AN ABSTRACT OF THE THESIS OF

FRED JOSEPH SAPORITO for the degree of DOCTOR OF PHILOSOPHY

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Title: __THE EFFECT OF HUMAN RELATIONS-SENSITIVITY TRAINING__

___ON THE SELF CONCEPT OF LOW INCOME HIGH SCHOOL___

___STUDENTS___

Abstract approved: *Redacted for Privacy*

Dr. James L. Firth

The principle purpose of this study was to determine

the effectiveness of human relations-sensitivity training on

the self concept of low income high school students. The

sample group consisted of 47 low income high school students

attending the 1978 Summer Upward Bound program at Oregon

State University. Participants were randomly selected for

placement into one of five groups. The sample was further

refined by stratifying for the variables of race and sex.

Stratification reduces the probability of sampling error due

to a lack of homogeneity within the sample.

The research design was composed of four treatment

groups and one control group. Over a period of five con-

secutive weeks, all groups participated in a total of 15

hours of a group experience. The groups met for two, one

and one-half hour sessions during each of the five weeks.

Groups I and II were designated as the structured human relations groups. The structured format involved the use of specific activities designed to enhance self concept. Groups III and IV were identified as the unstructured groups. These groups emphasized a lack of structured activities by the facilitators. The focus was oriented toward facilitating the ongoing experience of the group. Group V consisted of one large control group. The group was designed as a control for the Upward Bound effect. The members participated in the regular recreational-cultural activity program that Upward Bound organizes during the summer program.

Co-facilitators were randomly assigned to the treatment groups by blocking for the sex of the leader. Each group of facilitators participated in a three hour orientation-training session which trained them for their treatment method. An expectational set was introduced by telling the leaders that the treatment method they were involved in had demonstrated consistently higher outcomes as compared to other group methods. All sessions were taped to ensure that the leaders were indeed emitting responses within the parameters of each treatment condition.

The subjects in the experiment were administered the Tennessee Self Concept Scale as a pretest measurement just

prior to the group experience. Immediately following the
15 hours of group meetings, the subjects were administered
the same standardized instrument. Both administrations
were conducted under conditions approximating each measure-
ment. The null hypothesis to be tested was as follows:

H_O: There is no significant difference for post-
test mean scores among Group I (structured),
Group II (structured), Group III (unstructured),
Group IV (unstructured), and Group V (control)
on the Tennessee Self Concept Scale (TSCS)
(Counseling Form).

Analysis of Covariance was utilized to test for the
significance of hypothesis one. Three scales of the TSCS
were found to be statistically different. H_O was re-
jected on the following scales: Total Positive Score,
Self Satisfaction, and Social Self. Where F ratios proved
significant, multiple t comparison tests were used to
analyze significant differences between the mean scores.

All the treatment groups (Groups I-IV) were found to
be significantly different than the control (Group V) on
the Social Self Scale of the TSCS.

Group III (unstructured) scored significantly higher
than Groups I and II (structured) and Group V (control)
for the Total Positive Score and the Self Satisfaction
Scale of the TSCS.

From the analysis of the data the researcher developed the following conclusions:

1) Human relations-sensitivity training is an effective method of enhancing the self concept of low income high school students.

2) In this investigation, unstructured groups appear to produce higher member outcomes as compared to groups employing the use of structured activities.

3) Three variables were identified as central to the process of participant change: leader behaviors, functional roles of members, and the development of norms.

4) Some scales of the <u>Tennessee Self Concept Scale</u> may not be amenable to change within the 5 week treatment period.

The Effect of Human Relations-Sensitivity
Training on the Self Concept of Low
Income High School Students

by

Fred Joseph Saporito

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At the end of this three year project I am most in touch with my humbleness. The more education, the more training I am involved in, the more I recognize how very little I know. It is to my belief in the beauty of human life, to the perfection of every energy form, that I continue to move forward through my journey.

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Chapter I

INTRODUCTION

The growth and use of sensitivity training throughout the world in the past thirty years has become an important cultural phenomenon. During its short history, sensitivity training has been hailed as the panacea for all social ills and dammed as a dangerous form of mind control. The complex innovations of the contemporary group movement has given birth to a vast array of confusing labels. The terms human relations, sensitivity, encounter, laboratory education, and T-group are often used interchangeably. These terms ignore the real differences in techniques and theory among the various approaches. Despite the complexity and confusion regarding terminology, this author will use the term human relations-sensitivity movement to describe the plethora of groups residing under this umbrella label. This term is defined as training aimed at increasing greater sensitivity to self, to the feelings and perceptions of others, and to a person's general interpersonal interactions. Whatever the label chosen, the movement has had a profound impact on the social fabric. The method has become an integral element in programs of counselor

training, teacher training, personal growth, organizational
development, formal education, social work, recreation,
drug and alcoholic treatment, and other varied fields and
programs. In spite of the proliferation of techniques,
the development of a theoretical body of knowledge has
lagged behind. Only recently have theorists (Gibb, 1971;
Lieberman, Yalom and Miles, 1973; and Reddy, 1975), begun to
synthesize the evidence concerning the effectiveness of
various group techniques.

Although this researcher discovered a great many
studies investigating the effects of groups, there exists
a relatively small number of studies researching the
effects of a sensitivity group on self concept. Within
that body of knowledge a noticeable void is evident regard-
ing studies determining the effect of sensitivity training
on the self concept of high school students, in particular
low income students.

The importance of self concept as a determinant of
human behavior has been documented by numerous writers:
Combs and Syngg (1959), Hamachek (1971), and Combs, Avila,
and Purkey (1971). The self concept is a central construct
related to an individual's perception of him/herself within
a phenomenal field. Acquisition of the self concept begins
in early childhood and comes about as a result of many
experiences repeated throughout a person's life. As a
result, people tend to act in a manner which is consistent

with their self concept. Results of innumerable studies indicate that successful students view themselves in positive ways. Purkey (1970) found that achievers are characterized by self acceptance, self confidence, and a general positive self concept. High achievers also rated themselves high in the area of social competence. Thus, self concept seems to influence how individuals perceive their relationships with others.

Because the self concept is an important factor in determining human behavior, it is essential that professionals begin identifying ways to enhance a person's self concept. Research is also needed to determine the effect of human relations training on the self concept of diverse populations. This study is an attempt to determine the relationship between human relations training and its effect on self concept. As a result human relations training may prove to be an important method of enhancing an individual's perception of self and feelings of satisfaction with his/her life.

Statement of the Problem

The problem was to determine the effect of human relations-sensitivity training on the self concept of low income high school students.

This chapter will address itself to the following issues:

1. Description and background of the human relations-sensitivity movement.

2. Development of special educational programs with low income high school students.

3. Relationship between self concept change and human relations-sensitivity training.

Description and Background of the Human Relations-Sensitivity Movement

Most writers agree that the genesis of the current group movement can be traced to a workshop held on the campus of the State Teachers College in New Britain, Connecticut during the summer of 1946. The training leaders included Kenneth Benne, Leland Bradford, and Ronald Lippitt. Kurt Lewin, Research Center for Group Dynamics, developed and designed the workshop. Principles of group dynamics were designed to focus on an analysis of back-home problems brought by the participants. Originally Lewin had arranged evening meetings for researchers and trainers to pool their observations. With the inclusion of group participants at these meetings, the emphasis changed. The meetings became the process by which participants analyzed and interpreted their behaviors.

The excitement of this innovative method influenced the trainers to plan for another program in 1947. Unfortunately Kurt Lewin died February 1947, and consequently

was absent from the summer workshop held at Gould Academy in Bethel, Maine. As a result of the information generated from the evening meetings of the previous summer, the focus turned from back-home problems to the immediate events within the groups. Gradually the design was modified to incorporate more analysis and observation of the inter-actions among group members.

With the introduction of new, more clinically oriented, staff members representing both Freudian and Rogerian philosophies, a series of experiments in the original T-group design resulted in a change in the traditional objec-tives. The interpersonal events occurring within the group became the focus for both trainers and participants. Con-troversy and confusion among the trainers began to develop on how to design a laboratory to achieve both the original objectives and the new emerging focus of here-now informa-tion. The trainers continued to develop and implement designs which would merge the objectives of conceptual learning, action skill training for back home change and also attending to specific ongoing interactions within the group. In short this became the focus for discovering the strengths and limitations of the T-group as a medium for re-education. The story of laboratory design from these early beginnings to the present is a story of the integral relationship between training in change agent skills, awareness of group dynamics, and the development of

strategies which focus on here now interactions among group members.

It is not the focus of this research to present a detailed history of the encounter movement. That chronology has been described by various writers: Benne (1964) and Gibb (1971). The focus of this section is to briefly describe the importance of human relations groups and their varied use within society. Gibb (1971) referred to the fundamental changes that the human relations-sensitivity movement has had on society. The development of this movement is related to changes occurring in social institutions throughout the U.S. and other technological countries. Carl Rogers (1970) stated that this movement is the most important social movement of our time. Rogers predicted that human relations training would provide the vehicle for people to begin effectively dealing with the alienation and dehumanization that is occurring in society. These forces have accelerated the impact of change on individuals and their perception that a lack of community or close interpersonal relationships exists. Rogers (1970) describes this grass root support of the human relations movement, "One element which makes this phenomenon well worth psychological study is the fact that it has grown up entirely outside the establishment" (p. 1).

Rogers identifies a factor leading to group development, when he states: "I know of few other trends which

have so clearly expressed the need and desire of 'people' rather than institutions" (p. 1).

Gibb (1971) reports that in the United States alone there were some 108 growth centers orientated toward promoting a vast array of encounter group experiences. Gibb continues to develop a case for the impact of groups in society by citing the fact that over 750,000 people have been involved in some kind of sensitivity training since the inception of National Training Laboratories (NTL) in 1947.

Education has become fertile ground for the use of human relations training. At present countless universities, colleges, community colleges, high schools, and primary schools are participating in some kind of human relations training. Bradford, Gibb, and Benne (1964) succinctly state their rationale underlying the use of human relations training in education.

> It may be well first to place laboratory training in the perspective of the culture out of which it developed. Every educational innovation represents a set of cultural conditions. First the innovators perceive needs for learning inadequately met by existing practices. Second, underlying these needs are cherished values seen as threatened in the drift of historical events. These values assume a central role in shaping the new processes of education designed to give them renewed power. Third, new resources in knowledge and skill are seen as available, at least in embryo. Such conditions as these motivated the persons responsible for the laboratory movement in education (p. 3-4).

These innovators perceived that individual needs were not being met by the various organizations of a person's life. The founders viewed the movement as a link between re-education of the individual toward greater personal understanding and facilitating changes in the larger social structure. The combination of action research and education would aid the process of individual and social integration.

Bradford, Gibb and Benne (1964) envisioned the future of the movement:

> The envisaged long range goal was a growing methodology for an effective collaboration between men and women of action, of research, and of education in a context of self directed development and training. The parallel commitment was the institutionalization of such a methodology in various segments of an organizational and community life (p. 6).

Since the beginning of the movement, a change has occurred in the willingness of researchers to accept unconditional claims that sensitivity training results in a positive experience for all the participants. Articulate writers have begun to raise serious questions regarding the value of sensitivity training: Bach (1972), Egan (1970), and Lieberman, Yalom, and Miles (1973). Difficulties are recognized in the application of design methodologies to this movement. Impurities in the research design have led to conflicting evidence concerning the effectiveness of sensitivity training. Researchers have continued to refine

the methodology and design for investigating the outcomes of these procedures.

Human relations-sensitivity training has evolved into a broad social movement. The idea that the movement was a unitary phenomenon has now been discarded. Conflict among the traditional NTL group process advocates and the more experimental encounter group has resulted in a diversification of purposes and goals. This leads to confusion in attempting to isolate the training procedures as a variable influencing member outcomes. Recently, researchers have also turned their attention toward studying the negative results of a group experience. The problem has been one of defining an adverse effect.

Despite these difficulties, this researcher identified common criticisms, which are prominent in the literature:

1)   The Lack of a Unitary Phenomenon

> Gerard Egan (1970) states that:
>
> One of the principal causes of the confusing
> and contradictory evidence obtained so far is
> undoubtedly the fact that "sensitivity train-
> ing," the "T-Group," and "laboratory training"
> are very broad terms and do not indicate any
> kind of unitary phenomenon (362-363).

It may be that the experience of the group itself produces the confusing evidence within the research. Replication of any study is dependent on the specificity of goals, procedures, leader behaviors, and countless other variables.

2) Methodological and Research Design Difficulties

Diamond and Shapiro (1975) crystalize this problem when they write,

> Despite increasing research on encounter, T-group, and sensitivity groups over the past 25 years, major methodological and design in-adequacies have generally not been overcome (p. 59).

A major problem has been the inadequate identification of the independent variable; the nature of the group experience. This is the result of the limited relationship between the labels and the process or content of the group experience. Standardized instruments many times are not sensitive to the reported changes of the participants. Any non-standardized assessment tool also faces serious problems concerning their reliability and validity statistics. Individuals volunteering to participate in a group many times will score higher on the pretest than the normed population. Any significant change in posttest scores then becomes increasingly more difficult to interpret.

3) Casualties Resulting from Sensitivity Training

A difficulty in researching the adverse effects of groups is the problem of defining what is an adverse effect. Lieberman, Yalom and Miles (1973) define a casualty as an

> individual who, as a direct result of his experience in the encounter group, became more psychologically distressed and/or

employed more maladaptive mechanisms of
defense. Furthermore, to be so defined
this negative change must not be transient,
but enduring, as judged eight months after
the group experience (p. 171).

The Stanford Study conducted by Lieberman, Yalom

and Miles (1973) computed one of the highest casualty

rates noted by research studies investigating adverse

effects of groups. These authors conclude that:

Of the 206 participants starting the groups,
sixteen (7.8 percent of the total, and 9.1
percent of those who completed 50% of the
group meetings), suffered significant
psychological injury (p. 174).

Bach (1972) discussed the research to determine

the effects of sensitivity training:

We have seen how, despite the scientific
language, the ideology promotes in many ways
a return to non-scientific thinking, and that
there has been little systematic evaluation
(p. 218).

Bach continues to criticize the lack of research which

supports practice.

We are again returning to a central point
within the movement, namely, that the ex-
treme kind of process orientation, or the
orientation to the direct experiences,
leaves the practioners finally without any
claim for long range benefits, or any thing
more than the value of the experience it-
self (p. 218).

The recent criticisms of groups have resulted in

an upgrading of research designs utilized to investi-

gate outcome measurements. At the same time, research

supports the premise that group or individual

counseling, can produce either positive or negative changes.

This section exemplifies the devisiveness within the human relations movement concerning its effect on participants. The field has long been polarized between fervent supporters and vehement critics. Research is needed which employs adequate design matrices, to determine the incidence of adverse effects as a result of a group experience.

Development of Special Educational Programs with Low Income High School Students

In conjunction with the development of the human relations-sensitivity movement, another social movement of immense impact was originating simultaneously. During the post war years a growing awareness developed in the United States concerning the 15-20% of the population labeled "economically disadvantaged" (Havinghurst, 1970). We have joined a "War on Poverty." Racial segregation has been declared illegal, women have been legally defined as equal, a Civil Rights Act was passed; all these acts were instituted with the belief that all people should have equal access to success in this society. Billions of dollars have been spent since President Johnson declared the "War on Poverty." Yet a great deal of money and talent have been expended without raising the educational or occupational level of this group (Havinghurst, 1970).

