

AN ABSTRACT OF THE THESIS OF

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Title: TRAINED PEER COUNSELOR EFFECT ON THE PERSONAL

GROWTH OF FRESHMAN STUDENTS AT A PRIVATE,

LIBERAL ARTS COLLEGE

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The primary problem of this study was to investigate the effectiveness of trained peer counselors on the personal growth of freshman students at a small liberal arts college. An effort was also made to determine if training residence hall student assistants in counseling skills affected freshman perceptions of those assistants. A final concern of the investigation was to study the academic achievement of freshman students as related to the sex of the student and the availability of peer counseling.

The sample for the study consisted of 140 randomly selected freshman men and women, living in residence halls at Northwest Nazarene College during the 1975-76 school year. Four groups were involved in the study: male experimental, female experimental, male control, and female control. The two experimental groups lived in residence hall wings where trained peer counselors were

available. The two control groups lived in wings without peer counselors. The study encompassed a 25 week time period.

The Omnibus Personality Inventory (OPI) was used as a measure of personal growth. The three hypotheses related to personal growth were tested using a two way, fixed model, analysis of covariance.

The hypotheses concerned with academic achievement used a two way, fixed model, analysis of covariance, also. For this test the student's ability index, a z-score computed from the student's performance on several standardized mental ability tests, was used as the covariant to his second term cumulative grade point average.

Ivy's Counselor Effectiveness Scale (CES) was used to measure freshman perceptions of their residence hall student assistants. The hypotheses regarding these perceptions were tested using analysis of variance. The mean scores of the CES were examined to determine what difference, if any, was perceived by the freshman students in those assistants who were trained in counseling skills and those who were not. Statistical significance was set at the .05 confidence level for all hypotheses.

Personal growth as measured by the OPI appears to be unaffected by peer counseling. However, a difference was evident between men and women on certain OPI scales. Men were found to be more scholarly, reflective, and critical in their thinking process

while women reported themselves to be better adjusted emotionally and more caring of others.

Although no difference was found in academic achievement between the experimental and control groups, there was a difference between men and women students. Freshman women achieved more highly than freshman men.

The freshman ratings showed the trained peer counselors to be perceived more positively than their non-trained counterparts in both the total score of the CES and on certain subscores. The results of this study show that training of dormitory assistants does lead to a more positive perception of those assistants.

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Jo Ann Willis

Trained Peer Counselor Effect on the Personal
Growth of Freshman Students at a
Private, Liberal Arts College

by

Jo Ann Willis

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TRAINED PEER COUNSELOR EFFECT ON THE PERSONAL GROWTH OF FRESHMAN STUDENTS AT A PRIVATE, LIBERAL ARTS COLLEGE

CHAPTER I

INTRODUCTION

Colleges and universities must be dedicated to the education of the whole individual. Farnsworth (1957) says that character education is as much a function of colleges as is the development of intellectual powers. To the extent that education is concerned with the development of the total individual, it is concerned with his development as a person, as a member of a social group, and as a citizen in society.

This is not to say that the academic work is less important than other aspects of campus life, but other aspects of campus life may have more significance than tradition would have it (Kead, 1956). The individual is a holistic being. He cannot be separated into an intellectual being and a feeling, social being (Patterson, 1968). Learning and success in higher education are influenced by out of classroom experiences. This requires that institutions guide their students in their experiences and the interpretation of those experiences beyond the classroom.

Witchell (1972) says the college experience is lacking a great deal, especially in any attempt at focusing on the "person" of the student and the potential he holds within himself. College life is at times pleasurable for students, yet it is also a critical period. Problems reported by college students include: academic adjustment, peer relationships, achieving heterosexual adjustment, attaining autonomy from parents, and making vocational plans (Houston, 1971). Published work reviewed by Houston (1971) indicates that such problems may have adverse effects on the personal growth or academic performance of students. The effects of psychological adjustment and academic performance are not independent. An adverse effect on psychological adjustment may manifest itself in academic difficulties. Conversely, problems pertaining to academic performance may have adverse effects on the student's personal growth.

Two separate studies of the underlying need for mental health services on the college campus report that of those students who do indeed need help, 75% never see the college mental health center (Rust, 1960; Weiss, Segel, and Sokoe, 1965). Out of 10,000 college students 1,000 have emotional problems severe enough to warrant professional help; 300-400 have depression deep enough to affect their productivity; 100-200 will be apathetic and unable to organize themselves; 5-20 will attempt suicide; and 1-3 will succeed (Patterson, 1968). Personal integration, a sense of well being and

self control is an indicator of personal growth. Student suicide is an instance of adverse effects of problems on the personal growth of college students. Suicide is the second highest cause of death among college students. The rate of suicide attempts is 50% higher for this group than for the non-college peer group (Houston, 1971).

Both Hoffman (1965) and Patterson (1968) say more students drop out of college because of emotional or personal problems than because of academic failure. Weiss et al. (1965) indicate that of the academically able students, significantly more emotionally impaired students withdrew than those who were non-impaired emotionally. Academic ability was measured by the Scholastic Aptitude Test (SAT) and emotional impairment was measured by the Minnesota Multiphasic Personality Inventory (MMPI). The results of the studies reviewed by Houston (1971) agree when they suggest that many of the students who drop out of college begin college without effective coping behaviors for the stressful situations they encounter.

As the entering freshman approaches college life he finds himself on the threshold of new adjustments. While those adjustments are made easily by some students, others need help. Houston (1971) reports that the freshman experiences more problems than do students during the other three years of college. He says a greater proportion of freshmen seek counseling than do upperclassmen.

A number of studies indicate the heaviest student drop-out period to be during the freshman year (Shertzer and Stone, 1974) and that only four out of ten entering college freshmen eventually receive the bachelor's degree (Brown, 1972). The freshman needs an available source of information, support, and at times counsel. He needs someone to approach with questions, feelings of inadequacy, and personal-social problems. Warnath (1971) reports that during this time freshmen do turn to the more experienced, upperclass students for advice. Brown (1965) reports that peer delivered information and advice frequently receives readier acceptance by the typical freshman than does the counsel given by teachers and parents.

The residence hall is the center of activity for the entering freshman and provides opportunity for peer guidance. It is in the residence hall, in the quiet of the evening that the freshman needs help; and it is during these introspective times he is willing to seek help (Thompson and Fiddleman, 1973). With an increased emphasis on college housing as living and learning centers where the process of education can be readily expanded (Ricker, 1965; Chickering, 1969), student assistants may broaden the dimensions of existing educational programs. Williams and Reilley (1972) state that students view their residence hall environment and the total university environment in much the same way. If this is the case, an availability of

trained personnel in the residence hall may improve student perception of the total college environment (Ricker, 1965; Kilbourn, 1964).

Statement of the Problem

If, as Warnath (1971) has stated, the freshman does turn to peers for advice and counsel then would it not be beneficial to have peers available who are trained in providing such assistance? Is there a difference in the effect of available trained peer advice and counsel as opposed to indiscriminate or unplanned advice and counsel as related to the personal development of the college student?

Thompson and Fiddleman (1973) report that peer counselors are able to meet freshman student needs because of their uniqueness in three areas: place of counseling, time of counseling, and form of counseling. By living in the residence hall with the freshman students, the peer counselor is available for wide contacts with the students. The counseling times are scheduled regularly during evening hours which enables a person with needs to have them met beyond "office hours." The form of counseling is significant because the peers are trained in a facilitative way to interact with those students needing help. The counsel will be more effective through individual contacts and through group work as opposed to the advice gathered from randomly selected upperclassmen (Brown, 1972).

Significance of the Study

At the present time little counseling training designed specifically for residence hall student assistants and resident hall directors is available. Jackson (1966) says in all but a few institutions it is a foregone conclusion that there is little hope of ever having available, on the residence hall staff, anything like an adequate number of fully trained counselors to aid students in the day to day unfolding of their personalities.

Much of what happens in a student's residence hall experience can contribute significantly to his intellectual and personal development (Kead, 1956; Farnsworth, 1957; Witchell, 1972). By virtue of the fact that most colleges and universities place advisors and head residents in residence halls, these staff members become unavoidably involved in the problems, dilemmas, aspirations, and hopes of the students with whom they live. Therefore it seems desirable to provide for residence hall personnel at least a minimum training program designed to help them cope more effectively with the problems which students inevitably bring them, and in which universities, by virtue of having placed staff in the residence halls, commit themselves to being involved.

This study suggests a model by which peer counseling programs could be designed and evaluated and paraprofessionals selected and trained to contribute to healthy student development,

specifically in the residence hall. The findings of this research could assist educators in meeting the historic goal of liberal education, that of educating students to be more free human beings, through the use of trained paraprofessional peer counselors.

Heath (1968) suggests that the power of a college to provide its students with a liberal education depends on three primary characteristics: the educability of the students, i.e., the congruence of their personality organization with the psychological demands of the college; the communal character, i.e., the extent to which the college elicits a pervasive identification of its students with the college and its purposes; and the internal coherence of the college's purposes, i.e., the degree of clarity and consistency of its goals and expectations and of their implementation in the lives of the faculty and the activities of the college community. Trained peer counselors seemingly could contribute in each of the three areas.

As Edgar Friedenberg (1965) has written, "The highest function of education . . . is to help people understand the meaning of their lives, and become more sensitive to the meanings of other peoples' lives and relate to them more fully" (p. 221). Peer counseling is an attempt to help freshmen develop relationships, participate in self-discovery and personal integration, to develop autonomy, to deal with complexities and to integrate these values with the pursuit of intellectual knowledge.

Purpose of the Study

The purpose of this study is to investigate the effect of trained peer counselors on the personal growth of freshman college students. The Omnibus Personality Inventory (OPI) is used as the vehicle for measuring personal growth. In addition, an attempt is made to compare the perceptions freshman students hold of trained peer counselors and untrained student assistants using the Counselor Effectiveness Scale (CES). Finally, an analysis is made of the academic achievement of freshman students. The questions being asked are:

1. Do peer counselors contribute to personal growth in freshman college students?
2. Does the sex of the student affect the personal growth of college freshmen?
3. Does the sex of college freshmen make a difference in the effect of peer counseling on personal growth?
4. Does the availability of peer counselors influence the academic achievement of freshman students?
5. Do college freshman men and women students differ in their academic achievements?
6. Does the sex of the freshman student make a difference in the effect of peer counseling on academic achievement?

7. Does counseling training of student assistants affect freshman perceptions of those assistants?
8. Do freshman men and freshman women perceive their peer counselors and student assistants differently?
9. Does the sex of the student make a difference in the way the trained peer counselor and untrained student assistant is perceived?

Definition of Terms

Advisement is limited to the giving out of academic and scheduling information.

The control group consists of those freshman students who do not have trained peer counselors living in their halls.

Counseling is the seeking to understand a person more fully. Counseling requires that two or more persons enter into a relationship and that there is a common goal to bring about behavior change.

The experimental group consists of those freshman students who have trained peer counselors living in their halls.

Peer counselors are undergraduate students trained in basic communication and relationship skills who are available in the residence hall to assist students in adapting to college life. They are resource persons, sometimes referred to as student counselors or paraprofessionals.

Personal growth is a movement forward to maturity, an ability to cope with life more constructively, more intelligently, and in a more socialized and satisfying way (Rogers, 1961). It is regarded as movement toward independence, social interaction, autonomy, and self-identity (Powell et al., 1969).

Student assistants or residence hall assistants (RA's) are those students employed by the Student Personnel office to help in the management of the residence halls. They have been trained regarding the rules and regulations of the institution.

The treatment refers to the advice and counsel given by the available trained peer counselors to freshman students in the residence halls.

Limitations of the Study

1. The time length of 25 weeks may be insufficient to show any significant change.
2. The sample is limited to only those freshmen who had graduated from high school six months or less prior to enrolling at Northwest Nazarene College. Because of this any change indicated can be generalized only to those of similar age and experience.
3. Uncontrolled variables such as illness, emotional upset, room changes, and withdrawal from college may affect experimental findings.

4. Personality and other uncontrollable variables of one peer counselor as opposed to another may affect the results of the study.
5. The peer counselors are the same sex as their group. Data regarding the effect of opposite sex peer counselors are unavailable.

Assumptions of the Study

1. College students have the capacity for growth and development. Development is a process of change. Students can and often do change in ways that make them better able to cope with their environment and to lead richer, fuller, and more meaningful lives.
2. Growth and development can be greatly influenced by experiences in the student's environment. It is reasonable to assume that maximum growth will take place under ideal growth conditions. In the case where students spend a large segment of their time in the residence hall, it seems logical to create an environment there, conducive to growth.
3. Growth, development, complexity, and uniqueness are interactional. Individuals approach different developmental tasks at different times in their development. They differ in learning abilities, in readiness and motivation to grow, and in the

ability to deal effectively with problems in the environment.

A person's behavior patterns are functions of his physiological equipment, his ways of relating to others, the society in which he lives, and his personality structure.

4. Man can exercise some control over his environment and can facilitate productive changes in himself.
5. Man is a social being and is dependent for much of his development on this interaction with others. An effective way for individuals to modify themselves is through helpful interactions with other meaningful individuals.
6. The scales of the OPI can be used to measure change in personality characteristics. A recent investigation (Truax, 1968) has produced evidence indicating that self-report measures of self-adjustment co-vary with the status of client adjustment. As client adjustment tends to improve or deteriorate, scores on the various measures of self-adjustment tend to vary in a way that reflects the change.
7. The CES can be used to measure client attitudes toward their counselor. It is an effective instrument in measuring client perceptions of the counselor before and after microtraining sessions (Ivy, 1971).

Background of the Study

A college education is not only a promotion of academic

learning but also of personal development (Mueller, 1961). Colleges must deliberately effect affective changes as well as cognitive changes in their students in order to provide a complete educational experience. Each person is unique as a whole being and must be educated as an integrated individual with a potentiality for growth.

One of the most powerful learning centers on the college campus and perhaps the most overlooked is the residence hall (Rand and Carew, 1970). Because students spend so much time in their residence halls it is likely their behavior is influenced in many ways. Trained peer counselors can affect this behavior (Ricker, 1965). Freshmen see peer counselors as some of the most significant persons on campus (Kilbourn, 1964) and report peer counselors to be the primary official college resource for help to the student (Upcraft, 1971).

In their study of the effectiveness of group counseling for anxious college freshmen, Speildberger, Weitz, and Denny (1962) explain their rationale for providing counseling for students at the very beginning of college:

There is little evidence . . . that personality problems are direct and immediate causes of our academic performance. It seems more likely that in response to the pressures of college life, students with personality problems are predisposed to develop maladaptive study habits and attitudes which in turn interfere with the learning process and lead to under achievement (p. 1).

Preventative measures implemented at the beginning of the freshman

year would be timed to meet the needs of students when the potential for serious maladaptive behavior is heightened by new environmental stresses.

Wolff (1974) says in his study of peer counselors and freshman students that the years of late adolescence are a crucial period in the development of styles of interpersonal interaction. It is appropriate to try to intervene in this process with the aims of preventing disturbed forms of interaction from developing, and of encouraging more adaptive patterns.

Hanfmann (1963) says that college students are more responsive to counseling than perhaps any other group. They are more open to change and have the characteristics which are more conducive to the process of change; they are more flexible, open, natural, genuine, and spontaneous than most adults.

Past investigations have demonstrated that change occurs in personality test scores during the college years (Webster, Freedman, and Heist, 1962; Lehmann, 1963; Steward, 1964). Other research (Plant, 1965; Campagna, 1969) indicates personality test scores change independently of educational experience. While there is no correlation between academic experience and overall growth, nor between academic growth and satisfaction with environment, there is moderate correlation (.56) between personal growth and experience in non-academic areas (Campagna, 1969). Campagna's findings

indicate that personal growth is the most important aspect of education for the college student. Satisfaction with the non-academic scene correlated positively with outlets for creative activities, opportunities for social exchange, and increased clarity of position on ethical, philosophical, and religious issues.

Chickering (1969) has described seven areas of student growth which he had found to be significant during the transition from late adolescence to young adulthood. Those seven growth vectors are:

Achieving competencies: The achievement of competencies involves the combination of three areas: intellectual competencies, physical or manual competencies, and social and interpersonal competencies. In order for one to feel successful in these three areas it is necessary not only to succeed, but also to have a sense of confidence about the ability to handle oneself. Achieving competencies is the feeling of confidence in one's ability to cope and achieve.

Managing emotions: Sanford (1962) describes the college freshman as "authoritarian, " possessing a "punitive conscience, " and exhibiting stereotyped thoughts. Chickering says one can learn to become aware of feelings and to use them as reliable guides for behavior.

Establishing identity: Development of identity includes clarifying one's physical needs, characteristics, personal appearance,

appropriate sex roles, and behaviors. In establishing identity one is finding a congruent image of self as one wants it to be and as it is experienced to be.

Becoming autonomous: While becoming more autonomous the student relies less on approval from parents, peers, and other significant persons. He makes his own choices on the basis of his own values and is willing to risk disapproval or even status to follow his own beliefs.

Trusting interpersonal relationships: Education can be directed at making relationships less anxious, less defensive, more friendly, more spontaneous, more warm, and more respectful (White, 1958). The student becomes more of one's own person than fitting into a student stereotype.

Clarifying purposes: Here the student asks questions such as "Who am I going to be?" and "Where am I going to be?" He is making decisions in avocational and recreational areas, vocational plans and aspirations, and general life style concerns including marriage and family planning.

Developing integrity: After evaluation of himself the young adult begins developing a congruence among beliefs, values, and behaviors. This development initiates movement toward a set of beliefs which will serve as a guide to behavior.

Chickering states there are certain environmental factors at a college which can accelerate or retard a student's growth along the

above dimensions. They are identified as: clarity and internal consistency of institutional objectives; institutional size; curriculum, teaching, and evaluation; residence hall arrangements; faculty and administration; and friends, groups, and student culture. The focus of this study will be the areas of peers as counselors, groups, and residence halls.

