

AN ABSTRACT OF THE THESIS OF

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Title: THE EFFECTS OF GROUP COUNSELING ON SELECTED
ATTITUDES OF ECONOMICALLY DISADVANTAGED HIGH
SCHOOL AGE YOUTH IN A RESIDENTIAL SETTING

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Gerald Becker

The purpose of this study was to determine how group counseling influenced attitudes of low-income youth toward self, others, and society. The subjects, all high school age, were participants in an education program held on a college campus during the 1970 regular collegiate summer session. They lived in a residence hall and attended morning and afternoon classes.

Two group counseling methods were employed. Group I was content oriented with subjects watching films dealing with human relationships. Counselor-led discussion was limited to the assumed intentions and behavior of the characters portrayed on film. In Group II the subjects and counselor interacted with respect to human relationships within the group. Group III, the control, had no counseling but met for group recreational activities.

Three hypotheses were tested.

1. There will be a significant change in attitudes toward self, others, and society between the experimental content counseling group and the control group after 13 counseling sessions.
2. There will be a significant change in attitudes toward self, others, and society between the experimental process counseling group and the control group after 13 counseling sessions.
3. There will be no significant difference in attitudes toward self, others, and society between the content and process counseling groups after 13 counseling sessions.

The sample consisted of 60 subjects who were randomly selected from the 93 students enrolled in the project. Two experimental groups and the control were formed from the sample. Complete pre-test and post-test results were obtained from 45 subjects.

The Tennessee Self Concept Scale and a Semantic Differential were administered to the subjects. Group pre-test and post-test results for each instrument were analyzed by a fixed-two-way analysis of variance, as were differences among the three groups.

Hypotheses one and two were not supported since no significant differences were found in the results. Hypothesis three was upheld, although without meaning since all three groups were

not significantly different. All groups dropped significantly on the Semantic Differential concept, I AM.

The effects of group counseling on the attitudes of economically disadvantaged youth was not determined by this study.

Recommendations

1. Increase the number and length of counseling sessions. Perhaps include a weekend session away from the campus.
2. Include a follow-up study.
3. Add a second control group not part of the residential program.
4. Establish counselor effectiveness prior to another study.
5. Compare mean change of subjects counseled in a group with those counseled individually.
6. Counselees and counselor establish mutually agreed upon desired individual behavioral changes prior to counseling.
7. Find an instrument that measures more subtle changes in attitudes.

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The Effects of Group Counseling on Selected Attitudes
of Economically Disadvantaged High School Age
Youth in a Residential Setting

by

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THE EFFECTS OF GROUP COUNSELING ON SELECTED ATTITUDES OF ECONOMICALLY DISADVANTAGED HIGH SCHOOL AGE YOUTH IN A RESIDENTIAL SETTING

I. INTRODUCTION

In recent years youth from economically disadvantaged homes have had unprecedented opportunities for self-improvement through education. Much of their upward mobility depends on their attitudes toward self, others, and society. Since the educational system is the primary part of society outside of the family in which youth spend most of their formative years, the way they view an education may have a pertinent influence on how they see their chances for education through it.

While the educational setting influences a youth, family experiences provide him with the models he will emulate as an adult (Mead and Heyman, 1965). It is in the home that a child first learns his identity and his capabilities. Society confirms or denies these impressions as he moves through life. Experiences in the home, community and classroom unite to synthesize his attitudes toward himself, others, and society.

During the 1960's social scientists studied the culture of the economically disadvantaged. Authors like Riessman (1962), Clift (1969), Symonds (1968) and Kohrs (1968) noted that educational

aspiration and attitudes toward self and others were learned in the home, community, and school. Subtle but pervasive influences often convinced young people that their dreams of self-fulfillment through education were fantasy and incapable of realization.

Attitude is a prime factor in self-improvement. How a person views himself, others, and society has direct relationship to the way he responds to the opportunities that come to him. The individual with a healthy self-esteem, a respect and liking for other people, and a realistic understanding of the normative culture most likely finds his life productive and personally satisfying. Such a healthy individual is more accurate in his perceptions of what is happening around him and to him than is the individual whose attitudes are negatively oriented.

Several innovative programs launched in the halcyon days of the Office of Economic Opportunity permitted youth to temporarily live in a supportive atmosphere where enthusiastic, caring, empathic, knowledgeable adults presented them with an opportunity for practical educational experiences. Thousands of youth were provided the opportunity to realign their self-concepts while denigrating forces of the past were gradually assuaged by the supportive here and now activities.

A residential setting in which economically disadvantaged youth live for eight weeks on a college campus is the locale for

this study. The effects of two group counseling methods on attitudes is examined to determine change within and between the two experimental groups. Each group is also compared with a control.

Interaction based on content of human relations films viewed by the group constitute one treatment. Discussion is centered on the presumable intentions and behavior of characters portrayed on the film. This method is labeled content counseling since it focuses on the information brought to the group via film.

The second method utilizes processes extant within a group where the membership serves as its own resource with interaction rising from individual and group concerns. Individual conduct is analyzed with interpersonal interplay encouraged.

The writer assumes that low-income youth who encounter group counseling in a strongly supportive residential educational setting will experience more rapid attitude change than will youth in the same setting not involved in group counseling. The total environment of the population studied is, of itself, conducive to change. However, the inclusion of counseling in groups can be an accelerator of change.