In the Higher Education Act of 1965, Congress mandated that two programs be developed to motivate and attract economically and culturally disadvantaged youth into post-secondary programs. Talent Search and Upward Bound were created to improve student's opportunities for educational, social, and personal development. Upward Bound was designed to reach low income students who have the potential for successfully participating in post-secondary training, yet lack the motivation and basic academic skills needed for continuation. Upward Bound originated in the Office of Economic Opportunity (OEO) as a result of a pilot pre-college program during the summer of 1965. Research conducted during the project demonstrated that 80.5% of the students were admitted to college, after only one summer with Upward Bound (Greenleigh Associates, 1970). In 1968, the Higher Education Amendment Act transferred the program to the U.S. Office of Education, where it presently is administered.

A number of research companies were mandated by Congress to study the effects of the Upward Bound Program on participants. The most comprehensive study was completed by the Research Triangle Institute in 1976. The study indicated that the program had grown from 16 pilot projects in 1965 to 446 programs during fiscal year 1973-1974. These programs were serving 51,775 students at an annual cost of approximately $38.3 million dollars during that

period. The report also documented Upward Bound's effec-
tiveness in graduating students from high school. At all
grade levels, Upward Bound's completion rate was higher
than a statistically matched control group. In fact, the
rate increased in direct relationship to a student's length
of participation in the program. Another variable identi-
fied was post-secondary enrollment. The study documented
conspicuously large differences between Upward Bound
students and the control. Not only was the college admis-
sion rate for Upward Bound students statistically signifi-
cant, it was also of considerable practical importance due
to the absolute magnitude of the difference. Within the
Upward Bound sample, 70.7%, 700 students, enrolled in post-
secondary training as compared to only 46.7%, 413 students,
from the control group. Both variables underlie the basic
goals and objectives of the project. Based on the Research
Triangle study (1976), Upward Bound is increasing the num-
ber of low income students entering post-secondary training.

A landmark study by Hunt and Hardt (1969) investigated
attitudinal change of black and white students participat-
ing in the intensive residential component of the project.
A representative sample was randomly selected from the Up-
ward Bound programs. The design was a One-Group Pretest-
Posttest matrix (Campbell and Stanley, 1963) which sampled
213 black and 90 white students. A questionnaire was
designed to determine changes in 1) importance of college,

2) possibility of achieving a college education, 3) motiva-
tion, 4) self esteem, 5) internal control and 6) future
orientation. Hunt and Hardt determined that very signifi-
cant changes were found in self esteem, internal control,
motivation, and future orientation. The study also investi-
gated Upward Bound's effectiveness in retaining students in
high school. The research documented that the Upward Bound
dropout rate was 5%, as compared to 55% for the general
population of low income students and 29% for older siblings
of participating students.

Relationship between Self Concept Change and
Human Relation-Sensitivity Training

The final issue of this chapter concerns itself with
the importance of self concept as a determinant of behavior
and the effect of human relations-sensitivity groups on
self concept. People behave in a manner which supports the
initial view they hold of themselves (Rogers, 1951). In
fact a large part of counseling theory is based on the need
of individuals to redefine their perceptions of self and
others (Combs and Syngg, 1959). An individual's perceptual
framework is dependent on his/her feelings, needs, and
beliefs at any given moment. People tend to behave in ways
which are consistent with their perception of reality.
Self concept theory strongly suggests that people will act
in a manner consistent with their perceptions of themselves.

New experiences will be accepted or rejected based on their
"fit" into that person's evaluation of himself/herself.
Further theoretical background on self concept will be dis-
cussed in Chapter II, Review of Literature.

Because the self concept is learned, it also can be
changed. A fundamental proposition in humanistic counsel-
ing is that people have the resources to effect a change in
their feelings and behaviors. Self concept is generally
learned as a result of interactions with significant others;
parents, siblings, teachers. Generally the more basic
aspect of self, one hopes to change, the slower the process
to effect change. This is an important concept for profes-
sionals to understand when working toward the enhancement
of self concept.

One method used to effect a change in self concept has
been the human relations-sensitivity movement. Benne (1964)
provided a philosophical rationale for the introduction of
groups into the educational process. Combs, Avila, and
Purkey (1971) state:

> More recently we have come to understand the
> value of the group experience itself as a
> vehicle for the exploration and discovery of
> new meanings about self and the world. As a
> consequence, people in the helping professions
> everywhere are experimenting in a variety of
> ways with the use of groups for advancing
> human growth and fulfillment (p. 279).

The literature studying the effects of human relations-
sensitivity training on self concept is somewhat varied.

Gibb (1974) noted that 21 of 40 studies documented no significant change. Yet individual studies are somewhat difficult to interpret. The differences obtained may be caused by variables effecting the internal or external validity of the study. As stated previously, standardized tests many times are insensitive to changes reported by the participants. A more detailed presentation and analysis of the effect of human relations-sensitivity training on self concept will be presented and discussed in Chapter II, Review of Literature.

Significance of the Study

Research on the effects of groups with self acceptance, self concept change is limited (Gibb, 1972). Although many studies have accumulated since 1946 on the effectiveness of sensitivity training, this researcher has found only three studies which assess self concept change with low income students in a residential setting: Caruthers (1975), Nash (1974), Patton (1974). Many of the studies with low income populations deal with subjects that are either institutionalized or exhibit socially aberrant behaviors: juvenile delinquents, alcoholics, drug abusers, and psychiatric patients.

Because of this lack of evidence, a need exists to determine whether or not the self concept of low income high school students can be enhanced as a result of human

relations training. Results of innumerable studies verify
that successful students are ones who view themselves in a
positive manner. Students who evaluate themselves in a
negative manner usually behave in ways which confirm this
belief. This self-fulfilling prophecy tends to accelerate
and deepen the effects of a negative self concept on the
total experience of a student. Students who generally per-
ceive themselves as positive, capable people tend to
achieve at a higher level than do students who have nega-
tive self concepts (Purkey, 1970).

If the enhancement of the self concept can lead to
more satisfying and constructive behaviors, it is impera-
tive that studies begin identifying the conditions which
influence a positive change in self concept. The results
of this study can provide important data concerning the
effectiveness of sensitivity groups in enhancing the self
concept of low income high school students. The accumula-
tion of studies which measure self concept change may sup-
port the assumption that groups can be considered an effec-
tive means to improve self concept.

Definition of Terms

Human Relations-Sensitivity Movement

The terms are many times used interchangeably to des-
cribe a small group experience which is aimed at producing

greater sensitivity to self, to the feelings and percep-
tions of others and to the interpersonal process. Within
each group, a great deal of diversity exists concerning
the utilization of specific techniques to achieve these
goals.

Structured Human Relations Training Group

A term used in this study to describe treatment groups
which utilize structured experiences to achieve its goals:

a) Increasing student's awareness of feelings,
    behaviors, attitudes, and physical experiences.

b) Skill training in the use of appropriate interper-
    sonal behaviors through the use of role playing,
    role rehearsal, positive reinforcement, and feed-
    back.

c) Acquisition and utilization of relaxation, aware-
    ness continuum, assertion, value clarification,
    and communication skills to enhance the perception
    of self.

Unstructured Groups

A term used to identify treatment groups which uti-
lized no structured activities to achieve enhancement in
the self concept. This term is not used to imply that no
structure existed within these groups. Rather it is in-
ferred that the participants developed their own unique
structure throughout the process of the group.

Self Concept

The manner in which a person perceives him/herself.
This includes feelings, attitudes, perceptions, and beliefs
that individuals indicate about themselves, on the
Tennessee Self Concept Scale. The researcher utilizes nine
scales of the counseling form.

Structured Experiences

A structured experience is a leader's intervention in
a group's process which involves a set of specific instruc-
tions for participants to follow.

Low Income, Disadvantaged Students

Upward Bound students selected to participate in the
summer program at Oregon State University. These students
meet low income qualifications which enable them to parti-
cipate. These income requirements are included in the
federal regulations which govern the program.

Limitations of the Study

The following assumptions were considered before any
generalizations or inferences could be made from this study.

1.   The subjects in the study were low income high school
     students participating in a federally sponsored pro-
     gram. The results can only be generalized to that

specific socio-economic group, age level, and educa-
tional status.

2. The research used the <u>Tennessee Self Concept Scale</u>, a
    self report instrument, to measure self concept. Self
    report measures are the most common methodology for
    measuring self concept. However Wylie (1961) maintains
    that these instruments possess three inherent weak-
    nesses:

    a. Subjects only reveal what they choose to disclose.

    b. Subjects may respond with attitudes and percep-
        tions they really don't hold.

    c. Subjects are influenced by their unique language
        and cognitive strategies.

3. Subjects did not volunteer or select to participate in
    the groups they were placed. The groups were offered
    as part of the summer curriculum, and students earned
    high school credit for their participation. This lack
    of choice may effect their behavior and commitment
    within the group.

4. The subjects were involved in a total of 15 hours of
    training. Although theorists believe that people can
    change their perceptions of themselves (Rogers, 1951;
    Hamachek, 1971), these same authors also address them-
    selves to the difficulty in changing long held beliefs
    and perceptions about the self. The length of train-
    ing may be an important variable in determining the

effectiveness of self concept change.

5. The <u>Tennessee Self Concept Scale</u> (TSCS) is normed for a sixth grade reading equivalency level (Fitts, 1965). Some Upward Bound students do not read at that grade level. The inability of some students to determine the meaning of words, may influence the range or variability of scores within each scale. Students, not fully comprehending the test, tend to respond with neutral responses to the entire test. This influences the reliability and validity of the scores.

6. The variables influencing the testing situation may effect the results of the data. The perceptions of low income high school students toward standardized tests, the time allocated to testing rather than activity, test interaction between administrator and respondents, and psycho-physiological factors all influence the results of the data.

7. The differential effect of the facilitators on the participants is assumed to be equal. Yet the dependent variable, self concept change, may be the result of the attitudes and identification of the members toward the different facilitators.

8. The presence of the researcher as an administrator in the program may introduce experimenter bias through differential reinforcement of the students. The experimenter may influence the expectational sets of

certain subjects because of his inherent investment in

the research study.

9. As in all research, this study could contain extrane-

ous variables such as: maturation of subjects, events

intervening between pre- and posttesting, and the

psycho-physiological state of subjects. These factors

may have produced an effect on the dependent variable,

self concept.

Purpose of the Study

The main purpose of the study was to investigate the

effect of human-relations sensitivity training on the self

concept of low income high school students as measured by

the Tennessee Self Concept Scale.

Research Hypothesis

The following null hypothesis was analyzed utilizing

pre and posttest scores derived from the Tennessee Self

Concept Scale (TSCS). The counseling form was selected and

nine scales were measured.

Ho : There is no significant difference for posttest

mean scores among Group I (structured), Group

II (structured), Group III (unstructured), Group

IV (unstructured), and Group V (control) on the

Tennessee Self Concept Scale.

Ho_1: There is a significant increase in posttest scores among Group I (structured), Group II (structured), Group III (unstructured), Group IV (unstructured), and Group V (control) on the Tennessee Self Concept Scale.

Summary

Chapter I presented an overview of this investigation. Included in the Introduction was a section addressing itself to the history and background of the human relations-sensitivity movement. The development and proliferation of groups was described, and criticisms of the movement presented. Another simultaneous social movement, the development of special educational programs with low income students, was described and research presented. The final section dealt with the effect of sensitivity training on self concept. The significance of the study emphasized the need to investigate the effect of groups on increasing the self concept of low income high school students. The definition of terms clarified the use of these terms in the study. The limitations of the study were stated and identified as variables which may influence the internal and external validity of the research. The purpose of the study and major hypotheses, were also included in the Introduction.

Chapter II

REVIEW OF LITERATURE

Three areas of related research will be reviewed:

1. Literature related to the effect of human relations-
    sensitivity training on self concept.

2. Literature related to self concept acquisition.

3. Literature related to the effect of human relations-
    sensitivity training on self concept of low income
    high school students.

Literature Related to the Effect of Human Relations-Sensitivity Training on Self Concept

Classification of Research Variables Used to Assess Groups

It is generally agreed that the human relations-sensi-
tivity movement originated from the work of Bradford, Gibb,
Benne, and Lewin. The laboratory experience was designed
to enhance action skill training for back-home change.
These workshops held during the late 1940's evolved into a
diverse movement characterized by innovation and experimen-
tation. The dramatic application of the method has stimu-
lated research into the outcome measures attributed to
groups.

Gibb (1971) noted that:

>In spite of the frequent mention in the
>general psychological literature of the
>relative lack of research on sensitivity
>training, the quantity and quality of
>available research is surprisingly high.
>The great range of disciplines illustrates
>graphically the interdisciplinary nature
>of the impact of sensitivity training
>(p. 320-321).

Although the human relations movement is approximately thirty years old, a considerable volume of studies has been produced. Gibb (1974) in compiling a bibliographical list of the research on sensitivity training stated:

>I narrowed my list of materials to 344
>studies, which represent the most readily
>available published studies or completed
>doctoral dissertations in English that
>have quantitative data relevant to their
>stated hypothesis and use group training
>as the independent variable. Although my
>list is not complete it is representative
>of the research on group training during
>the quarter century since T-groups were
>first used by NTL in 1947 (p. 155).

In presenting a sample of the research investigating sensitivity training, the problem becomes one of selection and organization. This researcher parallels the work of Gibb (1971) by distilling the variables utilized into six reoccurring objectives. Within each classification only classic studies have been cited.

Reddy (1975) evaluates the present state of group research:

>We are beyond the early claims of both
>cure-all and condemnation, and technically
>we have advanced beyond the grossly mea-
>sured outcome studies (p. 187).

Gibb (1974) identified more than 300 different dependent variable measures used in the studies he examined. Because of the conceptual diversity of the studies, it is impossible to precisely separate the six categories described.

1. Sensitivity

Training is aimed at producing greater sensitivity to self, to the feelings and perceptions of others, and to the interpersonal environment. Its components have been described in the literature as openness, spontaneity and authenticity.

The most promising data was provided in an early study by Bunker (1965). Bunker's study confirms other findings that when changes occur they are likely to occur first in changes in sensitivity. From a sample of 341 participants in a two week training program, the investigator found that the greatest difference among the members occurred in sensitivity:

> The cluster of categories with both the highest proportions of participants seen as changed and the largest experimental-control differences have increased openness, receptivity and tolerance of differences as its comcon content (p. 143).

Haiman (1963) found that the experimental group was significantly more open minded. The author theorizes that persons who are less dogmatic and more open minded will be more available to the sensitivity of self and others.

2. Managing Feelings

Sensitivity groups arouse intense feelings. The management of these feelings has been a major focus of groups oriented toward personal growth. Outcomes such as congruence between feelings and behavior, clarity of feelings, expression and integration of emotionality comprise this variable. The most thorough investigations have been conducted at the University of Chicago. Ben-Zeev (1958) found that members who participated with those they liked showed a tendency on a Bionic projective test to express friendliness and warmth and inhibit anger and hostility. The direct opposite was true for members participating with those they disliked.

Peters (1966) utilized a semantic differential test to measure congruence between ideal self and perceived self after a two week group training experience. The results indicated that the participants' self concept and ideal self changed significantly as a result of the training. Members tended to perceive their actual behavior as more congruent with their initial perceptions of themselves.