Theoretical Basis of the Study

In the forward of Summerhill, Fromm (1964) says that the person must "use all his powers to find union with the world, rather than to find security through submission or domination." He feels the college student has two forces affecting change in the psychodynamic structure of the personality: environmental and organismic. When the freshman student arrives on campus he finds his old environmental supports gone; he experiences new time demands; he interacts with new people, both peer and professional; he forms a new definition of success. The student has within him a directional tendency toward wholeness. This growth factor is necessary to maintain psychological equilibrium and leads toward the development of autonomy and away from control by external forces.

The first two years of college are critical in the transition from late adolescence to adulthood. This development may lead to identity confusion and/or a breakdown of the student's self-perceptions. Powell et al. (1969) say this is the time that the

student, if he is guided, or if he has insight on his own, assesses his inner resources and begins to outline for himself a satisfying mode of existence. Combs (1972) agrees, saying when men are free, they find their own ways; an individual who experiences satisfaction with himself can become more receptive to his experiences.

When the student moves into college as a freshman he brings with him not only his Webster's Collegiate Dictionary and his hi-intensity lamp, but also his father, mother, other significant adults, a girl friend and a set of high school buddies. He brings strengths and weaknesses, prides and prejudices, clarities, and confusions, and a lot of unfinished business. The business to be finished is not only the development of intellectual and interpersonal competence, but also developing autonomy and learning better ways to handle sexual and aggressive impulses, becoming freer with diverse kinds of persons, clarifying identity, and developing clearer goals and greater integrity.

The interaction of the freshman's genetic inheritance and his environmental experiences provides the present abilities, capabilities, and perceptions with which the student has to operate. These capabilities can be used and the potential realized only to the extent that the perceived reality and external reality are in some proximity.

While it is nearly impossible to change one's life style, that motivating force by which one functions, after the formative years (Adler, 1930), it is possible to change one's goals and the way they are achieved by allowing the student the opportunity to know himself and reevaluate himself (Brawer, 1973).

The primary thrust of the college student's needs is for growth (Palmer, 1970). Growth arises from the individual's response to crises, to the necessity of choice, to the desire to be competent and the challenges of change in the self and in the world around him. Allport (1961) says the mature personality "will have a widely extended self; be able to relate himself warmly to others . . .; possess a fundamental emotional security and accept himself; perceive, think and act . . . in accordance with outer reality" (p. 307).

An individual tends to seek help from significant others during periods of crises. On the college campus significant others may include instructors, counselors, students (peers), possibly parents, and student personnel workers. It is the role of counseling to support and assist the individual in this growth; to foster the process of dealing with complexities, reflective thought, and of personal integration which can arise in response to the disruptions of crisis and change, the necessity for choice, and the demand to be competent.

Organization of the Remainder of the Study

The problem of peer counseling in this study was directed particularly to freshman college students living in the residence halls of Northwest Nazarene College. Group interaction is an inherent aspect of dormitory living and was used in the study as a medium through which the peer counselors worked to facilitate greater personal growth. Chapter II deals with the three major areas of this investigation: peer counseling in higher education, personal growth in college students, and group counseling in the college setting. Chapter III describes the procedures used during the study, presents the statistical tools used, and discusses the data gathering instruments. Chapter IV presents the statistical analysis of each hypothesis tested. The final chapter, Chapter V, includes the summary, conclusions, and implications for the study and makes recommendations for further investigations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Three major areas of interest to this investigation are included in Chapter II. The first area, peer counseling in higher education, includes a discussion of the uses of and effectiveness of peer counselors, the selection of peer counselors, and the training of peer counselors. The second section views information regarding personal growth in college students. The final section examines the effects of group counseling in the college setting.

Peer Counseling in Higher Education

Peer counselors are concerned students who have credibility within their own peer group and who are selected and trained in most instances by the student personnel staff and/or the counseling center staff. They are available to other students for "rapping," general information, or referrals to campus or non-campus agencies. The peer counselors are not professional counselors or psycho-therapists, but students with a special interest in helping other students.

Uses of and Effectiveness of Peer Counselors

Studies involving the use of paraprofessionals have been

reported since the mid-sixties and have yielded primarily positive results. Cravitz (1974) describes the use of peer counselors through a preventive model of reaching students in their everyday living. Making the environment more conducive to mental health needs is the focus of primary prevention while secondary prevention deals with the early detection and recognition of problems. In this liaison capacity, the peer counselor reaches students who ordinarily would not be reached through non-student staff members of the college community.

Aceto (1962) considers residence hall paraprofessionals as the key personnel involved in a complete educational program. Acting as a liaison between students and the full time staff, the student assistant may be an effective teacher of skills and attitudes in the residence hall setting. The pilot counseling project at the University of North Carolina at Chapel Hill indicated that the form of peer counseling, i.e., of trained students, the time available for peer counseling, i.e., evenings and weekends, and the place counseling was done by peers, i.e., in the residence halls, was more supportive to freshmen than the counseling offered only at the counseling center (Thompson and Fiddleman, 1973).

A questionnaire prepared by Brown and Zunker (1966) was specifically designed to survey the uses of undergraduate counselors in four-year institutions of higher learning during the fall semester

of 1963. Response from the random sample of 118 institutions of higher education indicated that most student counselors were assigned to duties in the dormitories. However, the limited assignments of student counselors to instructional departments, study habit clinics, and testing and guidance offices did suggest a trend toward the use of peer counselors to provide organized academic adjustment guidance, especially in the institutions with enrollments fewer than 2000. Student-to-student counseling was done most often on an individual basis or in groups of six or less. New student orientation and dormitory life supervision were the two functions most often performed by student counselors.

The Task Force on Paraprofessionals (cited in Delworth, Sherwood, and Casaburri, 1974) reports that an implied function of the counseling center is the fostering of a growth-promoting climate for the total campus community. Implementation of this goal necessitates the identification, training, and consultation with persons who, while they have not had prior professional training, do perform counseling functions in the course of their daily experiences.

Brown (1965) reinforces this idea when he says that the careful selection, training, supervision, and utilization of student counselors is the heart of the college academic guidance effort.

The block model of counseling dimensions developed by Morrill, Oettinger, and Hurt (1972), as illustrated in Figure 1, helps

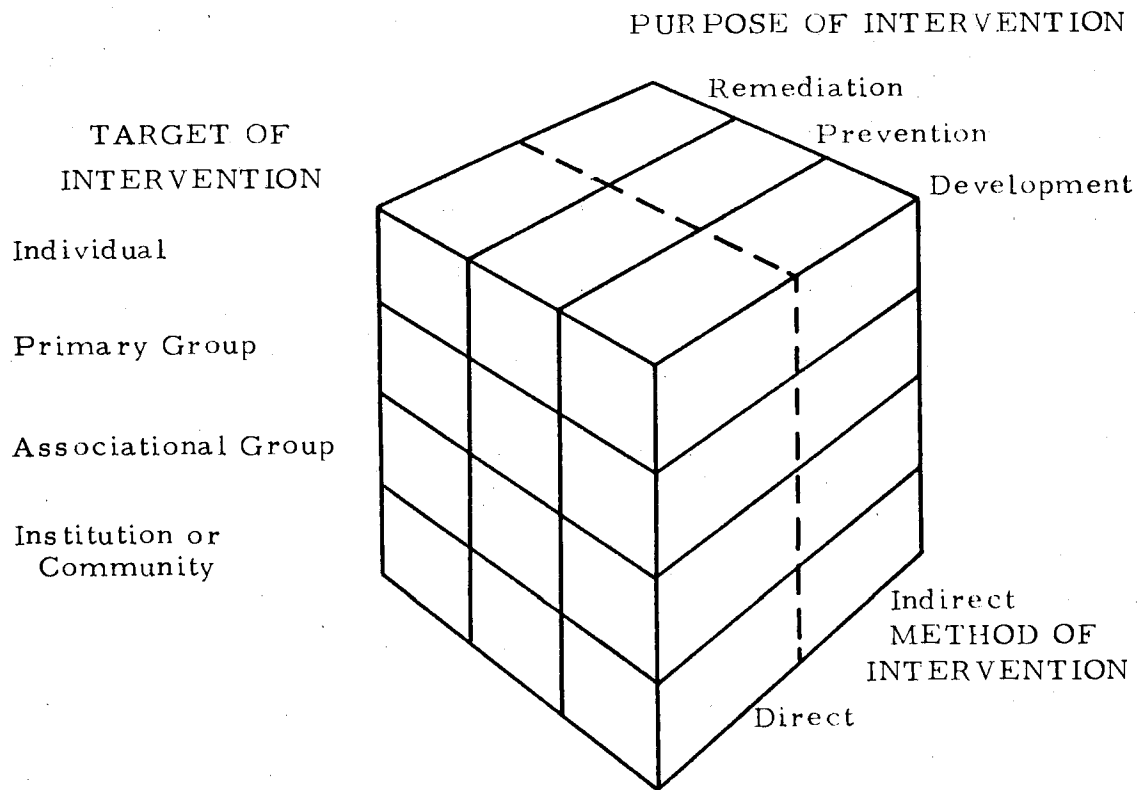


Figure 1. Dimensions of Counseling.

to define the tasks and function of the peer counselor. It provides for the identification and classification of a number of counseling programs as a method of describing the potential activities of the paraprofessional. The three dimensions described are the target of the intervention, the purpose of the intervention, and the method of intervention.

The target of intervention refers to interventions aimed at either the individual, his primary group(s), his associational group(s), or institutional or societal group(s) which influence his behavior. The purpose of the intervention indicates whether the goal of counseling is remedial, preventative, or developmental in nature. The method of intervention indicates whether the influence of the counsel directly or indirectly affects the counselee. Paraprofessionals can be involved in giving service to any of the four target groups, with a remedial, preventative, or developmental purpose through direct or indirect channels.

Studies have been undertaken to examine the effectiveness of student paraprofessionals in several areas of campus life. In a survey of colleges and universities using peer counseling programs (Brown, 1965), a clear majority of the respondents felt that student counselors make an effective and positive contribution to the total guidance program. Also, the majority of respondents planned to continue the use of student counselors on their campus. Trained

student counselors assure wider and earlier guidance contact with freshmen and counteract indiscriminate, informal advising of freshmen by untrained upperclassmen.

Educators and psychologists recognize that peer-delivered information and advice frequently receives readier acceptance by the typical college student than does the counsel given by teachers and parents. Newcomb (1966) and Pyle (1971) support the case for peer group influences being stronger than faculty-administrative influences. The effectiveness of student counselors and student advisors in providing certain services appears to be due to the phenomenon of shared status and shared experiences which improves the quality of communication between students.

Murry (1972) reports that at Kansas State University students with and without declared majors rated student advisors as more friendly, accessible, and open than faculty advisors. The student advisors also received higher scores on information, frequency of contact, and freedom from error using a modified Advising Satisfaction Scale from the University of Iowa.

The effect of peer advising at Idaho State University was assessed by freshmen students using paper and pencil questionnaires. Brown and Mayers (1975) found that students advised by students had more positive attitudes toward their advisors and lower drop rates than those advised by faculty. Zunker and Brown (1966) also used professional counselors and student counselors with groups in a

college orientation program. Both the professional counselor and student counselor led groups were successful in communicating information about effective study procedures as measured by a comparison of pre-test post-test differences. However, student-counseled freshmen evaluated the counseling program significantly higher, earned higher grades, and had fewer residual study problems.

Lynch (1970) says "since communication is most spontaneous at the level of peer relationships, the residence hall advisor is frequently the primary person to whom the new freshman will turn with her personal problems" (p. 205). She found a significant correlation between the way a freshman woman sees her residence hall staff and her relationship to the university as a whole.

Wolffe (1969) and Archie (1972) both report success in using trained, undergraduate paraprofessionals as leaders of interpersonal communication skill training groups. They found that groups led by student paraprofessionals can favorably affect the interpersonal relationships of freshmen. In examining the difference between students having peer counselors and those not having peer counselors, Brown (1965) used a pre- post-test experimental design to find that both men and women in counseled groups gained significantly on the Survey of Study Habits and Attitudes, while uncounseled men and women lost points. The grade point average gains of the counseled

group were also significantly higher than those of the non-counseled groups.

Several program developers have been concerned with the effect counseling training has on peer counselors themselves.

Jackson (1966) states that one objective of his program was to determine if exposure to training led to changes in the paraprofessionals' own personal growth. He found that the training did further the students' knowledge of the way they functioned, of the needs, motives, desires which they themselves had, and in turn helped them recognize the way these characteristics functioned in other students. Varenhorst (1973) found through evaluation of her high school program that the staff was reaching and changing the paraprofessionals through training. Touching the lives of those who went through the training, knowing they would live their lives differently as a result, met her first objective. Secondly, she found that the trained paraprofessionals were more sensitive to others around them, that they reached out and helped in a natural way, and led those about whom they were concerned to more effectively deal with their problems.

The studies reviewed indicate that peer counselors make effective and positive contributions to the campus environment. They expand the services of the professional staff through special skills training and the identification with their peers.

Selection of Peer Counselors

A search of the literature reveals little evidence of successful selection procedures. Rather, descriptive reviews are found of procedures currently being used by programs which seem to be meeting the goals established.

Delworth et al. (1974) outline the following guidelines for implementing paraprofessional positions: (1) a systematic procedure for selection of positions should be established; (2) the position described should involve the paraprofessional as an integral part of the major or central function of the agency; (3) a specific, clear job description should be developed; (4) qualities and skills necessary for the position should be specified; (5) arrangements regarding training, supervision, and evaluation must be specific.

Qualifications necessary for a student paraprofessional include sufficient knowledge of the institution so that he can help others find their place or make changes; interpersonal competence and communication skills that allow him to deal effectively with a variety of individual groups; a minimal ability to deal with ambiguity and stress; ability to organize his daily life; and finally, an understanding of and ability to work within the philosophy of his college or university.

Varenhorst (1973) feels the critical characteristics of a helping person include a healthy self-esteem which allows the individual to feel he has something to give or contribute to another person; an

ability to establish a relationship with another person, particularly one who is not a close friend; an awareness of problems people can experience, with some emotional understanding of what happens when one has a problem; and finally, some ability to deal with problems as they arise.

Riessman (1967) advocates a group interview procedure in which one or more interviewers meet with several applicants for paraprofessional positions. He sees this as a way of observing how potential paraprofessionals interact with peers rather than just with administrative representatives. The main criteria used to select student counselors by Brown and Zunker (1966) are previous leadership experience, dormitory director's evaluation, college grade point average, faculty member evaluation, and peer acceptance rating. In addition they consider conversational effectiveness, study orientation, and scholastic ability.

Research pertaining to the use of personality inventories as a selection instrument has been limited. Holbrook (1973), using the Edwards Personal Preference Schedule (EPPS), found that more effective women assistants tended to have higher scores on factors of Nurturance and Affiliation and lower scores on factors of Change, Order, Endurance, and Succorance. More effective male assistants tended to score lower on factors of Change, Heterosexuality, and Aggression and higher on the Dominance and Achievement scales.

Murphy and Ortenzi (1966) also found the Heterosexual scale of the EPPS to be a discriminating item in predicting success of male residence hall student assistants, in that lower scores correlated with more effective assistant ratings.

Hoyt and Davidson (1967) found that head counselors' evaluations of male student assistants correlated with the California F Scale; more authoritarian scores were characteristic of ineffective assistants. In addition, assistants perceived by residents as being interested make lower F scores than those perceived as being less interested.

A student's ability to help another student is limited by his understanding of himself. The student must have interpersonal competence which allows him to deal effectively with himself and with others. He must be able to develop rapport with his peers and his behavior must be congruent with the expectations of the position.

Training of Peer Counselors

A number of studies support the hypothesis that lay persons (e.g., peer counselors) can promote client change over relatively short periods of time. Both carefully screened college undergraduates and unselected volunteers have demonstrated a capacity to learn to promote more helpful behavior on the part of the clients as the result of training programs ranging in length from one hour to 20

hours (Riessman, 1965; Berenson, Carkhuff, and Myrus, 1966; Martin and Carkhuff, 1968).

The training of peer counselors is an ongoing process that seeks to build competence and confidence necessary for successful job performance. Paraprofessional training programs range from very limited to very elaborate and make use of a wide variety of methods and techniques (Brown, 1965; Brown and Zunker, 1966; Edgar and Kotrick, 1972; Perkins and Atkinson, 1973; Spurrier and Collins, 1973).

Carkhuff (1968) says that lay persons, more than professional counselors-in-training, are amenable to the shaping of their behavior toward greater trained growth and toward causing counselee growth or change. Carkhuff (1969) also says both trainees and clients demonstrate measurable personality growth when engaged in an action-oriented program where individuals learn how to do something about problems, their own as well as those of others.

Carkhuff (1971) advocates the training of paraprofessional helpers in dimensions related to constructive gain or change of the person being helped. He has identified counselor-responsive dimensions of empathy, respect, concreteness, genuineness, and counselor-initiated dimensions of self-disclosure, confrontation, and immediacy. His training procedures consist primarily of teaching trainees to communicate at high levels of these dimensions.

This is intended to initiate counselee self-exploration and self-experiencing of relevant problems and to lead to constructive action by the person being helped. Carkhuff's approach has been effectively applied in a wide variety of situations using paraprofessional personnel (Carkhuff, 1969).

Delworth et al. (1974) state that paraprofessional training is segmented into two components: core training and job specific skills training. The first component involves the knowledge necessary for all members of the paraprofessional group: community buildings, organizational and administrative topics, policies and procedures, ethical issues and interpersonal relationship skills. Job specific skills are the skills and knowledge that each paraprofessional needs in order to function in his individual position; for example interviewing skills, group leadership abilities, effective study skills training.

Microcounseling is a structural or methodological approach to interview training in which interviewing methods are broken down into specific components of interviewing skills that can be taught to trainees with the aid of video-taping and feedback. According to Ivy (1971), the structure of microcounseling is designed to give the trainee a conceptual framework for a behavior skill, shorten interview length, and provide practice until a satisfactory level of functioning is attained.

Cravitz (1974) agrees with Delworth and Ivy when he delineates the goals of his peer counselor training as follows: to increase the peer counselor's skill as a good listener; to increase his abilities to establish open, honest relationships so that the students he works with feel understood and accepted; and to know how to make constructive intervention when necessary. He adds to these goals the assumption that the best way to learn the growth process is to enter the experience itself. He uses the Carkhuff model in teaching relationship building skills to his peer counselors.