Since small group behavior is presumed to be representative of society-at-large, group counseling provides an encouraging atmosphere for learning how to function effectually in other environs. Human relations skills developed and practiced with group

support may become part of the modus operandi of the individual's relations with others outside the group. The small counseling group, then, serves as a microcosm of society where more efficacious ways of interacting with people can be refined.

The writer assumes that the two group counseling treatments will significantly effect attitude change in the subjects toward themselves, others, and society.

Problem

Salutary change in goal direction and in motivation for skill improvement are expected concomitants of purposeful and stimulating residential education programs for economically disadvantaged, often academically underachieving, youth. Group counseling, rapidly gaining in use in the public schools, has infrequently been an integral part of these residential programs. Because of this, low-income youth's understanding of self through professionally conducted small group interaction has received little systematic study. Such counseling should result in improved attitudes toward self, others, and society.

The purpose of this study is to determine the effects on attitude change toward self, others, and society of economically disadvantage youth as a result of 1) content group counseling through the use of films and 2) process group counseling with the

group as its own resource.

Significance of the Study

Research on the effects of group counseling with economically disadvantaged youth is limited. There is a real paucity of data comparing the results of attitude change of disadvantaged youth in a residential setting who have had a series of group counseling sessions with those in the same setting who have not experienced counseling in groups. No data were found that contrasted process with non-process groups and then compared each with a control.

The results of this study may stimulate additional research in attitude change in other residential programs including those not explicitly conducted with low-income youth.

Definition of Terms

Understanding of the following terms will aid the reading of this thesis.

Attitudes: attitudes, as used in this study, are the dispositional tendencies of youth toward self, others, and society.

Content Counseling: the counselor focuses group attention on the information presented to it via the films viewed. Discussion centers on counselee perceptions of the feelings and activities of the characters portrayed on the screen rather than on the

counselee internalizations that arise from identifying with the film's characters.

Economically Disadvantaged: young people from homes where the income falls at or below the Office of Economic Opportunity poverty criteria.

Group Counseling: interaction of members of a group and a counselor on items of mutual concern. Complete openness and honesty is exemplified by the counselor as he assists the individuals in refined understanding of themselves and others through questioning, confrontation, clarification, interpretation, and reaction. Acceptance of the individuals' worthwhileness is paramount as they and the counselor interact. Freedom to express oneself without fear of rejection is an essential ingredient of the atmosphere. Insights gained in the safety of the group may be exercised later in reality situations out of the group.

Other-Concept: the impressions, feelings, opinions, and attitudes of one person toward another.

Process Counseling: the counselor assists the group in dealing with the behavior and personal concerns of individuals within the group. Attention is focused on what is happening now and here. Counselees are encouraged to honestly respond to their feelings and to openly express them to each other.

Self-Concept: the impressions, feelings, opinions, and attitudes toward one's self.

Society: the general public; the community at large that through its customs establishes a social structure which influences the behavior, motivation, opportunities, and personal judgement of its membership.

II. REVIEW OF THE LITERATURE

The Economically Disadvantaged

This study looks at the segment of society labeled economically disadvantaged. Some writers and researchers utilize the general term disadvantaged which can include cultural, social, educational, as well as economic disadvantage. The writer acknowledges the lack of definitiveness of these terms and at the same time realizes that all are likely to be included in the economically disadvantaged category. In this study the federal poverty criteria as established by the Office of Economic Opportunity determines economic disadvantage.

Symonds (1968), in writing about the 20 percent of American children who grow up in poverty, proposes three principal effects of poverty on personality: hardening, feelings of insecurity, and feelings of inferiority. Hardening creates children who emotionally move away from others while insecurity draws them toward others. Children with feelings of inferiority are inclined to be aggressive toward others. The crowded living conditions common to the economically disadvantaged tend to intensify the hardening process. Symonds concludes that children from this environment grow up disillusioned, pessimistic, and resentful.

A disadvantaged youth may display negative feelings of self-worth, have very high academic and vocational aspirations but low ambition when concrete action is called for, be fearful about his capacity to achieve in any arena, and be weak in ability to concentrate. He is likely to be oriented to the present, to have little interest in reading, and to solve problems concretely rather than symbolically (Clift, 1969).

Kohrs (1968) indicates that programs directed at the disadvantaged should stress 1) the use of the peer group to change attitudes; 2) physical and concrete approaches to learning; and 3) visible goals which lead to a better life. The disadvantaged adolescent is portrayed as being a low achiever in school who feels alienated, lacking in promising career information that leads to optimistic hopes for future employment, and believing that persons in authority cannot be trusted.

Disadvantaged youth often believe their chances for success are low. They look around their neighborhood and see that neighbors and parents have not been successful and sense that their peers are not likely to make good either (Epps, 1970). Soares and Soares (in Ornstein, 1970) state that disadvantaged children often develop negative self-attitudes when they are constantly devaluated by society.