3. Managing Motivation

Much of what teachers informally talk about in schools is the students' lack of motivation. Their intentions are somehow to change the motivation of students regarding school. If changes occur in the motivational structure then change in behavior will likely occur. The literature

describes this category in terms of self determination, inner-outer directness and interdependent behaviors. Direct studies to investigate this variable have been few. Kassarjian (1965) attempted to determine whether sensitivity training influenced inner-outer directedness in the participants. He failed to find any reliable directional shift in ten groups. He concluded that social character may not be a variable effected by group training.

4. Attitudes Towards Others

Within this variable, sensitivity training is assumed to produce such changes as reduced authoritarianism, decreased prejudice and a greater acceptance of others. The research compiled indicates that human relations training does effect attitudes towards others. An interesting aspect of this change, is that participants tend to move in the direction of the values of the group leader (Peters, 1973). The same pressures which influence a person's attitudes and perceptions outside the group, also occur within the group context. Participants desire to please the leader in order that they are perceived in a more favorable manner. It can be inferred that the group itself produces pressure toward conformity and group cohesion.

Rubin (1967) found evidence to indicate that higher acceptance of self was related to high acceptance of others. Based on those findings Rubin suggests that sensitivity training be used as a method for reducing prejudice.

Schutz and Allen (1966) studied 91 participants at the Western Training Laboratory held in Berkeley, 1959. The researchers used the FIRO-B to measure attitude changes as a result of the training. Schutz and Allen found that there were significantly greater changes in the experimental subjects than in the control. The data also supported the premise that the training would change people selectively, depending upon their initial personality characteristics.

5. Interdependent Behaviors

Much of the research involved in determining whether participants act more interdependently in work and life situations has evolved out of studies in organizations. Effective interdependent behavior is described as interpersonal competence, interdependence, teamwork, and problem solving skills. The initial goal of the T-group laboratory was to train participants to recognize their own group contributions and its effect on the group's process (Benne, 1964). A test of such training is its practical application in improving task functions related to back-home problems. Stock (1964) reviewed the literature concerning the effectiveness of laboratory groups to influence participants' task functioning. She suggested that people with different motivations and experiencing different kinds of training, learn different things in their particular groups. These people then take back different potentials for attitudinal change. The effect of transferring group learning to back-

home situations has proven inconsistent. The variables

which appear to effect the transfer of learning are an

individual's experience in the group and his/her percep-

tions of the experience as positive or negative.

Boyd and Ellis (1962) conducted research on a training

laboratory for a Canadian utility. In comparing three

groups in respect to changes on the job, Boyd and Ellis

report that the experimental group indicated significantly

more improvement (65%) than the two control groups. Boyd

and Ellis observe:

> Learning about group behavior was distinctive
> of the seminar. This includes such things as
> the loss of contributions to the group through
> failure to listen, the effect of pressure in
> creating resistance, and how unstated purposes
> often impede group work (p. 4).

6. Attitudes towards Self

Researchers have attempted to determine changes in

perception of actual self, ideal self, as well as an

increase in congruence between the two measures. A change

in the degree of congruence can be interpreted as a change

in self esteem, self acceptance. This is the variable

which this study will investigate in determining the effect

of human relations training groups on self concept.

Bunker (1961) used a Hilden Q sort to measure changes

in self and ideal self concept. He did find that signifi-

cant change occured in the experimental group as a result

of training conducted four hours a week for sixteen weeks.

Bunker also found that individuals who rank themselves in the upper third of the group in perceived self esteem received significantly more positive feedback than individuals who rank themselves in the lower third of the group. Self perceptions seem to influence the relationships a person develops with other participants, and the quality of the exchange within the group.

Burke and Bennis (1961) studied the impact of human relations training on changes in the perception of self and other members. Using a semantic differential, they found that perception of the self and ideal self converged as a result of training. Another finding supported the assumption that a person's perception of self and the group's perception of them will become more similar as a result of human relations training. A significant design weakness of this study was that a comparison control group was not utilized.

In spite of the brevity of this summary, one can readily determine that a good deal of literature exists examining the effect of human relations-sensitivity training on a large number of dependent variables. Reddy (1975) responds to criticisms concerning research with sensitivity groups.

> While critics continue to bemoan the lack of research and theory one wonders if they have read Bradford, Gibb, and Benne (1964), Shein and Bennis (1965), Lieberman, Yalom and Miles

(1973) and a plethora of journal articles
which are not all badly designed and 'weak
methodologically' (p. 187).

Carl Rogers (1970) writes:

> I believe it is clear that research studies,
> even though they need to be greatly extended
> and improved, have demolished some of the
> prevalent myths about encounter groups, and
> have established the fact that they do bring
> about much in the way of constructive changes
> (p. 146).

Although research into the human relations-sensitivity
movement is open to interpretation and sometimes suffers
from a lack of precise experimental controls, this reviewer
has concluded that the training does produce changes in
sensitivity, feeling management, motivational structure,
attitudes toward self and others, and interdependence.

The Effect of Groups on Self Concept

Since the beginning of the human relations-sensitivity
movement in 1946, approximately 344 formal studies have
produced documentation concerning over 300 dependent
variable measures. Yet within that volume of research only
41 studies have been replicated using self acceptance, self
esteem, self concept as a dependent variable measure (Gibb,
1974). Of those studies, 21 indicated significant positive
changes in self concept, and the remaining 20 studies
documented no significant change. The difficulties encoun-
tered in interpreting individual studies was discussed in
the Introduction section of this investigation. Briefly

some of the major methodological weaknesses have been:

1.   Failure to include a comparative control group.

2.   Lack of adequate specification of the independent variable; the group experience.

3.   Use of standardized tests, which may prove insensitive in measuring change as reported by the participants.

4.   Failure to control for obtrusive measures effecting test interaction and observer rating bias.

These problems are present in studies investigating the effect of groups on self concept change. These factors may prove to be the basis for the inconsistency within the research findings. Much of the research investigating the effect of groups on self concept change has utilized college populations. Of the nine studies cited in this section, eight used college students as the sample population. However, after a thorough search of the literature, this investigator located fifteen studies using high school students as the selected sample. These are the studies that are most relevant to the design of this investigation.

Leila Acklen (1974) studied the effects of a human relations training group on the self concept of student teachers. Twenty-five students participated in 30 hours of Carkhuff-based human relations training. Seventy-five students in the traditional teacher education program formed the control group. The design consisted of a pre-test-posttest matrix utilizing the Tennessee Self Concept

<u>Scale</u> (TSCS) and the <u>Personal Orientation Inventory</u> (POI).
The results indicated that significant differences at the
.01 level were found between the experimental and control
groups for the total positive score on the TSCS. Although
the results did not demonstrate significance with the POI,
the change scores did favor the experimental group.

An investigation conducted by Jerry Ascherman (1976)
sought to determine both the short term and long term
effects of a structured human relations training program on
self concept, open mindedness, and attitude of student
teachers towards students. Sixty-one secondary student
teachers were administered the <u>Tennessee Self Concept</u>
<u>Scale</u>, the <u>Dogmatism Scale</u> and the <u>Minnesota Teacher</u> <u>Atti-</u>
<u>tude Inventory</u> as a pretest, posttest, and extended post-
test. Only two scales of the TSCS were found to be signi-
ficant at the .05 level. The author concluded that the
Interaction Laboratory used did not produce any significant
difference in self concept, open mindedness, or improved
attitudes of student teachers. The investigator inferred
that self concept is an extremely durable personality trait
and rather resistant to change, regardless of the method.
Syngg and Combs (1959) support this assumption. All infor-
mation which the organism selectively perceives is organized
and processed in relation to the view that people have of
themselves. The author concludes that changes in attitudes
are more dependent on the instructor and size of the group,

rather than any specific treatment or materials.

In one of the few investigations located which researched the effects of human relations training on a sample which did not include students successfully functioning in a degree program, Frank E. Little (1971) assessed the impact of a personal growth group on the self concept of black freshmen enrolled in a special program. A total of 85 subjects were involved in the study, 45 comprising the treatment and 37 participants divided into two control groups. Six scales of the Tennessee Self Concept Scale were employed to determine self concept changes. The results indicated that no significant differences existed between groups at the start or the end of the experimental period. It was concluded that personal growth groups resulted in increasing participant's use of tentative or uncertain responses. This change was interpreted to mean that the subjects became more open to new information about themselves and were able to move toward greater congruence.

These three studies are representative of the remaining six studies assessing the impact of human relations training with college undergraduates comprising the sample. Of these six studies, four indicate no significant change in self concept as measured by a standardized instrument (Brook, 1968; Minter, 1969; Sachs, 1974; and LaSalle, 1970). One of the other studies, McGee (1969), found that subjects enrolled in sensitivity training did demonstrate significant

positive changes in their self concept. Lee (1969) investi-
gated the effect of a basic encounter group on the self
concept of low achieving college students and certain con-
ditions of their interpersonal relationships with their
peers. The results indicated that significant changes in
self concept were determined to exist at the .01 level
between both groups. Also changes in a positive direction
were noted on three of the four subtests assessing inter-
personal relationships.

The review of these studies assessing the effect of
groups on the self concept of participants within a college
population, corroborate the findings compiled by Gibb
earlier (1974). The data is inconsistent in determining
the effect of human relations training on increasing self
concept, self esteem, or self acceptance.

Other investigators have turned their attention toward
a population comprised of high school students. Since self
concept is correlated with school achievement groups are
beginning to be utilized as an alternative in producing
more successful experiences in school.

Bushey (1976) designed a study to test whether speci-
fic factors signal stability, positive change, or negative
change in adolescent self concept over a five year period.
Subjects were asked to complete a self concept scale at the
beginning and end of the period. At the time of retest
subjects completed a questionnaire which indicated changes

in their academic and personal life. Results showed significant relationships on all the academic factors and mixed relationship on the personal factor. The author concluded that the self concept in adolescence was not stable over the five year period; with 63% of the subjects changing. The study showed no significant difference between males and females in mean self concept. An interesting factor noted was that students who felt they were treated unfairly in school had a lower self concept at the end of the study. Purkey (1970) postulated that adequate self concept is directly related to achievement and to a person's feelings of adequacy regarding interpersonal relationships. Students who feel mistreated, experience negative interactions with school personnel, tend to view themselves in the same manner.

O'Conner (1976) found that between the freshman and senior years of high school, there was no significant change in self concept on any of the four measurements used. The author suggests that four years is not a long enough time to manifest changes in self concept.

The question remains whether human relations-sensitivity groups can effect a positive change in high school students' self concept. Whatever the population, most theorists agree that self concept is a relatively durable construct learned through repeated experiences over a

period of time. If the self concept is subject to the laws
of learning, then it is assumed that it can be changed.

Panzica (1975), attempted to determine whether group
centered or programmed activity counseling would effect the
self concept of 70 senior high school student volunteers.
The Tennessee Self Concept Scale was used as the measure-
ment in this posttest design. The findings demonstrate
that no significant change in self concept occurred as a
result of the groups. However, student responses were
generally higher for the programmed activity group. Also
one counselor's group tended to score higher than the other
counselor led groups. That finding suggests that leader
behavior is a critical factor influencing the results of
the study. The research also provides no comparison group
to measure whether any treatment would have been better
than nothing.

McCarthy (1974) studied the effect of human awareness
programs on the modification of locus of control and self
concept of 265 juniors and seniors in 8 high schools. The
groups were a regular part of the high school curriculum.
It was concluded that locus of control did not improve as a
result of the program. Yet self concept, defined as self
satisfaction, did improve. Locus of control may not be
effected by general awareness procedures. Another aspect
influencing the contradictory results may be the effect of
the trainer. It is difficult to identify the factors which

cause a change in self concept to occur.   Leader behavior

and the functional roles emitted by the members add to the

difficulty of identifying one factor as effecting a change

in self concept. Lieberman, Yalom, and Miles (1973) sup-

port the assumption that the most important variable

influencing the outcome measures is the trainer. No matter

what technique or philosophy is utilized, the relationship

between the facilitator and members of the group appears to

be a decisive factor.

Hardley (1976) hypothesized that a course in human

relations training for high school students would result in

changes in self esteem behaviors and subjective ratings of

self esteem. The treatment group was comprised of 24 self

selected students enrolled in a human relations class for

one term. A control group was matched on specific

variables. The study did not demonstrate that there were

any significant differences in gains in self esteem be-

haviors or in subjective self esteem. It was found that

both treatment and control group means increased. Variables

other than the treatment were effecting the change in post-

test results.

In an experiment designed to evaluate the effects of

an encounter group on self concept of high school students,

Cirigliano (1972) also analyzed three other variables: sex,

I.Q., and age of the participants. The groups met for 45

minutes, twice a week, during a five month period. It was

important that the groups were considered part of the students' daily academic schedule. The results indicated that the encounter experience did not produce any significant differences among the means of the variables selected. The Tennessee Self Concept Scale did not indicate any significant difference in self concept scores.

The weaknesses that most of these studies exhibit are their lack of specificity of the independent variables; the group experience. The confusion in terminology leads to a lack of clarity concerning the goals of a human relations-sensitivity group. If the goal is the enhancement of the self concept, what specific activities are designed to move toward enhancing self concept? Also, none of the studies control for the effect of the leader. External validity suffers when small samples, lacking homogeneity and randomness, are used to generalize the results to broader populations. Yet these design weaknesses are by no means limited to group research. They effect the external and internal validity of most research designs used with human subjects. In spite of these methodological difficulties, it may be that human relations-sensitivity training does not effect an increase in the self concept with this population; high school students.

An investigation, den Broeder (1975), used a specific behavioral technique to enhance self concept. The researcher hypothesized that academic success feedback can

be effective in raising the self concept of low academic students by varying the degrees of discrepancy and the perceptions of causality. The findings indicated that academic success feedback can effect a positive change in self concepts if it is presented under the proper conditions. Feedback must be incremental, very slightly successful, and attributed to the luck of students. Both conditions seem to satisfy the needs of students to maintain consistent self concepts. This method does suggest that certain reinforcers can be designed to effect changes in behavior as well as changes in self concept.

A communication skills training program was used to determine its effect on self concept. Casey (1975) randomly assigned 120 ninth grade language art sudents to experimental and control groups. While the control groups studied a reasoning unit, the experimental group received four weeks of training in perceiving and responding with empathy, respect, and warmth. The results demonstrate that significant differences were found to exist on the communication skills indices. No significant differences were found in the self concept measure. However, the experimental group did differ from the control by perceiving that others saw them more favorably. The first aspect of self concept change may be this initial change in how, 'I perceive others' attitudes toward me.'

Turral (1975) designed a research study to investigate the effects of sensitivity training and parent training upon underachieving males' grade point averages and self esteem. Subjects included 135 students, grades 9, 10, and 11 from four Canadian secondary schools and their parents. Group A received sensitivity training based on NTL format; B was exposed to Adlerian parent training; C experienced both sensitivity and parent training; and D was considered the control. The results demonstrated that sensitivity and parent training with underachieving males and their parents had no effect on grade point average and self esteem score. Although the study indicated no statistical difference in self esteem, the results did show that self esteem did increase for those subjects in which the students participated in the sensitivity training and the father experienced the parent training. This increase occurred only sometimes after treatment. It may be that the family system changed as a result of the experience and that parents began to view their children as more competent, trusting and worthwhile.

The YMCA has experimented with a variety of sensitivity programs and analyzed the results. In their most exhaustive study, 650 high school age subjects participated in a sensitivity training laboratory at the Twelfth National Hi-Y Assembly. Following the Assembly, a questionnaire was mailed to all participants and trainers involved.