The peer program initiated by Jackson (1966) at North Dakota University was intended to enable the peer counselors to facilitate the individual development of students with the assumption that the burden of development and the desire to continue development would rest with the individual student. The specific training topics included were: increasing self knowledge, concepts of positive mental health, maturational and developmental problems of the late adolescent, analysis of typical study problems, developmental status of freshmen and the college subculture, group process, observing, describing and interpreting behavior, recognition and referral of emotional problems, and counseling techniques. His training methods and materials incorporated films, tape recordings, role playing, lectures, group discussion, and analysis of typical cases.

At Harrisburg Area Community College the aim of the peer counseling training program was directed toward producing student

counselors who would effectively relate to other students and provide help in developing behavior that would be effective in coping with new conditions (Pyle and Snyder, 1971). The training program was built around the core conditions of understanding, regard, and genuineness. The training program for the student counselors included didactic teaching and considerable practice in the helping role. The college psychologist was responsible for coordination of the training experience as well as providing for the on-going support and some of the necessary in-service training.

In Kliemann's (1974) model of peer counselor training, the emphasis was upon personal growth within the trainee. This was based on the assumption that the participant would translate his increased awareness of goals, values, strengths, and motives to a more satisfying style of life beyond the group. Roy (1971) found a significant difference between trained and untrained undergraduate paraprofessionals. The instruments used were Ivy's microcounseling model which measures attending behavior and Ivy's CES which is a semantic differential rating form. When video tapes were rated by trained counselors, attending behaviors were found to be significantly different from the untrained assistants. The rating scale results showed the same difference.

Caramella (1972) found that when residence hall students rated their student advisors, there was a significant difference between

controls and experimentals as measured by the Role Appropriateness Scale. The author's assumption that an understanding of the communication process would enhance the interpersonal competence of non-professionals was verified for the variables of Regard, Congruence, and Empathy on the Barrett-Lennard Relationship Inventory Scale.

Peer counselor training is a continuing process which aims to develop the competence and confidence necessary to function as a helping person. Peer counselor training programs vary in length from 10 to 30 hours and are conducted by the Student Personnel Office and/or the Counseling Center staff. Both Carkhuff's approach of helpful counselor dimensions and Ivy's model of microcounseling are reported as being widely used in training programs.

Personal Growth in College Students

Personal growth is an important aspect of education for the college student. Developmental changes affect personal growth as well as environmental influences. College age persons have characteristics which are conducive to the process of change. "Some of these changes are shared by those who do not attend college; but college does make a difference" (Chickering, 1969, p. 2). The questions concerning colleges now are what changes occur as a result of normal late adolescent growth and development, what facets of

the institution contribute toward specific changes in students, how do institutional programs influence student development, and how can change be assessed.

Chickering (1969) believes that the most important responsibilities the college undertakes include helping students learn how to manage emotions, establish identity, become autonomous, have freer interpersonal relations, and to develop integrity. Students are changed by their college experiences; environmental conditions at institutions foster or inhibit such changes.

Chickering and McCormick (1973), in their study of entering college freshmen at 13 colleges with enrollments of 1500 or less, found that despite major differences among institutions and students, the direction of net change as measured by the OPI was basically the same. Mean scores of the freshmen spanned a wide range, yet students became more autonomous, more liberal in religious views, and less concerned about material possessions. Additional scales showing the largest and most consistent increases in scores were Impulse Expression, Personal Integration, Estheticism, Complexity, and Thinking Introversion, thus indicating that students become more goal directed, more aware and tolerant of others, esthetically sensitive, and more integrated. Men and women changed in the same direction on every scale.

When subgroups of similar students were examined within institutions different patterns of change appeared. Change was

systematically related to such factors as college climate, student characteristics, teaching practices and study activities, and student-faculty relationships. In examining individual scores rather than group means, Chickering and McCormick found three patterns of college impact: all students change in the same direction; most students change in the same direction but a substantial minority change in contrary fashion; and most students change, but increases and decreases cancel each other to yield similar mean scores.

These are among the patterns described by Feldman and Newcomb (1969) in their discussion of varied types of college impact. Analysis of the data yielded the following major findings: similar students who enter different kinds of colleges do change differently; institutional differences do make a difference to student development.

Changes among the subgroups were systematically related to institutional differences in general college climate or emphasis, student characteristics, teaching practices and study activities, time spent reading for pleasure, talking informally with others, and student-faculty relationships.

Elton (1969) studied the dimensions of personality change in the college student at the University of Kentucky using the OPI. Change scores, obtained by comparing the same student scores as freshmen with senior scores, were factor analyzed into six areas: humanistic thinking, intellectual and social liberalism, emotional

growth, tolerance for ambiguity, interpersonal rationality, and masculinity/femininity. Major change was found to occur in the direction of humanism, intellectual and social liberalism, selectivity of associates, and less rigid stereotyping of sex roles.

In his study of large random samples from two classes of Harvard students, using paper and pencil tests, questionnaires, and projective techniques, King (1970) found a significant change in six variables of personality development: object relations, self-esteem, interest, mood, goal-directed activity, and integration and control. The first variable, object relations, is defined as the quality and number of emotional relationships with other people. Statistical analysis of the data showed an increase in the capacity of a person to give and accept emotional involvement with others; to form stable identification with peers, and particularly with adults; to vary responses according to the social circumstances limiting or opening up behavior as the situation demands; and an increase in concern for the social group and the ability to take social responsibility.

The variable self-esteem refers to one part of the self-concept, that of respect, a feeling of worthwhileness, and of a satisfaction with oneself. King found statistical evidence of the traditional "sophomore slump," related not to academic achievement, but to feelings of personal worth. By the senior year self-esteem became more consistent; there was a more realistic appraisal by the student

of his particular aptitudes and his personal strengths and weaknesses, and self-esteem was better anchored in reality appraisal.

The third variable, interests, is defined as a "readily-identifiable, relatively constant configuration of attitudes and behaviors toward a person and/or physical objects which fulfills needs as these are integrated with the demands of reality, with super-ego requirements and with the abilities of the person" (p. 9). King found a broadening of interests, a focusing of interests, or what R.W. White (1958) refers to as a "deeping of interests," i.e., a movement away from egocentric interests. Students became more attuned to interrelationships of their interests and the social order.

King found that handling of moods by the student was an important factor in personality change. He reports a stabilization of moods. Shifts in moods did occur, but the frequency of the shifts and the intensity of the mood swing appeared less evident in the senior year than in the freshman year.

The major change in college was reported as the clarification of goals and the alteration of life style to fulfill the goal. The variable goal-directed activity is a consciously-felt motivation for behavior that has a future orientation.

Almost all the students in King's study showed an increase in integration and control, his sixth variable. Although the students did not necessarily suppress strong emotional expressions they became

aware of touchy areas. Through emotional insight there was a better basis for increased rational control. Reality testing became more sensitive. Seniors were better able to gauge how their own abilities and traits would fit into social interaction networks. Also there was an increased capacity to work under frustrating or ambiguous conditions without losing energy or becoming disorganized, and finally, most students were able to fit together more effectively their interests, values, occupational plans, skills, and social behavior.

Finnie (1970) concludes from his study of personality change in Harvard students that as the freshman moves toward his senior year he becomes more tolerant, less intellectual, more flexible, and more capable of accepting control. There is a movement from the inward lookingness of adolescence toward the outward lookingness of the adult; the mediating factor which serves as the vehicle for this change is increased self-confidence.

Both Ferrier (1972) and Hartnett (1973) report from their research with college students that change in college students takes place more readily during the freshman year than during subsequent years. Ferrier says the substantially greater number of significant changes demonstrated by the freshman English class indicates that courses which enable students to reassess attitudes and values should be scheduled during this initial college year. Hartnett found trends in student learning style preferences to be that most students

entering college preferred regular class work and assignments and objective examinations. During the first two years learning style preferences moved away from assigned work and objective exams and toward more independent study and original research.

In the literature cited there is general agreement that changes not only occur in students as a result of normal late adolescence, but also that institutional programs influence student development. The college should provide an environment where the individual's personality characteristics such as autonomy, personal integration, complexity, and altruism can be developed.

Group Counseling in the College Setting

The onset of university interest in group experiences during the 1960's provided the impetus for a number of studies in this area. Gibb (1971) reviewed the literature regarding human potential groups on college campuses. Of the 229 studies he analyzed, 106 are included in his review as meeting the criteria for acceptable research. The findings indicate that some change does take place in certain personality characteristics, namely, sensitivity, feeling management, directionality of motivation, attitude toward self, attitudes toward others, and interdependence. These six most frequently studied constructs are closely correlated to those objectives of positive mental health as stated by professionals doing therapy (Johoda, 1958).

The first of the six variables, sensitivity, is seen as an input process involving greater awareness of the feelings and perceptions of others as well as an output component which Gibb describes as availability of self, transparency, openness, authenticity, and spontaneity. Managing one's feelings, the second variable, is aimed at awareness of one's own feelings and a consonance between feelings and behavior. The third construct, managing motivation, is referred to in outcome terminology as self-actualization, awareness of one's own motives, clear communication of one's motives, self-determination, commitment, and inner-directedness. Attitude toward self is identified as acceptance of self, congruity between actual self and the ideal self, and feelings of confidence. Functional attitudes towards others, the fifth variable, is measured by decreased authoritarianism, greater acceptance of others, and reduced prejudice. Interdependent behavior, the final construct, is described as interpersonal competence, task effectiveness, "being a good group member," and problem solving effectiveness.

Gibb concludes that although 14 of the studies report significant increases in sensitivity and that three report no change, methodological ambiguities in the studies suggest caution in interpreting the data. The question regarding management of feelings is if there is a productive integration of these feelings into performance or into richer living. The literature seems to indicate that these changes do

occur and it is a necessary step in personal growth. There is evidence also that participants learn from human relations groups to be somewhat more self-determining, more assertive, and inner-directed. In attempting to determine the changes in perceptions of the actual self and of the ideal self, as well as the degree of congruence between the two measures, investigators have found there is an increase of congruence and that that increase is due to an increase in positive view of the self, rather than of a change in view of the ideal self. Therefore, Gibb concludes that change in degree of congruence can be interpreted as a change in self-esteem or self-acceptance. And finally, the studies show significant trends, following group experience, toward less authoritarian, more democratic and participative attitudes.

In the review of empirical research in group therapy done by Bednar and Lawlis (1971), 38 studies were listed, all of which report significant improvement of the personal constructs being measured. Their conclusions agree with those of Gibb; changes on self-adjustment measures indicate reduced discrepancy between the ideal self and the perceived self.

Ohlsen (1966) reviewed the literature of studies limited to college students. Of the 15 studies he investigated, 11 report significant results, two report significant results on some criteria, and two report nonsignificant results. Ohlsen agrees with Gibb in saying,

that in researching group counseling, it is not enough to ask the question; is group counseling effective? As a very minimum, an investigator must try to assess the effectiveness of a clearly defined treatment provided for a distinctive sample of subjects (and compared to appropriate controls) within a specific setting. Ohlsen says that all too often researchers fail to describe both the treatment method and the counselor's competencies to provide it. Ohlsen's conclusions from his research of the literature regarding group counseling resulted in the following recommendations: (a) prospective group counseling clients should know what will be expected of them in group counseling, (b) within each group the clients are expected to develop and maintain a therapeutic climate, (c) clients should be expected to share openly, to actively work to change their behavior and attitudes, and to help the other group members to change their behaviors and attitudes, and (d) clients should be expected to accept responsibility for achieving improved adjustment for themselves and their fellow clients.

Several studies using normal college age persons were reviewed by Bednar and Lawlis (1971) in their analysis of group counseling literature. They cite Johnson as reporting improved positive changes in self-concepts and better interpersonal relations in the experimental group as measured by the MMPI and the EPPS. In the same review they found Lurra reporting improved self-concept

in the experimental growth group as measured by semantic differential and Teahan and Thoma both reporting an improvement in academic grades in university students involved in group therapy.

White (1974) studied personal growth in human potential groups and found the experimental group of college students to have made significant gains on four of the 12 scales of the Personal Orientation Inventory (POI). The Self Actualizing Values scale showed movement in the direction of being more fully functioning and living more in keeping with the individual's wants, likes, and dislikes. The Feeling Reactivity scale indicated high sensitivity to one's own needs and feelings. Participants became more assertive and less fearful of expressing feelings behaviorally as measured by the Spontaneity scale. The Nature of Man scale showed that group participants tend to see man in a constructive way and as essentially good to a greater extent than prior to the experience of the group process.

Leib (1967) also found that group experiences made significant differences in self-concept scores as measured by the POI on under-achieving college students. Using a control group design, Trueblood (1970) also found that college students participating in a human potential group became more self-actualized than those who did not.

In the research for her doctoral dissertation, Craft (1975) found college students receiving group counseling did not drop out of

school and that scores on the Tennessee Scale of Self-Concept (TSSC) indicated personality integration significantly improved.

A more balanced self definition was achieved, a sense of relationships between both close associates and people in general improved significantly, a better sense of identity was achieved, and greater sense of personal worth was gained, and global self-concept improved.

Clements (1966) evaluated the usefulness of group counseling for preparing college-bound high school seniors for their college environment. Group discussions focused on attitudes, fears, and aspirations. Those counseled showed significantly less anxiety concerning self both prior to college entrance and after beginning college.

Chestnut (1965) evaluated the effect of structured and unstructured group counseling for gifted college underachievers. By the end of the treatment only those in the structured group had improved grades significantly more than the controls. A three-month follow-up showed the grades to still be significantly better than the unstructured group. Gilbreath (1967) reports the same findings in his study of first and second year college males participating in high versus low structure groups.

Wolff's (1969) study showed that group experiences can favorably affect the interpersonal relationships of freshmen. The

changes that resulted were most obvious on measures which socio-metrically assessed the behavior of the individual. Ratings of the freshmen in the group discussions by the members of their halls suggest that they were perceived more favorably after having participated in the groups. More favorable perceptions were held by not only the other group members, but also by the members of the hall who were not in the group. Thus, this change was carried over to situations outside the group. Furthermore, it suggests that the dormitory advisors or assistants could, with training and consultation, be successful in the role of group discussion leaders for freshmen.

In summary, the literature cited in this chapter indicates that the use of peer counselors generally has positive effects. Peer counselors expand the services of available professionals through special skills and identification with peers. Most peer counselor responsibilities center around dormitories where the paraprofessional serves as a liaison between students and the full time staff. Student counselors assure wider and earlier guidance contact with freshmen and counteract extensive, informal advising of freshmen by upper-classmen. In addition, although both the professional staff and student counselors were able to communicate academic information to students, the student-counseled groups reported more positive

attitudes toward their advisors, contacted their advisors more frequently, dropped fewer classes, and earned higher grades.

Basic selection and training procedures remain the foundation on which a viable program is built. Qualifications necessary for the peer counselor include sufficient familiarity with the institution so that he can help others function within that environment, a level of functioning which provides him with interpersonal competence and effective communication skills, and a self-concept which allows him to feel he has something to give or contribute to another person. While some work has been done with the use of personality inventories as selection instruments, such instruments if used as all would serve best to screen out the most undesirable candidates (Delworth, 1974).

Although training must be seen as a continuous process, two phases can be delineated. The first, pre-service training, covers the knowledge and skills necessary to begin work and the second phase, in-service or on-the-job training, provides for the ongoing needs of the paraprofessionals as they progress in their service. Both Carkhuff's approach of helpful counselor dimensions and Ivy's model of microcounseling are reported as being widely used in training programs.

The research reviewed indicates that change during a student's college years is influenced by both maturation and experience.

College students are more responsive to counseling than perhaps any other group (Hanfmann, 1963). They are more open to change and have the characteristics which are more conducive to the process of change. They are more flexible, open, natural, real, and spontaneous than most adults. In studying the growth of the college student it was found that the student became more tolerant, more flexible, and more capable of accepting control. In addition the student became more humanistic in his thinking, more liberal socially and educationally, and less rigid in his stereotyping of sex roles. There is general agreement that students should be changed by their college experiences. The university should be an environment in which individuals' autonomy and decision making skills can be developed and in which students may test their values and develop a high degree of individuality.

While the evidence for the therapeutic and behavior-change effects of human-relations groups is controversial and open to legitimate multiple interpretations, it appears from the literature that the effects are psychologically growth-promoting. Changes occur in the areas of sensitivity, feeling management, directionality of motivation, attitudes toward self, attitudes toward others, and independence. In the college setting, structured groups seem to produce more change than non-structured; in the area of residence hall life, change as a result of group interaction was not confined to group members, but carried over to hall members who were not in

the group. Freshman students were perceived more positively after having participated in the group experience. Therefore, it seems that group experiences for residence hall students could contribute to more positive feelings about the total campus community.

CHAPTER III

PROCEDURES AND METHODOLOGY

Sampling Procedure

The sample for the study was randomly selected from freshman students entering Northwest Nazarene College, fall term, 1975. Each student was assigned a serial number. A random number table was used to select the sample. The population from which the sample was drawn was residence hall students who had graduated from high school not more than six months prior to enrolling at Northwest Nazarene College.

Four specific groups were involved in the study: Male Experimental Group I, n=35; Female Experimental Group II, n=35; Male Control Group III, n=35; and Female Control Group IV, n=35. Each of the freshman residence halls was divided into two sections, one section having trained peer counselors available on all wings (Groups I and II), and the other section having student assistants untrained in counseling skills living in the wings (Groups III and IV). Each group had three upperclassmen living with them. Groups I and II involved the three women and three men peer counselors taking part in the study. Groups III and IV involved the three men and three women student assistants responsible to the Student Personnel office for dormitory management.

During Orientation Week all freshmen entering Northwest Nazarene College were administered the OPI (see Appendix E) in an effort to measure their perceptions of their interactions with the social community in which they live. The post-test data were gathered during the spring term of the same school year. All freshman students were assessed again, using the same instrument. In addition, during the post-test session the freshmen in the Control Groups were asked to rate their student assistants and the freshmen in the Experimental Groups were asked to rate their peer counselors using the CES (see Appendix F). The Counseling Center conducted the testing sessions. Groups of 250 students or less were tested at each session.