In a ten-percent national representative sample of Upward Bound projects, Hunt and Hardt (1969) investigated attitude changes of Negro and white economically disadvantaged youth resulting from the intensive educational summer experience. The authors assembled a questionnaire which included sections designed to determine changes toward the importance of college, acceptance of the possibility of achieving a college education, motivation, self-esteem, internal control and future orientation. Subjects were tested at the beginning and end of the 1966 and 1967 summer programs and in the following springs. Two hundred and thirteen Negro and 90 white youths were involved in the study. Very significant ($p > .01$) increases were found for both Negro and white on motivation, self-esteem, and future orientation. Improvement in internal control or the way a person sees himself as controlling the consequences of his experience was very significant ($p > .01$) for Negro and significant ($p > .05$) for white youth.

In another study with Upward Bound students Paschal and Williams (1970), utilizing Wilcoxon matched pairs and the t-test for paired observations, found changes in a positive but not significant direction in increased self-concept. Thirty-one young people who ranged in age from 16 to 18 participated in a six-week summer residential program designed to stimulate their intellectual abilities and to motivate them to continue their education beyond

high school. During the summer they attended classes in math, science, social studies, communications, physical education, and others of an enrichment nature. Counseling was available, but not considered part of the study.

Attitudes Toward Self and Others

Effective interpersonal relationships with others seem to be strongly related to attitude toward self. In order for one person to be responsive to the feelings of another he must be sensitive to his own proclivities and cognizant of his way of thinking. He must believe in himself in order to trust his own good judgement. Rogers (1962) says that individuals who learn to have confidence in "their total organismic reaction to a new situation . . . discover to an ever increasing degree that if they are open to their experience, doing what 'feels right' proves to be a competent and trustworthy guide to behavior which is truly satisfying" (p. 27).

McGregor (1970) defines attitudes as systems of beliefs, emotions, and action tendencies in the individual. That there is consistency in these systems is supported by Rokeach (1960) who states that attitudes are stable and difficult to alter. How a person may act in a given situation is subject to his perception of what is happening and the internal significance of the circumstances. The meanings or attitudes that exist for the individual

are crucial to his behavior (Osgood, Suci, and Tannenbaum, 1965).

Social psychologists have been interested in ways an individual sees himself and how, in differing circumstances, he reacts to these perceptions. Research has suggested that the self-concept is critically affiliated with productive social relationships as influenced by the attitudes and reactions of others (Baka, 1963).

Havighurst (1970) believes that the majority of problems facing the economically disadvantaged are based on a low self-concept and a personal identification that cripples motivation for self-improvement. Without release from these handicaps, the 10 to 15 percent of the United States population which Havighurst views as the minority subculture will remain economically depressed.

Shepherd (1964) writes that a person is more inclined to like and respond favorably to others if his self-esteem is high than if his self-esteem is low. The person with a healthy view of self is more apt to be realistically optimistic, more able to apply recently acquired interactional learnings, and be increasingly sensitive to his emotions and the emotions of others. In addition he should be able to learn from self-examination of his behavior and to understand how his actions come through to others. He is willing to accept the consequences of his behavior (Bradford, Gibb, and

Benne, 1964). Johnson (1946) states that " . . . after all, personal adjustment is basically a matter of problem solving" (p. 379).

Hoffnung and Mills (1970) found changes in disadvantaged youth significant to the .05 level in attitudes toward self, peers, and work as a result of their experiences in situational group counseling. Sixty male students were placed in three groups. Condition I had group counseling once a week for 14 weeks while Condition II met for counseling twice a week for the same period of time. A control group without group counseling was used for comparison with the other conditions. All the subjects were members of the Federal Government supported PEPSY (The Preparation and Employment Program for Special Youth) program. The experimental groups met informally with client-centered counselors who encouraged members to discuss and examine their "feelings, attitudes and complaints" especially as related to their program. The authors devised two 7-point Likert-type scales to measure subject attitude changes. A group participation change scale was also created. Although significant differences at the .05 level were found in attitudes toward self, peers, and work, neither condition brought about significant change in attitude toward authority, tolerance for frustration, degree of self-confidence, ability to express feelings outside the group or personal insight.

Group Counseling Disadvantaged Students

In recent years group counseling appears to have become widely accepted as an effective procedure for helping people to develop insights; improve interactional skills; learn more efficacious means of problem solving; discover ways to build satisfying relationships with others; and test reality in a supportive atmosphere.

Cicirelli and Cicirelli (1970) state that "as a group, socially disadvantaged youth stand to profit greatly from effective counseling" (p. 177).

Group counseling with disadvantaged youth in the Neighborhood Youth Corps was studied by Winder and Savenko (1970). Two counselors-in-training worked with three groups that averaged ten members each with ages from 16 to 21 represented. A balance of boys and girls was attempted and each group included minority members. The groups met regularly twice a week for a varying number of weeks. Self-esteem improvement, recognition and understanding of principal societal values, and increasing progress in school were counseling objectives. The counselors' conduct in the group was to serve as ideal models of group behavior. Support and praise along with reality confrontation encouraged the youth to acknowledge their true feelings and to learn group procedures.

Although Winder and Savenko's investigation was viewed as a field study some quantitative comparisons were conducted. No significant difference was found between counseled and non-counseled groups in devotion to their jobs, degree of involvement in counseling, or number of individuals who left the Neighborhood Youth Corps program for positive reasons, such as regular employment, military, marriage, or school. Minority females were significantly more involved in the total program than were minority males--a finding separate from the main study. The authors reported that analysis of individual members, however, revealed significant observable adjustment in self-esteem and acceptance of self. These participants valued the "support, praise, and confrontation" they found in the group. On the basis of the qualitative data the authors recommended group counseling as a useful procedure in working with disadvantaged and estranged youth.