The self report questionnaire elicited responses in six areas of learning; increased self identity being one category. The research indicated overwhelming confirmation that the youths achieved more insights into themselves. Both males and females rated increased self identity as their first or second choice to the question, "What are the most important things you got out of the experience?" (Himber, p. 312). A second questionnaire administered six months later indicated that, "The high positive response to the first questionnaire was in a substantial degree present six months later" (Himber, p. 315).

High school students in an investigation completed by Elliot (1969), participated in a semester long psychology class designed to determine the effects of general semantic training. Selected behavioral and attitudinal characteristics of the self actualizing process were collected by self report questionnaires. The research indicated that significant gains were reported in these selected areas: more feelings of identification with others resulting in an increase in sense of personal identity and responsibility, less alienation, more honesty, and less feelings of phoniness. These variables can be inferred to indicate an increase in an individual's feelings of self worth, and more satisfying interpersonal relationships.

Summary

The literature was reviewed concerning the effect of sensitivity training with a variety of student populations. Studies conducted with college populations indicate that groups can effect a positive change in self concept. Investigations utilizing high school students suggest that this population may be less amenable to change. Studies which produced a significant change in self concept, specifically identified the treatment effect. A structured human relations design appears to produce greater changes in self concept.

It was also concluded that many of the studies reviewed contained major methodological difficulties which may have influenced the results. Leader behavior, member functioning, adequate control group, specificity of the independent variable, and the statistical analysis used to analyze the data, are variables which were identified as factors influencing the results.

This investigation focused on the effect of the treatment variables, although participant outcomes composed the dependent variable, process variables effecting the results were controlled by strengthening the design of the study. Leader types, adequate control group, identified treatment effect, and leader training enhanced the internal and external validity of this design.

Literature Related to Self Concept Acquisition

Self concept is a process through which humans develop a complex group of ideas, assumptions and observations about themselves. The self concept is not one particular thing; it is rather an abstraction, a Gestalt, a peculiar pattern of organization, perceptions about the self. Combs, Avila and Purkey (1971) describe self concept as:

> The single most important factor affecting behavior. What people do at every moment of their lives is a product of how they see themselves and the situations they are in. While situations may change from moment to moment or place to place, the beliefs that people have about themselves are always present factors in determining their behavior (p. 39).

Many theorists have made significant contributions to the body of knowledge concerning self concept. During the early part of this century, William James (1910) theorized that the self concept was composed of three distinct aspects: material self, social self, and spiritual self. The "material me" includes all the parts of an individual which are tangible in nature: body, objects, all physical items in the environment. James categorizes the "social me" as the perceptions of an individual's identity, which originated from other's view of them. This personal identity involves the interpersonal roles each person holds in a social setting. The "spiritual me" is that part of self which sets humans apart from other life forms. This

dimension includes the capacity of humans to be aware of the mental and emotional processes occurring within us.

Early theorists placed heavy emphasis on the social milieu as a prime determinant of self concept acquisition. C. H. Cooley (1902) developed a theory of self based on the self's interaction with others. Cooley conceived of the "looking-glass self" which he described as a

> self idea which seems to have three principle elements: the imagination of an appearance to the other person; the imagination of his judgement of that appearance; and some sort of self feeling such as mortification or pride (p. 512).

Each person does not react to their perceived self but to how they imagine others perceive and judge them. An individual will come to view themselves in a manner which is consistent with the ways others perceive and treat them.

G. H. Mead (1934) extended and refined Cooley's definition of self. Mead's self is an "object of awareness." Each person comes to know themselves as they see others responding to them. According to Mead the child begins to imitate the behavior of important people in the environment. A person's self concept is formed in a social setting. Because of this, a person develops many selves within different social situations.

Maehr, Mensing, and Nafzer (1962) studied the hypothesis that the self develops as a result of reactions from significant others. The sample consisted of 31 adolescent

boys participating in a high school physical education class. "Experts" rated the boys' performance on certain physical tasks through approval or disapproval. It was found that the boys' evaluation of self changed in the direction of the experts' judgements. Both approval and disapproval brought about corresponding increases or decreases in the subjects' perceptions of themselves.

Alfred Adler (1929) who broke with Freudian doctrine theorized that people are conscious beings, capable of planning and guiding their actions. He viewed all persons as having a "life plan," the objective of which is "superiority." Although Adler saw every person as having the same goal, he also postulated that there were different life styles to achieve superiority. These life styles are largely determined by the person's attitudes of inferiority, real or imagined. From Adler's point of view, people have considerable power in that they determine their goals according to their beliefs about themselves.

Another important contributor to the field of self concept acquisition was Harry Stack Sullivan (1953). Sullivan assumes that parents bear the responsibility for conditioning positive or negative feelings of self to their children. From the very beginning, the child is constantly bombarded with a flow of "reflected appraisals." Through the child's integration of these reactions, he/she comes to develop expectations and attitudes toward self. If the

appraisals have been negative, then the child will tend to develop an inadequate view of him/herself. If the appraisals have been mainly positive, then the child is inclined to develop a positive, worthwhile image. In summary, Sullivan feels that the acquisition of self concept cannot be separated from interactions with others.

The underlying theme of humanistic psychology is the phenomenological point of view. Combs and Syngg (1959) developed the idea that each person behaves in a manner which is consistent with their perception of themselves. Each person's frame of reference contains all the feelings, values, attitudes and perceptions that are present at any given moment. Reality lies not in the event but in a per-son's perception of that event.

> A fundamental thesis of the perceptual point
> of view is that behavior is influenced not
> only by the accumulation of past or current
> experiences, but even more importantly, it
> is influenced by the personal meanings we
> attach to our perceptions of those experi-
> ences (Hamachek, 1971, p. 32).

The self concept directly influences how an individual perceives reality. Each person is involved in his/her own unique phenomenal field. Their perception of the world is based on their own needs and beliefs at any given moment in time.

Combs, Avila, and Purkey (1971) discuss this central theme.

> The importance of the self concept in the
> economy of the individual, goes far beyond

> providing his basis of reality. It's very
> existence determine what else he may per-
> ceive. The self concept has a selective
> effect on perceptions. People tend to per-
> ceive what is congruent with their already
> existing concept of self (p. 43).

Once established the self concept acts as a filter,
through which all stimuli are evaluated. This selectivity
also tends to maintain and support the existing beliefs
about oneself. People tend to behave in a manner which is
consistent with their phenomenal field. This self per-
petuating aspect of the self extends to all aspects of a
person's experience. Fortunately it operates both posi-
tively as well as negatively. People who believe they can
succeed usually reinforce that image. On the other hand,
people who perceive themselves in a negative manner, tend
to behave in a style which supports that view.

A very similar phenomenological view of self is
advocated by Carl Rogers. His viewpoint was developed
through years of therapeutic experiences with people.
Roger's self concept contains several important features
(Hamachek, 1971).

a) The self strives for consistency,

b) a person behaves in ways which are consistent
   with the self,

c) experiences that are not consistent with the self
   are perceived as threats and are either distorted
   or denied,

d)   the self may change as a result of maturation

and learning (p. 54).

Rogers believes that each person's perception of reality is

totally unique and based on their experience of their

phenomenal field. The basic tendency of the organism is

toward maintenance and enhancement of the self. People

behave in ways which are consistent with their concept of

self. Rogers (1951) writes that:

> As the organism strives to meet its needs
> in the world as it is experienced, the form
> which the striving takes must be a form
> consistent with the concept of self (p.
> 507-509).

Summary

In summary, the acquisition of self concept is depen-

dent on early childhood experiences and how significant

others perceive and treat the child. Yet self concept

development is not only dependent on the event itself, but

more importantly on how each person perceives his/her

experience. Self concept comes about as a result of many

experiences repeated over long periods of time. Human

beings perceive themselves from their own unique frame of

reference and their behavior is consistent with the view

they hold of themselves. If the self concept is learned,

it can also be changed. Humanists believe that people have

the resources to change their perceptions and behaviors

concerning self.

Literature Related to the Effect of Human Relations-
Sensitivity Training on the Self Concept of
Low Income Populations

Relatively little attention has been paid to the

effect of sensitivity training on the self concept of low

income populations, in particular, high school students.

This lack of research may be due to the inability of

investigators to gain access to a sample of low income high

school students. As indicated by the previous sections,

sensitivity training has permeated diverse settings and

populations. Yet a majority of investigations utilize

middle class populations especially college samples. Of

the eight studies located to assess the effectiveness of

sensitivity training with low income groups, four were com-

pleted with populations indicating deviant or aberrant

behaviors. Some evidence is available indicating the

effect of group procedures on measured outcomes with low

income samples.

Peterson (1975) studied the effects of self disclosure

on the self concept of low income students enrolled in an

alcohol and narcotics program. The investigator hypothe-

sized that the ability to disclose feelings to another per-

son in the same environment would result in a change in

self concept. Thirty-two students were assigned to the

experimental and control groups. The treatment group

received training and homework in self disclosure. After a

six week period, the results indicated that only two scales
of the 15 scales from the Tennessee Self Concept Scale were
significant. The researcher concluded that a significant
change in self concept was not demonstrated by a signifi-
cant increase in only two scales of the TSCS.

In a study with disadvantaged male prisoners, Lorish
(1974) attempted to determine the effects of a counseling
skills program on the moral reasoning of subjects. Thirty
adult male prisoners from a medium security prison were
randomly assigned to the control and experimental groups.
The experimental groups were taught counseling and problem
solving skills based on the Carkhuff model. The results
indicated that significant differences did exist between
the groups on moral reasoning. The study demonstrated that
counseling skills can be taught to students with little
previous academic success. The data also showed that dis-
advantaged young adults moved toward higher levels of moral
reasoning as a result of the training.

In another investigation utilizing a juvenile prison
population, Diamond and Shapiro (1975) researched the
application of encounter procedures with populations that
were neither Caucasian nor middle class. The unpublished
results indicate that a significant increase in interper-
sonal functioning and self percept were obtained. These
results are surprising in that the members spoke pidgin

English during the group. Despite the language difficulty, the results suggest that sensitivity training can be successfully utilized with a great variety of populations.

Using a different sample, Silberman (1974) attempted to determine the effect of group therapy on self concept and anxiety levels of adolescent behavior disorder girls. Sixteen girls were assigned to treatment and control groups. The treatment group received three consecutive three hour group therapy sessions. No significant differences were found on the anxiety scale and on the Tennessee Self Concept Scale. Only on one scale, Personal self, did the participants indicate a significant change. The investigator surmized that the length of therapy and the therapeutic environment may prove more important to outcome measures than the treatment itself.

Theorists claim that the basic principles underlying group dynamics should apply to any population. Yet the research presented indicates a great deal of confusion and inconsistency. Of the five studies found to be specifically related to the focus of this investigation, four indicated no significant change in self concept as a result of sensitivity training.

An investigation by Vail (1970) sought to determine the effects of a leaderless counseling group on aspects of intellectual, behavioral, and self concept development of culturally disadvantaged Black girls. Thirty-four subjects

were divided into two experimental and two control groups. The research indicated that no significant differences were found between experimental and control groups in intellectual, behavioral or self concept aspects. No significant difference was also found between the type of counseling treatment used to effect change.

Pokipala (1974) explored the use of weekly individual counseling, weekly group counseling, and alternated individual and group counseling on self concept, academic achievement, and attendance of disadvantaged students. The sample was composed of one black school and one Mexican-American school which contained pupils involved in Title I programs. No significant differences were found in the achievement factor, however, the alternately counseled group indicated the highest relationship, almost attaining significance. Self concept scores were not found to be significant between the experimental and control groups. Racial-ethnic differences did occur; the black control group showed the highest score while the Mexican-American control group indicated the most regression on self concept scores. In this study self concept was just one of three variables being examined. No attempt was made to specifically identify either the treatment effect or the leader effect on outcome measures. Perhaps the investigation should also examine processes that occur within the group and its members, as well as outcome.

David Patton (1974) studied the effects of group counseling activities on self concept and locus of control of economically disadvantaged minority youth enrolled in a pre-college summer program. Forty-eight students were randomly assigned into two experimental groups and one control group. The results of the data clearly indicate that group counseling resulted in significant positive changes in self concept. Also a significant change occurred in locus of control across all groups. This move toward internal control cannot be isolated to the treatment effect alone. Since all the groups indicated a change in the locus of control, the effect of the pre-college program may have contaminated the results. A closer analysis of the posttest mean scores was not utilized by the researcher. The analysis doesn't identify the significant differences among the treatment and control groups. Other variables such as leader behaviors, membership roles or the treatment effects have not been controlled.

In a related study with an Upward Bound summer population, Nash (1974) investigated the effects of art counseling on the self concept and cultural biases among Afro-Americans. Sixteen students were randomly assigned to the experimental group (art counseling) and to the control group (non-directive counseling). The conclusions showed that self concept as measured by the Tennessee Self Concept Scale was not significantly different between the art

counseling and the non-directive groups. As a result of art counseling, Black subjects changed their conceptualization of six concepts. An interesting finding was that Blacks had a more positive self concept regarding evaluation and activity dimensions when in the presence of Black counselors rather than White. The findings from this study suggest that art counseling is an effective method in changing Blacks' perceptions of particular cultural terms. The utilization of large groups (16) to produce a change in self concept may have been a factor influencing the lack of self concept change. The researcher did not examine the processes within the group. Only outcome measures were analyzed. All these studies suggest that the treatment effect, leader behavior, member functioning, and the development of norms influence the results achieved.

The most relevant investigation to the present study was conducted by Caruthers (1975). Caruthers assessed the effects of group counseling on the self concept of disadvantaged high school students. Ninety (90) students attending the summer Upward Bound program at East Central Oklahoma University were randomly assigned to four treatment groups (66) and a control (24) group. Caruthers used the same nine scales from the Tennessee Self Concept Scale utilized in this research as a pre- and posttest measure. An important difference between both studies is that Caruthers did not control for the effect of the Upward

Bound program in changing self concept. The control group
only met for the administration of the pre and posttest.
The control group in this design will be involved in a
placebo effect. The group will meet for the 15 hour ses-
sions. The content of the sessions will be designed to
engage students in similar recreational-cultural activities
that Upward Bound offers as part of this summer program.
The Oklahoma study designed elaborate t-test analyses be-
cause the investigator did not control for all the variables
in this study. The t-test does not match the groups statis-
tically. This researcher selected Analysis of Covariance,
which adjusts the means of the dependent variable for un-
controlled factors. Analysis of Covariance is a much more
sophisticated, robust tool which matches the groups using
concepts of regression and analysis of variance. The pro-
bability of achieving significance is enhanced through the
selection of this sophisticated instrument.

Caruther's analyses of the data indicated no signifi-
cant difference between change scores of experimental and
control groups on the nine scales of the TSCS at the .05
level. One scale, Personal Self, did approach significance
(.07 level). Although the experimental group recorded vary-
ing increases on eight of the nine scales of the TSCS, the
change was not great enough to achieve significance.

Caruthers recommends that different procedures be
designed to improve the effectiveness of the group

experience. This study utilizes specific structured acti-
vities which are designed to enhance the self concept of
students. The T-group process advocated by Caruthers may
not deal with either changes in behavior or changes in
individuals' perception of themselves. This study uses
behavioral, Gestalt, and communication techniques to effect
a positive change in the participants' perception of them-
selves. The literature (Rogers, 1951; Hamacheck, 1971),
supports the premise that a person will behave in a manner
consistent with their self concept.

