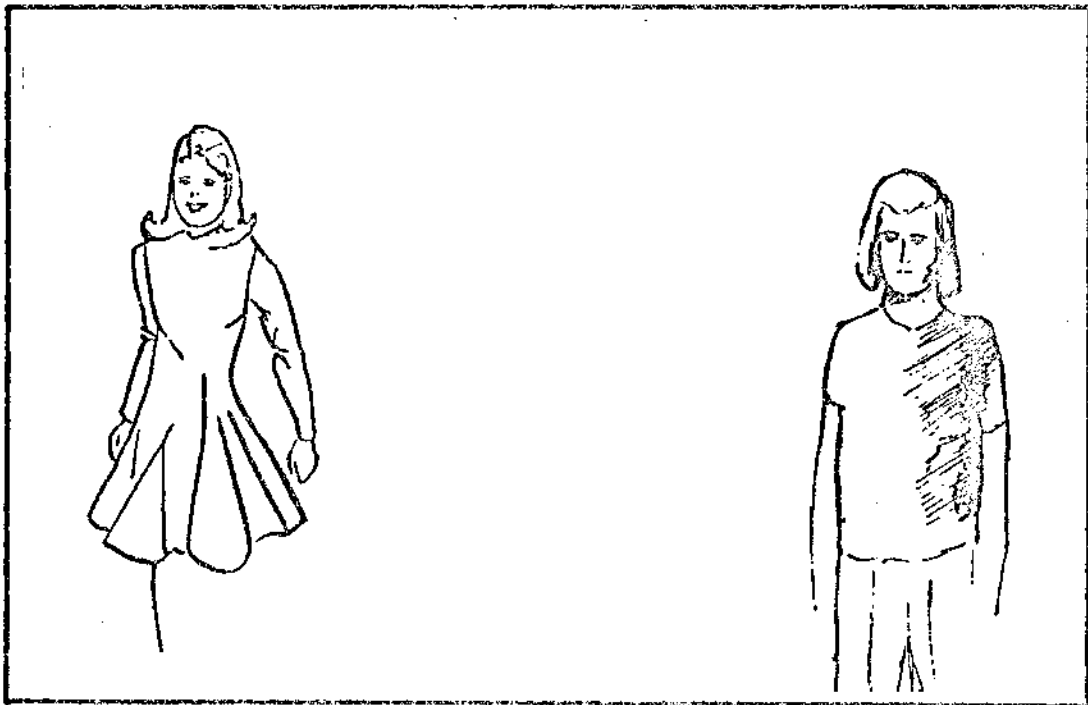


Fig. 9--Attractive, effeminate girl--unattractive, masculine girl

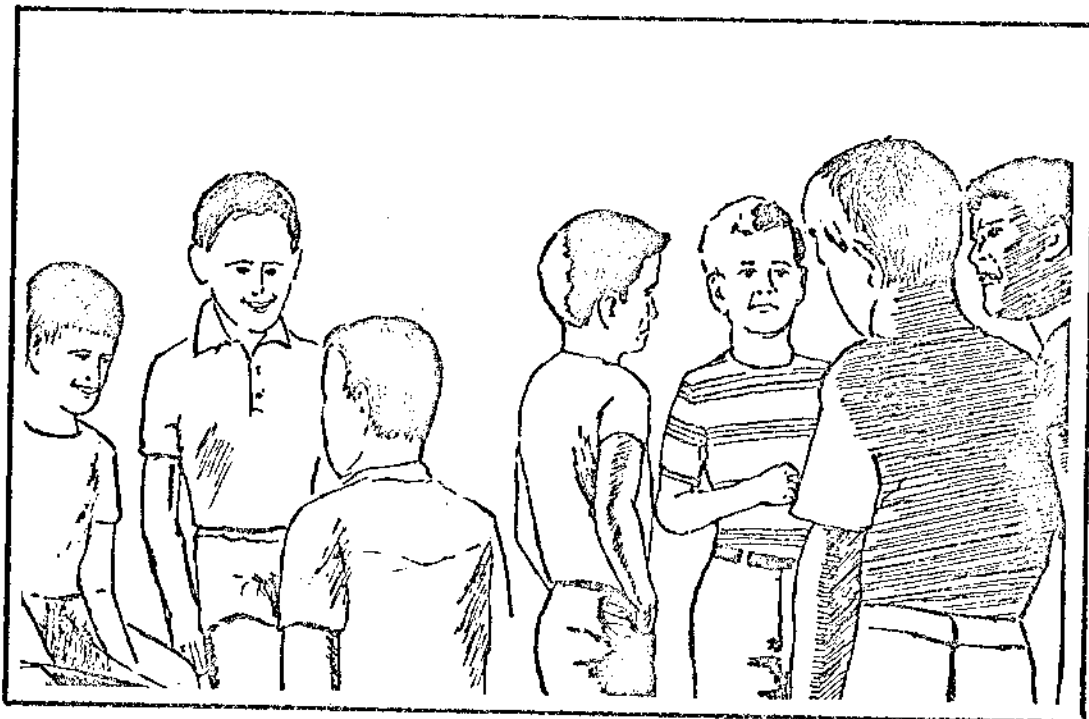


Fig. 10--Accepting group--rejecting group

## APPENDIX B

## VISUAL IMAGES TEST OF PERCEPTION

Name \_\_\_\_\_ Sex \_\_\_\_\_

Grade \_\_\_\_\_

No.	1	2	3	No.	1	2	3
1.	_____	_____	_____	11.	_____	_____	_____
2.	_____	_____	_____	12.	_____	_____	_____
3.	_____	_____	_____	13.	_____	_____	_____
4.	_____	_____	_____	14.	_____	_____	_____
5.	_____	_____	_____	15.	_____	_____	_____
6.	_____	_____	_____	16.	_____	_____	_____
7.	_____	_____	_____	17.	_____	_____	_____
8.	_____	_____	_____	18.	_____	_____	_____
9.	_____	_____	_____	19.	_____	_____	_____
10.	_____	_____	_____	20.	_____	_____	_____

## APPENDIX C

## PRE- AND POST-TEST VARIABLE MEANS FOR EACH GROUP

	Experimental Group (N = 25)		Control Group (N = 25)	
	Pre- Test Mean	Post- Test Mean	Pre- Test Mean	Post- Test Mean
1. <u>Visual Images Test of Perception</u>	44.88	46.48	44.12	45.52
2. <u>Tennessee Self-Concept Scale (Total P Score)</u>	321.12	332.16	320.60	319.44
3. <u>Bills' Index of Ad- justment and Values (Self-Concept)</u>	180.52	187.72	186.96	186.76
4. <u>Guilford-Zimmerman Temperament Survey</u>				
(A) Ascendance	14.00	16.76	13.80	13.52
(B) Sociability	16.48	18.20	16.20	16.72

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