McGrew (1971), after reviewing studies of group counseling with disadvantaged youth, concludes that instead of discovering effective ways of reaching the disadvantaged, researcher efforts have merely produced continued identification of the problem. He further states there is agreement among recent investigators that for this portion of society group counseling is more effectual than is the one-to-one relationship of counselor and counselee. The directive approach, McGrew concludes, seems to have the

advantage over the non-directive in achieving change.

In a study with disadvantaged Neighborhood Youth Corps enrollees, Daane, et al. (as cited by McGrew, 1971) compared three group counseling approaches on the variables 1) counselor and work supervisor evaluations of the youth and 2) length of time the enrollees avoided trouble with legal authorities. Counseling techniques were the "traditional verbal approach (Rogerian), " a behavioral approach where the counselor reinforced wished-for behaviors, and a milieu approach with the counselor dealing with the counselee's at-hand environment. Enrollees in the behavioral group showed greatest gain. The authors recommended group counseling that focused on specific and tangible concerns as most appropriate for Neighborhood Youth Corps enrollees.

Summary

A review of the literature dealing with alterations of attitudes in economically disadvantaged youth as a result of group counseling seems to support the premise that group counseling can be a useful procedure in effecting change.

Research results are not consistent, however, and additional studies, especially as related to low-income youth in a residential setting, need to be initiated.

III. FOCUS AND PROCEDURE OF RESEARCH

Hypotheses

1. There will be a significant change in attitudes toward self, others, and society between the experimental content counseling group and the control group after 13 counseling sessions.
2. There will be a significant change in attitudes toward self, others, and society between the experimental process counseling group and the control group after 13 counseling sessions.
3. There will be no significant difference in attitudes toward self, others, and society between the content and process counseling groups after 13 counseling sessions.

Population

The study sample was randomly selected from 93 low-income students enrolled in an eight-week residential educational program on the Oregon State University campus during the 1970 summer session.

Total population from which the sample was chosen came from 17 high schools located in six Oregon counties. Youth were admitted on the basis of college potential (as determined by interviews, teacher evaluations, counselor recommendations, and standardized test results); academic underachievement; and

low-income background. Urban and rural young people from black, Indian, Mexican-American and white homes were included. These youth were representative of approximately 23,000 others in similar residential programs in the United States and its territories.

Design

Counselors formed groups on the basis of interaction on specific problems, such as attendance, home conflicts, academic achievement and pupil-teacher contention. Groups were also formed without attention to particular needs but on the basis of expressed interest of volunteers who wished to participate in a counseling group.

In this study the writer desired to compare two experimental group counseling treatments as they affected attitude changes in low-income youth. One treatment was with students and an experienced group counselor interacting with respect to human relations among personalities as portrayed on film. The other was students and the same counselor interacting with respect to human relationships within the group. Experimental Group I utilized films as a resource while Experimental Group II served as its own resource.

Films were selected for their portrayal of personalities

relating with each other and their environment. Theater films with well-known stars, such as Sidney Poitier and Steve McQueen (The Bedford Incident and Baby, The Rain Must Fall) were shown in 30 minute segments, as well as brief films designed for television and schools.

It was conjectured that using films as a resource would expedite group counseling and that discussing the relationships of absent others as viewed on film would serve a transfer of learning function to initiate attitude change in one's self without actually talking within the group about one's own personal feelings toward himself and present others.

Students were randomly selected for the study and randomly assigned to the experimental and control groups. All participants received the same pre-test and post-test.

Dependent variables were changes in (a) measured self-concept and (b) measured attitudes toward self, others, and society. Group counseling methods were independent variables.

Procedure

Sixty students, 20 for each of three groups, were selected as the sample by using a table of random digits. All 93 eligible students were listed and given a number. The author closed his eyes and brought his pencil down on the table of random numbers.

This provided the first number. From the initial starting place the author systematically followed the numbers down the column and at its completion to the top of the next column until 60 individuals were selected.

Placement in the two experimental groups and the control group was affected by the selection of courses in a preregistration two months prior to the opening of the summer session. When a student's other classes allowed him to be in either an experimental or control group, the writer decided assignment by placing him in the smallest group. This policy was followed until all sample students were scheduled into equal-size groups. Student choice of classes in the total program largely determined assignment to the groups used in this study.

The students registered for classes on the day they moved into the residence hall. Members of the study groups were informed that they had been selected by a random process to participate in a special class and that it was a part of their regular schedule. Group counseling sessions were listed as Human Relations with the control labeled Recreation.

These classes met twice weekly for 50 minutes. Each Human Relations group of 20 was divided into two small sections to facilitate interaction. Students in Recreation met in one group so there would be enough participants for team sports, such as softball and

volleyball. Groups met 15 times with the first and last sessions reserved for testing.

Experimental Group I met 13 times to view films dealing with human interaction (Appendix I). While film length varied, at least 15 minutes of discussion followed each viewing. An experienced group counselor from the University Counseling Center helped the students focus their discussions on the problems, motives, and behavior of the individuals on film. Attention was given to the issues raised in the film with group members being attentive to the film content and the processes of the characters.