Summary

Since the beginning of the human relations-sensitivity
movement, hundreds of published studies have researched the
effect of these groups on certain measured outcome varia-
bles. Yet within this volume of research very few studies
exist which measure the effect of human relations-sensiti-
vity training on self concept. The results from these
studies have proven inconclusive. The findings are diffi-
cult to interpret and their generality is open to question.
Finally, the research related to the effect of groups on
the self concept of low income high school students was
presented. Four of the five studies demonstrated no signi-
ficant enhancement of self concept. The research designs
did not account for variables that this investigator assumes
are critical to the results of the experiment. Leaders'

behavior, member functioning, the specific treatment activi-
ties, and a placebo control may have influenced the findings
of these studies. This design specifically identified the
parameters of two different treatments; structured and
unstructured. The Upward Bound effect was controlled by
utilizing a control group approximating the recreational
activities of the program. The studies reviewed did not
support the assumption that groups can significantly change
participants' perceptions of themselves.

Chapter III

RESEARCH DESIGN AND PROCEDURES

This study was designed to investigate the effects of a structured human relations training group on self concept of low income high school students. This chapter includes a description of the sample, selection of the subjects, leaders, and treatment procedures. It also describes the instrument used for measurement, the null hypothesis and the analysis of the data.

Sample

The subjects in this research were participants in the 1978 Upward Bound Summer program, at Oregon State University. The parameters for the research sample were as follows:

1. High school students from the target schools participating in the Oregon State University Upward Bound Program.

2. Students who meet all federal regulations concerning their participation in the program. In particular, students must qualify based on low income guidelines.

3. Students whose ages range from 15 to 19 years of age.

Subject Selection

The sample consisted of 57 Upward Bound students cur-
rently involved in the academic component of Upward Bound,
who attended the seven week residential summer program at
Oregon State University. The students were enrolled in a
Human Relations class, which was part of their academic
schedule. This class provided the structure around which
the study was designed.

The subjects were selected and randomly placed within
the four treatment groups and one control group by means
of a table of random numbers (Downie and Heath, 1959). The
sample was stratified to control for the variables of race
and sex. Stratification procedures were implemented be-
cause the current research indicated that females function
at higher levels than males, and some racial-ethnic dif-
ferences do affect the counseling relationship. Stratifi-
cation reduces the probability of sampling error due to a
lack of homogeneity within the sample.

From the 57 students comprising the sample, 11 were
randomly selected for Group I (structured), 10 for Group II
(structured), 11 for Group III (unstructured), 10 for
Group IV (unstructured), and 15 for Group V (control).

The sampling matrix utilized in this research is
illustrated below:

Table 1. Sample matrix.

Groups	Number
I (structured)	11
II (structured)	10
III (unstructured)	11
IV (unstructured)	10
V (control)	15
Total	57

The stratification of subjects by race and sex is depicted in Tables 2 and 3:

Table 2. Sample: Sex characteristics.

Groups	Male	Female	Total
I (structured)	7	4	11
II (structured)	5	5	10
III (unstructured)	5	6	11
IV (unstructured)	4	6	10
V (control)	6	9	15
Total	27	30	57

Table 3. Sample: Racial-ethnic characteristics.

Racial-Ethnic	Groups					
	I	II	III	IV	V	Total
Chicano	3	3	2	3	5	16
White	4	5	8	5	6	28
Native	1	1	1	1	1	5
Asian	1	1	0	1	2	5
Black	2	0	0	0	1	3
Total	11	10	11	10	15	57

Experimental Groups (I, II, III, IV)

Four experimental groups were utilized in the design of this study. During the first week of the Summer Upward Bound Program, the groups were administered the Tennessee Self Concept Scale (see section Instrumentation), as a pretest measure. Over a period of five consecutive weeks, the experimental groups participated in a total of 15 hours of a group experience. The groups met for two, one and one-half hour sessions during each of the five weeks.

For the purposes of this study, Groups I and II were designated as the structured groups, and participated in 15 hours of structured human relations training. The structured format involved the use of specific activities which directed the group members toward a desired outcome. Groups III and IV were identified as the unstructured groups. These groups emphasized a lack of structured activities by the facilitators. Importance was placed on the facilitation of the ongoing experience of the groups.

At the termination of five weeks, all the groups were administered the Tennessee Self Concept Test as a posttest measure. The administration of both the pre and posttest was conducted under conditions approximating each administration. Testing conditions were standardized to reduce the obtrusiveness of test interaction.

Control Group (V)

The control group consisted of one large group (15).
The group was designed to control for the Upward Bound
effect, which was identified as a possible variable
influencing self concept change. The control group parti-
cipated in the regular recreational-cultural activity pro-
gram that Upward Bound organizes during the summer program.
Organized play was the focus for the 15 hours of group
meetings. The Tennessee Self Concept Scale was administered
as a pre and posttest measurement under conditions approxi-
mating each administration.

Leaders

The co-facilitators were selected from the Counselor
Training Program at Oregon State University. The co-
facilitators were randomly assigned to the treatment groups
by blocking for the sex of the leaders. Each group was com-
posed of a male and female counselor completing their last
term of master level graduate work.

Selection criteria for these counselors also included
group course work completed, the amount of encounter
experience previous to the training, and previous experience
with high school students.

The group leaders participated in a three-hour orienta-
tion-training session presented by the researcher. The

session was designed to introduce the research and to
define the parameters of the particular treatment condition
governing the leaders' behaviors. Both groups of facilita-
tors attended separate sessions corresponding to their
treatment format.

Facilitators for the structured groups examined and
reviewed the human relations training program developed by
the researcher. Questions regarding duration and process-
ing of the exercises were left to the individual style of
the facilitators. No attempt was made to limit personal
styles. However, leaders were instructed to process the
exercises with an open facilitation style that accepted and
recognized all responses from the members.

Facilitators for the unstructured groups were intro-
duced to the parameters of an unstructured facilitation
format. Any intervention by the facilitators which
requested the members to follow some specific set of
instructions was prohibited. Unstructured responses were
defined as interventions which would simply facilitate the
ongoing content and process of the group. Techniques such
as Rogerian non-directed responses, basic communication
techniques, and self disclosure were considered appropriate
for this treatment. Methods for minimizing responses
inappropriate to the treatment condition were discussed and
the techniques role played.

The researcher also introduced an expectational set during the training. The facilitators were told that their particular treatment condition had consistently demonstrated higher member outcomes when compared to other methods of group interaction.

Research describing the rationale and effect of the treatment condition was presented: structured (Patton, 1974; Kurtz, 1975); unstructured (Rogers, 1970; Argyris, 1967). The facilitators were instructed not to discuss the research with the other facilitators participating in the study. This was designed to limit the halo effect which might develop through the leaders' interaction.

Treatment

Structured

The research design was composed of four treatment groups. All the groups participated in 15 hours of training. The training was divided into ten, one and one-half hour sessions during a five week period. Groups I and II (structured) participated in a structured human relations training group designed to enhance the self concept of students. The specific goals of the group are listed below:

1. To increase the student's awareness of feelings, behaviors, thoughts and physical experiences.

2.   To aid each participant in communicating more effec-
      tively in their interpersonal relationships.

3.   To enhance the self concept of each student through
      the use of role playing, assertion, awareness exer-
      cises, communication skills, and value clarification
      exercises.

Content of the sessions was designed by the researcher.
The individual sessions were organized into the following
procedures and techniques:

1.   Discussion of the goals and objectives of the group;
      the expectations of trainer and students. Getting
      acquainted exercises designed to develop interpersonal
      trust and the beginning of group cohesion.

2.   Discussion, modeling and role playing orientated to-
      ward trust, self disclosure, and the development of
      close friendships.

3.   Identification and examination of interpersonal
      strategies that members use in making friends.

4.   Awareness grounding in feelings, behaviors, thoughts,
      and physical sensations.

5.   Discussion, modeling, and practice in effective com-
      munication skills through role playing and role
      rehearsal techniques.

6.   Identifying positive and negative statements that par-
      ticipants provide about themselves. Developing new
      styles to positively reinforce his/her concept of self.

7. Developing strategies which facilitate changes that
    each participant is willing to make.

(A detailed description of the content of each training

session may be found in Appendix A.)

Unstructured

Groups III and IV (unstructured) were designed to
determine the effectiveness of an unstructured group
experience on the self concept of high school students. A
number of school districts have experimented with this type
of group in reducing racial tensions and student alienation
(Dias and Main, 1972).

The parameters for the unstructured groups are speci-
fically identified below:

1. No structured activities will be introduced by the co-
    facilitators. Participants are encouraged to talk
    about anything that interests them at the moment.

2. Emphasis can focus on the content rather than upon the
    process of group interaction.

3. Discussions can focus on ideation and cognitive struc-
    ture rather than exclusively concentrating on the feel-
    ings and emotions among the members.

4. The focus was oriented toward facilitating the ongoing
    experiences of the group. The facilitators were pro-
    hibited from directing the group through a specific
    set of instructions.

All group sessions were taped. The researcher and a professor in Counselor Training at Oregon College of Education inspected the tapes to ensure that the facilitators were emitting responses within the parameters of each treatment condition. In order to increase the internal and external validity of this investigation, fixed time intervals were selected as the procedure to sample facilitators' responses from the treatment groups. Four 15 minute time intervals were used to ensure that each group's responses were randomly sampled. The responses were then coded and transferred into written statements. The anonymous responses were examined by both evaluators. It was concluded that the facilitators did emit the behaviors appropriate to their treatment condition. The tapes demonstrated that the facilitators from the structured groups did introduce and process exercises designed for the structured treatment group. It was also concluded that the facilitators from the unstructured groups did emit facilitative responses within the parameters of the unstructured format. This procedure strengthened the validity of the investigation by examining leadership behaviors essential to the treatment effect. This resulted in a reduction of extraneous variables influencing the analysis of the data.

Instrumentation

The Tennessee Self Concept Scale was the instrument
selected to measure self concept. The TSCS consists of
nine scales which measure different aspects of self concept.
These scores provide a detailed description of an indivi-
dual's perception of self within identifiable areas. The
TSCS is well suited for the sample used in this investiga-
tion. Because the test is normed for a sixth grade reading
level, most Upward Bound students would be able to respond
to the content of the questions. The TSCS is also a rela-
tively simple instrument to administer. This ease of
administration may reduce contamination from testing inter-
action. Another factor influencing the investigator's
choice of the TSCS was the inclusion of different racial-
ethnic groups, and representatives of all social, economic,
and educational levels in the development of the norms.
The researcher had located no other instrument which so
adequately met all the requirements of this research. In
conclusion, the TSCS seems well suited for populations with-
in the following parameters:

1. Reading proficiency near a sixth-grade level.

2. Norms which include different racial-ethnic and socio-
   economic groups.

3. Minimal administration time to reduce test inter-
   action.

4. A detailed description of the components which comprise self concept.

William Fitts initially began working on the TSCS in 1955. The test was developed as a research tool within the mental health field. Items on the scale were taken from two sources: 1) self concept measurements already developed, and 2) self-descriptions from patients and non-patients. Selection of the final items was determined by unanimous agreement among seven clinical psychologists (Fitts, 1965).

The TSCS is appropriate for subjects ages 12 and over having at least a sixth grade reading level. Two forms exist: The Counseling Form and the Clinical Research Form. The Counseling Form, used in this study, consists of the following scores:

    a. Self-criticism.

    b. Self-esteem scores

        1. Identity

        2. Self satisfaction

        3. Behavior

        4. Physical self

        5. Moral-ethical self

        6. Personal self

        7. Family self

        8. Social self

        9. Total positive score

c. Three variability of response scores

    1. Variation across the first three self esteem scores

    2. Variation across the last five self esteem scores

    3. Total score

d. Distribution score

e. Time score (Buros, 1972)

Nine scales from the TSCS will be measured in this study. These nine scales are described as follows:

1. <u>Total Positive Score</u>: This represents the total positive score and is the most important single score on the <u>Counseling Form</u>. Individuals with high scores generally exhibit self confidence and feel that they are persons of value.

2. <u>Identity</u>: This scale measures what a person defines as their basic identity.

3. <u>Self Satisfaction</u>: This score indicates a person's description of their general level of self acceptance.

4. <u>Behavior</u>: This category reflects the perception that individuals hold about the manner in which they act.

5. <u>Physical Self</u>: This score represents a person's perceptions and beliefs about their body.

6. <u>Moral-Ethical</u>: In this scale, the person describes himself/herself as being "good or bad," and their feelings of satisfaction with religion or lack of it.

7. <u>Personal Self</u>: This score measures a person's sense
    of personal worth apart from their own body and other
    relationships.

8. <u>Family Self</u>: This score describes a person's feelings
    of adequacy in their family.

9. <u>Social Self</u>: This score reveals a person's perception
    of himself/herself in relation to other people (Fitts,
    1965).

The TSCS includes 100 self-descriptive statements.
Ninety of the items were unanimously agreed upon by a group
of clinical psychologists. The remaining ten items are
taken directly from the L Scale of the <u>Minnesota Multi-</u>
<u>phasic Personality Inventory</u>. These ten items compose the
Self Criticism scale on the TSCS. Statements from the TSCS
allow the subject to select one of five responses, ranging
from "completely true" to "completely false."

<u>Norms</u>

The norms for the TSCS were developed from a sample of
626 people which included individuals from a variety of
geographic locations within the United States. The sample
ranged in age from 12 to 68 years of age. A broad represen-
tation of various social, educational, intellectual, and
economic classifications were included. An approximate
equal number of males and females as well as black and
white subjects were included.

Reliability

Test-retest reliability on all scores ranges from .61
to .92 for the different scales. The reliability coeffi-
cients mainly fall in the .80 to .90 range. Additional
evidence to support the reliability of the TSCS is found in
the similarity of individual profiles where the measure has
been repeated over a long period of time.

Validity

Validity for the TSCS has been established in a number
of ways.

1. Content Validity: This procedure ensured that the
    classification system used to determine the self con-
    cept scales was dependable. An item was retained only
    if the seven clincial psychologists unanimously agreed
    that the item was applicable to the measure.

2. Discrimination between Groups: Another approach to
    validation procedures has been to compare groups that
    differ on certain psychological dimensions with dif-
    ferences in their self concept. A major statistical
    analysis was performed in which 369 psychiatric
    patients were compared with 626 non-patients from the
    norm group. The results demonstrate that a highly
    significant difference (at the .001 level) existed
    between patients and non-patients for almost every

score of the TSCS. Fitts (1965) also collected data based on the other extreme of psychological health. He hypothesized that people, characterized by clinical observation as high in personality integration would differ from the norm group, in the opposite direction. The results verify this hypothesis on practically all the scores.

3. Correlations of TSCS with Other Personality Measures: Most of the TSCS scales correlate with scores from the Minnesota Multiphasic Personality Inventory.

Fitts describes the results.

> It is apparent that most of the scores of the Scale correlate with MMPI scores in ways one would expect from the nature of the scores (p. 24).

On scales which measure the same variable, correlation ratios are high. This is predictable in that disturbed people tend to exhibit extreme scores in either direction. Specific scores from the TSCS also have high correlations with other personality measures. The Minnesota Teacher Attitude Inventory was found to be inversely correlated with the Total Positive Scale of the TSCS at the -.534 level. High positive scores on the TSCS reflect low scores on the MTAI.

Statistical Hypothesis

The study tested the following null hypothesis:

Ho: There is no significant difference for posttest mean
scores among Group I (structured), Group II (struc-
tured), Group III (unstructured), Group IV (unstruc-
tured), and Group V (control) on the Tennessee Self
Concept Scale.