Treatment

The experimental treatment was the availability of trained peer counselors in the residence halls. Peer counseling was unique from that offered by the professional staff in three areas: the kind of counseling available, that of trained peers; the times counseling was available, in the evenings and on weekends; and the place it was available, in the residence halls. The counsel given by the trained peers was different from that given by untrained upperclassmen in that the peer counselors had training in sources of information and referrals, communication skills, and some helping skills.

The selection of the peer counselors was based on four criteria including academic history, peer acceptance, leadership experience, and personality characteristics. The peer counselors were given training as paraprofessionals by the investigator and others. The training was divided into three sections. During spring term, 1975, all student assistants and peer counselors completed a four session class designed to orient them to the physical arrangement of the campus and to the relationships and interactions of the departments, faculty, and administration. The class was conducted by the Student Personnel office and other college administrators.

Preceding the beginning of the fall term, 1975, the six peer counselors took part in the second section of the training. The objective of this phase of training was to aid the peer counselors in dealing adequately with, or making an appropriate referral of any problem encountered by a student outside the classroom.

The third section of training was an ongoing process of skill training and of self awareness on the part of the six peer counselors. This was brought about through 10 biweekly group meetings facilitated by the investigator (see Appendix A). The group meetings provided a climate within which peer counselors could explore some of their areas of concern, could discuss specific problems involving their cases, could regroup their learnings, and could gain support if necessary. It also provided an opportunity for the peer counselors

to experience some group techniques and see facilitative group leadership modeled. Using the training procedure of microcounseling (Ivy, 1971), the peer counselors were taught attending behaviors, paraphrasing, and reflection of feeling. They were also given instruction in the Helping Process as designed by Dr. Gerald Becker (see Appendix C).

Experimental Groups I and II had trained peer counselors living in their wings of the residence halls. Peer counselors were on duty during regular hours each evening for personal, social, and academic counseling. In addition, the peer counselors facilitated group meetings with the goal of aiding the freshman in increasing his awareness of his own self. Control Groups III and IV had student assistants available in their halls. These assistants had only the initial four sessions of instruction regarding institutional organization and dormitory management. The time period for the investigation was 25 weeks.

Design of the Study

The basic experimental design for this study was a 2 x 2 factorial design with two levels of the treatment, trained peer counseling and no peer counseling, and two levels of sex of student, male and female. The statistical test used was a two way arrangement (fixed design) of analysis of covariance. This problem involved

covariance analysis as it is used to adjust treatment means of the dependent variables for differences in the independent variables. For this study the OPI pre-test score was considered as the covariant or independent variable and the post-test score was the dependent variable. Each of the 14 scales was considered separately as a construct of personal growth.

The same experimental design was used for the analysis of academic achievement of the four groups. The derived ability index of each freshman student was used as a covariant to the second term cumulative grade point average. The ability index is expressed as a z-score, arrived at by averaging the derived scores of three standardized mental ability tests taken upon entrance at Northwest Nazarene College. The cumulative grade point average is expressed as a z-score derived by computing the mean and standard deviation for the cumulative second term grade point averages of all full time freshman students. The use of analysis of covariance as the statistical test accommodated for the possibility of differences between the ability index means of the four groups. F-values were derived for each of the sources of variation as indicated by Table 1.

A two way arrangement (fixed design) of analysis of variance was used to evaluate the differences between the peer counselor perceptions as rated by each group. Group means of each of the 25 adjectives on the CES were analyzed as well as the collapsed mean

Table 1. Analysis of covariance.

| Source of Variation | Adjusted Data | | | F |
|---------------------|---------------|----|---------|---------------|
| | df | SS | MS | |
| Treatment | 1 | A | A / 1 | MS_A / MS_D |
| Sex | 1 | B | B / 1 | MS_B / MS_D |
| Interaction | 1 | C | C / 1 | MS_C / MS_D |
| Error | 135 | D | D / 134 | |
| Total | 139 | | | |

Table 2. Analysis of variance.

| Source of Variation | df | MS | F |
|---------------------|-----|----|---------------|
| Treatment | 1 | A | MS_A / MS_D |
| Sex | 1 | B | MS_B / MS_D |
| Interaction | 1 | C | MS_C / MS_D |
| Error | 136 | D | |
| Total | 139 | | |

scores for each group. F-values were derived for each of the sources of variation as indicated by Table 2.

Hypotheses

In the Purpose of the Study it was stated that the principal concern was to investigate the effect of trained peer counselors on the personal growth of freshman college students. The major null hypotheses to be tested using each of the 14 scales of the OPI were designed to correspond to the questions raised in Chapter I.

1. There is no significant difference in personal growth of students with trained peer counselors and those students without trained peer counselors.
2. There is no significant difference in personal growth of men and women students.
3. There is no significant interaction effect between the two main effects, the treatment and the sex of the student, with respect to personal growth.

A secondary purpose of the study was to analyze the academic achievement of the four groups as related to peer counseling. The secondary null hypotheses to be tested follow.

4. There is no significant difference in academic achievement of students with trained peer counselors and those students without trained peer counselors.

5. There is no significant difference in academic achievement of men and women students.
6. There is no significant interaction effect between the two main effects, the treatment and the sex of the student, with respect to academic achievement.

A third concern was possible factors affecting freshman perceptions of student residence hall assistants. The tertiary null hypotheses to be tested follow.

7. There is no significant difference in freshman student ratings of those dormitory assistants with training and those without training.
8. There is no significant difference in male and female student ratings of dormitory assistants.
9. There is no interaction effect between the sex of the student rater and the availability of trained peer counseling, with respect to the rating of dormitory assistants.

Instruments

The Omnibus Personality Inventory is a standardized instrument designed to measure personal characteristics of a variety of students enrolled in college and to provide a means for assessing change in these students. The inventory is composed of 385 true-false items which the student is instructed to answer on a separate answer sheet. The time requirement is 60 minutes.

The present form, F, is the result of seven years of development by the staff at the Berkeley Center for the Study of Higher Education, University of California. The theoretical basis for the test as described by the authors Heist and Yonge (1968) includes the developmental nature of man and the social context in which current behavior occurs and growth and development take place. The norms of the OPI are based on a sample of 7,000 entering freshmen at 37 diverse institutions of higher education.

The standard scores have a mean of 50 and a standard deviation of 10. When looking at the profile of scores one must remember the definition of a high score or low is relative to the group he is being compared with. When using the normative table, standard scores of 60 or above can be considered sufficiently high for the essence of the respective definition to apply. Scores of 70 or above are even more closely characterized by the description of the scales as given in the manual.

The following scales have been selected by the investigator for arriving at an evaluation of personal growth of freshman students.

Definition of the Omnibus Personality Inventory Scales

Thinking Introversion (TI) demonstrates a liking for reflective thought and academic endeavors, an interest in dealing with abstract ideas.

Theoretical Orientation (TO) measures interest in scientific concerns, tendencies to approach problems and situations in a logical, analytical, and critical way.

Estheticism (ES) indicates a high level of sensitivity and response to esthetic stimulation.

Complexity (CO) reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena; an ability to deal with ambiguity.

Autonomy (AU) measures the characteristic of liberal, non-authoritarian thinking and a need for independence.

Religious Orientation (RO) measures views of religious beliefs and practices. The direction of scoring on this scale as well as the Anxiety Level scale is different from the others in that a low score indicates more evidence of the trait being measured.

Social Extroversion (SE) reflects the preferred style of relating to people in a social context.

Impulse Expression (IE) shows the general readiness to express impulses and seek gratification.

Personal Integration (PI) assesses the extent of attitudes and behaviors that characterize socially alienated or emotionally disturbed persons.

Anxiety Level (AL) measures feelings and symptoms of anxiety.

Altruism (AM) reflects the concern for the feelings and welfare of other people, the kinds of interpersonal relationships he is capable of having.

Practical Outlook (PO) measures the criterions of authoritarianism, conservatism, and non-intellectual interests.

Masculinity-Femininity (MF) assesses differences in attitudes and interests between college men and women.

Response Bias (RB) represents an approach to assessing the student's test taking attitudes.

Reliability of the Omnibus Personality Inventory

The manual gives three separate estimates of the reliability of the OPI, each based on a different sample. Internal consistency coefficients were arrived at using both the Kuder-Richardson Formula 21 and the Spearman Brown corrected split-half method. The test-retest values were computed using Pearson Product Moment and reporting a time interval of three to four weeks as shown in Table 3.

Validity of the Omnibus Personality Inventory

Correlation of the OPI with other standardized instruments forms the core of the validation studies. Tables of correlation of

Table 3. Estimates of reliability for the OPI scales.

| Scale | Internal Consistency | | | | | | Test-Retest ^a | | | | | | | | | |
|-------|--|------|------|--------------------------------------|------|------|-------------------------------------|-------------------|-----------------|-------------------|-----------------|--|-------------------|-----------------|-------------------|-----------------|
| | Freshmen at 37 colleges ^b (n = 7283) | | | Freshmen at one college (n = 400) | | | Women at three colleges (n = 67) | | | | | Upperclassmen at one college (n = 71) | | | | |
| | r _{tt} ^c | Mean | SD | r _{tt} ^d | Mean | SD | r ₁₂ | Mean ₁ | SD ₁ | Mean ₂ | SD ₂ | r ₁₂ | Mean ₁ | SD ₁ | Mean ₂ | SD ₂ |
| TI | .85 | 25.3 | 7.9 | .86 | 25.2 | 8.1 | .94 | 30.0 | 8.1 | 30.1 | 8.0 | .89 | 23.9 | 7.6 | 23.4 | 8.0 |
| TO | .78 | 19.6 | 5.7 | .80 | 21.3 | 5.4 | .84 | 20.9 | 4.9 | 21.6 | 5.8 | .87 | 17.3 | 5.0 | 17.1 | 5.7 |
| Es | .82 | 12.2 | 5.2 | .84 | 11.3 | 5.0 | .89 | 14.7 | 4.9 | 15.7 | 5.0 | .89 | 11.3 | 4.9 | 11.3 | 5.6 |
| Co | .76 | 15.3 | 5.5 | .73 | 14.8 | 5.0 | .91 | 17.7 | 6.2 | 18.1 | 6.3 | .93 | 14.5 | 5.2 | 15.0 | 5.8 |
| Au | .86 | 23.4 | 8.4 | .82 | 24.9 | 7.1 | .88 | 28.1 | 7.5 | 28.9 | 8.3 | .87 | 28.8 | 6.0 | 28.9 | 6.6 |
| RO | .86 | 11.8 | 6.2 | .91 | 13.7 | 6.1 | .92 | 14.3 | 5.7 | 14.4 | 6.3 | .91 | 12.4 | 5.4 | 12.8 | 5.4 |
| SE | .83 | 23.4 | 7.1 | .88 | 23.0 | 7.3 | .87 | 22.6 | 6.8 | 21.7 | 7.4 | .92 | 23.2 | 7.3 | 22.7 | 7.7 |
| IE | .83 | 25.6 | 8.9 | .82 | 25.5 | 8.9 | .87 | 23.2 | 9.1 | 23.7 | 9.6 | .93 | 26.2 | 10.2 | 26.4 | 11.0 |
| PI | .89 | 29.9 | 10.5 | .91 | 32.3 | 10.2 | .87 | 33.7 | 9.4 | 34.7 | 10.2 | .91 | 36.7 | 11.1 | 35.9 | 12.1 |
| AL | .82 | 12.3 | 4.6 | .84 | 13.0 | 4.4 | .79 | 13.8 | 4.0 | 13.8 | 4.6 | .84 | 13.6 | 4.5 | 13.3 | 4.7 |
| Am | .74 | 20.8 | 5.6 | .83 | 19.6 | 5.7 | .81 | 24.4 | 4.7 | 23.8 | 4.6 | .90 | 23.4 | 5.9 | 23.0 | 6.0 |
| PO | .84 | 14.8 | 6.4 | .79 | 14.2 | 5.5 | .89 | 9.8 | 5.6 | 10.1 | 6.0 | .89 | 13.8 | 4.8 | 13.5 | 5.4 |
| MF | .73 | 28.4 | 7.1 | .76 | 31.0 | 7.3 | .87 | 24.6 | 5.6 | 24.8 | 5.6 | .88 | 28.0 | 6.5 | 28.2 | 6.7 |
| RB | .67 | 13.4 | 4.4 | .65 | 14.2 | 4.2 | .84 | 14.9 | 4.2 | 14.9 | 4.2 | .86 | 12.7 | 4.5 | 12.6 | 4.6 |

^aThe time interval between the two test administrations was between three and four weeks for all students.

^bNormative sample.

^cBased on Kuder-Richardson Formula 21.

^dSplit-half correlation corrected by Spearman-Brown formula.

the OPI scales with other inventories and tests of abilities, along with other validity data are given in the manual.

Thinking Introversion has a correlation of .47 with the Esthetic scale and -.63 with the Economics scale of the Allport, Vernon, and Lindzey Study of Values and a correlation of .68 between Ti and Thoughtfulness on the Guilford-Zimmerman Temperament Survey (G-ZTS).

Theoretical Orientation has a substantial correlation with the Study of Values Theoretical scale (.62), a correlation with Measure of Problem Solving Ability (.53) as well as with the Mathematical test (.46) from the CEEB Scholastic Aptitude Test.

Estheticism correlates .36 with the Creative Personality measure and .47 with the Humanities Interest measure of the Opinion, Attitude, and Interest Survey (OAIS).

Complexity correlates moderately (.44) with Construct Complexity from CEEB Scholastic Aptitude Test and -.33 with the measure of a need for Order in the Edwards Personal Preference Schedule (EPPS).

Autonomy has a correlation of .47 with a need for Autonomy along with correlates of need for Affiliation (-.39), need for Deference (-.32), and need for Succorance (-.34), all from the EPPS.

Religious Orientation has a correlational statistic of -.66 with the Study of Values Religious score.

Social Extroversion correlates .42 with General Activity, .68 with Ascendancy, and .84 with Sociability scales of the G-ZTS.

Impulse Expression correlates negatively for both sexes with the California Personality Inventory (CPI) subtests assessing Self-Control, Socialization, Responsibility, and Good Impression. Also, the measure correlates with the CPI scales of Sense of Well-Being and Social Presence.

Personal Integration correlates with the OASIS scales of Social Adjustment (.52), Emotional Adjustment (.72), and Social Science Interest (.43).

Anxiety Level correlates were very similar to those for Personal Integration. There is a correlation of .69 and .65 for men and women respectively between AI and PI.

Altruism correlates with the Study of Value scales of Economics (-.48) and Social (.46), indicating the interpretation of the altruistic person as orientated not toward personal gains, but maintaining a concern for the welfare of his fellow man.

Practical Outlook correlates positively (.62) with the Economics scale and negatively (-.42) with the Aesthetic scale in the Study of Values, giving strength to it as a measure of utilitarian or practical orientation.

The Masculinity-Femininity correlation with the six Study of Value scales, Theoretical (.55), Economic (.45), Political (.32),

Aesthetic (-.46), Social (-.45), and Religious (-.29), indicates that the measure is in line with the derived interests or cultural stereotypes of masculine and feminine sex roles.

The Counselor Effectiveness Scale (see Appendix F) has been used frequently in micro-training (Ivy, 1971) primarily to measure client attitudes toward their counselor. It is a 25 item semantic-differential scale developed and still under study by Ivy, Miller, Morrill, and Normington (Ivy, 1971).

Reliability and Validity of the Counselor Effectiveness Scale

Parallel form reliability between forms 1 and 2 of the scale yielded a coefficient of +.975 and inter-rater reliability is reported to be significant at the .001 confidence level.

Initial validity studies using two radically different models of counselors rated by undergraduate students yielded a significant difference at the .001 level between the two means of both forms. Ivy says that the scale is a "promisingly reliable and valid instrument. It seems tenable to apply this scale to experimental work" (p. 183).

The three areas of concern to this study were personal growth, academic achievement, and freshman perceptions of trained peer counselors and untrained student assistants. The OPI post-test group means were adjusted for group differences in the pre-test

means and an analysis of differences among the four groups was conducted using the statistical tool, analysis of covariance. The same procedure was used in looking at academic achievement. The second term cumulative grade point average means were adjusted for differences in the ability index means for each group. An analysis was then made of the differences among Groups I, II, III, and IV. Freshman perceptions of the upperclassmen living in the freshman halls were measured using the CES. Each of the 20 adjectives was examined individually. The total CES score was also considered. Each of the questions asked in Chapter I are considered in the following chapter.

CHAPTER IV

ANALYSIS OF THE DATA

The primary purpose of the study was to investigate the effect of trained peer counselors on the personal growth of freshman college students who reside in residence halls. A secondary concern was the academic achievement of the four groups with respect to peer counseling. A tertiary concern was an analysis of possible factors affecting freshman perceptions of student assistants in the residence halls.

Freshman college students in Experimental Groups I and II had trained peer counselors living in the wings of their residence halls. The Control Groups III and IV did not have trained peer counselors available to them.

Hypothesis Number One

There is no significant difference in personal growth of students with trained peer counselors and those students without trained peer counselors.

An analysis of covariance for each OPI scale score revealed that there was no difference in the personal growth of those freshman students who had available to them trained peer counselors and those freshman students who did not. The post-test scores of the OPI were adjusted in relation to the pre-test scores of the OPI. This is a

statistical control for variations in the independent variable (e.g., pre-test score). The post-test means of the four groups for each of the 14 scales of the OPI were tested for differences in the dependent variable, personal growth, as measured by those scores of the OPI.

Table 4 shows the adjusted mean scores for the experimental and the control groups and the corresponding F-value for each scale score. An F-value (1, 135) of 3.92, $p < .05$ was necessary to reject the null hypothesis. No measure of change was significant. Table 5 shows a comparison of the pre- and post-test score means of the two groups.

Hypothesis Number Two

There is no significant difference in personal growth of men and women students.

Table 6 indicates that the second null hypothesis was rejected for the traits of Thinking Introversion, Theoretical Orientation, Personal Integration, Altruism, and Masculinity-Femininity. This means that differences between men and women students were found to exist in these personality characteristics.