Experimental Group II met 13 times with the same group counselor as Group I. Interaction was based on the concerns of group members. Focus was on what was happening in the group and what each member chose to relate. The counselor served as a facilitator and promoted an atmosphere of openness which encouraged the participants to increase their understanding of self and their perceptions of the feelings of others through sincere interpersonal interaction.

Testing with standardized instructions was administered by the writer in both experimental groups.

The control group met 13 times for group sports. Their activities were directed by a program staff member who was a university senior majoring in recreation. Softball and volleyball

were featured with some instruction in archery and golf. Cooperation and amicable team competition was encouraged.

Testing in the control group was conducted by a staff member trained by the writer so the testing procedures for the three groups would be similar.

Instruments

Two measuring instruments were used in this study: 1) The Tennessee Self Concept Scale and 2) a Semantic Differential developed by the writer (Appendix II).

The Tennessee Self Concept Scale, authored by William H. Fitts, Ph. D., was published in 1964. As a subject reads each of the 100 self-descriptive statements he encircles one of the five response numbers which most closely represents his immediate feeling. Reading level is about sixth grade. The instrument has two scoring forms with the Counseling Form utilized in this study.

Although the Tennessee Self Concept Scale has nine subscores, the Total P, which presents the overall level of self-esteem, is used for data evaluation. A high score indicates a liking for self, feelings of value and worth, and self-confidence. On the other hand, a low score infers feelings of doubt about self-worth and a lack of confidence in self. A person with a low score may be anxious, depressed, and unhappy (Fitts, 1965).

While originally normed on a sample of 626 people from a widely spread geographical area, the scale's norms have been verified through additional use. Fitts (1965) names studies by Sundby, Gividen, and Hall as evidence. The norming sample included educational levels from grade six to Ph. D.; an assortment of social, economic, and intellectual levels; approximately an equal amount of men and women; and representatives from a minority group.

Test-retest reliability coefficients are mostly in the .80 to .90 range. Fitts (1965) presents a study by Congdon who used a briefer version of the Scale with a reliability coefficient of .88 for the Total P score.

The Tennessee Self Concept Scale has a small but positive correlation with portions of other instruments, such as the Minnesota Multiphasic Personality Inventory and the Edwards Personal Preference Schedule (Fitts, 1965).

The Semantic Differential consists of concepts judged against a series of scales with each scale containing adjective polarities. When a judgement is made by a subject he selects one of a number of alternatives between the polarities as it relates to the concept. The decision represents a point in the semantic space between the adjectives. Direction of the decision depends on the adjective terms while distance is contingent upon the intensity of feeling when

the subject checks the scale positions. Scale positions number seven with the qualifiers being "extremely, " "quite, " "slightly, " and "neither or equally. " Mid-point is "neither or equally" with the other qualifiers arranged equidistantly toward the polar adjectives.

Osgood, Suci, and Tannenbaum (1965), in reporting the factor analysis of a series of scales indicated that while they varied the procedures the same primary factors kept reappearing. These were, in order of clarity, 1) evaluative, 2) potency, 3) oriented activity, 4) stability, 5) tautness, 6) novelty, 7) receptivity, and 8) aggressiveness. The evaluative, potency, and activity factors repeatedly emerged as dominant with evaluative accounting for approximately one-half to three-fourths of the variance. Potency and activity dimensions were about equal. In their research, Osgood, et al., reported loadings of scales to various factors. Scales with high loadings to a particular factor were determined to be most representative of that factor.

A test-retest reliability coefficient of .85 was reported by Osgood, et al., with 100 subjects using 20 concepts and 40 scale items.

As a measure of attitude, Tannenbaum (cited by Osgood, 1965) found test-retest reliability coefficients ranging from .87 to .93 with 135 subjects who were assessed five weeks apart. Other

studies found a correlation with a Guttman scale to be .78 and with Thurstone scales to be significantly greater than chance ($p > .01$).

Osgood indicates that results from the Semantic Differential and what could be expected from common sense are consonant. Face validity, therefore, suggests that the instrument measures what it purports to measure.

A Semantic Differential containing 12 scales and 10 concepts was constructed by the writer to measure selected attitudes and attitude change of his subjects (Appendix II). In addition to Osgood, et al., (1965), the writer consulted works of other researchers using the Semantic Differential (Hartley, 1969; Hoover and Schutz, 1968; McNeil, 1968; Pervin and Lilly, 1967; Walberg, et al., 1968). A set of standardized instructions patterned after Osgood's was attached to the instrument so the subjects could read along with the administrator. It was estimated that most of the subjects would complete the Semantic Differential in approximately 15 minutes. Enough time was available for completion of the instrument and every subject completed all items.

This study utilized Form II format with all the scales on one sheet and one concept per sheet. Scale polarities were chosen on the basis of factor loading and applicability to the study. To reduce a "positive preference" polarities were scrambled by flipping a coin. Ten concepts were carefully framed to relate to attitudes toward

self, others, and society. Order was determined by listing the concepts and numbering them one to ten. Ten numbers were placed in a hat, mixed well, and successively drawn by another person until a new order was established. The new listing, then, avoided any conscious or sub-conscious experimenter bias.