Nine scales of the TSCS were independently analyzed
utilizing the Analysis of Covariance. They are the follow-
ing: Total Positive Score of the TSCS, Identity, Self
Satisfaction, Behavior, Physical Self, Moral-Ethical Self,
Personal Self, Family Self, and Social Self (Fitts, 1965).

Statistical Analysis

The research design which was selected for this study
utilized the following matrix:

Table 4. Design matrix.

Group I	(structured)	R	0	X_1	0
Group II	(structured)	R	0	X_2	0
Group III	(unstructured)	R	0	X_3	0
Group IV	(unstructured)	R	0	X_4	0
Group V	(control)	R	0		0

where R: Randomization

  0: Process of observation or measurement

  X: The exposure of groups to an experimental
  variable

Three experimental designs are currently recommended in the methodological literature. The pre-posttest design for this study is the most widely used design (Campbell and Stanley, 1963). This research design is regarded as a fixed model which utilizes pre-posttest measures. The Analysis of Covariance was selected as the appropriate statistical tool. Courtney and Sedgwick (1972) describe the research rationale underlying the selection of this tool:

> Analysis of Covariance is a statistical technique which combines the concepts of analysis of variance and regression to handle situations where the researcher cannot completely control all of the variables in his study. It is a procedure for testing the significance of difference among means, accounting for the influence of uncontrolled factors in the experiment. The Analysis of Covariance adjusts the means for uncontrolled factors using regression analysis procedures. In other words, it adjusts for initial differences in the data. By making these adjustments, sampling error is reduced and precision is increased (p. 1).

The Analysis of Covariance statistically matches the groups by adjusting the treatment means of the dependent variable. This tool is used in situations where little control has been exercised over the independent variables in the study.

Mathematical Model

The Mathematical Model utilized in the Analysis of Covariance is written as (Peng, 1967):

$$Y_{ij} = \mu + \alpha_i + B_j + \gamma(Z_{ij} - Z) + \varepsilon_{ij}$$

where: μ = general mean

   α_i = fixed effects of factor A

   B_j = fixed effects of factor B

   γ = regression coefficient for the dependence of Y_{ij} on Z_{ij}

   Z = mean of all Z_{ij}

   ε_{ij} = errors   (p. 187)

Analysis of Covariance utilizes the "F" statistic. Hypotheses are rejected if the computed F is equal to or greater than the tabular F. The .05 level of significance was chosen as the acceptable confidence level.

Table 5. Analysis of Covariance layout: Adjusted sources of variation.

Sources of Variation	df	SS	Adjusted MS	F
Between groups	4	A	A/4	MSA/MSB
Within groups	41	B	B/41	
Total	45			

α = .05 level of significance

Where F ratios were found to be statistically significant, multiple t comparisons were selected as the appropriate statistical tool to analyze significant differences between the mean scores. The computations for the t comparisons were derived from the adjusted Analysis of

Covariance. These comparisons among the adjusted posttest
means were designed to identify which groups were signifi-
cantly different from each other. The multiple t compari-
sons are considered much more precise than other multiple
mean comparison tests in that it utilizes the adjusted
means of the dependent variable computed through Analysis
of Covariance. A more thorough discussion of the procedure
can be found in Snedecor (1956)..

Summary

The sample for this study was composed of 57 low in-
come high school students attending the 1978 Upward Bound
Summer program at Oregon State University. The sample con-
sisted of a homogeneous population, which was further
refined by stratifying for the race and sex of the subjects.
Participants were randomly selected for five groups: Groups
I and II (structured), Groups III and IV (unstructured), and
Group V (control). The facilitators were randomly selected
for the groups and participated in a three-hour orientation-
training session. Groups I and II were involved with 15
hours of structured human relations training. Groups III
and IV participated in an unstructured group which utilized
no structured intervention by the facilitators. Partici-
pants in Group V took part in the Upward Bound recreational-
cultural activity program.

The design of the study utilized a classical pre-post-test matrix. All subjects were administered the Tennessee Self Concept Scale to determine significant differences in self concept as a result of the human relations groups. The statistical procedure appropriate for the analysis of data was the Analysis of Covariance which provides an "F" statistic. The null hypothesis will be rejected if the computed F is equal to or greater than the tabular F at the .05 level of significance. Where F ratios achieved significance, multiple t comparisons were utilized to analyze significant differences between mean scores.

Chapter IV

PRESENTATION AND ANALYSIS OF THE DATA

This chapter describes the statistical analysis used to analyze the data. The data obtained from the analysis are presented and the procedures for testing the hypothesis are explained.

Statistical Analysis - Ho

The purpose of the study was to investigate the effectiveness of a structured human relations training group on the self concept of low income high school students. The sample for this investigation consisted of 57 low income, high school students, attending the 1978 Summer Upward Bound Program at Oregon State University.

The Tennessee Self Concept Scale was selected as the appropriate instrument to assess whether significant differences did exist between the experimental and control groups. The TSCS was administered as a pretest during the first week of the program, and again as a posttest measure after completion of the groups. Posttest scores were not available for ten students since they did not complete the summer program.

These ten scores did not significantly affect the results of the data. The students who did not complete the

posttest were evenly divided among the treatment and con-
trol groups; thereby limiting the mortality effect. The
distribution was as follows: four - Group V (control),
two - Group II (structured), one - Group I (structured),
two - Group III (unstructured), and one - Group IV (unstruc-
tured). Five of the students did not attend any group ses-
sions since they left within the first week of the program.
Two students attended less than half of the ten sessions.
Since these scores did not produce a differential loss from
the treatment groups, the missing scores were judged to be
insignificant to the analysis of the data. A total of 47
scores were utilized for statistical testing.

The Analysis of Corvariance which utilizes the F
statistic was used to test the hypothesis. The .05 level of
confidence was chosen as the acceptable confidence level.
Any F ratio of 2.60 or greater indicates statistical signi-
ficance among the groups on that scale. Where F ratios are
computed to be significant (2.60), multiple t comparisons
were utilized to test for significance between groups.

Table 6 presents the results of the Analysis of
Covariance on the nine scales of the TSCS.

Ho: There is no significant difference for posttest
mean scores among Group I (structured), Group
II (structured), Group III (unstructured), Group
IV (unstructured), and Group V (control) on the
Tennessee Self Concept Scale.

Table 6. Tennessee Self Concept Scale results. Analysis of Covariance layout with adjusted computed values.

Source of Variation	df	SS	MS	F	Significance of F
TSCS: Total					
Groups	4	3266.236	816.599	2.953	.031*
Error (within)	41	11337.77	276.531		
Total	45				
TSCS: Identity					
Groups	4	164.383	41.096	.715	.586
Error (within)	41	2351.805	57.361		
Total	45				
TSCS: Self Satisfaction					
Groups	4	974.512	243.628	2.682	.045*
Error (within)	41	3724.914	90.852		
Total	45				
TSCS: Behavior					
Groups	4	195.766	48.941	.955	.442
Error (within)	41	2100.544	51.233		
Total	45				
TSCS: Physical Self					
Groups	4	336.081	84.020	2.55	.053
Error (within)	41	1348.458	32.889		
Total	45				

Table 6 (continued)

Source of Variation	df	SS	MS	F	Significance of F
TSCS: Moral-Ethical Self					
Groups	4	59.680	14.920	.457	.767
Error (within)	41	1338.557	32.648		
Total	45				
TSCS: Personal Self					
Groups	4	213.689	53.422	1.608	.191
Error (within)	41	1362.262	33.226		
Total	45				
TSCS: Family					
Groups	4	136.178	34.045	1.414	.246
Error (within)	41	987.127	24.076		
Total	45				
TSCS: Social Self					
Groups	4	545.308	136.327	4.343	.005*
Error (within)	41	1287.017	31.391		
Total	45				

*P < .05 (.05 = 2.60)

The data in Table 6 indicate that the computed F was significant at the .05 level on three scales of the TSCS. Because the computed F was greater than the tabular F (2.60) at the .05 level, the null hypothesis was rejected for those three scales: (1) Total Positive; (3) Self Satisfaction, and (9) Social Self. The significant values on those three scales range from .045 on Self Satisfaction to .005 on Social Self.

An F of 2.55 was computed for the Physical Self Scale. A significant difference of .053 narrowly exceeded the .05 confidence level. The three scales of the TSCS, on which significance was computed, are listed below:

1. Total Positive Score: A significant difference (.031) was found to exist among the five groups, at the .05 level of this scale. This is the single most important scale on the counseling form of the TSCS (Fitts, 1965). An increase in this score reflects an enhancement in a person's self concept.

2. Self Satisfaction: A significant difference (.045) was found to exist among the groups. This scale represents the level of self acceptance or satisfaction a person has about him/herself. The computed F (2.68) was greater than the tabular F (2.60) at the .05 level, hence the null hypothesis was rejected.

9. Social Self: A significant difference (.005) was calculated for the Social Self Scale of the TSCS. This

scale measures a person's sense of adequacy in relation to their social interaction with others. Because the computed F (4.343) was greater than the tabular F (2.60) at the .005 significance level, the null hypothesis was rejected for this scale.

Ho was retained for the following scales of the TSCS: Identity (.72), Behavior (.95), Physical Self (2.55), Moral-Ethical Self (.46), Personal Self (1.61) and Family Self (1.41). It was found that no significant differences existed among the five groups on these six scales.

Table 7 indicates the F ratios for each of the nine scales of the TSCS. The scales are ranked according to their significance level.

Table 7. Rank order of F ratios and significance levels for the Tennessee Self Concept Scale.

TSCS	F ratio	Significance of F
Social Self	4.34	.005*
Total Positive	2.95	.031*
Self Satisfaction	2.68	.045*
Physical Self	2.55	.053
Personal Self	1.61	.191
Family Self	1.41	.24
Behavior	.95	.44
Identity	.72	.57
Moral-Ethical Self	.46	.76

*P < .05 (.05 = 2.60)

Where F ratios were computed to be greater than or equal to the tabular F (2.60), further analysis of mean scores was appropriate to determine the significance among the five groups. Multiple t comparison tests were utilized to test for significance for each of the three scales. The multiple t comparisons utilize the adjusted means derived from the Analysis of Covariance.

Table 8 presents the TSCS pre and posttest mean scores for the five groups. The adjusted mean scores were derived from the Analysis of Covariance.

Examination of Table 8 indicates that the adjusted means utilized in the multiple t comparisons differed from the unadjusted posttest means. The means were adjusted to control for intial differences in the data that the researcher was unable to control. Other multiple mean t comparison tests do not use the adjusted scores in deter- mining significance among the means.

Table 9 reports the results of the t comparisons with the Social Self Scale of the TSCS. A significant t value was found to exist among the means of the four treatment groups and the control group. Both structured groups, Groups I and II, and the unstructured groups, Groups III and IV, are significantly different than the control group for the Social Self Scale of the TSCS. Significance levels range from .05 (2.38) to .001 (3.91).

Table 8. Comparison of pre-posttest and adjusted mean scores for the TSCS scales that achieved significance at the .05 level.

	Mean X	Mean Y	Adjusted
Total Positive Score			
I (structured)	332.50	339.50	327.43
II (structured)	320.75	336.25	334.20
III (unstructured)	313.77	348.22	352.11
IV (unstructured)	328.77	347.66	338.77
V (control)	298.90	315.90	332.48
Self Satisfaction			
I (structured)	104.60	104.80	100.35
II (structured)	93.25	98.50	102.97
III (unstructured)	95.11	109.77	112.78
IV (unstructured)	104.77	111.77	107.19
V (control)	96.27	99.27	101.36
Social Self			
I (structured)	67.50	71.00	66.50
II (structured)	64.13	70.25	68.33
III (unstructured)	61.44	70.55	70.69
IV (unstructured)	60.33	66.77	67.76
V (control)	55.64	55.72	60.30

where   X = pretest

Y = posttest

Table 9. Results of the multiple t comparisons on adjusted means for the Social Self Scale.

Groups	II	III	IV	V
I (structured)	.64	1.53	.46	2.38*
II (structured)		.81	.20	2.88*
III (unstructured)			1.05	3.91*
IV (unstructured)				2.80*
V (control				

*P < .05 (.05 = 2.02)

Table 10 indicates the multiple t comparisons between the groups on the Total Positive Score of the TSCS. This is the single most important scale of the instrument (Fitts, 1965). A significant increase in this score indicates a positive change in self concept.

Table 10. Results of the multiple t comparisons on adjusted means for Total Positive Score.

Groups	II	III	IV	V
I (structured)	.10	3.18*	1.46	.68
II (structured)		2.16*	.55	.22
III (unstructured)			1.68	2.59*
IV (unstructured)				.83
V (control)				

*P < .05 (.05 = 2.02)

The results from the multiple t comparisons among the five groups are quite interesting. All of the significant

t scores were found to exist between Group I (structured) and Group III (unstructured); Group II (structured) and Group III (unstructured); and Group V (control) and Group III (unstructured). Group III was found to be significantly different than all the other groups except Group IV (unstructured). The unstructured groups, III and IV, scored higher t scores when compared to the structured Groups, I and II, and control group, Group V. It can be concluded that Group III (unstructured) was found to be significantly different than Groups I (structured), II (structured), and V (control) on the Total Positive Score of the TSCS.

Results of the multiple t comparisons for the Self Satisfaction Scale of the TSCS are illustrated in Table 11.

Table 11.   Results of the multiple t comparisons on adjusted means for Self Satisfaction Scale.

Groups	II	III	IV	V
I (structured)	.56	2.81*	1.54	.24
II (structured)		2.07*	.89	.35
III (unstructured)			1.23	2.64*
IV (unstructured)				1.35
V (control)				

*P < .05 (.05 = 2.02)

Table 11 indicates that both unstructured groups, Groups III and IV, scored higher than either the structured or control groups on the Self Satisfaction Scale. A

significant difference was found to exist among Groups I and II (structured), and Group III (unstructured). Group III was also significantly different than Group V (control). Although Group IV (unstructured) demonstrated the second highest mean score, this group was found not to be significantly different than the other four groups.

Summary

The Analysis of Covariance was utilized to test Ho. Ho was rejected on three scales of the TSCS, and it was concluded that a significant difference existed among mean scores for the five groups. Where F ratios were found to be significant, multiple t comparisons were used to analyze significant differences among mean scores for the five groups. It was found that for the Self Satisfaction Scale, Group III (unstructured) scored significantly higher than Groups I and II (structured), and Group V (control). The analysis demonstrated that for the Total Positive Score, Group III (unstructured) again scored significantly higher than Groups I and II (structured), and V (control). All the treatment groups were found to be significantly different from the control group for the Social Self Scale.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The principle purpose of this study was to determine
the effectiveness of human relations-sensitivity training
on the self concept of low income, high school students.
The treatment method involved structured and unstructured
group designs. The sample group consisted of 47 low income,
high school students attending the 1978 Summer Upward Bound
Program at Oregon State University. Participants were ran-
domly selected for placement into one of five groups. The
sample was further refined by stratifying for the variables
of race and sex.

The research design was composed of four treatment
groups and one control group. Members were randomly
assigned to one of five groups. Groups I and II were
designated as the structured human relations groups. Groups
III and IV were identified as the unstructured groups.
Group V consisted of one large control group. All groups
participated in a total of fifteen hours of group meetings.