The mean score of Thinking Introversion decreased for freshman women and increased for freshman men. The adjusted mean score for men is higher at the .01 level of significance. Freshman men reported that they engaged in more scholarly and reflective thinking than the freshman women students.

Table 4. Adjusted mean scores for the Omnibus Personality Inventory scales for experimental and control groups.

| OPI scales | Adjusted means | | F-value |
|-------------------------|-----------------------|--------------------|---------|
| | Experimental I, II | Control III, IV | |
| Thinking Introversion | 43.48 | 43.17 | 0.09 |
| Theoretical Orientation | 42.64 | 41.46 | 1.09 |
| Estheticism | 47.59 | 48.38 | 0.47 |
| Complexity | 47.68 | 45.96 | 2.03 |
| Autonomy | 46.69 | 46.30 | 0.19 |
| Religious Orientation | 40.34 | 39.67 | 0.75 |
| Social Extroversion | 47.89 | 49.61 | 2.31 |
| Impulse Expression | 46.31 | 47.42 | 0.73 |
| Personal Integration | 54.77 | 54.03 | 0.32 |
| Anxiety Level | 52.24 | 52.03 | 0.03 |
| Altruism | 51.31 | 51.62 | 0.08 |
| Practical Outlook | 51.21 | 52.09 | 0.92 |
| Masculinity-Femininity | 48.67 | 47.10 | 2.71 |
| Response Bias | 49.67 | 49.02 | 0.02 |

Tabular F (1, 135) = 3.92, $p < .05$.

Table 5. Pre- and post-test mean scores for the Omnibus Personality Inventory scales for the experimental and control groups.

| OPI scales | Experimental I, II | | Control III, IV | |
|-------------------------|--------------------|-----------|-----------------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test |
| Thinking Introversion | 42.41 | 43.11 | 43.40 | 43.54 |
| Theoretical Orientation | 41.96 | 42.13 | 43.47 | 41.97 |
| Estheticism | 45.76 | 47.01 | 47.46 | 48.96 |
| Complexity | 44.11 | 47.30 | 45.46 | 46.31 |
| Autonomy | 44.03 | 46.66 | 44.11 | 46.33 |
| Religious Orientation | 39.37 | 40.29 | 39.60 | 39.73 |
| Social Extroversion | 46.87 | 47.54 | 47.87 | 49.96 |
| Impulse Expression | 42.93 | 45.41 | 45.76 | 48.31 |
| Personal Integration | 53.86 | 55.10 | 52.87 | 53.70 |
| Anxiety Level | 52.59 | 52.39 | 52.11 | 51.89 |
| Altruism | 50.96 | 51.41 | 50.66 | 51.51 |
| Practical Outlook | 53.41 | 51.46 | 52.76 | 51.84 |
| Masculinity-Femininity | 47.70 | 48.51 | 48.26 | 47.26 |
| Response Bias | 49.50 | 50.31 | 47.63 | 48.37 |

Table 6. Adjusted mean scores for the Omnibus Personality Inventory scales for men and women freshman students.

| OPI scales | Adjusted means | | F-value |
|-------------------------|----------------|-----------------|----------|
| | Men I, III | Women II, IV | |
| Thinking Introversion | 44.82 | 41.84 | 8.70*** |
| Theoretical Orientation | 43.34 | 40.76 | 4.68** |
| Estheticism | 47.65 | 48.32 | 0.33 |
| Complexity | 47.98 | 45.63 | 3.85* |
| Autonomy | 45.95 | 47.04 | 1.44 |
| Religious Orientation | 39.88 | 40.14 | 0.11 |
| Social Extroversion | 48.02 | 49.48 | 1.67 |
| Impulse Expression | 47.94 | 45.79 | 2.53 |
| Personal Integration | 52.99 | 55.81 | 4.49** |
| Anxiety Level | 51.78 | 52.49 | 0.29 |
| Altruism | 50.45 | 52.47 | 3.12** |
| Practical Outlook | 51.61 | 51.69 | 0.01 |
| Masculinity-Femininity | 49.70 | 46.07 | 11.89*** |
| Response Bias | 49.93 | 48.76 | 0.82 |

Tabular F (1, 135) = 3.92, $p < .05$.

*
 $p < .10$.

**
 $p < .05$.

 $p < .01$.

The F-value for Theoretical Orientation indicates a difference in the logical, critical thinking process between men and women students. The adjusted mean score for men is higher than that for women.

The adjusted mean score for Personal Integration shows the freshman women to be significantly higher in this trait. This means the women admitted to fewer attitudes and behaviors that characterize socially alienated or emotionally disturbed persons.

The scale score of Altruism shows freshman women students increasing their concern for others more than the men as well as obtaining a significant adjusted mean score.

Finally, the Masculinity-Femininity scale results show little change in men and women freshmen. A statistical difference between the adjusted mean scores indicates men to have reported typically masculine interests and women typically feminine interests. The pre- and post-test mean scale scores of men and women freshman students are delineated in Table 7.

Hypothesis Number Three

There is no significant interaction effect between the two main effects, the treatment and the sex of the student, with respect to personal growth.

In examining hypothesis number three, interaction is indicated only for the scale of Practical Outlook (see Table 8). This implies the sex of the college freshman does make a difference in the effect of peer counseling on Practical Outlook, as a measure of personal

Table 7. Pre- and post-test mean scores for the Omnibus Personality Inventory scales for men and women freshman students.

| OPI scales | Men I, III | | Women II, IV | |
|-------------------------|------------|-----------|--------------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test |
| Thinking Introversion | 43.34 | 45.14 | 42.47 | 41.51 |
| Theoretical Orientation | 45.57 | 45.27 | 39.86 | 38.83 |
| Estheticism | 45.11 | 46.64 | 48.10 | 49.33 |
| Complexity | 46.30 | 48.77 | 43.27 | 44.84 |
| Autonomy | 45.50 | 47.03 | 42.64 | 45.96 |
| Religious Orientation | 39.80 | 40.13 | 39.17 | 39.99 |
| Social Extroversion | 46.50 | 47.41 | 48.24 | 50.09 |
| Impulse Expression | 47.31 | 49.81 | 41.37 | 43.91 |
| Personal Integration | 52.93 | 52.70 | 53.80 | 56.10 |
| Anxiety Level | 51.87 | 51.49 | 52.83 | 52.79 |
| Altruism | 48.46 | 48.74 | 53.16 | 54.19 |
| Practical Outlook | 52.70 | 51.31 | 53.47 | 51.99 |
| Masculinity-Femininity | 51.77 | 51.79 | 44.18 | 43.99 |
| Response Bias | 48.72 | 50.04 | 44.19 | 48.64 |

Table 8. Adjusted interaction mean scores for the Omnibus Personality Inventory scales for the experimental and control groups.

| | <u>Experimental groups</u> | | <u>Control groups</u> | | F - value |
|-------------------------|----------------------------|-------|-----------------------|-------|-----------|
| | I | II | III | IV | |
| Thinking Introversion | 44.62 | 45.01 | 42.34 | 41.34 | 0.48 |
| Theoretical Orientation | 44.32 | 42.35 | 40.96 | 40.57 | 0.49 |
| Estheticism | 47.39 | 47.91 | 47.79 | 48.85 | 0.05 |
| Complexity | 48.92 | 47.05 | 46.38 | 44.88 | 0.02 |
| Autonomy | 46.13 | 45.76 | 47.25 | 46.83 | 0.00 |
| Religious Orientation | 40.18 | 39.58 | 40.51 | 39.77 | 0.01 |
| Social Extroversion | 47.20 | 48.84 | 48.58 | 50.38 | 0.01 |
| Impulse Expression | 47.29 | 48.59 | 45.32 | 46.25 | 0.02 |
| Personal Integration | 52.30 | 53.69 | 57.24 | 54.37 | 2.55 |
| Anxiety Level | 52.49 | 51.08 | 51.99 | 52.99 | 0.86 |
| Altruism | 50.04 | 50.86 | 52.57 | 52.38 | 0.20 |
| Practical Outlook | 52.57 | 50.94 | 50.14 | 53.24 | 5.79** |
| Masculinity-Femininity | 50.99 | 48.41 | 46.35 | 45.80 | 1.13 |
| Response Bias | 50.86 | 49.00 | 48.48 | 49.04 | 0.87 |

Tabular F (1, 135) = 3.92, $p < .05$.

**
 $p < .05$.

growth. Because the null hypothesis for both main effects was retained (meaning separately neither the availability of peer counselors nor the sex of the student affected the Practical Outlook scale score), but the interaction null hypothesis was rejected, plotting was necessary to find the nature of the interaction. Figure 2 shows the interaction to be disordinal. This means the counseled females scored lower than the non-counseled females while the counseled males scored higher than the non-counseled males. The counseled females reported themselves to be less authoritarian, more accepting, more philosophical in their thinking while the non-counseled females were more inclined to want structure and order and to be more conservative. The converse was true for the men. The counseled male group was more structured and practical while the non-counseled male group was more philosophical and less opinionated.

Hypothesis Number Four

There is no significant difference in academic achievement of students with trained peer counselors and those students without trained peer counselors.

Table 9 shows the process of deriving the F-value for each of the sources of variation concerning academic achievement. Because the computed F-value of .372 is less than the tabular F-value $(1, 135) = 3.92$, $p < .05$ the null hypothesis was retained. The

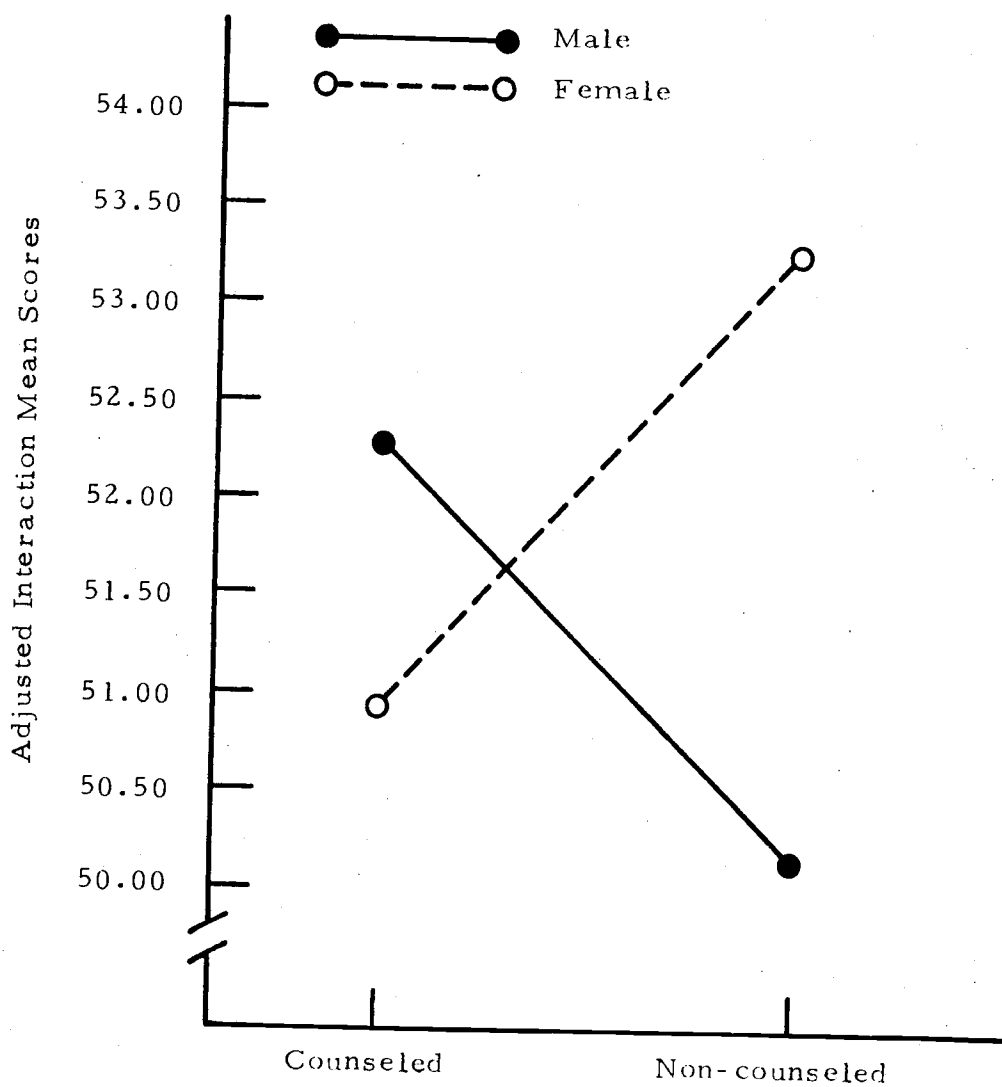


Figure 2. Interaction effect of Practical Outlook scale of the Omnibus Personality Inventory.

Table 9. Analysis of covariance for academic achievement.

| Source of Variation | Adjusted data | | | F-value |
|---------------------|---------------|---------|--------|---------|
| | df | SS | MS | |
| Treatment | 1 | 0.2553 | 0.2553 | 0.37 |
| Sex | 1 | 5.5498 | 5.5498 | 8.10*** |
| Interaction | 1 | 0.8571 | 0.8571 | 1.231 |
| Error | 135 | 92.4684 | 0.6850 | |

Tabular F (1, 135) = 3.92, $p < .05$.

 $p < .01$.

Table 10. Pre-, post-, and adjusted mean z-scores for academic achievement.

| Groups | Mean z-scores | | |
|--------------------------------|---------------|-------|----------|
| | Pre- | Post- | Adjusted |
| Groups I, II (counseled) | .1731 | .1074 | .1623 |
| Groups III, IV (non-counseled) | .3590 | .3030 | .2482 |
| Groups I, III (male) | .3633 | .1689 | .0049 |
| Groups II, IV (female) | .1689 | .3481 | .4055 |

availability of peer counselors had no effect on academic achievement of freshman students.

Table 10 illustrates the pre-, post-, and adjusted mean z-scores for Experimental Groups I and II and for Control Groups III and IV. Both groups showed increases in the post-mean scores.

Hypothesis Number Five

There is no significant difference in academic achievement of men and women students.

College freshman men and women students do differ in their academic achievements. A statistical difference was found at the .01 level of significance (see Table 9). The adjusted z-score means of academic achievement found in Table 10 show freshman women to achieve more highly than freshman men.

Hypothesis Number Six

There is no significant interaction effect between the two main effects, the treatment and the sex of the student, with respect to academic achievement.

The sex of the freshman student does not make a difference in the effect of peer counseling on academic achievement. There is no difference among the four groups regarding academic achievement. This null hypothesis was retained because of an insufficient computed F-value (see Table 9).

Hypothesis Number Seven

There is no significant difference in student ratings of those dormitory assistants with training and those without training.

The seventh null hypothesis was tested first using the total score of the CES and then examining each of the 25 subscores separately. The null hypothesis testing the total score was rejected at the .01 level of significance (see Table 11). Counseling training of student assistants did affect freshman perceptions of those assistants as measured by the CES. The ratings of the peer counselors by those students in the experimental groups were significantly higher than the ratings of student assistants done by the control groups.

Differences in the freshman ratings were found in 14 of the 25 individual subscores of the CES (see Table 11). The trained peer counselors were found to be more sensitive, more relevant, less hesitant, more skilled, more attentive, more interesting, more cheerful, more intelligent, more enthusiastic, more colorful, more formed, deeper, more careful, and more polite. Three items, relevance, skill, and confidence were found to be statistically different at the .01 level of significance.

Table 11. Mean scores for the Counselor Effectiveness Scale for the experimental and control groups.

| CES subscores | Mean scores | | F-value |
|------------------------------|-----------------------|--------------------|----------|
| | Experimental I, II | Control III, IV | |
| Total | 144.60 | 133.94 | 8.06*** |
| Sensitive-insensitive | 5.34 | 4.89 | 4.83** |
| Relevant-irrelevant | 5.57 | 4.93 | 10.43*** |
| Nervous-calm | 5.96 | 5.73 | 1.17 |
| Confident-hesitant | 5.91 | 5.36 | 5.64** |
| Skilled-unskilled | 5.67 | 5.06 | 9.21*** |
| Attentive-unattentive | 5.56 | 5.01 | 4.81** |
| Comfortable-uncomfortable | 5.94 | 5.53 | 3.70* |
| Interesting-dull | 5.83 | 5.27 | 6.18** |
| Confused-sensible | 5.81 | 5.43 | 2.86 |
| Confident-doubts his ability | 5.96 | 5.69 | 1.64 |
| Gloomy-cheerful | 6.19 | 5.69 | 8.20*** |
| Calm-jittery | 6.01 | 5.91 | 0.25 |
| Intelligent-unintelligent | 6.07 | 5.57 | 6.06** |
| Irresponsible-responsible | 5.93 | 5.56 | 2.31 |
| Sincere-insincere | 6.23 | 5.86 | 3.72* |
| Apathetic-enthusiastic | 5.70 | 5.16 | 6.40** |
| Tense-relaxed | 5.70 | 5.53 | 0.77 |
| Colorful-colorless | 5.47 | 4.99 | 5.15** |
| Boring-interesting | 5.64 | 5.21 | 3.83* |
| Formed-formless | 5.40 | 4.87 | 4.96** |
| Unreal-real | 5.83 | 5.63 | 1.03 |
| Sociable-unsociable | 5.86 | 5.37 | 3.49* |
| Shallow-deep | 5.10 | 4.67 | 4.00** |
| Careless-careful | 5.74 | 5.31 | 4.61** |
| Polite-rude | 6.17 | 5.73 | 4.81** |

Tabular F (1, 136) = 3.92, $p < .05$.

* $p < .10$.

** $p < .05$.

*** $p < .01$.

Hypothesis Number Eight

There is no significant difference in male and female student ratings of dormitory assistants.

The null hypothesis for the total score of the CES was retained.

Men and women students did not perceive their assistants differently as measured by the collapsed CES means. Table 12 indicates that six of the subscores were discriminators between men and women student perceptions. Women students reported their dormitory assistants to be more confident, more cheerful, more enthusiastic, more colorful, more interesting, and more sociable than the male dormitory assistants were reported to be. Enthusiasm, color, and interest were found to be significant at the .01 level.