For statistical analysis, three concepts--I AM, OTHERS ARE, and SOCIETY IS--were used for the reason that they were specifically related to the hypotheses. Since the evaluative scales best measure attitudes (Osgood, 1965), the potency and activity scales in the instrument were excluded from the study. The following scales were employed: fair-unfair, beautiful-ugly, confident-scared, nice-awful, happy-sad, honest-dishonest, pleasant-unpleasant, and good-bad. The writer also included potency and activity scales in the total instrument. These scales were intermingled with the evaluative scales, a procedure suggested by Osgood to reduce subject attention to solely evaluative responses.

Limitations of the Study

This study was confined to low-income students of high school age who were enrolled in an eight-week residential educational program. Of prime interest to the writer was the changes in attitude toward self, others, and society as a result of two different group counseling procedures.

Not considered as variables in this study were ethnicity, previous participation in the residential program, prior counseling experience, urban or rural background, intelligence, or level of academic achievement.

IV. RESULTS AND DISCUSSION

This study was designed to investigate the influence of two group counseling methods on the attitudes toward self, others, and society of economically disadvantaged high school age youth.

From the original random sample of 60, complete pre-test and post-test results were obtained from 45 subjects. Each of the three groups, two experimental and one control, consisted of 15 students. There was no significant difference in the groups at the initiation of the treatment as determined by a between group analysis of variance.

In order to see if the sample differed from the general high school population, the Semantic Differential was administered to a literature class in a community high school which serves both poverty and middle class homes. The students were representative of the age group of the study sample. No significant difference was found between the groups.

Hypotheses tested were:

1. There will be a significant change in attitudes toward self, others, and society between the experimental content counseling group and the control group after 13 counseling sessions.
2. There will be a significant change in attitudes toward

self, others, and society between the experimental process counseling group and the control group after 13 counseling sessions.

3. There will be no significant difference in attitudes toward self, others, and society between the content and process groups after 13 counseling sessions.

A fixed-two-way analysis of variance was employed in the statistical treatment. F tests of significance were computed between the groups, the pre-test and post-test results, and group interaction. Separate computations were completed on each of the measuring instruments. The .05 level of significance was chosen.

Table 1. Analysis of Variance Comparison for the Total P Score of the Tennessee Self Concept Scale.

Source	df	Sum of squares	Mean square	F
Groups	2	1.9240	9.6203	1.2955
Pre-Post	1	2.6351	2.6351	.3549
Group Interaction	2	5.6202	2.8101	.3784
Error	84	6.2376	7.4257	
Total	89	6.5125		

There was no significant difference between the groups, no significant difference between the pre-test and post-test results,

and no significant interaction difference (Table 1). Hypotheses numbers one and two were not upheld. There was no significant difference between the group counseled and the control group. The third hypothesis was supported, but with no real meaning since the two experimental groups and the control group did not substantially differ.

Table 2. Analysis of Variance Comparison for the I AM Concept of the Semantic Differential.

Source	df	Sum of squares	Mean square	F
Groups	2	9.4466	4.7233	1.2592
Pre-Post	1	1.7640	1.7640	4.7026*
Group Interaction	2	7.7999	3.8999	.1040
Error	84	3.1509	3.7511	
Total	89	3.4296		

* $P > .05$

No significant difference was found between the groups or in group interaction (Table 2). There was a difference significant at the .05 level between the means for the pre-test and post-test. Since the post-test means were lower than the pre-test for all three groups, a greater than chance reduction of positive attitude toward self was measured.

Hypotheses one and two were not supported. Subjects involved in group counseling did not change significantly in their

attitudes toward self when compared to the control group. Hypothesis three was maintained.

Table 3. Analysis of Variance Comparison for the OTHERS ARE Concept of the Semantic Differential.

Source	df	Sum of squares	Mean square	F
Groups	2	2.8415	1.4207	1.7648
Pre-Post	1	6.4177	6.4177	.7972
Group Interaction	2	2.1555	1.0777	.0134
Error	84	6.7624	8.0504	
Total	89	7.1128		

No significant differences were disclosed between groups, between pre-test and post-test results, or in group interaction (Table 3). Counseled subjects did not change attitudes substantially toward other people, thus hypotheses one and two were not maintained. The third hypothesis was upheld.

Table 4. Analysis of Variance Comparison for the SOCIETY IS
Concept of the Semantic Differential.

Source	df	Sum of squares	Mean square	F
Groups	2	2.5608	1.2804	1.0239
Pre-Post	1	1.2484	1.2484	.9983
Group Interaction	2	2.2568	1.1284	.9024
Error	84	1.0504	1.2505	1.1110
Total	89			

Hypotheses one and two were not supported since no significant differences were found in the results (Table 4). As in previously described sections, hypothesis three was upheld, although meaninglessly since all three groups were not significantly dissimilar.

On the basis of the data, the effects of group counseling on selected attitudes of economically disadvantaged youth was not determined.

Because it seemed possible that significant individual subject change was lost in the group means, the writer investigated individual change on the three Semantic Differential concepts. Osgood, et al., (1965), report that their research indicates an individual subject shift of more than two scale units is probably significant.

Table 5. Individual Subject Significant Difference on the Semantic Differential.
N-15 per group

Source	Direction of Post- test and Pre- test	I AM	OTHERS	SOCIETY
Group I - Content	+	0	1	2
	-	1	1	0
Group II - Process	+	0	1	0
	-	0	1	2
Group III - Control	+	0	0	0
	-	1	0	1

Of the 45 subjects in the study, two had changed significantly on the I AM concept (both down), four on the OTHER concept (two up and two down), and five on the SOCIETY concept (two up and three lower (Table 5).