Co-facilitators were randomly assigned to the treatment
groups by blocking for the sex of the leaders. The facili-
tators participated in a three-hour orientation-training
session in which the proposed model for the design of the

groups was presented. During the training, the researcher introduced an expectational set. The facilitators were told that the treatment method they were involved in had demonstrated consistently higher member outcomes when compared to other group methods.

The subjects in the experiment were administered the Tennessee Self Concept Scale as a pretest measurement just prior to the group experience. Immediately following the group experience the subjects were again administered the same standardized instrument under conditions approximating the pretest.

Analysis of Covariance was utilized to test for the significance of hypothesis one. Three scales of the TSCS were found to be significantly different as a result of the analysis. Where the F ratios proved significant, multiple t comparison tests further analyzed the data. Group III (unstructured) scored significantly higher than Groups I and II (structured), and Group V (control) for the Total Positive Score and the Self Satisfaction Scale. All the treatment groups, I through IV, were found to be significantly different than the control group (V) for the Social Self Scale of the TSCS.

Conclusions

It is with due consideration for the limitations of this study as stated in Chapter I that implications and

conclusions were drawn. Conservative interpretations and conclusions from the research are suggested until further studies either corroborate or disconfirm these results.

Analysis of Covariance procedures revealed a significant difference in posttest scores for three scales of the Tennessee Self Concept Scale. A significant difference (.03) was found to exist among the groups on the Total Positive Score of the TSCS. This is the single most important scale on the test, and it reflects a person's overall level of self esteem (Fitts, 1965). A significant increase in this score reflects a general enhancement of a person's self concept. Even though only three scales were found to be significant, a significant difference on the Total Positive Score suggests that participants did perceive themselves in a more positive manner.

Rogers (1951) states that people tend to act in a manner consistent with their self concept. Persons who have developed positive images of themselves tend to display more satisfying interpersonal, social, and occupational behaviors. This selective aspect of self concept results in corroborating a person's already existing beliefs about him/herself.

Combs, Avila and Purkey (1971) postulate that the self concept is a learned construct, acquired over long periods of time as a consequence of many repeated experiences. Because it is learned, it is assumed that people have the

capacity to change their perceptions of themselves. Generally speaking, the more important the aspect of self one wishes to change, the more difficult it will be to change it. This study suggests that human relations training was effective in enhancing the self concept of low income, high school students within the five week training period. Given a longer period of group meetings, significance may have been computed on other scales of the TSCS.

Where the F ratios achieved a .05 significance level, multiple t comparisons were utilized to identify the significant differences among the five groups. The results indicate that Group III, unstructured, scored significantly higher than Groups I and II, structured, and Group V, control. Group IV, unstructured, was not significantly different than the other groups, yet its posttest mean was second only to the other unstructured group, III.

The findings imply that the independent variable, the treatment effect, is of prime importance in changing self concept. Both unstructured groups demonstrated mean scores higher than the structured groups or control group. Argyris (1967) concludes that the unstructured group format may allow for a more direct experience of relevant learning situations in the group. The learning of effective strategies may then be transferred to back-home situations. Although it was not the focus of this investigation to examine the specific content of the groups, it may be

inferred that the unstructured groups produced the optimum
blend of cognitive and experiential learning. These two
elements have been identified as necessary learning condi-
tions within any group format (Argyris, 1967; Cohen and
Smith, 1976).

The significance of Group III's posttest score may be
due to the unusual variation of the pretest scores. A
closer inspection of the data reveals that Group III's pre-
test score (313.77) ranked fourth in relation to the other
groups. Although Analysis of Covariance procedures adjust
for the initial pretest difference using regression and
analysis of variance techniques, the spread may have been
large enough to influence significance testing procedures.
Statistically, it becomes easier to compute significant dif-
ferences when the pretest mean is low in comparison to
other scores. The data indicate that the adjusted group
means, derived from covariance techniques, do reflect a
marked difference from the unadjusted scores.

Results from the Self Satisfaction Scale indicate that
Group III (unstructured) was again significantly different
than both structured groups, I and II, and the control,
Group V. On this scale, Self Satisfaction is equated with
self acceptance. The members of Group III indicated that
their acceptance of themselves improved significantly as a
result of the group experience. An analysis of adjusted
mean scores demonstrated that the unstructured groups

scored higher than the remaining groups. In fact, the control group (V) scored higher than Group I, a structured group. One implication may be that members of the unstructured groups did develop a greater sense of their own responsibility and resources to begin changing long-held images of themselves. The structured groups may have developed an unspoken norm that members did not have the resources to make decisions about the group and therefore assume greater responsibility over their own destinies. Argyris (1967), one of the most outspoken critics of structured groups, argues that they cause members to lose a sense of accomplishment which comes from developing their own goals and struggling with identifying their solutions to problems.

Change does not only revolve around the behaviors of the leaders; strong evidence has indicated that the interpersonal relationships within the group play important roles in membership change. Lieberman, Yalom, and Miles (1973) discovered that members with high VCIA (Value Congruence, Influence, Activity) behavior tend to demonstrate positive outcomes. The tremendous force and power of group pressure can result in either positive or negative effects on the group members. Groups which demonstrate high outcome measures seem to develop a greater interdependence among the members. Perhaps the structured groups in this experiment failed to allow for the development of

member roles which produce greater interdependence.
Because of the leaders' central role in the structured
groups, members may not have developed behaviors helpful
to the groups' functioning. Participants in the struc-
tured groups may have felt less satisfied with the bene-
fits they received from their group experience. Hence,
they may tend to evaluate their group as less attractive
and feel themselves apart or separate from the group.
These are central issues which Lieberman, Yalom and Miles
(1973) have found to be related to positive outcomes in
participants.

The Social Self Scale produced the highest F ratio
computed for any of the nine scales (4.34). The results
also produced the most significant evidence corroborating
an identified goal of human relations training. Most
theorists state that one of the major goals of human
relations-sensitivity training is to increase participant's
awareness of themselves and to facilitate the acquisition
of interpersonal strategies which are most satisfying and
productive. Bradford, Gibb and Benne (1964) identify
some basic goals of sensitivity training:

> One hoped-for outcome for the participant
> is increased awareness and sensitivity to
> emotional reactions and experiences in
> himself and others (p. 16).

Research into the effect of human relations-sensiti-
vity training focuses on strategies designed to increase a

person's awareness of their behavior and how that behavior

impacts on others. The importance of social relationships

in the development and maintenance of self concept is dis-

cussed by Combs, Avila and Purkey (1971):

> Of much more importance to the growth of
> self, however, are the concepts acquired
> from interaction with other human beings.
> Man is primarily a social animal, and it
> is from experiences with other people
> that his most critical concepts of self
> are derived (p. 48).

Social interaction and improved strategies for inter-

personal functioning are then a major focus for human

relations-sensitivity groups. This study demonstrated the

expected results regarding this outcome measure. All the

treatment groups, both structured and unstructured, scored

significantly higher than the control group on the Social

Self Scale. In fact, a closer examination of the adjusted

means indicate that a structured group, II, was second only

to Group III on this scale. Regardless of the type of

treatment, human relations-sensitivity groups would appear

to produce a greater sense of social competence than

organized recreational activities. This was not the case

on the other scales, but in relation to Social Self the

results appear to support the assumption that sensitivity

training does enhance one's perception of his/her interper-

sonal functioning with others.

Treatment Groups

The purpose of this investigation was to determine the effectiveness of a structured human relations training group on the self concept of low income, high school students. Yet, both unstructured groups demonstrated higher posttest mean scores, and significant differences were found to exist because of Group III's (unstructured) posttest scores. The results tend to support the research investigating the effects of structured and unstructured groups. In their classic study, Lieberman, Yalom and Miles (1973) found that unstructured groups produced 42% of the high change participants, while 29% of the high changers came from the structured groups. Participants in unstructured groups were also found to maintain their changes longer. Seventy-five percent of the high changers in the unstructured group maintained their changes over a 6-month period, whereas only 63% of the structured groups maintained their changes. Lieberman, Yalom and Miles (1973) concluded by saying:

> Analysis of the impact of structured exercises shows that they are neither the royal road to existential bliss nor a robust means of inducing change in individuals. On balance, exercises appear at best irrelevant in that they do not yield markedly different results whether they are used or not; more likely it can be inferred they are less effective in general than more unstructured strategies (p. 419).

Both structured groups in this investigation ranked
third and fifth on their posttest means for Total Positive
Score. The results suggest that unstructured groups pro-
duced a greater increase in self concept scores with this
particular sample group.

Group III consistently scored higher than all other
groups on those scales that demonstrated significance.
This researcher concludes that a cautious approach should
be maintained when analyzing these findings. Factors
other than the treatment condition may have influenced the
results of this experiment. A possible conclusion can be
made that the facilitators of Group III intervened with
higher levels of facilitative responses than the leaders
of the other groups. With the present design, it is
impossible to correlate participant outcome with leader
responses. Leaders in both the unstructured and struc-
tured groups may have contaminated the research by emitt-
ing responses which were inappropriate to that treatment
method. Even though the co-facilitators during the train-
ing session were emitting a high degree of responses
appropriate to the treatment effect, this may have changed
as the treatment progressed.

The design for this investigation did attempt to con-
trol for the effect of the leader by randomly assigning
co-facilitators to the groups. Also an expectational set
was introduced to counter the effect of differing

facilitative levels emitted by the leaders. Yet this study did not specifically identify the behavior of leaders which appeared to produce higher changes in self concept scores.

Another important factor influencing the results may have been the functional roles that the members assumed in the group. Yalom (1975) identifies membership role functioning as a major factor determining the outcome of participant change.

High learners emit behaviors which maintain or further the development of the group. Members who emit behaviors judged as harmonious with encounter group values are viewed as influential within the context of the group. Behaviors such as expressiveness, openness, gate-keeping, compromising, are maintenance behaviors which enhance the functioning of the group.

This study attempts to control for initial differences among group members through randomization of the sample and the use of covariant analyses. The importance of the role of each member in the group is paramount to possible factors influencing high or low participant outcomes. Members who are highly respected, valued, and influential in the group process, tend to be rewarded for their behavior in groups (Yalom, Houts, Zimerberg, and Rand, 1967). In contrast to the successful experiences of these members, deviance in the group is likely to produce low changers

negative experiences. This experiment did not measure membership roles and their relationship to a change in self concept. It can only be inferred then that the functional roles emitted by the members of Group III produced more effective leadership roles throughout the development of the group. It may be that unstructured groups reinforce more effective leadership roles among the members than do more structured groups.

The researcher has only addressed himself to three scales of the TSCS which indicated a significant F ratio. On six scales from the TSCS, no significant differences were found to exist. The Physical Self Scale just missed a significant F ratio (.053). An analysis of the adjusted means indicate that the control group was very close to the highest score. This had the effect of reducing the probability of achieving significance by decreasing the variation among the means. Although the structured groups were designed to specifically increase a person's awareness of their physical functioning, these groups scored lower than the control or unstructured groups on this scale. It may be that the best way to enhance a person's physical image, is to design recreational activities which allow for their own exploration of space and movement.

No significant change in self concept was reported on the following scales: Personal Self (.19), Family Self (.24), Behavior (.44), Identity (.59), and Moral-Ethical

Self (.76). The scales regarding Identity and Moral-Ethical Self may deal with values and perceptions which are deep-seeded in a person's perceptual set. Five weeks may not have been a long enough period of time for these scales to demonstrate any significant changes. Other factors such as leadership behavior, member role functioning, and the development of norms may have had some effect on these outcome measures. It also should be noted that on these scales, the structured groups, Groups I and II, and the Control Group V, demonstrated mean scores closer to the unstructured groups, III and IV. In fact, the variation of the posttest means among the groups was small enough so that no significant differences were found to exist. The grand posttest mean for each of the six scales increased when compared to the pretest. Yet the increases were not large enough to compute any significant differences. The findings suggest that both the structured and unstructured groups did not produce significant change on these six scales.

Summary of Conclusions

From the analysis of the data the researcher developed the following conclusions:

1. Human relations-sensitivity training is an effective method of enhancing the self concept of low income, high school students.

2. In this investigation, unstructured groups appear to produce higher member outcomes when compared to groups employing the use of structured activities.

3. Three variables were identified as central to the process of participant change. Leader behaviors are of paramount consequence to the effect of the sensitivity groups. At the same time, the investigator realizes the pervasive power of the functional roles of members toward effecting positive outcomes. The development of norms which allow for looser boundaries, and a high degree of peer control may also yield higher results.

4. Some scales of the Tennessee Self Concept Scale may not be amenable to change within the 5-week time period of the treatment. Deep-seated values and beliefs may change only after long periods of time and repeated exposure and practice with more effective interpersonal strategies.

5. It is impossible to isolate one variable, the group experience, as the only factor influencing a change in a person's perception of herself/himself. Factors beyond the control of this study subtly influence changes in self concept. The self concept does not change as a result of an important event. Change takes place because of repeated experiences occurring over long periods of time.

Recommendations

The results and conclusions of this investigation suggests further research into the process and procedures of enhancing self concept through the use of human relation-sensitivity training. The recommendations reflect the methodological and procedural difficulties encountered in this investigation. This study did indicate that positive gains in self concept were produced by unstructured groups utilized in this research. Further studies are needed to determine whether the increased outcome measures of unstructured groups would be consistently demonstrated with different populations and designs.

Listed below are the recommendations for further study:

1.   The duration of human relations-sensitivity training be isolated as an independent variable influencing outcome measures. Length of training may be directly correlated to positive gains in self concept. An extended posttest design can also be incorporated into the research. The duration of self concept change can be measured at predetermined intervals. The effectiveness of structured, unstructured, or play groups in the maintenance of self concept change can be examined.

2.   A similar study be designed which specifically

isolates leader's behavior as the independent

variable. Tape recordings, direct observations, and

participant self report are some techniques which can

be utilized to measure leader's behavior and its

relationship to self concept change. A further

refinement would be to design the experiment so that

all leaders would be involved in the different treat-

ment conditions. This may further control for the

effect of the leader.

3. A study comparing other counseling methodologies and

utilizing the same variables in this research would

more clearly demonstrate what methods produce signi-

ficantly greater increases in self concept change.

4. A similar study conducted with a sample differing in

socio-economic, age, and education levels would pro-

vide data about different populations. This would

have the effect of increasing the external validity

of this experiment.

5. An experiment analyzing the effect of functional

roles on the enhancement of self concept would iden-

tify the powerful effect member behaviors have on

outcome measures. Research investigating the per-

vasive effect of group pressure would add to the

literature concerning the effect of leader and member

behaviors on participant change.

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APPENDICES

APPENDIX A

STRUCTURED HUMAN RELATIONS
TRAINING MODEL

Session I

1. Introduction: Procedures, organization and rules for

   the groups.

   Reaction papers will be written after every meet-

   ing.

2. Getting acquainted:

   a. Milling exercise: participants nonverbally take

      part in exercises designed to contact group mem-

      bers through movement.

   b. Milling feelings: participants allow their bodies

      to move in demonstrating certain emotional states.

3. Process exercise: In a large group the members are

   encouraged to share their experiences. Leaders

   accept and recognize responses from the participants.

   Questions are designed to increase individual aware-

   ness.

4. Homework assignment:

   Members complete the sentence, "What I learned

   about myself is . . . ."

Session II

1. Members share their experiences of themselves in the

   group.

2. <u>Discuss Self Disclosure</u>:

   a. Leaders present theoretical material concerning self disclosure and making friends.

   b. Self disclosure is based on each person's awareness.