Hypothesis Number Nine

There is no interaction effect between the sex of the student rater and the availability of trained peer counseling, with respect to the rating of dormitory assistants.

This null hypothesis was retained for the total score of the CES and for 22 of the 25 subscores. This implies that in general the sex of the student did not make a difference in the way the trained peer counselor and the untrained student assistant were perceived. Interaction was found for the descriptors of Responsibility, Realness, and Color. This means the sex of the student did

Table 12. Mean scores for the Counselor Effectiveness Scale for men and women freshman students.

| CES subscores | Mean scores | | F-value |
|------------------------------|---------------|-----------------|----------|
| | Men I, III | Women II, IV | |
| Total | 135.81 | 142.73 | 3.39* |
| Sensitive-insensitive | 5.16 | 5.07 | 0.17 |
| Relevant-irrelevant | 5.19 | 5.31 | 0.42 |
| Nervous-calm | 5.77 | 5.91 | 0.46 |
| Confident-hesitant | 5.39 | 5.89 | 4.54** |
| Skilled-unskilled | 5.24 | 5.49 | 1.44 |
| Attentive-unattentive | 5.31 | 5.28 | 0.05 |
| Comfortable-uncomfortable | 5.56 | 5.91 | 2.75* |
| Interesting-dull | 5.37 | 5.73 | 2.54* |
| Confused-sensible | 5.00 | 5.74 | 1.13 |
| Confident-doubts his ability | 5.67 | 5.97 | 2.01 |
| Gloomy-cheerful | 5.73 | 6.14 | 5.63** |
| Calm-jittery | 5.86 | 6.07 | 1.13 |
| Intelligent-unintelligent | 5.86 | 5.79 | 0.12 |
| Irresponsible-responsible | 5.60 | 5.89 | 1.36 |
| Sincere-insincere | 5.97 | 6.11 | 0.55 |
| Apathetic-enthusiastic | 5.06 | 5.80 | 11.98*** |
| Tense-relaxed | 5.61 | 5.61 | 0.00 |
| Colorful-colorless | 4.90 | 5.56 | 9.43*** |
| Boring-interesting | 5.13 | 5.73 | 7.51*** |
| Formed-formless | 4.97 | 5.30 | 1.92 |
| Unreal-real | 5.54 | 5.91 | 3.55* |
| Sociable-unsociable | 5.33 | 5.90 | 4.83** |
| Shallow-deep | 4.79 | 4.99 | 0.87 |
| Careless-careful | 5.41 | 5.64 | 1.31 |
| Polite-rude | 5.90 | 6.00 | 0.25 |

Tabular F (1, 136) = 3.92, $p < .05$.

* $p < .10$.

** $p < .05$.

*** $p < .01$.

make a difference in the way the trained peer counselor and the untrained student assistant were perceived in these three areas.

Because the main effects null hypotheses were retained for the subscores of Responsibility and Realness, plotting was necessary to determine the kind of interaction present. Figure 3 shows the interaction for the subscore Responsibility to be disordinal.

Counseled women saw their peer counselors as more responsible than the non-counseled women. There was little difference between counseled and non-counseled men's perceptions of their assistants for the subscore of Responsibility. The characteristic of Realness was found to be disordinal also (see Figure 4). Women with trained peer counselors reported them to be more real than those with untrained student assistants. The men students reported little difference.

Both main effect null hypotheses were rejected for the subscale of Color. A difference was found between counseled and non-counseled freshmen and between men and women students. Ranking the mean scores and comparing the adjacent means using the Test of Least Significant Difference shows evidence that members of Group III (non-counseled males) see their student assistants as the least colorful of the four groups. There is no difference between the means of Groups I, II, and IV (see Table 13).

Each question asked in Chapter I regarding freshman students was subjected to statistical analysis. While there was no evidence

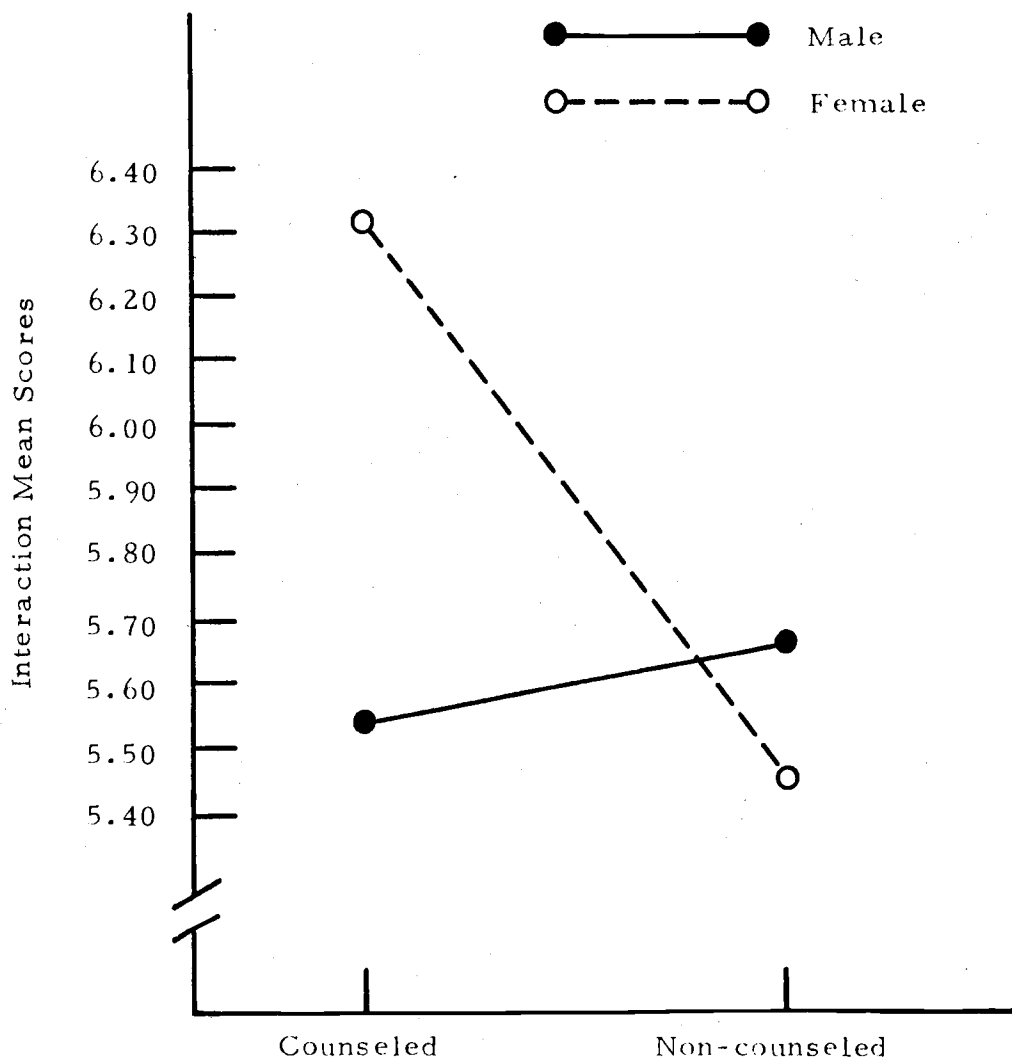


Figure 3. Interaction effect of Responsibility subscore of the Counselor Effectiveness Scale.

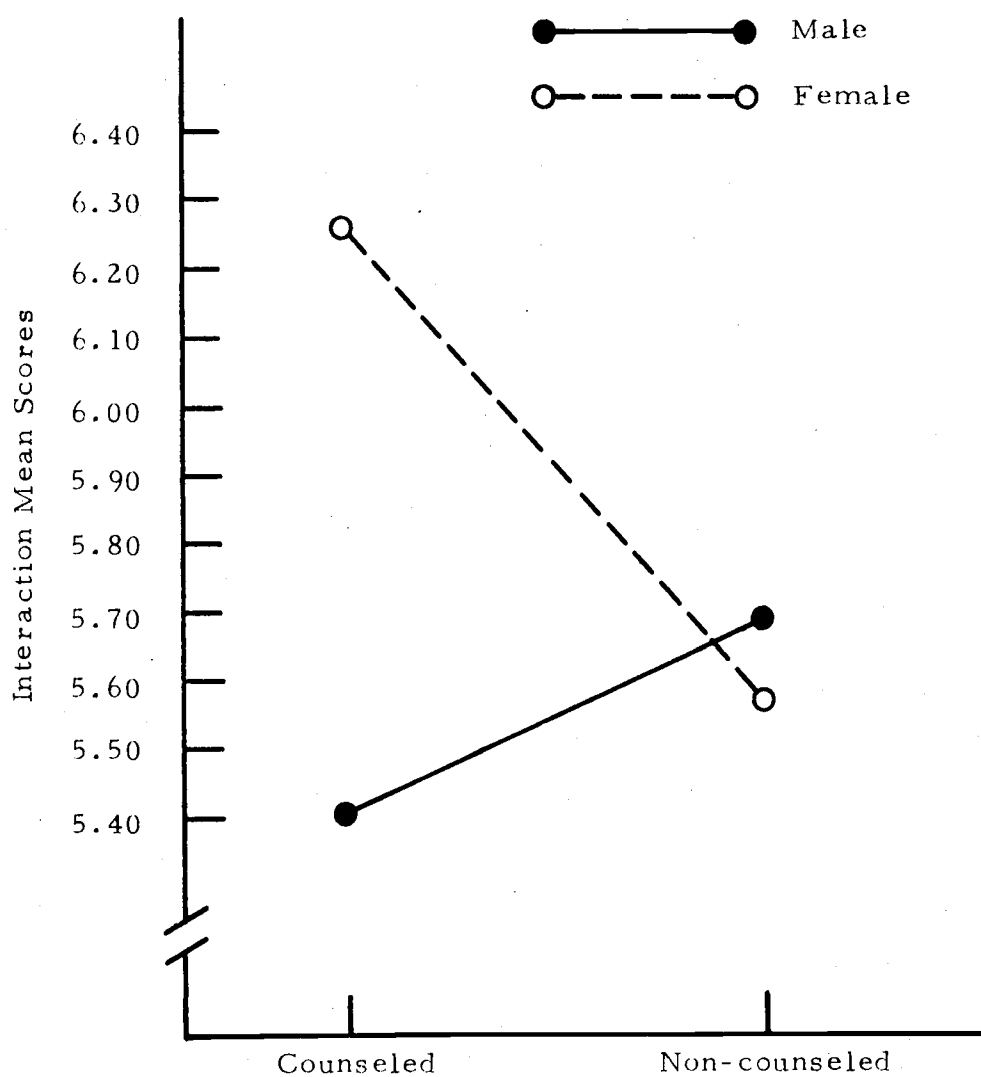


Figure 4. Interaction effect of Realness subscore of the Counselor Effectiveness Scale.

Table 13. Interaction mean scores for the Counselor Effectiveness Scale for the experimental and control groups.

| CES subscores | <u>Experimental groups</u> | | <u>Control groups</u> | | F-value |
|------------------------------|----------------------------|--------|-----------------------|--------|---------|
| | I | II | III | IV | |
| Total | 139.11 | 150.09 | 132.51 | 135.37 | 1.17 |
| Sensitive-insensitive | 5.31 | 5.37 | 5.00 | 4.77 | 0.47 |
| Relevant-irrelevant | 5.37 | 5.77 | 5.00 | 4.86 | 1.86 |
| Nervous-calm | 5.77 | 6.14 | 5.77 | 5.69 | 1.17 |
| Confident-hesitant | 5.74 | 6.09 | 5.03 | 5.69 | 0.45 |
| Skilled-unskilled | 5.51 | 5.83 | 4.97 | 5.14 | 0.12 |
| Attentive-unattentive | 5.46 | 5.66 | 5.17 | 4.86 | 1.08 |
| Comfortable-uncomfortable | 5.74 | 6.14 | 5.37 | 5.69 | 0.04 |
| Interesting-dull | 5.63 | 6.03 | 5.11 | 5.43 | 0.04 |
| Confused-sensible | 5.66 | 5.97 | 5.34 | 5.51 | 0.10 |
| Confident-doubts his ability | 5.71 | 6.20 | 5.63 | 5.74 | 0.79 |
| Gloomy-cheerful | 5.91 | 6.46 | 5.54 | 5.83 | 0.54 |
| Calm-jittery | 5.74 | 6.29 | 5.97 | 5.86 | 2.66 |
| Intelligent-unintelligent | 5.91 | 6.23 | 5.80 | 5.34 | 3.61* |
| Irresponsible-responsible | 5.54 | 6.31 | 5.66 | 5.46 | 3.94** |
| Sincere-insincere | 6.00 | 6.46 | 5.94 | 5.77 | 2.66 |

(Continued on next page)

Table 13. (Continued)

| CES subscores | <u>Experimental groups</u> | | <u>Control groups</u> | | F-value |
|------------------------|----------------------------|------|-----------------------|------|---------|
| | I | II | III | IV | |
| Apathetic-enthusiastic | 5.23 | 6.17 | 4.89 | 5.43 | 0.87 |
| Tense-relaxed | 5.66 | 5.74 | 5.57 | 5.49 | 0.19 |
| Colorful-colorless | 5.40 | 5.54 | 4.40 | 5.57 | 5.77** |
| Boring-interesting | 5.26 | 6.03 | 5.00 | 5.43 | 0.61 |
| Formed-formless | 5.17 | 5.63 | 4.77 | 4.97 | 0.29 |
| Unreal-real | 5.40 | 6.26 | 5.69 | 5.57 | 6.06** |
| Sociable-unsociable | 5.46 | 6.26 | 5.20 | 5.54 | 0.77 |
| Shallow-deep | 5.00 | 5.20 | 4.57 | 4.77 | 0.00 |
| Careless-careful | 5.49 | 6.00 | 5.34 | 5.29 | 2.05 |
| Polite-rude | 6.03 | 6.31 | 5.77 | 5.69 | 0.85 |

Tabular F (1, 136) = 3.92, $p < .05$.

* $p < .10$.

** $p < .05$.

of differences in the four groups regarding personal growth, certain differences were evident in the freshman perceptions of the peer counselors and student assistants as well as in the academic achievement of men and women students. Chapter V includes a discussion of the implications of these findings.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This study has made assumptions regarding the effect of trained peer counselors with regards to college freshman students. A review of the relevant literature has been made, including the areas of peer counseling, personal growth, and group counseling as related to the college setting. An experimental project was designed to test the assumptions made by the investigator. The results of this study have established to some degree that the assumptions are valid.

Summary

As the freshman student approaches college, he finds himself on the threshold of new adjustments. While these adjustments are made easily by some students, others need help. The freshman needs an available source of accurate information, support, and at times counsel. For the boarding student the residence hall provides opportunity for such guidance through trained peer counseling. Because freshmen do turn to peers for advice and counsel, would it not be beneficial to have peers available who are trained in providing such assistance?

A search of the literature revealed that the use of peer counselors has generally been reported to have positive effects. Peer counselors expand the services of available professionals through special skills and identification with peers. Most peer counselor responsibilities center around dormitories where the paraprofessional serves as a liaison between students and the full time staff. Peer counselors assure wider and earlier guidance contact with freshmen and counteract indiscriminate advising of freshmen by upperclassmen.

The primary thrust of this study was to investigate the effect of trained peer counselors on the personal growth of freshman college students and the interaction of the peer counseling with the sex of the student. This effectiveness was measured and analyzed by a statistical examination of the adjusted mean scores of each of the 14 scales of the OPI for each of the four groups.

An attempt was made to measure student perceptions of peer counselors and student assistants as well as to determine differences between those perceptions held of trained peer counselors and those held of untrained student assistants, using the CES. The total CES score was used along with each of the 25 individual subscores.

Finally, an analysis was made of the academic achievement of each of the four groups by using previous indicators of academic achievement as covariants to the cumulative second term grade point average.

The questions asked in the study were:

1. Do peer counselors contribute to personal growth in freshman college students?
2. Does the sex of the student affect the personal growth of college freshmen?
3. Does the sex of college freshmen make a difference in the effect of peer counseling on personal growth?
4. Does the availability of peer counselors influence the academic achievement of freshman students?
5. Do college freshman men and women differ in their academic achievements?
6. Does the sex of the freshman student make a difference in the effect of peer counseling on academic achievement?
7. Does counseling training of student assistants affect freshman perceptions of those assistants?
8. Do freshman men and freshman women perceive their peer counselors and their student assistants differently?
9. Does the sex of the student make a difference in the way the trained peer counselor and the untrained student assistant is perceived?

The sample for this study was randomly selected from a population of college freshmen limited to those residence hall students who had graduated from high school not more than six

months prior to enrolling at Northwest Nazarene College in the 1975 fall term. Four specific groups were involved in the study: Male Experimental Group I, $n=35$; Female Experimental Group II, $n=35$; Male Control Group III, $n=35$; and Female Control Group IV, $n=35$.

The freshman residence halls were divided into two sections: one section having trained peer counselors available on all wings and the other section having student assistants in the wings. The two experimental groups, Groups I and II, lived in those wings where trained peer counselors were available. Peer counselors were on duty regular hours each evening for personal, social, and academic counseling. The two control groups, Group III and IV, lived in wings with student assistants.

Hypotheses One, Two, and Three were tested using a two way, fixed model, analysis of covariance. The pre-test mean scores of the OPI were used as the covariant for the post-test mean scores. The computed F-value determined whether or not there was significant difference among the groups being studied.

Hypotheses Four, Five, and Six were tested using a two way, fixed model, analysis of covariance, also. For this test the student's ability index, a z-score computed from the student's performance on several standardized mental ability tests, was used as the covariant to his second term cumulative grade point average.

Hypotheses Seven, Eight, and Nine were tested using a two way, fixed model, analysis of variance. The mean scores of the CES were examined to determine what differences, if any, were perceived by the freshman students in their peer counselors and student assistants. All hypotheses were stated in the null form; statistical significance was determined at the .05 confidence level.