No pattern of change was evident by groups. There were five significant changes in the content group (three up and two down), four in the process group (one up and three down), and two in the control group (both scores lower).

Of the 11 significant changes three subjects changed in the same direction on two concepts (one up and two down) with the other five changes being on a single concept (two up and three down).

This ancillary informal probe seems to support the analysis of variance findings that no significant differences exist among

the groups even though some individual changes were recorded
(11 out of a possible 135).

V. SUMMARY

It was the purpose of this study to determine the effects of group counseling on changes in selected attitudes held by economically disadvantaged youth who were living for eight weeks during the summer on a college campus. Of particular interest was attitude alteration regarding self, others, and society.

Sixty of the 93 high school age youth enrolled in a summer residential program were randomly selected for participation in the study. They were divided into three groups, two for counselling and one to serve as a control. Complete results were assembled from 45 subjects. An experienced group counselor from the University Counseling Center conducted the group sessions. The control group participated in recreational sports directed by a program staff member.

Measuring instruments were the Tennessee Self Concept Scale and three concepts of a writer-constructed Semantic Differential. These scales were administered before counseling commenced in the first week and again in the eighth week prior to the close of the program. Pre-test and post-test scores for each of the three groups studied were statistically treated by a fixed-two-way analysis of variance.

Three hypotheses were tested:

1. There will be a significant change in attitudes toward self, others, and society between the experiment content counseling group and the control group after 13 counseling sessions.
2. There will be a significant change in attitudes toward self, others, and society between the experiment process counseling group and the control group after 13 counseling sessions.
3. There will be no significant difference in attitudes toward self, others, and society between the content and process counseling groups after 13 counseling sessions.

There were no significant differences between groups and no significant group interactions on the Tennessee Self Concept Scale nor on any of the Semantic Differential concepts. Only on the I AM concept of the Semantic Differential was there a significant difference at the .05 level and it revealed a lowering of attitude toward self. The pre-test and post-test scores on the Tennessee Self Concept Scale and the other two Semantic Differential concepts were not significant.

An interesting but somewhat discomfoting finding was that all three groups scored significantly lower on the post-test of the Semantic Differential concept, I AM, than they did on the pre-test.

The general drop for all groups would seem to indicate a force that transcended the experimental study. Explanations of the measured reduction in attitude toward self can only be in the form of suppositions.

Supposition 1: The total environment of the residential setting in which the research was conducted was such that initial felt need for defensiveness was attenuated inducing more realistic self evaluation.

All participants in the eight week, live-in setting were accepted by the staff as worthwhile individuals. In classes, the residence hall, and recreational activities they interacted with people who were genuinely interested in them. It was unnecessary for them to safeguard themselves with ego protective measures. As a result they were more likely to unthreatingly appraise their attitudes toward themselves.

Supposition 2: At the time of the pre-test the subjects had just arrived on campus and were caught up in the positive, optimistic atmosphere. When the post-test was administered they were a few days from returning to their homes where, in many cases, the environment was negative or non-supportive. The scores may have reflected

these external influences.

Phenomenologically speaking, the measured attitudes represent how the subjects were perceiving themselves at the moment of decision. Forces other than those immediately present, however, may have influenced their feelings about themselves. It is conceivable that the meliorative effects of the earliest stages of the residential program and the perhaps discouraging forces of the home to which they would return would affect their responses.

Supposition 3: The residential program may have a deleterious effect on the subjects.

This supposition would seem unlikely on the basis of observed student esteem for, and spontaneously expressed appreciation of, the program. It may be, though, that a pendulum-type reaction was measured with subject post-test attitudes caught on the back swing. A later testing could assess the returning pendulation. Carkhuff and Berenson (1967) write that an individual at a lower level of functioning may be quite dependent upon others to assist him in coping with the problems which result from his distorted perception of the world. This distortion could show itself in unrealistically high self-concept scores. As the individual gains meaningful confidence and skill in his resources, he is able to sustain and improve himself primarily by his own efforts. It is possible that his attitude toward self just prior to the cognition of his own capacity for

self-maintenance and enhancement would be at a lower level. As he experiences increasingly successful interactions with others his self-concept improves and the scores rise. A later testing would verify this surmise.

Recommendations for Further Research

Since it is generally believed that attitude change is a slow process, determinable differences would be more likely if the counseling sessions were increased in number and extended in length. A weekend session away from the campus coupled with recreational opportunities could contribute to meaningful involvement. The subjects in this study represent approximately 23, 000 others in similar residential programs that vary from six to eight weeks in duration. Additional counseling time in this setting would need to be found within the existing program term.

An addendum study could follow up the subjects six months or a year after the treatment to investigate long-term change resulting from permeation of the counseling.

A second control group not part of the residential program might assist in ascertaining the effects of the total live-in environment on the results.

The efficaciousness of the counselor may need to be established prior to initiation of research. Carkhuff and Berenson (1967)

state that the facilitative skills of the counselor are critical to the effectiveness of the treatment. Couselees show the greatest improvement when they interact with counselors having the highest degree of helping skills.

Another dimension of this research would be provided by comparing the mean change of subjects counseled in a group with the mean change of a similar number of subjects counseled individually.