3. <u>Awareness continuum</u>:

   a. Participants finish the sentence, "Right now I'm aware . . . ."

   b. Leaders talk about the different aspects of awareness; outside, inside, and fantasy.

   c. Repeat and focus on area of awareness that was least developed.

4. <u>Impressions</u>:

   a. In dyads, the partners make guesses about what the other person is like.

   b. Each clear up their misconceptions and disclose new material which better acquaints each person.

   c. Partners introduce each other to the group.

   d. Process exercise: facilitators focus on getting acquainted and strategies used to make ourselves known.

<u>Session III</u>

1. <u>Presentation and discussion of self concept</u>:

   a. Development and acquisition.

   b. Activity: members write down their first recollections of themselves with their parents.

2. <u>Self Concept Scale</u>: Participants place themselves on a concept scale, which they keep in a file.

0	50	100
Feel totally worthless	Sometimes feel good and bad	Like everything about myself
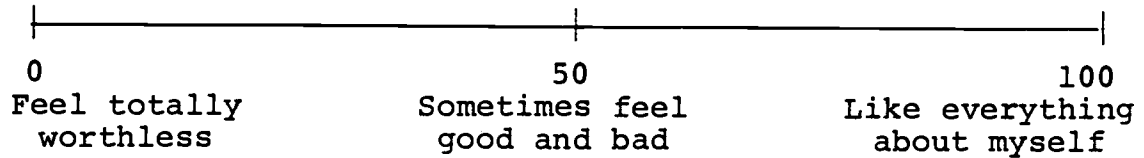
3. <u>Discussion</u> of the phenomenological aspect of self concept.

4. <u>Self concept collage</u>: participants use materials to develop a collage which portrays their perception of who they are.

<u>Session IV</u>

1. <u>Process self concept collage</u>:

   Members talk about and present their collages to the group.

2. Participants fill out questionnaire, "Who do you think you are?"

3. Process exercise based on images people hold of themselves.

   Discuss uniqueness of perceptions and selectivity of self concept.

4. <u>Fantasy</u>: Parental memories.

   a. Participants fantasize earliest memories with parents. They imagine their parents describing them when they were small, and a description in the present.

b. Process exercise: emphasis is placed on students owning responses and fantasies.

5. <u>Homework</u>: Participants write down three incidences which elicit some self statement. The papers should include a description of the situation, people involved, and the self messages.

<u>Session V</u>

1. <u>Effective communication skills</u>: discussion and presentation.

a. Content and process of communication.

b. Components of communication.

c. Rumor exercise: students attempt to repeat verbatim a story told by the previous person. Repeat with three people in front of the group.

d. Verbal and nonverbal messages.

2. <u>Skill training</u>: attending behavior.

a. Presentation of appropriate behaviors.

b. Modeling by facilitators.

c. Practice attending behaviors in dyads.

d. Group exercise: process exercise while half the group demonstrates attending behaviors and half non-attending behaviors. Identify differences and reactions.

<u>Session VI</u>

1. <u>Review nonverbal communication</u>.

2. Group observes and records non verbal communication of leaders during review.

 Process exercise: pay particular attention to the difference between observations and interpretations.

3. Leaders mirror nonverbal cues to situations:

 a. Members identify their feelings.

 b. Sharing impressions: cultural and individual differences with nonverbal behaviors.

4. Effective communication skills:

 a. Identify three styles of communicating: aggressive - passive - effective.

 b. Facilitators model each style to the group.

5. Discuss elements of effective communication:

 a. I statements.

 b. No blame.

 c. Here-now.

 d. Perception check with others.

6. Leaders model each aspect of the process:

 a. Tryads practice the skill.

 b. Add one more element following each trial.

 c. Feedback in tryads.

7. Repeating:

 a. Tryads: speaker, listener, and observer.

 b. Listener repeats back what was stated.

 c. Reaction and feedback.

Session VII

1. Review elements of effective communication: Review
    skills, attending behavior and repeating.

2. Present and discuss paraphrasing.

3. Modeling by leaders.

4. Members role play situations:

    a. Divide into tryads and assign roles.

    b. Practice paraphrasing responses.

    c. Feedback and reactions.

5. Role playing difficult situations:

    a. Group develops incidents from their lives that are
        difficult to handle.

    b. Facilitators role play using effective communica-
        tion style.

    c. Group reviews behaviors that were ineffective or
        effective.

    d. Suggestions from group on alternatives.

6. Group role play:

    a. Members write down a difficult situation, everyone
        switches incidents.

    b. Present one example to group: groups responds
        with alternatives to the situations.

    c. In tryads, group role plays situations they have
        received.

    d. Feedback and reaction on communication styles.

Session VIII

1. Discuss and present differences between Perceived Self and Ideal Self:

   Members talk about how they would want to be in dyads.

2. Activity: Strength bombardment

   a. Individual and group talk about that person's strengths.

   b. Discuss differences in feeling.

   c. Discuss people's need for perfection.

3. Present and discuss self concept and change:

   a. Members list three things they want to change about themselves.

   b. Finish incomplete sentences concerning the payoff they receive by not changing their behaviors in certain situations.

   c. Discuss responsibility and resources members need in order to change their behaviors.

4. Many alternatives to change:

   a. Divide into groups of four and members explain to the group a change they are trying to make and how they are going about changing.

   b. Group provides reactions and/or further alternatives.

   c. Practice some choices in groups.

5. Homework:

   a. Choose a behavior you would like to change and

engage in behaviors that would enable you to meet
your goal.

   b. Groups of four or leaders can aid the process of
       designing a change program.

   c. Record two-day experiment to change.

Session IX

1. <u>Role playing aspects of changes members wish to make</u>:

   a. Divide group into half -- each facilitator aids
       participants to practice behavior that can help
       them to change.

   b. Each person evaluates how well he/she is doing to-
       ward changing their behavior.

   c. Emphasize positive reinforcement for any changes.

2. <u>Discuss responsibility and change</u>:

   a. In tryads: members begin statements with "I
       can't . . . ."

   b. Members begin statements with "I won't . . . ."

   c. Awareness of what each person does to help or
       hinder change.

Session X

1. <u>Relaxation</u>: focusing.

2. <u>Fantasy</u> of an end to the group:

   a. Members fantasize leaving the group.

   b. Go to people to finish any incomplete business.

3. <u>Closing: positive statements</u>:

a. Each person states two things that they like about themselves now.

b. State one thing that they like about the person next to them.

APPENDIX B

FACILITATOR TRAINING MODEL:
UNSTRUCTURED GROUPS

I. <u>General review and description of the research</u>

   1. The purpose, significance of the research and the

      Upward Bound class description were presented and

      discussed.

   2. The design of the research was illustrated and

      the general organization of the groups was pre-

      sented.

   3. Differences between the present research and pre-

      vious studies investigating the effect of human

      relations-sensitivity training were presented.

          This study refines the research designs used

          in previous studies. Internal validity was

          increased through the use of a placebo con-

          trol group, specificity of the treatment con-

          dition, randomization of subjects, and

          appropriate statistical analysis of the data.

II. <u>Goals of the unstructured groups</u>

   1. The goals as stated by the researcher were listed

      and discussed. The stated goals were as follows:

      a. To increase the students' awareness of feel-

         ings, behaviors, thoughts, and physical ex-

         periences.

b. To aid each participant in communicating more
    effectively in his/her interpersonal relation-
    ships.

c. To enhance the self concept of each person
    through participation in the dynamics of the
    group.

III. Presentation and discussion of theoretical models for
      leadership interventions and group development.

1. The facilitators reviewed and discussed the fol-
    lowing articles presented by the researcher:

    a. Reid, C. The Authority Cycle in Small Group
        development.

    b. Fine, L. Guidelines to Enhance Encounter
        Groups.

    c. Firth, J. Group Facilitator Activities.

    d. Saporito, F. The Farmer in the Dell.

    e. Cohen, A. and Smith, D. The Critical Inci-
        dents in Growth Groups: Theory and Technique.

    It was recommended that the facilitators read the

    critical incident model described by these

    authors. The effectiveness of their own interven-

    tions could be viewed within the dimensions of

    this model.

2. Particular emphasis was placed on the stages of
    small group development.

    a. The facilitators were trained in developing
        hypotheses concerning behaviors indicating a

particular stage in the development of a
group.

    b. Critical incidents within a group's process
were discussed. Possible interventions were
role played and evaluated.

3. The critical incidents reviewed were: getting
acquainted, dependency on leader or members, con-
flict among members, challenge to leaders'
authority, norms and their enforcement, disclo-
sure, affection, and termination of the group.

IV. <u>Parameters for the unstructured groups were specifi-
cally identified and discussed</u>.

1. No structured activity initiated by the facilita-
tors which would direct the members to follow a
specific set of instructions was permitted.

2. Facilitators could interrupt the structure of the
groups only if they judged the groups' behavior
as detrimental to participants.

    a. Physical violence, hazardous physical activi-
ties, and directed criticism by more than two
members to effect a change in another's be-
haviors were deemed appropriate instances for
directing the group to cease these activities.

3. Facilitators were instructed to facilitate the
process of the group's experience. Interventions
which block the group's process from occurring

were discouraged.

a. Examples of process issues in the groups were
    presented.

b. The difference between content and process
    variables was discussed.

c. If the group was talking about content, which
    had little relation to present feelings, the
    leaders were to facilitate that process. The
    leaders also could bring to the groups' aware-
    ness a decision to continue talking on this
    level or to move toward a more personal
    exploration of present experiences. The
    leaders were to assist in this decision mak-
    ing process.

4. Leadership interventions which would facilitate
    the group's process were discussed and role
    played. The techniques are listed below:

    a. Keeping the focus on the group.

    b. Using the group as a resource. If someone
        has a question use the group as a resource in
        providing a participant with information.

    c. Keep providing the group with material
        generated during the group's interaction.
        Feedback is helpful when provided by group
        members. Use the group when an issue is
        brought up that appears to be relevant to a

number of members (family, school, friends).

d.   Reinforce ownership of responses. Model ownership responses within the group. Facilitate direct eye to eye communication among the members. This enhances the I-Thou relationship.

e.   Modeling of the behaviors desired: feedback, feelings, here-now, responsibility, and perception check.

5.   Emphasis of facilitators is to encourage the members to actively struggle with defining the role and direction of their group.

a.   Interventions which assist the group in making decisions were considered appropriate for this treatment.

b.   Encouraging all members to participate. If someone was not participating, the leaders were directed to invite that person's involvement.

c.   Discussing with the group the process or manner in which group decisions are made.

6.   Group discussions can focus on ideation and cognition rather than on exclusive concentration of feelings.

a.   Leaders can facilitate a discussion about an idea, topic, or values the group initiates. Facilitators were not to discourage the

group's focus on ideas or issues.

7. The development of norms, standards for group be-
    haviors, will not be rigorously established or
    enforced by the facilitators.

    a. The leaders will not set rules for the func-
        tioning of the group.

    b. Interventions which bring to the surface under-
        lying, assumed norms is deemed appropriate for
        the groups' process.

V. <u>Leadership interventions were discussed and role
    played</u>. The critical incident model (Cohen and Smith,
    1976) provided the basis for the training.

1. The difference between group process and invidi-
    dual interventions was presented.

    a. Process variables were described as the
        dynamics occurring among group members during
        their interaction. Variables such as:
        participation, influence, styles of influence,
        functional roles of members, group atmosphere,
        communication process and norms were dis-
        cussed.

2. The facilitators were encouraged to use a blend
    of both process and individual interventions. In
    general, leaders were instructed to concentrate on
    interventions which were process orientated.

3. Individual interventions appropriate to the
    treatment condition were discussed and role
    played.

    Rogerian responses, self disclosure, basic
    communication techniques, pairing, and posi-
    tive intentionality were identified as
    acceptable responses.

VI. The researcher introduced an expectational set dur-
     ing training.

1. The facilitators were told that their treatment
    condition had demonstrated higher member outcomes
    when compared to other methods of group inter-
    action.

2. The facilitators were told that the researcher
    expected their groups to produce significantly
    higher self concept scores.

    Dias and Main (1972), Rogers (1970), and
    Argyris (1967) were presented as documented
    research studies.

VII. The facilitators were instructed not to discuss the
      research with other facilitators.

      This was designed to limit the halo effect.

FACILITATOR TRAINING MODEL:
STRUCTURED GROUPS

I. General description of the research.

1. The purpose and significance of the research was discussed.

2. The design of the research was presented. The improvements in the design of the research were discussed. Emphasis was placed on the specificity of the independent variable, the use of a placebo control group, randomization of subjects and the statistical analysis.

   The facilitators were told that the rigorousness of the design improved the probability that a significant change in self concept would be demonstrated.

II. Goals of the structured groups.

1. The goals for both treatment groups were the same. The process to achieve those goals was unique to each treatment format. The following goals were identified:

   a. To increase student awareness of thoughts, feelings, behaviors, and physical experiences.

   b. To assist students with improving interpersonal communication.

   c. To enhance the self concept of each student

through the use of structured human relation activities.

III. <u>Presentation and discussion of theoretical models for leadership interventions.</u>

1. The articles that were discussed are:

   a. Firth, J. Group Facilitator Activities.

   b. Fine, L. Guidelines to Enhance Encounter Groups.

   c. Saporito, F. The Farmer in the Dell.

   d. Cohen, A. and Smith, D. The Critical Incidents in Growth Groups: Theory and Technique. The chapter in this book which describes the critical incident was assigned as a prerequisite before the beginning of the groups.

IV. <u>Examination of the structured human relations training program</u>

1. Each session was discussed and reviewed. These exercises provided the framework to achieve the goals of the structured groups.

2. The researcher explained that due to time considerations the facilitators could choose between possible exercises within that particular session.

3. Emphasis was placed on processing each exercise. Guidelines for processing the exercises did not limit the individual style of the facilitators. However, the researcher presented behaviors which would increase the facilitators' effectiveness.

   a. Open non-judgemental style.

    b. Recognition and acceptance of participant

       responses.

    c. Reinforcing responses from the group.

    d. Personalized language and facilitating

       participant responsibility for their

       experiences.

    e. Breaking the large group into smaller groups

       for sharing of experiences.

    f. Pairing of similarities and differences in

       the group.

    g. Assisting members with providing and receiv-

       ing feedback within the group.

    h. Presentizing the experience of group members.

V. Leadership interventions were discussed and role

   played. Interventions which have been found to

   increase high participant change were presented.

   1. Differences between group and individual inter-

      ventions were discussed and demonstrated.

   2. Interventions appropriate to processing struc-

      tured experiences were discussed and role played.

     a. Modeling behaviors which are desired from

       participants.

     b. Pairing similarities and differences of mem-

       ber responses.

     c. Focus on the immediate present.

     d. Personalize language.

e. Perception check.

f. Promote and facilitate feedback among group
    members.

g. Use effective communication skill. Encourage
    each member to speak directly to another per-
    son. Describe inner and outer observations.
    Be simple and clear.

h. Focus on behavioral descriptions. Relate
    changes in group to relevant situations out-
    side the group.

i. Model the behavior that you wish to occur in
    the groups.

j. Look at the process. Consider the system in
    which the group is operating. Identify the
    payoff that a person receives to continue
    their behavior.

VI. The researcher introduced an expectational set.

The facilitators were told that the structured
groups had consistently demonstrated higher mem-
ber outcomes when compared to the unstructured
groups.

Research describing the effect of this design
was presented (Kurtz, 1975; Patton, 1974).

VII. Facilitators were instructed not to discuss the
research with the other facilitators.

This was designed to limit the halo effect.