Analysis of the data using the F statistic yielded certain results indicating differences among the four groups. Personal growth as measured by the OPI appears to be unaffected by the availability of trained peer counselors. There is indicated, however, a difference between men and women students on certain OPI scales. Men were found to be more scholarly, reflective, and critical in their thinking process while women reported themselves to be better adjusted emotionally and more caring of other people. The Masculinity-Femininity scale measured a difference in the interest of the two sexes.

While there was no difference in academic achievement between the experimental and control groups, there was a difference found between men and women students. Freshman women achieved more highly than freshman men.

The freshman ratings of their peer counselors and student assistants yielded differences as tested by Hypotheses Seven, Eight, and Nine. The trained peers were perceived more positively than

their non-trained counterparts. The peer counselors were found to be rated higher in 14 of the 25 areas measured by the CES. Freshman women saw their peer counselors and student assistants differently from the freshman men. The female peer counselors and student assistants were rated as more confident, cheerful, enthusiastic, colorful, interesting, and sociable than the male counterparts. The sex of the student did make a difference in the way the trained peer counselor and the student assistant were perceived in the areas of Responsibility, Realness, and Color. Counseled women (Group II) saw their peer counselors as most responsible and most real as compared to the other three groups. The non-counseled male group (Group III) reported their student assistants to be the least colorful of the four groups.

The results of the statistical analysis have allowed the investigator to make inferences about freshman students. The conclusions and discussion of these inferences follow after which recommendations are made for further investigations.

Conclusions and Discussion

The conclusions drawn from this study must be considered within the framework of the limitations outlined in Chapter I of this work.

1. The results of the study show that there is no difference in the personal growth between those freshmen with peer counselors and those freshmen without peer counselors. It is possible that the lack of measurable change is not the ineffectiveness of the peer counseling, but the inability of the instrument to assess growth change within a 25 week time span. A time lag often occurs between exposure to treatment and affective change. Therefore, a longer period of time may have yielded significant change in certain scales of the OPI.

A more structured dormitory program encouraging personal growth activities may have increased the strength of the directional changes measured by the OPI. Because peer counselor participation in the study was voluntary, it was difficult for the recommended group activities to be carried through consistently. If the total residence hall population had available to them regularly scheduled group experiences more growth might have been measurable.

2. The freshman men involved in the study appeared to be more analytical, philosophical, and scholarly in their thinking processes than the women. Conversely, the freshman women appeared to be less reflective in their thought processes and show an avoidance of dealing with ideas and abstractions.

They demonstrated fewer attitudes indicating lack of

self-awareness or emotional disturbance than the men. In addition the women were found to be more trusting, more caring, and more ethical.

3. The results of the study indicate that peer counseling does not affect academic achievement. This is substantiated by the literature cited. The only significant change in academic achievement was reported by Zunker and Brown (1966) in their use of student counselors with a special emphasis on academic advising and study skills. It is possible that an increased emphasis on study skills training for the peer counselors could affect the academic achievement of the freshman student.

The women involved in the study achieved academically more highly than the freshman men. This supports the results of previous data gathering conducted by Northwest Nazarene College of other freshman classes.

4. Trained peer counselors were perceived more positively by their freshman students than the non-trained student assistants. The trained peer counselors were seen as more sensitive, relevant, confident, skilled, attentive, interesting, cheerful, intelligent, enthusiastic, colorful, formed, careful, polite, and deep. If Williams and Reilley (1972) are correct in their findings that college students view their residence hall environment and the total college environment in much the same

way, then a more positive perception of trained dormitory assistants should result in a more positive view of the total campus.

If it is true that the problem of reaching students because of manpower shortage is aggravated by the traditional separateness of the counseling center from the rest of the campus as well as the traditional lack of involvement by the counselor with the total college community, then perhaps the use of peer counselors working under the guidance of the counseling center could help increase the involvement of the professional staff in the social system of the college. An increased attempt to facilitate the emotional growth of more students and to inhibit emotional disorders might be an additional outcome of a peer counseling program.

5. Men and women students differed in their perceptions of their peer counselors and of their student assistants. Women students saw their peer counselors and student assistants as more confident, cheerful, enthusiastic, colorful, interesting, and sociable.

Counseling training effected student perceptions also. Counseled women saw their peer counselors as more responsible and more real than the other group members. Uncounseled men reported their dormitory assistants to be the least colorful of the four groups.

Critical characteristics of a helping person include a healthy self-esteem which allows an individual to feel he has something to give or to contribute to another; an ability to establish a relationship with another person, particularly one who is not a close friend; an awareness of the problems one can experience; and finally, some ability to deal with problems as they arise. The influence of the peer counselor program is influenced by the selection procedures. The peer counselor's potential for helping is limited to the extent that he possesses the above characteristics. It is possible the selection criteria for men and women assistants was different, if not consciously, subconsciously. It is also possible that inherent and acquired personality characteristics of men and women affected their relationships with the freshman students.

6. Of the total sample of 140 students, 89% of the experimental group members and 66% of the control group members signed Intent to Return cards for the fall term, 1976. A greater number of freshmen who had peer counseling plan to return to Northwest Nazarene College for their sophomore year than those freshmen without peer counselors. The literature cited indicates that more students drop out of college because of emotional or personal problems than because of academic problems. If this is the case, it is possible the peer counselors

were able to meet the personal needs of some of the students in their wings. If they were able to help their freshmen to learn coping behaviors, to develop decision making skills, to become autonomous and to establish their own identity, they may have been a factor in the lower attrition for the experimental group.

7. The peer counselors involved in the study expressed appreciation for the experience. Their attendance at the training sessions and the additional interaction with their hall members was entirely voluntary. They were cooperative about the training sessions and eager to exercise their learnings. They formulated a recommendation that similar training be required of all dormitory assistants.

Recommendations for Future Investigations

The following recommendations for further research are made:

1. Replicate this study using more controlled opportunities for personal growth activities through group experiences in the dormitories.
2. Replicate this study placing the peer counselors under the direction and control of the Counseling Center. Increase emphasis on academic advising and study skill training.

3. Examine the effects of the training and the experience on the students who function as peer counselors.
4. Conduct a correlational study of the Counselor Effectiveness Scale and the College and University Environmental Scales to test the assumption that there is a positive relationship between student attitude toward the residence hall and attitude toward the total college environment.
5. Retest the students participating in this study during their senior year to determine long range effects, if any, of trained peer counseling during the first year of college.

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APPENDICES

APPENDIX A

PEER COUNSELOR TRAINING

General Objectives:

1. The peer counselor will develop facilitative communication skills.
2. The peer counselor will develop a heightened awareness of self and others.
3. The peer counselor will increase awareness of ways of responding, including feedback and clarification, which encourage self growth on the part of the student.
4. The peer counselor will become aware of means to determine when professional counseling is needed.
5. The peer counselor will develop problem solving and decision-making skills.
6. The peer counselor will develop small group guidance skills and techniques.

Session I Objectives:

1. To introduce the peer counseling program to the six volunteer students.
2. To begin to feel comfortable with each other.
3. To develop expectations about counseling.
4. To start to define the problem regarding freshman students and their need for trained peer counselors.
5. To arrange a regular meeting time and place.

Session II Objectives:

1. To have the group members share their experiences and feelings as peer counselors during the opening weeks of school.
2. To continue to develop expectations about counseling and to begin to become aware of the "helping relationship."
3. To discuss the need for confidentiality.

Session III Objectives:

1. To start to develop self-awareness in the group members.

Rationale: Before a person can be of help to another individual, he must have some awareness and understanding of himself. One has to be open to oneself before he can be open to others.

Johari's Window (University Associates Handbook of Structured Human Relations Activities, Vol. I, p. 66).

Discussion of feedback from group members.

Session IV Objectives:

1. To introduce the Becker Helping Process (see Appendix B).

Session V Objectives:

1. To present role playing as an instruction strategy.

Rationale: Role playing is a way of providing practice for the purpose of learning certain skills. This unrehearsed enactment, using only a written description of a person's feelings about the situation, requires skills in listening to others and sending clear messages. It requires the role players to be sensitive to what the other people are saying and doing and then react as they feel their role requires.

People who are not playing a role, but who are observers, also have a special task. Not being tied to a role, they can observe without involvement and suggest alternatives or responses that the role players may have missed.

Demonstration

Dyads

Regroup for discussion

Dyads reverse roles

Regroup for discussion

Session VI Objectives:

1. To continue involvement of group members in role playing practice.
2. To incorporate the principals of Becker's Helping Process into the role playing.

Session VII Objectives:

1. To have group members share experiences and feelings as peer counselors.
2. To deal with specific case problems as presented by the peer counselors.

Session VIII Objectives:

1. To develop an understanding of ways of establishing a counseling relationship.
2. To compare the relative benefits and disadvantages of advice giving with other facilitative communication patterns.

Tinker Toys: The Helping Relationship (Golin, 1971, p. 19).

Session IX Objectives:

1. To focus on identifying and responding to feelings.
2. To provide for more input from group participants regarding experiences as peer counselors.

Session X Objectives:

1. To provide for closure of training sessions.
2. To engage in an evaluation of the training.

PLEASE NOTE:

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UNIVERSITY MICROFILMS.

APPENDIX B

THE HELPING PROCESS

Gerald Becker, Ed.D.
Oregon State University

- I. Concerns
 - A. What concerns you?
 - B. Tell me about it?
 - C. What happens? (describe something that happened recently)
 - 1. What others did.
 - 2. What you did.
- II. Problem: "Identification" (relationships)
 - A. Attention (feeling a little upset, annoyed, bothered)
 - B. Power (feeling anger, hostility, concern about control)
 - C. Hurtful (feeling hurt)
 - D. Disability (feeling hopeless, helpless)
- III. Goal Setting: "To be"
 - A. How would you like it?
 - B. Describe and list behaviors (accept "to do" or "to be" statements rather than "not" statements).
 - 1. Child "to do" or "to be."
 - 2. Adult "to do" or "to be."
- IV. Action: "To do"
 - A. Pick one thing from listed behaviors.
 - B. List what can be done to accomplish this one thing?

V. Commitment: One thing

A. Pick from a list a "I will do" (do not accept "I will try").

B. Time period for doing

VI. Follow Up: Evaluation

A. How did it go?

B. How did it work?

APPENDIX C

LETTER FROM THE COUNSELING CENTER

NORTHWEST NAZARENE COLLEGE

Nampa, Idaho 83651

Dear Freshman Student:

As you are well aware, two terms of this school year are now completed. In an attempt to evaluate our program for freshmen, we are requesting that you participate in an evaluation project. A required meeting for this purpose has been scheduled for Tuesday, March 16, 1976.

You are to meet in the Saga Dining area promptly at 10:00 a.m., March 16. If you have a 2nd hour class come as soon after 10:00 as possible. Because of the possibility that the testing session will run into 3rd period classes, all professors have been advised of the evaluation project, as approved by the Academic Council.

Please notify the Testing Bureau (773) in advance if you have a conflict which will prohibit you from attending the scheduled evaluation session. Remember, Tuesday, March 16 at 10:00 a.m. in the Saga Dining area.

Thank you for your cooperation.

Bernard Seaman, Chairman
Lower Division

APPENDIX D

OMNIBUS PERSONALITY INVENTORY
Form F

PLEASE READ THESE INSTRUCTIONS CAREFULLY.
DO NOT OPEN THE BOOKLET UNTIL YOU ARE TOLD TO DO SO.

This is not an ability or achievement test, but a means of reporting your attitudes, opinions, and feelings regarding a variety of subjects. Try to respond to all statements. However, if you would prefer not to respond to a specific statement, you need not do so.

In the booklet, you are to read each of the statements and decide whether it is TRUE as applied to you, or FALSE as applied to you. If a statement is TRUE or MOSTLY TRUE for you, blacken the answer space marked T. If a statement is FALSE or NOT USUALLY TRUE for you, blacken the answer space marked F. Make your marks heavy and black.

Use a soft lead pencil to mark your responses on the answer sheet. Do not make any marks on this booklet. Erase completely any answer you wish to change. Do not leave any blank spaces if you can avoid it.

Be sure that the number of each response you mark on the answer sheet agrees with the number of the corresponding statement in this booklet.

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1. I would like to learn more about the history of human thought.
2. I take an active part in group or class discussions.
3. I am cordial to strangers.
4. I dislike mathematics.
5. I would enjoy showing foreigners around my town or state.

6. I should like to belong to several clubs or lodges.
7. I want to be an important person in the community.
8. I work better when I am not being observed by others.
9. I enjoy reading Shakespeare's plays.
10. It is highly unlikely that astrology will ever be able to explain anything.
11. I am interested in the historical development of American jazz.
12. I do not introduce myself to strangers at a social gathering.
13. Usually I prefer knowing ways of doing things rather than trying out new ways.
14. I prefer to eat in a small rather than a large restaurant or cafeteria.
15. I have often gone against my parents' wishes.
16. I prefer having a principle or theory explained to me rather than attempting to understand it on my own.
17. I prefer popular music to classical music.
18. I would enjoy being a famous person.
19. I get stage fright when I have to appear before a group.
20. I enjoy playing cards for money.
21. I generally attend the meetings of school or community organizations.
22. Society puts too much restraint on the individual.
23. I enjoy teas and receptions.
24. I study and analyze my own motives and reactions.
25. I enjoy hearing a great singer in an opera.
26. I talk with strangers when I travel.

27. I enjoy looking at paintings, sculpture, and architecture.
28. More than anything else, it is good hard work that makes life worthwhile.
29. I am happy most of the time.
30. I enjoy writing a critical discussion of a book or article.
31. I have strong likes and dislikes for certain colors.
32. Parents are much too easy on their children nowadays.
33. I have always enjoyed dances.
34. It is annoying to listen to a lecturer who seems unable to make up his mind about what he really believes.
35. Our way of doing things in this nation would be best for the world.
36. It is a good rule to accept nothing as certain or proved.
37. I am a better listener than conversationalist.
38. The unfinished and the imperfect often have greater appeal for me than the completed and the polished.
39. I pray several times a week.
40. All groups can live in harmony in this country without changing the system in any way.
41. I do not like to appear on programs or to give oral reports.
42. I like to solve puzzles.
43. I am uninterested in discussions of the ideal society or Utopia.
44. At times I have a strong urge to do something harmful or shocking.
45. I leave the radio tuned to a symphony concert rather than changing to a program of popular music.

46. Every wage-earner should be required to save a certain part of his income each month so that he will be able to support himself and his family in later years.

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47. When I sit down to study it is hard to keep my mind on the material.
48. During one period when I was a youngster I engaged in petty thievery.
49. I like short, factual questions in an examination better than questions which require the organization and interpretation of a large body of material.
50. I think I take primarily an esthetic view of experiences.
51. It is not the duty of a citizen to support his country right or wrong.
52. I want to know that something will really work before I am willing to take a chance on it.
53. I am aroused by a speaker's description of unfortunate conditions in a locality or country.
54. I like to be with a crowd who play jokes on one another.
55. I wish I could be as happy as others seem to be.
56. I dislike following a set schedule.
57. A strong person doesn't show his emotions and feelings.
58. In matters of religion it really does not matter what one believes.
59. I have sometimes wanted to run away from home.
60. I have difficulty in starting to do things.
61. Science should have as much to say about moral values as religion does.
62. I often feel that the people I meet are not interested in me.
63. I am active on the committees of school organizations.

64. I prefer people who are never profane.
65. Most nights I go to sleep without ideas or thoughts bothering me.
66. Novelty has a great appeal to me.
67. My home life was always happy.
68. At times I feel like picking a fist fight with someone.
69. I believe there is a God.
70. People ought to be satisfied with what they have.
71. I often act on the spur of the moment without stopping to think.
72. I do not like to act as a host or hostess at parties.
73. I envy the man who can walk up to anybody and tell him off.
74. I prefer to stay at home rather than attend social affairs.
75. I like to imagine what is inside objects.
76. I have had periods when I felt so full of pep that sleep did not seem necessary for days at a time.
77. In most ways the poor man is better off than the rich man.
78. I have the feeling of being detached and alone when I am in a group of people.
79. I am fascinated by the way sunlight changes the appearance of objects and scenes.
80. I often forget immediately what people say to me.
81. I hesitate to borrow money or personal belongings from others.
82. I am apt to hide my feelings in some things to the point where people may hurt me without their knowing it.
83. I have always hated regulations.
84. I would be uncomfortable in anything other than fairly conventional dress.

- 85. I am inclined to take things hard.
- 86. I would disapprove of anyone's drinking to the point of intoxication at a party.
- 87. At times I have had to be rough with people who were rude or annoying.
- 88. I have been disappointed in love.
- 89. I usually feel that I am drifting along in life with no particular role to play.
- 90. I dominate many of my acquaintances of about my own age.

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- 91. I think I feel more intensely than most people do.
- 92. I have more trouble concentrating than others seem to have.
- 93. I don't blame anyone for trying to grab all he can get in this world.
- 94. I have had periods of days, weeks or months when I couldn't take care of things because I couldn't "get going."
- 95. I never worry about being different from other people.
- 96. Sometimes I can think of nothing but the rhythm or pulsation of certain music.
- 97. Assuming that I had sufficient leisure time, I would prefer to use it to develop a favorite skill rather than to do volunteer social work or public service work.
- 98. In a group of people, new acquaintances or strangers pay little attention to me.
- 99. Once a week or more often I become very excited.
- 100. I am curious about people but I don't feel close to them.
- 101. Each person should interpret the Bible for himself.
- 102. Often I think that life is absurd.

103. I am embarrassed by dirty stories.
104. The best way to handle people is to tell them what they want to hear.
105. No one seems to understand me.
106. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
107. People pretend to care more about one another than they really do.
108. I have had more than my share of things to worry about.
109. There must be something wrong with a person who is lacking in religious feeling.
110. I have been quite independent and free from family rule.
111. People often disappoint me.
112. I dislike assignments requiring original research work.
113. I tend to ignore the feelings of others when accomplishing some end that is very important to me.
114. Although I seldom admit it, my secret ambition is to become a great person.
115. I have often felt as though I had done something wrong or wicked.
116. Much of my life I've dreamed of having enough time to paint or sculpture.
117. I am a high-strung person.
118. Most people inwardly dislike putting themselves out to help other people.
119. I am not unusually self-conscious.
120. When prices are high you can't blame a person for getting all he can while the getting is good.