Thoresen (1971), commenting on an article by Mahler in the Personnel and Guidance Journal, proposed that those involved in group counseling should seek to achieve definitely asserted and previously agreed upon individual behavioral changes. Additional research might include mutual goal setting as an ingredient.

It is possible that the measurements of attitude change utilized in this study are too direct and do not recognize the subtle modulation of attitudes that result from the interactive process. Other newly developed instruments may be more discriminating.

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APPENDICES

APPENDIX I

June 22	Testing		
June 24	The Lottery	18 minutes	color
	The Friendly Game	10 minutes	black/white
June 29	Some Talk About Pool		
	Rooms and Gin Mills	25 minutes	black/white
July 1	Mr. Finley's Feelings	10 minutes	color
	Conflict	18 minutes	black/white
July 6	Baby, The Rain Must Fall (Part I)	30 minutes	black/white
July 8	Baby, The Rain Must Fall (Part II)	30 minutes	
July 13	Baby, The Rain Must Fall (Part III)	30 minutes	
July 15	Bartleby	28 minutes	color
	The Scoffer	7 minutes	color
July 20	The Summer We Moved to Elm Street	23 minutes	color
July 22	It's Your Move	11 minutes	black/white
	Hothead	7 minutes	color
July 27	Anatomy of a Teenage Courtship	25 minutes	color
	Leo Beuerman	13 minutes	color
August 3	The Bedford Incident (Part I)		black/white

August 5 The Bedford Incident (Part II)

August 10 The Bedford Incident (Part III)

August 13 Testing

APPENDIX II

INSTRUCTIONS

Read along with the instructor as he reads the directions aloud.

The purpose of this study is to measure the meanings of certain things (concepts) to various people by having them judge the concepts against a series of descriptive scales. In taking this test, please make your judgements on the basis of what these things (concepts) mean to you. On the top of each page you will find a different concept to be judged. A set of scales (adjectives) will be below the concept. You are to rate, in listed order, the concept on each of these scales.

Below is an example of how to use these scales.

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X : ____ : ____ : ____ : ____ : ____ : ____ unfair

OR

fair ____ : ____ : ____ : ____ : ____ : ____ : X unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ____ : X : ____ : ____ : ____ : ____ : ____ weak

OR

strong ____ : ____ : ____ : ____ : ____ : X : ____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ____ : ____ : X : ____ : ____ : ____ : ____ passive

OR

active ____ : ____ : ____ : ____ : X : ____ : ____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ____: ____: ____: X: ____: ____: ____ dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

 THIS NOT THIS
____: ____: X: ____: X____: ____

(2) Be sure you check every scale for every concept--do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, do not look back and and forth through the items. Do not try to remember how you checked similar items earlier in the test. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGEMENT. Work at fairly high speeds through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Occasionally some of the adjectives will be reversed. Be alert to this possibility. For example:

fresh	stale
rich	poor
dull	sharp
high	low

Are there any questions?

I WOULD LIKE TO BE

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Dull
2. Unfair	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Fair
3. Active	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Passive
4. Ugly	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Beautiful
5. Scared	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Confident
6. Nice	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Awful
7. Slow	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Fast
8. Happy	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Sad
9. Strong	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Weak
10. Dishonest	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Honest
11. Pleasant	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Unpleasant
12. Bad	_____;	_____;	_____;	_____;	_____;	_____;	_____;	Good

MY FAMILY SEES ME AS

	Very closely related	Quite closely related	Only slightly related	Neutral equally completely associated irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

IN SOCIAL SITUATIONS I AM

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

HIGH SCHOOL IS

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

I AM

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

MY FRIENDS SEE ME AS

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Unpleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

MY FUTURE IS

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

OTHER PEOPLE ARE

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____;	_____;	_____;	_____;	_____;	_____;	_____	Dull
2. Unfair	_____;	_____;	_____;	_____;	_____;	_____;	_____	Fair
3. Active	_____;	_____;	_____;	_____;	_____;	_____;	_____	Passive
4. Ugly	_____;	_____;	_____;	_____;	_____;	_____;	_____	Beautiful
5. Scared	_____;	_____;	_____;	_____;	_____;	_____;	_____	Confident
6. Nice	_____;	_____;	_____;	_____;	_____;	_____;	_____	Awful
7. Slow	_____;	_____;	_____;	_____;	_____;	_____;	_____	Fast
8. Happy	_____;	_____;	_____;	_____;	_____;	_____;	_____	Sad
9. Strong	_____;	_____;	_____;	_____;	_____;	_____;	_____	Weak
10. Dishonest	_____;	_____;	_____;	_____;	_____;	_____;	_____	Honest
11. Pleasant	_____;	_____;	_____;	_____;	_____;	_____;	_____	Unpleasant
12. Bad	_____;	_____;	_____;	_____;	_____;	_____;	_____	Good

COLLEGE IS

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good

SOCIETY IS

	Very closely related	Quite closely related	Only slightly related	Neutral equally associated completely irrelevant	Only slightly related	Quite closely related	Very closely related	
1. Sharp	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
2. Unfair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fair
3. Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
4. Ugly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Beautiful
5. Scared	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Confident
6. Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
7. Slow	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Fast
8. Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
9. Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
10. Dishonest	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Honest
11. Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
12. Bad	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Good