121. I enjoy being in a crowd just to be with people.
122. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
123. Even when I am with people I feel lonely much of the time.
124. I don't like things to be uncertain and unpredictable.
125. The surest way to a peaceful world is to improve people's morals.
126. I like to go alone to visit new and strange places.
127. Sometimes I enjoy hurting persons I love.
128. One of the most important things children should learn is when to disobey authorities.
129. There are certain people I dislike so much that I am inwardly pleased when they are catching it for something they have done.
130. Politically I am probably something of a radical.
131. Teachers often expect too much work from students.
132. I would rather remain free from commitments to others than risk serious disappointment or failure later.
133. If I could get into a movie without paying and be sure I was not seen, I would probably do it.

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134. I often find myself listening without hearing.
135. I like to fool around with new ideas, even if they turn out later to have been a total waste of time.
136. Once in awhile I feel hatred toward members of my family whom I usually love.
137. I am more realistic than idealistic, that is, more occupied with things as they are than with things as they should be.

138. At times I feel like swearing.
139. I am more interested in learning facts than in relating them to my ideas and previous experiences.
140. I discuss the causes and possible solutions of social, political, economic or international problems.
141. I feel there is a barrier between me and other persons.
142. I react to new ideas which I hear or read about by analyzing them to see if they fit in with my own point of view.
143. I shrink from facing a crisis or difficulty.
144. I show individuality and originality in my school work.
145. I am usually calm and not easily upset.
146. I enjoy listening to debates and discussions on social, economic, or political problems.
147. At times I have fits of laughing or crying that I cannot control.
148. It takes a lot of argument to convince most people of the truth.
149. Very often I find that I dislike members of the opposite sex.
150. I generally prefer being with people who are not religious.
151. I would like to enter a profession which requires much original thinking.
152. I frequently find myself worrying about something.
153. I like assignments which require me to draw my own conclusions from some data or a body of facts.
154. I would like to hunt lions in Africa.
155. My family treats me more like a child than an adult.
156. I believe in a life hereafter.

157. I would rather be a brilliant but unstable worker than a steady and dependable one.
158. I have sometimes felt that difficulties were piling up so high that I could not overcome them.
159. As a youngster I acquired a strong interest in intellectual and esthetic matters.
160. When I work, I prefer to be alone rather than have others around me.
161. When it comes to differences of opinion in religion we should be careful not to compromise with those whose beliefs are different from ours.
162. I am so touchy on some subjects that I can't talk about them.
163. When traveling I am more interested in seeing the scenic or historical spots than in making new acquaintances.
164. I am not afraid of snakes.
165. The trouble with many people is that they don't take things seriously enough.
166. I prefer a long, rather involved problem to several shorter ones.
167. I sometimes feel that I am several persons rather than just one.
168. I always see to it that my work is carefully planned and organized.
169. It doesn't matter to me what church a man belongs to, or whether or not he belongs to a church at all.
170. I shy away from serving as the chairman of a committee.
171. There have been times when I could not control my movements or speech but knew what was going on around me.
172. It is all right to get around the law if you don't actually break it.

- 173. I prefer to engage in activities from which I can see definite results rather than those from which no tangible or objective results are apparent.
- 174. I am slow to accept new acquaintances as friends.
- 175. Every person should have complete faith in a supernatural power whose decisions are obeyed without question.

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- 176. Perfect balance is the essence of all good composition.
- 177. Sometimes I feel like smashing things.
- 178. Straightforward reasoning appeals to me more than metaphors and the search for analogies.
- 179. I like to do work which requires little study or thought after it is once learned.
- 180. I am certainly lacking in self-confidence.
- 181. The idea of doing research does not appeal to me.
- 182. I often get the feeling that I am not really part of the group I associate with and that I could separate from it with little discomfort or hardship.
- 183. I am more interested in the application of principles and theories than in the critical consideration of them.
- 184. I cannot keep my mind on one thing.
- 185. I question the accuracy of statements made in the textbooks or reference books.
- 186. I certainly feel useless at times.
- 187. I read articles or books that deal with new theories and points of view within my field of interest.
- 188. Divorce is often justified.
- 189. Science has its place, but there are many important things that can never possibly be understood by the human mind.

190. I believe I am no more nervous than most persons.
191. I analyze what I like or dislike about a movie or play which I have seen.
192. I become so enthusiastic that my enthusiasm spreads to those around me.
193. I enjoy solving problems of the type found in geometry, philosophy, or logic.
194. A strong person will be able to make up his mind even on the most difficult questions.
195. I don't care much for scientific or mathematical articles.
196. I tend to make friends with men who are rather sensitive and artistic.
197. Uncontrolled impulsiveness is not part of my makeup.
198. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important.
199. It's better to stick by what you have than to try new things you don't really know about.
200. Usually after arising I walk around for awhile more asleep than awake.
201. I would enjoy writing a paper explaining a theory and presenting the arguments for and against it.
202. I would like to collect prints of paintings which I personally enjoy.
203. Life is a strain for me much of the time.
204. I like to discuss philosophical problems.
205. I find it hard to keep my mind on a task or job.
206. I would rather not have responsibility for other people.

- 207. I am unable to explain the reasons for my opinions and reactions.
- 208. My church, faith, or denomination has the only true approach to God.
- 209. When I work on a committee I like to take charge of things.
- 210. I am more sensitive than most people.
- 211. When science contradicts religion it is because of scientific hypotheses that have not been and cannot be tested.
- 212. I enjoy discarding the old and accepting the new.
- 213. I am tantalized by a question or problem until I can think through to an answer that is satisfactory to me.
- 214. I prefer to work with others rather than alone.
- 215. I don't like to work on a problem unless there is a possibility of coming out with a clear-cut and unambiguous answer.
- 216. It is hard for me to communicate my innermost thoughts.

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- 217. I have read little or none of the Bible.
- 218. I am bored by discussions of what life will be like one hundred years from now.
- 219. My way of doing things is apt to be misunderstood by others.
- 220. In school I was sometimes sent to the principal for cutting up.
- 221. I sometimes wake up to find myself thinking about some impractical or irrelevant problem.
- 222. In the final analysis, parents generally turn out to be right about things.
- 223. I sometimes feel that I am about to go to pieces.
- 224. I like to read about science.

- 225. I like to go to parties and other affairs where there is lots of loud fun.
- 226. I like to have a place for everything and everything in its place.
- 227. The prophets of the Old Testament predicted the events that are happening today.
- 228. It doesn't bother me when things are uncertain and unpredictable.
- 229. Our modern industrial and scientific developments are signs of a greater degree of civilization than that attained by any previous society, for example, by the Greeks.
- 230. Husbands, rather than wives, should have the final voice in family matters.
- 231. God hears our prayers.
- 232. For most questions there is just one right answer, once a person is able to get all the facts.
- 233. I have had very peculiar and strange experiences.
- 234. I prefer social functions to which only a small group of intimate friends are invited.
- 235. I prefer the practical man any time to the man of ideas.
- 236. It is better never to expect much; then you are rarely disappointed.
- 237. I like to listen to primitive music.
- 238. It is a pretty callous person who does not feel love and gratitude for his parents.
- 239. I like to read about artistic or literary achievements.
- 240. When a man is with a women he is usually thinking about things related to her sex.
- 241. I have little or no idea what I will be like a few years from now.

- 242. I have never done any heavy drinking.
- 243. In religious matters I believe I would have to be called a skeptic or an agnostic.
- 244. There usually seems to be some kind of barrier between me and the opposite sex.
- 245. Every person ought to be a booster for his own home town.
- 246. I have had strange and peculiar thoughts.
- 247. Nothing about communism is any good.
- 248. I tend to make decisions on the spur of the moment.
- 249. I often feel as if things were not real.
- 250. Nothing in life is worth the sacrifice of losing contact with your family.
- 251. The best theory is the one that has the best practical applications.
- 252. The only meaning to existence is the one man gives to it.
- 253. I hesitate to ask the cooperation of others in carrying out activities such as the arrangements for a party.
- 254. I have the wanderlust and am happiest when I am roaming or traveling around.
- 255. Often I wonder who I really am or what I should really be like.
- 256. I like modern art.
- 257. If I were a university professor and had the necessary ability I would prefer to teach chemistry and physics rather than poetry.
- 258. If you start trying to change things very much you usually make them worse.
- 259. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

260. One needs to be wary of those persons who claim not to believe in God.

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261. One of my aims in life is to accomplish something that would make my mother proud of me.
262. I spend a lot of time listening to serious music.
263. Sometimes an unimportant thought will run through my mind and bother me for days.
264. I find it difficult to carry on a light conversation with strangers.
265. Many of my dreams are about sex.
266. Many of my friends would be considered unconventional by other people.
267. What is lost in life seems more vivid than what is gained.
268. I disagree with statements and ideas expressed by my classmates or friends.
269. I crave excitement.
270. I find it difficult to give up ideas and opinions which I hold.
271. If I encounter a person whom I have met previously, I begin a conversation with him.
272. I frequently have serious doubts about my religious beliefs.
273. I would like to be an actor on the stage or in the movies.
274. I would enjoy writing a paper on the possible long-term effects or outcomes of a significant research discovery.
275. Little things upset me.
276. I dislike test questions in which the information being tested is in a form different from that in which it was learned.
277. I dislike women who disregard the usual social or moral conventions.

278. I get excited very easily.
279. I do not enjoy starting in at a new school or moving to a new community.
280. I do not express my opinions freely.
281. I would enjoy studying the causes of an important national or international event and writing a paper on these causes.
282. It puzzles me why some people will so avidly read and discuss science fiction.
283. I work under a great deal of tension.
284. I give more attention to the action of the story than to the characterizations or to the form and style of the literature I read.
285. At times I think I am no good at all.
286. I go to church or temple almost every week.
287. My free time is usually filled up by social demands.
288. Communism is the most hateful thing in the world today.
289. Courses in literature and poetry have been as satisfying to me as those in most other subject areas.
290. Colored lights sometimes arouse feelings of excitement in me.
291. Unquestioning obedience is not a virtue.
292. My conversations with friends usually deal with such subjects as mutual acquaintances and social activities.
293. Trends toward abstractionism and the distortion of reality have corrupted much art in recent years.
294. I have at one time or another in my life tried my hand at writing poetry.
295. Criticism or scolding hurts me terribly.

- 296. I do not like to see people carelessly dressed.
- 297. I have been inspired to a way of life based on duty which I have carefully followed.
- 298. I usually enjoy parties.
- 299. I have difficulty in imagining the reaction of a person of another period, race, or country, to a given situation or environment.
- 300. I think I would like to drive a racing car.
- 301. Organized religion, while sincere and constructive in its aims, is really an obstacle to human progress.
- 302. At times I have very much wanted to leave home.
- 303. I much prefer friends who are pleasant to have around to those who are always involved in some difficult problem.
- 304. I much enjoy thinking about some problem which is a challenge to the experts.
- 305. I do not understand myself.

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- 306. I like to write my reactions to and criticism of a given philosophy or point of view.
- 307. Disobedience to the government is sometimes justified.
- 308. I like worldliness in people.
- 309. I like to work crossword puzzles.
- 310. I have feelings of anxiety about something or someone almost all the time.
- 311. I have frequently found myself, when alone, pondering such abstract problems as free will, evil, etc.
- 312. I often count things that are not important.
- 313. It is hard for me to work intently on a scholarly problem for more than an hour or two at a stretch.

- 314. I never attend a sexy show if I can avoid it.
- 315. After a lecture or class I think about the ideas presented.
- 316. A person who lets himself get tricked has no one but himself to blame.
- 317. I enjoy listening to poetry.
- 318. I am ill at ease with members of the opposite sex.
- 319. I am in favor of strict enforcement of all laws no matter what the consequences.
- 320. I analyze the motives of others and compare their reactions with my own.
- 321. I enjoy reading essays on serious or philosophical subjects.
- 322. Some of my friends think that my ideas are impractical if not a bit wild.
- 323. I enjoy the actual laboratory work more than the study of the textbook for a course.
- 324. Something exciting will almost always pull me out of it when I am feeling low.
- 325. I believe it is a responsibility of intelligent leadership to maintain the established order of things.
- 326. I am interested in conversations about people whether or not I am acquainted with them.
- 327. Religion should be primarily a social force or institution.
- 328. I avoid becoming engaged in conversation with my barber or beauty parlor operator.
- 329. When I get bored I like to stir up some excitement.
- 330. I enjoy thinking of new examples to illustrate general rules and principles.
- 331. We should respect the work of our forefathers and not think that we know better than they did.

- 332. I dislike having others deliberate and hesitate before acting.
- 333. I like dramatics.
- 334. I find that a well-ordered mode of life with regular hours is not congenial to my temperament.
- 335. We cannot know for sure whether or not there is a God.
- 336. I do not avoid large gatherings of people.
- 337. Kindness and generosity are the most important qualities for a wife to have.
- 338. I like to read serious, philosophical poetry.
- 339. I like to talk about sex.
- 340. I enjoy spending leisure time in writing poetry, plays, stories or essays.
- 341. Some ideas which come to me are accompanied by such a strong feeling of urgency that, regardless of their usefulness, I can think of little else.
- 342. I question statements and ideas expressed by teachers and speakers.
- 343. I believe in the worth of humanity but not in God.
- 344. I dislike being assigned to write a short story, essay, or song.
- 345. I often wonder what hidden reason another person may have for doing something nice for me.
- 346. The main object of scientific research should be the discovery of truth rather than its practical applications.
- 347. I like to flirt.
- 348. I like to discuss the values of life, such as what makes an act good or evil.
- 349. Sometimes I find myself "studying" advertisements in order to discover something interesting in them.

- 350. No one is very much the same person two days in succession.
- 351. There was a time when I wished that I had been born a member of the opposite sex.
- 352. There is something noble about poverty and suffering.
- 353. I have never done anything dangerous for the thrill of it.
- 354. It is essential for learning or effective work that our teachers and leaders outline in detail what is to be done and how to do it.
- 355. It is difficult for me to take people seriously.
- 356. I have often either broken rules (school, club, etc.) or inwardly rebelled against them.
- 357. I prefer movies which are biographical or historical to movies of the musical comedy style.
- 358. Only a fool would try to change our way of life in this country.
- 359. The thinking which I do is largely limited to that which I must do in the course of my work.
- 360. I have periods of such great restlessness that I cannot sit for long in a chair.
- 361. I enjoy a thought-provoking lecture.
- 362. I easily become impatient with people.
- 363. I don't like to undertake any project unless I have a pretty good idea how it will turn out.
- 364. I am more religious than most people.
- 365. I like to take the lead at social gatherings.
- 366. When I go to a strange city I visit art galleries.
- 367. I expect that ultimately mathematics will prove more important for mankind than will theology.

- 368. I hesitate to ask the assistance of others.
- 369. I have a very poor sense of time.
- 370. Nothing about fascism is any good.
- 371. I like to serve as a member of a committee in carrying out some activity or project.
- 372. I prefer to carry out an activity or job rather than to do the planning for it.
- 373. I prefer to visit with one person rather than with a group of people.
- 374. At an exposition I like to go where I can see scientific apparatus rather than new manufactured products.
- 375. As a youngster in school I used to give the teachers lots of trouble.
- 376. I like to look for faulty reasoning in an argument.
- 377. I am embarrassed when I arrive too early or too late at a social affair.
- 378. The most important qualities of a husband are determination and ambition.
- 379. I dream frequently.
- 380. I seldom chat with clerks when they are waiting on me.
- 381. I read a great deal even when my work does not require it.
- 382. I do not enjoy eating meals by myself.
- 383. I enjoy chatting and playing with children.
- 384. I like to work late at night.
- 385. Facts appeal to me more than ideas.

CHECK BEFORE CLOSING BOOKLET TO SEE THAT NUMBER 385
IS THE LAST ONE YOU HAVE MARKED ON THE SHEET.

APPENDIX E

COUNSELOR EFFECTIVENESS SCALE

(Ivy, 1971)

In each wing of the freshman dorms, upperclassmen serving as peer counselors or wing assistants were available to you for counsel and advice. Please rate the student assistant who was responsible for your wing in your residence hall on the scale below by marking one of the seven spaces for each adjective.

| | | |
|---------------|----------------------------------|--------------------|
| sensitive | __ : __ : __ : __ : __ : __ : __ | insensitive |
| relevant | __ : __ : __ : __ : __ : __ : __ | irrelevant |
| nervous | __ : __ : __ : __ : __ : __ : __ | calm |
| confident | __ : __ : __ : __ : __ : __ : __ | hesitant |
| skilled | __ : __ : __ : __ : __ : __ : __ | unskilled |
| attentive | __ : __ : __ : __ : __ : __ : __ | unattentive |
| comfortable | __ : __ : __ : __ : __ : __ : __ | uncomfortable |
| interesting | __ : __ : __ : __ : __ : __ : __ | dull |
| confused | __ : __ : __ : __ : __ : __ : __ | sensible |
| confident | __ : __ : __ : __ : __ : __ : __ | doubts his ability |
| gloomy | __ : __ : __ : __ : __ : __ : __ | cheerful |
| calm | __ : __ : __ : __ : __ : __ : __ | jittery |
| intelligent | __ : __ : __ : __ : __ : __ : __ | unintelligent |
| irresponsible | __ : __ : __ : __ : __ : __ : __ | responsible |
| sincere | __ : __ : __ : __ : __ : __ : __ | insincere |
| apathetic | __ : __ : __ : __ : __ : __ : __ | enthusiastic |
| tense | __ : __ : __ : __ : __ : __ : __ | relaxed |

Appendix E. (Continued)

colorful ____:____:____:____:____:____:____ colorless
boring ____:____:____:____:____:____:____ interesting
formed ____:____:____:____:____:____:____ formless
unreal ____:____:____:____:____:____:____ real
sociable ____:____:____:____:____:____:____ unsociable
shallow ____:____:____:____:____:____:____ deep
careless ____:____:____:____:____:____:____ careful
polite ____:____:____:____:____:____:____ rude